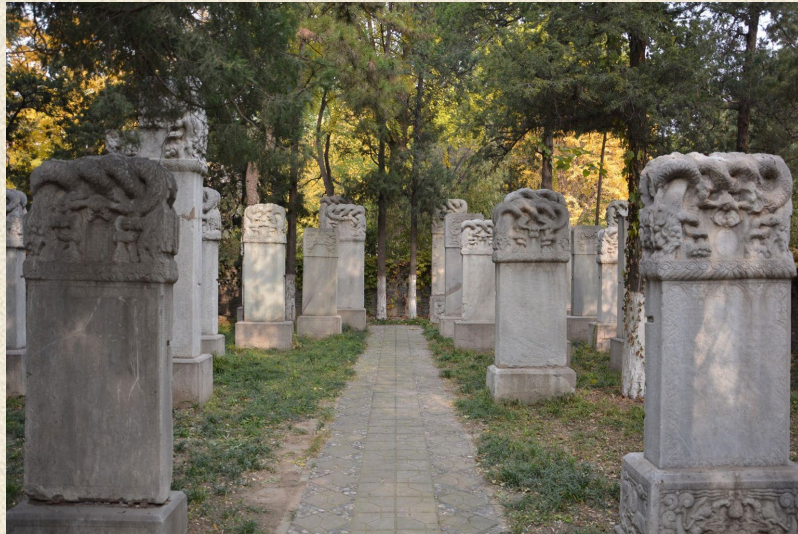


# Breaking Boundaries: Global Perspectives, Digital Humanities inflected pedagogy and the teaching of Italian History and Literature

Zhonghua Wang  
Ph.D candidate  
Department of Italian Studies, UCB





Zhalan  
Cemetery,  
Beijing



Matteo  
Ricci's  
tombstone





A clever traveler may take one look at a foreign wheel, import the invention back home, and change his local culture fundamentally and forever.



- Stephen Jay Gould (1996: 220-21)



# Theoretical and methodological Framework

## The Mobility Turn

### New mobility paradigm (Sheller and Urry)

attention to movement, including migration, diasporas and transnational citizenship on both physical and metaphorical level.

## The Global Turn

### Global History (Conrad, Gruzinski, Subrahmanyam, De Vries, etc.)

concerned with the processes of contact, sustained interactions, exchange, and the impacts of such processes in economic, epidemiological, demographic and cultural dimensions

## The Digital Turn

### Digital Humanities

Computational Network Analysis, text analysis, digital mapping, etc.





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# New Mobility Paradigm



**Movement of people and  
information**

**Places and  
infrastructures**

**Borders and “gates”**

“symmetrical knowledge” to challenge “notions of wholeness, teleological development, evolutionary progress, and ethnic authenticity”, and the illusion of fixity, stability, coherence, wholeness and autonomy of culture (Greenblatt 1-7).



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# Course Overview

## Global Early modern Italy: Exchanges and Transitions from the Renaissance to the Enlightenment

- Focus how Italy exchanged goods, people, ideologies, and culture with the wider world, and how indigenous societies in Africa, the Middle East, the Americas, Asia and Southeast Asia influenced Italy and Europe.
- Themes: Renaissance(s); the Reformation(s); State-building, the Scientific Revolution; Globalization and European expansion; Impact of Slavery; traveler and traveling, Catholic overseas missions; the Enlightenment, etc.
- Course level: upper-division course in Italian; R&C course; L&S breadth course





# Course goals

- 1) Identify major events in early modern European history (the Renaissance(s), the Reformation(s), the Scientific Revolution, the Enlightenment, etc.) and reposition them in Global History. Identify evidence to show why what used to be seen as European movements were not entirely home-grown movements.
- 2) Confidently cite and analyze primary source documents from early modern Italy and beyond: describe the works examined, their historical context and the importance of these works in relation to the themes, principle figures and events.
- 3) Develop intellectual and critical skills to identify and analyze patterns and phenomena of cultural mobility - movements and interactions across linguistic, literary, ethnic, national and cultural boundaries
- 4) Capable of applying basic Digital Humanities methods, such as network analysis, digital mapping to conduct literary/history/cultural analysis and present research findings .





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## Network Analysis

## Digital Mapping

## Text Analysis



### Gephi tutorial and practice

Edited 1mo ago



### Final Project Design

Edited 1mo ago



### Rationale: teaching through GIS Mapping

Edited 1mo ago



### ArcGIS Tutorial and Practice

Edited 1mo ago



### Midterm Project Design

Edited 1mo ago



### Activity: From Marco Polo to Francesco Carletti

Edited 1mo ago



### WordCloud Activity

Edited 1mo ago





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## Sample final project

In this project you will deep dive into network visualization and analyses to investigate an aspect of the globalizing/globalized world. Conceive visually **the connections between the Italian peninsula and the globe**, discussing at least two communities on political, historical, economic, social, cultural, and intellectual issues. You can choose to work on materials of any time period.

