

Digital humanities indexed in DOAJ: An analysis of scientific publications

Fernanda Silva Damasceno

Postgraduate Program of Information Science,
Federal University of Santa Catarina, Brazil.

Email: fernanda_damasceno@ufg.br

Orcid: 0009-0004-7979-3433.

Elizete Vieira Vitorino

Postgraduate Program of Information Science,
Federal University of Santa Catarina, Brazil.

Email: elizete.vitorino@ufsc.br

Orcid: 0000-0003-2462-6553.

ABSTRACT

It presents an analysis of publications about Digital Humanities indexed in Portuguese in the Directory of Open Access Journals (DOAJ) from 2017 to 2021. A simple search was performed using the term “digital humanities” which retrieved 33 articles published in 25 open-access scientific journals. The results are presented in three sections representing three main fields of study. It was possible to conclude that publications about digital humanities have been growing and that some of those publications’ concerns are to show projects and the digital tools used on them. In addition, they mention distant reading, big data, and the COVID-19 pandemic. It was also noticed that some of the articles retrieved misinterpret what Digital Humanities is. The expansion of databases is suggested for future research on this subject, favoring even the information literacy of researchers interested in this theme.

Keywords: digital humanities; scientific journals; DOAJ

How to cite: Silva Damasceno, F., & Vieira Vitorino, E. (2023). Digital humanities indexed in DOAJ: An analysis of scientific publications. In E.B. Alvarez (Ed.), *Digital Humanities: Visions and Applications. Advanced Notes in Information Science, volume 3* (pp. 01-21). Pro-Metrics: Tallinn, Estonia. DOI: 10.47909/anis.978-9916-9906-1-2.44.

Copyright: © 2023, The author(s). This is an open-access work distributed under the terms of the CC BY-NC 4.0 license, which permits copying and redistributing the material in any medium or format, adapting, transforming, and building upon the material as long as the license terms are followed.

1. INTRODUCTION

Finding a single definition for Digital Humanities (DH) is a complex task, but there is some consensus that the Jesuit Roberto Busa carried out the first Digital Humanities project (Rojas Castro, 2013; Galina Russell, 2011). In a summarised and simplified way, it can be said that DH seeks “to understand the impact and relation of computational technologies on the work of researchers in the Humanities.” (Galina Russell, 2011, p. 3-xx). Rojas Castro (2013) identifies interdisciplinarity as a feature of Digital Humanities and states that “the collaboration between humanists, computer scientists, graphic designers, and librarians is the typical way of working in Digital Humanities centers” (Rojas Castro, 2013, p. 78).

Given the interdisciplinary nature of the subject, this research sought to analyze publications on Digital Humanities indexed in the Portuguese language in the Directory of Open Access Journals (DOAJ) between the years 2017 and 2021. Initially, the methodology employed to conduct the research and the results obtained are presented. The detailed presentation of the results shows the main characteristics of the retrieved articles and the data extracted from them. It is divided into three subsections, presenting the articles according to the area of knowledge they integrate into.

2. METHODOLOGY

The research developed in this study is characterized as bibliographic and exploratory research. The search for articles was conducted in the DOAJ in December 2021. The DOAJ is considered a global directory that covers scientific journals that are open-access, free, and peer-reviewed, having

been created “to increase the visibility of open access journals and promote their use” (Mendes & Rodrigues, 2021).

It has opted to use as a search strategy only the term “digital humanities” (humanidades digitais, in Portuguese) and to use as a limiter the option that searched for the term in the keywords field since this way, we would have. As a result, only documents in which the authors had chosen the term “humanidades digitais” to represent them. As a result, we obtained 39 articles published between 2015 and 2021.

Focusing on analyzing articles from the last five years, the publications before 2017 were excluded, along with a document from 2017, because it was a book review. In total, 33 articles were analyzed, one published in Spanish, two published in English, and the remaining published in Portuguese. Figure 1 presents the number of publications per year. It is noted that publications in Portuguese and open access have increased in the last two years.

