

# An Introduction to Digital Humanities

B8 - Digital Humanities – WISE Fall 2019

# Course schedule

Date	Topics
10/29	<b>Introduction</b> <b>Definition and history of Digital Humanities</b>
11/5	Digital Humanities and the study of literature
11/12	Digital Humanities and the study of history Participants include Assumption history majors and Professor Carl Keyes See <b><u>The Adverts 250 Project</u></b> website and <b><u>Slavery Adverts 250</u></b> on Twitter
11/19	Digital humanities in the study of art, music, and other disciplines
11/26	What's ahead, or why hasn't artificial intelligence been able to figure out the Finnish language yet?

# Info

- **Course materials**

- Course slides and related materials are available on <http://queenlake.com/wise/wise-fall-2019/digital-humanities/>.

- **Contact information**

- Karl Hakkarainen  
[kh@queenlake.com](mailto:kh@queenlake.com)  
508 829 5825

# What we'll learn in this course

- What's in the news?
- A working definition of Digital Humanities
- A brand-new seventy-year-old discipline
- Don't forget to thank the Mormons
- Some things you can try at home
- Whose data are these?
- Yes, but what will my dissertation committee think of this?



A train ride without a track in place



Mechanics Hall concert begs question, 'Is there music without a human?' T&G – 10/29/2019





## RootsTech 2019 in Salt Lake City

More than 15,000 students of family history



## Using Google Earth in Genealogy





[www.savagechickens.com](http://www.savagechickens.com)

Why are you here?

# Fifty years ago

Clark University

WORCESTER, MASSACHUSETTS 01610

DEPARTMENT OF ENGLISH

November 18, 1969

Mrs. Thelma Hakkarainen  
Ellis Road  
Westminster, Mass. 01473

Dear Mrs. Hakkarainen:

I was very pleased to receive your letter dated November 8 regarding my work with the computer. Unfortunately, I have been away for a few days and have just returned; thus, this belated answer.

You make a number of interesting comments about my theory which, I might point out, is only a theory based upon considerable classroom experience with expository writing courses. What I believe is that style and individual characteristics of writing are formed long before students arrive at college. Like other facets of their personalities and general make-up, including such things as language usage, view of the world, and so on, their talent for writing is pretty much determined in their early years. Furthermore, since I and others believe this to be valid, it becomes the responsibility of their elementary and high school teachers to give them the necessary training and to encourage them to adopt a more positive attitude toward their writing. Let's face it: students do not like to write; it is a chore they would prefer to avoid if at all possible.

The statement above is my basic assumption. To support it in this letter would require a short treatise on psycholinguistic theory, something which I'm not prepared to do right now. A further assumption is that we cannot study style with a computer, as noted in the article in *Clark Now*. What I use the computer for is to gather data on such things as word-lengths, word-length frequency, sentence length, paragraph length, and so on. I do not use the computer to evaluate writing; this is not possible, as you fail to recognize. What comments I make on student papers relate to style, organization and so on. The computer cannot do this, only we can.

To fulfill these goals I have dropped the use of a text-book because using one does not encourage them to develop their own styles but rather to copy styles of others. I allow them to generate their own material in class by discussing papers as a group. We criticize our own papers in the first and second drafts in class. Thus, students have comments from their peer-group and not simply from a stodgy old professor.

I also use visual aids, such as an overhead projector, films, music and still-photographs for visual stimulus. I ask them to describe, for example, their reactions to these aids, on the one hand, and on the other, what they actually see in the photographs.

These are only a few of the devices I use in class to stimulate students to write. So far they have worked out well and the students do show improvements in organization and their expression of ideas, and so on.

I hope that you will develop a more positive attitude towards the computer. It is only a time and labor saving device that can do nothing more than gather the data we ask it to, no more!

Cordially,

*Robert A. Barakat*

Robert A. Barakat  
Assistant Professor of English

RAB/ec

Obituary for Robert A. Barakat



“Consider a future device ... in which an individual stores all his books, records, and communications, and which is mechanized so that it may be consulted with exceeding speed and flexibility. It is an enlarged intimate supplement to his memory.”

