

Embedding Digital Humanities in a Classics Master Programme

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CONTEXT

In 2014 the Classics Master programme at Paris-Nanterre University, France, evolved and was renamed "HUMANITÉS CLASSIQUES ET HUMANITÉS NUMÉRIQUES." It is now also available for distance learning, via videocast and a Moodle environment.

Why?

- Seize the occasion of the European LMD curricular reform.
- + Take advantage of the presence of a faculty member "doing digital humanities" (me).
- + Save endangered classical humanities, one programme at a time?

The course aims at embedding Digital Humanities into PHILOLOGY, the traditional backbone of classical studies. I could design it and experiment quite freely. It is a work in progress.

My main sources of INSPIRATION are online syllabi and course materials, as well as publications like the following:

- + Jockers, M. (2014). Text Analysis with R for Students of Literature. New York: Springer.
- * Rockwell, G. and Sinclair, S. (2016). Hermeneutica. Computer-Assisted Interpretation in the Humanities. Cambridge, Massachusetts: MIT Press.
- + Guerreau, A. (2004), Statistique pour historiens. Paris: Éditions en ligne de l'École des chartes, http://elec.enc.sorbonne.fr.

RStud	lio	
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Environment History	text_mining.Rmd *	
Files Plots Packages Help Viewer		🔁 Insert 🗸 🖓 🐥 📑 Run 🖌 🤹 🔻 🔚
	1 2 title: "Analyse textuelle sous R"	Analyse textuelle avec le package 'tm' Cicéron
Distributions des mots dans un corpus Cicéron	<pre>3 subtitle: Version 1.2.1 - 2016-12-04 4 author: Aurélien Berra 5 output: 6 html_notebook: 7 toc: yes 8 9</pre>	Préparation du corpus Fréquences lexicales Visualiser les fréquences Corrélations entre mots Nuages de mots Regroupement par similarité Démosthène Préparation du corpus
Hide cic.n.time.v <- seq(1:length(cic.word.v))	<pre>10 * ```{r, include=FALSE} 11 # définir le répertoire de travail (celui de votre projet) en cas d'erreur 12</pre>	Fréquences lexicales Visualiser les fréquences Corrélations entre mots Nuages de mots
Hide	<pre>12 # require("knitr") 13 # opts_knit\$set(rpot.dir = "/Users/aurel/Desktop/hn3")</pre>	Regroupement par similarité Fréquences lexicales sans le package `tm`
<pre>cic.search <- "catilina" cic.search.v <- which(cic.word.v == cic.search) cic.search.count.v <- rep(NA,length(cic.n.time.v)) cic.search.count.v[cic.search.v] <- 1 plot(cic.search.count.v, main="Distribution du terme dans le corpus de Cicéron", xlab="Corpus", yla b=cic.search, type="h", ylim=c(0,1), yaxt='n') Hide</pre>	<pre>14 ``` 15 16 * # Analyse textuelle avec le package `tm` 17 18 Installer et charger les packages `tm` (*text mining*) et</pre>	Cicéron Démosthène Distributions des mots dans un corpus Cicéron Démosthène Modélisation thématique (*topic modeling*) Cicéron Démosthène
<pre>cic.search2 <- "cicero" cic.search2.v <- which(cic.word.v == cic.search2) cic.search2.count.v <- rep(NA,length(cic.n.time.v)) cic.search2.count.v[cic.search2.v] <- 1 plot(cic.search2.count.v, main="Distribution du terme dans le corpus de Cicéron", xlab="Corpus", yl ab=cic.search2, type="h", ylim=c(0,1), yaxt='n')</pre>	<pre>22 # install.packages("Rcampdf", repos = "http://datacube.wu.ac.at/", type = "source") 23 library(tm) 24 library(SnowballC) 25 *** 26 27 * ## Cicéron 28</pre>	
Démosthène	<pre>29 Définir le chemin d'accès au corpus 30 - ```{r, echo = TRUE} 31 cic_each <- file.path(".", "texts", "cic_each") 32 cic_one <- file.path(".", "texts", "cic_onefile") 33 ```</pre>	
<pre>dem.n.time.v <- seq(1:length(dem.word.v))</pre>	34 35 Contrôler le contenu de la variable et du dossier 36 * ``{r, echo = TRUE}	
Hide dem.search <- "oប៊័TOÇ" dem.search.v <- which(dem.word.v == dem.search) dem.search.count.v (- rep(NA,length(dem.n.time.v)) dem.search.count.v[dem.search.v] <- 1 plot(dem.search.count.v, main="Distribution du terme dans le corpus de Démosthène", xlab="Corpus", ylab=dem.search, type="h", ylim=c(0,1), yaxt='n')	<pre>37 cic_each 38 dir(cic_each) 39 cic_one 40 dir(cic_one) 41 *** 42 43 * ### Préparation du corpus 44 45 Créer le corpus 46 * ***{r, echo = TRUE}</pre>	
Modélisation thématique (topic modeling)	<pre>47 cic_corpus <- Corpus(DirSource(cic_each), readerControl =</pre>	
Installer à la première utilisation le package mallet (version pour R de http://mallet.cs.umass.edu)	13:18 C Chunk 1 ¢	R Markdown

Text analysis in RStudio

Embedding Digital Humanities in a Classics Master Programme

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OVERVIEW

Semester 1: Digital Humanities 1 (12 sessions, 24 h) | Semester 2: Collaborative Project (6 sessions, 12 h) Semester 3: Digital Humanities 2 (12 sessions, 24 h) | Semester 4: Personal Projects (6 sessions, 12 h)

