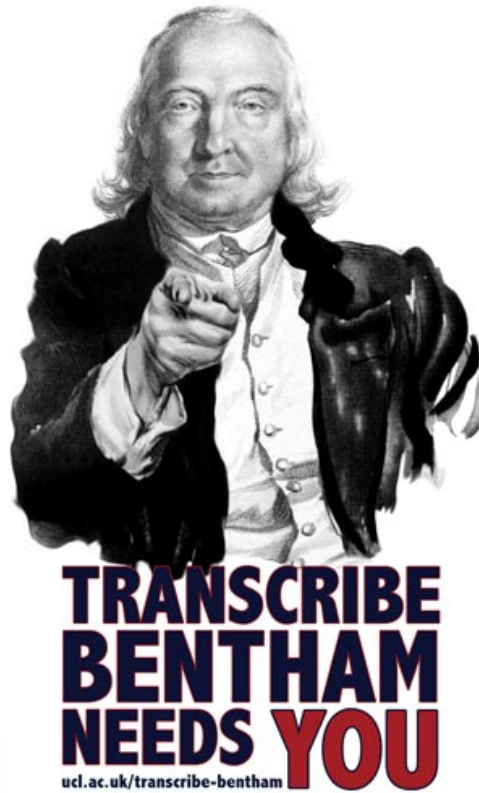


Paolo Monella

Non chiederti cosa la filologia digitale può fare per te...



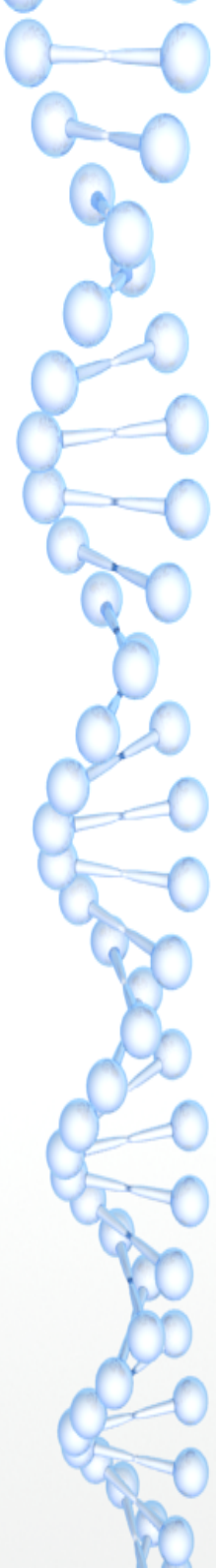
Dottorato in Scienze del Testo dal Medioevo alla Modernità

Sapienza Università di Roma, 7 febbraio 2022

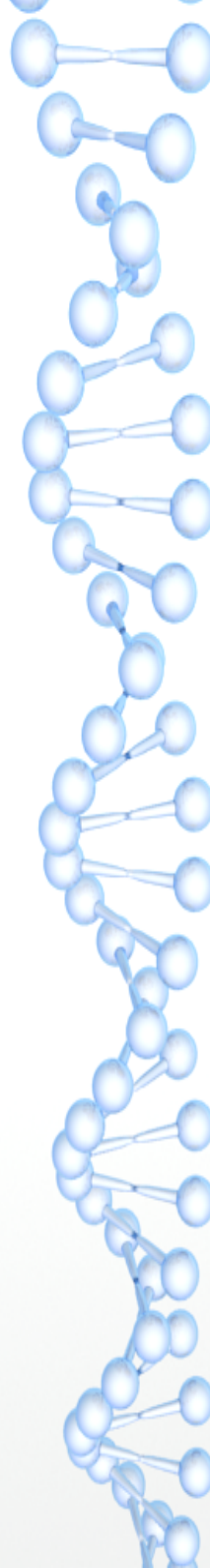
<http://www.paolomonella.it/dottoratoromalingue2022>

