

# WHAT IS TEXT ENCODING AND WHY SHOULD I CARE?

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HI!

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Undergrad in English Honours and Gender Studies @ Uvic

Digital Humanities programmer for projects such as *The Map of Early Modern London*, *Linked Early Modern Drama Online*, *The Winnifred Eaton Archive*, and *The Endings Project*

# THIS WORKSHOP

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Brief conceptual introduction to encoding, XML, and TEI

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Examples of projects that use the TEI

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Examples of projects that use the TEI

Pointers to further resources on learning about the TEI



# TEXT ENCODING AND THE TEI

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E.g. different types of punctuation for levels of quotation

And they are subject to varying interpretations

- E.g. I think these quotation marks denote a term, but maybe the author is just being sarcastic...

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# THE CRITICAL STAKES OF ENCODING TEXTS

Reinforcing hegemonic/dominant readings of the text

Colonial understanding of the “text” itself

Texts may not want to be “free”—the problems of open access

# HOW DO WE ENCODE TEXTS?

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# ACTIVITY: PART 1

Handout: John Stow's *Survey of London* (1598) (sig. L2r)

16 options

6 colours

CHOOSE 6 of the ITEMS at the bottom and mark each with a DIFFERENT COLOUR

THe next ward towardes the south, is Cornhill warde, so called of a corne market, time out of mind there holden, and is a part of the principall high streete, beginning at the west end of Leaden hall, stretching downe west on both the sides by the south end of Finckes lane, on the right hand, and by the North ende of Birchouers lane, on the left part of which lanes, to wit, to the middle of them is of this ward and so down to the Stockes market, and this is the bounds of this Ward. The vpper, or East part of this Warde, and also a part of Lymestreete warde hath beene (as I saide) a market place, especially for Corne, and since for all kinde of victuals, as is partly shewed in Lymestreete warde, yet it appeareth of record, that in the yere 1522. the Rippars of Rie and other places solde their fresh fish in Leaden hall market, vpon Cornhil, but forren Butchers were not admitted, there to sel flesh

## ACTIVITY: PART 2

For each of those 6 things you've checked off, find those in the document and

DRAW BOXES around each item.

DIRECTION = BLUE PUNCTUATION = RED:

THe next ward towardes the south, ,

# RULES

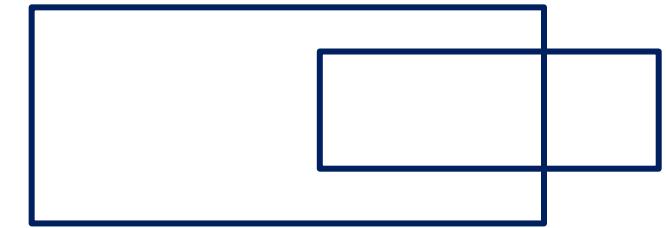
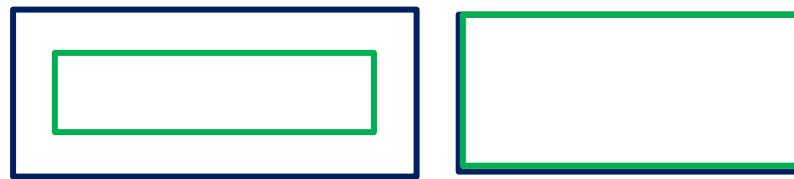
## CORRECT

## INCORRECT

Boxes CANNOT OVERLAP  
(but their edges can touch)

