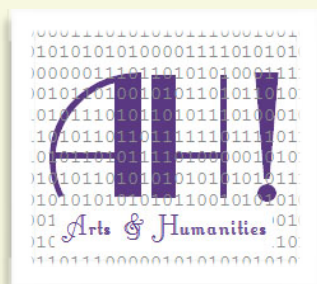


2017 *Virtual Symposium on*
VISITAH
INFORMATION & TECHNOLOGY
in the ARTS & HUMANITIES
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**The Information and the Technology
of Open Science in the Humanities**

April 18 and 19, 2017
12–4:30 pm EDT

Conference Program



asis&t

2017 *Virtual Symposium on
Information and Technology
in the Arts and Humanities*

**The Information and the Technology
of Open Science in the Humanities**

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Schedule at a Glance

Tuesday, April 18

- 12:00–12:20 **Jeremy McLaughlin** and **Sandy Hirsh**, Welcome and Introduction
12:20–1:05 **Kate Hayes**, Research in the Spotlight: Collaborations for Viable Research and Art
1:05–1:50 **Alexander Monea**, Speculative Code Studies,
or, Notes on the Future of Critique in the (Digital) Humanities
1:55–2:55 **Krystyna Matusiak** and **Anna Harper**, Visual Literacy in Practice
3:00–3:45 **Miriam Posner**, Translation Problems: Why Humanists Are So Difficult about Data
3:45–4:30 **David Bourget**, Transforming Scholarly Communications in Philosophy:
Challenges and Solutions

Wednesday, April 19

- 12:00–12:20 **Jeremy McLaughlin**, Welcome
12:15–1:00 **Björn Hammerfelt**, Research Assessment and Evolving Ideas
of Output and Impact in the Humanities
1:00–1:50 **Joan Beaudoin**, Information and the Art Historian: Some Notes on Herding Cats
1:55–2:40 **Michael Black**, Datamining the “Open” Internet:
Studying Digital Writing with Web Scraping
2:40–3:25 **Jamie Thomas**, Facilitating Student Collaboration in Digital Humanities
on Zombie Discourse Analysis
3:30–4:15 **Joe Locke** and **Ben Wright**, Massive Collaboration and the Open Humanities:
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4:15–4:30 **Jeremy McLaughlin**, Conclusion

Sponsored by the
Association for Information Science and Technology (ASIS&T)
Special Interest Groups for Arts and Humanities (SIG AH)
and Visualization, Images, and Sound (SIG VIS)

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2017 Virtual Symposium on Information and Technology in the Arts and Humanities

The Information and the Technology of Open Science in the Humanities

Tuesday, April 18

12:00–12:20

Welcome and Introduction to the 2017 Symposium

Jeremy McLaughlin, SIG-AH and SIG-VIS

Sandy Hirsh, San José State University

Jeremy McLaughlin is chair of ASIS&T SIG-AH (arts and humanities) and SIG-VIS (visualization, images and sound). Sandra Hirsh is professor and director of the School of Information at San José State University and a former president of ASIS&T.

12:20–1:05

Research in the Spotlight: Collaborations for Viable Research and Art

Kate Hayes, Independent Musician

*Kate Hayes is a music artist and entrepreneur whose work centers on mutual engagement and collective expression. As a multi-genre singer, she has a keen awareness of both the relationship between music and its listeners and the singer's unique position between the more subjective nature of music and the more concrete content of lyrics. Her work includes: *Abstract Songs*, a collection of vocal compositions which challenges the audience perception of lyrical meaning; *Compass Rose*, using interactive technology to showcase traditional singing of female immigrants; and *Open Symphony*, a live music performance using audience interactive compositions and technology. Her latest project, *CoreUs*, develops composition styles and digital technology to disrupt the roles within music performance, utilizing the audience as an additional creative source. katehayesmusic.com / coreusmusic.com*



3:00–3:45

Speculative Code Studies, or, Notes on the Future of Critique in the (Digital) Humanities

