

The Digital Humanities We Need

What is the digital
humanities?

What is the ~~digital~~
humanities?

What is the digital
humanities?

- The humanities as a challenging domain
- The humanities and design as a way of thinking
- A critical, public digital humanities

Humanities' challenges

- ambiguity
- subjectivity
- interpretation
- contingency
- partial knowledge

PUBLIC SERVICE ANNOUNCEMENT:

OUR DIFFERENT WAYS OF WRITING DATES AS NUMBERS CAN LEAD TO ONLINE CONFUSION. THAT'S WHY IN 1988 ISO SET A GLOBAL STANDARD NUMERIC DATE FORMAT.

THIS IS *THE* CORRECT WAY TO WRITE NUMERIC DATES:

2013-02-27


THE FOLLOWING FORMATS ARE THEREFORE DISCOURAGED:

02/27/2013 02/27/13 27/02/2013 27/02/13

20130227 2013.02.27 27.02.13 27-02-13

27.2.13 2013. II. 27. $27\frac{1}{2}$ -13 2013.158904109

MMXIII-II-XXVII MMXIII $\frac{LVII}{CCCLXV}$ 1330300800

$((3+3) \times (111+1) - 1) \times 3 / 3 - 1 / 3^3$ ~~2013~~ 

10/11011/1101 02/27/20/13 $\begin{matrix} 2 & 3 & 1 & 4 \\ 0 & 1 & 2 & 3 & 7 \\ 5 & 6 & 7 & 8 \end{matrix}$

ISO 8601

Problematic dates

- possibly 1976
- approximately 1976
- some year in the 1970s
- September 2nd, 197?
- September or October 1976
- Fall 1976

Extended Date/Time Format

<http://www.loc.gov/standards/datetime/>

- 1984?
uncertain: possibly the year 1984, but not definitely
- 2004-06?
- 2004-06-11?
- 1984~
"approximately" the year 1984
- 1984?~
the year is approximately 1984 and even that is uncertain

Table 1 Selection of Date Ranges Encompassing Entire Iron Age for Eastern Mediterranean

Source	Date Range	Geographic Region
Heilbrunn Timeline of Art History (2000)	1200-586 BC	Eastern Mediterranean and Syria
Wallace, S. (2010)	1200-480 BC (Iron Age and Archaic)	Crete
Summers, G.D. (2008)	Early 12 th c.-333 BC	Central Anatolia
Summers, G.D. (2008)	12 th c. -330 BC	Gordion, Central Anatolia
DeVries <i>et al.</i> (2011)	1100-333 BC	Gordion, Central Anatolia
Summers, G.D. (2008)	Early 12 th c.-547 BC	Northeastern Central Anatolia
Aharoni (1982)	1200-586 BC	Israel
Finkelstein and Piasezky (2010)	1109-Early 6 th c. BC	Israel
Mazar (2005)	1200-520 BC	Southern Levant (Israel)
Younker, R.W. (2003)	1200-mid 6 th c. BC	Palestine
Dever, W.G.	1200-539 BC	Palestine
GeoDia Database	1000-586 BC	The Levant
Hodos, T. (2006)	1200/1100-600 BC	Northern Syria

Semantic indeterminacy

PeriodO

A gazetteer of period assertions for linking and visualizing data.

What is this?

The PeriodO project is creating a gazetteer of scholarly assertions about the spatial and temporal extents of historical, art-historical, and archaeological periods. This gazetteer will ease the task of linking among datasets that define periods differently. It will also help scholars and students see where period definitions overlap or diverge. In the long term, it may also help researchers to assign temporal coordinates to documents that use undefined period terms.

Who are you?

