

White Paper Report

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Digital Humanities Start-Up Grant

Final Performance Report

Grant Number: HD-51548-12

Digital Humanities in the Classroom:
Bridging the Gap between Teaching and Research

Project Director: Prof. Marie-Claire Beaulieu

Tufts University

Report Submitted: 12/19/14

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A. Project Activities

Perseids in the Classroom

As indicated in our original proposal, this project aims to bring digital scholarship into the classroom by means of our online editing platform. Accordingly, project director Marie-Claire Beaulieu started to use Perseids in class in September 2013 in her Classical Mythology course. A dynamic syllabus was created which collected all the readings assigned in the class, whether they were specific passages of ancient texts offered in Perseus or entire works.¹ In addition, three optional texts were assigned each week. These readings concerned the same myth or mythical complex studied during the week. The students' task was to choose one of the optional readings and analyze it with respect to other sources on the same myth. They were encouraged to address questions such as: "How does this text/artifact compare to other testimonies on the same myth? Why is it different/similar? Did the author/artist have a particular purpose in producing such a rendering (political, social, artistic, etc.)?" The students then produced short essays (maximum 500 words) and typed these essays in the Perseids annotation system. To receive full credit, they had to submit a minimum of two essays graded as satisfactory over the course of the semester. In their essays, the students were encouraged to include links to further materials such as parallel texts/artwork or bibliography. After undergoing several review and feedback cycles through Perseids, the commentaries were published as student annotations on the Perseus Digital Library.² The interactive nature of these assignments — as well as the prospect of seeing their work published online — has proved to be a motivating factor for students. However, this first trial round demonstrated the need for strict planning regarding grading. The students were allowed to submit their essays at any time during the semester and to re-submit them any number of times after receiving feedback. This system, while allowing maximum flexibility for the students, overloaded the instructor and teaching assistants with grading, particularly at the end of the semester. In subsequent iterations of the class, mandatory submission and grading periods were imposed in order to produce a more regular grading cycle.

In the fall of 2013, Prof. Beaulieu also used Perseids in her intermediary Greek class to edit and translate Greek inscriptions with the students. The inscriptions are now published to the web as a demo for the collection.³ The texts were marked up in TEI XML using the EpiDoc standard for maximum interoperability with the international community of epigraphists.⁴ The EpiDoc standard is ultimately based on the Leiden conventions, which have long been in use by scholars to render the characteristics of epigraphical or manuscript texts. Similarly, in January 2014, students in Prof. Beaulieu's Medieval Latin class edited and translated sections of the fourteenth century compendium of English Forest Law preserved at Tufts University in Tisch Library using the EpiDoc markup standards. We are currently preparing the students' work for publication, as well as preparing a similar workflow for the upcoming 2015 iteration of Prof. Beaulieu's Medieval Latin class.

This work continued after the end of the grant period. In the fall of 2014, Prof. Beaulieu continued using Perseids in her intermediary Greek class and in her Classical Mythology class. The Greek students are currently editing and translating Greek funerary inscriptions which will be published along with the ones from last year at the end of the term. In Classical Mythology, the 65 students enrolled in the class were asked to use Perseids as part of their term projects. The term project for this class consists in analyzing the presentation of a given myth on an assigned object in the Greek and Roman collection in the Boston Museum of Fine Arts. The students, who are organized in teams of two or three, must observe their assigned objects and compare their depiction of the myth with other depictions of

¹ <http://sosol.perseids.org/syllabi/tuftsmythf13.html#module-0>

² <http://sites.tufts.edu/perseusupdates/2014/05/29/student-commentaries-published-in-perseus/>

³ <http://perseids.org/sites/epifacs/>

⁴ <http://sourceforge.net/p/epidoc/wiki/Home/>

the same myth in ancient texts and ancient art. Once this dossier has been assembled, students prepare an interpretative research paper which seeks to explain the evolving meaning of the myth to ancient audiences. During the course of their research, students use Perseids to upload timelines and Timemaps which help them organize the primary sources for their myth from a chronological and geographical standpoint. Students create these timelines and Timemaps using Timemapper,⁵ a utility created by the Open Knowledge Foundation Labs.⁶ Timemapper relies on spreadsheets created through Google docs. We provided an input form on Perseids which the students use to submit a link to their Google spreadsheet data. We also created an XSL⁷ stylesheet to transform the data provided by the Google Spreadsheets API⁸ to RDF⁹ triples adhering to the Open Annotation standard¹⁰ upon ingest into Perseids. This allows us to preserve the students' work in a way that is interoperable with Perseids (as well with the growing number of other tools supporting the Open Annotation standard) and enables us to apply the Perseids review and approval workflow to data the students collected using the TimeMapper tool. We plan on publishing the timelines and Timemaps as part of a nascent Perseus collection on ancient mythology which will offer information on myths as seen through the primary textual and artistic sources.