Vannevar Bush – “As We May Think” – *Atlantic*, July 1945

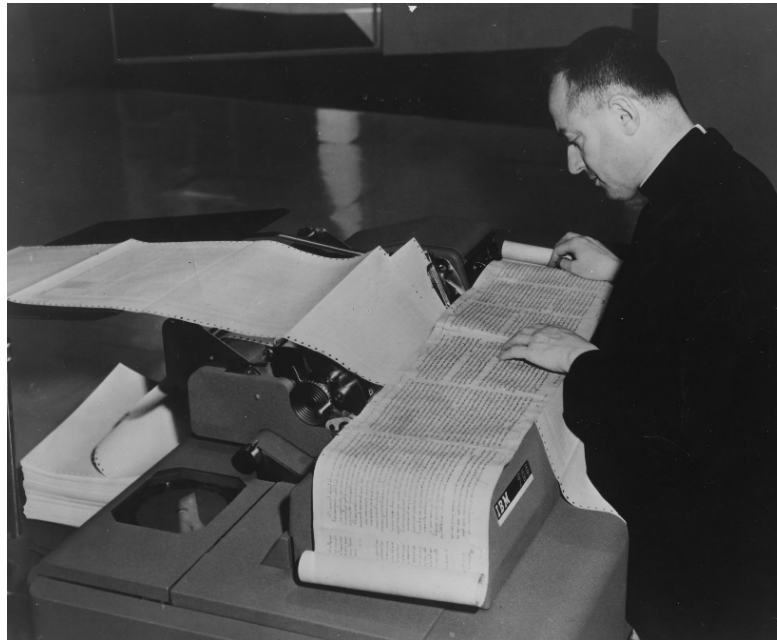


Roberto Busa, S.J.

INDEX THOMISTICUS - The Origins of Humanities Computing, 1949

# Learning from Father Busa

- Specialization
- Innovation
- Tradition and lifelong learning
- Scholarly communications and public engagement



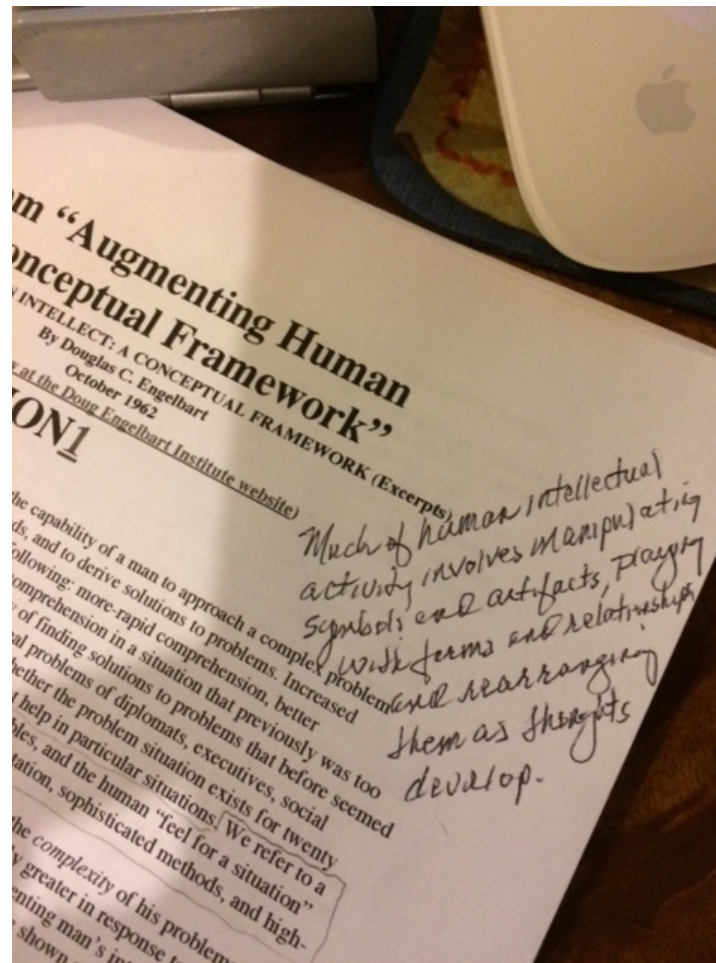
From Father Roberto Busa, Ernesto Priego, Ph.D., *The Guardian*, 8/12/11



## The Use of Computers in Anthropology – conference at Burg Wartenstein, Austria, 1962

“Anthropology begins with people and ends with people, but in between there is plenty of room for computers”  
– A quote attributed to Claude Lévi-Strauss by Eric Wolf (1964:52).