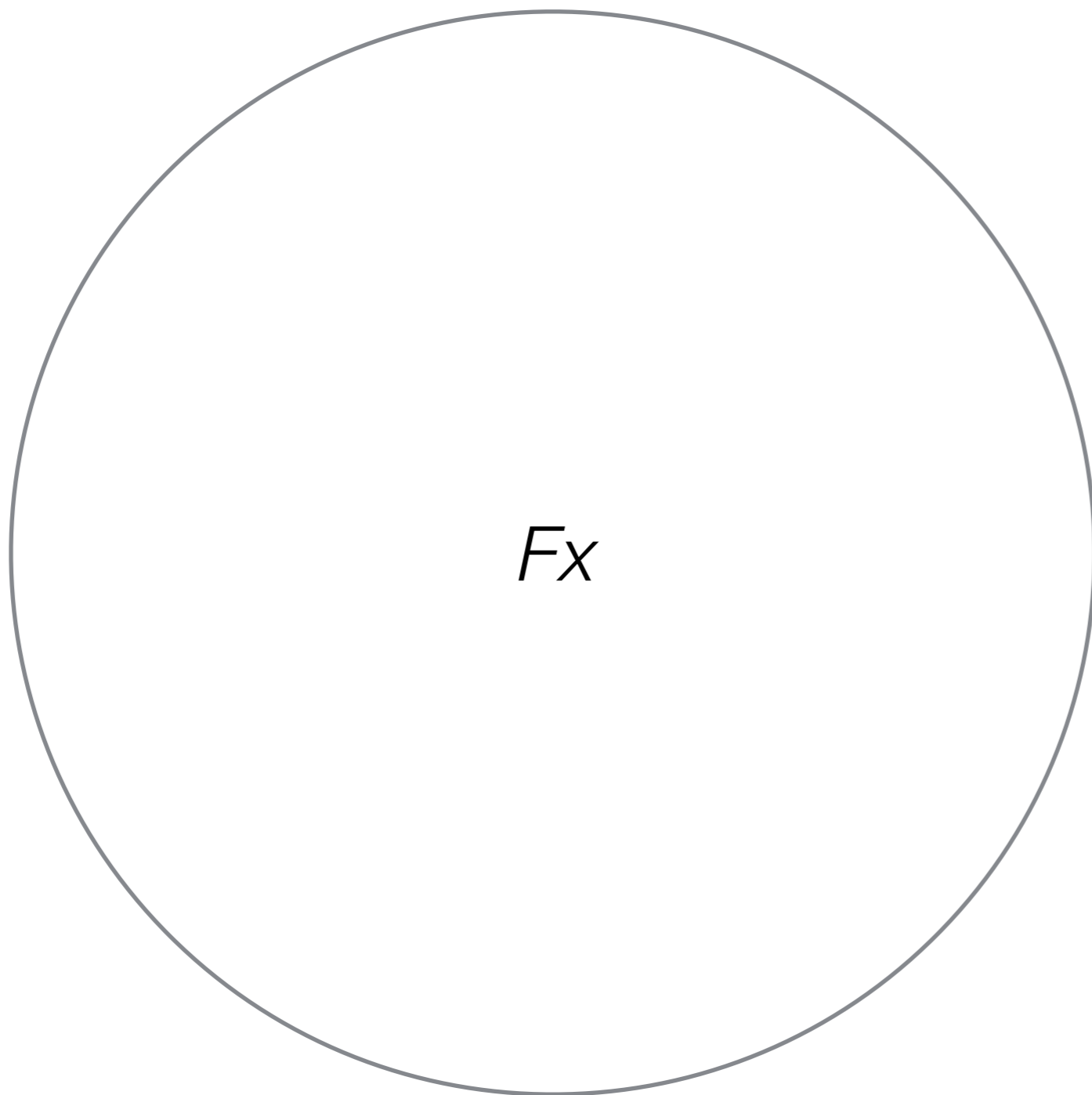
The PeriodO project is being led by [Adam Rabinowitz](#) (University of Texas at Austin), [Ryan Shaw](#) (University of North Carolina at Chapel Hill), and [Eric Kansa](#) (OpenContext). Our partners and data contributors include the [British Museum](#), the [German Archaeological Institute](#), the [Archaeology Data Service](#) (UK), [English Heritage](#), the [Hypermedia Research Unit](#) at the University of South Wales, the [Pleiades](#) spatial gazetteer, the [Pelagios](#) project, [Fasti Online](#), the [ArcheoInf](#) project, the University of Oxford's [CLAROS](#) project, and the [UCLA Encyclopedia of Egyptology](#). Our work is funded by a Digital Humanities Start-Up Grant from the [Office of Digital Humanities](#) at the National Endowment for the Humanities.