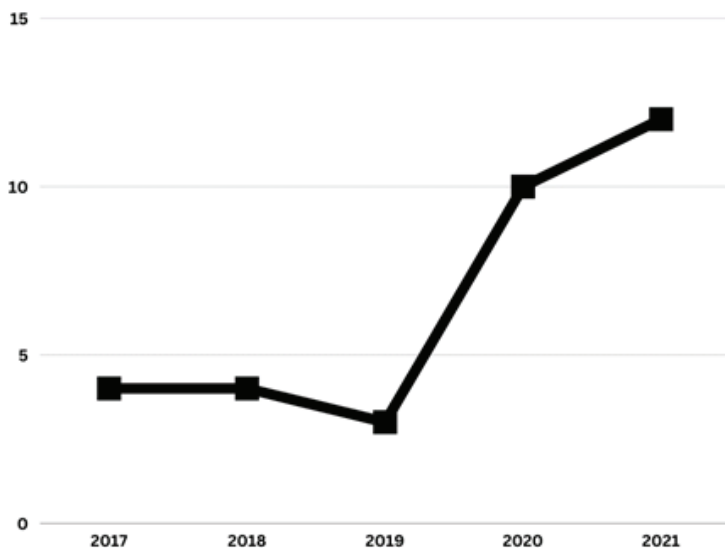


Figure 1. Yearly publication output on Digital Humanities in DOAJ.

3. RESULTS AND DISCUSSIONS

During the reading and extraction of data from the articles for analysis, we sought to identify: whether the publications presented a definition of what Digital Humanities was; whether they reported on a specific project and indicated the digital tools used in that project; authorship patterns; identification of the journal of publication; scope of the journal in which the article was published; and the theme of the article.

A wide variety of publications was noted concerning the journals in which the articles were published. The 33 articles were divided among 25 different journals, with the *Revista de Humanidades Digitales* having the largest number of articles (4), followed by *Estudos Históricos* (3), *Esboços* (2) and *Pessoa Plural* (2). All other journals only presented 1 article, each indexed with the keyword “humanidades digitais”. These 25 journals were divided into four areas, according to their scope of publication, to facilitate the presentation of the data. Table 1 shows each of these areas with their respective journals. The area with the largest number of journals is Linguistics, Modern Languages, and Arts, followed by the Humanities. The journals characterized as Interdisciplinary or Multidisciplinary have the third largest number of journals. With the lowest number of journals is in the area of Applied Social Sciences.

Table 1. Division of journals according to their scope of publication.

Area	Journals
Linguistics, Modern Languages and Arts	Gragoatá; Pessoa Plural; Entreletras; Texto Digital; Linguamática; Materialidades da Literatura; Manuscrita; Linha D'Água.

Area	Journals
Humanities	História da Historiografia; Esboços; Estudos e Pesquisas em Psicologia; Locus; Fronteiras; H-ART; Caderno CEDES.
Inter/ Multidisciplinary	Revista de Humanidades Digitales; Estudos Históricos; Revista Lusófona de Estudos Culturais; História, Ciências, Saúde – Manguinhos; Holos; Revista do Instituto de Estudos Brasileiros.
Applied Social Sciences	Encontros Bibli; Revista Observatório; Anales de Documentación; Em Questão.

Analyzing the authorship of the articles, it was noticed that there is a balance between articles published by a single author and articles published by two authors. There are 14 articles published by two authors, while those published by single authorship are 12. Only three articles indicate more than three authors, while the other four have exactly three authors associated. For a better presentation of the panorama presented by the research recovered in the survey, we identified the main themes of the articles published in journals whose scope is interdisciplinary or multidisciplinary. Each of these articles was grouped into the other three areas of knowledge.

3.1. Digital Humanities in the field of Linguistics, Modern Languages, and Arts

Few articles present any specific definition of Digital Humanities. Pelaes (2018), for example, states that the

Digital Humanities can be defined as an area that is characterized as a ‘trans-subject’ that incorporates

the methods, devices, and heuristic perspectives of the social sciences and humanities while simultaneously mobilizing the unique tools and perspectives opened up by digital technology (Pelaes, 2018, p. 69).

Santos *et al.* (2020) bring the report about the *Primeiro Encontro sobre Literatura Distante em Português* (First Meeting on Distant Literature in Portuguese) held in 2019 at the University of Oslo and, instead of bringing a broad definition of Digital Humanities, they propose the concept of distant reading as an area within Digital Humanities, being distant reading “a specific and increasingly evolving interdisciplinary area that combines the domains of Literary Studies, Computational Linguistics, and Applied Informatics in the analysis of large collections of texts, which, by its nature, comprises data of significant volume” (Santos *et al.*, 2020, p. 280).