# Augmenting Human Intellect: A Conceptual Framework, Douglas Engelbart, 1962

# Computers AND THE *Humanities*

## ***A NEWSLETTER***

VOL. I SEPTEMBER 1966 NUMBER ONE

Prospect .....	1
The Next Step, <i>Louis T. Mâle</i> .....	3
Recent Publications .....	6
The ACLS Program for Computer Studies in the Humanities, <i>Irwin C. Lieb</i> .....	7
News and Notes .....	11
Reviews .....	12
Meetings Announced .....	14

PUBLISHED BY

QUEENS COLLEGE OF THE CITY UNIVERSITY OF NEW YORK

FLUSHING, N. Y., 11367

This content downloaded from 148.85.56.75 on Tue, 22 Oct 2019 14:24:34 UTC  
All use subject to <https://about.jstor.org/terms>

## Computers and the Humanities – 1966

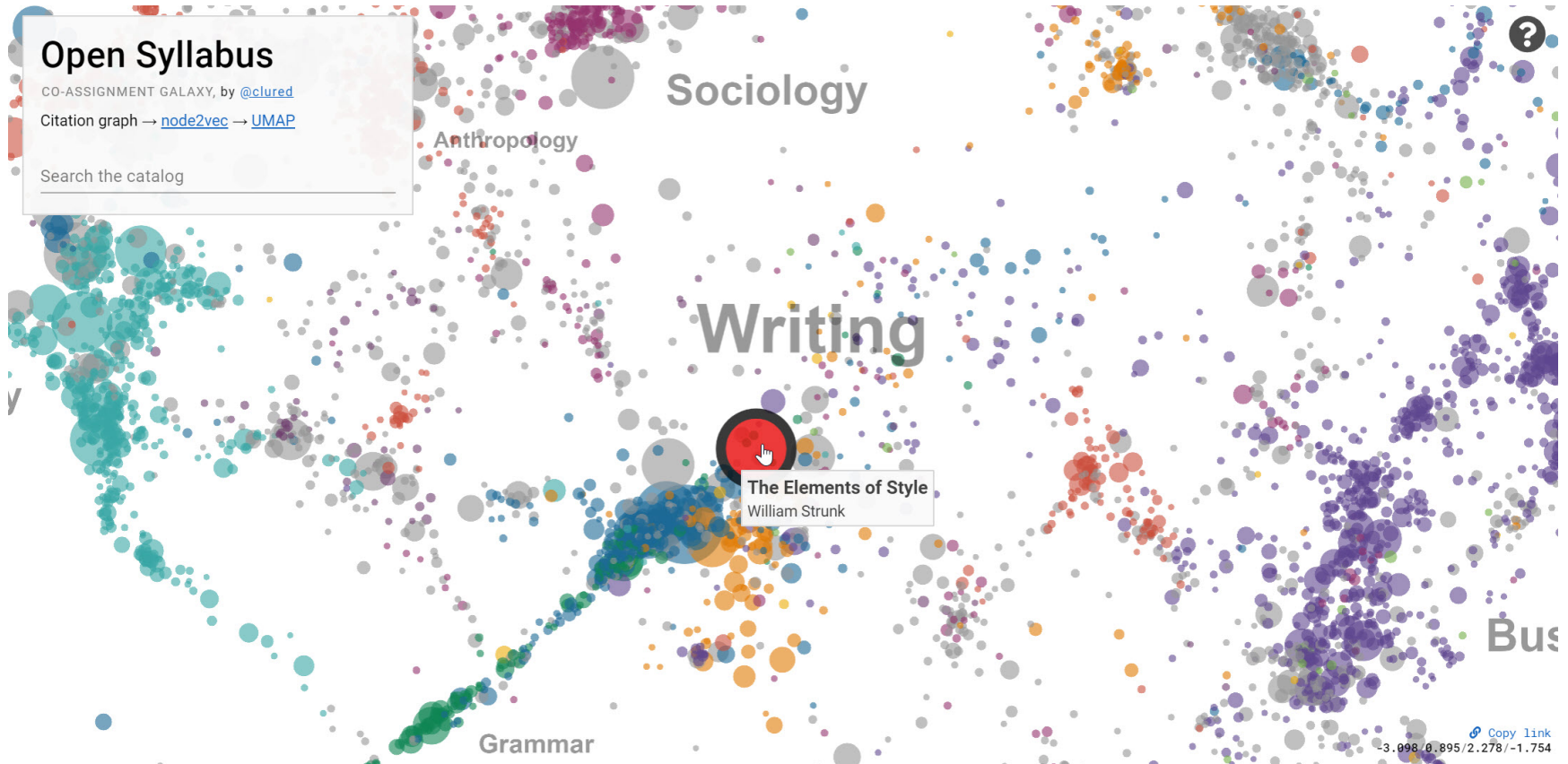
We define *humanities* as broadly as possible. Our interests include literature of all times and countries, music, the visual arts, folklore, the non-mathematical aspects of linguistics, and all phases of the social sciences that stress the humane. When, for example, the archeologist is concerned with fine arts of the past, when the sociologist studies the non-material facets of culture, when the linguist analyzes poetry, we may define their intentions as humanistic; if they employ computers, we wish to encourage them and to learn from them.