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Your objectives are as following:

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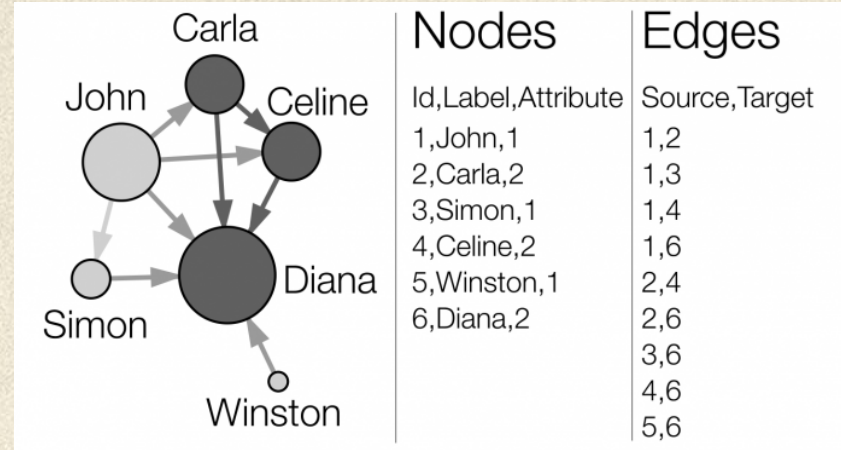
- **Select a target data set** . Establish criteria to determine which data (including but not limited to textual, visual, aural materials) will be included, and what information will not be included, related to the scope chosen by the team;
  - **Develop a series of research questions** to ask of the data based on network models;
  - **Devise a strategy** for addressing those questions
  - **Develop a network** based on your strategy in order to analyze the relational features of the selected subject;
  - Prepare appropriate citations for each data point;
  - Present the information in a clear and compelling manner for the general public.
- 





# Understanding networks

- A “network” is a collection of points linked together by lines.
- The points are referred to as **nodes** that could represent almost all sorts of objects and people in interest and their attributes (such as weight, color, origin, gender, class, profession, etc.),
- the lines are referred to as **edges**, which show how the nodes are connected with one another.
- A network contains a set of objects (nodes) and “a mapping or description of relations” between them.





missionary	(27.22%)
scientist	(12.66%)
null	(8.23%)
emperor/king/duke	(6.33%)
scholar	(3.8%)
missionary-procurator	(3.8%)
procurator	(2.53%)
scholar-official	(2.53%)
official	(1.9%)
librarian	(1.9%)
Bollandist	(1.27%)
benefactor	(1.27%)
Orientalist	(1.27%)
merchant	(1.27%)
printer	(1.27%)
Royal confessor	(0.63%)
Father general of the SJ	(0.63%)
lawyer/tourist	(0.63%)
historiographer-biographer	(0.63%)
scientist/philosopher	(0.63%)
companion	(0.63%)
Orientalist/scientist	(0.63%)
architect	(0.63%)
ambassador	(0.63%)
philosopher	(0.63%)
cartographer	(0.63%)
dutch	(0.63%)
theologian	(0.63%)
editor	(0.63%)
water-engineer	(0.63%)
sailor	(0.63%)
writer-historian-philosopher	(0.63%)
painter	(0.63%)
minister	(0.63%)
counselor	(0.63%)
rebel leader	(0.63%)
Superior general of SJ	(0.63%)
scientist/orientalist/cartographer	(0.63%)
mayor	(0.63%)
translator	(0.63%)
antiquarian/linguist	(0.63%)
queen	(0.63%)
proto-sinologist	(0.63%)
historian	(0.63%)
Superior of the Jesuit Mission in India	(0.63%)