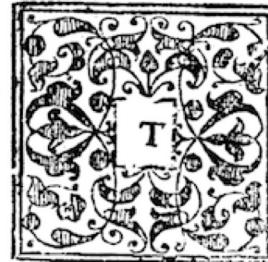


Boxes CAN nest



# STOW'S SURVEY OF LONDON

## Cornhill VVarde.



He next ward towardes the south, is Corng  
hill warde, so called of a corne market, time  
out of mind there holden, and is a part of  
the principall high streeete, beginning at the  
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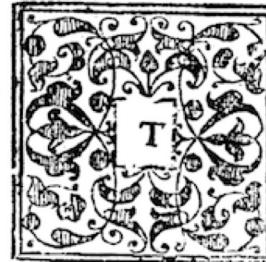
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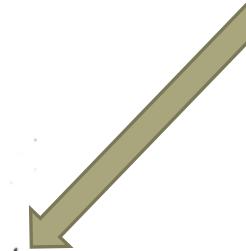
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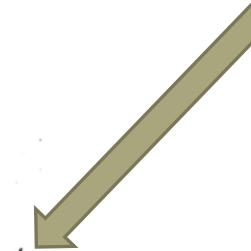
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Cornhill ward



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And is often described in genealogical terms

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- Some varieties of XML are (XHTML, SVG, et cetera)

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# XML IS EVERYWHERE

HTML (HyperText Markup Language: Every website)

KML (Keyhole Markup Language: Google Maps)

RDF (Resource Description Framework: Library catalogues)

SVG (Scalable Vector Graphics: Digital Images)

OOXML (Open Office XML: This presentation, word documents, et cetera)



# XML

There is *nothing inherent about the function of XML*

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Anyone can conceive of an XML dialect (e.g. it is extensible)

# XML

Think of the hierarchy of the book:

# XML

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Book

# XML

Think of the hierarchy of the book:

**Book**

- Chapters

# XML

Think of the hierarchy of the book:

## Book

- Chapters
  - Sections

# XML

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## Book

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  - Sections
    - Paragraphs

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**XML**

# XML

<book>

</book>

# XML

```
<book>  
  <chapter>
```

```
    </chapter>  
</book>
```

# XML

```
<book>
  <chapter>
    <section type="subsection">
      ...
    </section>
  </chapter>
</book>
```

# XML

```
<book>
  <chapter>
    <section type="subsection">
      <paragraph>
        ...
      </paragraph>
    </section>
  </chapter>
</book>
```

# XML

```
<book>
  <chapter>
    <section type="subsection">
      <paragraph>
        <sentence>
          ...
        </sentence>
      </paragraph>
    </section>
  </chapter>
</book>
```

# XML

```
<book>
  <chapter>
    <section type="subsection">
      <paragraph>
        <sentence>
          <word>
            ...
          </word>
        </sentence>
      </paragraph>
    </section>
  </chapter>
</book>
```

# XML

```
<book>
  <chapter>
    <section type="subsection">
      <paragraph>
        <sentence>
          <word>
            <letter></letter>
          </word>
        </sentence>
      </paragraph>
    </section>
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Elements can also have **attributes** and each attribute must have a **value**

- E.g. <book type=“primary”> has a **type attribute with the value of primary**
- (Think of attributes as you would in everyday life; people don’t have “height” or “age” without a value)

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## Elements **nest** and use genealogical terms

- I.e this bit of XML

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<book>
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Can be described as “chapter is a child of book” OR “book is a parent of chapter”

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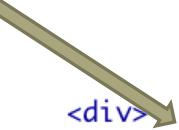
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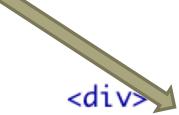
Can be described as “chapter is a child of book” OR “book is a parent of chapter”

## There is **always** a **root** element

- That is, there is always one element that encloses everything

