

Digital Humanities at Doctoral School: a community of practices?

Daniel Alves, IHC-FCSH

Universidade NOVA de Lisboa

10th EUA-CDE Annual Meeting, Tallinn, 2017

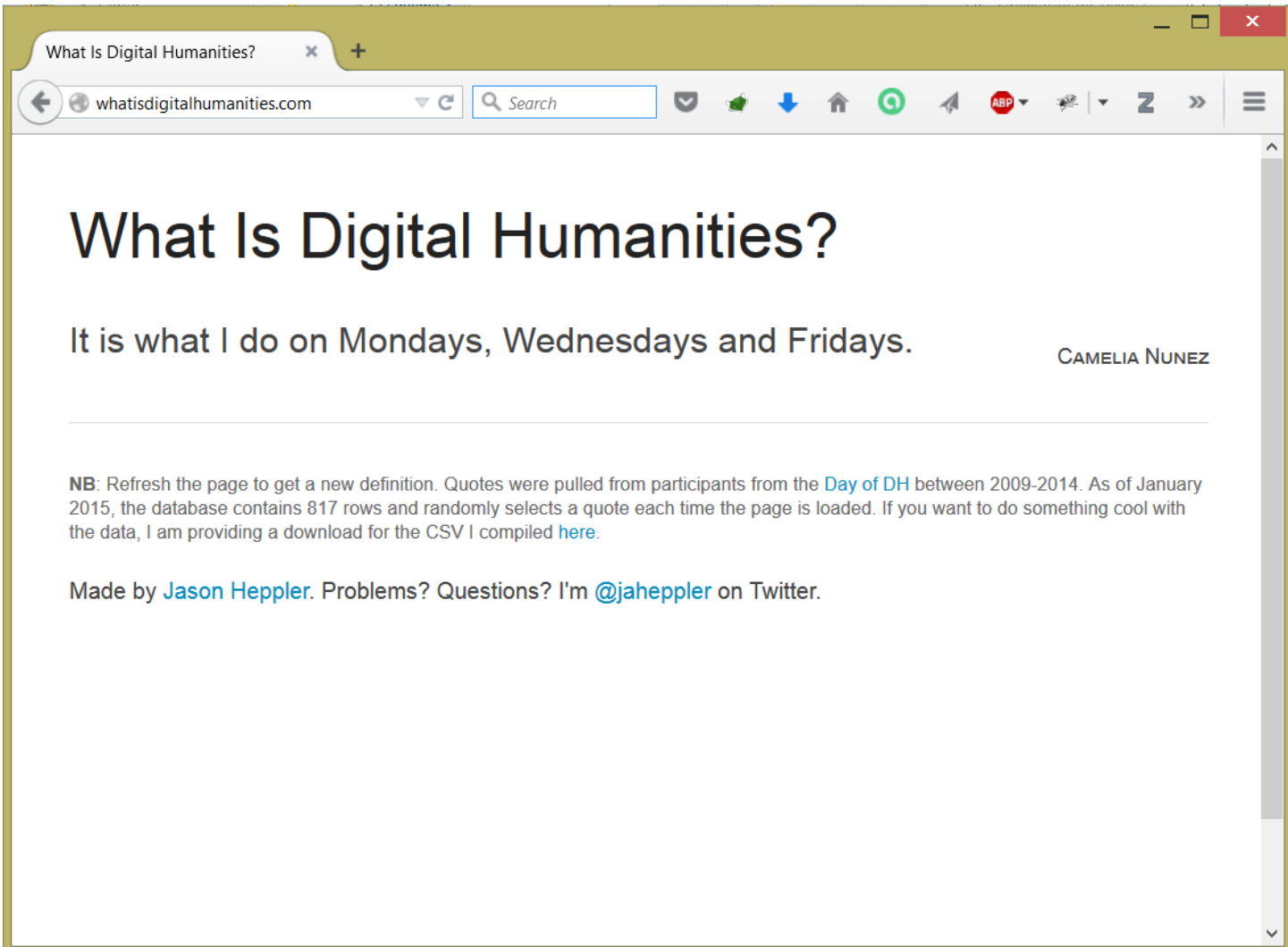
Definitions

- First used by John Unsworth, in 2002, but became a fashionable concept with the book *Companion to Digital Humanities*, in 2004.
- Susan Hockey, 2004: “interdisciplinary academic area (...) concerned with the applications of computing to research and teaching within subjects that are loosely defined as «the humanities»”.
- Dan Cohen, 2011: “the use of digital media and technology to advance the full range of thought and practice in the humanities, from the creation of scholarly resources, to research on those resources, to the communication of results to colleagues and students”.