Finally, Prof. Beaulieu is also using Perseids in her intermediary Greek class to support treebanking. Treebanking consists in creating a full semantic and grammatical annotation of a sentence by organizing the words according to their dependency relationships. In the process, the annotator also provides morphology data for each word. In Prof. Beaulieu's class, students have been treebanking the text of Plato and Xenophon's *Apologies of Socrates* through the Arethusa framework,¹¹ and then submitting their work for review through the Perseids platform. Students express enthusiasm for treebanking, as the method allows them to gain full grammatical control while examining questions such as style, as they compare Plato and Xenophon's very different renderings of the same speech. We plan on publishing the students' work online as annotations to the texts at the end of the semester.

Other Project Activities

In order to support our efforts, Christopher Barbour has overseen the digitization of two manuscripts held in the Tisch Library Special Collections, namely the Commission of Doge Andrea Gritti to Lorenzo Diedo as Podesta of Montefalcone (Venice, 1533) and the *Historia Regum Angliae* (England, 1693). Christopher Barbour also oversaw the acquisition of an early printed Latin version of one of Galen's treatises titled "*Quos, quibus, et quando purgare oporteat*" (Lyon, 1553). Students will start working on these new materials in upcoming classes.

Two graduate students, Matthew Kelley and Timothy Buckingham, worked for the Perseids project in 2013 and 2014. Matthew Kelley was in charge of final preparations for the epigraphy project which was implemented in Prof. Beaulieu's intermediary Greek class. Matthew collated bibliographical references for each inscription and documented the history of the successive editions and textual criticism. Timothy Buckingham was in charge of preparing the manuscripts to be edited and translated by Prof. Beaulieu's students in her Medieval Latin class scheduled in January 2014. Timothy focused on preparing the fourteenth century compendium of English law preserved at Tisch Library for Prof. Beaulieu's Medieval Latin class. In collaboration with Christopher Barbour and Alexander May (Tisch

⁵ <http://timemapper.okfnlabs.org/>

⁶ <https://okfn.org/>

⁷ <http://www.w3.org/Style/XSL/>

⁸ <https://developers.google.com/google-apps/spreadsheets/>

⁹ <http://www.w3.org/TR/2004/REC-rdf-concepts-20040210/>

¹⁰ <http://www.openannotation.org/spec/core/>

¹¹ <http://sosol.perseids.org/tools/arethusa/app/#/>

Library), Timothy started analyzing the compendium. He noticed that the book was divided at some point in its history and re-bound in order to take some materials out and to insert new texts, copied by a different hand. This process led to the creation of two different tables of contents which were inserted at the beginning of the book. In order to facilitate the students' work, Timothy prepared an outline of the manuscript and started documenting the two scribal hands present in it. Timothy also worked on identifying the manuscript sections in the two tables of contents in order to eventually produce a display which will lead directly from the tables of contents to the corresponding sections.¹²

In January 2013, we extended Timothy Buckingham's hire as a research assistant for the project between December 2013 and May 2014. During this period, Timothy built on the work he did on preparing the fourteenth century compendium of English law. He continued to enhance the outline of the manuscript he had prepared and also continued to document the scribal hands present in the manuscript. Most importantly, Timothy offered support to students taking Professor Beaulieu's Medieval Latin class and editing the manuscript. Timothy was in charge of directing and grading student markup of the manuscript and also oversaw their translations. We are currently preparing to publish the student's work, and their findings are already available on Perseids.

We held a hackathon at Tufts University with the Duke Collaboratory for Classics Computing (DC3) team, represented by Ryan Baumann, on December 4-5 2013. The first day was dedicated to workshops held in Prof. Beaulieu's Mythology class and in her intermediary Greek class. Students were introduced to the editing features available in Perseids and had the occasion to edit texts as a group and to offer feedback to the team of developers. An open workshop to which all Classics students and faculty were invited also took place over the lunch hour. Overall, this first day was a success, and students reported enjoying their work in Perseids and offered valuable comments and feedback to the technical team. The second day of the meeting was dedicated to development work on the part of the technical team, during which we reviewed the Tufts and DC3 teams' current development plans for the SoSOL application and made plans for merging our separate branches of the code back together.

Technical Development and Deliverables

Our first technical objective in this project was to put the online editing platform in place, which eventually became Perseids. Senior Software Developer Bridget Almas worked on integrating the SoSOL¹³ collaborative text-editing environment with the CITE services¹⁴ and the Image Citation Tool¹⁵ created by the Homer Multitext Project. She was able to reuse large parts of the XML validation and display code from the papyri publication support on SoSOL while focusing on the addition of support for the CTS identifiers. The CITE architecture, of which CTS is a part, provides us with a set of protocols and services around identifying, organizing and linking canonically cited texts and related objects. CITE and CTS make use of Uniform Resource Names (URNs), which are intended to serve as persistent, location-independent, resource identifiers. CTS URNs provide a system of persistent, *technology-independent* identifiers for texts and passages of texts. CITE URNs provide a companion system of identifiers for objects related to texts. The first deliverable was to create a prototype implementation that re-used the existing SoSOL code for Epidoc transcriptions almost in its entirety by sub-classing it and changing only the structure of the document identifiers to correspond more closely to the CTS URN syntax. She also substituted a CTS text inventory for the Papyri.info catalog. Coding the prototype provided a means to

¹² To see all images of this manuscript currently available, visit: <http://perseids.org/sites/epifacs/lawimngs.html>.