```
<div>
  <head><ref target="mol:CORN1">Cornhill Warde</ref>.</head>
  <p><hi rendition="#stow_1598_CORN1_dropCap">T</hi>He next ward towards the south, is <ref target="mol:CORN1"><hi
rendition="#stow_1598_CORN1_R">Corn
    <lb rend="hidden" type="hyphenInWord"/>hill</hi> warde</ref>, <label place="margin-right"><ref target="mol:CORN1">Cornhill
ward</ref></label> so called of a corne market, time
    <lb/>out of mind there holden, and is a part of
    <lb/>the principall high streeete, beginning at the
    <lb/>west end of <ref target="mol:LEAD1">Leaden hall</ref>, stretching downe
    <lb/>west on both the fides by the south end of
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    <lb/>left part of which lanes, to wit, to the middle of them is of this
    <lb/>ward and so down to the <ref target="mol:STOC1">Stockes market</ref>, and this is the bounds
    <lb/>of this Ward. The vpper, or East part of this Warde, and al
    <lb rend="hidden" type="hyphenInWord"/>so a part of <ref rendition="#stow_1598_CORN1_R" target="mol:LIME1">Lymestreete warde</ref>
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    <lb/>other places folde their fresh fish in <ref target="mol:LEAD1">Leaden hall</ref> market, vpon
    <lb/><ref rendition="#stow_1598_CORN1_R" target="mol:CORN2">Cornhil</ref>, but forren Butchers were not
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    <lb/>
    <fw type="signature">L 2</fw>
    <fw type="catchword">till</fw>
  </p>
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        <lb/>market place, espeially for Corne, and since for all kinde  
        <lb/>of victuals, as is partly shewed in <ref rendition="#stow\_1598\_CORN1\_R" target="mol:LIME1">Lymestreete warde</ref>, yet it ap  
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        <lb/><ref rendition="#stow\_1598\_CORN1\_R" target="mol:CORN2">Cornhil</ref>, but forren Butchers were not  
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        <lb/>  
        <fw type="signature">L 2</fw>  
        <fw type="catchword">till</fw>  
    </p>  
</div>



```
<div>
  <head><ref target="mol:CORN1">Cornhill VWarde</ref>.</head>
  <p><hi rendition="#stow_1598_CORN1_dropCap">T</hi>He next ward towarde the south, is <ref target="mol:CORN1"><hi
rendition="#stow_1598_CORN1_R">Corn
    <lb rend="hidden" type="hyphenInWord"/>hill</hi> warde</ref>, <label place="margin-right"><ref target="mol:CORN1">Cornhill
ward</ref></label> so called of a corne market, time
    <lb/>out of mind there holden, and is a part of
    <lb/>the principall high streeete, beginning at the
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**<div>**

**<head>**Cornhill Warde.**</head>**

**<p>**THe next ward towards the south, is Corn

hillCornhill warde, Cornhill

        ward, so called of a corne market, time

out of mind there holden, and is a part of

the principall high streeete, beginning at the

west end of Leaden hall, stretching downe

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left part of which lanes, to wit, to the middle of them is of this

ward and so down to the Stockes market, and this is the bounds

of this Ward. The vpper, or East part of this Warde, and al

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**</p>**

**</div>**

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# WHAT TO ENCODE?

**Input ≠ Output**

**Encode what you care about and what you have time to encode**

**If you don't encode it, you can't do much with it**

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</div>
```

## Cornhill VVarde.

Cornhill ward

THE next ward towards the south, is *Cornhill* warde, so called of a corne market, time out of mind there holden, and is a part of the principall high streete, beginning at the west end of *Leaden hall*, stretching downe west on both the sides by the south end of *Finckes lane*, on the right hand, and by the North ende of *Birchouers lane*, on the left part of which lanes, to wit, to the middle of them is of this ward and so down to the *Stockes market*, and this is the bounds of this Ward. The vpper, or East part of this Warde, and also a part of *Lymestreete warde* hath beene (as I saide) a market place, especially for Corne, and since for all kinde of victuals, as is partly shewed in *Lymestreete warde*, yet it appeareth of record, that in the yere 1522. the Rippars of *Rie* and other places solde their fresh fish in *Leaden hall* market, vpon *Cornhil*, but forren Butchers were not admitted, there to sel flesh

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Cornhill ward

T

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L 2

till

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A set of guidelines for encoding text

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Website: <https://tei-c.org/>

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- **Metadata:** various classification schemes, provenance, manuscript description, etc
- +++++