## Computers and Humanities – a definition

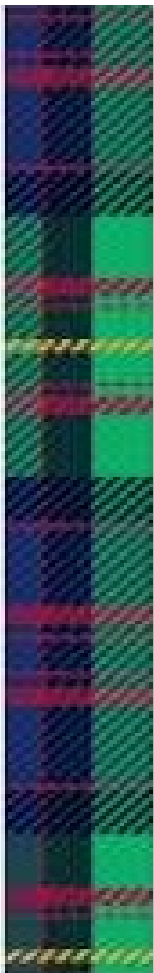
“If you try and take a cat apart to see how it works, the first thing you have on your hands is a non-working cat.”

Douglas Adams

*The Salmon of Doubt: Hitchhiking the Galaxy One More Time*



# Open Syllabus Project



## Conventional Wisdom about 1950's Television

- TV depicted middle-class lives and values.
- Mostly middle-class families watched TV.



*How can we recover the representational  
and ideological diversity of 1950s television?*

**Carnegie  
Mellon  
University**

## The Historical TV Guide





# Networks and Medieval Schoolbooks



Elizabeth P. Archibald  
Visiting Assistant Professor  
University of Pittsburgh  
[elizabeth.archibald@gmail.com](mailto:elizabeth.archibald@gmail.com)  
@elzarchibald



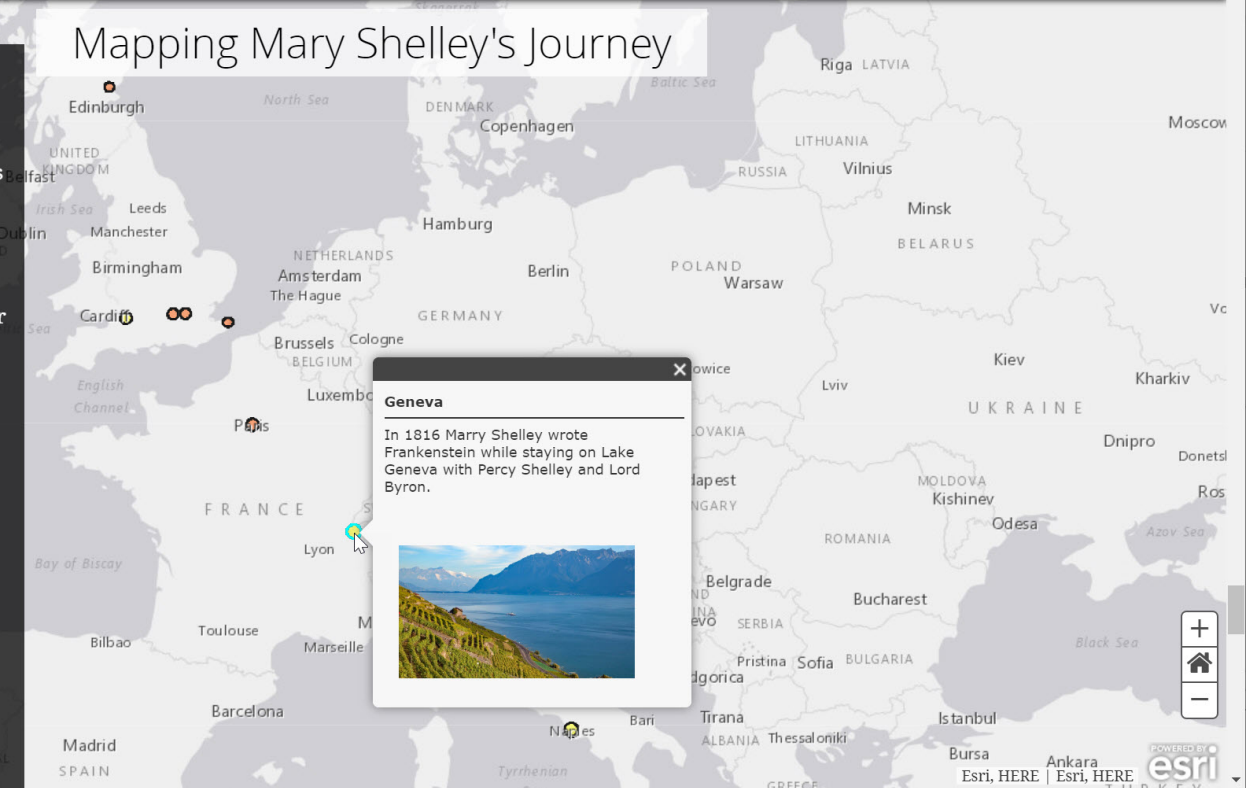
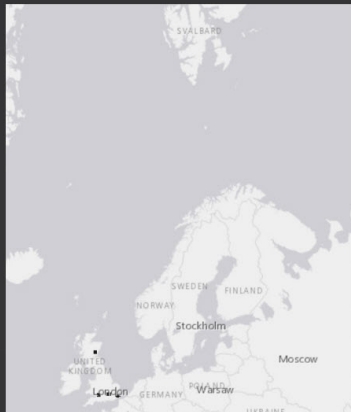
THE  
MELLON  
FOUNDATION

