LIT7 Digital methods for studying Byzantine sources (7 ECTS)

COURSE OUTLINE

1. GENERAL

SCHOOL	School of Classics and Humanities
DEPARTMENT	Department of Greek Philology
LEVEL OF STUDIES	Undergraduate

COURSE CODE	LIT7		**SEMESTER**	7th
COURSE TITLE	DIGITAL METHODS FOR STUDYING BYZANTINE SOURCES			

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	Lectures	1,5	
	Computer Lab sessions	1,5	
Total		**3**	**7**
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area and Skill Development
PREREQUISITES:	
TEACHING & EXAMINATION LANGUAGE:	English
COURSE OFFERED TO ERASMUS STUDENTS:	No
COURSE URL:	

2. LEARNING OUTCOMES

Learning Outcomes

Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

The aim of this course is

- to reinforce computer literacy,
- to teach new skills in digital technologies for the study of textual sources, and
- to introduce the concept of a scholarly/scientific approach to digital humanities.

Upon completion of the course, the students will

- be acquainted with the most important digital resources for research on manuscript and papyri
- have acquired basic skills in digital research on manuscripts and papyri, beyond basic text processing and general use of applications and the internet.
- be familiar with all the basic tools/applications/database/websites in manuscript research and they will comprehend the extent of these tools' abilities and constraints, as well as of the technical skill and processing required for such tools to work.
- be able to scan and photograph manuscripts and documents and perform basic image processing.
- be able to draw metadata, perform complicated search in databases.
- be able to produce simple data ontologies.
- Be able to understand and use tools for Machine Learning Handwritten Text Recognition
- They will be able to recognize basic principles and functions in coding (both programming and markup), and they will have written their own simple code.

General Skills

Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, ICT Use

Autonomous

Teamwork

Working in an interdisciplinary environment

Production of new research ideas

Critical thinking

Promoting free, creative and inductive thinking.

3. COURSE CONTENT

1. General introduction to digital humanities. Applications in philology and literary studies. Papyrus and manuscripts: object, text, digital documentation and data dissemination.
2. Collections and projects. An up-to-date overview of research and available tools.
3. Databases, digital libraries and collections. Digital content managing environment: a quick introduction.
4. Optical digitization. Digital images, image enhancement techniques and their usage for research.
5. Digitization of objects, processing and data storage. Image file-types.
6. Digital Codicology: Metadata I: Basic principles and usage.
7. Use of metadata for digital object description and documentation. Digital libraries.
8. Digital palaeography. OCR, HTR and script analysis methods and tools. Automatic script dating. Metadata II: Data modelling and schemas. Machine learning.
9. The manuscript's text. Putting technology to good use. Digital editions.
10. Coding, programming and markup.
11. TEI XML. Handling text and metadata with text markup.
12. Python for manuscript studies.
13. Digitization: an interpretative activity. Issues of scientific method and approach in digital humanities. In-lab evaluation.

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	Use of ICT for teaching and communication. Use of Computer Lab.

TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.*	*Activity*	*Workload/semester*
	Lectures	19
	Lab practical classes	20
	Personal studying and preparation for classes	66
	Assignments	65
	Assessments	5
	Total	175

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	• 3 assignments • assessment in Lab • written assessment

5. SUGGESTED BIBLIOGRAPHY

Apollon, D., C. Bélisle, P. Régnier (eds.), *Digital Critical Editions*. University of Illinois Press, 2014.

Driscoll, M.J., Pierazzo E. 2016. *Digital Scholarly Editing: Theories and Practices*, Cambridge, UK: Open Book Publishers, 2016 (2019[2]), https://doi.org/10.11647/OBP.0095

Drucker, J., Kim, D., Salehian, I., Bushong, A. 2014. *Introduction to Digital Humanities: Concepts, Methods, and Tutorial for Students and Instructors*. UCLA, on http://dh101.humanities.ucla.edu/wp-content/uploads/2014/09/IntroductionToDigitalHumanities_Textbook.pdf

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Keersmaekers, A. Creating a richly annotated corpus of papyrological Greek: The possibilities of natural language processing approaches to a highly inflected historical language, *Digital Scholarship in the Humanities*, Volume 35, Issue 1, April 2020, Pages 67–82, https://doi.org/10.1093/llc/fqz004

van Lit, L.W.C., *Among Digitized Manuscripts. Philology, Codicology, Palaeography in a Digital World.* Brill, 2019.

Gardiner, R.G.M., Gardiner, E. 2015. *The Digital Humanities: A Primer for Students and Scholars*. Cambridge University Press.

Reggiani, n. (2015), A Corpus of Literary Papyri Online: the Pilot Project of the Medical Texts via SoSOL, in Antike Lebenswelten Althistorische und papyrologische Studien, hrsg. von R. Lafer und K. Strobel, Berlin – New York, 341–52.

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Van Lit L.W.C. (2019), Among Digitized Manuscripts. Philology, Codicology, Palaeography in a Digital World. Brill.

Vandendorpe, C. 2009. *From Papyrus to Hypertext: Toward the Universal Digital Library*. University of Illinois Press.