Tell me more.

You may be interested in reading the [narrative](#) and [technical specifications](#) from the project proposal, or this article by Adam Rabinowitz: "[It's about time: historical periodization and Linked Ancient World Data](#)." To keep up with PeriodO developments, follow us on Twitter: [@perio_do](#). Or [contact us](#) and ask whatever you want!

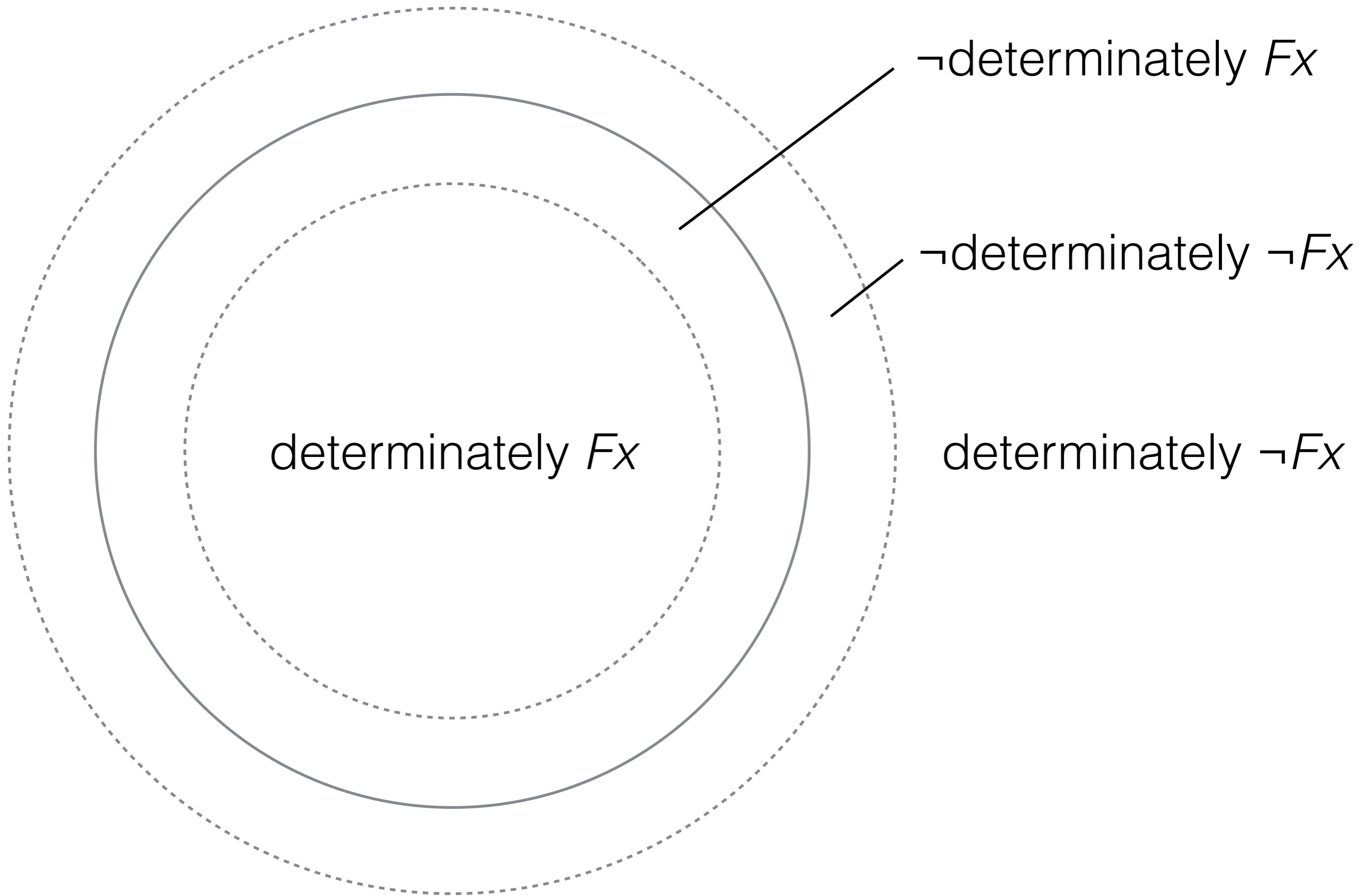


<http://perio.do>



Fx

$\neg Fx$



DIGITAL_HUMANITIES

ANNE BURDICK JOHANNA DRUCKER PETER LUNENFELD
TODD PRESNER JEFFREY SCHNAPP

Design thinking

“A well-designed, readable artifact is highly situated and particular, exploiting the contingent features of its physical setting and acquiring its interpretation through the tacit conventions of the community that uses it.”

– Geoffrey Nunberg, “Story Time,” *Human-Computer Interaction* 9, no. 1 (1994): 99. doi:10.1207/s15327051hci0901_3



kindle

PROLOGUE

Though I often looked for one, I finally had to admit that there could be no cure for Paris. Part of it was the war. The world had ended once already and could again at any moment. The war had come and changed us by happening when everyone said it couldn't. No one knew how many had died, but when you heard the numbers—nine million or fourteen million—you thought, *Impossible*. Paris was full of ghosts and the walking wounded. Many came back to Rouen or Oak Park, Illinois, shot through and carrying little pieces of what they'd seen behind their

5%





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OFF THE DOORS

NEWPORT
FILTER CIGARETTES

Refreshes
the way you
take a cigarette

TASTE OF MINT

With Hint Susperts, Going
Great Gans - Running Ten

The New



I'm a PC.



I'm a Mac.



“The point is to give a close reading of individual artifacts in all their particularity, with the attention to detail we may give to a literary work, where no features of the object can be presumed to be contingent or meaningless and no feature of the context can be disregarded as irrelevant.”

– Nunberg, “Story Time,” 104

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← → ↻ <https://en.wikipedia.org/wiki/Santiago>

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Santiago

From Wikipedia, the free encyclopedia Coordinates:  33°27′0″S 70°40′0″W

This article is about the capital of Chile. For other uses, see [Santiago \(disambiguation\)](#).

 This article **needs additional citations for verification**. Please help [improve this article](#) by [adding citations to reliable sources](#). Unsourced material may be challenged and removed. *(November 2013)*

