

Sunoikisis Digital Classics spring semester 2018

Session 2: Collaborative Editing

February 1, 2018

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Open Source Software

- Open Source model
 - free software
 - “free as in speech, not as in beer”
 - community goods
 - collaboration
 - software management model
 - private industry involvement

Open Source Licenses

- Many and various flavours
- All allow re-use and redistribution
- Some allow commercial use, some not
- Some allow non-OSS use, some not
- Most allow modification

Open Source ≠ Public Domain

- Works within copyright law
 - have to claim copyright to use OS licence
- Enables reuse copyright would deny
 - shelf-life of software shorter than copyright
 - collaborators may never meet or communicate
 - may have unrelated needs
 - conflicts, may fork code
 - most OSS not community led

Open Scholarship

- aka The Enlightenment University
- First Free Universities in C18 Germany
 - "free as in speech"
 - independent from Church and government
- Established need for rational argument
 - No *ex cathedra* pronouncements
 - Reproducible evidence and method
 - Citation of previous scholarship

Open Scholarship: Method

- Scholar A does research
 - 20 years later, writes book, includes citations
 - book published
- 30 years later, Scholar B reads book
 - follows citations
 - reproduces experimental methodology
 - disagrees with results
 - new research
 - 20 years later, writes new book
 - includes Scholar A among citations
- This is collaboration
 - even if they never meet

Scholarly Method

- Experimental Physics

- cite earlier theory and experiments
- credit all collaborators
- document experimental method reproducibly

- Theoretical Literary Criticism

- cite earlier critics (to show how wrong they are)
- credit all proponents of your theory
- document argumentation painstakingly
- footnote everything

Scholarly Method cont'd

- Classical Philology

- *apparatus criticus* cites scholarly differences/attribution
- bibliography credits editorial restorations
- historical commentary argues for current interpretation
- publish photographs, facsimiles, comparanda

- Republish regularly

Scholarship is OSS

- asynchronous collaboration
- re-use within strict parameters
- attribution required
- "source code" distributed with "binaries"
 - reproducible experimental method
- academic protocol not legal license

Digital Scholarship

- Digital research usefully published online
 - non-linear route through materials
 - multimedia / hypertext / search
- Scholarly output Open Access
 - public good
 - problem of paying / subscribing online
- Underlying data and code
 - = source material and methodology
 - also needs to be Open Source
 - **remixing is scholarly imperative**

Attribution

- CC-BY : Attribution
 - You let others copy, distribute, display, and perform your copyrighted work — and derivative works based upon it — but **only if they give credit** the way you request.
- All collaborators (even historical) are co-authors
- *cf.* multi-authored scientific papers
- Intellectual authorities
 - “assistants” / students / data entry
 - programmers / designers / lab technician
 - IP holders of re-used data / code / theory

Open licenses

- CC-BY : Attribution
 - **You let others copy, distribute, display**, and perform your copyrighted work — and derivative works based upon it — but only if they give credit the way you request.
- Don't lock down digital data/software
- Enable normal academic activity
- Distribute + attribute + license
 - == publish, footnote, document
 - == scholarly practice

1 February 2018

Sunoikisis Digital Classics, Spring term, session 2

Crowd-sourcing and community-sourcing in Classics

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Crowd-sourcing: a neologism that combines
the **crowds** with **outsourcing**

cf. Howe 2006

“Crowdsourcing is the act of taking a job traditionally performed by a designated agent (usually an employee) and outsourcing it to **an undefined, generally large group of people** in the form of an open call”.

Howe-Robinson, "Crowdsourcing: a definition"

“Most successful crowdsourcing projects are not about large anonymous masses of people. They are not about crowds. They are about inviting participation from **interested and engaged members of the public**.

These projects can continue a long standing tradition of volunteerism and involvement of citizens in the creation and continued development of public goods”.

Owens 2012

Characteristics of crowd-sourcing for the humanities

- The existence of a clearly-defined humanities direction and/or research question
- The potential for a group with open membership to transform or add value to primary material
- A definable task
- The activity should be scalable

Dunn-Hedges 2012, 6-8; Dunn Hedges 2017, 16-17

AN APPEAL
TO THE
ENGLISH-SPEAKING AND ENGLISH-READING PUBLIC
TO READ BOOKS AND MAKE EXTRACTS FOR
THE PHILOLOGICAL SOCIETY'S
NEW ENGLISH DICTIONARY.

IN November 1857, a paper was read before the Philological Society by Archbishop Trench, then Dean of Westminster, on 'Some Deficiencies in our English Dictionaries,' which led to a resolution on the part of the Society to prepare a Supplement to the existing Dictionaries supplying these deficiencies. A very little work on this basis sufficed to show that to do anything effectual, not a mere Dictionary-Supplement, but a new Dictionary worthy of the English Language and of the present state of Philological Science, was the object to be aimed at. Accordingly, in January 1859, the Society issued their 'Proposal for the publication of a New English Dictionary,' in which the characteristics of the proposed work were explained, and an appeal made to the English and American public to assist in collecting the raw materials for the work, these materials consisting of quotations illustrating the use of English words by all writers of all ages and in all senses, each quotation being made on a uniform plan on a half-sheet of notepaper, that they might in due course be arranged and classified alphabetically and significantly. This Appeal met with a generous response: some hundreds of volunteers began to read books, make quotations, and send in their slips to 'sub-editors,' who volunteered each to take charge of a letter or part of one, and by whom the slips were in turn further arranged, classified, and to some extent used as the basis of definitions and skeleton schemes of the meanings of words in preparation for the Dictionary. The editorship of the work as a whole was undertaken by the late Mr. Herbert Coleridge, whose lamented death on the very threshold of his work

Proto-crowdsourcing: the *Oxford English Dictionary* and the 1879 *Appeal*

James Murray,
*An Appeal to the English-speaking
and English-reading public,*
Oxford 1879

Image from
[public.oed.com/history-of-the-oed/archived-documents/april-1879-appeal/
april-1879-appeal/](http://public.oed.com/history-of-the-oed/archived-documents/april-1879-appeal/april-1879-appeal/)

“As Web 2.0 technologies changed the World Wide Web from a read-only to a co-creative digital experience, a range of commercial and noncommercial platforms emerged to allow online users to contribute to discussions and use their knowledge, experience, and time to build online content.”