Alexander Monea, George Mason University

In this workshop/seminar, Alex Monea will offer some of the initial outlines of his current research project that aims to develop a new methodology tentatively coined speculative code studies. In theory, the idea is that critical code, software, and hardware studies can be made to speak to blackboxed systems or pieces of code, software, and hardware, and that they can do so in an anexact, yet rigorous way that preserves their critical-analytical purchase. Such a practice would look to constitute a sufficient, if piecemeal, archive of materials for rigorous speculation about the contents of black boxes. Beyond the event horizon of the black-box lie the secrets to the future of technically grounded humanistic inquiry into the stakes of computational



media. Without a rigorous theory and method of speculative code studies, critical code, software, and hardware studies remain subalternized, unable to speak (back) to the power structures that conditioned and continually modulate their identities. In short, if our emerging field(s) of technically grounded scholarship remains mute about Google/Alphabet, Facebook, Amazon, Alibaba, Weibo, and their ilk, then we are missing something crucial. This workshop will begin with an outline of some of these ideas and will be preceded by discussion of how we might further such a research agenda and achieve the goal of socio-politically meaningful code, software, and hardware studies.

Alexander Monea is Assistant Professor of Digital Humanities serving jointly in George Mason's English Department and Cultural Studies Program. He received his PhD in Communication, Rhetoric, & Digital Media from North Carolina State University after completing a project that traced the historical entanglement of computation, big data, and governmentality in the United States. His recent publications range from analytical work focused on specific computational apparatuses, like Google's Knowledge Graph, to more theoretical critiques of speculation, to methodological meditations on doing politically meaningful media studies research. alexandermonea.com

1:55–2:55

Visual Literacy in Practice

*Krystyna Matusiak, University of Denver
Anna Harper, University of Denver*

Digital technology has dramatically changed the way students utilize visual materials by enabling easy creation and reuse. The influx of visual resources has created new possibilities for teaching and learning in an academic environment that has traditionally favored the text as a source of knowledge. However, the proliferation of images and ease of copying and pasting do not mean that students know how to select appropriate images, evaluate them in regard to meaning, quality, and copyright, and integrate them into academic work effectively. With the expanding role of images in communication and education, visual literacy is gaining more attention in research and practice. The concept of visual literacy includes critical understanding of visual information as well as the skills in creation and processing of digital images. This presentation reports the findings of a research project that examined undergraduate and graduate students' visual literacy skills and use of images and other visual information resources in the context of academic work. The study explored the types of visual resources being used in students' academic work, the role images play in academic papers and presentations, and the ways students select, evaluate, and process images. We collected documentary evidence in the form of students' papers and presentations, questionnaires about visual practices, and interviews with 15 undergraduate and graduate students. The findings indicate that undergraduate as well as graduate students lack basic visual literacy skills in selecting, evaluating, and using images. Students use a range of visual resources in their presentations but rarely use images in papers. We found students struggle with proper use of images in academic work, and feel that visual literacy is an important concept that should be addressed in library instruction alongside information literacy. This presentation will discuss the findings as well as implications for expanding visual literacy awareness and education. It will offer suggestions for incorporating visual literacy skills into instruction and collaborating with campus stakeholders to address the lack of visual literacy education.

Dr. Krystyna K. Matusiak is an Assistant Professor in the Library & Information Science Program (LIS) at the University of Denver. Her research interests focus on digital libraries, digitization of cultural heritage materials, visual information, and user studies. Her book, Digital Libraries: Research and Practice, co-authored with Dr. Iris Xie was published by in 2016. She is an active member of ASIS&T where she served as chair of SIG-VIS from 2014 to 2016.

Anna C. Harper is Reference and Instruction Librarian at the University of Denver. Her teaching practice is holistic and interdisciplinary. Her research interests include visual literacy, critical pedagogies in academic library instruction, and student centered reference.

3:00–3:45

Translation Problems: Why Humanists Are So Difficult about Data

Miriam Posner, University of California, Los Angeles

Even as more people identify as digital humanists, information professionals often have trouble getting humanists to talk about data management, prepare plans for data sustainability, or even put their data in a logical place. But there's a good reason for this: Humanists don't tend to think of their sources as data -- not because they're not used to computers, but because of epistemological problems with the very term "data." I'll explain these problems and what they may mean for digital humanities and librarianship.

