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# Digital Humanities 2018

## Puentes-Bridges

Book of Abstracts  
Libro de resúmenes



Mexico City  
26-29 June 2018



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Universidad Nacional Autónoma de México  
Red de Humanidades Digitales

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undertaken by the MLA as a service to the profession, as well as to its sister societies, with the goal of providing an open-source, scholar-governed alternative to the available commercial services. That development was partially supported through grant funding, as noted above, but grant funding is not a business model; funders expect a project such as this to develop a sustainability plan to ensure its future. Humanities Commons is thus working toward collective action by and shared services for scholarly societies and other kinds of scholarly organizations who want to work together to provide a rich scholarly communication infrastructure for their members and for the profession at large.

This poster presentation will include an active demo of Humanities Commons as well as discussions of its platform, its community, its sustainability plan, and its development roadmap. We want to encourage members of the ADHO community to join the network and connect with one another across the conference and throughout the year. We also want to invite active participation among ADHO members and constituent organizations in the network's development process.

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## Making DH-Course Together

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The project involves the development of the MA-course "Concepts and Approaches of Digital Humanities", which is one of the basic courses in the MA-program "Digital Technologies in Sociocultural and Art Practices." Currently, the approbation of the experimental methodology in one of the universities is underway. The total volume of the discipline is three credits. The course is placed in the first semester, after which courses in specific areas of the DH are studied.

The goal of the course is to review the existing concepts of Digital Humanities, approaches to defining the subject and methods of Digital Humanities, theoretical and methodological foundations of using IT in various humanities, to get an idea of the relevant directions, tools, and projects.

The relevance of the project is primarily due to the growing importance of Digital Humanities as an interdisciplinary area. The developed MA program and this course as its part, allow combining the knowledge and methods accumulated in the application of IT in separate humanities disciplines, and train specialists of a new type. This association also takes place at the organizational level and facilitates the interaction of faculties, the implementation of joint projects.

Our approach to constructing the course is to actively involve students not only in research activities and

projects, but also in the discussion and formation of the structure of the course, and then in filling it. The means of implementing this approach is the dynamic creation of the course site during the entire training period. We want to involve students in the practice of shaping the course, the constant retention of the focus of attention.

At the same time, we solve several problems and obtain a number of didactic opportunities and advantages.

Firstly, there is a problem of the lack of educational literature on DH in general, mainly prevailing literature and pedagogical developments in selected areas of DH. There is a language problem, for example, the only one reader by DH in Russian is released (Digital Humanities: A Reader, 2017). We use various types of materials - video, MOOC-courses, web resources, and actively read scientific literature.

Secondly, it is important for us to show a common landscape and a multitude of DH-directions on a scale. We work with masters who have different backgrounds in the bachelor's degree: historians, culture and art studies, philologists, PR, etc. There are also students in the group without humanities education at the bachelor's level.

Third, we want to combine teaching with the formation of a set of important DH skills: designing and retrieving information for web resources and databases, working with maps and timelines, corpora of texts. We use the students' conscious and active approach to learning and suggest that they become co-authors of the training course, first discussing possible course structures with them, and then jointly creating a special course site (Gagarina, 2017).

All links, texts related to the work of students during the course, are posted on the special site of the course. The entire group has access to viewing and commenting on all sections of the site and editing their own materials. Students learn to work in a team.

In the first lesson after the opening remarks, students are divided into pairs and offer their own model of the course. Since we are now conducting an experiment, we can already confidently say that students see DH with a skewing in its background or experience. During the discussion of these models, we jointly design a common framework and plan. For the convenience of combining the models, I suggest that students make a structure of 3-5 modules with a possible division into topics within the module. At this stage, one can clearly see the feature - students see as the first block the definition and history of DH, as 2-3 modules, most of them suggest considering directions within DH (computer linguistics and digital history, for example). Then many students propose to do their project. Almost no one talks about the consideration of common approaches, the general DH methodology, the DH infrastructure, and the classification of DH by technologies and tools.

The skill of the teacher is at this stage in combining your pre-designed curriculum and the vision of students.

