


**DIGITAL HUMANITIES INTERNSHIPS:**  
Creating a Model iSchool-Digital Humanities Center Partnership



*“They’re making me go to humanities camp.”*

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## THE INFRASTRUCTURE OF HUMANITIES COMPUTING

- Humanities 2.0 [Davidson 2008]

Technology + humanities: “interdependent, conjoined, mutually constitutive”

- ACLS Cyberinfrastructure for Humanities and Social Sciences [ACLS 2006]

Calls for leadership, digital scholarship support, standards and tools, extensive and reusable collections

- Emergence of Digital Humanities Centers [Zorich 2009]

centerNet: International network of digital humanities centers formed for cooperative and collaborative action

[http://digitalhumanities.org/centernet\\_new/](http://digitalhumanities.org/centernet_new/)

]

## CHALLENGES OF INFRASTRUCTURE GROWTH

DH Centers are humanities cyberinfrastructure [Unsworth 2007]

- Physical space
- Source materials [libraries, archives, etc.]
- Technology support [servers, tools, interface]
- Expertise [division of labor]
  - Building collections
  - Extracting data and knowledge
  - Dynamic delivery of content
  - Preservation

## HUMANITIES CENTERS – ISCHOOL PARTNERSHIPS

- The internship option
- Diversity in digital humanities centers
- The iSchool phenomenon
- Foundation for fruitful partnerships
  - iSchool students
  - Research collaboration
  - Curriculum development
- Implications and opportunities

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## THE INTERNSHIP OPTION -- GOALS



- Project based practical engagement internships for iSchool masters students
- Support for travel and living expenses
- Create a network of interns
- Explore challenges of sustaining [and expanding] the iSchool-DH Center partnership



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

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## THE INTERNSHIP OPTION – STATUS OF PROJECT

- Deep coordination of promotion, review, and selection
- *Digital Humanities Road Show* connects with iSchool faculty and students

### Summer 2009

**Joshunda Sanders** (Texas): MATRIX  
**Daniel Shiman** (Texas): MATRIX  
**Sarah Potvin** (Texas): CDRH  
**Rachael Carter** (Maryland): CDRH  
**Amanda Visconti** (Michigan): MITH

### Fall 2009

**Diana Aram** (Maryland): MITH

### Summer 2010

**William "Walker" Sampson** (Texas): MITH  
**Isabela Carvalho** (Michigan): MITH  
**Stephen Pipkin** (Texas): CDRH  
**Rosie Hanneke** (Maryland): CDRH  
**Steven Cherry** (Michigan): MATRIX  
**Purdom Lindblad** (Michigan): MATRIX

### Fall 2010 (upcoming)

**James Neal** (Maryland): MITH  
**Adam Minakowski** (Maryland): CDRH

## COLLABORATING DIGITAL HUMANITIES CENTERS

- Maryland Institute for Technology in the Humanities (1999)
  - University of Maryland [mith.umd.edu]
  - Neil Fraistat (director) + 18 staff
  - Distinction: performing arts, born-digital preservation, electronic editions
- MATRIX (1994)
  - Michigan State University [matrix.msu.edu]
  - Dean Rehberger (director) + 14 staff
  - Distinction: humanities + computer science, engineering, IT
- Center for Digital Research in the Humanities (2005)
  - University of Nebraska [cdrh.unl.edu]
  - Katherine Walter + Ken Price (co-directors) + 6 staff
  - Distinction: thematic research, metadata, tools

## WHAT DO HUMANITIES CENTERS NEED?

- Self-motivated graduate students + interdisciplinary research + strong interest in humanities + teamwork
- Technical proficiency
  - Metadata standards
  - Taxonomies and concordances
  - Archival practices and digital curation
  - Web programming and GIS skills
  - Digital imaging best practices + multimedia production
  - Web interface design, navigation and search tools
- Projects encompass data mining, digitization (image and text), forensics, and digital archiving

## THE ISCHOOL PHENOMENON

Collapse of North American library schools in 1980s and search for new paradigm. [Ostler 1995]

- Solution options
  - mergers with communications or education [Hildreth 2002]
  - reinvention and local institutionalization [Sawyer 2008]
- Large diversity in faculty hiring [Wiggins 2010]
  - "... further mergers with communications and mass media"
  - "... placement of iSchool PhDs may be challenging"
- Good prospects for sustainability [Olson 2009; Sawyer 2008]
  - "... the study of information is probably in its infancy."