paolo.monella@uniroma1.it



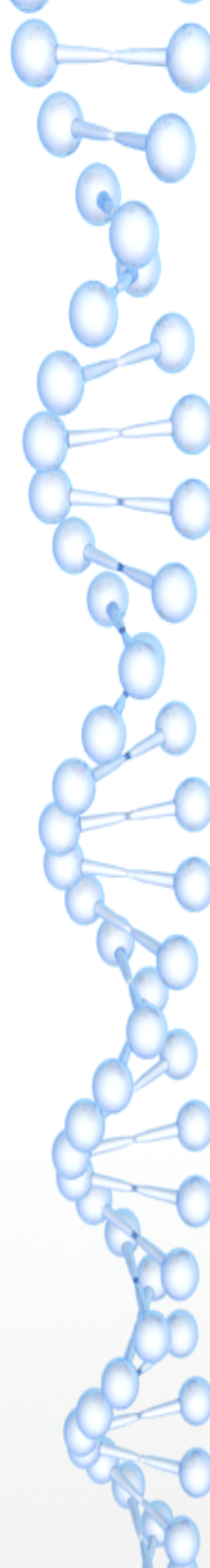


Di cosa parleremo

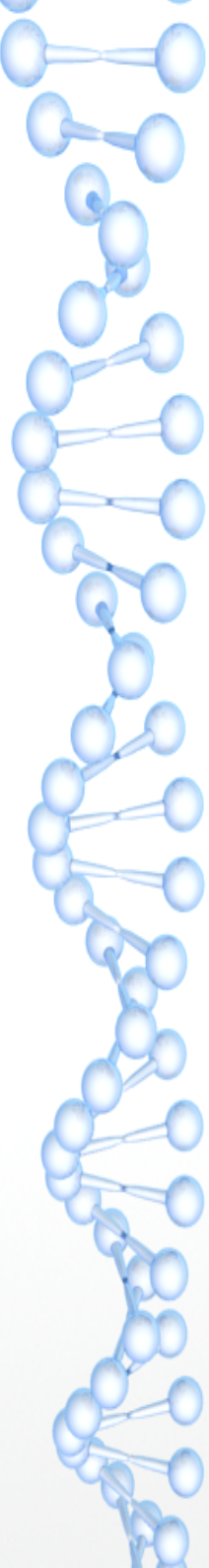


Di cosa parleremo

- Le grandi domande
 - Qual è il valore aggiunto del digitale?
 - Cos'è la “filologia”?
- Studi letterari
 - Algoritmi di analisi del testo
- Edizione
 - Constitutio textus
 - Testo e documento
 - L'edizione digitale distribuita
 - Testi e comunità

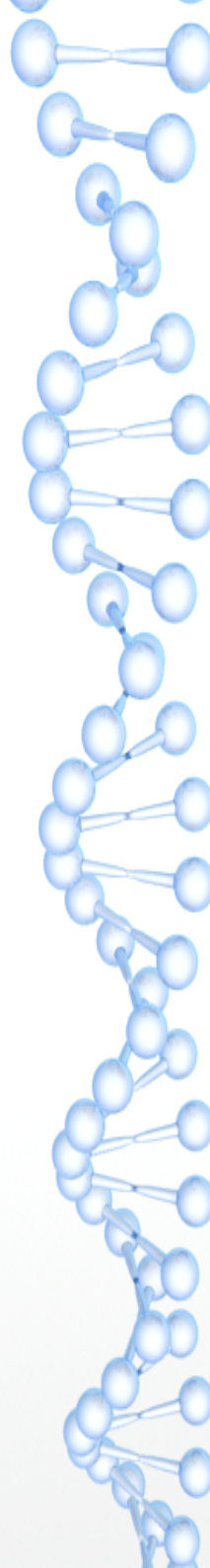


Le grandi domande



Le grandi domande

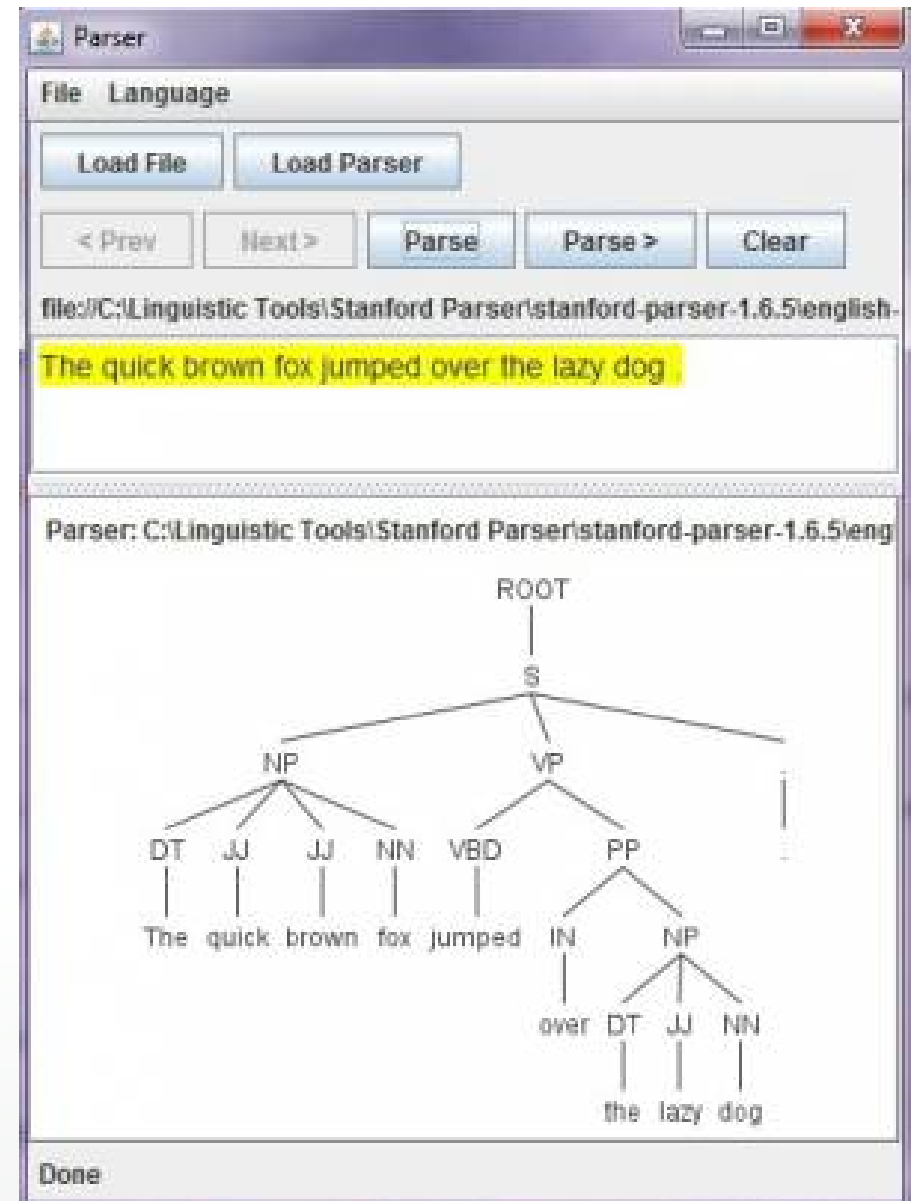
- Qual è il **valore aggiunto** del digitale?
- Cos'è la “**filologia**”?
 - Studi letterari
 - Edizione



