DIG6837
Digital Tools for the Arts and Humanities

Conceptualizing the Course:
This course was developed by Prof. Eleni Bozia as an initiative under the umbrella of the
Department of Classics and the Digital Worlds Institute at the University of Florida and was
designed in order not only to bring together students of different disciplines, but also to open
the discussion about technology in the Humanities as well as Humanities in technological
tools and promote re appreciation of both areas.

More specifically, the purpose of the course is to expose students of different fields to
interdisciplinary research by introducing the importance of digital tools for enhanced study
and research in the humanities and the arts, as well as the significance of understanding
digital humanities concepts and how they affect the design of tools. The course implements
collaboration between digital scientists, artists, and humanists.

Course Goals and Objectives:
1. Understand the term digital and computational in many contexts.
2. Understand how interdisciplinary projects are designed and how they work.
3. Work on the enhancement of arts and humanities via computational and digital tools.
4. Find and apply humanities' concepts on digital media and computer applications.
5. Produce a collaborative, interdisciplinary project that will bring together students from the digital
   sciences, the arts, and the humanities.

Skill Acquisition:
During the course of the semester we discussed Humanities, Digital Humanities, and
Human-centric computing. We explored text-, image-, and audio-based tools and
projects. Furthermore, we worked with visualization tools, Treebank annotation, using
the Arethusa framework, 3D digitization, stylo, xml, html, and open software
development APIs such as Google maps.

The students were free to select their own weekly and final project according to their
research interests, either exploring further the tools that we discussed in class, or marking
their own trajectory, showcasing the concepts of interdisciplinarity and collaboration that we
fostered throughout the semester.

The class consisted of students from the Department of Classics, English Department,
Digital Worlds Institute, and UF IT employees. The main idea was for the students to
familiarize themselves with a variety of tools and projects that would then re conceptualize
and re contextualize in their own areas of research.

Sunoikisis DC:
Within the scope of this interdisciplinarity, and on the basis that Digital tools should be
viewed from various perspectives, and that research components can serve as the medium

for multifarious research trajectories—language can be examined from a linguistics perspective by a humanist, as an advertising component for online shopping, efficient promotion of social networking—the course was taught within the parameters of Sunoikisis DC 2016: An international consortium of Digital Classics programs.

Each week we had a 2-hour session on a particular tool and its potential usages and then a 1-hour session on the same or related tool or project as presented by a colleague through the Sunoikisis program. The multifaceted expertise in this consortium provided the students of this course with the possibility to attend lectures by experts in several different fields and consequently broaden not only their research perspectives, but also their way of considering other disciplines. Another unique approach of the Sunoikisis program is the fact that several of the projects were presented by their creators. That gave a unique insight and also prompted my students to consider their research approaches.

It should be noted that due to time zone issues, we were not attending synchronously the Sunoikisis sessions. However, that gave us the advantage to be able to pause the video and actually practice whatever was taught or presented each time, something that gave the students several hands-on experiences.

With regards to the "Classics" component of the consortium, it was used for us to set the parameters of humanities rather than to limit our research agenda. As a matter of fact, several of the tools presented were used by my students to better their understanding of the humanities as a field as well as how humanities are utilized by sciences, albeit unknowingly on occasion, but then each of them utilized those tools in his/her own unique perspective.

More specifically, for the "Treebank Annotation" sessions, I had students that annotated Latin, Indian, and Hebrew. During the "3D imaging, scanning, printing" and then the "3D modeling" sessions, I assigned each student to bring to class an object that they wished to 3D digitize in real time. Two students decided to digitize a handbag for an online shopping database that they wish to design; another brought a Native American artifact; and someone decided to digitize authentic replicas of Roman antiquities promoting the idea of 3D online museums.

The session on "Named Entity Recognition: SNAP and Recogito" inspired a project on the Silk Road in the past and present where the group designed their own interactive map.

The session on "Encoding of Ancient Texts" prompted us to work on markup languages and xml and then the following week we continued onto html5. The weekly projects on xml varied between the markup of poetic and musical anthologies to Latin selections from the textbook Wheelock's Latin to effectuate more practical exercises.