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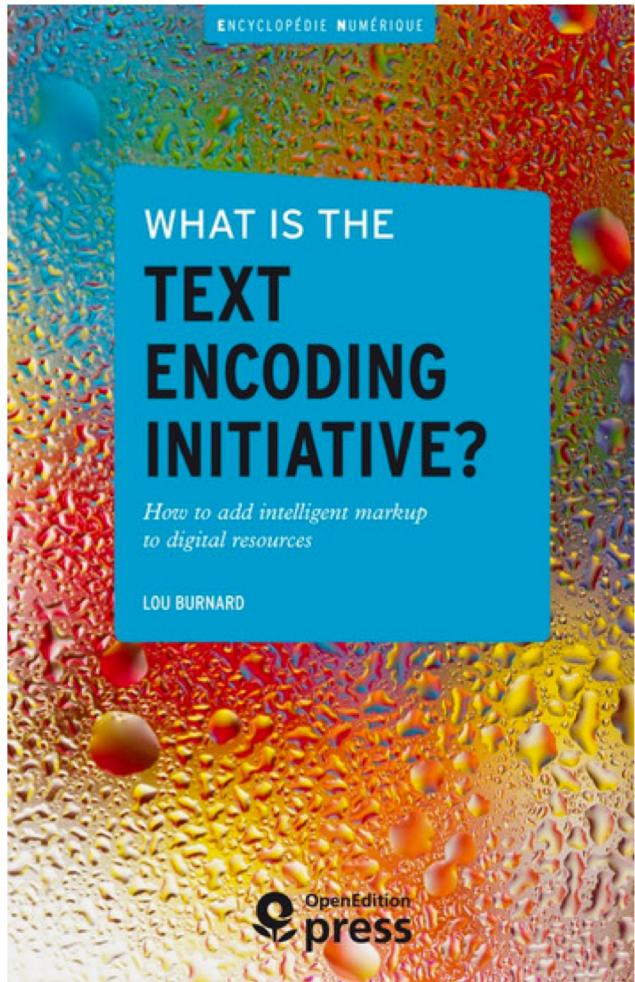
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# QUICK HISTORY OF THE TEI

The Text Encoding Initiative (originally called the Guidelines for Text Encoding and Interchange)

Started in the late 1980s in response to the boom in “humanities computing”

Wanted to provide a framework and a set of principles for encoding texts that could be widely adopted



Within the noisy market place of the *Digital Humanities*, the TEI is a kind of senior member, an annoying parental figure for some, a benevolent one for others, something just too old-fashioned even to be considered for others. Yet, over the last decade, it has become increasingly clear that the TEI is part of what makes the digital humanities happen.

(Burnard, “Conclusion”, para. 1)

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- Caveat: There are many, many tools for transforming TEI into other formats (Word documents, PDFs, and, of course, websites)

# THE PROBLEM

What colours did your group use for encoding different things?

The same colours as another group?

# THE PROBLEM

Recall the XML that describes the book from earlier

# XML

```
<book>
  <chapter>
    <section type="subsection">
      <paragraph>
        <sentence>
          <word>
            <letter></letter>
          </word>
        </sentence>
      </paragraph>
    </section>
  </chapter>
</book>
```

# THE PROBLEM

How else could it be written?

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```
<book>
  <ch>
    <para>
      <w>
        <c></c>
      </w>
    </para>
  </ch>
</book>
```

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## Root <TEI> element

A <teiHeader> that describes both the *file* and the *primary source* that you are transcribing (if applicable)

A <text> that contains the text of the document

- Within text, you can have a <front>, <body>, or <back>

# TEI IS FOR DATA AND METADATA

```
<TEI>
  <teiHeader>
  </teiHeader>
  <text>
  </text>
</TEI>
```

metadata

data

# BASIC TEI FILE