Algoritmi di analisi del testo

Algoritmi di analisi del testo

- Analisi linguistica
- Morfologica
 - Part of speech (PoS) tagger / lemmatizzatori
- Sintattica
 - Stanford Parser ►



Algoritmi di analisi del testo

- Apple Siri ►



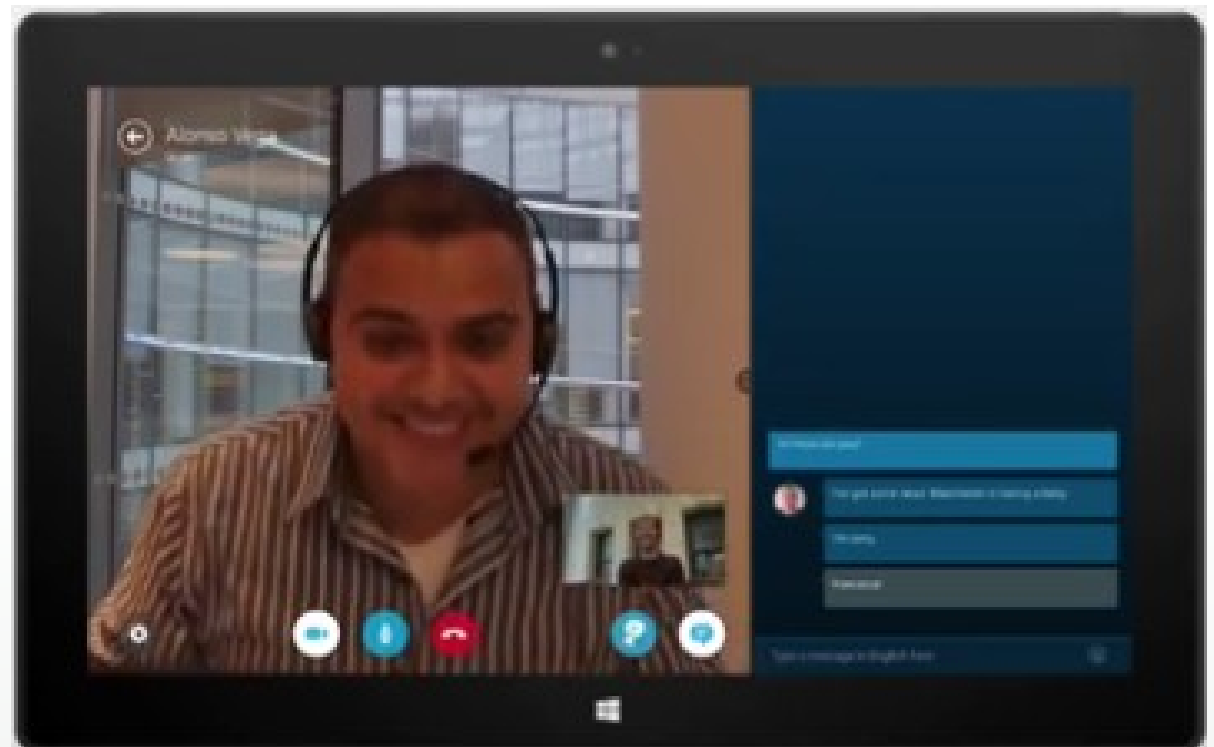