It is quite possible to do this by shifting the emphasis somewhat.

At the conference, we plan to present the results of the experiment and the project as a whole.

The study is supported by Vladimir Potanin Foundation.

## References

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## Standing in Between. Digital Archive of Manuel Mosquera Garcés.

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How have the life and achievements of preeminent Afro-Colombians been depicted in digital spaces? Which aspects of their lives have been highlighted in those efforts? What do those projects talk about the way these peoples have been remembered? Starting from these questions, *Standing in Between. The Digital Archive of Manuel Mosquera Garcés* is an initiative aiming to deepen in the history of Afro-Colombian politicians and intellectuals from the mid 20th century by creating an extended (digital) narrative of Manuel Mosquera Garcés.

Born in the Pacific coast in 1907, Mosquera Garcés was among the first Afro-Colombians to reach prominence in the Colombian government between the 1940s and 1970s. A leader of the Conservative party, Mosquera Garcés was part of a generation of politicians coming from the periphery who actively worked towards the inclusion of their home region into national dynamics. His story, however, has been blurred within the historical narratives of the country. Mosquera Garcés' legacy does not easily fit into the dominant narratives typical of a Colombia's official and centralized history (white, conservative, wealthy, eager to replicate Western and Catholic values), nor the mainstream narratives of the Afro-Colombians (black, liberal, underprivileged, eager to claim their African roots). His story in sharp contrast against those narratives, as he was a conservative politician from a marginalized region of the country who believed profoundly in Catholic principles. Additionally, he was black, a lawyer and a passionate reader of intellectuals of the Western tradition. He worked in Bogotá (capital city) while he was standing for his people in Chocó. The project is designed as a digital repository that will publicly display— for the first time — Mosquera Garcés' personal archive, along with additional

documents related to his work, contextualizing the whole set as a curated collection.

Based on Kim Gallon's work on the "politics of recovery"(1) and the ways historiographical reinterpretations could be considered political enterprises to restore the "humanity" of black people as historical, political, and intellectual agents, *Standing in Between* will seek to restore the historical role and agency of Afro-Colombians in the digital domain. Connected to Liliana Ángulo's artwork "A case of reparation,"(2) which *liberates* archival sources to reveal historical erasures of the Botanical Expedition, the project is guided by the importance of offering sources to generate analysis with an extensive level of historical detail. Indeed among different local blogs and websites, including *Historia Personajes Afrocolombianos*, *Enamórate del Chocó*, and *República de Colores*, Mosquera Garcés has been included as a historical Afro-Colombian figure. In the form of biographies and informative articles, these private initiatives are rooted in an urgency to present the legacy of Afro-Colombians in order to incorporate these stories as part of the national identity and historical discourse. The University of Vanderbilt has published part of the correspondence of Manuel Zapata Olivella (black novelist) and historical documents of the Pacific Coast, while on a local level the appearance of digital initiatives and archives is still an emerging process.

*Standing in Between* aims to join these efforts examining Mosquera Garcés's archive, which was preserved by his family but until now it has not been scholarly reviewed, by considering three lenses that influenced his academic and political life: religion, language, and race. Archival material is diverse, and includes photographs, sound archives, bibliographic documents, and correspondence dating from the 1920s to the 1970s. Due to Mosquera's involvement in several periodical publications, as well as his work in the government in different capacities, the privately preserved documents do not offer a complete body of documentation of his political and scholarly life. In order to provide a more comprehensive context, the project has carried archival work in several public archives and libraries, to broadly identify his political agenda and academic interests. The archival work paid special attention to content reflecting his religious thought and conservative partisanship.

The initial work done on the digitization and cataloging of these materials, and the preliminary findings of curating this archive, will be presented in this poster. Additionally, in this early stage of the project, the design of a timeline will be displayed as a way of visualizing the connections between Mosquera Garcés and his generation of peers in his native Chocó poster, all of whom were bridging the gap between the center and the periphery through their participation in the national government. This first visual tool will add references to the collection, other digital projects on Afro-Colombians, and oral histories conducted for this Project.