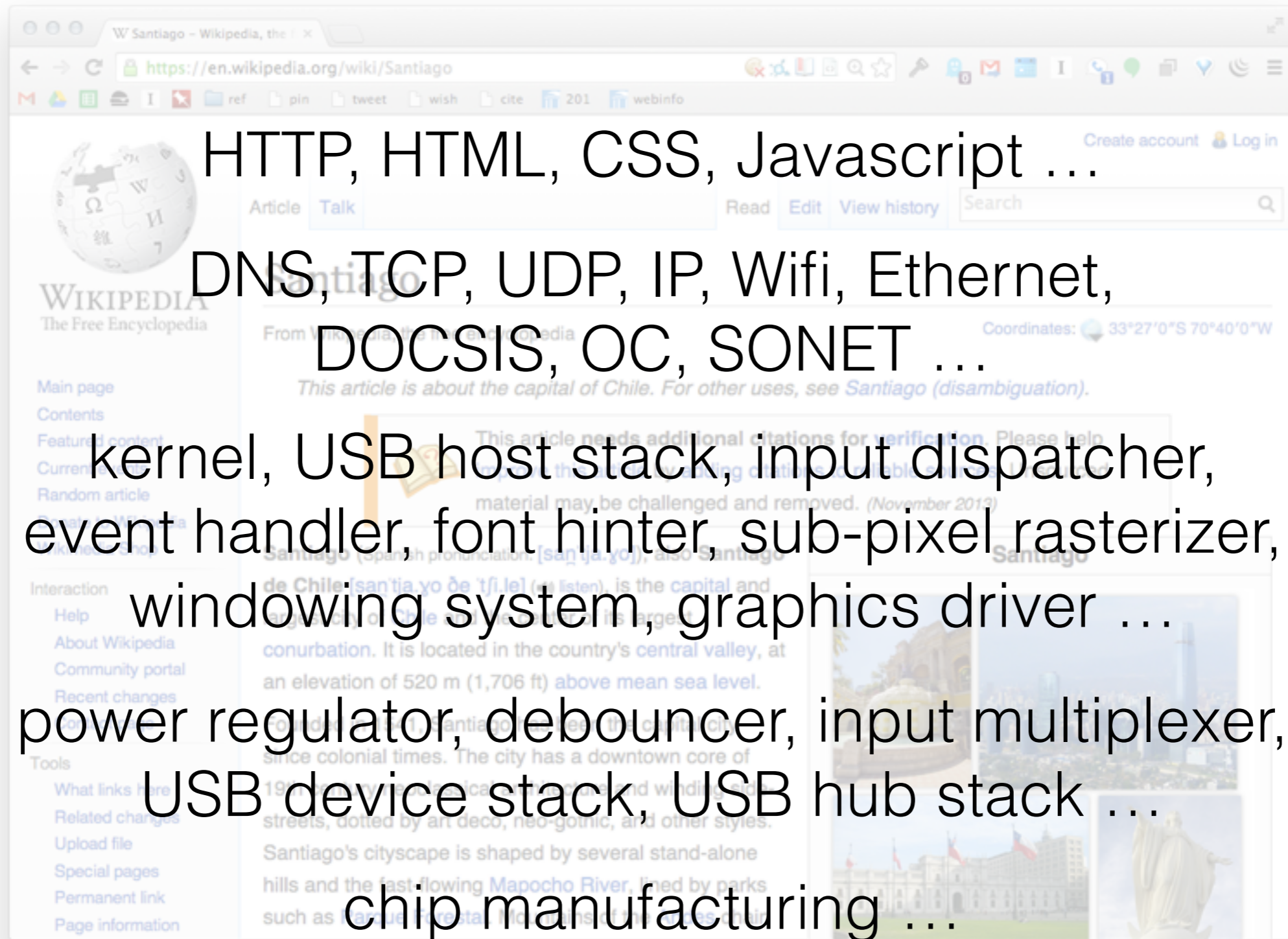
Santiago (Spanish pronunciation: [saŋˈtja.ɣo]), also **Santiago de Chile** [saŋˈtja.ɣo ðe ˈtʃi.le] listen (ⓘ)), is the **capital** and largest city of **Chile** and the center of its largest **conurbation**. It is located in the country's **central valley**, at an elevation of 520 m (1,706 ft) **above mean sea level**.

Founded in 1541, Santiago has been the capital city since colonial times. The city has a downtown core of 19th century neoclassical architecture and winding side-streets, dotted by art deco, neo-gothic, and other styles. Santiago's cityscape is shaped by several stand-alone hills and the fast-flowing **Mapocho River**, lined by parks such as **Parque Forestal**. Mountains of the **Andes** chain

Santiago



“Dizzying but invisible depth”



“The challenge is to shift humanistic study from attention to the *effects* of technology ... to a humanistically informed theory of the *making* of technology (a humanistic computing at the level of design, modeling of information architecture, data types, interface, and protocols).”

– Johanna Drucker, “Humanistic Theory and Digital Scholarship,” *Debates in the Digital Humanities*, 87. <http://dhdebates.gc.cuny.edu/debates/text/34>



DEBATES IN THE DIGITAL HUMANITIES

MATTHEW K. GOLD
EDITOR

Welcome to the open-access edition of *Debates in the Digital Humanities*, which brings together leading figures in the field to explore its theories, methods, and practices and to clarify its multiple possibilities and tensions.