## COLLABORATING ISCHOOLS

- University of Maryland – School of Information
  - Kari Kraus, Assistant Professor
  - MITH on campus
  
- University of Michigan – School of Information
  - Paul Conway, Associate Professor
  - No digital humanities center on campus; MATRIX nearby
  
- University of Texas, Austin – School of Information
  - Patricia Galloway, Associate Professor
  - Emergent Texas A&M “Digital Humanities Commons” nearby

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### UNDERGRADUATE MAJORS OF ISCHOOL STUDENTS\*

Coverage	Maryland		Michigan		Texas	
	Total N	% Total	Total N	% Total	Total N	% Total
	2007-10		2006-09		2009-10	
Humanities	582	61%	272	41%	186	67%
Communication	39	4%	25	4%	13	5%
Computing	12	1%	95	14%	7	3%
Education	32	3%	14	2%	18	6%
Library/Information Management	4	0%	38	6%	8	3%
Management	35	4%	42	6%	15	5%
Science/Engineering	87	9%	70	11%	8	3%
Social Science	158	17%	104	16%	22	8%
<b>Total Count</b>	<b>949</b>		<b>660</b>		<b>277</b>	

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\* Wiggins & Sawyer, "Intellectual Diversity in iSchools," 2010.

### UNDERGRADUATE HUMANITIES MAJORS [STUDENTS]\*

	Maryland		Michigan		Texas	
	Total N	% N	Total	% Total	Total	% Total
<b>TOTAL</b>	<b>582</b>		<b>272</b>		<b>185</b>	
Philosophy	10	2%	11	4%	7	4%
Religion	23	4%	14	5%	2	1%
Visual Arts	52	9%	29	11%	15	8%
Performing Arts	47	8%	12	4%	14	8%
Literature	250	43%	131	48%	105	57%
History	177	30%	75	28%	42	23%
Other	23	4%				

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\* Blazek & Aversa, "Humanities Disciplines," 2000.

### COMPARISON: STUDENT-FACULTY\*

Coverage	iSchool		Maryland		Michigan		Texas	
	Faculty 2009	Faculty 2009	Students 2007-10	Faculty 2009	Students 2006-09	Faculty 2009	Students 2009-10	
Humanities	7%	11%	61%	11%	41%	18%	67%	
Communication	5%	0%	4%	3%	4%	9%	5%	
Computing	30%	11%	1%	24%	14%	9%	3%	
Education	8%	11%	3%	3%	2%	0%	6%	
Library/Information Management	22%	50%	0%	22%	6%	54%	3%	
Management	9%	6%	4%	21%	6%	5%	5%	
Science/Engineering	9%	0%	9%	3%	11%	0%	3%	
Social Science	10%	11%	17%	16%	16%	5%	3%	
<b>Total Count</b>		<b>18</b>	<b>949</b>	<b>38</b>	<b>660</b>	<b>22</b>	<b>277</b>	

\* Wiggins & Sawyer, "Intellectual Diversity in iSchools," 2010.