Another mention of distant reading within Digital Humanities is made by Josiowicz (2021, p. 348). The author argues that both areas “aim to observe large systems of cultural productions, starting from a cultural critique of computation and a large volume of empirical data and utilizes abstract patterns to analyze the cultural meaning”. Finally, Pereira and Silva (2021) rely on several other authors when they bring the definition of Digital Humanities within the article but state that:

If, on the one hand, the Digital Humanities encompass the collection of research and experiments aimed at facilitating the use of digital resources in social sciences and humanities, they are not limited to a simple transfer of the environment. It is

also about problematizing the process of knowledge construction. (Pereira & Silva, 2021, p. 71).

Freitas (2017) brings a very simplistic definition of Digital Humanities, stating simply that it is “the use of computers in the humanities” (Freitas, 2017, p. 1208) and that digital humanities “have as principles the use of open data, sharing and a deep interdisciplinarity” (Freitas, 2017, p. 1212). In her article, the author aims “to observe language from the lens of computational tools” (Freitas, 2017, p. 1208); for this, she uses the N-Gram Viewer tool. Another article that showcases the use of a specific tool is Barbosa and Pittella’s (2017). The article explains a Digital Humanities project focused on Fernando Pessoa’s work, *Livro do Desassossego*. In this project, the tool used is TEI (*Text Encoding and Interchange*).

Still focusing on Fernando Pessoa’s work as the object of a project in the Digital Humanities field, there is Portela’s (2018) article, but it only explains the project’s development without delving into the use of a specific tool. Also focusing their article on presenting a project, Vieira (2018) presents *Voyant Tools*, a digital tool for textual analysis. In the project, the tool examines the writings in letters from Spanish and Portuguese captives between the 16th and 18th centuries. Two other tools were also used for visual interpretation of the content of these letters, the Cirrus tool (for creating word clouds) and TermsBerry (which relates word frequency to other terms). The letters used in the research were taken from a Digital Humanities project developed by the University of Lisbon, entitled *P.S. Post Scriptum: Arquivo Digital da Escrita Quotidiana em Portugal e Espanha na Época Moderna* (*P.S. Post Scriptum: Digital Archive of Daily Writing in Portugal and Spain in the Modern Era*).

Continuing with articles that present projects and the use of digital tools, we have Santos, Bick, and Wlodek's (2020) article, which presents a report on creating a collection of Lusophone literature within the *Distant Reading for European Literary History* project. In addition to making this collection, called ELTeC-por (*European Literary Text Collection*), the authors present, in detail, the use of the PALA-VRAS-NER tool, which is used to check entities within texts. Josiowicz (2021) uses authors Jorge Luis Borges and Clarice Lispector as references to analyze reading habits during the COVID-19 pandemic on Twitter. Wolfram Mathematica software was chosen to extract the necessary data from the mentioned social network for the research.

Presenting a project but not explicitly mentioning the use of a specific tool is Pelaes' (2018) text. The article brings the notions of digital poetry and interpoetry into Digital Humanities. It presents the *DenZeLeio* project developed by the Laboratory of Digital Humanities (LHUDI) at the Presbyterian University Mackenzie. Boaventura, Santos, and Barreiros (2021) present ways in which digital can be used within the field of philology, using the writer Eulálio Motta's collection as an example. Finally, Pereira and Silva (2021) report on the creation and availability of the *Introduction to Classical Egyptian (Middle Egyptian)* course on a digital and open-access platform, inserting the reported project as part of Digital Humanities.

3.2. Digital Humanities in the Field of Humanities

Within the field of Humanities, a few articles also present definitions of what Digital Humanities would be. The main focus of the articles is the presentation of projects inserted within the field. Rollo (2020, p. 21), for example, does not address the definition but brings up that the contributions

of Digital Humanities to the scientific field and society, in general, are: “[in] safeguarding and preserving digital heritage; [in] education and training; [in] organizing information; [in] articulating with other scientific areas; [in] accessibility, dissemination and sharing of knowledge; [and in] commitment to society.” An interesting placement found in the article is the author’s statement that there is a shortage of skills and competencies for using digital tools and languages in the field of Digital Humanities. The article is concluded with the presentation of the *Memory for All* program, which brings together several projects in the area of Digital Humanities.

