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Mellon Grant for Evidence-Based Teaching
Project Findings

PROJECT DESCRIPTION

Course Title: FREN 305: “Six Degrees of Marie-Antoinette: Social Networks and the French Revolution.” (Bilis and O'Brien).

In the spring of 2019, Laura M. O'Brien and Hélène Bilis co-taught an upper-level course offered in the French Department that aims to introduce students to the historical and literary context of pre-revolutionary France while also familiarizing them with the theories and methods of the Digital Humanities as an emerging discipline.

The course goals were the following:

- 1) Introduce students to the history, culture, and literature of the Age of Enlightenment through the lens of the socio-political networks that defined this era.
- 2) Improve French writing, listening, vocabulary, and oral skills at the advanced 300-level.
- 3) Introduce students to the concept of social networks as a Digital Humanities (DH) approach and have them engage critically with the methods (distant reading, data analysis, data visualization) that DH approaches require. Students critique existing DH projects and evaluate the benefits and challenges of such projects and approaches.
- 4) Hands-on student experimentation with DH tools through experiential projects and accompanying critical analysis. Students learn to use the network visualization software, Gephi, to create visualizations of three kinds of networks: contemporary (Twitter), historical (Mapping the Republic of Letters), and fictional (tracing the network of correspondence in the epistolary novel *Les Liaisons Dangereuses* by Choderlos de Laclos)—as a means of understanding how DH methods can advance understanding of historical and literary questions.

No previous knowledge of Digital Humanities approaches was required.

Need for Innovation

Having taught a similar course in a previous semester, FREN 278: “Court, City, Salon: Early Modern Paris, A Digital Humanities Approach,” we knew that students gain most from DH projects when they first have a solid grasp of the historical contexts and primary sources from which the DH assignments have emerged. Yet students also need time to become acquainted with the digital tools, their applications, and the specific kinds of questions these can elicit. In teaching FREN 278 and FREN 305 we knew that the greatest challenge would be to find enough time in our two weekly class sessions of 70 minutes each for students to, on the one hand, engage deeply with early modern French texts, and on the other, understand the value and applications of the DH tools. We needed to find innovative ways of establishing a good balance in terms of time and content between the two fields the course covered.

In the FREN 278 SEQs, students expressed some frustration that mastering the DH methods took too much time away from their progress with French language skills. They noted that in taking an advanced French course, they wished above all to perfect their French and that they viewed the subject content as secondary to their linguistic achievements.

Finally, it was challenging to grade student progress when assessing their assignments: their comprehension of the primary texts and mastery of French can hang in an awkward balance with their successful participation in and completion of the DH projects. It was difficult to devise assignments that required demonstration of all the historical, digital, and linguistic skills without overwhelming the students.

Innovations with Mellon Grant

With the support of Dr. Sarah Pociask, Teaching and Learning Assessment Specialist at Wellesley College, we implement evidence-based strategies in order to accomplish the course’s four joint goals—linguistic improvement, comprehension of early modern literary content, understanding the value of DH approaches, and first-hand experimentation with them—Laura and I designed a structure that heightens students’ “metacognition,” i.e., their “thinking about [their] own thinking” as they move between traditional textual approaches to literature and the experiential projects of DH research.

Our approach is informed by recent scholarship on the benefits of “effective reflection” pedagogy (cf. our Mellon proposal for bibliographical sources), especially with regards to experiential learning. Intentionally scaffolding reflective assignments alongside other forms of study helps students become more knowledgeable of and responsible for their own cognition and thinking.

PROPOSED SOLUTIONS

1) **Change to the course structure**

To better balance our students' time between primary texts and the DH methods, we coordinated our teaching of the hands-on assignments and French cultural and historical material in a way that ensured an authentic connection between content and active application but also gave students time to better digest the variety of material. Rather than try to cram the early modern France historical content alongside the DH lessons all into one session, a practice which led students to feel rushed or that the DH content was secondary, we organized the FREN 305 syllabus so that our bi-weekly meetings were divided between a session explicitly targeting the goals of acquiring knowledge of the cultural and historical period and a second session devoted to working on DH projects and methods. The course breakdown went as follows:

Tuesdays: discussion (led by H. Bilis in French) of the primary French texts, their authors, historical-cultural contexts, and approaches.

Fridays: discussion (led by L. O'Brien in English with bilingual responses) of the DH texts, platforms and methods, project planning, and hands-on workshops.

Thus, rather than turning to Laura O'Brien only for technical support, she was immersed in the class, leading a weekly session dedicated to thinking through—i.e., actively encouraging “metacognition” towards—the DH approaches and their connections to the traditional methods of the humanities.

From the opening session of the course, students were asked, through conversation and assignments, to draw clear lines between the Tuesday and Friday materials and discussions, without feeling that one approach dominated the other or that we were squeezing in primary texts and DH tools within a limited class session.

2) **Implementation of a new writing assignment**

To further integrate the experience-based learning of the DH projects and the linguistic/literary components of the course, we introduced a weekly *journal de bord* (logbook) activity.

We tied together the Tuesday and Friday sessions by introducing a *journal de bord* assignment as one of the course's writing components. Building on pedagogical research on the value of

“reflective learning,” we asked students to explicitly reflect in their journals in French on the methods they had recently encountered. In this weekly writing activity, they explained the connections (or the difficulties they may have had in seeing the connections) between the Tuesday discussions of the primary texts and the corresponding DH methods introduced on Fridays. These gradual but consistent meta-reflective exercises over the course of the semester explicitly encouraged students to reflect on the links between the different materials and approaches we presented to them. Their responses allowed us to conduct early diagnostic assessments of their grasp of recently-presented materials and overall understanding of the course trajectory; the journal also allowed them to write more frequently in French and receive feedback on linguistic aspects to perfect.