Terras 2016, 420

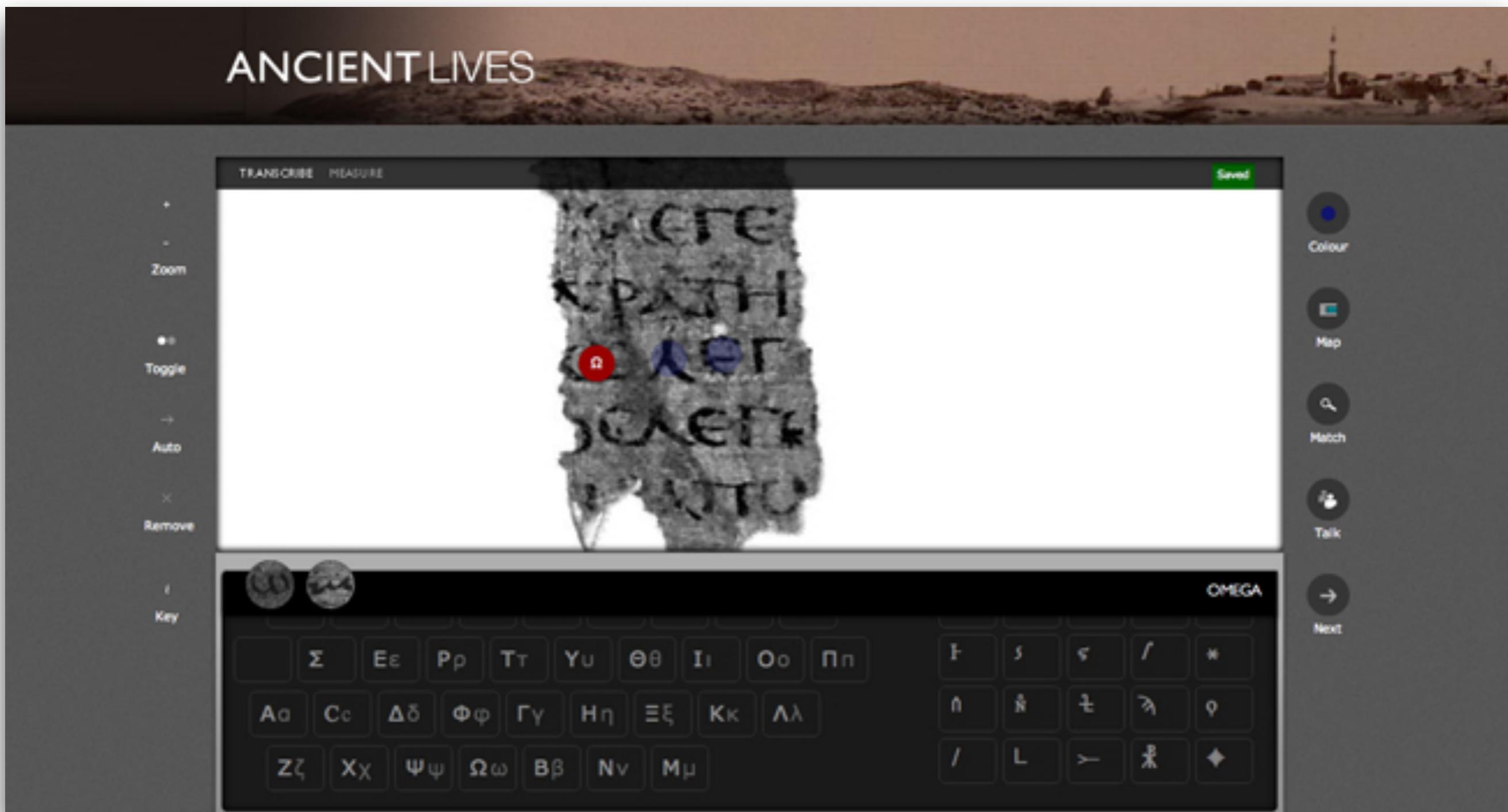
“These kinds of ‘citizen science’ projects (or [...] embedding research in undergraduate teaching) can **help to collapse the distinction between the humanities researcher and their audience**, allowing the general enthusiast and student to become much more involved in humanities thinking”.

Barker 2013, 414



“Let anyone, trained or untrained, transcribe a papyrus fragment of ancient Greek online. Let the world assist in transcribing the seemingly countless papyrus fragments from the ancient city of Oxyrhynchus, housed in the Sackler Library”.

Ancient Lives



[papyrology.ox.ac.uk/Ancient Lives](http://papyrology.ox.ac.uk/Ancient_Lives)