First published by the **University of Minnesota Press** in 2012 as a **printed book**, *Debates in the Digital Humanities* is **expanding** into a hybrid print/digital publication stream that will explore new debates as they emerge.

Begin reading [here](#).

- Debates
- The Book
- About
- News



“Digital Humanities is a production-based endeavor in which theoretical issues get tested in the design of implementations, and implementations are loci of theoretical reflection and elaboration.”

- Burdick, Drucker, Lunenfeld, Presner, & Schnapp, Digital_Humanities, 13.
https://mitpress.mit.edu/sites/default/files/titles/content/9780262018470_Open_Access_Edition.pdf

“Only by creating a methodological infrastructure in which culturally aware technology complements technologically aware cultural criticism can the digital humanities more effectively serve humanists by augmenting their ability to engage today's global-scale cultural issues.”

– Alan Liu, “Where is Cultural Criticism in the Digital Humanities?” *Debates in the Digital Humanities*, 502. <http://dhdebates.gc.cuny.edu/debates/text/20>

Critical, public
humanities

“It's a really important culture, it's important to have the geek community as a whole think about its responsibility and what it can do. We need various alternative voices pushing back ...”

– Tim Berners-Lee, “We Need to Re-decentralise the Web,” *Wired.co.uk*, February 6, 2014, <http://www.wired.co.uk/news/archive/2014-02/06/tim-berners-lee-reclaim-the-web>

“What we wanted to do was to build a tool that made it easy for everyone, everywhere to share knowledge, opinions, ideas and photos of cute cats ... What we’re asking for today is a conversation about how we could do this better, since we screwed up pretty badly the first time around.”

– Ethan Zuckerman, “The Internet’s Original Sin,” *The Atlantic*, August 14, 2014, <http://www.theatlantic.com/technology/archive/2014/08/advertising-is-the-internets-original-sin/376041/>

“We've lost key features that we used to rely on, and worse, we've abandoned core values that used to be fundamental to the web world.”

– Anil Dash, “The Web We Lost,” December 13, 2012,
<http://dashes.com/anil/2012/12/the-web-we-lost.html>

“... a critical experimental practice,
carried out in the public laboratory
of a cultural commons ...”

– Burdick et al., *Digital_Humanities*, 120

FROM KNOWLEDGE TO WISDOM

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From Knowledge to Wisdom

WE NEED A REVOLUTION

We need a revolution in the aims and methods of academic inquiry, so that the basic aim becomes to promote wisdom by rational means, instead of just to acquire knowledge.

Acquiring scientific knowledge dissociated from a more basic concern for wisdom leads, via technology and industry, to an enormous increase in the power to act.

This has led to much that is good, but also to much that is harmful. All our modern global crises are the outcome of science without wisdom. If we are to avoid in this century the horrors of the last one - wars, death camps, dictatorships, poverty, environmental damage - we urgently need to learn how to acquire more wisdom, which in turn means that our institutions of learning become devoted to that end.

The revolution we need would change every branch and aspect of academic inquiry. Social inquiry would become social methodology or philosophy, and would not be, primarily, social science. Its primary task would be to help people resolve conflicts and problems of living in more cooperatively rational ways. Social inquiry would be more intellectually fundamental than natural science. Natural science would change to include three domains of discussion: evidence, theory, and aims - the latter including discussion of metaphysics, values and politics. Academic inquiry as a whole would become a kind of people's civil service, doing openly for the public what actual civil services are supposed to do in secret for governments.