Algoritmi di analisi del testo

- Google Translate ►



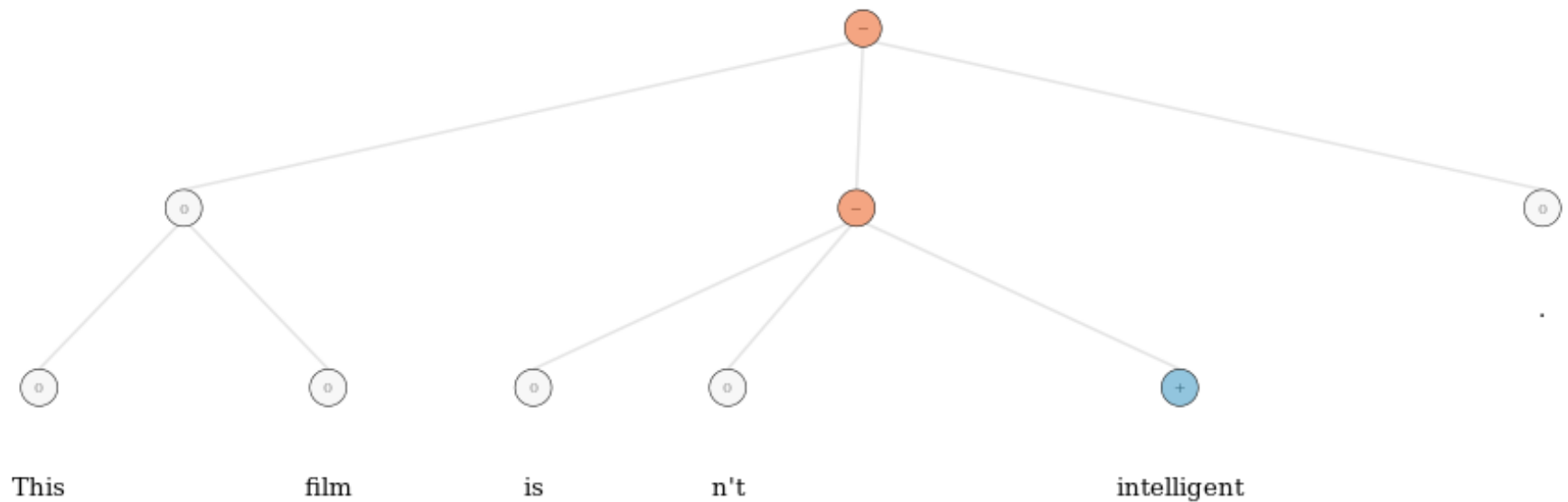
Algoritmi di analisi del testo

- Skype Translator ►



Algoritmi di analisi del testo

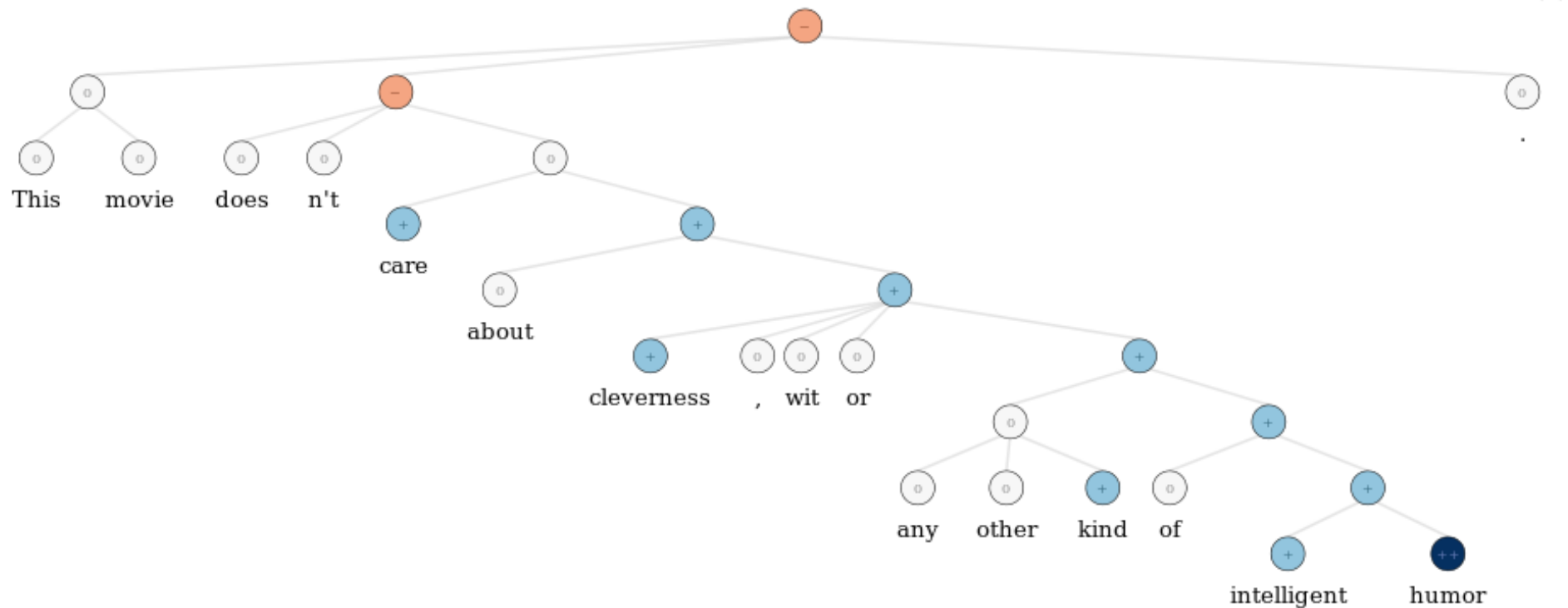
- Analisi del tono positivo / negativo
 - Stanford sentiment analysis ►