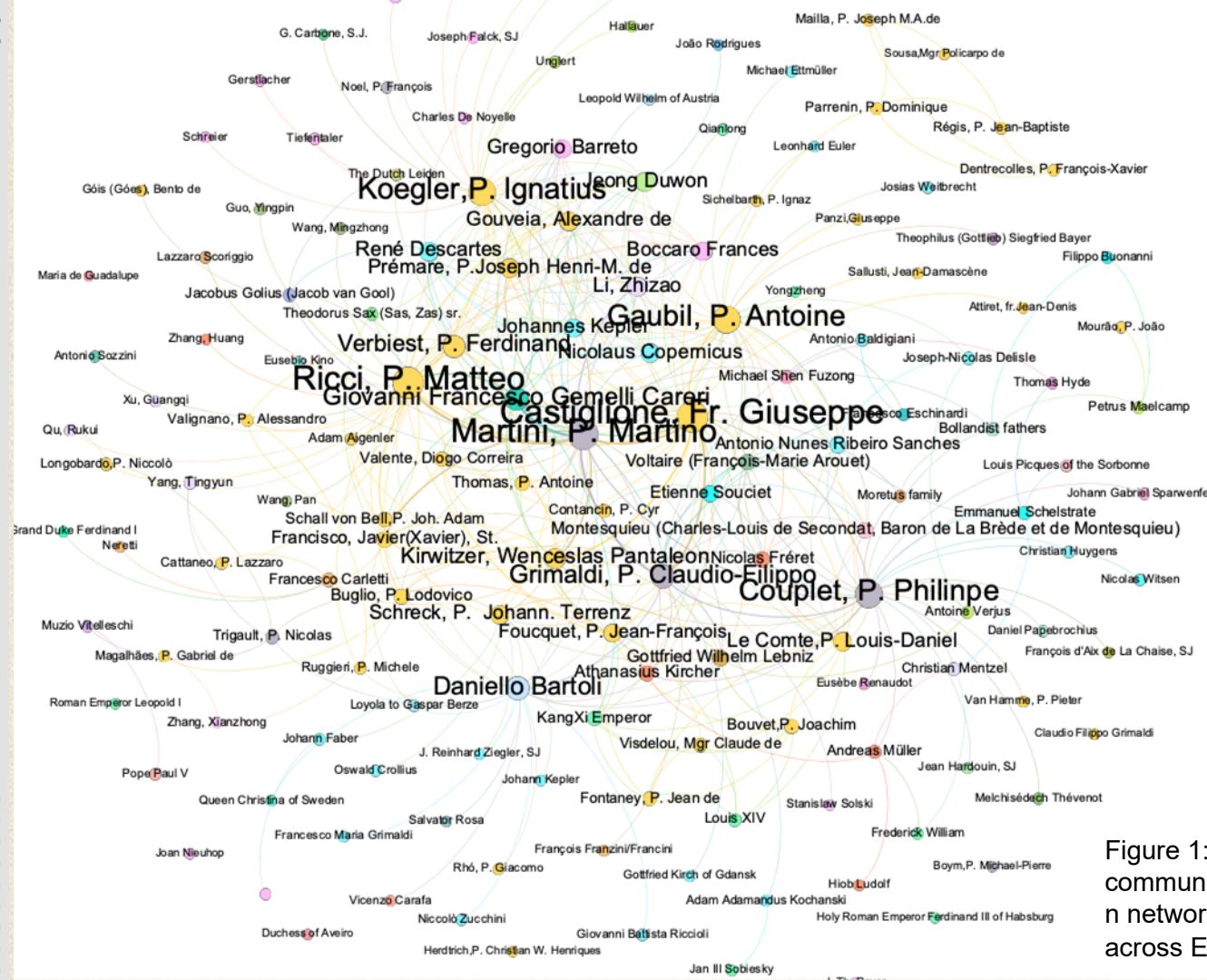


Figure 1: Jesuit communication networks across Eurasia



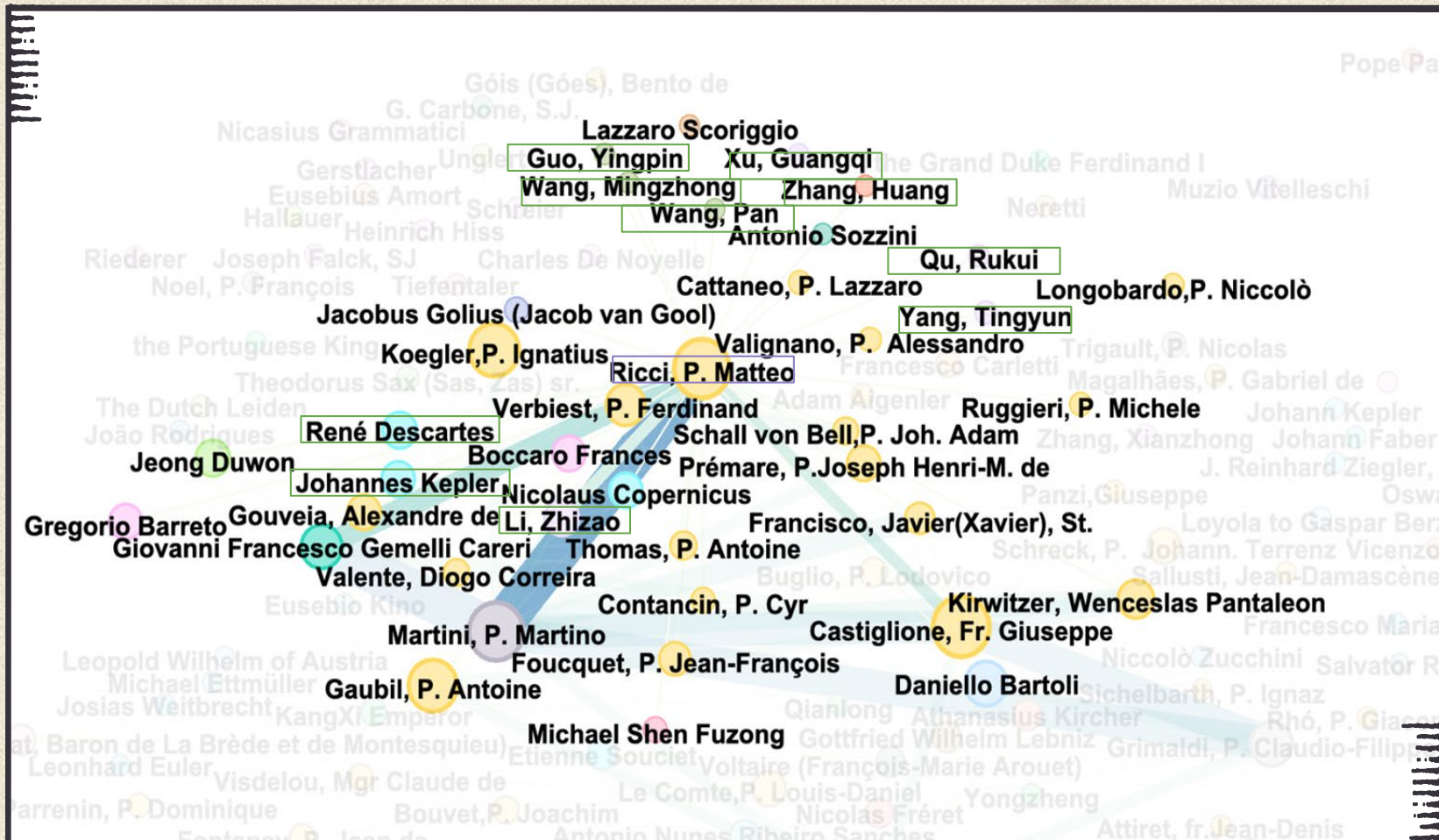


Figure 2. Matteo Ricci's network