Ancient Lives

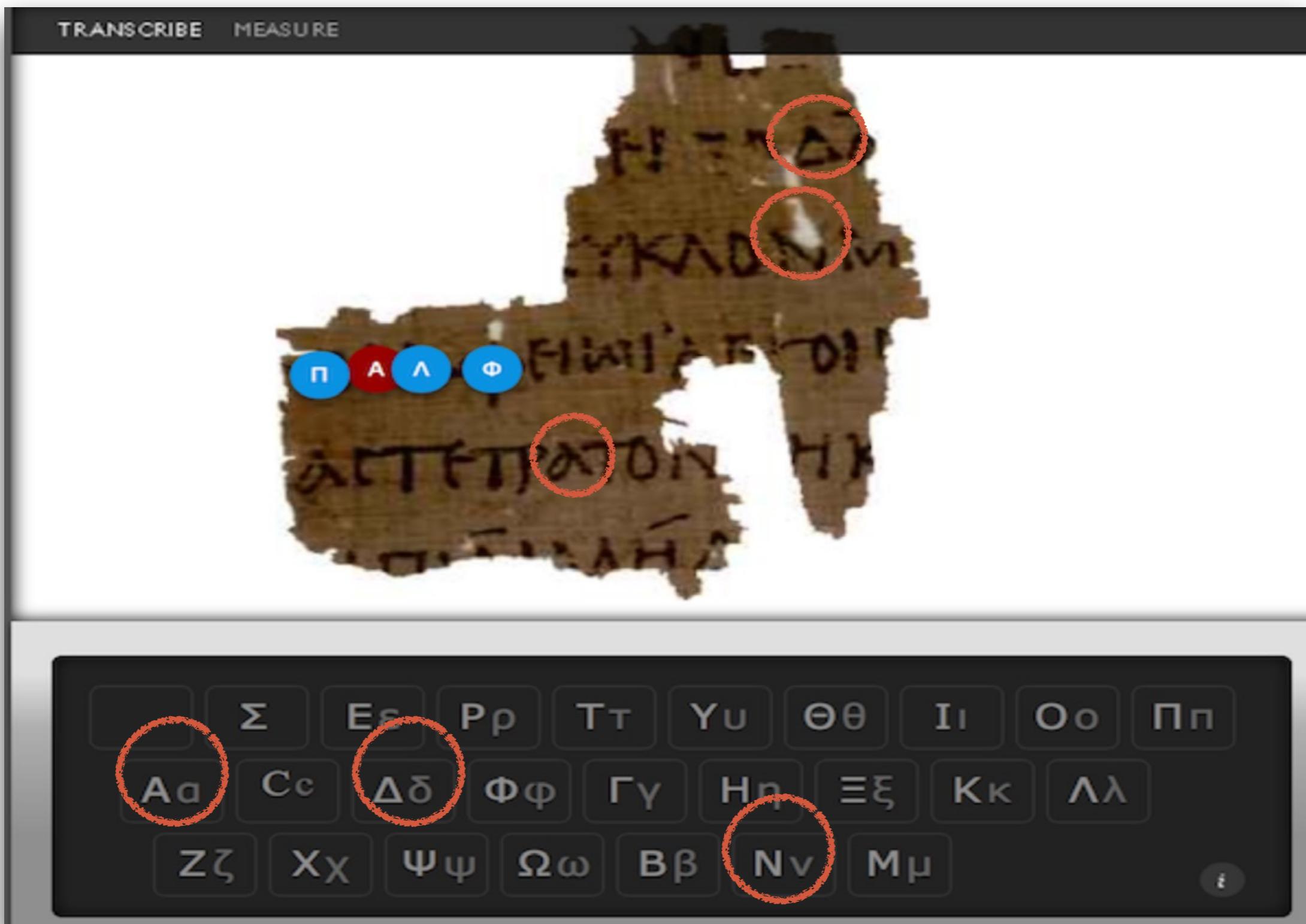


Image from Brusuelas 2016, 190

[sign in](#)

Papyri.info

Browse: DDbDP HGV APIS TM Number or Search: Data Bibliography

Papyri.info has two primary components. The Papyrological Navigator (PN) supports searching, browsing, and aggregation of ancient papyrological documents and related materials; the Papyrological Editor (PE) enables multi-author, version controlled, peer reviewed scholarly curation of papyrological texts, translations, commentary, scholarly metadata, institutional catalog records, bibliography, and images.

Papyri.info aggregates material from the Advanced Papyrological Information System (APIS), Duke Databank of Documentary Papyri (DDbDP), Heidelberger Gesamtverzeichnis der griechischen Papyrusurkunden Ägyptens (HGV), Bibliographie Papyrologique (BP), and depends on close collaboration with Trismegistos, for rigorous maintenance of relationship mapping and unique identifiers. Work is in progress to incorporate content from the Arabic Papyrological Database (APD) as well. ...read [more](#).

[Search the navigator](#)[Contribute content](#)

Partners

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More information

[Digital Papyrology blog](#)[Checklist of Editions](#)[papyrological resources](#)[send feedback](#)

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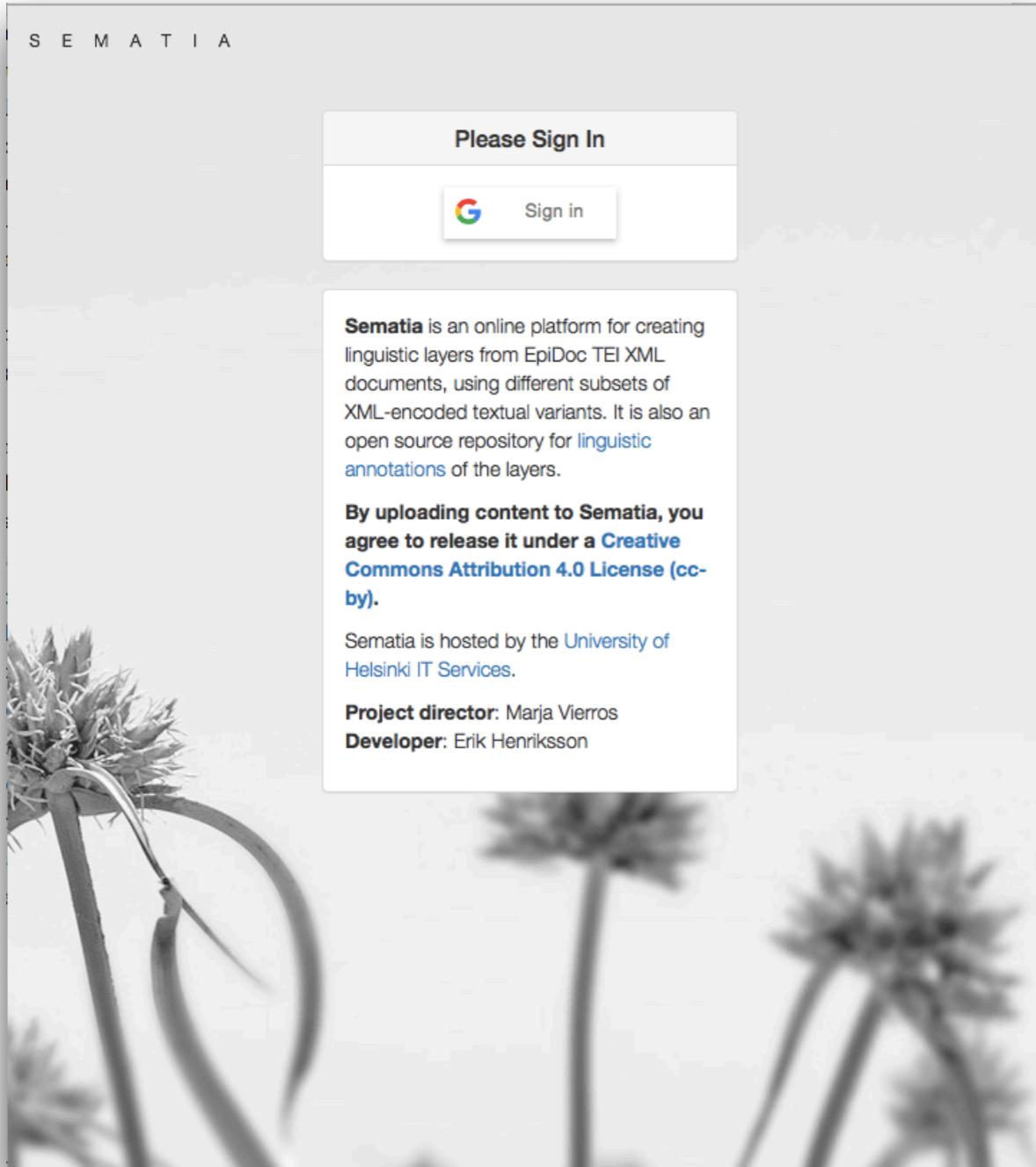
papyri.info