*computer science
& engineering*

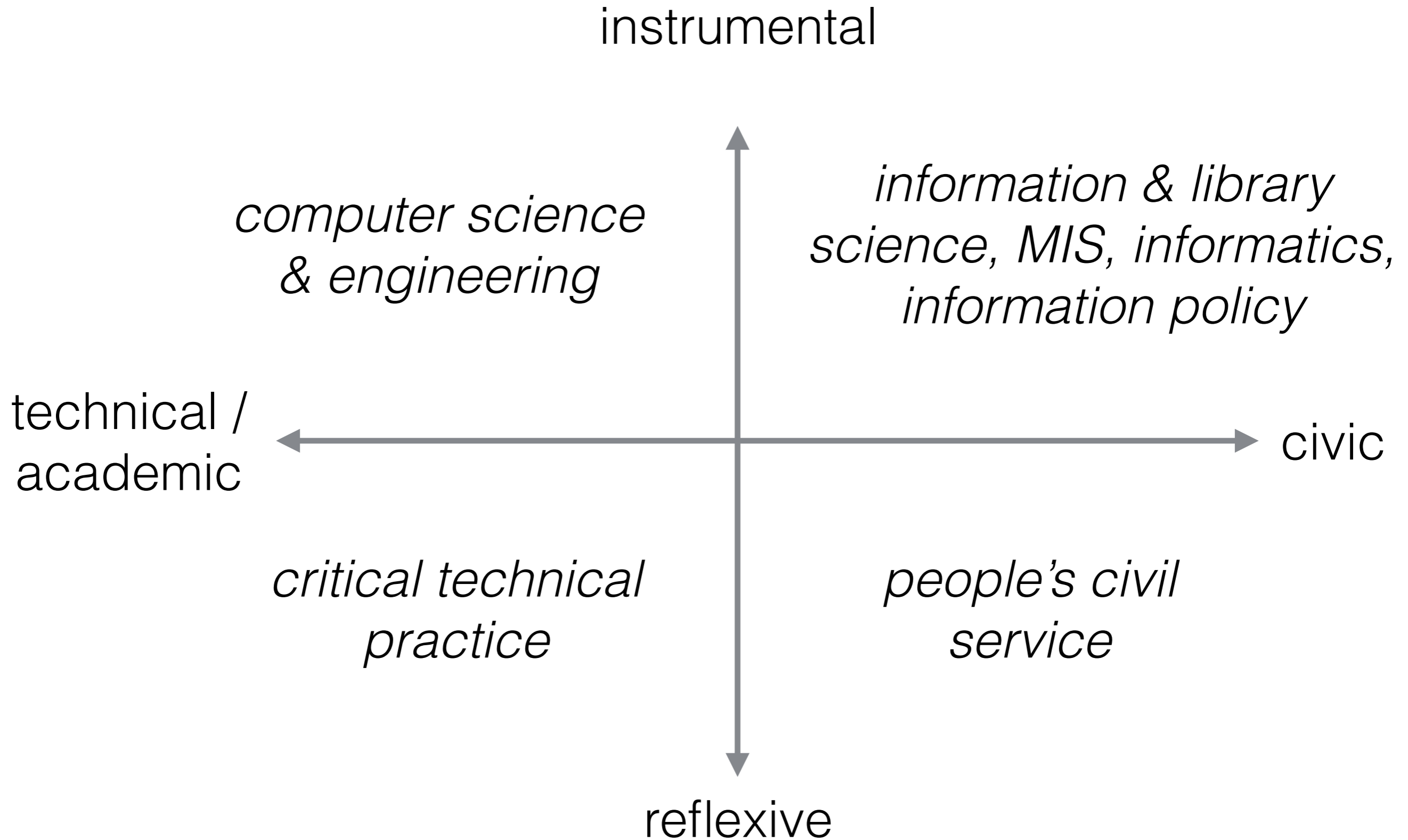
*information & library
science, MIS, informatics,
information policy*