Definitions

- It continues to be presented and enthusiastically debated in the academic world.
- And the definitions can be a surprise!

http://whatisdigitalhumanities.com/



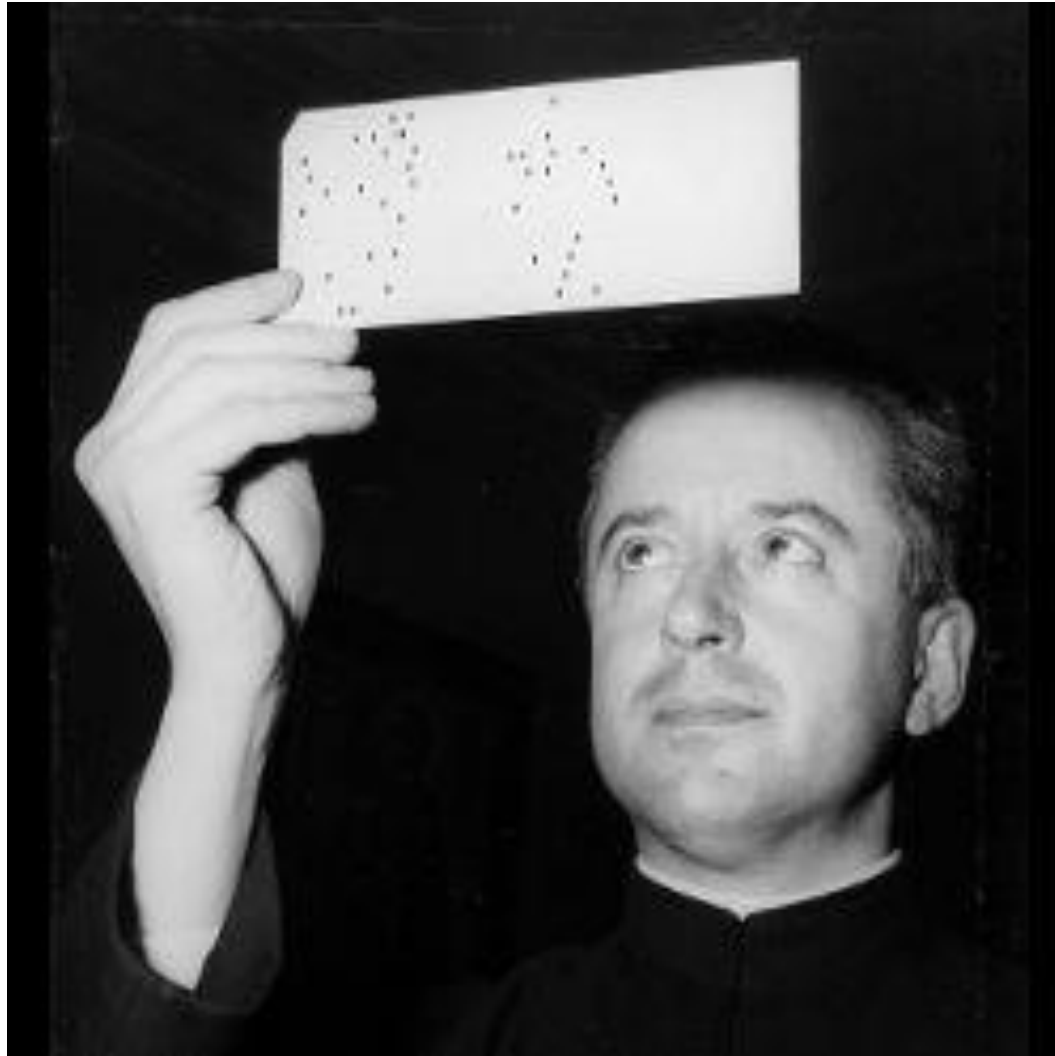
Definitions

- It continues to be presented and enthusiastically debated in the academic world.
- And the definitions can be a surprise!
- All this can only mean that it is still a developing area, seeking to assert itself.
- But is it really a discipline or a scientific area? Or is it a community of practice?

