Open Source in Open Access Environments:

Choices and Necessities

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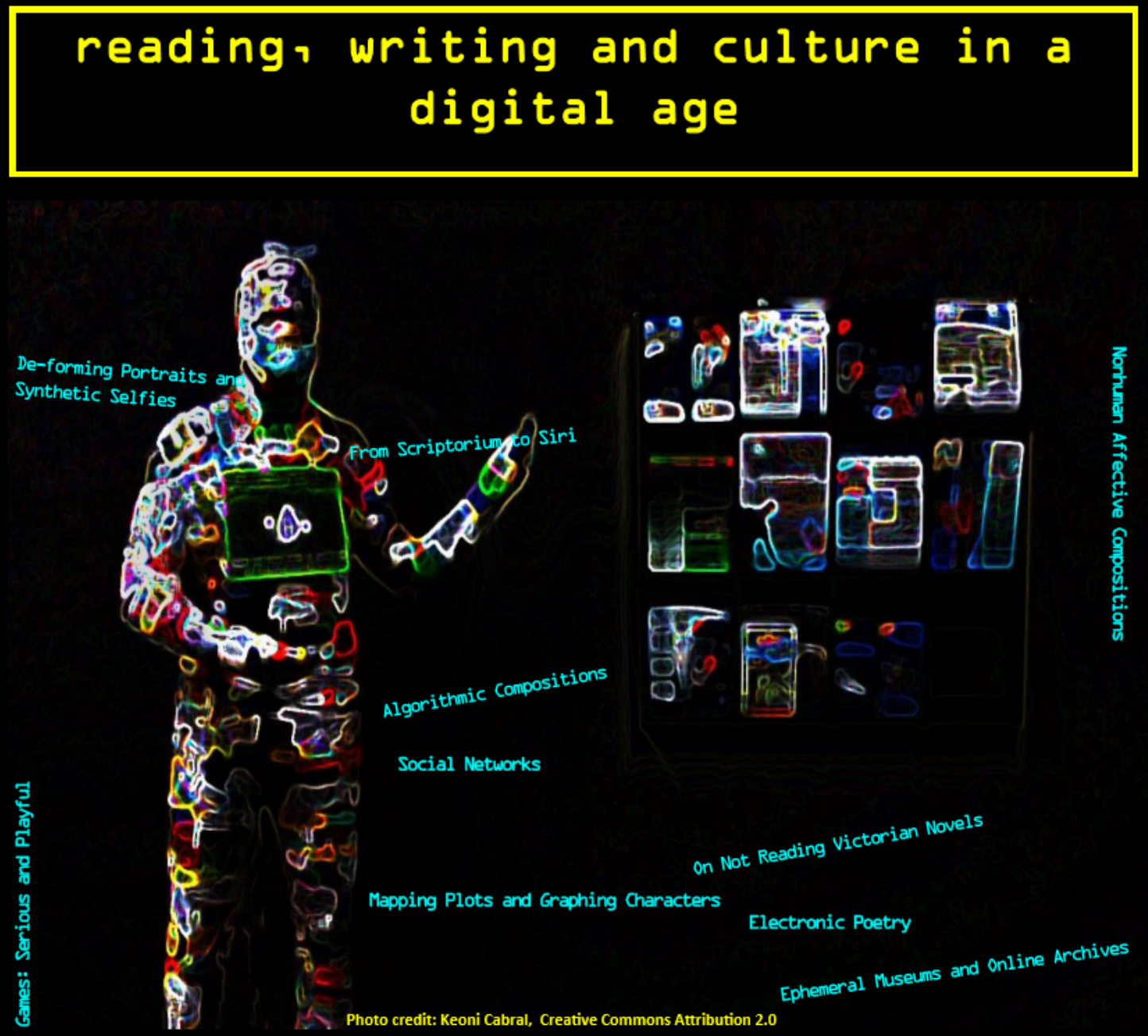
My course: First Stand-Alone DH course at a CC in PNW—maybe the country



Conditions in the Field

- **Demands** of CC teaching
- Little career **mentoring** and professional ties with CC faculty: "You are dead to me" model of mentorship to Ss accepting CC job offers
- **Hermetic** CC professional world cut off from developments in the field (maximal and minimal)
- **Undermined earlier diffusion** of digital humanities methods into CC curricula

Faculty Contingency and Precarity

- 70% of the instructional workforce of community colleges is part-time
- 47% of humanities educators overall are adjunct
- Part-time faculty told what to teach (less autonomy)
- Little access to technology

CC Students and Min Computing?