“We see it [the *Papyri.info* database] as a constantly changing set of fully **open data sources governed by the scholarly community and maintained by all active scholars who care to participate**. One might go so far as to say that we see this nexus of papyrological resources as **ceasing to be ‘projects’ and turning instead into a community**”.

Bagnall 2010, 2-3

“These systems are not weaker on quality control, but stronger, inasmuch as they leverage both traditional peer review and newer **community-based ‘crowd-sourcing’ models**”.

Bagnall 2010, 10



Sematia, University of Helsinki

sematia.hum.helsinki.fi

S E M A T I A

Documents, layers & treebanks

Documents

Show 10 entries Search:

Title	Data	Contributors	Edit
upz.1.77	>-158 <-158 Memphis	1 Marja Vierros	
upz.1.75	>-162 < Memphis	1 Marja Vierros	
upz.1.74	>-161 < Memphis	1 2 Marja Vierros	
upz.1.73	>-200 <-151 Memphis	2 Marja Vierros	
upz.1.72	>-152 <-152 Memphis	1 Marja Vierros	
upz.1.70	>-152 < Memphis	2 Marja Vierros	
upz.1.69	>-152 <-152 Memphis	2 Lauri Marjamäki	
upz.1.68	>-152 <-152 Memphis	2 Lauri Marjamäki	
upz.1.67	>-153 <-152 Memphis	2 Jamie Vesterinen	



PERSEIDS

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Lesson Plans and Classroom Resources ▾

Demo Publications

Publications

- Epigraphy
- Fragmentary Texts
- Thematic Annotation
- Treebanks
- Translation Alignments
- Social Networks, Places and Texts
- Student Commentaries



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Treebanking

Treebanking Instructions

- Creating a New Treebank Annotation
- Tagset Guidelines
- Using Custom Templates for Student Treebanking
- Adding Standard References to Treebank Files
- Converting a Text for Annotation
- Creating a Gold Standard

There are also screencasts available on the Perseids Project YouTube channel.

More Screencasts produced by Bob and Vanessa Gorman [here](#)



PERSEIDS

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Translation Alignment

Basic Alignment editor instructions

CREATING A PUBLICATION

From your Perseids Home page click the “New text Alignment” Button or follow the link [here](#)

Be sure to name your alignment so you can find it easily from your list of publications.

You can input your texts in one of three ways:

Perseids, Tufts University
sites.tufts.edu/perseids



Search for documents:



