Group and Method

Lisa Spiro
Exploring Collaboration in Digital Scholarship
Case Western Reserve University
April 9, 2013

http://www.flickr.com/photos/tim_ellis/104325149/
The Cell of the Solitary Scholar

http://www.flickr.com/photos/sulawlib/2929790324/
Green & Gold: “Diss Group”

been incalculable. Friends at Virginia vital to my success and my sanity include the remarkable women of the “diss group”—Amanda French, June Griffin, Elizabeth Outka, Lisa Spiro, and Virginia Zimmerman; Dickens seminar par-

Michelle Allen, June Griffin, Elizabeth Outka, Lisa Spiro, and Virginia Zimmerman (now all anointed Ph.D.s!) held my hand patiently through several years of a project that I eventually chose to abandon; my memories of that project are now colored with distaste, but my memories of our dissertation group are green and gold, like spinach and garlic, and are some of the best memories of my life. Gangs of women dedicated to a professional vocation are too rare; the members of that

This dissertation would be much weaker were it not for the incisive comments of my dissertation group: Michelle Allen, Amanda French, June Griffith, Elizabeth Outka, and Virginia Zimmerman. Not only did they help me focus my ideas and straighten out
Figuring Things Out Together: Etext Center

Procedures for Transcribing and Tagging Manuscripts

Lisa Spiro and Carolyn Fay, Electronic Text Center, University of Virginia
My History As a Collaborator

- Creating a wiki on digital research tools (DiRT)
- Helping to build digital collections
- Surveying collaborative practices in DH
  - Blog series, Computing and Communicating Knowledge
- Building community: DH Commons
- Co-authoring articles and reports
- Exploring collaboration in scholarly communication
  - Anvil, blog posts on “social scholarship”
- Running a digital media lab
Collaborative Authorship Common in Every Discipline But the Humanities

<table>
<thead>
<tr>
<th>Discipline</th>
<th>% Co-Authored Papers (ISI, 2000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science &amp; Engineering</td>
<td>~80%</td>
</tr>
<tr>
<td>Social sciences</td>
<td>51%</td>
</tr>
<tr>
<td>Humanities</td>
<td>less than 10%</td>
</tr>
</tbody>
</table>

Wuchty, Stefan, Benjamin F. Jones, and Brian Uzzi. “The Increasing Dominance of Teams in Production of Knowledge.” (May 18, 2007)
Why do Humanists Collaborate Less Frequently Than Scientists?

- Collaboration is more common in quantitative than interpretive fields.
- Humanists work with existing data sources.
- Myth of the lone genius.
- Lack of recognition for collaboration in tenure & promotion.

Rafael Estrella, Einstein en el Meatpacking District
“Creative Collaboration”: 2000 MLA Presidential Address

[Nellie and Andrea join Linda at podium.]

ANDREA LUNSFORD:
Nothing living moves in straight lines
but in arcs, in epicycles, in spirals, in gyres.

NELLIE McKay:
Nothing living grows in cubes or cones or
rhomboids
but we take a little here and give a little here
and we change.

LINDA HUTCHEON:
and the wind blows right through us and knocks
the apples
from the tree and hangs a red kite suddenly there
and a fox comes to bite the apple curiously

http://www.mla.org/pdf/2001_1_spring.pdf

Hutcheon, Linda. “Presidential Address 2000: She Do the President in Different Voices.”
## Co-Authorship in the (Digital) Humanities

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>% collaboratively written</td>
<td>2%</td>
<td>48%</td>
</tr>
<tr>
<td>% with contributors from 2+ countries</td>
<td>0%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Collaboration and the Digital Humanities

Derek Bruff, Program Building @ THATCamp Vanderbilt

Collaboration Important to How Many **Define** Digital Humanities

- “DH is building, collaborating, learning, sharing.” *(Elizabeth Cornell)*
- “a collaborative praxis” *(Katherine McSharry)*
- “Making stuff, and using it to collaborate and connect with the public.” *(Roger Whitson)*
- “a community interested in collaborative projects and sharing knowledge across disciplines” *(Joan Shaffer)*
- “an ethos: collaboration, building knowledge, sharing projects, screwing around” *(Katherine D. Harris)*
“Digital Humanities = Co-creation. Because of the complexity of Big Humanities projects, teamwork, specialized roles within teams, and ‘production’ standards that imply specialization become defining features of the digital turn in the human sciences” (Digital Humanities Manifesto 2.0)
“Arguing against collaboration is a lot like arguing against kittens. There’s no upside to it.” (Ted Underwood)
Not All DH Work Must Be Collaborative

Sapping Attention

Digital Humanities: Using tools from the 1990s to answer questions from the 1960s about 19th century America.