## Jesuits as nodes of convergence, information broker and disseminator

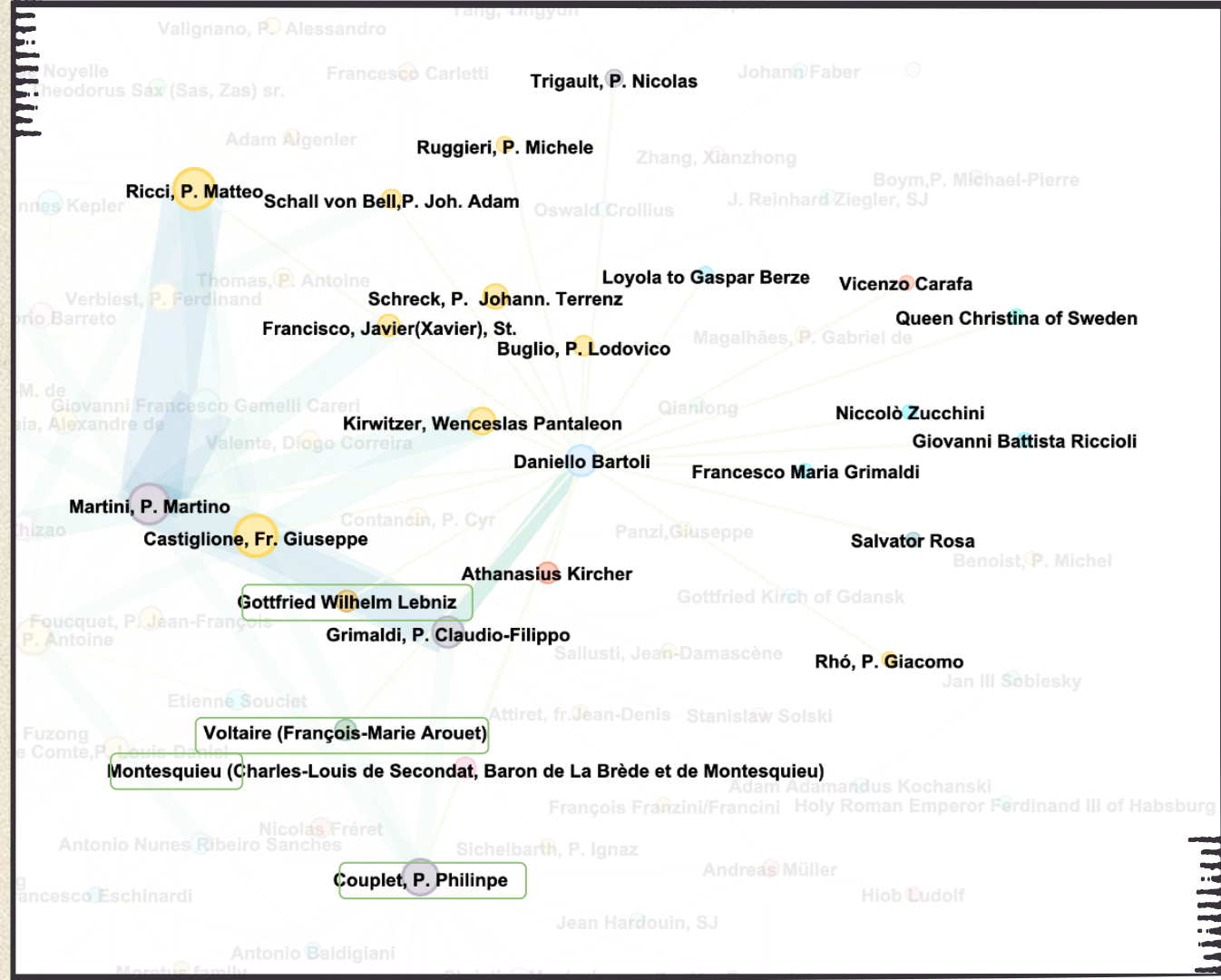
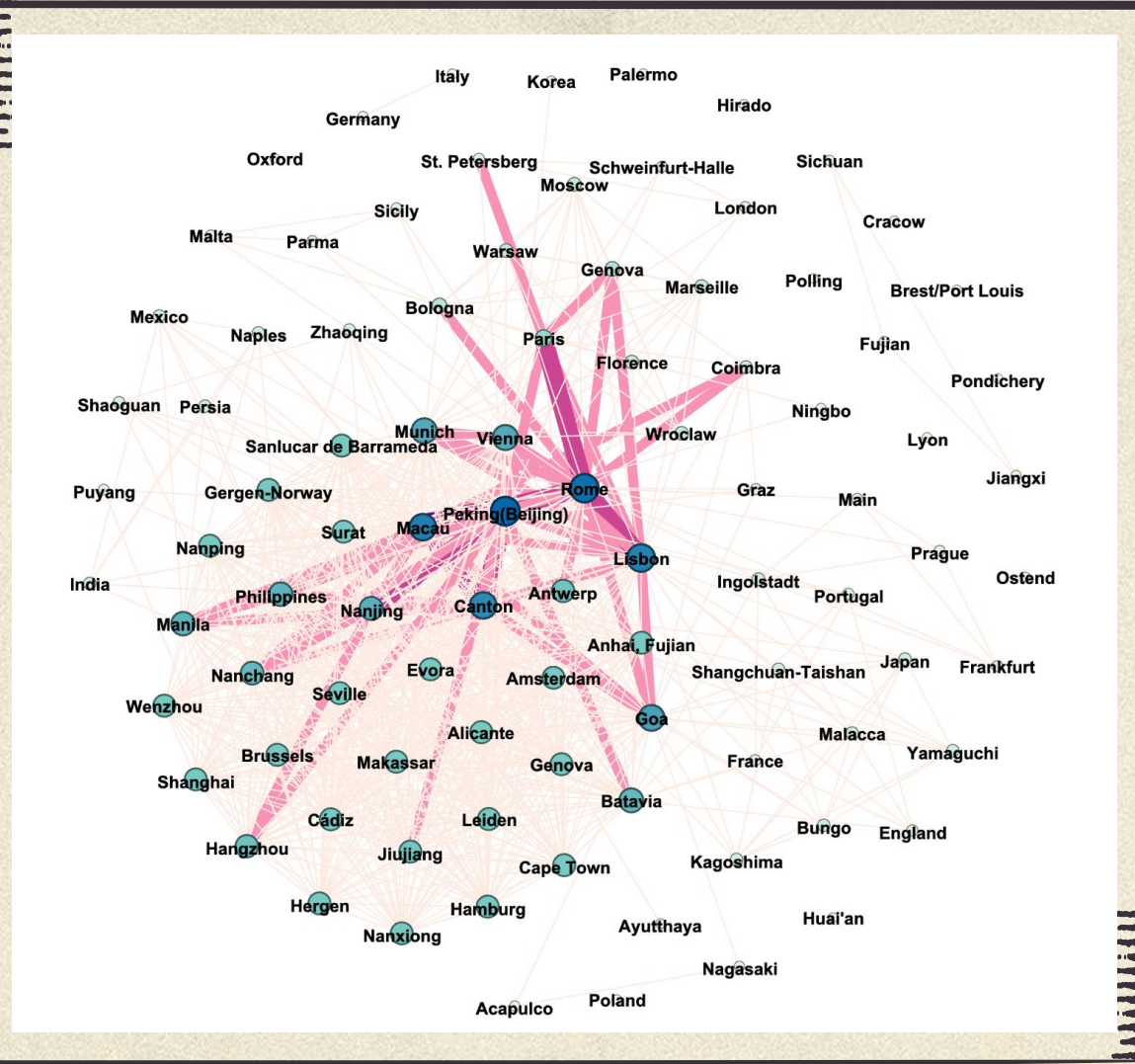