Aesch. Seven 1-3



1

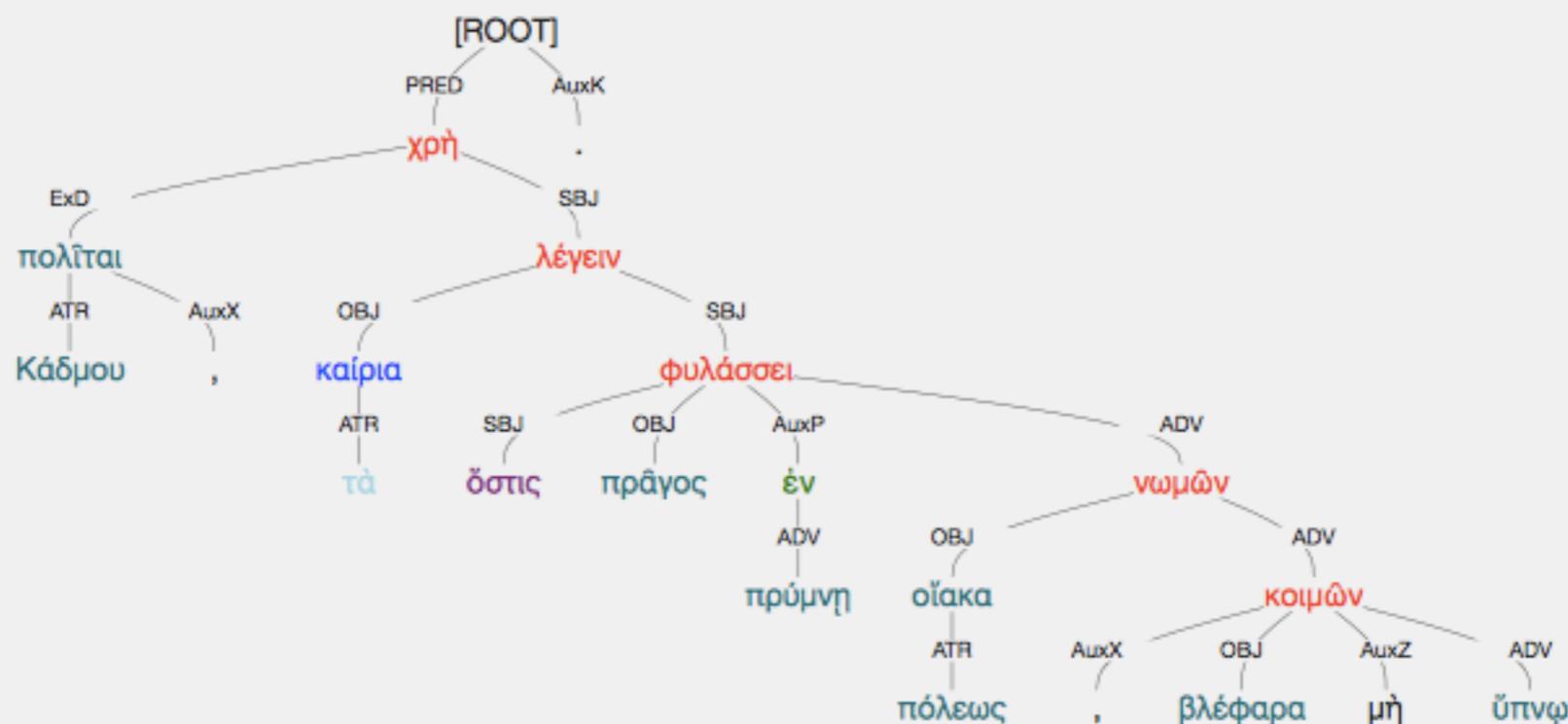


Κάδμου πολῖται , χρὴ λέγειν τὰ καίρια ὅστις φυλάσσει πρᾶγος ἐν πρύμνῃ πόλεως οἴακα νωμῶν , βλέφαρα μὴ κοιμῶν ὑπνῷ .

selection

none

0 unused highlight unused



Example of a treebanked sentence (Aesch., *Sept.* 1-3) from the *Arethusa* platform in *Perseids* (perseids.org/tools/arethusa/app/#/perseids?chunk=1&doc=27662)

“As crowdsourcing is more and more frequently practiced in classroom settings, questions arise with respect to pedagogy.

Does crowdsourcing change traditional teaching methods in Classics, and if so, how?

In this new disciplinary landscape, what is the relationship between teaching and scholarship?”

Almas-Beaulieu 2016, 172

The Miscellany At Tisch Library

Search Records Rights About



SEARCH THE COLLECTION

Keywords, e.g.: Book of Hours.

Google Custom Search

Search

About:

The Miscellany Collection highlights 32 historically significant leaves, recently discovered at Tisch Library. [More »](#)

Facets:

Review a complete list of items organized by:

- Manuscripts
- Incunabula
- Early printed books
- Private press books

[browse](#)

Highlights from Medieval Latin, Spring 2011:

Browse original student work by scrolling:



Brian Sumner's English Translation of a Leaf from The metamorphoses.

New:

Flip through the collection as a [leaf-book](#):



issuu

Tisch Miscellany Collection at Tufts University Library
[www.library.tufts.edu/tisch/ematlocalstorage/
miscellany_collection/home.html](http://www.library.tufts.edu/tisch/ematlocalstorage/miscellany_collection/home.html)

Detail from a French Book of Hours

The *Perseids* editing interface

Image from Almas-Beaulieu 2016, 174

The screenshot shows a digital interface for editing medieval manuscripts. At the top, there is a horizontal strip displaying several pages of a manuscript. Below this, a larger area shows a single page with a large, ornate initial 'D' highlighted with a yellow box. To the right of the 'D', there are five smaller yellow boxes containing the words 'Dominus', 'rex', 'habeat', and 'custodiam'. A navigation bar with arrows and a magnifying glass icon is visible at the bottom right. In the bottom right corner, there is a code editor window showing XML code related to the manuscript page.

```
<w  
facis="urn:cite:perseus:flicimg.308@0.1010,0.1262  
,0.2681,0.1209">D</w>  
  
<w  
facis="urn:cite:perseus:flicimg.308@0.3705,0.1404  
,0.1334,0.0453">ominus</w>
```