Going it alone

I've spent a lot of the last week trying to convince Princeton undergrads it's OK to occasionally disagree with each other, even if they're not sure they're right. So let me make one of my notes on one of the places I've felt a little bit of skepticism as I try to figure out what's going on with the digital humanities.

Since I'm late to the party, I've been trying wide-ranging the hopes are for what this all might prove. Being a bit of a job market determinant, I've stumbled into Moscow 1919 or Paris 1909. It's not the wreck of the old system, anything more than a new one, claims, will create the mass audience and the field, will create new fields with new jobs in history to finally emerge. And it might be worrying (pdf).

“it's equally hard for me to imagine that the digital humanities will have actually succeeded until there's a lot of good work coming out that doesn't need the collaborative model” (Ben Schmidt)

Ben Schmidt, “Going It Alone” and comments on Scott Weingart's “In Defense of Collaboration”
Core Questions

• Why are the digital humanities identified with collaboration?

• What forms does collaboration in DH take?

• Why collaborate? What advantages does collaboration offer?

• What are challenges to collaboration?
Why Is Collaboration Common in the Digital Humanities?

- Requires a range of skills.
- More productive than solo scholarship.
- Demands multiple perspectives & methodologies.
- Completing projects on time requires more contributors.
- Dealing with volume of data.
- Pleasures of collaboration.

--Siemens et al

Also:
- Enables scholars to ask new kinds of questions (Jockers)
- DH embraces values of sharing.
Examples of Collaboration in DH

- Collection & Resource Building
- Interdisciplinary Research Methods
- Participatory Humanities
- Online Communities
- Collaboratories
- Data-Sharing
- Collaborative Writing

- Game Play
- Publishing
- Social Learning
- User-Contributed Content
- Crowdsourcing
- Collaborative Editing
- Social Annotation & Bookmarking

Degrees of Collaboration: Tightly vs Loosely Coupled

Tightly Coupled:
- Devising Computational Methods
- Developing standards

Loosely Coupled:
- Applying standards
- Participatory projects
Building digital resources

History Harvest
Building Digital Resources & Tools Expands the Scale of Collaboration

The William Blake Archive
Credits

Project Coordinator, University of Rochester
- Rachel Lee, University of Rochester

Bibliographer
- Mark Crosby, Queen's University Be
- Denise Vultee, University of North Ca

Technical Consultant
- Joseph Ryan, University of North Ca

Project Assistants
- Esther Arnold, University of Rochester
- Kate Atkinson, University of North Ca
- Lauren Bell, University of Rochester
- April Brown, University of North Ca
- Katherine Carlson, University of Nor
- Robin Curry, University of Rochester
- Kit Curtin, University of North Carol
- Cassandra Etzer Wenzel, University
- Andrea Everett, University of Rochester
- Sarah H. Ficke, University of North Ca
- Joseph Fletcher, University of North Ca
- Eric Forster, University of North Ca
- Elizabeth Goodfellow, University of North Ca
- Duncan Graham, University of Roch
- Christopher N. Jackson, IATH, Univ
- Samh Jones (later Shaw), University
- Jessica Kern, University of North Ca
- Gwen Kern, University of Virginia
- Elizabeth King, University of Roch
- Gabrielle Kielhoff, University of Roch

- Lauren Klappler-Lehman (later Cameron), University of North Carolina at Chapel Hill
- Joseph Lamperez, University of Rochester
- Michelle Langston, University of Nort
- Andrea Laue, IATH, University of Vi
- Rachel Lee, University of Rochester
- Adam McCune, University of North Ca
- Ali McGhee, University of Rochester
- Gena McKinley, IATH, University of
- Gerald Miller, University of North Ca
- Natalie Moia, University of North Ca
- Greg Murray, IATH, University of Vi
- Jennifer Park, University of North Ca
- Wesley N. Raabe, University of Virgi
- Ashley Reed, University of North Ca
- Wayne C. Ripley, Winona State Univ
- Aedur Rizgali, University of North Ca
- Michelle Sanser, IATH, University of
- Ted Schoenmann, University of North Ca
- William Shaw, University of North Ca
- Hardeep Sidhu, University of Roches
- Craig Simmons, IATH, University of
- Lily Todorovna, University of North Ca
- Sarah Tol, University of North Carol
- Sarah Trippensee, University of Roches
- Joseph Vogel, University of Rochester
- Nikolus Wasmoen, University of Roc
- Alia Wegner, University of North Can
- Lisa Vanderbosche, University of Re
- Justin Van Kleeck, University of Virgi
- Bian Zhang, University of North Ca