¹³ <https://wiki.digitalclassicist.org/SoSOL>

¹⁴ <http://www.homer-multitext.org/hmt-doc/cite/>

¹⁵ <http://www.homer-multitext.org/hmt-doc/guides/ict.html>

explore the design of the SoSOL platform code and assess its viability for reuse. However, as CTS is a read-only API, there was a need to develop a set of parallel write/update/delete functionality that could be used to update and create new editions of CTS-compatible texts. To experiment with this, Bridget Almas augmented her XQuery based implementation of the CTS APIs from the Alpheios project. She also coded prototypes of additional extensions to the SoSOL code to work with texts and passages that use the TEI-A XML schema rather than Epidoc, and to present a passage selection interface. Completing these two deliverables gave us confidence that the integration was in fact viable, and the NEH start-up funding enabled us to move the work beyond the prototype stage to actual implementation.

Development of the platform has continued beyond the NEH funding through the support of a new grant from the Andrew W. Mellon Foundation (2013-2015).¹⁶ We have added support for Shibboleth/SAML2 authentication, so the students are now able to login with their educational institution accounts as well as through social identity providers. We enabled this for selected institutions starting with Tufts and University of Leipzig, but the functionality can be configured for any institution that supports Shibboleth.

We have also made some improvements to the image mapping functionality, to support multiple images per text/inscription, and to generalize it to work with any SPARQL endpoint to retrieve images related to the text. Our original proposal indicated that we intended to work with ImageJ and Tile to produce mappings between text and images. However, these pieces of software proved unreliable and the Image Citation Tool developed by the Homer Multitext Project was selected instead. In turn, we have now replaced the Image Citation Tool with the Imspect Image editor plugin¹⁷, which was developed through funding from the Mellon Foundation. Imspect is a jQuery plugin¹⁸ which allows us to embed the image citation functionality directly into any page, rather than bringing it in as a web page in a frame, allowing for a more seamless integration with the editing workflow.

Outreach

Work on Perseids has afforded numerous opportunities for conference presentations. We had the opportunity to present this project to the scholarly community and the public at large in many different venues so far (see appendices for a full listing). Throughout this project, we have also maintained the Perseids blog,¹⁹ which we use to document workflows available on the Perseids platform, news and updates concerning our work, as well as recent presentations and papers related to the Perseids project. Further documentation, especially regarding development work, is available on our Github repository.²⁰ We also repost our news, updates, and announcements on the Perseus blog²¹ as well as on Facebook and Twitter. In this way, we are keeping the Digital Humanities community and the public informed about our progress and accomplishments.

¹⁶ “Developing Perseids: Enhancements to a Collaborative Editing Platform for Source Documents in Classics” (21300665).

¹⁷ <https://github.com/perseusdl/imgspect>

¹⁸ <http://jquery.com/>

¹⁹ <http://sites.tufts.edu/perseids/>

²⁰ https://github.com/PerseusDL/perseids_docs

²¹ <http://sites.tufts.edu/perseusupdates/>

B. Accomplishments

We are pleased to report that the objectives outlined in our original proposal have been met. The Perseids platform has been continuously available on the perseids.org domain since fall 2013 and new functionality is regularly being added as we continue our work beyond the start-up phase of the project. Student work has been published online²² and continues to evolve as classes and other projects unfold. Perseids is now firmly implanted in the Digital Humanities community and beyond, as other teams in other universities in Europe and America are using the platform for their own projects.

C. Audiences

Over the years, Perseids has developed a broad and diverse audience in the USA and abroad. As described above, Perseids is being used at Tufts University for collaborative editing, translations, and treebanking. Currently, over 500 users are registered on the platform.

In the USA, Perseids is currently being used at the University of Nebraska, where Professors Robert and Vanessa Gorman are integrating it into their teaching. Robert Gorman is making use of the treebanking functionality available in Arethusa and the review workflow in Perseids to teach introductory Greek and Latin. Vanessa Gorman is using the same features to edit Athenaeus' *Deipnosophistae* with her students. A team at the University of Buffalo under Professor Neil Coffee is planning on using Perseids in January 2015 for classroom work on intertextuality in Statius' *Achilleid* and Flavian epic. Another team of researchers and students at the University of Georgia, under the supervision of Frances Van Keuren and Elena Bianchielli, are planning on collecting all the ancient texts and artwork mentioned in Timothy Gantz's *Early Greek Myth* in the form of an online dynamic syllabus which will now accompany this important reference work.

In Europe, a Croatian team of scholars and students led by Professor Neven Jovanovic at the University of Zagreb is editing Latin poems written by Croatian authors. The team is using the alignment functionality available in Alpheios to align the Latin texts to the Croatian translations and the review functionality in Perseids as part of their workflow. At the University of Leipzig, Perseids is being used by Professor Monica Berti's team in the Fragmentary Texts Project.²³ The team is collecting fragments of lost authors (quotations, paraphrases, etc) in preserved Greek and Latin literature and annotating them through Perseids.