Soph., *Trach.* 962-3

ἀγχοῦ δ' ἄρα κού μακρὰν προύκλαιον,

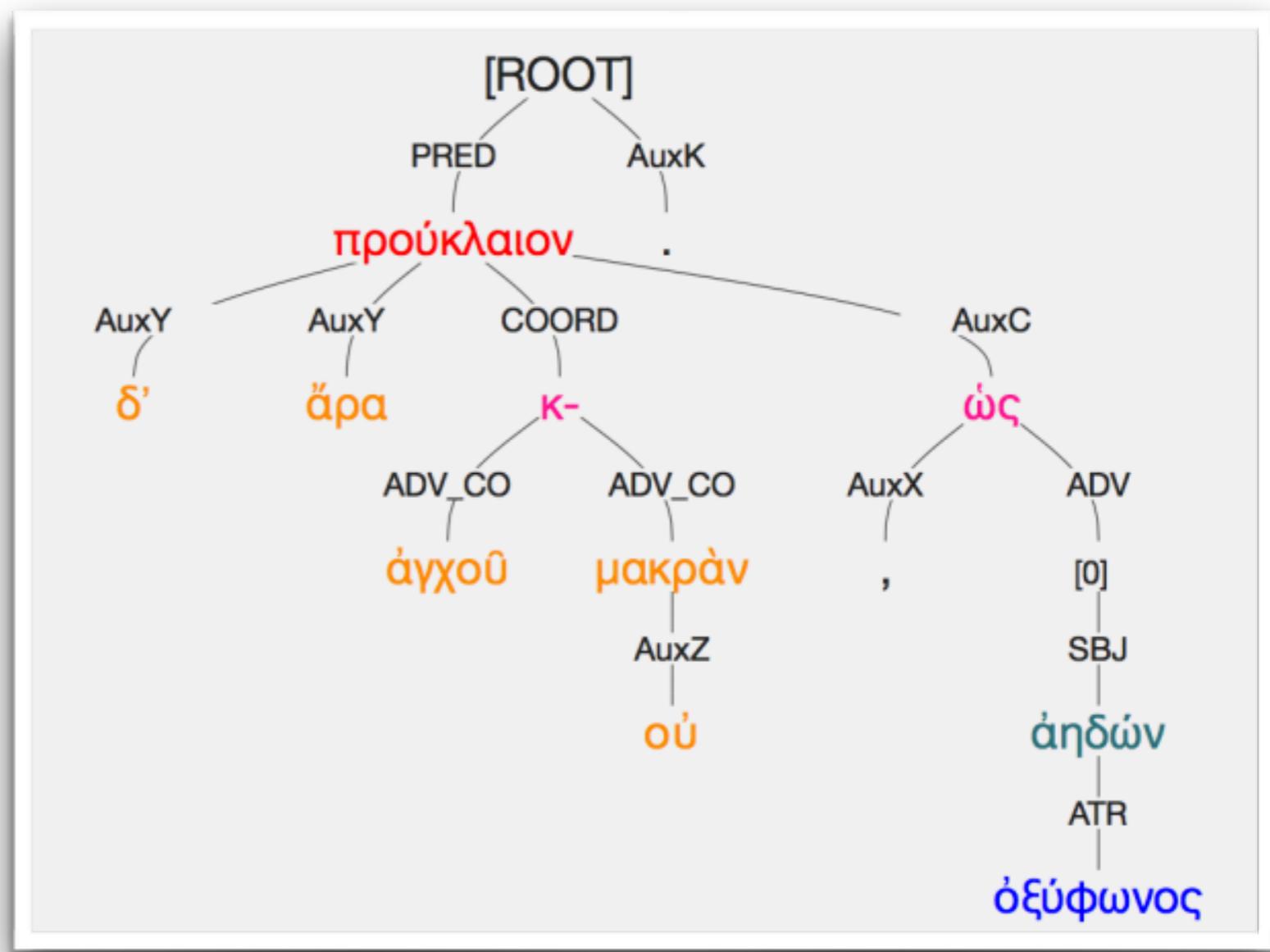
όξύφωνος ως ἀηδών

near and not far off then [I was?] weeping beforehand,
like the shrill-voiced nightingale

(Mambrini 2016, 86)

The structure of the sentence
visualised in the *Arethusa* platform
in *Perseids*

(Mambrini 2016, 84)



The Homer Multitext: home page

Welcome! The Homer Multitext project seeks to present the Homeric *Iliad* and *Odyssey* in a critical framework that accounts for the fact that these poems were composed orally over the course of hundreds, if not thousands of years by countless singers who composed in performance. The evolution and the resulting multiformity of the textual tradition, reflected in the many surviving texts of Homer, must be understood in its many different historical contexts. Using technology that takes advantage of the best available practices and open source standards that have been developed for digital publications in a variety of fields, the Homer Multitext offers free access to a library of texts and images and tools to allow readers to discover and engage with the Homeric tradition.

The Homer Multitext is a long-term project emphasizing collaborative research (we are particularly interested in undergraduate research), openly licensed data, and innovative uses of technology. The Homer Multitext welcomes collaboration in the form of diplomatic editions, images of historical documents, and translations. All material must be openly licensed and attribution will be given to the contributors. Please contact Casey Dué (casey@chs.harvard.edu) and Mary Ebbott (ebbott@chs.harvard.edu).

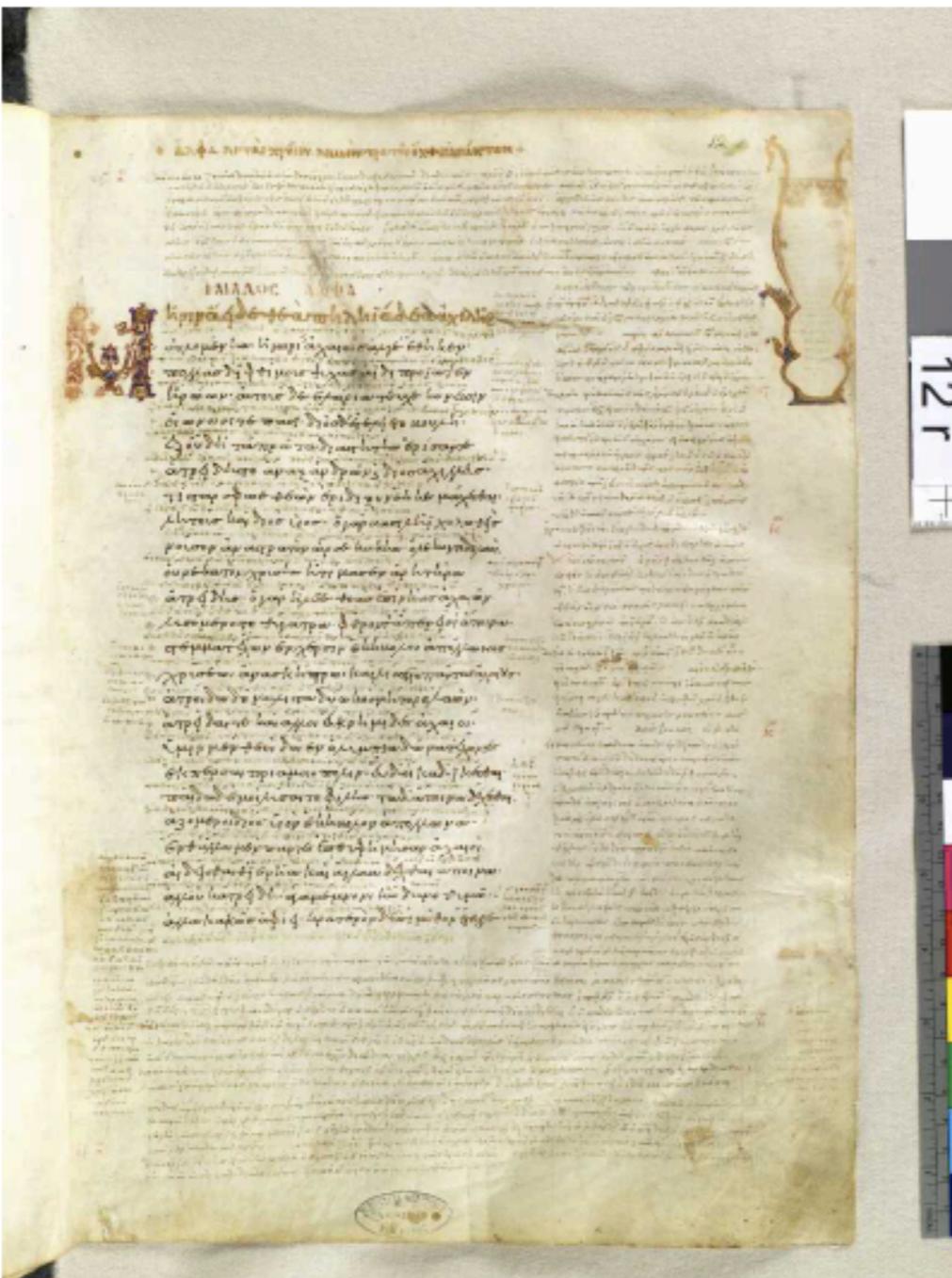
Homer Multitext,
Center of Hellenic Studies
(Harvard University)