Figure 4.  
“Crossroads of  
knowledge”

Hubs and contact zones that enables  
the circulation of people, objects and  
ideas across Eurasia, based upon  
Jesuit information networks across  
Eurasia





# The Grand Tour: background

British travellers as “Self”: Grand Tour as a crucial educational experience and accreditation for British architects, influencing their careers back in Britain

Italy as a European “Other” and “South”: The function of Italy, subject to foreign domination, is to serve the rest of Europe as a museum or series of tourist sites.

-Could network -driven approach, including both macro and local views, offer insights to the complexities in positioning Italian culture in relation to the rest of Europe in the context of the Grand Tour?

-What hints can network analysis offer to help us tell a better story about the Grand Tour?



# The Dataset

	Person ID Link	Name	Amateur	Employments and Appointments	Funding Sources	Educational Background	Educational Institutions	Societies and Academies by Type	Societies and Academies by Name
0	1	Talman, John	no	NaN	Independent Wealth, Commissioned Work	Other Universities and Colleges	Leiden University	British Learned Societies	Society of Antiquaries
1	2	Fountaine, Sir Andrew	yes	Knight	NaN	Oxbridge and Inns of Court	Christ Church Oxford	Other National Societies	Royal Society of Berlin
2	3	Gibbs, James	no	Official Architectural	Independent Wealth, Commissioned Work	Other Universities and Colleges, Training with...	Marischal College, Scots College	British Learned Societies	Society of Virtuosi, Royal Society

## Travels

Trip ID	Person ID	PersonName	Tour	Sequence	Place ID	Start	End	Beyond the Italian Peninsula	Duration	
0	1	1	Talman, John	1	1.0	87	1699	1702	0	37
1	2	1	Talman, John	2	1.0	50	1709-10-15	NaN	0	1
2	3	1	Talman, John	2	2.0	75	1709-10-20	NaN	0	1
3	4	1	Talman, John	2	3.0	37	1709-11-18	1710-04-01	0	5
4	5	1	Talman, John	2	3.1	53	NaN	NaN	0	1

## Places

	Place ID Link	Place name	Coordinates	Vicinities	States
0	110	Abruzzi	42.517162, 14.147202	Kingdom of Naples	Kingdom of Naples
1	1	Albano	41.733333, 12.666667	Rome	Papal States
2	2	Ancona	43.6158299,13.518915	Papal States	Papal States



Figure 5. The most visited places

Rome (116), Florence (51), Venice (46),  
Naples (42)

- Node color is **group**
- Node size of architects is **trip count**
- Node size of places is **number of visits**
- Edge weight is **trip count to that place**