All labels are now correct

Algoritmi di analisi del testo

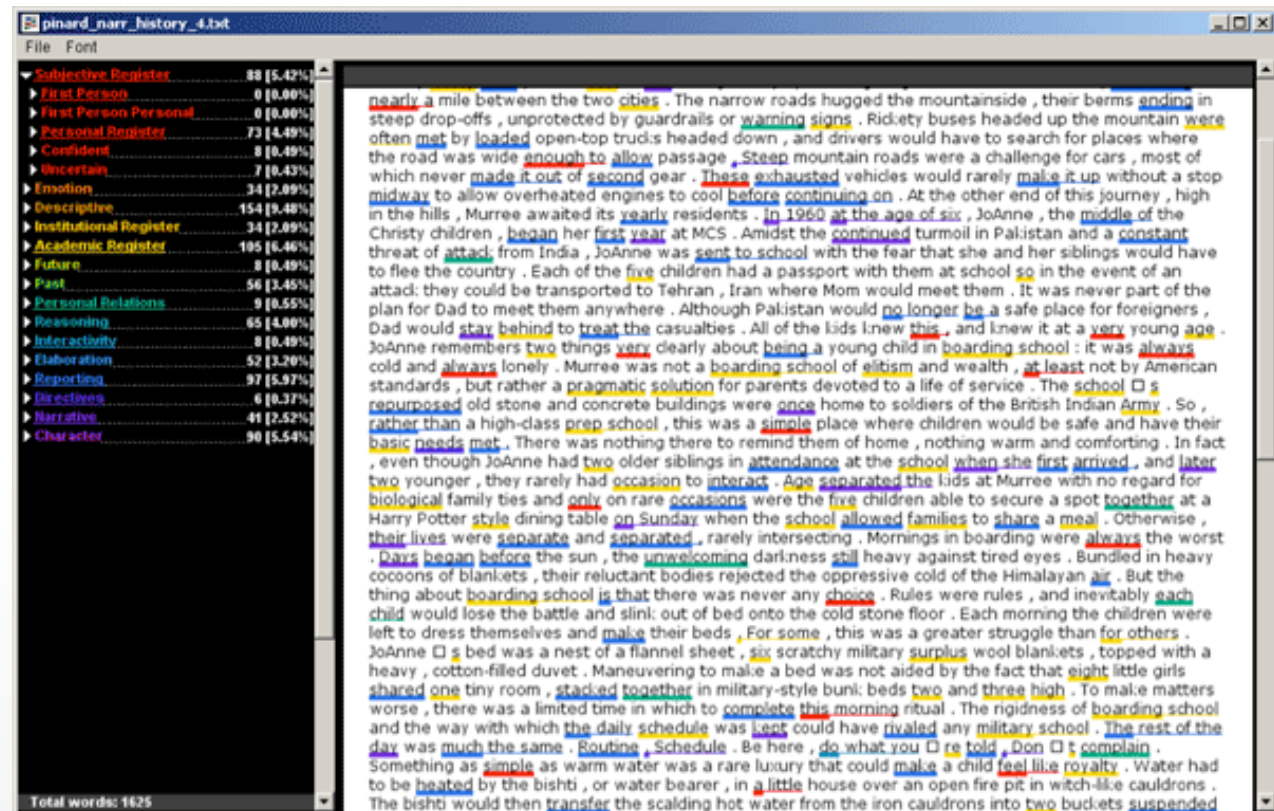
- Analisi del tono positivo / negativo
 - Stanford sentiment analysis ►