Consultants
- Matthew Kirschenbaum, University of Maryland, College Park
- Kari Kraus, Silver Spring, MD
- Wesley N. Raabe, University of Nebraska, Lincoln (May 2006-July 2007)
- James Stanger, Prosoft Training Company
- Justin Van Kleeck, Troy, VA

IATH Personnel
- Max Bachrach: Java Programming (through June 1997)
- Robert Bingler: C and Java Programming
- David Cosca: DynaWeb Programming (through January 2000)
- Susan Gants: Perl Programming (July 1995-July 1996)
- Kirk V. Hastings: DynaWeb Programming (through 2001)
- Jesse Johnson: Java Programming (June 1997-August 1997)
- Susan Munson: DynaWeb Programming (through October 1999)
- Daniel Pitti, IATH Associate Director: SGML Consulting
- Thornton Staples, IATH Project Director: SGML Consulting (May 1995-August 1996)
- John Unsworth, IATH Director: General Consulting (through July 2003)

CDLA Personnel
- Hugh Cayless, Head of CDLA Research and Development (September 2007-January 2009)
- Kirill Pasisenko, CDLA Director (September 2007-October 2009)
- Natasha Smith, Head of CDLA Digital Publishing Group
- Richard V. Szary, Director of Louis Round Wilson Special Collections Library

Scanning Assistants
- Emily Gold, University of North Caro
- Elizabeth Keim, University of North Ca
- Lisa June Klose, University of North Ca
- Linda Smith, University of North Carolina at Chapel Hill (August 1999-December 1999)

http://www.blakearchive.org/blake/credits.html
Expertise Required to Develop Digital Collections/ Editions

1. Scholarly knowledge
2. Knowledge of editing/ textual studies
3. Knowledge of markup standards
4. Programming skills
5. Digitization skills
6. Metadata skills
7. Design skills
8. Project management skills
9. Marketing & community building skill
10. Collaborative skills
11. Sys admin skills
Collaborative Resource Creation: The Orlando Project

An ongoing collaborative experiment in the use of computers to engage in women's literary history

Team

The Orlando Project team includes researchers with expertise in women’s writing, literary history, humanities computing, and computing science. It has included, over time, Co-Investigators, Post-Doctoral Fellows, Research Associates, Graduate and Undergraduate Research Assistants, Systems Analysts and Programmers, Librarians, and technical and administrative support personnel.

Susan Brown, Patricia Clements and Isobel Grundy have overall responsibility for the Orlando Project.
Chidley, Katherine KC was able to write only because at this time private conventicles (or religious assemblies outside established churches) were tolerated. She did much of her writing collaboratively. She and her son Chidley, Samuel Samuel became an effective writing-publishing team. In composing petition she acted as one of a group of Leveller women. Gillespie 215, 214 DBREF=1483 215, 214
Collaboration Crucial to the Orlando Project

“[t]he number of scholars involved, the breadth of the goal, and the multiple perspectives necessary to illuminate the writing of women across such a broad span of time--all suggest the crucial role collaboration plays in bringing this project to fruition”

Lunsford & Ede, 2001
Types of Collaboration in Orlando

- Tightly coupled (planning group):
  - Devising approaches and standards
- Loosely coupled (project assistants):
  - Authoring & editing entries
  - Tagging documents
- Participatory (readers):
  - Exploring connections among authors
  - Viewing scholarly processes
Collaborative Undergraduate Research: The Homer Multi-Text

“We have developed working relationships with these students, looking at them as collaborators” (faculty member)

“I find it fantastic that our research is contributing to this huge collection of data, and that it will be part of a foundation for new, innovative research on Homer” (student)

http://www.homermultitext.org/
Transdisciplinary Work Developing Computational Methods

Elijah Meeks, “Digital Humanities at Stanford”
Interdisciplinary Research Methods: Mining for Metaphor

Mining millions of metaphors

Brad Pasanek
University of Virginia, Charlottesville, USA

D. Sculley
Department of Computer Science, Tufts University, Medford, USA
“Dialogue Between Disciplines” in Pasanek & Sculley

- Bibliography Mixes Computer Science & Criticism:
  - *Truth and Method*
  - *Machine Learning*

- Work Employs Algorithms

\[ D_{KL}(P, Q) = \sum_i P(i) \log \frac{P(i)}{Q(i)}. \]