S1 & S3 CLASSES

- Readings: tutorials, theory, history
- Bibliography management: Zotero, Zotero group, citation styles
- Project analysis: Greek and Latin online librairies
- + Linked Ancient World Data: spatial data, prosopography
- Scholarly editing
- + Introduction to textual analysis: statistics, graphical representation, corpus exploration (Greek TLG and Latin PHI indexes, Demosthenes and Cicero)
- + Computer-assisted pastiches, imitating features statistically identified in the original texts

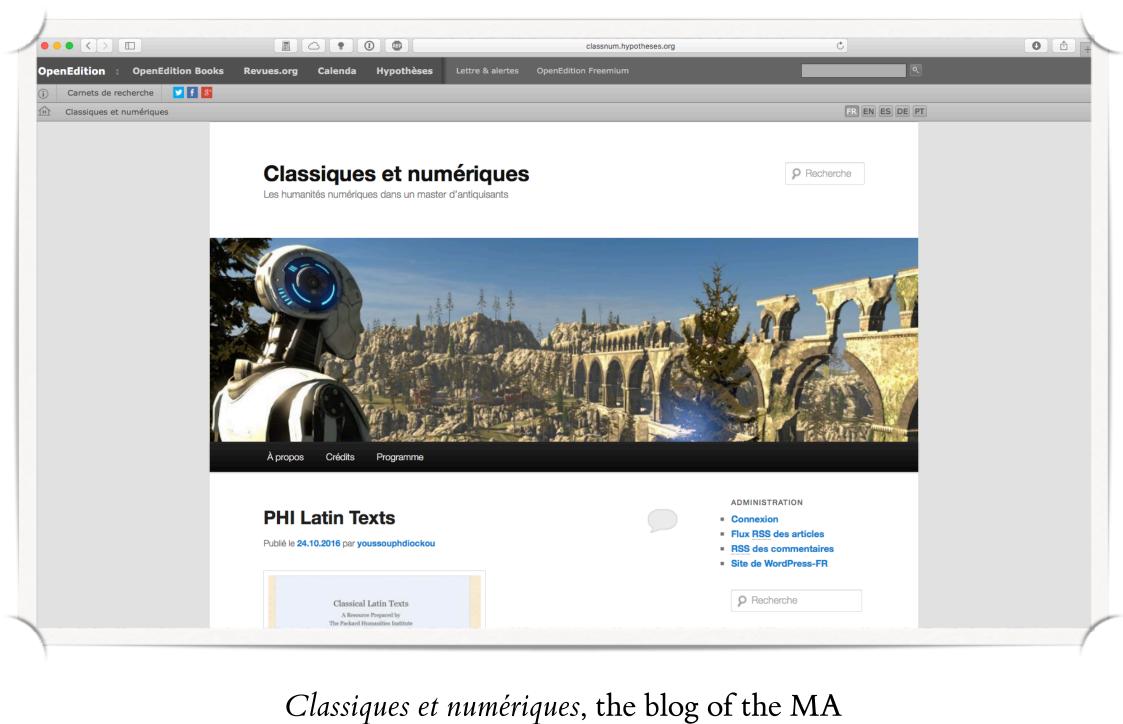
Digital literacy elements (character encoding, naming, plain text, Unix commands, versioning, shared folders and files, etc.) are gradually integrated as students practice editing and analysis: + Recreate traditional scholarly editing in Markdown, HTML, TEI XML (S1) + Discover computer-assisted analytical and visualisation methods with the Voyant Tools software environment, then work in a literate programming framework implemented in R Markdown: corpus preparation, frequences, correlations, word clouds, clustering, word distribution, topic modelling (S3)

S2 & S4 Projects

- + Collaborative Projects: encode and analyse place names in a Late Latin poem on the Pelagios Project platform, Recogito; prototype an online edition/exhibition of passages selected in the Odyssey, with the students of another MA specialised in Web design
- + Personal Projects: corpus and text analysis for the final research mémoires

PRINCIPLES

- + Avoid the lecture and the demo mode
- + Favour active participation, learning-by-doing and flipped classroom teaching: links, not slides
- + Understand resources: formats, rights, affordances
- + Insist on the critical, reflexive dimension of digital procedures
- + Promote data re-use and free resources like Pandoc, Framapad tools, Atom editor, Open Refine, RStudio, The Programming Historian, TEI by Example, TEI Critical Edition Toolbox, Omeka
- + Develop an open publication culture through the blog maintained by the students (WordPress on the *Hypotheses.org* platform) and a shared Zotero group library
- + Create an awareness of the surrounding communities: Digital Classics, Digital Humanities
- + Foster collaboration between the students and with other projects or programmes: the Pelagios Commons project on the annotation of place names, the Sunoikisis Digital Classics network in its effort to collectively define a core syllabus



OUESTIONS

Here are some ASPECTS of the current development of Digital Humanities pedagogy that make comparison difficult but essential: + As a separate entreprise or within established disciplines • With or without infrastructural, collegial or cross-departmental

- support
- Various time formats

This experience makes me reflect on SPECIFIC POINTS:

- + Integrate distance learning is tricky

- are no digital humanities natives)

- neglected
- professional training?

http://classnum.hypotheses.org

Different modes of external collaboration

• With no technical support, much time is lost

+ Establishing a link to other seminars in the programme is still a goal: methodology, critical editing, linguistics, literature

* Keep small groups: vital to the model, perhaps not sustainable

+ Students have very heterogeneous levels and motivations (or: there

Several teachers should be involved (in progress)

+ Institutional strategy: go beyond DH as a trend

+ Collaboration is a great experience in itself, but often a frustrating one: communication, schedules, unfinished tasks

* More hours than a specialised introduction (e.g. to the TEI), less than an intensive training or a full DH programme: more time is needed for collaborative projects; non-textual dimensions are

+ Competences and professional value: is it an intellectual or a

What do *you* think?