Elizabeth Archibald – Networks and Medieval Schoolbooks

## Mapping Mary Shelley's Journey

Mapping where Mary Shelley Traveled prior to and during the period of writing and editing the novel. Locating her places of inspiration can help us to put the places of the books in context.

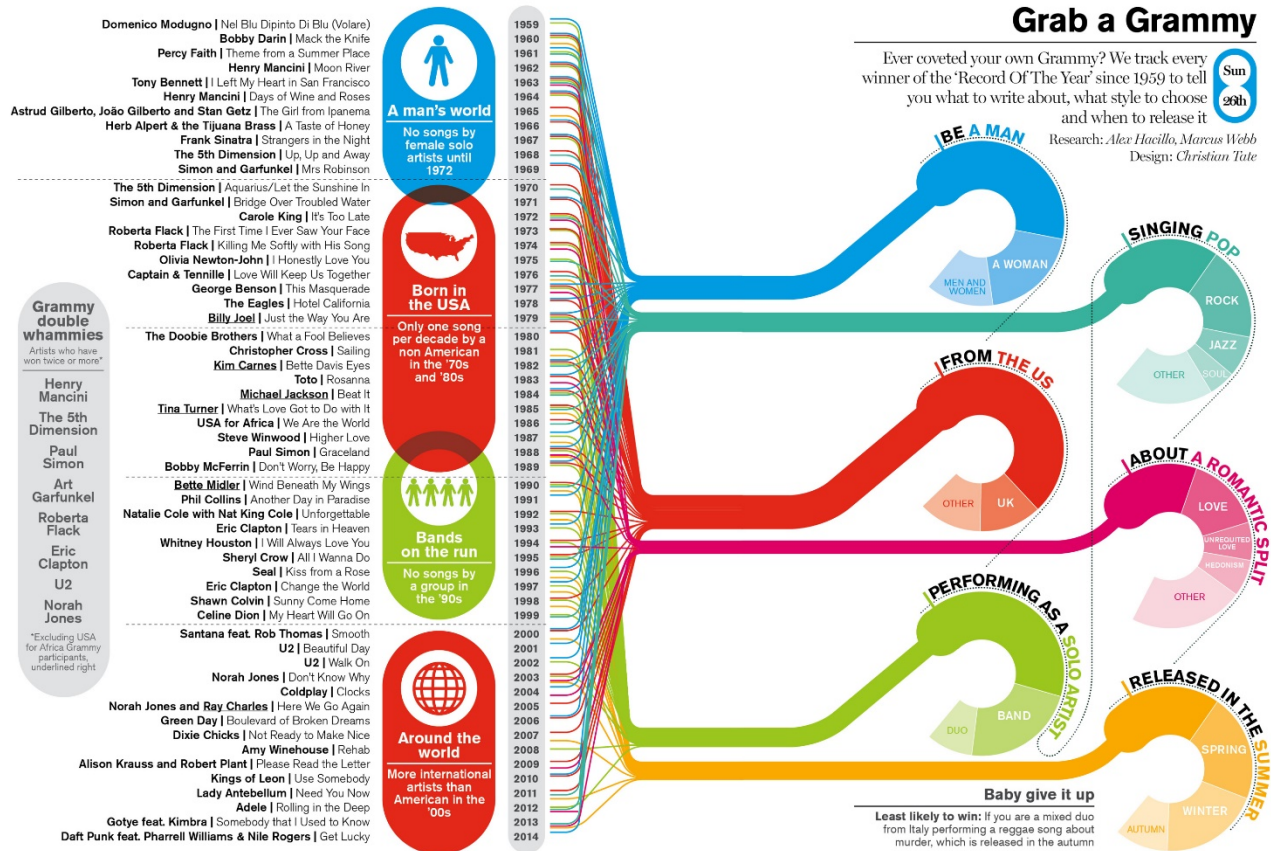
Orange icons represent places Mary Shelley visited prior to 1816. Yellow icons represent places Mary Shelley visited after 1816.