3) Integration of “Process Reflection” into each of our four DH projects

To heighten student awareness of the connections between their linguistic learning, their cultural and historical understanding, and their grasp of the DH tools and methods, we instituted an explicit process reflection section into their project reports and into our grading rubric (see Grading Rubric, Appendix A). Building on the *journal de bord* insights, students drew on their awareness of process to write a “reflective” section in each of the course’s four projects. While students were asked to evaluate data, formulate clear research questions, create visualizations and share their findings—all in French—they also needed to articulate their reactions to and ambivalences about the skills, tools, and conclusions involved in the specific project. This allowed students to further understand that their French studies and DH skills were integrated and fostered intellectual growth in both disciplines. The rubric also encouraged them to consider the tools and the results stemming from their use in an analytical manner. Instead of wondering what the relationship was between Gephi and a French class, they were able to see that the tool provided them a new means for asking humanistic questions.

In sum, the changes we implemented aimed to achieve the following results:

1. allow students to see the French literary/historical aspects and the DH methods as interconnected
2. give students more opportunities—and dedicated time—to focus on their French readings and on their DH projects
3. give students more writing assignments to serve as opportunities for perfecting their French written expression
4. Better scaffold the various projects and approaches students will encounter in this course that most likely differs from their previous experiences in a French class
5. Encourage students to become self-reflecting learners with sharper metacognitive skills.

RESULTS

1) Class Sessions

Benefits:

The separate sessions successfully provided more time to engage at length in either a literary-historical topic or a digital humanities methodology. Although many sessions still felt rushed because there was always a great deal to cover, students understood the format and seem to accept the rules of the course because they were explicitly presented to them and well structured.

Drawbacks:

The divided class sessions still did not provide enough time for students to master the core concepts of network theory, related digital humanities scholarship, the digital visualization tools, and all the French historical-literary content we intended to cover in the course. Many readings had to be cut. Despite the Friday DH-dedicated session, students still needed to attend Laura O'Brien's office hours to be able to fully grasp the assignments and the applications of the tools. The in-class sessions laid out the assignments and provided a careful introduction to them, but much hands-on explanation of the tool itself had to be completed in office hours. This time-consuming process was challenging for both the students and the instructors.

2) Journal de Bord

Benefits:

The Journal de bord gave the instructors clearer insights into where the students stood in terms of their thinking and mastery of the tools and concepts. It was successful in providing students the opportunity to write more in French and put to use the new French vocabulary of DH they had acquired.

Drawbacks:

Students often wrote these at the last minute and gave varying efforts in their analysis. Since the journal de bord was meant to be more "free-flowing" and unstructured writing, it did not seem appropriate to penalize students for less focused pieces, but, as a result, the quality and efforts were uneven.

In traditional French courses, students return to their writing more than once, which gives them an opportunity to correct their linguistic mistakes themselves, after the instructor has pointed out errors, and revise their French written expression. Given the constraints of time in FREN 305, it

was not possible for students to return to their journal writing for a second attempt at grammatical correction. The assiduous students could see the corrections I had made, and draw from them for the written components of their projects, but they did not have an opportunity to re-write their work in the journal phase.

3) Reflection Component

Benefits:

It was important that students understand the connection between the tools, the data, the visualizations, and their narrative analysis of the methods they provided. The rubric and its meta-cognitive component allowed students to see that these were integrated and valued equally as part of their grade: data alone or just its visualization would not constitute a humanistic inquiry without careful critical attention to the methods and its choices. By having precise grading categories in the rubric that reflected the attention we would give to these facets, students understood the importance and value of the accompanying meta-reflection and analysis.

Drawbacks:

Students came to the class with very different experiences engaging with data and data visualization. In having the rubric grade components such as layout or quantitative analysis, topics discussed in one early and one mid-semester class session but not delved into in a sustained way, students who were less quantitatively inclined may have found themselves at a disadvantage. We need to offer more readings on data visualization principles so students with less experience working with data can feel less intimidated.

FINAL COMMENTS ON FREN 305

What Students Found Valuable

- “I liked the Journal du Bord idea for helping us articulate ideas about upcoming projects.”
- “I think the two halves of the class (digital humanities/network analysis and study of literature/history) were very well balanced. [...] the Journaux [du] Bord were particularly useful in giving me a space to work out my ideas.”
- “I think the rubrics for projects were very helpful, though sometimes I’d lose a point or two and be unsure as to why.”
- “Ce que je dirais à propos de ce cours, est que c’est d’accord de ne pas être complètement confortable avec les outils des humanités numériques au début du cours. Cela viendra

avec le temps et les professeurs sont là pour vous aider. Il est important de commencer la lecture et le travail tôt pour avoir assez de temps de vraiment interagir avec le matériel. Ce que vous allez apprendre va changer comment vous lisez des textes et pensez à la lecture--cela est vraiment une chose incroyable! La seule autre chose que je dirais, est de ne pas avoir peur de poser des questions. Cela vous aidera beaucoup.”