Revolution vs. Refusal

- From "Computation in the Humanities" to "Digital Humanities"
- The role of Linguistics as a pioneer in the connection between computing and humanities (Roberto Busa, circa 1949, analysis of the work of St. Thomas Aquinas)

Roberto Busa



Revolution vs. Refusal

- From "Computation in the Humanities" to "Digital Humanities"
- The role of Linguistics as a pioneer in the connection between computing and humanities (Roberto Busa, circa 1949, analysis of the work of St. Thomas Aquinas)
- Between the 1960s and 1990s, the application of computing has expanded far beyond the analysis of corpora
- The great spread of PCs and the advent of the Internet
- The year 2005 as a turning point?: the importance of the Social Web
- Between "revolution" and "refusal": the difficult incorporation of computing in the Humanities

The “community” of Digital Humanities

- The concept of "community of practices" in the definition of the Digital Humanities identity
- A "community of practices" as a way of bringing together researchers from different disciplines, backgrounds, countries or languages
- The use of "community" as a research methodology

http://blogs.ucl.ac.uk/transcribe-bentham/

[UCL Home](#) [Prospective students](#) [Current students](#) [Staff](#)

Search UCL websites, people and more



Go

TRANSCRIBE BENTHAM
A PARTICIPATORY INITIATIVE



Search UCL

GO

[UCL Home](#) » [Transcribe Bentham](#) »

Transcribe Bentham

- [Transcription Desk](#)
- [About Us](#)
- [People](#)
- [Jeremy Bentham](#)
- [FAQ](#)
- [Hall of Fame](#)
- [Publications](#)
- [Talks](#)
- [Publicity](#)
- [Awards](#)
- [Contact Us](#)

Education

- [Information for Schools](#)
- [A-levels and Scottish
Highers](#)
- [Inside and Outside the
Classroom](#)
- [Palaeography](#)

facebook

twitter

Welcome to Transcribe Bentham

By Tim Causer, on 27 March 2013



Jeremy Bentham

'Many hands make light work. Many hands together make merry work', wrote the philosopher and reformer, Jeremy Bentham (1748 – 1832) in 1793. In this spirit, we cordially welcome you to *Transcribe Bentham*, a double award-winning collaborative transcription initiative, which is digitising and making available digital images of Bentham's unpublished manuscripts through a platform known as the 'Transcription Desk'. There, you can access the material and—just as importantly—transcribe the material, to help the work of UCL's Bentham Project, and further improve access to, and searchability of, this enormously important collection of historical and

philosophical material.

This is an exciting opportunity to make a genuine difference to research and scholarship by contributing to the production of the new edition of *The Collected Works of Jeremy Bentham*, and to help create for posterity a vast digital repository of Bentham's writings. We warmly invite you to take part in this endeavour: no special skills are required, you do not require approval to participate, and every contribution—no matter how small—is of great value to *Transcribe Bentham*.

Please consult the *Transcribe Bentham* FAQ for more details on taking part.

You can also read more about Jeremy Bentham, his thought and his importance, and consult resources on [deciphering historical handwriting](#).

Find out more about the consortium behind *Transcribe Bentham*, and talks and publications by the project team.

Transcribe Bentham is now part of the EU-funded [Recognition and Enrichment of Archival](#)



Transcribe Bentham

Recent Posts

- [Project Update – teaching a computer to READ Bentham](#)
- [Changing up our blog schedule!](#)
- [Transcription Update – 5 to 26 May 2017](#)
- [Progress Update – 6 to 12 May 2017](#)
- [Progress Update – 29 April to 5 May 2017](#)

Archives

- [June 2017](#)
- [May 2017](#)
- [April 2017](#)
- [March 2017](#)
- [February 2017](#)
- [January 2017](#)
- [December 2016](#)
- [November 2016](#)
- [October 2016](#)