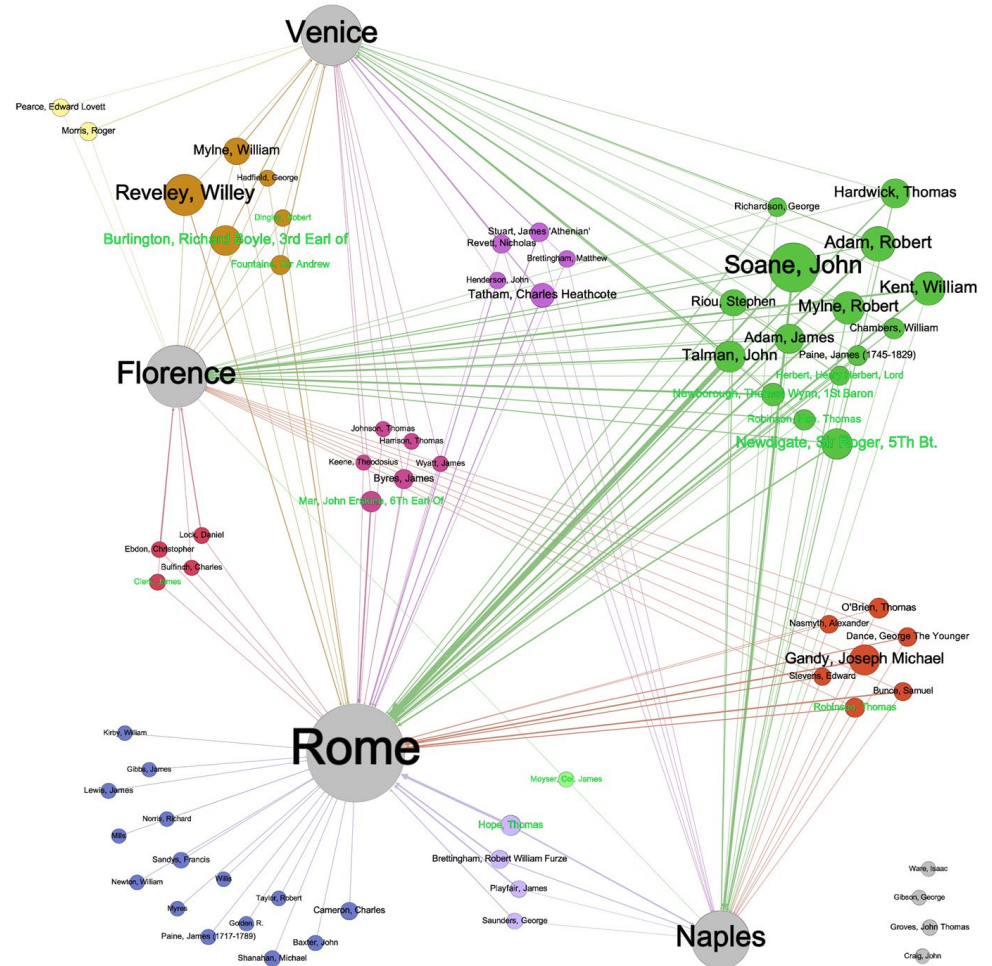
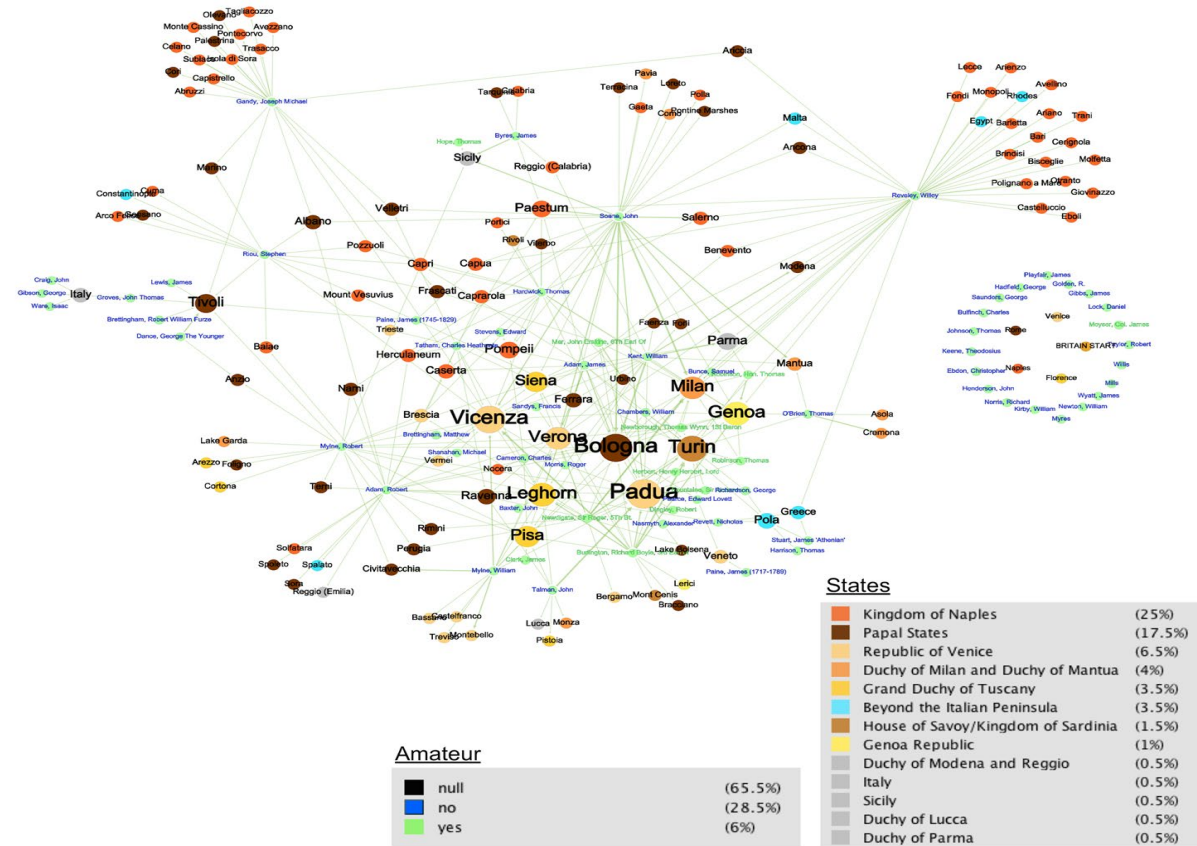