Translation: *I would say that in this class it is okay to not be completely comfortable with digital humanities tools at the beginning of classes. It will come with time and the professors are there to help you. It is important to begin reading and work early to have enough time to really interact with the material. What you are going to learn will change how you read texts and think about reading--it's really an incredible thing! The only other thing I would say is don't be afraid to ask questions. This will help you a lot.*

What Still Needs Work

- Reducing the number of large-scale assignments in the course (perhaps from 4 to 3) might allow students to spend more time engaging with literary-historical French and digital humanities readings.
- More time needs to be built in to allow students to process feedback (from the rubric as well as corrections to their written French) and reflect on completed assignments. This would enhance the students' metacognition and let them progress more confidently.
- As one student put it, “ici on apprend non seulement le français, mais aussi les maths, l'informatique, l'histoire, et l'état des études académiques en DH” (**Translation:** *Here one learns not only French, but also math, computer science, history, and the state of academic studies in DH.*) Many students were intrigued by this unusual combination and the new linguistic skills and theoretical approaches it asked them to put to use. However, the amount of time required for students to gain comfort with the theoretical, technical, and literary-historical content was more than could fit into the required class meetings.

NEXT STEPS

We will consider teaching French 305 again in 2020-2021 depending on teaching needs in the French Dept. and Laura O'Brien's schedule.

We still need to figure out better ways of bridging the linguistic and DH gap, either through instituting a lab format, adding a class session, or proposing the course in English.

We presented our work for French 305 in a conference talk entitled, “Beyond English Depts.: The Digital Humanities in Upper-Level Language Courses,” at the *Blended Learning in the Liberal Arts* Conference held at Bryn Mawr College, May 2019 (see slides in Appendix B).

Our conference proposal entitled, "The Modern Language Classroom as DH Laboratory," has been accepted for the MLA2020 guaranteed session *Critical Engagements between Modern Languages and Digital Humanities* to be held in Seattle, WA in January 2020.

We may turn either of these talks into an article-length essay to be submitted to a publication on digital humanities and modern language pedagogies.

APPENDIX A - FREN 305 Grading Rubric

Mastery	Proficiency	Needs Work
Topic (__ / 20)		
	The visualization has a defined topic that addresses a specific question. The visualization facilitates making an argument.	
Data (__ / 20)		
	The sources, structure, and rhetorical choices made in selecting and constructing the data used for the visualization are clear.	
Visuals (__ / 20)		
	Applies appropriate graphic variable types (e.g., size, color) for the data. Colors are sufficiently distinct and convey information; size of nodes convey information.	
	Applies appropriate layout for the data type and scale for optimal readability. The graph is uncluttered; distinct features of the data such as hubs (if they exist) or important nodes or connections are perceived easily.	
	Legends should concisely describe and explain every graphic variable type (e.g., size, color) employed. If filters of data are employed, their parameters should be described.	
	Everything in the visualization conveys some information to the viewer.	
Qualité de langue française (__ / 20)		
	Écriture dans un français soigné en termes de grammaire (accords et conjugaisons exactes) et de vocabulaire (limitation des anglicismes et recherche des mots pertinents)	
Qualité de l'explication narrative (__ / 20)		
	Explication claire et rigoureuse du travail produit, narration précise de ce que l'on doit comprendre	
	Analyse critique poussée et nuancée de ce que le travail a produit. L'étudiante pourra exprimer avec clarté et perspicacité ce que sont les avantages et désavantages de ses choix méthodologiques et des résultats obtenus.	
X-factor (+ __)		
	Points supplémentaires	

TOTAL: out of 100

APPENDIX B

Slides from *Blended Learning in the Liberal Arts* conference,
May 2019

Beyond English Departments: Digital Humanities in Upper-Level Modern Language Courses



Hélène Bilis & Laura O'Brien

Wellesley College



“Six Degrees of Marie-Antoinette: Social Networks on the French Revolution”

The men--and women--who made up what we refer to today as the “Age of Enlightenment” hailed from a surprising variety of backgrounds ranging from the halls of Versailles, Parisian cafés, provincial Academies, salons, to the literary underground of pornographers and pamphleteers. Starting from the premise that cultural transformations are achieved through social connections, this course will examine Ancien Régime fictional, historical, and political networks as a means of understanding the origins of the French Revolution. This course will introduce students to the concept of social networks as a sociological theory and as a recent digital humanities approach. Through experimentation with, and critique of, existing Digital Humanities projects, students will understand network theory as a means to analyze the social structures of historical actors and literary characters. **No previous knowledge of Digital Humanities approaches required.**