www.homermultitext.org

Marcianus Graecus Z. 454 (= 822) (Venetus A), folio 12r

Iliad 1.1-1.25

(Image linked to view zoomable up to full resolution.)



(urn:cite:hmt:vaiimg.VA012RN-0013)

Venetus A: Marcianus Graecus Z. 454 (= 822), folio 12, recto.

This image was derived from an original ©2007, Biblioteca Nazionale Marciana, Venezie, Italia. The derivative image is ©2010, Center for Hellenic Studies. Original and derivative are licensed under the Creative Commons Attribution-Noncommercial-Share Alike 3.0 License. The CHS/Marciana Imaging Project was directed by David Jacobs of the British Library.

Homeric epic *Iliad* A

§1

- 1 Μήνιν ἀειδε θεά Πηληϊάδεω Ἀχιλῆος
- 2 σύλομένην· ἡ μαρ̄' Ἀχαιοῖς ἀλγε' ἔθηκεν
- 3 πολλὰς δ' ἵφιμους ψυχὰς Λίδι προίσαφεν
- 4 ἡρώων· αὐτοὺς δὲ ἐλάρια τεῦχε κύνεσσιν
- 5 οἰωνοῖσι τε πάσι· Διὸς δ' ἐτελείετο βουλή·
- 6 ἐξ οὐδὴ τὰ πρώτα διαστήτην ἐβίσαντε
- 7 Ατρείδης τε ἄναξ ἀνδρῶν καὶ διὸς Ἀχιλλεύς·
- 8 τίς τάρο σφιε θεῶν ἔρδι ξυνέπηρε μάχεσθαι·
- 9 Λητούς καὶ Διὸς νιός· ὁ γάρ βασιλῆι χολωθεῖς
- 10 νοῦσον ἀνὰ στρατὸν ὥρσε κακήν· ὀλέκοντο δὲ λαοί.
- 11 σύνεκα τὸν Χρύσην ἱτίμασεν ἀρητῆρα
- 12 Ατρείδης· ὁ γάρ ἡλίος θοάς ἐπὶ νῆσος Ἀχαιῶν·
- 13 λυσόμενός τε θύγατρα· φέρον τ' ἀπερείσι· ἀποινα-
- 14 στέμματ' ἔχον ἐν χερσὶν ἐκηβόλουν Ἀπόλλωνος
- 15 χρυσέῳ ἀνὰ σκήπτρῳ· καὶ λίσσετο πάντας Ἀχαιούς·
- 16 Ατρεΐδα δὲ μάλιστα δύνα κοσμήτορε λαῶν·
- 17 Ατρείδαι τε καὶ ἄλλοι ἐγκνήμαδες Ἀχαιοί·
- 18 ὅμιν μὲν θεοί δοιεν Όλύμπια δώματ' ἔχοντες·
- 19 ἐκπέροις Πριάμοιο πόλεν· εὐ δ' οἴκαδ' ὕκεισθαι·
- 20 παιδα δ' ἐμοὶ λόσατε φύλην· τάδ' ἀποινα δεχέσθαι.
- 21 ἀζόμενοι Διὸς νιὸν ἐκηβόλον Ἀπόλλωνα·
- 22 'Ἐνθ' ἄλλοι μὲν πάντες ἐπευφήμησαν Ἀχαιοί.
- 23 αἰδεισθαί 0' ἵερηα καὶ ἀγλαὰ δέχθαι ἀποινα·
- 24 ἀλλ' οὐκ Ἀτρείδη Ἀγαμέμνονι ἤνδανε θυμῷ·
- 25 ἀλλα κακῶς ἀφίει· κρατερὸν δ' ἐπὶ μύθον ἐτελε-

(urn:cts:greekLit:tlg0012.tlg001.msA:1.1-1.25)

CTS URN

“The faculty of Furman University and the College of the Holy Cross, who have worked with the Homer Multitext Fellows **as they meticulously transcribe these texts and explore the problems that those texts reveal, have witnessed a degree of dedication and excitement** that turns the glowing rhetoric of undergraduate research from a marketing pitch to an honest appraisal”.

Blackwell-Martin 2009, 55

“Not sourcing labor,
but an invitation to meaningful work”.

Owens 2012

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Wikipedia and collaborative editing



Emma Bridges
Institute of Classical Studies, London

@emmabridges

English-language Wikipedia statistics (January 2018):

- Currently over 5.5 million articles
- Around 600 new articles created every day
- Average of over 10 edits per second

Advantages as a crowd-sourcing model:

- Free
- Easy to learn - no prior expertise in coding required
- Quick
- Anyone with an internet connection can access it

Academic involvement in Wikipedia:

- Helps to ensure accuracy and visibility of topics within our area of expertise.
- No original research!
- All statements should be supported by references to reliable sources; if no reliable source can be found, Wikipedia should not have an article on it.
- Articles should represent a neutral point of view.
- Universities and academic libraries now with ‘Wikimedians in residence’.
- Wikipedia used as a teaching and assessment tool (Wikipedia: Student assignments).