technical /
academic

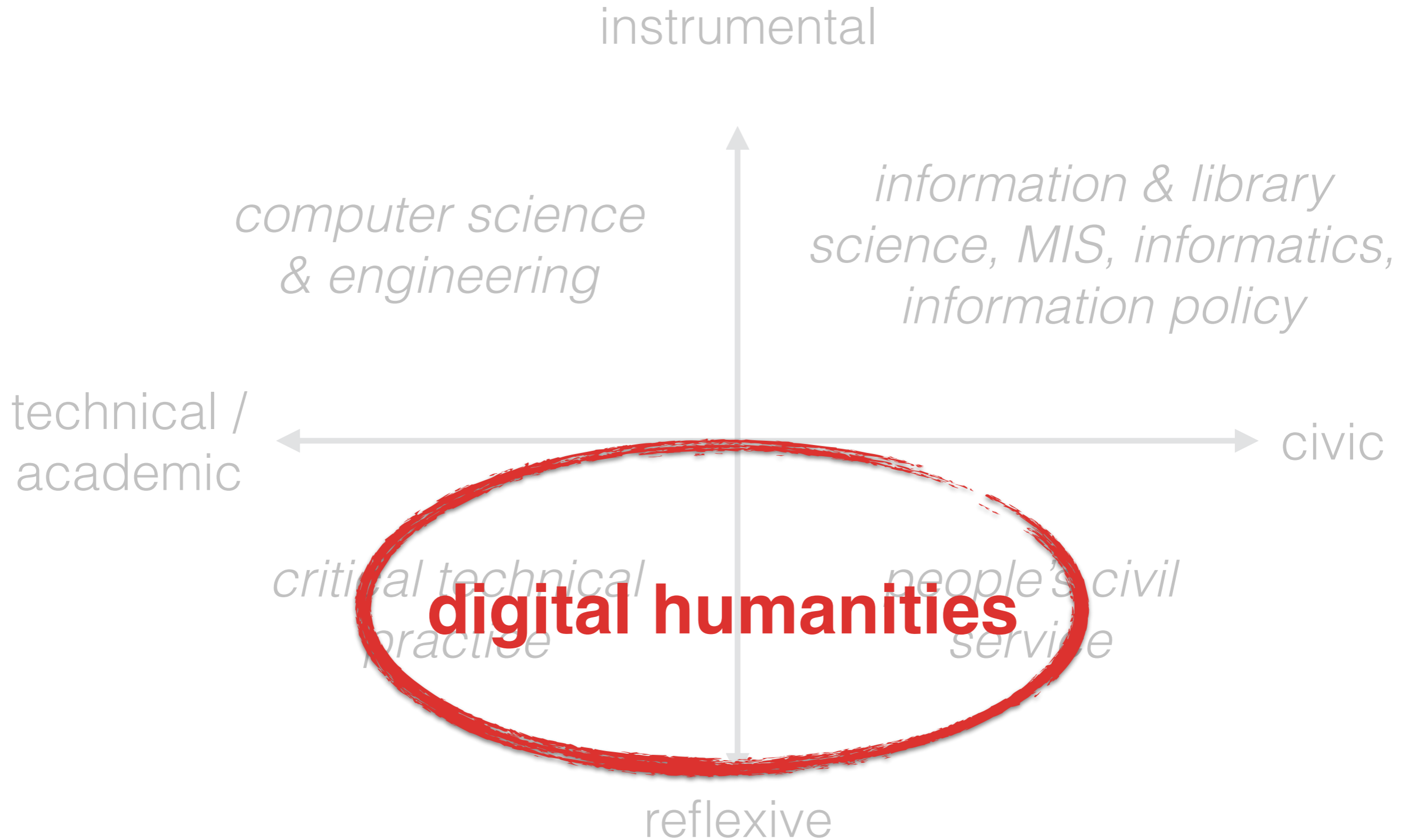


civic

Audience



Burawoy & VanAntwerpen, "Berkeley Sociology: Past, Present and Future," 2001,
<http://burawoy.berkeley.edu/PS/Berkeley%20Sociology.pdf>



Burawoy & VanAntwerpen, "Berkeley Sociology: Past, Present and Future," 2001, <http://burawoy.berkeley.edu/PS/Berkeley%20Sociology.pdf>