“The literary historian and the computer scientist come together to develop methods for automating the very drudgery that characterizes lexicography itself. The humanist must put aside his fears of machines run amok, even as he remembers that Victor Frankenstein’s creature was also weaned on Milton.”
## Table 4: Kullback–Liebler analysis for Shakespeare metaphors

<table>
<thead>
<tr>
<th>Rank</th>
<th>Heart</th>
<th>Mind</th>
<th>Body</th>
<th>Soul</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Heart</td>
<td>Mind</td>
<td>My</td>
<td>Soul</td>
</tr>
<tr>
<td>2</td>
<td>My</td>
<td>Formd</td>
<td>Quench</td>
<td>My</td>
</tr>
<tr>
<td>3</td>
<td>Steel</td>
<td>Haue</td>
<td>Unload</td>
<td>Black</td>
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<tr>
<td>4</td>
<td>Tearts</td>
<td>Weake</td>
<td>Kindling</td>
<td>Don’t</td>
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<td>5</td>
<td>Thy</td>
<td>Opprest</td>
<td>Body</td>
<td>Grossly</td>
</tr>
<tr>
<td>6</td>
<td>Breast</td>
<td>Kindes</td>
<td>Moisture</td>
<td>Thoughts</td>
</tr>
<tr>
<td>7</td>
<td>Quench</td>
<td>Impression</td>
<td>Furnace</td>
<td>Lim</td>
</tr>
<tr>
<td>8</td>
<td>Stubborn</td>
<td>Marble</td>
<td>Coals</td>
<td>Struggling</td>
</tr>
<tr>
<td>9</td>
<td>Flint</td>
<td>Stiff</td>
<td>Flames</td>
<td>O</td>
</tr>
<tr>
<td>10</td>
<td>Tongue</td>
<td>Griped</td>
<td>Selfsame</td>
<td>Trunks</td>
</tr>
<tr>
<td>11</td>
<td>Kindling</td>
<td>Dross</td>
<td>Fires</td>
<td>Wing</td>
</tr>
<tr>
<td>12</td>
<td>Unload</td>
<td>Fraud</td>
<td>Burns</td>
<td>Infuse</td>
</tr>
<tr>
<td>13</td>
<td>His</td>
<td>Stoops</td>
<td>Serves</td>
<td>Animals</td>
</tr>
<tr>
<td>14</td>
<td>Strings</td>
<td>Waxen</td>
<td>Burden</td>
<td>Vesture</td>
</tr>
<tr>
<td>15</td>
<td>Furnace</td>
<td>Eye</td>
<td>Scarce</td>
<td>His</td>
</tr>
</tbody>
</table>
Benefits of Transdisciplinary Collaboration

- Learning about the practices of another discipline
- Explaining the assumptions and approaches of your own discipline
- Innovating through “collaboration by difference” (Davidson)
Participatory Humanities

GARNET, "Join In"
HyperCities as a Participatory Platform: Community Narratives

http://hypercities.com/
Engaging the Public in Scholarship: Transcribe Bentham

http://www.transcribe-bentham.da.ulcc.ac.uk/td/JB/072/067/001
Other Examples of Participatory Humanities

- Participatory knowledge
  - Tibetan & Himalayan Library
- Crowdsourcing, e.g.
  - Papers of the War Department
- Participatory networks, e.g.
  - HASTAC
- Open review, e.g.
  - Media Commons
Challenges to Collaboration (and How to Address Them)
Logistical & Institutional Challenges to Collaborating

- Securing access to tools, infrastructure & funding
- Finding needed skillsets
- Managing collaborations
- Communicating clearly
- Handling personality disputes
- Finding time to work together

See Melissa Terras, “Becoming the Other”
Supporting Digital Scholarship via DH Centers: centerNet

centerNet is an international network of digital humanities centers

News

centerNet launches first membership drive
Now in its initial full year as a constituent organization of ADHO, centerNet is launching

Featured Center

Cléo
Centre for Open Electronic Publishing – Centre pour l'édition électronique ouverte (Cléo)
The Centre for Open Electronic Publishing (Cléo), is a center funded by CNRS, EHESS.
Active Researchers

Interface Design

Modelling / Prototyping
- Researchers: Jon Bath, Jon Saldowske, Jentery Sayers, Susan Brown, William R Bowen (Consultative researchers include: Harvey Quam, Stan Ruecker, Stefan Sinclair, Brent Nelson, Ray Siemens and postdoctoral fellows Constance Crompton, Scott Schofield)
- Graduate Research Assistants: Jake Bruce, Mandy Elliott, Michael Horacki, Lisa Goddard, Daniel Powell