- Demographics different from four-year and Uni counterparts: **differential preparation**
- Time consumption: the "**short now**" of working class time orientation
- Subtle message in Higher Ed that pursuit of **long-term goals is a "moral fitness test"** with rewards in life--and in minimal DH

CC Students and "Belonging Uncertainty"

- "Failing Upward" a Middle-class assumption
- Working class assumption: failure means you don't belong
- College is the "risky thing" for CC students

Figure 1: Food Desert Locator Map (USDA)

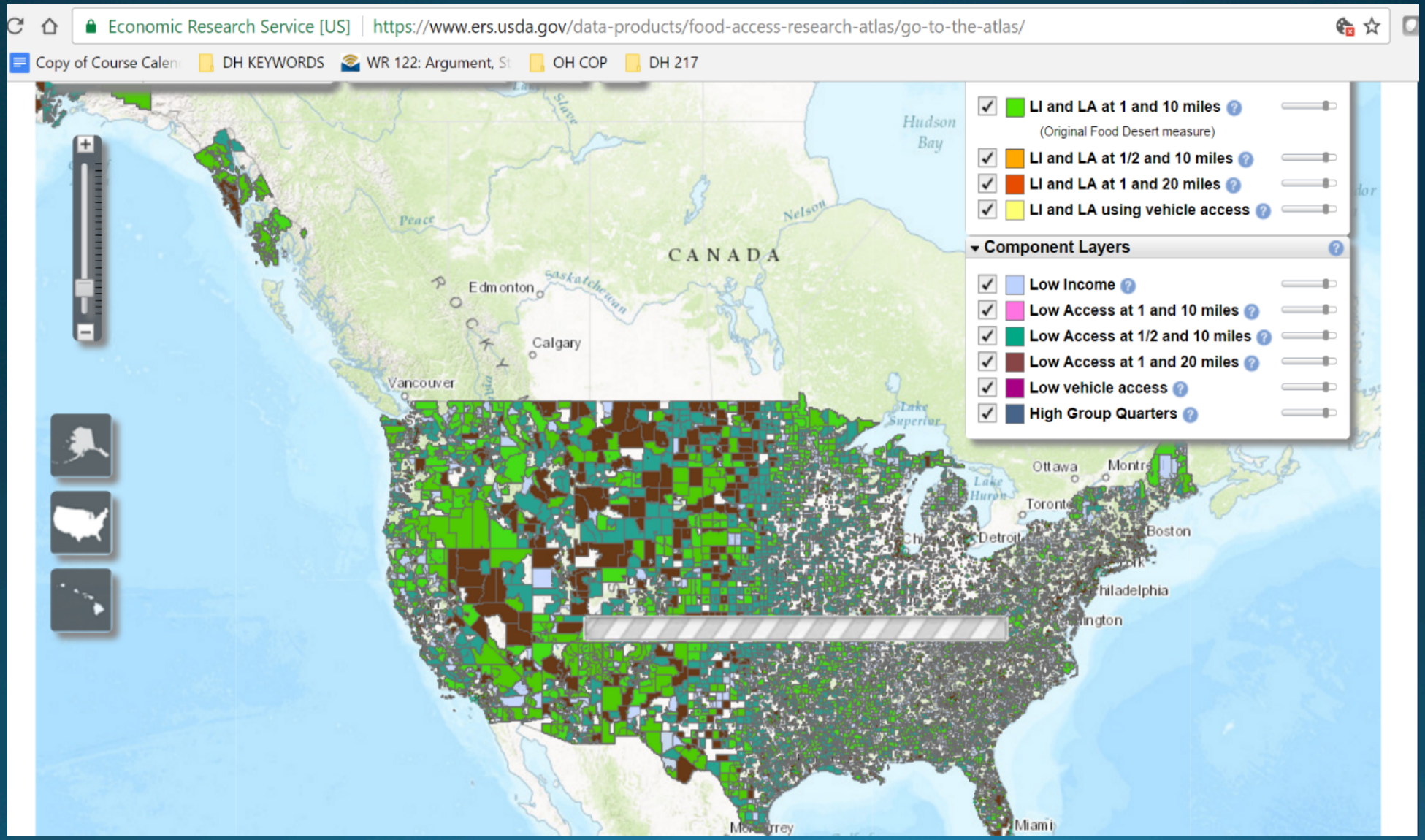
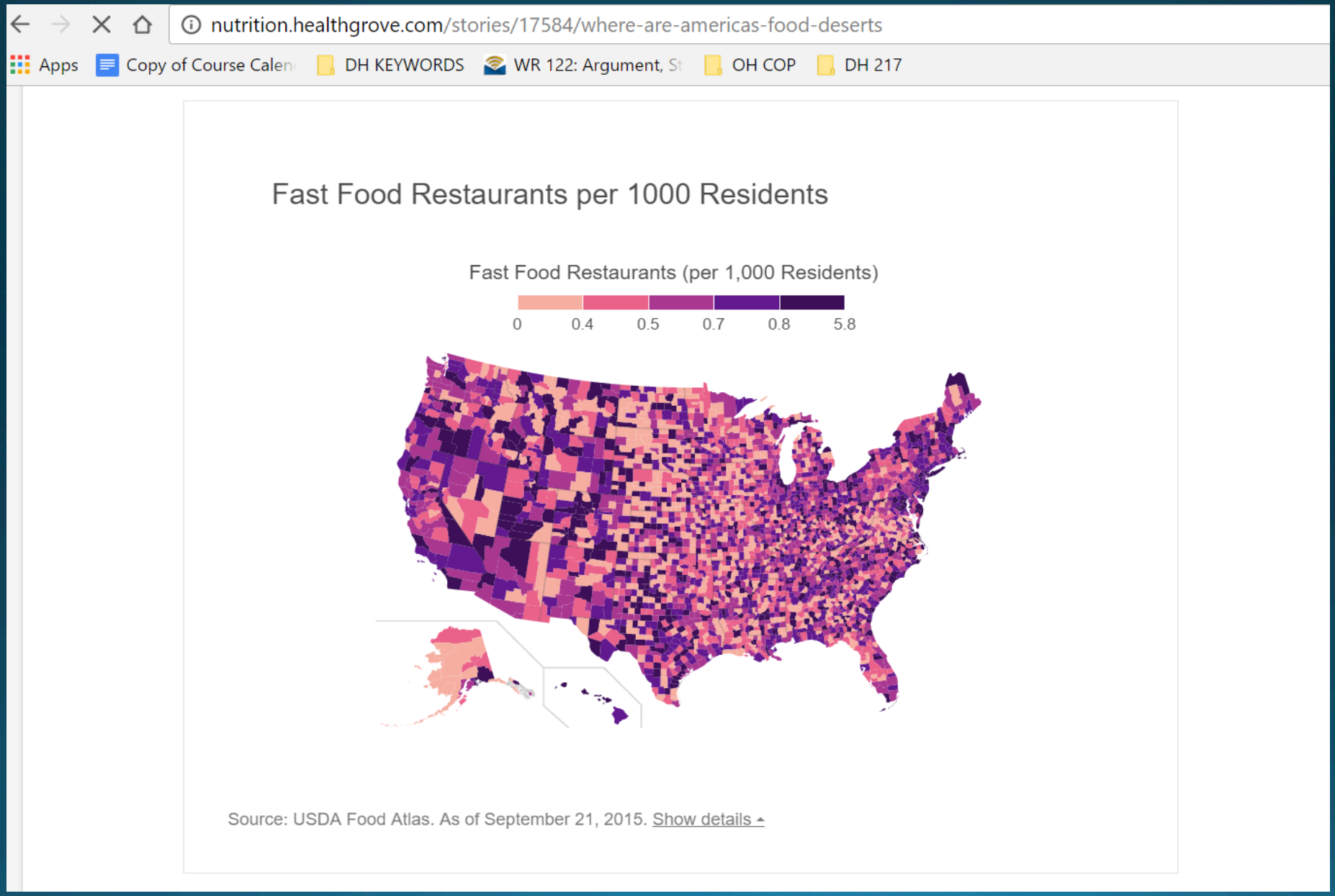