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### RESEARCH ACTIVITIES –COMMONALITIES

- Archives, Preservation, and Access
  - Preserving Virtual Worlds (MITH)
  - Visualizing Archival Collections (UMd)
  - Training Preservation Administrators and Conservators (Texas)
  - Interdisciplinary Perspectives on Archives and Ethics of Memory Construction (Michigan)
  - Civil War Washington [CDRH]
  - Preserving American Black Journal (MATRIX)
- Game-based learning and video game preservation
  - Preserving Virtual Worlds (MITH)
  - Alternate Reality Games in the Service of Education and Design (UMd)
  - Building Games Students Want to Play (Michigan)
  - Video Games and the Cultural Record (Texas)
  - Red Land/Black Land: Teaching Ancient Egyptian History Through Game-Based Learning (MATRIX)

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## RESEARCH ACTIVITIES – CENTERS AND ISCHOOLS

- *Enduring themes in funded DH research*
  - Text encoding, semantic markup (TEI)
  - Thematic Research Collections (digitization)
  - Text analysis (data mining)
- *Emerging themes in funded DH center research*
  - Visualization tools for representing digitized collections
  - Geospatial and temporal mapping and research
- *Research Methods*
  - Research in iSchools has a strong emphasis on quantitative and descriptive analysis; experimental design; and evaluation and usability testing
  - Research strengths in iSchools avoid enduring themes
  - Research strengths in iSchools complement emerging themes

## RESEARCH ACTIVITIES – FUNDING (2007-10)

- CDRH (University of Nebraska): 19 Grants
  - National Endowment for the Humanities: 8 (42%)
  - ACLS, IMLS, and Nebraska: 2 each (~11% apiece)
  - Funding diversity: NEH, IMLS, NHC, Mellon, ACLS, UNL, NHPRC, NSRB, BBHC
- MATRIX (Michigan State University): 21 Grants
  - NEH: 5 (24%)
  - IMLS: 4 (19%)
  - Dept. of Education: 3 (14%)
  - Great funding diversity: NEH, IMLS, NSF, NHPRC, Battle Creek Public Schools, Intelligent TV, Brock University, Council of American Overseas Research Centers, British Library, Michigan State University
- MITH (University of Maryland): 15 Grants
  - NEH: 8 (53%)
  - Mellon Foundation: 3 (20%)
  - Some diversity: NEH, Mellon, IMLS, LOC, JISC

## CURRICULUM

- Common denominators:
  - Easy reach to significant archival institutions
    - Vast and significant holdings
    - Libraries and archives in close collaboration
  - Deeply wrought archival studies curricula
    - Social memory theory
    - Specialized courses (appraisal, description, records management)
  - Cross over opportunities beyond the study of archives
    - Digital libraries and archives (collection development & metadata)
    - Digital preservation (born digital resources)
    - Digitization of many media types (photographs, books, AV)
  - Technology skills (faculty strengths)
    - Dynamic databases, HCI, social computing, interface and graphic design, visualization /network analysis; obsolete media/equipment

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## IMPLICATIONS FOR DIGITAL HUMANISTS

- Historical analysis
  - What is the basis for common interests in archives & preservation?
- Cross-disciplinary understanding
  - Need for each side to understand the methods, styles, and **values** of the other
- Theory development
  - Humanities 2.0: Technology + Humanities + **Methodology**
    - Statistical, qualitative, & mixed methods (Grounded Theory, Genre Analysis, Content Analysis)
- Deep collaboration with iSchool faculty
  - Critical contribution of socio-technical systems research to the work of digital humanists

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## OPPORTUNITIES FOR COLLABORATIVE RESEARCH

- Need research agenda to define mutual interests
  - Broad consensus on most fruitful areas for collaboration
  - Engage funding agencies that are already committed
  - International participation
- Building and maintaining new digital archives
  - Integrity, authenticity, quality, provenance, preservation
- Technology infrastructure
  - Interoperability design, social processes, usability
  - Tools for analysis and visualization
  - Tools for sustainable preservation

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## NEXT STEPS AND FURTHER RESEARCH

- Bring research libraries into the equation
  - Digital collection development
  - Instructional roles for digital librarians
  
- Sustain and expand the internship program
  - Widen the circle of iSchool and humanities centers participants
  
- Build the case for collaboration
  - Publish findings of DH Center-iSchool common elements
  - centerNet action agenda

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<http://pictures-of-tattoo.blogspot.com>

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