```
1 <?xml version="1.0" encoding="UTF-8"?>
2 <TEI xmlns="http://www.tei-c.org/ns/1.0">
3   <teiHeader>
4     <fileDesc>
5       <titleStmt>
6         <title>The Most Basic TEI File</title>
7       </titleStmt>
8       <publicationStmt>
9         <p>Not for publication, really.</p>
10      </publicationStmt>
11      <sourceDesc>
12        <p>No source, born digitally for demonstrative purposes.</p>
13      </sourceDesc>
14    </fileDesc>
15  </teiHeader>
16  <text>
17    <body>
18      <p>Hello, world!</p>
19    </body>
20  </text>
21 </TEI>
22
23
```

TEI

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E.g. Drama projects will use the drama tagset (<sp> for speech, <speaker> for speaker, et cetera) and discard the linguistic/dictionary tagset (<entry> for dictionary entries, <m> for morpheme, etc).

THAT WAS A LOT OF INFORMATION IN A VERY  
SHORT TIME

Any questions?



## SAMPLE TEI PROJECTS

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# THE SHELLEY-GODWIN ARCHIVE

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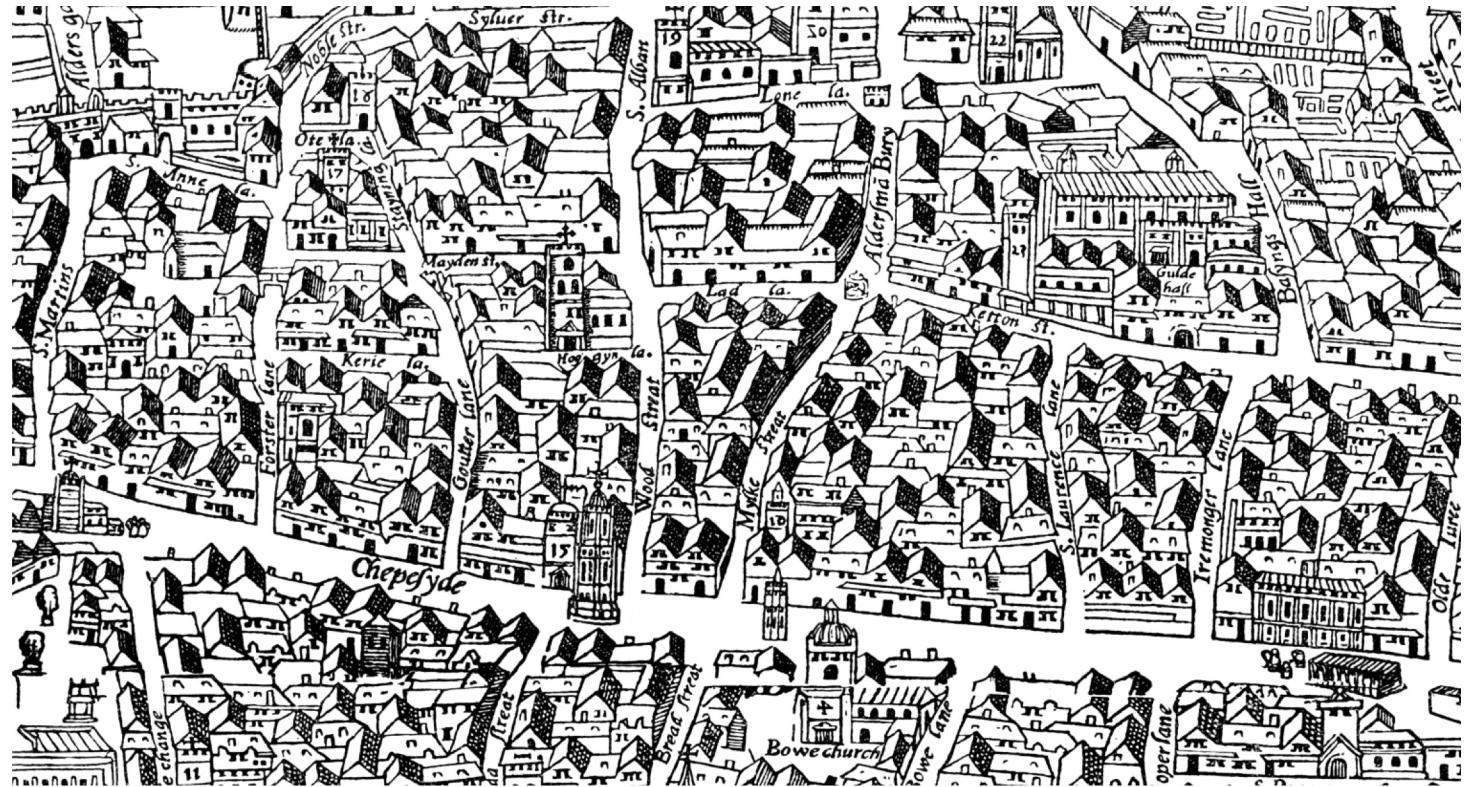
that vanishes among the reedless gates. —  
far, far above, piercing the infinite sky  
Mont Blanc appears, still, snowy & serene,  
its subject mountains their unearthly forms  
the round it - ice & rock - broad chasm &  
green waves, unfathomable deeps  
She as the overhanging Heaven, that spread  
her wing among the accumulated steeps,  
last desarts, peopled by the storms alone  
live when the eagle brings some hunting  
and the wolf watches her - how hideously  
the rocks are heaped around, rude base & high  
hastly & scarred & riven - is this the same  
when the old Earthquake demon taught her  
man? were these their toys? or did a sea  
of fire envelope once this silent snow?  
One can reply - all seems eternal now.  
This wilderness has a mysterious tongue  
which teaches awful doubt, or faith so mid  
simple, so serene that man may be  
such a partner with Nature reconciled.

My own, my human mind - which has  
now renders & receives fast influence  
of Nature an unfeeling seeing intellect  
With the clear universe of things a  
Legion of swift thought, whose wings  
Now float above thy darkness, & now  
Bear the still care of the watchful Power  