# Frankenstein Variorum



## Decoding Beethoven's musical style with statistics



## Popular Music

Go to [Infographic: How To Grab A Grammy](#) to see a full-size image.



Making music in the style of ...



**Annie Minoff** ✓  
@annieminoff

Did you know there is a legit ✨ particle accelerator ✨  
in the basement of the Louvre museum!? I heard about  
this a few years ago, and have been dying to see it ever  
since.

Well mes amis, yesterday I DID!

Join me! On y va! 1/



One day on Twitter, ...





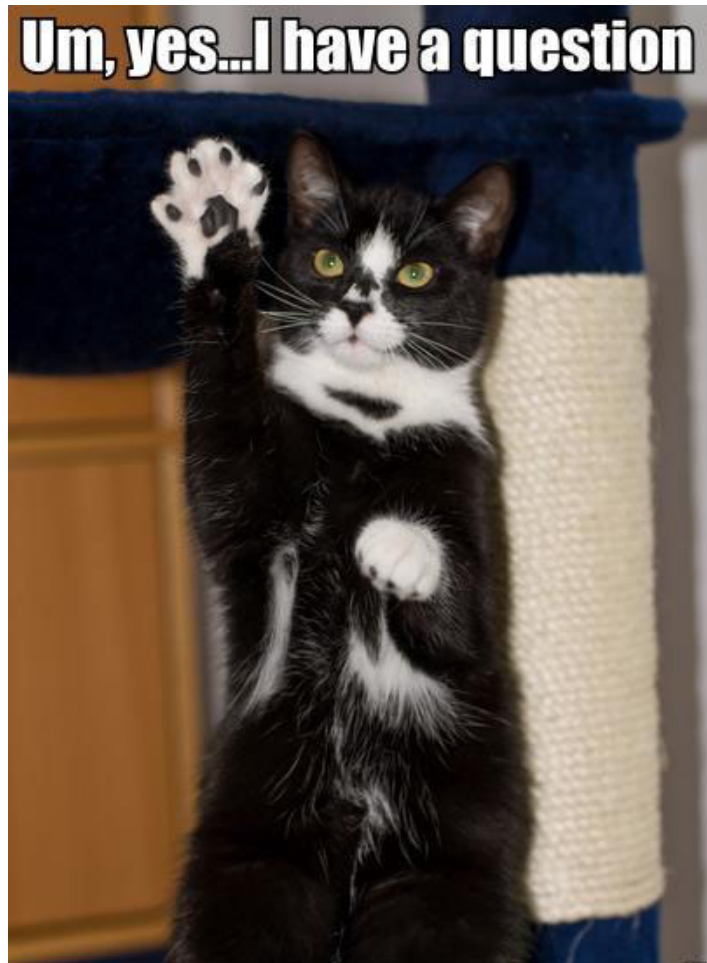
## The particle accelerator in the Louvre