Marino et al. (2021, p. 592) state that “With the technological enhancement of the turn of the century, the digital humanities have revitalized themselves in research and scientific dissemination experiences interested in reconfiguring the precepts of scale and scope, on diverse fronts”, being three examples of “fronts” cited by the authors the distant reading (used mainly in the area of Linguistics, Modern Languages, and Arts), the use of Geographic Information Systems (GIS) and Big Data. Focusing the article on Brazilian digital archival initiatives themed on the COVID-19 pandemic, the authors introduce the concept of “informal archives”, explaining that “The political meaning of informal archives, beyond establishing competition with established powers, offers the possibility of preserving vestiges of historical personages who, in the traditional archival structure, would probably be ignored” (Marino, Gajanigo, Souza & Nicodemo, 2021, p. 567).

Santos and Costa (2021) present a ponderation on using digital tools in the context of historical research. For them, Digital Humanities emerged as a field “dedicated to thinking exactly about the methodological changes

engendered by digital informatization” (Santos & Costa, 2021, p. 205). Another point made by the authors is regarding the existence of a movement called *Digital History 2.0*, which “intends to create a new relationship between the historian and their sources, as well as with their audience, making a more pertinent use of digital technology” (Santos & Costa, 2021, p. 205).

The article by Santos and Costa (2021) also presents the project *Vida Cotidiana na Comarca do Rio das Velhas no Século XVIII* (*Daily Life in the Rio das Velhas District in the 18th Century*), which began to be developed at UFMG in 1992, using as a research object the documentary collection of *Casa Borba Gato*. As the project was started in 1992, the authors were concerned with describing how this work was developed and the technical difficulties faced at the time. The objective of the research reported in the article was to use the database of this previous project and update it based on the new technological tools available today within the parameters of Digital Humanities.

Also addressing “digital history” is the article by Pires and Amorim (2021). The authors insert the article: “In the intersection of the fields of History of Education and Digital History, to think about the implications in the historian’s doing from working with digitized historical sources and digital repositories” (Pires & Amorim, 2021, p. 2). The text begins with an explanation of the historian’s work and the changes in this process, mainly related to new sources of information in digital support, either digitalized or born-digital. They state that “in the weavings of the digital universe, from the moment the search network becomes wider, the historian’s look also expands and complexifies” (Pires & Amorim, 2021, p. 5). The authors proceed to discuss the historical sources that are digitalized and the digital

repositories, presenting, at the end of the article, the repository of the Swiss journal *Pour L'ère Nouvelle*.

The other two articles bring the theme of education and/or teaching, that of Narita (2021) and Rodriguês, Godoi, and Costa (2021). Narita (2021) focuses his article on discussing history teaching in the Latin American context from three main ideas: coloniality and decoloniality, history teaching within physical and digital spaces, and the crisis in the humanities. To him, he states,

The *digital humanities* [author's underlining] are not only the translation of contents to the digital environment but a condition of school knowledge in the humanities that, in dialogue with the infrastructure of storage and circulation of data, links the teaching, research and learning to the new socio-technical relations of the networks (Narita, 2021, p. 257).

The author complements his definition of Digital Humanities by posing, "The most visible edge of the digital humanities is in the provision of resources for teaching and research" (Narita, 2021, p. 258). Rodriguês, Godoi & Costa (2021), on the other hand, focus their article on the execution of a textual analysis of the journal *Educational Review*, published between the years 1891 and 1921, to verify and understand the "ideas about a teaching of algebra for elementary instruction" (Rodriguês, Godoi & Costa, 2021, p. 198) that were linked in the journal, using the software IRaMuTeQ for analysis of the articles.

Nicodemo and Cardoso (2019) present, in their article, the idea of the writing of history through a non-human writer, that is, a writing generated exclusively through a computational program, making it clear that the goal of the article is not to work on the replacement of the historian

by a program, but to think hypothetically about this possibility. One of the concepts discussed in the work is that of the archive as a physical space where data is accumulated so that later on, the idea of the hyper archive is introduced, which would be responsible for feeding the “historian robot”. The processes and tools necessary for creating the robot are widely and thoroughly discussed in the article, as well as the ethical issues involved, emphasizing the discussion on neutrality and objectivity.

Another article that addresses ethics and, mainly, the issue of neutrality is the work of Rodrigues (2020, p. 66), who describes a project related to the creation “of a database on the enslaved population that lived in the region of Mariana (Minas Gerais) in the 18th century”. Concerning neutrality, the author states that:

In the case of digital history, the analogy of discussions on ethics and big data is that databases are not neutral, especially since the process of producing the historical information we compile was crossed by a series of social relations in the past. (Rodrigues, 2020, p. 72).

For this very reason, the author explains that, in his project, were developed “methodologies that allow the user to see the asymmetrical power relations embodied in the documents”. (Rodrigues, 2020, p. 73).