Seeking among the shadows that  
ghost of th things that are, some far  
some spectre, some faint image; till  
From which they fled recalls them - the

Some say that gleams of a remoter  
Visit the soul in sleep - that death  
And that its shapes the busy thoughts  
of those who wake & his. I look on  
Has some unknown omnipotence un-  
The veil of life & death? or do we  
In dream, & does the mighty hand  
Spread far around, & inaccessibly  
In circles? - for the very spirit  
Driven like a homely cloud from steep

# THE MAP OF EARLY MODERN LONDON

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# THE PULTER PROJECT

*Poet in the Making*

*A unique leather-bound manuscript, disregarded for centuries.*

*Poems of revolution: political, personal, religious, scientific.*

*We take this material and make something new.*

*We invite you to continue the making.*



# THE PULTER PROJECT

# HE DO THE POLICE IN DIFFERENT VOICES



# RESOURCES

The TEI's website: <https://tei-c.org>

TEI by Example: <http://teibyexample.org/>

Lou Burnard, *What is the Text Encoding Initiative?*:  
<https://books.openedition.org/oep/679?lang=en>

Teach Yourself TEI: <http://www.tei-c.org/support/learn/teach-yourself-tei/>

DHSI @ UVic: <http://www.dhsi.org/courses.php> (Scholarships available through DHSI for UBC students)

# FURTHER READING

Kirschenbaum, Matthew. "What is Digital Humanities and What's It Doing in English Departments?" *ADE Bulletin*, no. 150, 2010.

MacPherson, Tara. "Why are the Digital Humanities So White?" *Debates in the Digital Humanities*, ed. Matthew K. Gold, University of Minnesota Press, 2015. [Both collections (2012, 2016) are very good]

Johnson, Jessica Marie. "Markup Bodies: Black [Life] Studies and Slavery [Death] Studies at the Digital Crossroads." *Social Text*, vol. 36, no. 4, 2018, pp. 57-79.

bianco, jamie skye. "Man and His Tool, Again? Queer and Feminist Notes on Practices in the Digital Humanities and Object Orientations Everywhere." *Digital Humanities Quarterly*, 2015. [This is an interactive article:

<http://www.spikenilli.com/projects/dhq/queerfemnotes.html>]

# THANKS!

Department of English Language and Literatures

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