Figure 2: Fast Food Locator



dpod.kakelbont.ca/2012/11/02/in-a-rich-mans-world-global-dh/

Apps | Copy of Course Calen | DH KEYWORDS | WR 122: Argument, St | OH COP | DH 217

Research Essays Lectures Reading

← Global Outlook :: Digital Humanities and International Partnerships

…Done dirt cheap? Impact vs. funding in the Humanities and Social Sciences at the University of Lethbridge →

In a rich man's world: Global DH?

Posted: November 2, 2012 | **Author:** dpod | **Filed under:** Digital Humanities, Economics, Essays, General, Projects and Societies, Research, Universities | **Tags:** digital humanities, economics, Global Outlook |**5** Comments »

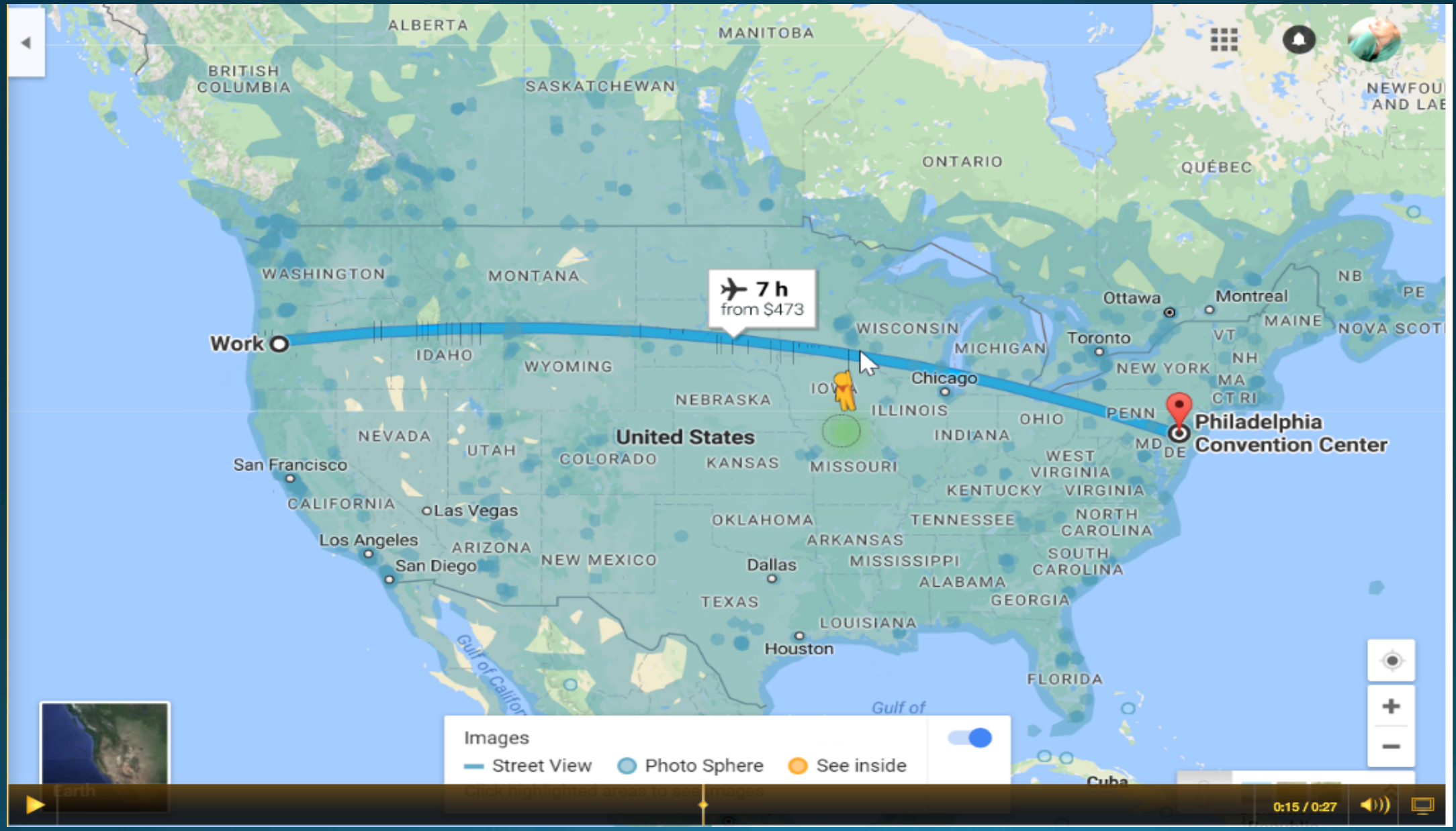
The following map is from **Melissa Terras's infographic, Quantifying the Digital Humanities**.

Physical Digital Humanities Centres

The map shows the distribution of physical centres in the Digital Humanities (as this is defined by members of ADHO communities) across the globe. As **Domenico Fiormonte has argued**, it can also serve as a proxy for other types of activity in the field, including, broadly speaking, the residency of members of ADHO affiliated Digital Humanities societies (see Fiormonte, fig. 1).But as Fiormonte also points out, the "blank" areas on Terras's map can serve as an inverse proxy for other data. Linguistic diversity, for example, or **Gross National Income as mapped by UNEP**

Figure 3 "In a Rich Man's World: Global DH" http://dpod.kakelbont.ca/2012/11/02/in-a-rich-mans-world-global-dh/

Figure 4: “The Only CC Digital Humanities Course Faculty in the PacNW flies to MLA”



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