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Challenges

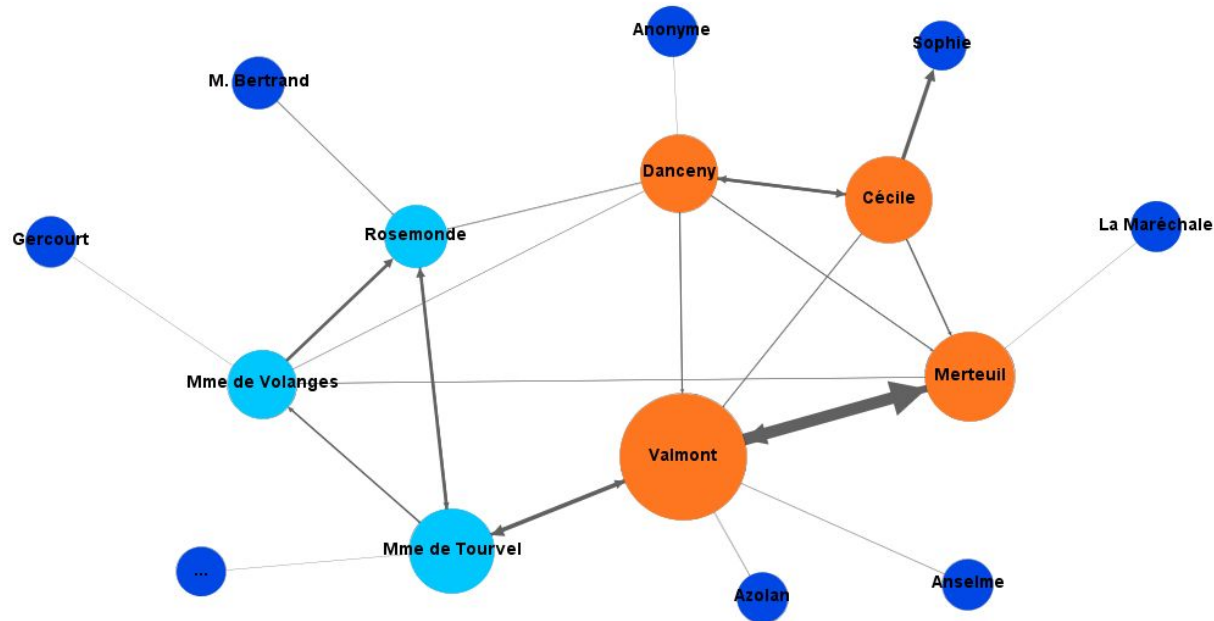
STUDENT EXPECTATIONS



- Upper level French course: expectations for reading, discussion, analysis, assignments
- Student goal is above all to perfect their French

Challenges

ASSIGNMENTS



- Varying student familiarity with and interest in working with data
- Workflow: getting enough of a hold on the material to ask interesting questions

Challenges

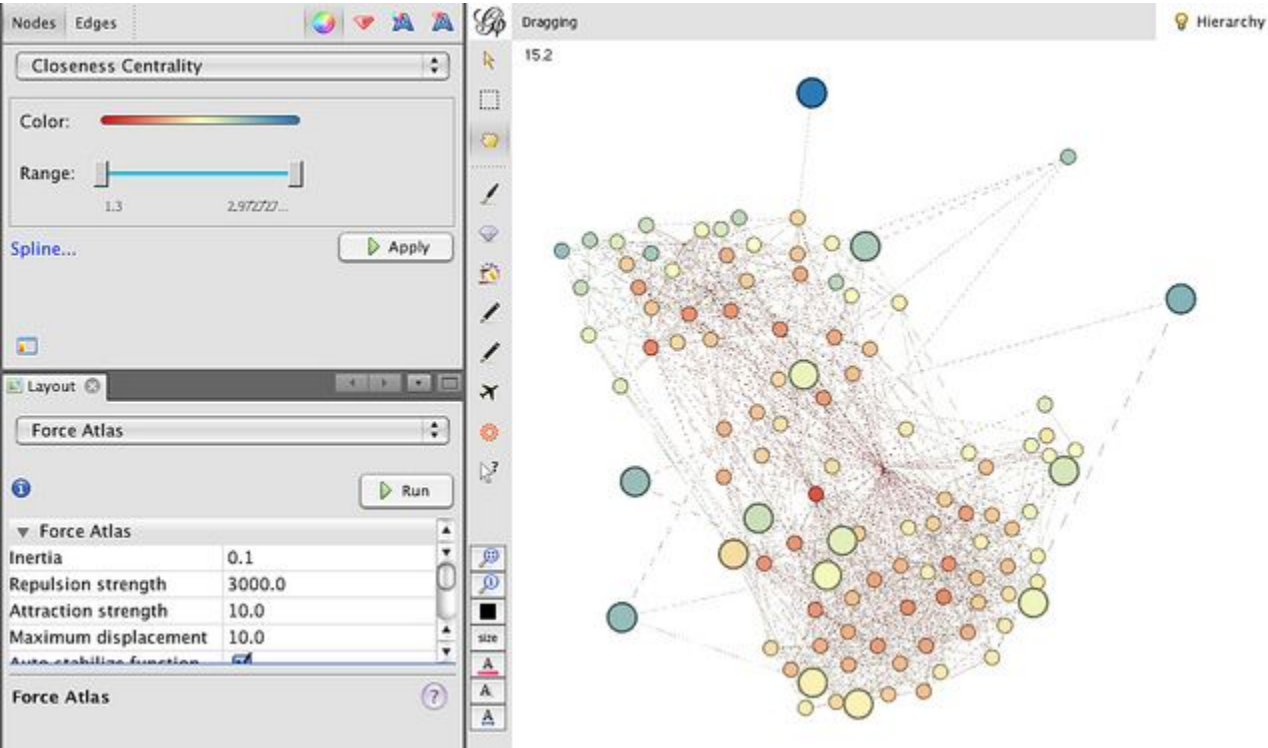
TIME CONSTRAINTS



- “Course and a half” syndrome (Kaleta, Skibba, & Joosten, 2007)
- Splitting time between the historical context, the primary texts, the tools, and the critique of the method

Challenges

TOOLS



- Mastering Gephi but not making this a “Gephi course”
- Finding good data sets
- Time spent on the tool not on “humanities learning”

Solutions: A Partnership: Class/Lab Model

Tuesdays: discussion (led by H. Bilis in French) of the primary French texts, their authors, historical-cultural contexts, and approaches

Fridays: discussion (led by L. O'Brien in English with bilingual responses) of the DH texts, platforms and methods, project planning, and occasional hands-on workshops (*ateliers*).