The Perseids team has established a collaboration agreement with the EAGLE consortium (Electronic Archive of Greek and Latin Epigraphy).²⁴ The EAGLE consortium aims to federate various epigraphical databases already present on the Web and pool their data in a decentralized way. The result is a set of locally hosted and managed databases that are interoperable and searchable as a group. EAGLE is also providing an interface, via the MediaWiki²⁵ platform, by which users can contribute new translations of inscriptions. In its collaboration with EAGLE, Perseids is particularly involved in managing the user workflow around translations. As MediaWiki does not support a controlled workflow that allows for review of submissions before they are posted, EAGLE approached Perseids to provide an

²² See for instance our demo for the publication of student work on Greek epigraphy:

<http://perseids.org/sites/epifacs/>.

²³ <http://www.fragmentarytexts.org/tag/monica-berti/>

²⁴ <http://www.eagle-eagle.it/>

²⁵ <https://www.mediawiki.org/wiki/MediaWiki>

alternate workflow for new translation submissions, which allows them to be reviewed and voted on by members of a board on Perseids before publication on the EAGLE site. We succeeded in deploying this integration in September 2014.

Over the past two years, Perseids has developed a beneficial partnership with our colleague Michèle Brunet (CNRS-Université Lyon II). Professor Brunet is in charge of editing and publishing the Greek inscriptions preserved in the Louvre Museum in Paris as a collection. To ensure maximum visibility and continued relevance, she chose to prepare a digital publication of the inscriptions through Perseids. The project, entitled E-PIGRAMME, is currently ongoing and we are in regular communication with the team.²⁶

Also in collaboration with Professor Brunet, Tufts University and Perseids are participating in the Visible Worlds Project. This three-year project, funded under the Partner University Fund Program, aims to promote the practice of digital epigraphy by providing training to graduate students and professors of Classics. The project involves student and scholarly exchanges between the partner institutions, namely Brown University, Tufts University, Université Lyon II, and the network of the French Schools abroad. Field training sessions will take place in Greece in May 2015, in Cambodia in 2016, and in Egypt in 2017. The Perseids team visited Lyon in September 2014 to train the French professors and students in the use of the editing platform.²⁷ Another training and planning meeting will take place in Leipzig in February 2015, where the focus will be on the overlap between the Visible Worlds project and the Sunoikisis Europe program, which is based in Leipzig. Sunoikisis Europe will emulate the work started by Sunoikisis USA,²⁸ which is run by the Center for Hellenic Studies. Sunoikisis aims to pool the Classics resources available across institutions in order for students and faculty at participating institutions to benefit from opportunities normally available only at large research institutions. It has been decided that some of the 2015 Visible Worlds sessions in Greece would be part of the Sunoikisis program, in which Perseids will be used as a publishing platform for prosopography and social network visualization.²⁹

Perseids is not only used in Classics, but has made important inroads in other disciplines. Our Tufts colleague Ioannis Evrigenis (Political Science) is using Perseids to produce a digital edition of Jean Bodin's *Six Livres de la République*. Although Jean Bodin (1530-1596) is not widely known today, his work on the notion of sovereignty influenced major Western thinkers such as Montesquieu and Hobbes. Professor Evrigenis' digital edition will be the first to take into account the three available versions of Bodin's work, namely the French, Latin, and English versions. The three versions do not fully correspond to one another and reveal important changes and evolution in Bodin's thought.³⁰

D. Evaluation

Throughout the project, we have been in constant communication with our user base through email as well as face to face meetings such as hackathons and formal presentations at conferences. The feedback we receive ranges from general user comments to questions about specific functionality and desiderata. One comment that has been persistently made concerns the availability of the Leiden+

²⁶ http://www.hisoma.mom.fr/mb/IG_LOUVRE/E-PIGRAMME-FR.html

²⁷ <http://sites.tufts.edu/perseids/news-and-updates/perseids-used-in-lyon/>

²⁸ <http://wp.chs.harvard.edu/sunoikisis/>

²⁹ <https://sites.tufts.edu/perseids/news-and-updates/perseids-participates-in-sunoikisis-europe/>

³⁰ <http://sites.tufts.edu/dynamicvariorum/>

encoding system for the transcription of epigraphic texts and manuscripts as an alternative for marking the text up directly in XML using the EpiDoc standards. In response, we will enable this function in 2015. Student feedback has generally concerned the workflow, and we have been working to integrate the different components of Perseids more and more seamlessly into one another. For instance, we aim to provide a way for students to move directly to treebanking once they have entered a transcription of an epigraphical text into Perseids. Currently, the text has to be entered manually into a different module in order to treebank an object that is not otherwise available in Perseus. We have also received requests for additional customization and enhancements to the review workflow, for example ensuring that a publication, once submitted, always goes to the same reviewer after requested corrections are made. All feedback is entered in the project's github issue tracker.³¹