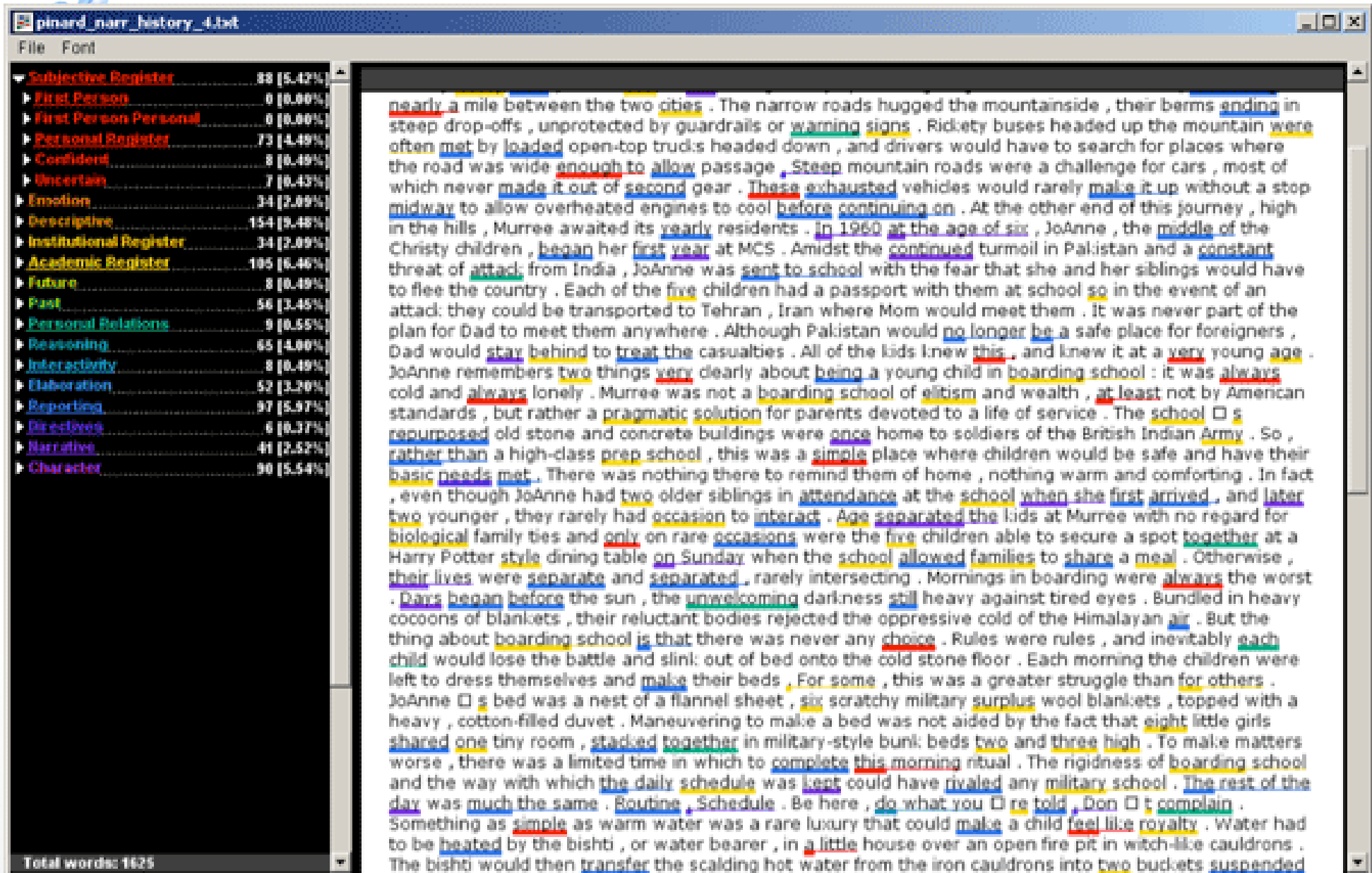
All labels are now correct

Algoritmi di analisi del testo

- Figure retoriche
 - Analisi stilistica
 - DocuScope ►



Algoritmi di analisi del testo



The screenshot displays a text analysis application window titled "pinard_narr_history_4.txt". The interface is divided into two main sections. On the left, a "Subjective Register" list shows various categories and their corresponding word counts and percentages. On the right, a paragraph of text is displayed with several words highlighted in yellow, indicating their relevance to the registers.

Register	Count	Percentage
Subjective Register	88	[5.42%]
First Person	0	[0.00%]
First Person Personal	0	[0.00%]
Personal Register	73	[4.49%]
Confident	8	[0.49%]
Uncertain	7	[0.43%]
Emotion	34	[2.09%]
Descriptive	154	[9.48%]
Institutional Register	34	[2.09%]
Academic Register	105	[6.46%]
Future	8	[0.49%]
Past	56	[3.45%]
Personal Relations	9	[0.55%]
Reasoning	65	[4.00%]
Interactivity	8	[0.49%]
Elaboration	52	[3.20%]
Reporting	97	[5.97%]
Directives	6	[0.37%]
Narrative	41	[2.52%]
Character	90	[5.54%]