How representative is Wikipedia?

- Anyone *can* edit Wikipedia; this doesn't mean that everyone *does*.
The "average Wikipedian" [\[edit source\]](#)

The common characteristics of average [Wikipedians](#) inevitably color the content of Wikipedia. The average Wikipedian on the [English Wikipedia](#) is (1) male, (2) technically inclined, (3) formally educated, (4) an English speaker (native or non-native), (5) aged 15–49, (6) from a majority-Christian country, (7) from a developed nation, (8) from the [Northern Hemisphere](#), and (9) likely employed as a [white-collar worker](#) or enrolled as a [student](#) rather than being employed as a [blue-collar worker](#).^[2]

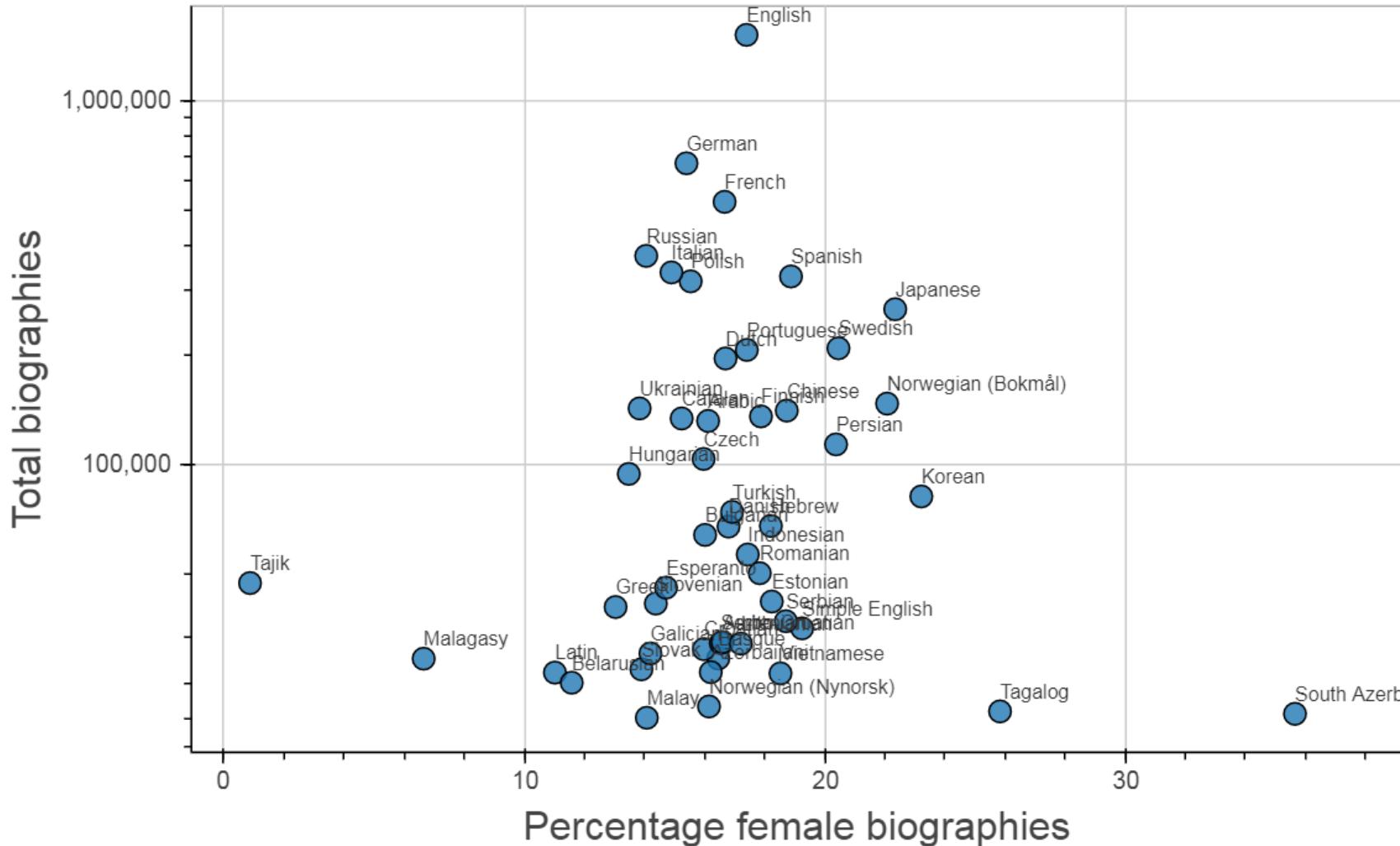


(accessed at [Wikipedia: Systemic bias](#), 29th Jan 2018)

- This can lead to bias in relation to, for example, gender, race, social class, and a tendency to under-represent the perspectives of those without access to the internet or time to edit Wikipedia.

Wikipedia's gender imbalance

- Between 9% and 16% of editors are women
- Biographies by gender (from [Wikidata Human Gender Indicators](#)):



- Women more likely to be overlooked in narrative accounts; referred to only in relation to their husbands/male relatives; adult women referred to as ‘girls’; tendency to refer to ‘the women’ rather than giving specific titles or roles (e.g. ‘the committee’, ‘the founders’); use of ‘man’ as default gender; women’s published work less likely to be cited on Wikipedia than that written by men.

Projects tackling the issue:

- [Women in Red](#) – objective is to turn ‘redlinks’ to women’s biographies and works by women into blue links
- [100 Women \(BBC\)](#) – linked with a BBC series examining the role of women in the 21st century

#WCCWiki – Women's Classical Committee UK (WCC UK) editathons

- January 2017: around 200 biographies of classical scholars on English-language Wikipedia. Less than 10% of these had women as their subjects.
- WCC UK set up a [project](#), supported by trainers from Wikimedia UK, which holds monthly editing sessions remotely and in person.
- Increasing number of biographies of women classical scholars/improving existing biographies.
- New entries need to meet Wikipedia's [notability criteria for academics](#), and editors are advised to avoid [conflicts of interest](#).
- Ensuring that the work of women is cited on pages relating to classical subjects.
- Linking to biographies of women scholars from other pages.