Miriam Posner is the Digital Humanities program coordinator and a member of the core DH faculty at the University of California, Los Angeles. As a digital humanist, she is particularly interested in the visualization of large bodies of data from cultural heritage institutions, and the application of digital methods to the analysis of images and video. A film, media, and visual culture scholar by training, she frequently writes on the history of science and technology. She is also a member of the executive council of the Association for Computers and the Humanities. miriamposner.com



3:45–4:30

Transforming Scholarly Communications in Philosophy: Challenges and Solutions

David Bourget, University of Western Ontario

Researchers face several challenges associated with the accelerating growth of the research literature. In this talk, I outline the specific challenges that academic philosophers face, and I discuss the services and technologies that we are developing at the Centre for Digital Philosophy to help researchers cope with these challenges. I will talk about two projects: PhilPapers.org, a search index we have operated since 2009 and continue to improve with ever more powerful technology, and PhilSurvey, a new project under development that aims to transform scholarship communications in philosophy.

David Bourget is an assistant professor in the philosophy department and director of the Centre for Digital Philosophy at the University of Western Ontario. He is also co-editor of the PhilPapers research index and a member of the board of directors of the PhilPapers Foundation. Dr Bourget is the software architect and lead programmer behind PhilPapers, PhilEvents, and PhilJobs, three widely used digital services in philosophy. He has published on a range of topics from the philosophy of mind to the future of publishing and the structure of philosophical debates. dbourget.com



Wednesday, April 19

12:00–12:15

Welcome

Jeremy McLaughlin

12:15–1:00

Research Assessment and Evolving Ideas of Output and Impact in the Humanities

Björn Hammarfelt, University of Borås

The humanities have often been portrayed as the “other” which does not fit into the “bibliometric universe.” Diverse publication patterns, the dependence on local languages and contexts, and specific referencing practices are distinctive features, which have rendered traditional citation analysis less applicable in these fields. The difficulty of using bibliometric measures to evaluate research has resulted in attempts of creating alternative systems of evaluation, which try to take the characteristics and the heterogeneity of research into account. Still, many scholars in the humanities and the social sciences remain skeptical toward bibliometrics. Recently, a new set of methods for the measuring research impact has emerged using indicators such as social media mentions or usage statistics. I will discuss the potential that these measures have for capturing research performance in the humanities. The consequences of further quantification, both for knowledge production and academic culture, will also be emphasized.

Björn Hammarfelt, Ph.D., is a senior lecturer at the Swedish School of Library and Information Science (SSLIS), University of Borås, in Borås, Sweden, and a visiting scholar at the Centre for Science and Technology Studies (CWTS), Leiden University. His research is situated at the intersection between information science and sociology of science, with a focus on the organisation, communication and evaluation of research.



Photograph: Suss Wilén

1:00–1:50

Information and the Art Historian: Some Notes on Herding Cats

Joan Beaudoin, Wayne State University

This presentation examines the information behaviors within the realm of art history, provides a discussion of several key issues impacting art historians' interactions with information, and offers a view of potential future information-based developments within the discipline. After an overview of the discipline and applicable models of information behaviors, the presentation will examine information bottlenecks, particularly those surrounding visual information. The presentation closes with suggestions concerning ways to support art historians, and a discussion of the role that information professionals play in the development of the discipline.



Dr. Joan E. Beaudoin, an Associate Professor in the School of Library and Information Science at Wayne State University, teaches and performs research on metadata, information organization, digital libraries, digital preservation, and the access to and use of visual information. Prior to her appointment at Wayne State University her career included archaeological fieldwork, art history teaching, and the curation of visual resources. Her research has been published in a number of scholarly journals, including the Journal of the Association for Information Science and Technology, Journal of Documentation, Journal of Academic Librarianship, Knowledge Organization, and

Art Documentation, and she has presented at conferences including those of the Association for Information Science and Technology, the Association for College and Research Libraries, the College Art Association, the Joint Conference on Digital Libraries, and the Visual Resources Association.