<http://www.portugal1914.org/>



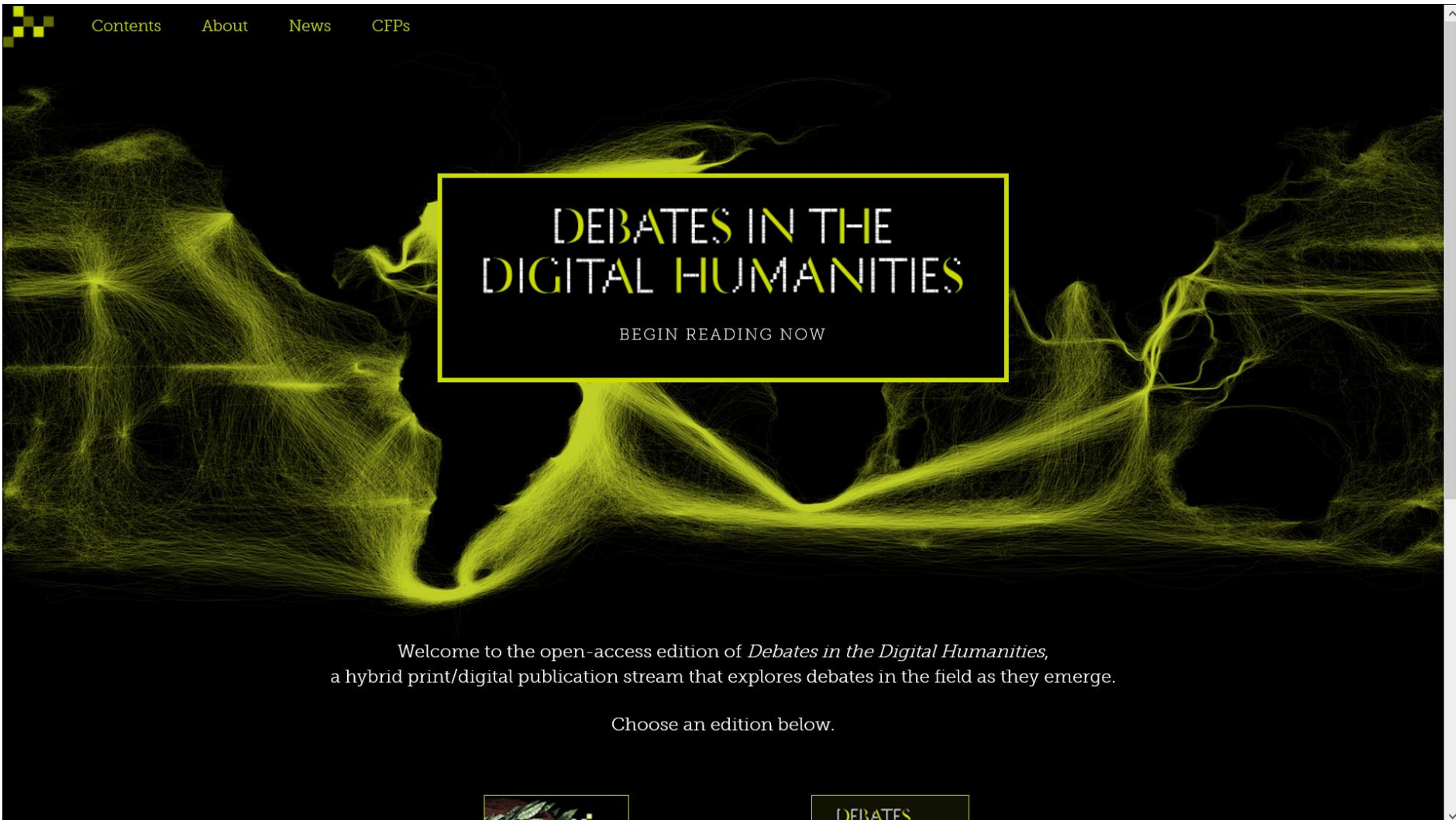
The “community” of Digital Humanities

- The concept of "community of practices" in the definition of the Digital Humanities identity
- A "community of practices" as a way of bringing together researchers from different disciplines, backgrounds, countries or languages
- The use of "community" as a research methodology
- The idea of "community of practices" as a way of promoting interdisciplinarity in the Humanities
- The "community" as a validation tool for academic work
- The importance of opening the academy to the "community”

Digital Humanities in research and teaching

- Pushing the boundaries of academic publishing

<http://dhdebates.gc.cuny.edu/>



Digital Humanities in research and teaching

- Pushing the boundaries of academic publishing
- PhD students and young researchers using the “digital community” for sharing knowledge, collecting contributions and networking

http://www.cameronblevins.org/

CAMERON BLEVINS

[ABOUT](#) [RESEARCH](#) [TEACHING](#) [C.V.](#) [POSTS](#) [RESOURCES](#)

RESEARCH

CURRENT RESEARCH

Gossamer Network: The U.S. Post and State Power in the American West

My current project is a spatial history of two of the defining projects of the late nineteenth-century United States: state formation and western expansion. Between the 1860s and the 1890s, the western United States underwent one of the most dramatic reorganizations of people, land, capital, and resources in American history. How did this happen so quickly, and across such a large and inhospitable area? Why were so many people willing and able to move to such shockingly remote places? How did the American state consolidate its control over this vast territory? I argue that the sprawling infrastructure of the U.S. Post holds the key to understanding the speed and scale of western expansion.