E. Long Term Impact and Continuation of the Project

Perseids has received an enthusiastic response in the community and new collaborations keep arising. As mentioned above, Perseids will continue to be used in Tufts classes for editing, treebanking, translation alignments, timelines, and many other use cases. Starting in January 2015, Perseids will be used in Professor Beaulieu's Journey of the Hero class to work on prosopographical data in the Greek mythological corpus and to publish social network visualizations. The same features will be put to use in May 2015 with the Perseids' team participation in the Visible Worlds Project and Sunoikisis Europe. Perseids also continues to expand beyond Digital Classics, as colleagues in other disciplines such as Syriac,³² and early English literature³³ have been contacting us to explore possibilities for collaboration. Tufts University is strongly committed to Perseids, as the platform keeps taking a more and more important place in our courses and supports our position of leadership in Digital Humanities. Perseids will be central to the new Master's program in Digital Humanities and Premodern Studies currently being planned at Tufts. The program frames the use of historical languages such as Classical Greek, Latin, and Arabic in an intellectual context that includes but extends beyond antiquity to encompass all disciplines and time periods of the premodern world. Furthermore, the Premodern Studies program is designed to capitalize upon, and to incorporate within its curriculum, emerging digital technologies that have given humanists powerful tools for analyzing texts, objects, and physical spaces. The curriculum integrates learning and research from an early stage, so students are expected to produce new knowledge in the form of digital editions, datasets, and analytical research. Thus, the program will showcase a new model of training in the humanities that transcends the traditional departmental and curricular boundaries: it is a convergent, collaborative effort to use abstract skills and training to add to the sum of human knowledge. Perseids, with its versatile design and its emphasis on collaborative work, offers numerous ways to support and enhance this effort.

Continuing development of the Perseids platform is currently ensured by new grants. After a successful start-up period funded by the NEH, we went on to receive a two-year grant from the Andrew W. Mellon Foundation, "Developing Perseids: Enhancements to a Collaborative Editing Platform for Source Documents in Classics".

³¹ https://github.com/PerseusDL/perseids_docs/issues

³² <http://syriaca.org/>

³³ <http://www.sas.ac.uk/videos-and-podcasts/culture-language-literature/shakespeare-his-contemporaries-exploring-early-moder>

Perseids attracted further non-federal funding in the form of a Digital Resources grant from the Samuel H. Kress Foundation³⁴ titled: “The Digital Milliet: Greek and Roman Painting in the 21st Century”.³⁵ The project aims to collect and annotate Greek and Latin texts concerning ancient painting in an online collection which updates the now obsolete *Recueil Milliet* published by Salomon Reinach in 1921. The Digital Milliet will offer a fully integrated digital edition of the ancient texts that will include translations, commentaries, and an iconographical database. The project will serve as a model for further work of this nature, utilizing the resources developed on Perseids for the dynamic syllabus and annotation modules.

F. Grant Products

The Perseids platform itself is the central product to come out of this project. The platform is available online³⁶ and new users can create accounts using their institutional credentials, a social identity provider such as Gmail, Yahoo, and AOL, or through OpenID. As stated above, documentation and updates about Perseids are available on our blog³⁷ and from our Github repository.³⁸

Grant products are also available in the form of student publications. As stated above, commentaries produced by students in Marie-Claire Beaulieu’s Fall 2013 Classical Mythology class have been published on Perseus as student annotations.³⁹ A demo of the epigraphy work performed in Marie-Claire Beaulieu’s 2013 Intermediary Greek class is also available online.⁴⁰ We are currently working on publishing student work produced in 2014 in Marie-Claire Beaulieu’s Medieval Latin, Intermediary Greek, and Classical Mythology. Further user publications are available on Perseids as well as on the EAGLE wiki, which now uses the Perseids review workflow.⁴¹ Finally, the team and collaborators have produced articles, posters, papers, and talks, which are listed in Appendix 1.

³⁴ <http://www.kressfoundation.org/>

³⁵ See project announcement: <https://sites.tufts.edu/perseids/news-and-updates/the-digital-milliet-greek-and-roman-painting-in-the-21st-century/> Working demo available: <http://perseids.org/tools/digmill/#callout2>

³⁶ <http://sosol.perseids.org/sosol/signin>

³⁷ <http://sites.tufts.edu/perseids/>

³⁸ https://github.com/PerseusDL/perseids_docs

³⁹ <http://sites.tufts.edu/perseusupdates/2014/05/29/student-commentaries-published-in-perseus/>

⁴⁰ <http://perseids.org/sites/epifacs/>

⁴¹ http://www.eagle-eagle.it/Italiano/index_it.htm

Appendix 1. Papers and Presentations

Presentations

(Links to some of these presentations are available on the Perseids blog at <http://sites.tufts.edu/perseids/>.)

Christopher Barbour and Alexander May “Hidden Treasures of the Middle Ages”, Osher Institute, September 30, 2011.

Alexander May and Alicia Morris, “The Miscellany Collection: How a Small Digital Collection Caught the Imagination of the Scholarly Community at Tufts and Beyond.” Presentation at the New England Library Association Annual Conference, Burlington, Vermont, October 2, 2011.