Laitano (2020) deals with the relationship of human sciences with digital technologies and the possible practices for historians to insert themselves in this new era, in which the digital is predominant. The author brings practical examples of the historian’s performance within this space. An interesting question raised by the author concerns the need to create subjects, such as digital humanities

and digital history, to work in the human sciences within a world already wholly inserted in the digital. He explains that “The trump card of digital history and digital humanities lies in the ability to reinvent the subject, to resignify traditions that seem to lose their meaning, to renew our [historian’s] craft.” (Laitano, 2020, p. 176).

Another Digital Humanities project was introduced by Ferla *et al.* (2020) entitled *Paulicéia 2.0*. The project was developed to collaboratively map the history of São Paulo from 1870 to 1940. The execution of the project is explained in detail throughout the article, and the authors also address the use of computing within history and by the historian, including the challenges faced and ways of adapting to technologies by this professional.

To conclude, the article by Motilla Chávez and Esqueda López (2021) describes two projects (or initiatives) linked to Digital Humanities. The first is the *Sistema de Información de la Práctica Artística*, which aims to create a repository of works by artists connected to the State of San Luis Potosí, in Mexico. The authors point out that the materials included in this repository are analyzed “through the use of methodologies and perspectives specific to the field of digital humanities, including the creation of databases, digitalization, and the processing of archives through text mining” (Motilla Chávez & Esqueda López, 2021 p. 87). Throughout the rest of the text, the authors describe the project’s development and explain that the Omeka software was used as a tool. The second project described by Motilla Chávez and Esqueda López (2021) is the *Centro de Documentación Artística Jesús Ramos*, an unfolding of the previous project, which has its physical headquarters but also carries the concern of preserving its physical collection in a digital environment.

3.3. Digital Humanities in the Field of Applied Social Sciences

Within the area of Applied Social Sciences, it is more common, in the articles, the presentation of one or several definitions of Digital Humanities. Coneglian and Santarém Segundo (2017, p. 89), for example, define it “as the subject capable of performing intersection between technologies and the humanities, in the search to make more effective the access and retrieval of information generated by the humanities, through the application of technologies.” Bomfim and Lucena (2019, p. 80) put that “In general, the Digital Humanities (from now on also referred to as DH) can be considered as a field of knowledge resulting from the confluence of different academic areas related to the social sciences and humanities intermingled with the technological-digital dimension.”

Führ, Bisset Alvarez, and Araújo (2021, p. 2) define Digital Humanities as the “use of information technologies for the development of research in the humanities and social sciences,” while Castro (2020, p. 28) considers that:

DH emerges to categorize a contemporary reality of technological presence in the field of traditional sources of information, which were previously enjoyed only in their physical format. This is a movement that, by impacting the area of humanities and social sciences, leads peers to the perception that research now becomes mediated and determined by technologies. (Castro, 2020, p. 28).

Information Science stands out as an area in the Applied Social Sciences. Pimenta & Gomes (2019, p. 32) clarify that “about DH and Information Science, it is possible to

claim that their common interest lies in the study of networks and other systems or structures through which recorded information transits.”. The authors present in their article the report of a Python language course held by the *Laboratório em Rede de Humanidades Digitais* (Larhud) (Digital Humanities Network Laboratory), offered to researchers from the Postgraduate Programme in Information Science of IBICT/UFRJ. It is explained that the program was planned as the need to capacitate researchers and students to use computational tools to treat large volumes of data in research was perceived.

Another author who addresses the skills in the use of digital tools by researchers is Castro (2020). For him, information literacy is presented as a point of convergence between Digital Humanities and Information Science. The author states: “The informational environment has undergone strong transformations that have not been accompanied by all individuals in a symmetrical pace. In this context, arise the reflections around information literacy that problematizes this process in its amplitude” (Castro, 2020, pp. 33-34).