<http://www.franziska.fr/>



Dr. Franziska Heimbürger

Historian

Paris-Sorbonne

orcid.org/0000-0002-6506-7068 (email)

RESEARCH

PUBLICATIONS

TEACHING

OTHER INTERESTS

RESEARCH

Past Conference
Papers

Upcoming
Conference Papers

Research

This is a very short overview of my current research. I hope to include more content soon.

Language questions in the Allied coalition on the Western Front during the First World War

My PhD research investigated the success of the Allied coalition on the Western Front during the First World War from the angle of language interaction. This is the abstract of my thesis in English:

Previous scholarship on the Allied coalition during the First World war has tended to stress the misunderstandings and distrust between the individuals representing their countries at high command level. There is an unexplained tension between this mécontentement and the durable nature of the coalition and eventual victory of the French, British and Americans on the Western Front which leaves the lower echelons underexplored. By dialectically crossing communication practice and military logistics we can write a history which tells us both how these exchanges were possible and to what extent they contributed to the Allies' victory. Official and private archival material enables us both to read traces of language from the perspective of the history of international exchanges and also to understand choices in military logistics from the point of view of interpreting and translation studies. France and Britain had very different military language strategies throughout the 19th century, with the French developing a specialised corps of military interpreters recruited by competitive exams while the British army relied on the one hand on officers qualified in foreign languages and on the other on guides and scouts recruited locally. Secret negotiations between 1905 and 1912 established a strategy consisting of attaching English-speaking French soldiers to British units. From August 1914 these untrained military interpreters were put to the test and had to learn to position themselves among the British officers, French authorities and the local civilian population behind the lines. Battlefield liaison and the handling of the paper bureaucracy of modern warfare were two further important elements in this fragile but successful balancing act which was further

<http://fabricadesites.fcsh.unl.pt/mercator-e/>



MERCATOR-E

Project 706260-MSCA | H2020

THE PROJECT

DISSEMINATION

DATA AND MAPS

/

MERCATOR-E PROJECT

The main research objective of this project is evaluate the changes in the transportation historical networks evaluating their connectivity and the costs and times of travel.



Results

This is the webpage of the Mercator-e Project. Here you'll find all the documentation about this project: description, objectives, methodology, results, dissemination and historical networks available to download.

Some of the data produced in this project has the aim to answer important historical questions about the unequal development of the Iberian peninsula territories. Questions like:

- How was the mobility and the transport costs & times in the Iberian Peninsula from Roman times until the XIXth Century?
- How and why do centers of economic, political and social power evolve and change? How are these structural changes reflected in the transport network of a territory?
- How did the political decisions affect the transportation networks over the centuries? And which was their economical impact?



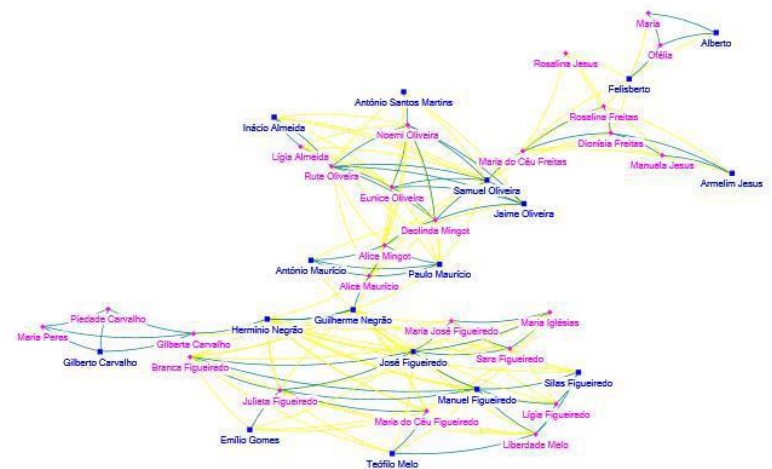
Digital Humanities in research and teaching

- Pushing the boundaries of academic publishing
- PhD students and young researchers using the “digital community” for sharing knowledge, collecting contributions and networking
- But a weaker commitment of the Digital Humanities community regarding teaching and learning
- A greater emphasis on academic research and publication