Figure 6. Less visited places  
Less than 25 visits

- Green nodes are architects
- Node color of places are states
- Node size of places is number of visits
- Edge weight is trip count to that place

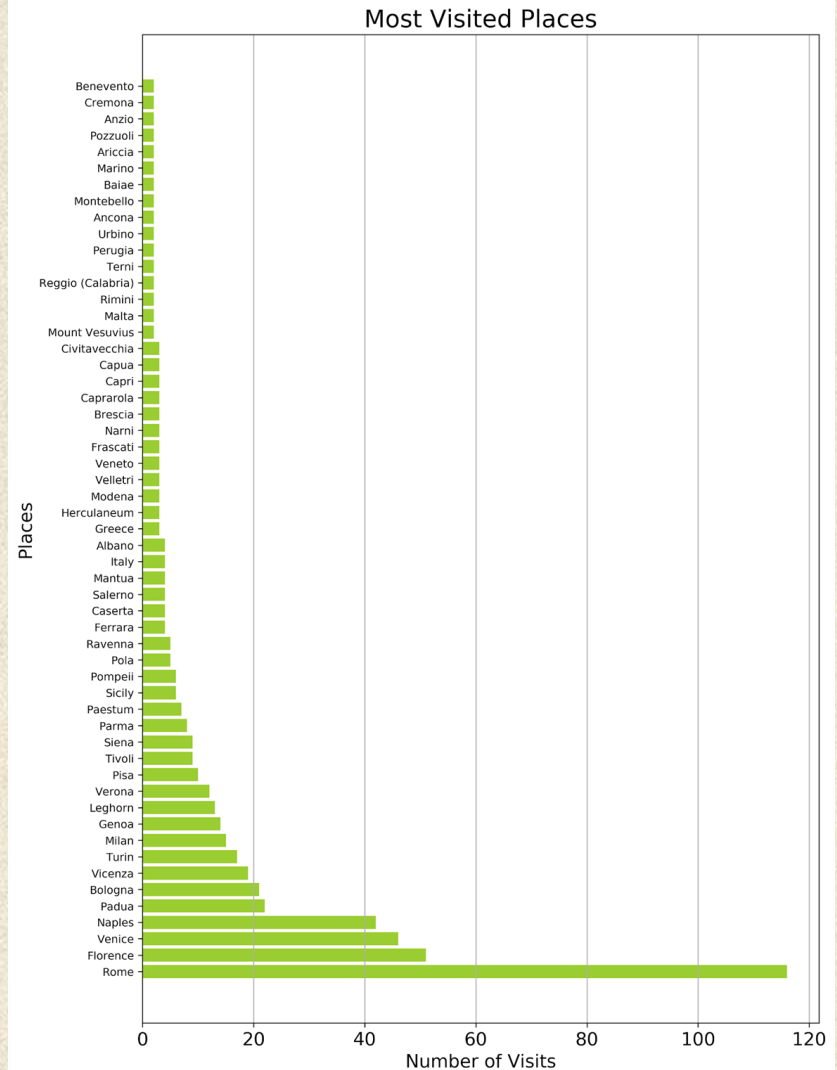




# Analysis

- The Grand Tour was an urban and urbane experience: the main focus was urban centers like cities and towns rather than countryside.
- Republican Florence and early Christian Rome began to assume a much more prominent place in travellers' imaginations.

Figure 7. Chart: the most visited places



There are 75 places that were only visited by one traveler, most of which were in the Kingdom of Naples.



Abruzzi  
Arco Felice  
Arezzo  
Ariano  
Arienzo  
Asola  
Avellino  
Avezzano  
Bari  
Barletta  
Bassano  
Bergamo  
Bisceglie  
Bracciano  
Brindisi  
Calabria  
Capistrello  
Castelfranco  
Castelluccio  
Celano  
Cerignola  
Como  
Constantinople  
Cori  
Cortona  
Cuma

Eboli  
Egypt  
Faenza  
Foligno  
Fondi  
Forli  
Gaeta  
Gensano  
Giovinazzo  
Isola di Sora  
Lake Bolsena  
Lake Garda  
Lecce  
Lerici  
Loreto  
Lucca  
Molfetta  
Monopoli  
Mont Cenis  
Monte Cassino  
Monza  
Nocera  
Olevano  
Otranto