1:55–2:40

**Datamining the “Open” Internet:
Studying Digital Writing with Web Scraping**

Michael L. Black, University of Massachusetts, Lowell

In this presentation, I will discuss some of the methodological challenges involved in using web scraping to study Internet writing practices. Compared to smaller-scale case studies of computers and writing or the API-driven research of social media, web scraping relies on data that is largely unstructured and in many cases also incomplete. While the process of pulling a data object from the web is relatively simple, gathering entire sites or ecosystems and organizing the derived data is a complicated process. The highly-structured nature of the web offers a good starting point for organizing scraped data, but metadata like dates and authorship that are often crucial to digital humanities research questions are not a part of web structures. In some cases, it is possible to derive metadata from the scraped pages themselves but in other instances web archives can be leveraged to approximate necessary metadata. Preparing web data for analysis also requires acute awareness of the stylistic norms specific to the era of design scraped pages and, in more modern websites, the particular quirks of the content management systems that hosted the scraped pages. To complicate matters further, there are in addition to technical challenges also several legal and ethical considerations involved in web scraping that researchers must incorporate into their workflows. While the web is in a sense more "open" than many of the large archives that digital humanists use to study historical texts, researchers engaging in web scraping projects must take care to distinguish their own data gathering algorithms from corporate white and black hat bots.



Michael Black is assistant professor of English at University of Massachusetts, Lowell, with research interests in digital humanities, big data and software studies. mblack.us

2:40–3:25

**Facilitating Student Collaboration in
Digital Humanities on Zombie Discourse Analysis**

Jamie Thomas, Swarthmore College

How do you get students unfamiliar with HTML and backend development to build a born-digital exhibit? Why does digital humanities offer particularly meaningful ways of bringing together original research contributions on emerging discourses, patterns of communication, and information on marginalized peoples? This presentation will share steps to building a digital humanities project with undergraduates, and point you to free, public and open source tools for exploring and presenting information visually and textually. I'll explain how lessons learned have contributed to adjustments in the second round of *[ZOMBIES REIMAGINED]*, and how I'm currently collaborating with digital librarians for the backend development and conceptualizing of this project. I'll also share how I've greatly benefitted from including these tools in my teaching, and how students are responding to this experience this semester.



*Jamie A. Thomas teaches in sociolinguistics, intercultural communication, language learning, and discourses of difference and the African Diaspora at Swarthmore College. She's been researching zombie cultures and science fiction for the last three years, developing courses that introduces students to discourse analysis and critical examinations of the rise of zombies in popular culture. Her forthcoming book is titled *Zombies Speak Swahili*. jamieathomas.com*

3:30–4:15

Massive Collaboration and the Open Humanities:

***The American Yawp* as Case Study**

Joe Locke, University of Houston, Victoria

Ben Wright, University of Texas at Dallas

The collision of technology and education incites hyperbole: digital utopians dream of a democratized world of free learning and digital skeptics warn of privatized, profit-driven enterprises that privilege shallow instruction from de-skilled educators. But beyond the dreams and nightmares, the digital humanities have created space for practical projects that address practical problems. Against our best hopes and much conventional wisdom, our institutions too often perpetuate and accelerate inequality instead of combatting it. Income achievement gaps, for instance, continue to advance.

At its worst, the Digital Humanities can seem an esoteric world, a world concerned too much with the code that goes in and not enough with the products that comes out. Project ideas can seem designed to win grants, but not users. Recent trends in the digital humanities have produced significant breakthroughs in humanities research. Yet the production of high-quality open-access, teaching-centered projects has not kept pace with these research innovations. But the founding values of the field offer a way forward. Joseph Locke and Ben Wright, editors of the open American history textbook *The American Yawp* survey the history of open educational resources and call digital humanists to maintain the spirit of openness and pedagogical innovation that animated the early period of digital humanities. By providing a practical bridge between the fundamental values of the digital humanities and the realities of contemporary classrooms, Locke and Wright both historicize and advocate for the democratic imperatives of the field.

*Joseph L. Locke is an assistant professor of history at the University of Houston, Victoria. His work has previously appeared in the *Southwestern Historical Quarterly* and the *Georgia Historical Quarterly*. His first book, *Making the Bible Belt: Texas Prohibitionists and the Politicization of Southern Religion*, is forthcoming from Oxford University Press. He also co-manages *The American Yawp*. americanyawp.com / josephllocke.com*

*Ben Wright is assistant professor of historical studies at the University of Texas at Dallas. His book manuscript, "Antislavery and American Salvation," is under advance contract with LSU Press. He is also coeditor of *Apocalypse and the Millennium in the American Civil War Era* and *The American Yawp*. drbenwright.com*

4:15–4:30

Conclusion

Jeremy McLaughlin