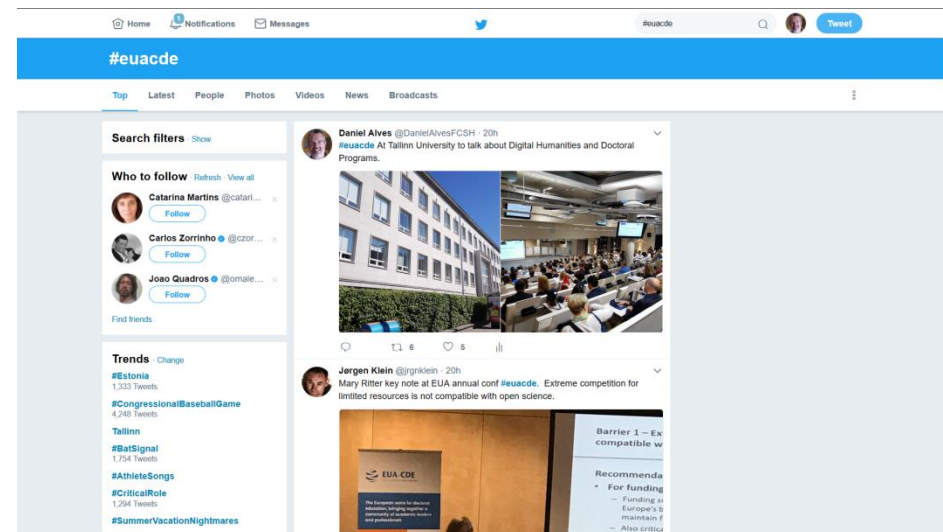
The digital in History at NOVA

- First experience in teaching in the 1980s with little success
- Since 2002 incorporated in the History degree and since 2015 in Archaeology
- But not in the masters degree
- A relevant role in the methodologies of the PhD degree since 2011 and already with some impact

Data management, GIS, Network analysis and Social media



Created with NodeXL (<http://nodexl.codeplex.com>)



The digital in History at NOVA

- First experience in teaching in the 1980s with little success
- Since 2002 incorporated in the History degree and since 2015 in Archaeology
- But not in the masters degree
- A relevant role in the methodologies of the PhD degree since 2011 and already with some impact
- The digital world is evolving in a much faster and more dynamic way than the doctorate training cycle
- The digital learning curve and the obsolescence of the technology

The digital at NOVA Doctoral School

- The Digital Humanities are present but in a more diffuse way
- Nova Doctoral School offers transversal courses to all PhD
- Improving digital skills is an important component of many of the courses offered

http://www.unl.pt/en/study/doctoral-school/courses

[Home](#) / [Data Processing Automation Course \(Phyton\)](#)

DATA PROCESSING AUTOMATION COURSE (PHYTON)



DATA PROCESSING AUTOMATION
(PYTHON) COURSE

Application



WHAT IS IT?

Course description:

Data processing is a complex but crucial task in any research project. Despite the availability of dedicated software, such as spreadsheet or statistical analysis applications, a basic knowledge of programming and the use of adequate libraries can open many additional possibilities for data analysis. Furthermore, programming allows the automation of tasks such as file processing, the computation of statistics and the production of charts and reports, making the whole process more reliable, reproducible and efficient.

This course does not assume prior knowledge of programming or of the Python language, so it starts with an introduction to this programming language and to basic programming techniques, with applications to file processing, data aggregation and organization, and the creation of simple scripts. After this introduction, the focus of the course will be on the use of analysis and data visualization libraries such as pandas and matplotlib, as well as familiarity with the IPython interactive computation console for quick data analysis. All software used will be free and open source

NEXT COURSES

Design Thinking Course - 13th edition
19/06 to 20/06 (Mon to Tue)

Scientific Text Processing with LaTeX
course - 7th edition
14/06, 21/06 and 28/06 (Wed)

Project Management Course - 8th
edition
22/06 and 24/06 (Thu and Sat)

«Finishing my PhD: The next 90 days»
Course - 2nd Edition
(DATE CHANGE) 22/06 to 23/06 (Thu to
Fri)

Research Skills Development Course
(RSD) - 25th Edition
27/06 to 30/06 (Tue to Fri)

Research Data Management Course -
7th edition
30/06 and 1/07 (Fri. and Sat.)

Data Processing Automation Course
(Phyton) - 5th edition

The digital at NOVA Doctoral School

- The Digital Humanities are present but in a more diffuse way
- Nova Doctoral School offers transversal courses to all PhD
- Improving digital skills is an important component of many of the courses offered
- Allow students to integrate digital tools and methodologies into their studies and research projects
- Digital Humanities appears as a natural component of the curriculum

Thank you!



alves.r.daniel@gmail.com



@DanielAlvesFCSH