Palestrina  
Pavia  
Pistoia  
Polignano a Mare  
Polla  
Pontecorvo  
Pontine Marshes  
Portici  
Reggio (Emilia)  
Rhodes  
Rivoli  
Solfatara  
Sora  
Spalato  
Spoleto  
Subiaco  
Tagliacozzo  
Tarquini  
Terracina  
Trani  
Trasacco  
Treviso  
Trieste  
Vermei  
Viterbo



## Robert Mylne

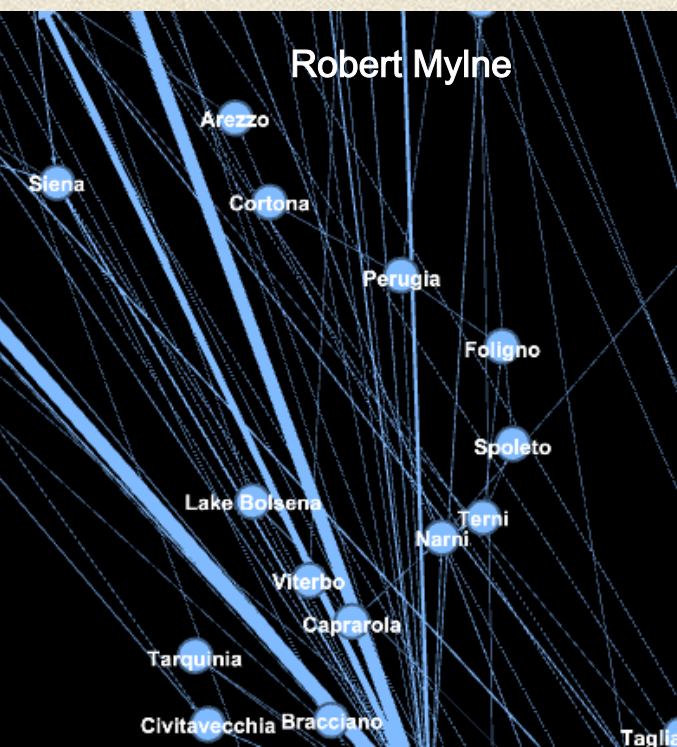


Figure 8. Robert Mylne's itinerary

## Willy Reveley

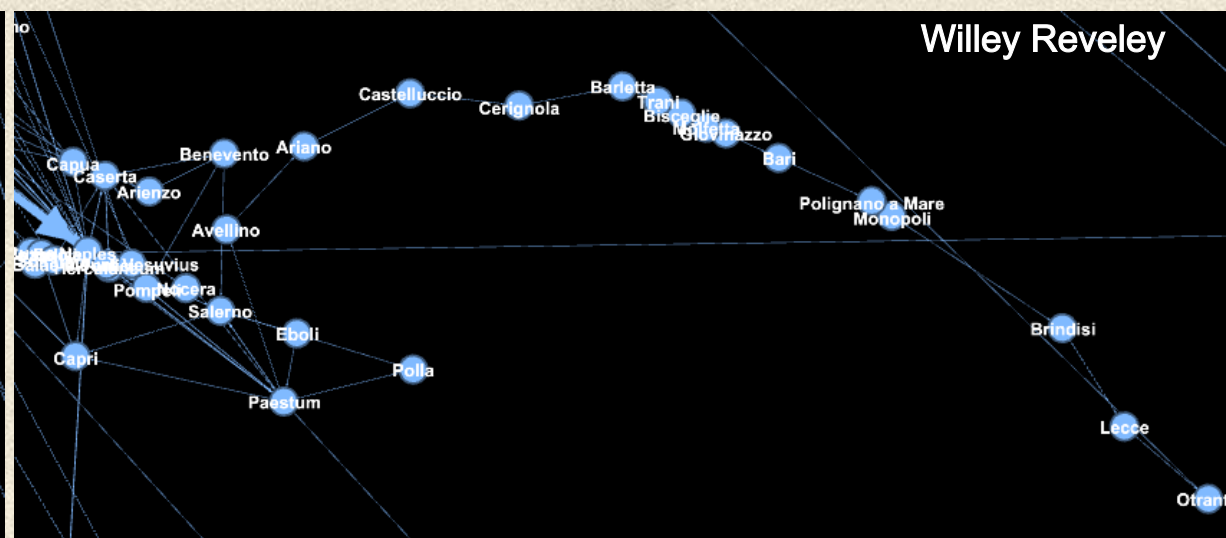


Figure 9. Willy Reveley's itinerary

In these two examples of trips, most of the places were visited by only one traveler. They start from a major hub like Naples or Rome and then go from small town to small town. Most travelers did not go on extended travels like this.



A clever traveler may take one look at a foreign wheel, import the invention back home, and change his local culture fundamentally and forever. (Stephen Jay Gould 1996: 220-21)







“

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”

“

“The globalization of the sixteenth century affected Europe, Africa, Asia and the New World, as interactions of unprecedented intensity began to take place between them. A **web** was being spun around the planet, [...] indifferent to political and cultural frontiers. The protagonists in this globalization included the African, Asian and Amerindian populations, who all played a part, willy-nilly.” [...] It is equally illusory to see it as a gigantic tree sprouted from a seed sown by Iberian hands in the sixteenth century”. (Gruzinski 2014: 2-3)

”

# Potential Benefits of DH - inflected pedagogy: Creating a lab - based learning environment

01

- A new way of knowledge production

03

- Increasing engagement and collaboration

02

- Beyond reading :  
a read -research -interpret -  
design -analyze -present process

04

- Broader audience





# Thanks

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