In addition to information literacy, a recurrence in articles that unite Information Science with Digital Humanities is the use of techniques linked to research metrics, such as bibliometrics and scientometrics. Using scientometrics, Brasil Jr. and Carvalho (2020) use articles indexed in the Scielo database, from 2002 to 2019, in the area of Human Science, elaborating a mapping of these publications through a scientometric perspective. The authors explain the entire methodology and the results achieved with the analysis, but the article focuses on analyzing patterns in scientific publications. Brasil Jr., Carvalho, and Helayel (2021) also use scientometric techniques, initially

using the Scielo and Web of Science (WoS) databases to search for the main themes and research areas that use Celso Furtado's work and, subsequently, perform an analysis of the flow of access to entries (related to the author) that are available on

Führ, Bisset Alvarez, and Araújo's (2021) work analyze articles published in Information Science and Digital Humanities in three databases: Dimensions, WoS, and Scopus. Still, in the scope of Information Science, the article by Romeiro and Pimenta (2021) studies the theme of violence against women, using techniques and theories from Information Science and Digital Humanities. The authors justify the union of these two areas in the research by stating that:

The variety of tools and the plasticity of the approaches taken when defining what to search for in the media and based on what criteria, together with humanistic issues around aspects and categories of analysis dealing with violence, sexuality, gender, and privacy, among others, transcend the boundaries of the Information Science (Romeiro & Pimenta, 2021, p. 116).

Coneglian and Santarém Segundo (2017, p. 89) approach *Europeana* as a digital humanities project "as it allows an integration between traditional cultural objects, with their representations in digital and virtual environments." They focus their article on the tools and languages used by this virtual library to organize knowledge (or their knowledge objects). Sousa and Anjo (2020) insert Digital Humanities within the area of tourism, also inserting the theme of literature, thus addressing literary tourism and its insertion within the digital environment. Like some articles from

Linguistics, Modern Languages, and Arts, the paper focuses on the work and life of the poet Fernando Pessoa.

4. CONCLUSION

With the growing consolidation of Digital Humanities as a field of study, publications on this theme have increased over the years. Its interdisciplinary character can be proven by the result of the search conducted here, which retrieved articles linked to History, Information Science, Sociology, Linguistics, Arts, Literature, Tourism, Psychology, and Journalism, among others. These articles insert the use of digital technologies in their specific areas and fields, describing and mentioning projects and, in some cases, specifying the digital tools employed. However, it is noted that even though some authors - such as Sousa (2018), Bomfim and Lucena (2019), and Waeny and Macedo (2020) - have chosen to index their work with the term “humanidades digitais”, their articles fail to understand what this field represents.

Mentions of big data and distant reading are recurrent. Bibliometric and scientometric studies linked to Information Science are also recurrent. In the articles published between 2020 and 2021, there is mention of COVID-19, which in some moments becomes the central theme of the article and, in others, becomes a justification for the importance of Digital Humanities. Social media, formal and informal archives, documents, and literary works were some of the objects of the study found in the retrieved articles.

It is important to clarify that the work presented here brings a cut of the research related to Digital Humanities indexed in Portuguese. Since the space for the presentation of the results is limited, it was chosen to search only one database (in this case, one directory), which does not represent the totality of research conducted in the area.

Therefore, it is a suggestion for future research to expand databases to recover results, favoring even the information literacy of researchers interested in this theme.

REFERENCES

- BARBOSA, N., & PITTELLA, C. (2021). The website of disquiet: the first online critical edition of Fernando Pessoa. *Pessoa Plural*, 12, 725-732. Available at <https://repository.library.brown.edu/studio/item/bdr:759866/>.
- BOAVENTURA, T. M. L. A., SANTOS, T. V. DOS, & BARREIROS, P. N. A filologia editorial na era digital. (2021). *Manuscrita: Revista de Crítica Genética*, 44, 141-149. <https://doi.org/10.11606/issn.2596-2477.i44p141-149>.
- BOMFIM, I., & LUCENA, L. C. (2019). Abordagem metodológica no jornalismo pós-industrial: o uso da netnografia em estudo sobre redação virtual. *Revista Observatório*, 5(6), 75-108. <https://doi.org/10.20873/uft.2447-4266.2019v5n6p75>.
- BRASIL, A., JR. & CARVALHO, L. (2020). Por dentro das ciências humanas: um mapeamento semântico da área via base SciELO-Brasil (2002-2019). *Revista de Humanidades Digitais*, 5, 149-183. <https://doi.org/10.5944/rhd.vol.5.2020.27687>.
- BRASIL, A., JR. CARVALHO, L., & HELAYEL, K. (2021). Leituras em competição (à distância): dois experimentos de pesquisa a partir da obra de Celso Furtado. *Revista do Instituto de Estudos Brasileiros*, 1(78), 240-272. <https://doi.org/10.11606/issn.2316-901X.v1i78p240-272>.
- CASTRO, R. M. DE. (2020). Humanidades digitais em abordagens interdisciplinares: um ensaio para a ciência da informação. *Revista de Humanidades Digitais*, 5, 26-41. <https://doi.org/10.5944/rhd.vol.5.2020.27461>.
- CONEGLIAN, C. S., & SANTARÉM SEGUNDO, J. E. (2017). Europeana no Linked Open Data: conceitos de web semântica na dimensão aplicada das humanidades digitais. *Encontros Bibli: revista eletrônica de biblioteconomia e ciência da informação*, 22(48), 88-99. DOI: 10.5007/1518-2924.2017v22n48p88.
- FERLA, L., FERREIRA, K. R., ATIQUÉ, F., BRITT, A. G., FOOK, K. D., LESSER, J., . . . VIJAYKUMAR, N. (2020). Pauliceia 2.0: mapeamento colaborativo da história de São Paulo, 1870-1940. *História, Ciências*,