Marie-Claire Beaulieu, Francesco Mambrini and J. Matthew Harrington, “Toward a Digital *Editio Princeps*: Using Digital Technologies to Create a More Complete Scholarly Edition in the Classics”, From Ancient Manuscripts to the Digital Era. Readings and Literacies, 23-25 August 2011, Lausanne, Switzerland.

Marie-Claire Beaulieu, Francesco Mambrini and J. Matthew Harrington, “Treebanking and Digital Scholarly Editions in the Classics”, Interedition Symposium: Scholarly Digital Editions, Tools and Infrastructure, March 19-20, 2012, The Hague, Netherlands.

Alicia Morris, “Rethinking Tech Services: How we used the Tisch Miscellany to reshape Technical Services.” Presentation at the NETSL Annual Conference, Worcester, MA, May 3, 2012.

Marie-Claire Beaulieu and Bridget Almas, “Digital Humanities in the Classroom: Introducing a New Editing Platform for Source Documents in Classics”, Digital Humanities 2012, 16-22 July 2012, Hamburg, Germany.

Marie-Claire Beaulieu, “The Perseids Platform”, Institute for Advanced Topics in Digital Humanities, “Working with Text in a Digital Age”, Tufts University, Aug. 6, 2012. <http://sites.tufts.edu/digitalagetext/>

Marie-Claire Beaulieu, “Une nouvelle plate-forme éditoriale pour les sources primaires en études classiques”, Epigraphy Seminar of the French School in Athens, Nov. 6, 2012, Epigraphical Museum, Athens, Greece.

Marie-Claire Beaulieu and Bridget Almas, “Open Philology Workshop”, August 9, 2013, “Teaching with the Perseids Platform”, University of Leipzig, Germany.

Bridget Almas, “The Perseids Platform”, Digital Classicist London Seminar, March 22, 2013.

Monica Berti, "Fragmenta Historica 2.0. Quotations and Text Re-uses in the Semantic Web", Word, Space, Time: Digital Perspectives on the Classical World, April 5-6, 2013, University at Buffalo, SUNY.

Marie-Claire Beaulieu, "Teaching with the Perseids Platform: Tools and Methods", Digital Classicist London Seminar, July 26, 2013.

Monica Berti and Bridget Almas, "The Perseids Collaborative Platform for Annotating Text Re-Uses of Fragmentary Authors", DH-Case Workshop, September 10, 2013, Florence, Italy.

Bridget Almas, "The Perseids Platform", Research Data Alliance, October 24, 2013. Rensselaer Polytechnic Institute.

Monica Berti and Bridget Almas, "The Linked Fragment: TEI and the encoding of text re-uses of lost authors", The Linked TEI: Text Encoding in the Web, TEI Conference and Members Meeting 2013, Università di Roma Sapienza, October 2-5, 2013.

Bridget Almas, David Dubin, Sayeed Choudhury, "Combining Complementary Provenance Data Models in Humanities Research", Research Data Alliance, Plenary 3, Dublin, March 27, 2014.

Accepted : Marie-Claire Beaulieu and J. Matthew Harrington, "Beyond Rhetoric: the Correlation of Data, Syntax, and Sense in Literary Analysis", Digital Classics Association, Society for Classical Studies, Annual Meeting, New Orleans, LA, January 8-11, 2015.

Published Papers

Marie-Claire Beaulieu, Francesco Mambrini and J. Matthew Harrington, "Towards a Digital Editio Princeps: Using Digital Technologies to Create a More Complete Scholarly Edition in the Classics", *Lire Demain/Reading Tomorrow, Papers of the International Conference "From Ancient Manuscripts to the Digital Era. Readings and Literacies, Lausanne, 23-25 August 2011*, Clivaz, C. et al. eds, Presses polytechniques et universitaires romandes, 2012 (ebook), p. 393-414.

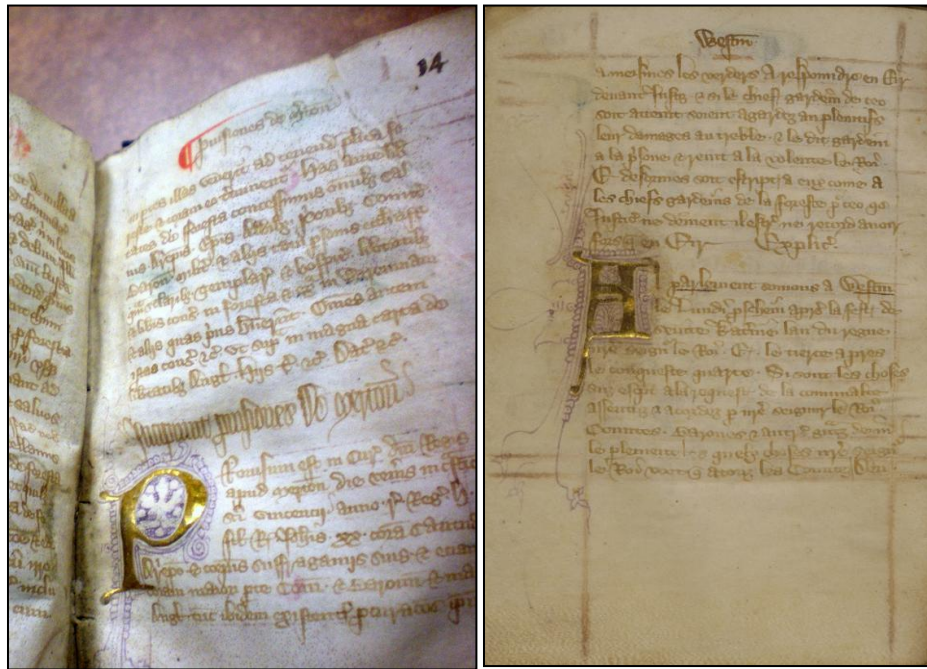
Marie-Claire Beaulieu and Bridget Almas, "Digital Humanities in the Classroom", *Literary and Linguistic Computing*, (2013) 28 (4): 493-503.