MON	TUE	WED	THU	FRI
				

Solution: The «Journal de Bord» (The Journey Book)

Mellon Evidence-Based Teaching Innovation grant: “Using Digital Humanities Approaches to Improve Student Metacognition in an Advanced French Course”

- **Weekly Writing with two main goals:**
 - (1) To enable French writing on a regular basis and allow students to practice their French expression, grammar, and vocabulary, especially by integrating the new terms they are learning
 - (2) To give students a chance to share their impressions, reflections, and questions regarding the DH activities and readings
- **Brief format - 1 to 1.5 page double spaced**

The Journal de Bord: The Journey Book

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Data Visualization Rubric

→ Single-point rubric adapted from Polley et al (2013)

Mastery	Proficiency	Needs Work
Topic (20 / 20)		
Visualizations have a clearly defined topic that address a specific, sophisticated question. Graphs and tables work in concert to facilitate making an argument, and all necessary visualizations have been provided.	<i>The visualization has a defined topic that addresses a specific question. The visualization facilitates making an argument.</i>	
Data (19 / 20)		
Clear choices made, defended in analysis.	<i>The sources, structure, and rhetorical choices made in selecting and constructing the data used for the visualization are clear.</i>	
Visuals (19 / 20)		
Unexpected but effective use of color to highlight symmetric vs. asymmetric relationships between Voltaire and his correspondents.	<i>Applies appropriate graphic variable types (e.g., size, color) for the data. Colors are sufficiently distinct and convey information; size of nodes convey information.</i>	Given that you are filtering based on volume of communication, weighted degree (instead of degree) might be a better choice for sizing nodes, since color is already being used to indicate degree.
Visualizations are very clear, uncluttered, and generally easy to read. Tables are equally clear, attractive, and well laid-out, highlighting relevant information. Analysis cogently explains strengths and	<i>Applies appropriate layout for the data type and scale for optimal readability. The graph is uncluttered; distinct features of the data such as</i>	

Projects

- Weeks 1-4:
Study of a contemporary network
- Weeks 5-8:
Study of a historical network (2 parts)
- Weeks 9-13:
Study of a fictional network (2 parts)
- Final project of their choice

Strategies

- Balance primary texts / historical context with DH texts / approaches
- Introduce network concepts and visualization tools early
- Transparent teaching design (Winklemeas 2013)
 - ◆ Outline purpose, tasks, and success criteria for each assignment
 - ◆ Engage students in applying the grading criteria to promote understanding
 - ◆ Debrief graded assignments in class

Study of a contemporary network

→ Investigate a Twitter network

→ Objectives:

- ◆ Learn basic concepts of network analysis
- ◆ Become familiar with Gephi software

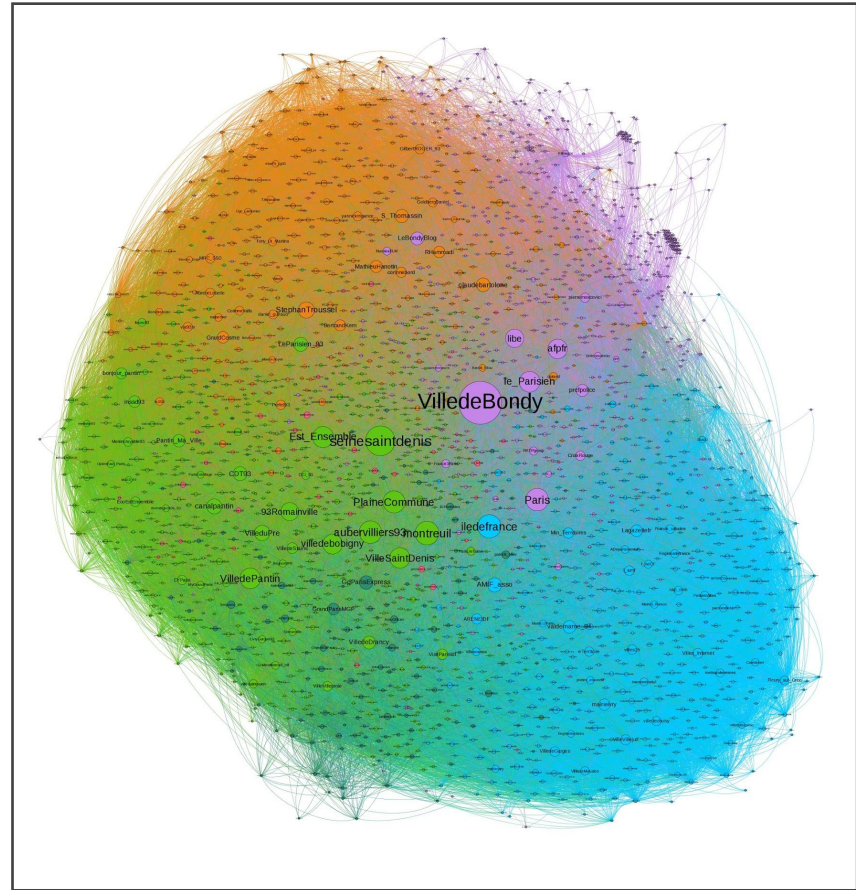


Fig. 1 Réseau entier de *Ville de Bondy*, groupé par couleur selon la modularité, taille de nœud déterminé par degré, format de Force Atlas 2

Study of a historical network

- **Part I:** Critique of a DH project
- Objectives:
 - ◆ Identify sources and methods used to create humanistic data for an existing DH project
([Mapping the Republic of Letters](#))
 - ◆ Analyze the DH project's data schema and visualizations