- Saúde – Manguinhos*, 27(4), 1207-1223. <https://doi.org/10.1590/S0104-59702020000500010>.
- FREITAS, C. (2017). Estudos linguísticos e humanidades digitais. *Gragoatá*, 22(44), 1207-1227. <https://doi.org/10.22409/gragoata.v22i44.33556>.
- FÜRH, F., BISSET ALVAREZ, E., & ARAÚJO, P. C. DE. (2021). A produção científica sobre ciência da informação e humanidades digitais indexada nas bases de dados Dimensions, Scopus e Web of Science. *Anales de Documentación*, 24(2), 1-13. <https://doi.org/10.6018/analesdoc>.
- GALINA RUSSELL, I. (2011). ¿Qué son las Humanidades Digitales? *Revista Digital Universitaria*, 12(7), 3xx-9xx. Available at <http://www.revista.unam.mx/vol.12/num7/art68/index.html>.
- JOSIOWICZ, A. J. (2021). Humanidades digitais e leitura no Twitter: “um placebo sanador em tempos de COVID-19”. *Estudos Históricos*, 34(73), 343-366. <https://doi.org/10.1590/S2178-149420210207>.
- LAITANO, B. G. (2020). (Con)figurações do historiador em um tempo marcado pela disrupção tecnológica. *Esboços*, 27(45), 170-186. <https://doi.org/10.5007/2175-7976.2020.e67217>.
- MARINO, I. K., GAJANIGO, P. R., SOUZA, R. F. DE, NICODEMO, T. L. (2021). Como contar a história da COVID-19? Reflexões a partir dos arquivos digitais no Brasil. *Esboços*, 28(48), 558-583. <https://doi.org/10.5007/2175-7976.2021.e80966>.
- MENDES, S. O., & RODRIGUES, R. S. (2021). Open access scientific journals: an analysis of the DOAJ catalogue. *Information Research*, 26(4). DOI: <https://doi.org/10.47989/irpaper911>.
- MOTILLA CHAVÉZ, J. A., & ESQUEDA LÓPEZ, R. A. (2021). Memoria, patrimonio y producción artística: el Centro de Documentación Artística Jesús Ramos Frías y el sistema de documentación de la práctica artística de San Luis Potosí. *H-ART*, 9, 79-100. <https://doi.org/10.25025/hartaop.2021.05>.
- NARITA, F. Z. (2021). Horizontes do ensino de história na América Latina. *Fronteiras – Revista Catarinense de História*, 37, 247-270, jul./dez. <https://doi.org/10.36661/2238-9717.2021n37.12325>.
- NICODEMO, T. L., & CARDOSO, O. (2019). Metahistory for (ro)bots: historical knowledge in the artificial intelligence era. *História da Historiografia*, 12(29), 17-52. <https://doi.org/10.15848/hh.v12i29.1443>.
- PELAES, M. L. W. (2018). A poesia digital de Wilton Azevedo: interpoesia – o início da escritura expandida. *Texto Digital*, 14(2), 65-78. <https://doi.org/10.5007/1807-9288.2018v14n2p65>.