Forthcoming: Marie-Claire Beaulieu and Bridget Almas, "Scholarship for all!", *Classics Outside the Echo-Chamber: Teaching, collaboration, outreach and public engagement*, Gabriel Bodard & Matteo Romanello eds. (Publisher TBD)

Appendix 2. Examples of Manuscripts Digitized with Grant Funds

See the Tisch Library Special Collections Flickr site for full record of images:

<https://www.flickr.com/photos/tischlibraryspecialcollections/sets/>



Figures 1 and 2. Photograph of the 14th century compendium of English forest law before digitization vs. high resolution flattened image produced by Boston Photo Imaging.



Figures 3 and 4. Photograph of the Commission of Doge Andrea Gritti to Lorenzo Diedo as Podesta of Montefalcone (Venice, 1533) vs. digitized image.

Appendix 3. Course Syllabi

Marie-Claire Beaulieu, Classical Mythology, Tufts University, Fall 2013. Dynamic syllabus

The screenshot shows a web browser window with the URL <https://trunk.tufts.edu/xsl-portal/site/88ed5b2a-8708-461c-bf22-08b73617eb8c>. The page title is "Fa13-CLS-0075-01-Classical Mythology". On the left, there is a navigation menu with sections: "COURSE TOOLS" (Syllabus, Resources, Assignments, Gradebook2, Tufts Libraries, Spark Tools, Course Reserves), "COMMUNICATION" (Announcements, Calendar, Messages, Forums), and "SITE MANAGEMENT" (Roster, Site Statistics). The main content area is titled "Syllabus" and includes a "Create/Edit" link. Below this, the course is titled "Greek and Roman Mythology". The syllabus details are as follows:

Meets: Mon-Wed 10h30-11h45, Terrace room
Instructor: Dr. Marie-Claire Beaulieu
Office: Eaton 327
Office Hours: Monday - Wednesday 1h00-3h00 and by appointment
Email: Marie-Claire.Beaulieu@tufts.edu
TAs: Julia Lenzi and Tim Buckingham

Below the contact information, there is a list of weekly topics with hyperlinks:

- [Week 1 Sept 4: Introduction](#)
- [Week 2 Sept 9-11: Cosmogony](#)
- [Week 3 Sept 16-18: Succession Myths](#)
- [Week 4 Sept 23-25: Apollo and Artemis](#)
- [Week 5 Sept. 30-Oct. 2: Dionysus](#)
- [Week 6 Oct. 7-9: Athena and Ares](#)
- [Week 7 Oct. 14-16: Journeys of the Hero](#)
- [Week 8 Oct. 21-23: the Underworld](#)
- [Week 9 Oct. 28-30: Pastoral divinities](#)

Susan Dunning, Introduction to Classical Mythology, University of Toronto, Summer 2014

Dynamic syllabus: <http://sosol.perseids.org/syllabi2/html/torcla204h1f.html>

The screenshot shows a web browser window with the URL sosol.perseids.org/syllabi2/html/torcla204h1f.html. The page title is "CLA204H1F- Introduction to Classical Mythology". Below the title, the syllabus details are as follows:

Meets: MWF 1-3 pm, AH 100
Instructor: Susan Dunning
TA: Brad Hald
Office: LI 124
Office Hours: W 2-5pm
Email: s.bilynskyj@utoronto.ca

Below the contact information, there is a list of weekly topics with hyperlinks:

- [Myths: definitions, sources, and methods 5/12/2014](#)
- [Greek and Roman civilization and myth 5/14/2014](#)
- [Creation myths 5/16/2014](#)
- [Myth in oral and literary traditions 5/21/2014](#)
- [Myth and genre 5/23/2014](#)
- [Myth and the natural world 5/26/2014](#)
- [Myth and philosophy 5/28/2014](#)
- [Women in myth 6/2/2014](#)
- [Founding myths 6/4/2014](#)
- [Religion and myth 6/6/2014](#)
- [Gods in myth: defining divinity 6/9/2014](#)
- [Mortals in myth: defining humanity 6/11/2014](#)
- [Mythical monsters 6/16/2014](#)
- [Ancient and medieval reception of myth 6/18/2014](#)
- [Renaissance and modern reception of myth 6/20/2014](#)