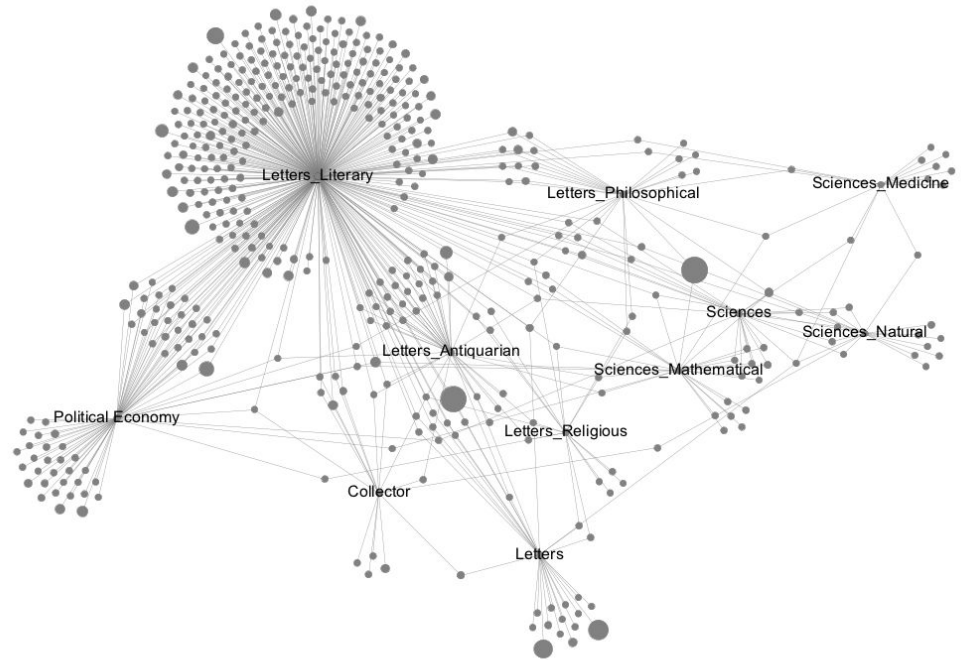


Study of a historical network

→ **Part II:** Investigate a historical network research question

→ Objectives:

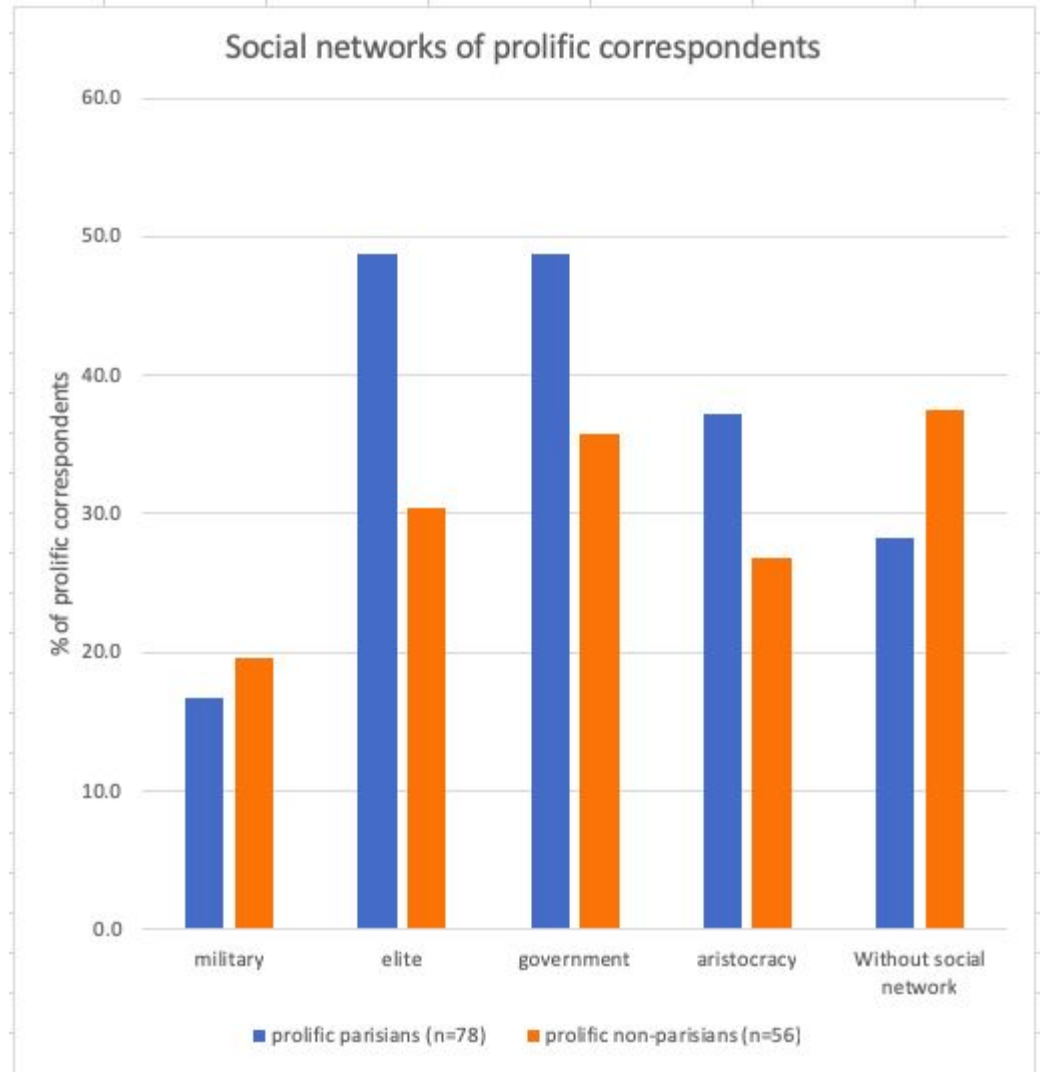
- ◆ Manipulate a large existing dataset for a research purpose
- ◆ Produce readable and informative data visualizations by making thoughtful choices about layout and graphic variable types (e.g. size, color)
- ◆ Make an argument based on an interpretation of a data visualization



A bipartite graph of Voltaire's correspondents and their intellectual pursuits. Size of node is the number of letters individual exchanged with Voltaire