- PEREIRA, R. G. G., & SILVA, T. R. DA. (2021). O ensino da língua egípcia clássica no Brasil: desafios e possibilidades usando recursos digitais. *Linha D'Água*, 34(2), 65-82. <https://doi.org/10.11606/issn.2236-4242.v34i2p65-82>.
- PIMENTA, R. M., & GOMES, J. C. (2018). Competência computacional nas humanidades: construindo interlocuções entre a ciência da informação e as humanidades digitais. *Revista de Humanidades Digitais*, 4, 29-39. <https://doi.org/10.5944/rhd.vol.4.2019.25245>.
- PIRES, R. L., & AMORIM, S. R. M. DE. (2021). História digital e o ofício do historiador: modos de ser e fazer no repositório da revista Pour l'Ere Nouvelle. *Holos*, 37(8), 1-16. <https://doi.org/10.15628/holos.2021.11773>.
- PORTELA, M. (2018). Re-Produzir Pessoa, isto é, $P1 + P2 = \text{autor}$. *Pessoa Plural*, 14, 402-415. <https://doi.org/10.26300/a107-eb54>.
- RODRIGUES, A. (2020). Humanidades digitais e diáspora africana: questões éticas e metodológicas na elaboração de uma base de dados sobre a população escravizada de Mariana (século XVIII). *Estudos Históricos*, 33(69), 64-87. <https://doi.org/10.1590/S2178-14942020000100005>.
- RODRIGUÊS, J. S., GODOI, A. J. DE, & COSTA, D. A. DA. (2021). Um estado do conhecimento sobre a álgebra no ensino elementar estadunidense. *Cadernos CEDES*, 41(115), 197-214. <https://doi.org/10.1590/CC245630>.
- ROJAS CASTRO, A. (2013). Las humanidades digitales: principios, valores y prácticas. *Janus*, 2, 74-99, 2013. Available at https://ruc.udc.es/dspace/bitstream/handle/2183/12655/JAN_2_2013_art_4.pdf?sequence=1.
- ROLLO, M. F. (2020). Desafios e responsabilidades das humanidades digitais: preservar a memória, valorizar o patrimônio, promover e disseminar o conhecimento. O programa Memória para Todos. *Estudos Históricos*, 33(69), 19-44. <https://doi.org/10.1590/S2178-149420200001000003>.
- ROMEIRO, N. L., & PIMENTA, R. M. (2021). Mídias sociais, violência contra mulheres e informação: prospecção do campo à luz das humanidades digitais. *Em Questão*, 27(4), 107-136. <https://doi.org/10.19132/1808-5245274.107-136>.
- SANTOS, D., ALVES, D., AMARO, R., BRANCO, I. A., FIALHO, O., FREITAS, C., . . . TERRA, P. (2020). Leitura distante em português: resumo do primeiro encontro. *MATLIT*, 8(1), 279-298. https://doi.org/10.14195/2182-8830_8-1_16.

- SANTOS, D., BICK, E., & WLODEK, M. (2020). Avaliando entidades mencionadas na coleção ELTeC-por. *LinguaMÁTICA*, 12(2), 29-49. <https://doi.org/10.21814/lm.12.2.336>.
- SANTOS, R. F., & COSTA, E. D. S. DA. (2021). Acervos virtuais na web 2.0: reflexões sobre o acesso aos inventários setecentistas preservados pelo Arquivo Público Casa Borba Gato – Minas Gerais. *Locus: Revista de História*, 27(2), 202-218. <https://doi.org/10.34019/2594-8296.2021.v27.31267>.
- SOUSA, B. B., & ANJO, A. M. (2020). Literatura e turismo no digital: o caso de Lisboa e Fernando Pessoa. *Revista Lusófona de Estudos Culturais*, 7(2), 185-201. <https://doi.org/10.21814/rlec.2574>.
- SOUSA, V. DE. (2018). A construção da identidade feminina no texto digital transmedia The Big Bang Theory. *Entreletras*, 9(2), 430-444. Available at <https://sistemas.uft.edu.br/periodicos/index.php/entreletras/article/view/5915/14373>.
- TELLES, H. V. (2017). História digital, sociologia digital e humanidades digitais: algumas questões metodológicas. *Revista Observatório*, 3(5), 74-101. <https://doi.org/10.20873/uft.2447-4266.2017v3n5p74>.
- VIEIRA, L. (2018). Cartas, cativos, e humanidades digitais: uma análise da presença do cativo em escritos epistolares portugueses e espanhóis dos séculos XVI-XVII. *Revista de Humanidades Digitales*, 2, 142-158. <https://doi.org/10.5944/rhd.vol.2.2018.22333>.
- WAENY, M. F. C., & MACEDO, C. M. V. DE. (2020). A histórica multiplicidade da psicologia social. *Estudos e Pesquisas em Psicologia*, 20(1), 353-372. <https://doi.org/10.12957/epp.2020.50839>.