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Marie-Claire Beaulieu, Intermediary Greek, Tufts University, Fall 2013

Greek 7: Plato's *Apology of Socrates*

Tufts University

Fall 2013

Professor: Marie-Claire Beaulieu, PhD

Meets: Mon-Wed 3h00-4h15, Eaton 333

Email: Marie-Claire.Beaulieu@tufts.edu

Office: Eaton 327

Office hours: Mon-Wed 1h00-3h00

Objectives

This course will familiarize the students with Greek prose and further their knowledge of Greek grammar. The students will develop their skills at reading continuous passages in Greek and will become familiar with Plato's style.

Grading

Participation and Preparation, weekly verb quizzes: 10%

3 quizzes: 20%

Paper: 15%

2 exams: 20% each (=40%)

Special project (inscriptions): 15%

Paper

-Choose a work of Plato or Xenophon not discussed in class and introduce it

-Choose a particularly significant passage in this work and analyze it in detail

Special Project

This semester, we will edit and translate Greek funerary inscriptions which we will then publish on the Perseus website.

Attendance policy and Making-Up Work

Class attendance is required. Absences for religious holidays, family emergencies, and properly documented medical reasons will be excused. Missed quizzes and exams can be completed upon presentation of proper documentation.

Religious Holidays

Students can make up work missed for religious holidays if they notify the instructor in advance. Let me know as early as possible in the semester so that we can make arrangements.

Students with disabilities

All necessary accommodations will be made for students with documented disabilities.

Marie-Claire Beaulieu, Medieval Latin, Tufts University, Spring 2014

LAT 0030/0130: Medieval Latin

Spring 2014

Meets: Mon-Wed 4h30-5h45

Prof. Marie-Claire Beaulieu

Marie-Claire.Beaulieu@Tufts.edu

Office: Eaton 327

Office hours: Mon-Wed. 1h00-3h00 or by appointment

Teaching Assistant

Timothy Buckingham

Timothy.Buckingham@tufts.edu

Office hours: 1-2 Wed-Thurs.

Course Description

An introduction to Medieval Latin that covers a variety of European authors over a period of 800 years. The course will be organized around the theme of travel and map making in the Middle Ages. Texts we will read include Friar Odoric's thirteenth-century account of his travels to India and crusader narratives. We will also read sections of Isidore's *Etymologiae*, in which the author describes the world, and we will pay close attention to medieval maps such as the Hereford *mappa mundi*. Occasionally, we will read excerpts from other contemporary travel accounts not written in Latin such as John Mandeville and Marco Polo. Term projects for the class will be conducted in collaboration with the Tufts Special Collections. Students will transcribe, translate, and publish manuscripts held in the special collections.

Grading

3 quizzes: 30 % (10% each)

Final Exam: 20%

Term Project:

Initial transcription and markup: 10%

Final transcription and markup: 15%

Initial translation: 10%

Translation: 15%

Attendance policy and Making-Up Work

Class attendance is required. Absences for religious holidays, family emergencies, and properly documented medical reasons will be excused. Missed quizzes and exams can be completed upon presentation of proper documentation.

Students with disabilities

All necessary accommodations will be made for students with disabilities.

Marie-Claire Beaulieu, Classical Mythology, Tufts University, Fall 2014

Greek and Roman Mythology

Meets: Mon-Wed 10h30-11h45, Eaton 201

Instructor: Dr. Marie-Claire Beaulieu

Office: Eaton 327

Office Hours: Mon-Wed 1h00-3h00

email: Marie-Claire.Beaulieu@tufts.edu

Teaching Assistants

Elizabeth Andrews: Elizabeth.Andrews@tufts.edu

John Moore: John.Moore@tufts.edu

Course description

This course offers a survey of Greek and Roman mythology. In addition to learning the names and stories of mythical figures, we will explore different interpretations of the myths and their religious significance for the ancients. We will also pay attention to recurring mythical patterns and their significance in the larger context of Indo-European myth.

Required Textbooks:

Morford, M., Lenardon, R., Sham, M. *Classical Mythology*, 10th ed. Oxford, 2011.

Hesiod, *Theogony* and *Works and Days* (tr. M.L. West)

Sophocles, *Antigone*, *Oedipus the King*, *Electra* (tr. H.D.F. Kitto)

Ovid, *Metamorphoses* (tr. A.D. Melville)

Grading

Museum visit: 5%

5 pop-quizzes: 15% (lowest score dropped)

Bibliography: 15%

Outline: 10%

Timeline Assignment: 10%

Map Assignment: 10%

First draft of research paper: 15%

Final draft of research paper: 20%

Attendance policy and Making-Up Work

Class attendance is required. Absences for religious holidays, family emergencies, and properly documented medical reasons will be excused. Missed exams can be completed upon presentation of proper documentation. However, pop-quizzes cannot be made-up if missed.