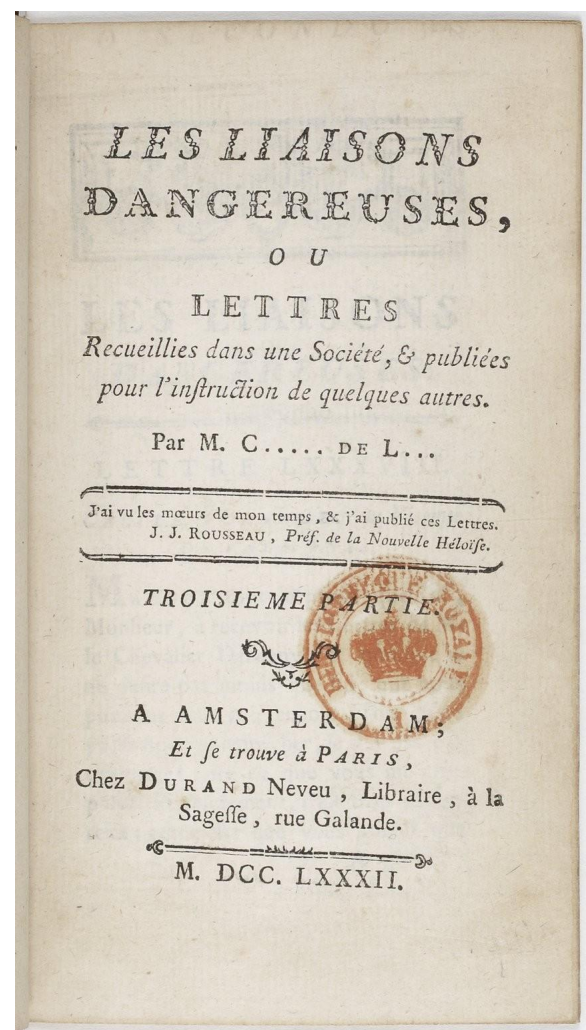
Study of a historical network

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 - ◆ Make an argument based on an interpretation of a data visualization



Study of a fictional network

- **Part I:** correspondence network of an epistolary novel
- **Part II:** network represented within the letters of a single character
- Objectives:
 - ◆ Apply understanding of key concepts of social networks to a fictional text.
 - ◆ Identify and articulate the particular concerns of fictional networks in order to sharpen understanding of good data collection practices.



A social network within a novel

- Capturing interactions between characters through close reading
- [Google form](#) to track each interaction between characters

Source	Source Character	Target	Target Character	Numéro de lettre	Letter Recipient	Passage	Type de relation	mensongère?	Sujet
1	Cécile de Volanges	7	Le Chevalier Danceny	97	La Marquise de Merteuil	Vous saurez don	Mention (de l'interlocuteur)	null	null
4	Le Vicomte de Valmont	7	Le Chevalier Danceny	97	La Marquise de Merteuil	[Valmont] a été e	Conversation ouverte	inconnu	Cécile de Volang
4	Le Vicomte de Valmont	1	Cécile de Volanges	97	La Marquise de Merteuil	Hier, M. de Valm	Relation sexuelle	null	null
6	Madame de Volanges	1	Cécile de Volanges	97	La Marquise de Merteuil	Maman s'en est ;	Conversation ouverte	mensongère	Cécile de Volang
1	Cécile de Volanges	4	Le Vicomte de Valmont	97	La Marquise de Merteuil	Vous voudrez bie	Mention (de l'interlocuteur)	null	null
1	Cécile de Volanges	4	Le Vicomte de Valmont	109	La Marquise de Merteuil	...j'ai remis à M. (Relation physique	null	null
1	Cécile de Volanges	7	Le Chevalier Danceny	109	La Marquise de Merteuil	Il n'y a que l'idée	Mention (de l'interlocuteur)	null	null
1	Cécile de Volanges	4	Le Vicomte de Valmont	109	La Marquise de Merteuil	...aussi c'est que	Mention (de l'interlocuteur)	null	null
1	Cécile de Volanges	4	Le Vicomte de Valmont	109	La Marquise de Merteuil	Je me suis racco	Conversation ouverte	non-mensongère	Cécile de Volang
4	Le Vicomte de Valmont	1	Cécile de Volanges	109	La Marquise de Merteuil	Et puis, dès qu'il	Relation sexuelle	null	null
4	Le Vicomte de Valmont	1	Cécile de Volanges	109	La Marquise de Merteuil	Je ne saurais voi	Conversation secrète	inconnu	Madame de Vola
1	Cécile de Volanges	6	Madame de Volanges	109	La Marquise de Merteuil	Je ne saurais voi	Mention (de l'interlocuteur)	null	null
1	Cécile de Volanges	4	Le Vicomte de Valmont	109	La Marquise de Merteuil	Comme il faut êt	Mention (de l'interlocuteur)	null	null
3	La Marquise de Merteuil	1	Cécile de Volanges	109	La Marquise de Merteuil	Il y a pourtant un	Conversation ouverte	inconnu	Cécile de Volang
1	Cécile de Volanges	6	Madame de Volanges	109	La Marquise de Merteuil	Maman ne m'a p	Mention (de l'interlocuteur)	null	null
1	Cécile de Volanges	4	Le Vicomte de Valmont	109	La Marquise de Merteuil	...ainsi M. de Vali	Mention (de l'interlocuteur)	null	null
1	Cécile de Volanges	10	Le Comte de Gercourt	117	Le Chevalier Danceny	M. de Gercourt, (Mention (de l'interlocuteur)	null	null
6	Madame de Volanges	1	Cécile de Volanges	117	Le Chevalier Danceny	Maman me témo	Conversation ouverte	non-mensongère	Cécile de Volang

Distant Reading via Close Reading

“M. le Chevalier de Danceny, ce Monsieur dont je t’ai parlé, et avec qui j’ai chanté chez Mme de Merteuil....”