The session on "Teaching Classics in the digital era: pedagogical and logistical issues" was used in my course towards the end of our semester, as it aligned with the course experimental approaches that I had been implementing throughout the semester. The session furnished us with thoughts on interdisciplinarity and working outside traditional curriculum,

a concept that aligns with the demands of a new era in the academic and other work environments.

Finally, the culmination of this course for the students was the chance to present their final projects in a common Sunoikisis session. They were very excited to be afforded the opportunity to share their work with an international research community and even more enthusiastic at the potential exposure through the recording of their presentations. Therefore, we decided, in addition to the design of the project, to also write a white paper as well. That way the class created workshop type proceedings meant as an online publication.

Conclusion:
To sum up, the idea behind this course was to explore the role of technology in the Humanities and that of Humanities in technology. My basic precept is to reintroduce both fields to students of both fields and prompt them to consider the potential of research when not inhibited by preset and mundane research notions.

Humanities need technology to develop tools for more enhanced studies and analyses. Technology, on the other hand, relies on language and humanistic ways of critical thinking to process data that are produced by humans or that are of interest to them.

Final Projects:
Below I have included the students' abstracts on their final projects.

Nicole Reyes

For my last project I want to create a timeline chronicling racism and immigration in America by the government since the late 1700s using timelines. I plan on using html to showcase this with maps, links to documents and other visual components with tools we've used throughput the semester. The idea is the drill down all the events in U.S. history to show the most influential and important events that shaped racial issues since the United States became a country up until modern times. I am planning on starting from 1790 to 2005.

Mary Johnson

For my final project I want to focus on using text visualization tools to statistically analyze the Pauline letters from The Bible. Since the authors of some of these books are disputed, it will be interesting to compare them in various ways using different text analysis tools. For the purposes of this project, I will use both the Online-Utility Text Analyzer and the Tapor Text Analyzer since both analyze texts and display their findings in different ways. The Online-Utility Text Analyzer shows strings of words that appear commonly as well as individual words and the text's Lexical Density, while the Tapor Text Analyzer only shows

the frequency of the single words but also shows the areas at which the most common words appear throughout the text.

Liliana Lovo

For my final project I have decided to create a website with the html platforms we have learned in class. My goal will be to create a coffee website for my dad because he has three coffee farm back in Nicaragua. I plan to create this website, using html, so people can learn where the coffee actually comes, also show the different types of coffee there exist in the farm. Coffee consumers will be able to read about the farms and learn how the farms are treated to produce quality coffee.

Michael Amish

Interactive Map of Musical Instruments Around the World, using html, and javascript.

The map will include: instrument origin, what it is made from, tonal system used, range, links of instrument being played.

Caleb Milligan

I will use Twine, an open-source tool for telling interactive, non-linear stories. Twine publishes directly to HTML, so you can post your work nearly anywhere.

You Mo, Shan Yan, Sandeep Bedadala, Alberto De Simoni

Silk Road: Yesterday and Today
The Silk Road constituted a route of goods, ideas, and cultures throughout the centuries. Connecting the furthest ends of the known world, from East to West it has been an invisible, yet concrete network, which fostered intercultural encounters, and economical exchanges, in what could be considered the first stages of modern globalization.

Nowadays, the Silk Road does not exist anymore as a trade route as it was before. Nonetheless, its existence perpetuates in the form of a framework to interpret the world. Recent events have highlighted once more how important the Silk Road is in the awareness of the people who live in the areas touched by it. Migrants who are crowding the European shores follow the same path that goods from the furthest Eastern regions would do in their last leg into the Old Continent.

The One Belt, One Road plan proposed by the Chinese government, traces the original Silk Road to form a continuous trade and investment network to promote a transcontinental economic development zone among numerous emerging markets stretching from East, Central and South Asia to the Middle East and Africa.

The project will try to offer a multilayer representation of the Silk Road for what it meant in the past, and for what it offers to the understanding of current events.

The project will be presented in the form of a webpage created with html, javascript, google map API.

Nikhil Johns

I decided to make an interactive map about some of the historic places connected to the Underground Railroad. I will be using Story map-esri.

Scott Willis

Who is this King of Glory?
The Early Church's Christological Interpretation of Psalm 24:
A Historical-Grammatical and Canonical Analysis with an Evaluation

Scott attempts to a profound reading of Psalm 24 through historical evidence as well as analysis of syntactical constructions and phrasing, using treebanking through the Arethusa framework.