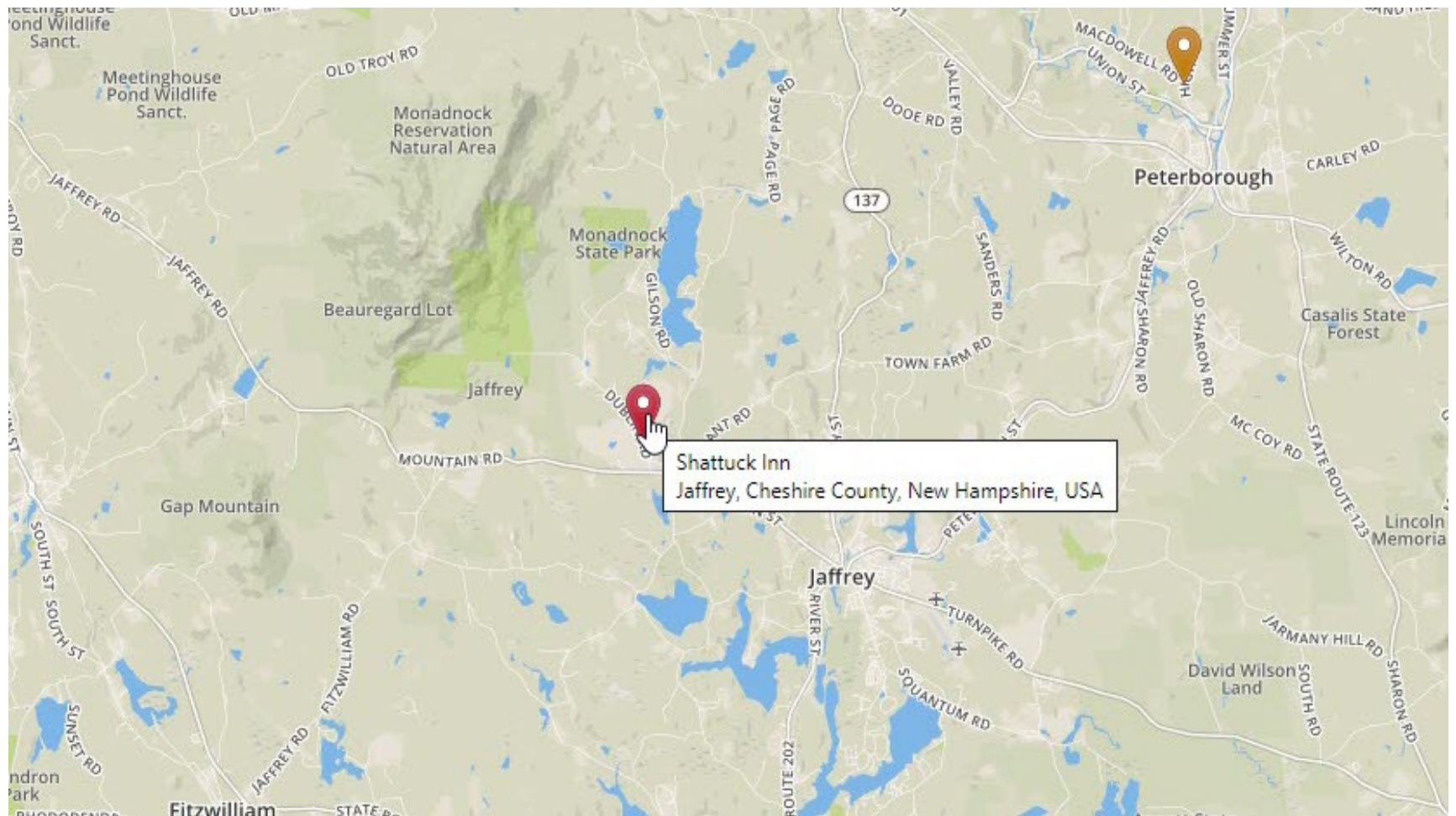
The Louvre's new Treasure, 'Accelérateur Grand Louvre d'Analyses Elementaires' (AGLAE)



## Transcribe Bentham

Bringing the greatest happiness principle to the 21<sup>st</sup> century





Next week

## A Geographic Chronology of Willa Cather's Life