Textual Studies
- Researchers: Richard Cunningham, Wendy Duff, Alan Galey, Brent Nelson, Ray Siemens, Paul Werstine
- Post-doctoral Fellows: Scott Schofield (Past: Paul Caton, Jon Bath)
- Graduate Research Assistants: Gord Barentson, Robert Innes, Matthew Wells (Past: Michael Choi, David Purdy, Rebecca Niles, Jenette Weber)
- Undergraduate Research Assistant: Meaghan Smith

Foundational Team
- Project leader: Ray Siemens (U Victoria); Section leaders: Richard Cunningham (Acadia U), Teresa Dobson (U British Columbia), Alan Galey (U Toronto), Stan Ruecker (U Alberta), Susan Schreibman (Irish Academy), Claire Warwick (UC London)
- Researchers: Michael Best (U Victoria), Ann Blandford (UC London), Lynn Copeland (Simon Fraser U), James Cummings (U Oxford), Wendy Duff (U Toronto), Michael Eberle-Sinatra (U Montréal), Janet Fast
Cultural Challenges to Collaboration

- Giving up control & risking your own perspective being diminished
- Finding publication venues
- Getting credit for collaborative work
Overcoming Cultural Challenges to Collaborative Humanities Work

- Develop and adopt standards for evaluating digital scholarship
- Be conscious of publication norms of each discipline
- Recognize each contribution
Guidelines for Authors of Digital Resources

These guidelines recommend best practices for authors and the minimal reference information that should be provided in digital resources intended for use by students, teachers, and scholars in the modern languages. This information will help authors create resources that can be easily discovered and used, fairly evaluated, and adequately cited.

Authorship and Credit

Identify all individuals and groups responsible for the creation and maintenance of the resource. Include individuals' institutional affiliations when relevant. Information to be given might include the following:

- Authors and researchers
- Editors
- Designers
- Software developers and other collaborators
- Institutions or organizations hosting the site
- Funders
- Contact information
Phase 1: Scholars’ Lab R&D (2008-2009)

In 2008, the Scholars’ Lab (with the technical guidance of Bess Sadler, Chris Gist, and Kelly Johnston, and the assistance of Dave Richardson) began developing a new infrastructure for delivering library-managed GIS data and georeferenced historical maps. Adam Soroka served as lead developer in that effort. As all Scholars’ Lab staff are allotted 20% of their time to independent research and development (otherwise devoted to collaborations with UVa faculty and graduate students or the development of core tools and systems for scholarship), Soroka had the freedom to think and to tinker.

One of his chief questions in building this infrastructure was, “What next?” In other words, what might scholars be able to do if they had access to ‘streaming’ historical maps via a modern, open, webservice-based GIS infrastructure? That’s a PDF link — and the title of the workshop Soroka ultimately offered on this subject at the 2009 code4lib conference in Providence, Rhode Island.

Soroka began to consult with Scholars’ Lab director Bethany Nowviskie about the possibilities. Because code4lib was to be held in Providence, he quickly prototyped a map-and-timeline exhibit based on Special Collections metadata from Brown University Library (graciously provided by Patrick Yott). The prototype exhibit plotted a letters sent and received by H.P. Lovecraft, a 20th-century writer of the Gothic whose work makes heavy reference to the urban geography of Providence. Soroka’s experiment
## Challenges to Participation

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Approach</th>
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<tbody>
<tr>
<td>Getting people to participate</td>
<td>Actively solicit involvement</td>
</tr>
<tr>
<td></td>
<td>Make it easy to participate</td>
</tr>
<tr>
<td>Rewarding participation</td>
<td>Offer recognition, intellectual growth etc.</td>
</tr>
<tr>
<td>Validating knowledge</td>
<td>Make clear how work is being certified</td>
</tr>
<tr>
<td></td>
<td>Peer review</td>
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</tbody>
</table>
Collaboration with a statistician has been “one of the most enriching moments of my academic career. It’s incredibly fun to sit down with someone who sees the world completely differently.”

--Matt Jockers
Thanks! Feel free to get in touch...

Email: lisamspiro@gmail.com

Twitter: @lisaspiro

Blog: https://digitalscholarship.wordpress.com/

Bookmarks: https://www.diigo.com/user/lspiro/collaboration

Zotero group: http://www.zotero.org/groups/collaborative_scholarship_in_the_digital_humanities