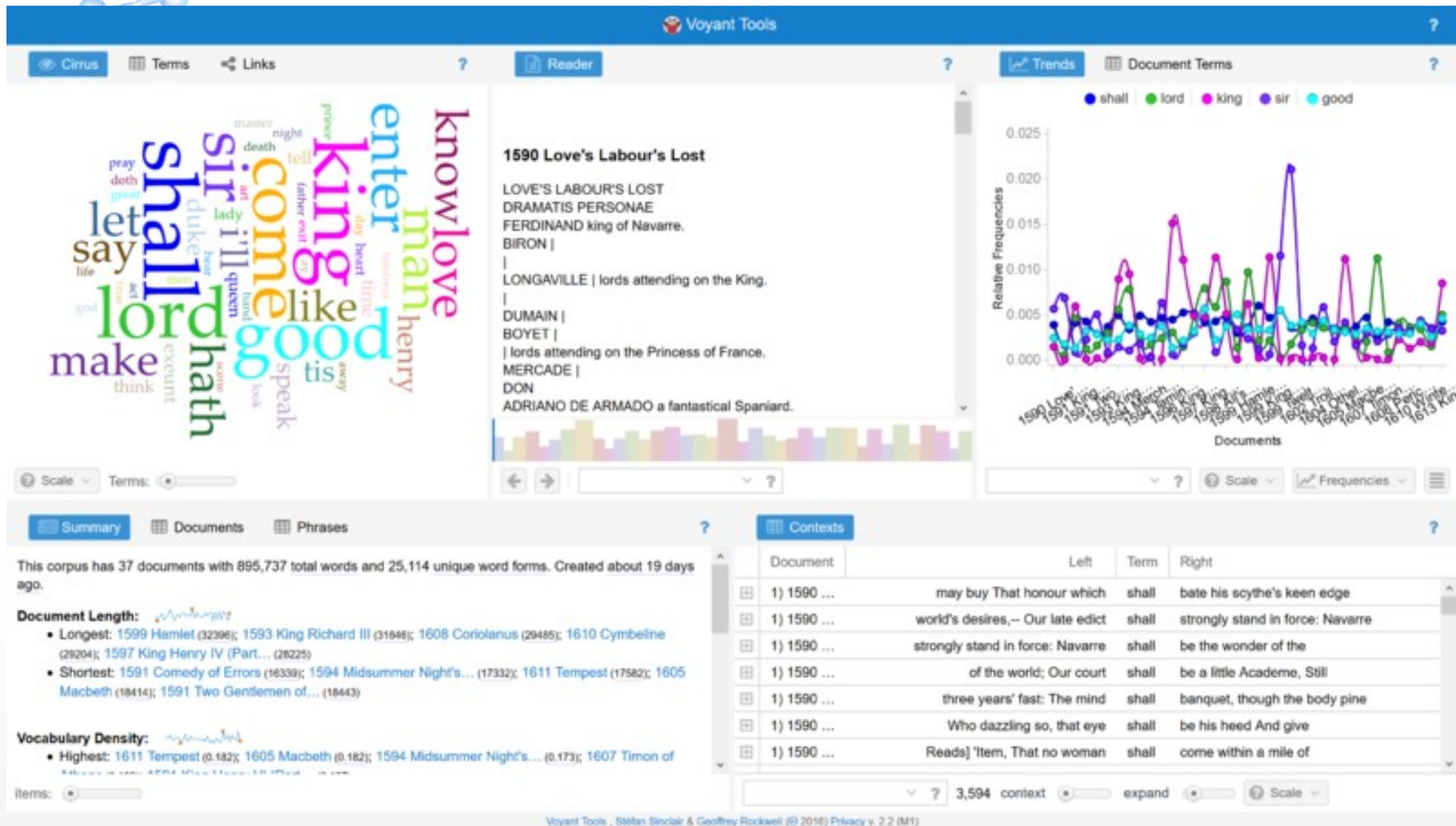
Total words: 1625

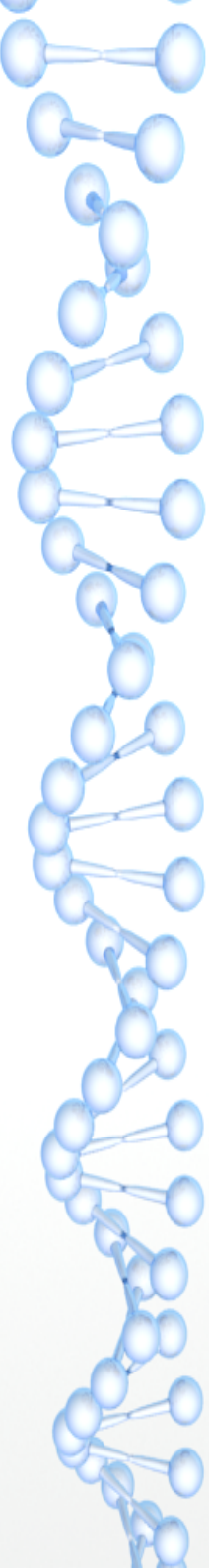
nearly a mile between the two cities . The narrow roads hugged the mountainside , their berms ending in steep drop-offs , unprotected by guardrails or warning signs . Rickety buses headed up the mountain were often met by loaded open-top trucks headed down , and drivers would have to search for places where the road was wide enough to allow passage . Steep mountain roads were a challenge for cars , most of which never made it out of second gear . These exhausted vehicles would rarely make it up without a stop midway to allow overheated engines to cool before continuing on . At the other end of this journey , high in the hills , Murree awaited its yearly residents . In 1960 at the age of six , JoAnne , the middle of the Christy children , began her first year at MCS . Amidst the continued turmoil in Pakistan and a constant threat of attack from India , JoAnne was sent to school with the fear that she and her siblings would have to flee the country . Each of the five children had a passport with them at school so in the event of an attack they could be transported to Tehran , Iran where Mom would meet them . It was never part of the plan for Dad to meet them anywhere . Although Pakistan would no longer be a safe place for foreigners , Dad would stay behind to treat the casualties . All of the kids knew this , and knew it at a very young age . JoAnne remembers two things very clearly about being a young child in boarding school : it was always cold and always lonely . Murree was not a boarding school of elitism and wealth , at least not by American standards , but rather a pragmatic solution for parents devoted to a life of service . The school 's repurposed old stone and concrete buildings were once home to soldiers of the British Indian Army . So , rather than a high-class prep school , this was a simple place where children would be safe and have their basic needs met . There was nothing there to remind them of home , nothing warm and comforting . In fact , even though JoAnne had two older siblings in attendance at the school when she first arrived , and later two younger , they rarely had occasion to interact . Age separated the kids at Murree with no regard for biological family ties and only on rare occasions were the five children able to secure a spot together at a Harry Potter style dining table on Sunday when the school allowed families to share a meal . Otherwise , their lives were separate and separated , rarely intersecting . Mornings in boarding were always the worst . Days began before the sun , the unwelcoming darkness still heavy against tired eyes . Bundled in heavy cocoons of blankets , their reluctant bodies rejected the oppressive cold of the Himalayan air . But the thing about boarding school is that there was never any choice . Rules were rules , and inevitably each child would lose the battle and slink out of bed onto the cold stone floor . Each morning the children were left to dress themselves and make their beds . For some , this was a greater struggle than for others . JoAnne 's bed was a nest of a flannel sheet , six scratchy military surplus wool blankets , topped with a heavy , cotton-filled duvet . Maneuvering to make a bed was not aided by the fact that eight little girls shared one tiny room , stacked together in military-style bunk beds two and three high . To make matters worse , there was a limited time in which to complete this morning ritual . The rigidity of boarding school and the way with which the daily schedule was kept could have rivaled any military school . The rest of the day was much the same . Routine . Schedule . Be here , do what you are told , Don 't complain . Something as simple as warm water was a rare luxury that could make a child feel like royalty . Water had to be heated by the bishti , or water bearer , in a little house over an open fire pit in witch-like cauldrons . The bishti would then transfer the scalding hot water from the iron cauldrons into two buckets suspended