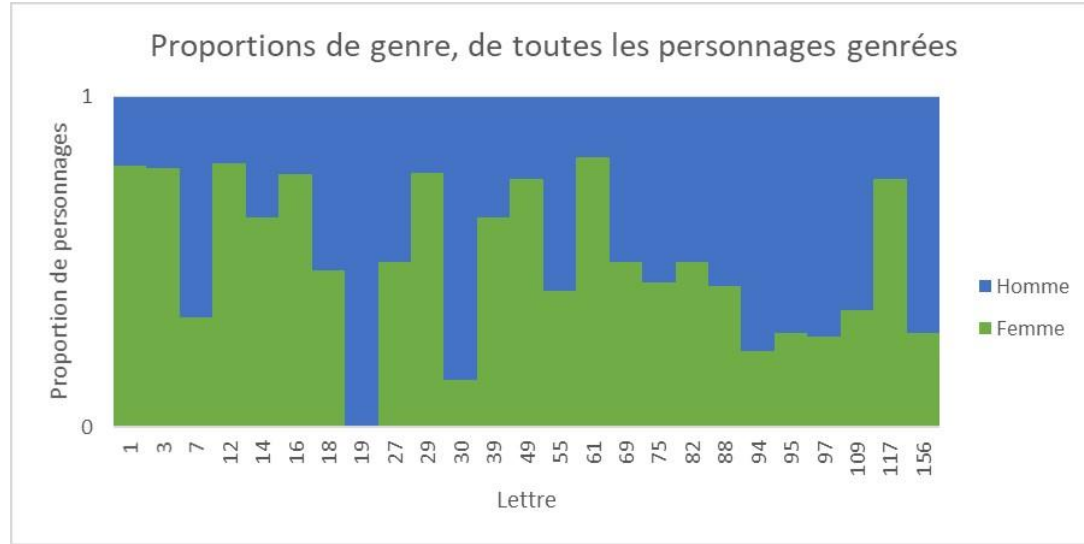
(“M. Chevalier de Danceny, that fellow I told you about, and with whom I sang at Mme de Merteuil’s home.”)

“Il n’y a que Madame de Merteuil avec qui je parle librement, quand je parle de mon amour.”

(“There is only Madame de Merteuil with whom I speak freely, when I speak of my love.”)

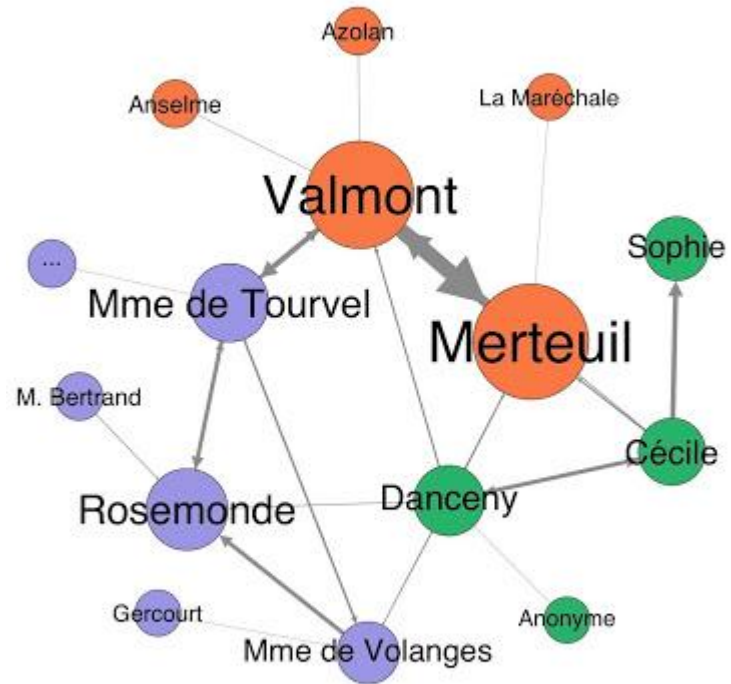
Study of a fictional network

- **Part II:** network represented within the letters of a single character
- Objectives:
 - ◆ Apply understanding of key concepts of social networks to a fictional text.
 - ◆ Identify and articulate the particular concerns of fictional networks in order to sharpen understanding of good data collection practices.



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Grphe 1 – Réseau entier

Les noeuds mesure pesée de centralité ; Les couleurs reflètent les sous communautés (déterminées par logiciel de modularité)

Benefits and Challenges

Benefits

- Sustained engagement with Laclos's novel
- Deep understanding of letter-writing, epistolary genre, historical vs. fictional correspondences
- Practice of and emphasis on back-and-forth between close and distant reading (in French)
- Perfecting writing using DATA

Areas to Improve

- Project pace: build in (more) room to breathe!
- Gephi Struggles: Explore other graphing tools for visualization
- Enough French language? Enough French reading?
- More group work?
- More DH or French Scholarship?

DH in the Modern Language Classroom - Takeaways

- ❖ Using French in ways not typical of French literature classroom
 - moving language study out of narrow realm = a plurilingual DH
- ❖ Students sharing their work in new ways
 - Group “lab” office hours
 - collaborative experience in *atelier* class sessions
- ❖ Challenge the divides between knowledge production in the sciences and the humanities: understanding data humanistically
- ❖ Recognizing essential constructions of disciplinary knowledge
...but also the ways in which these can give rise to false impressions of the varying prerogatives of knowledge production across campus

Images

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