- 



Algoritmi di analisi del testo

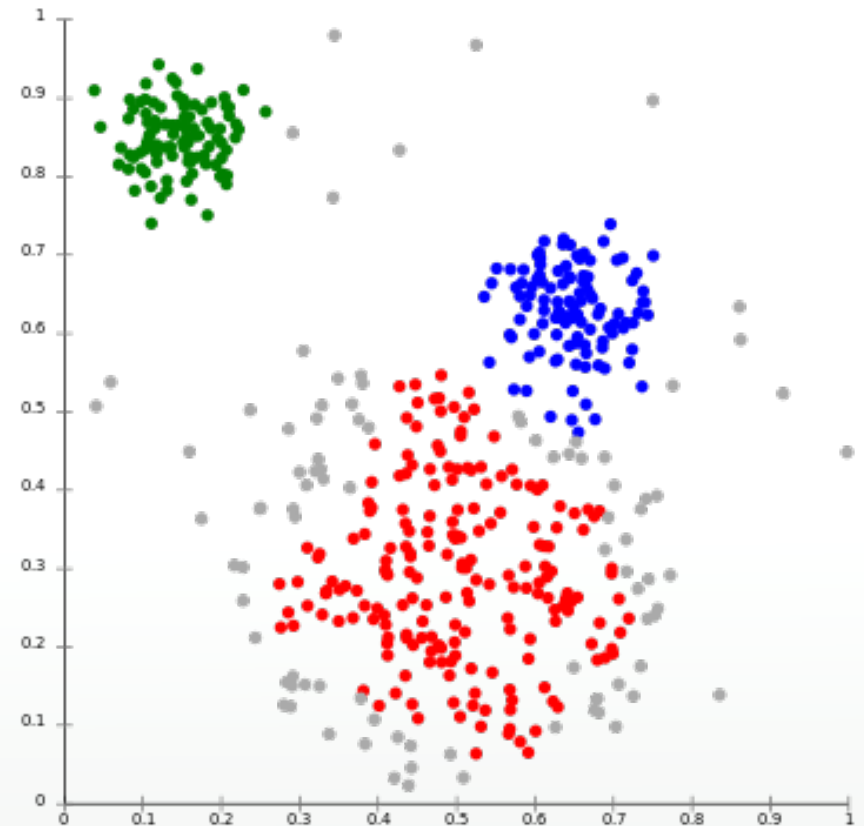




Constitutio textus

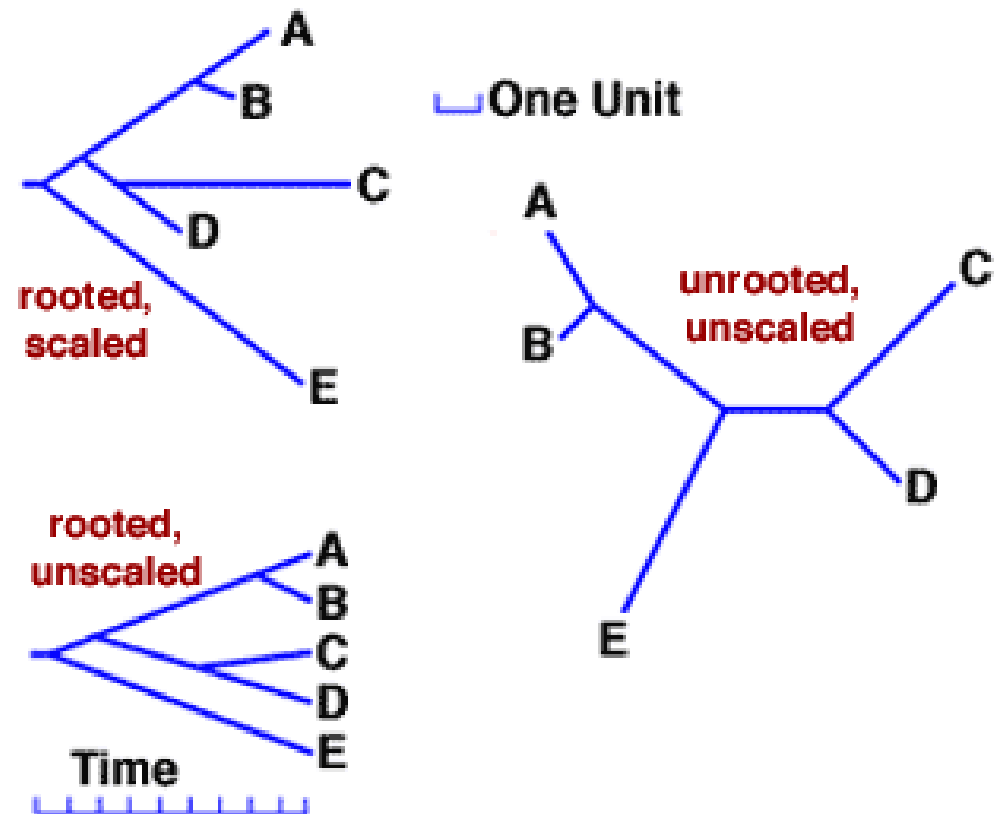
Constitutio textus

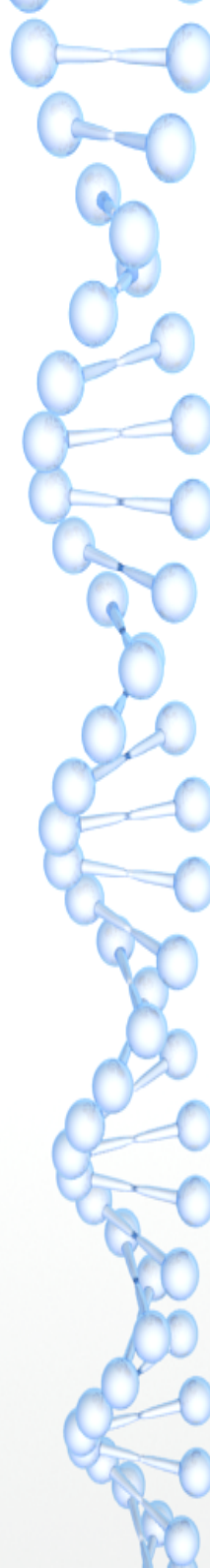
- Quentin / Frogier
 - *Recensio* aperta
 - Statistica



Constitutio textus

- Filogenetica
 - *Recensio* chiusa
 - Algoritmi DNA





Testo e documento

Testo e documento

- Immagini MSS
 - Editto di Rotari nel Vercelli Book ►

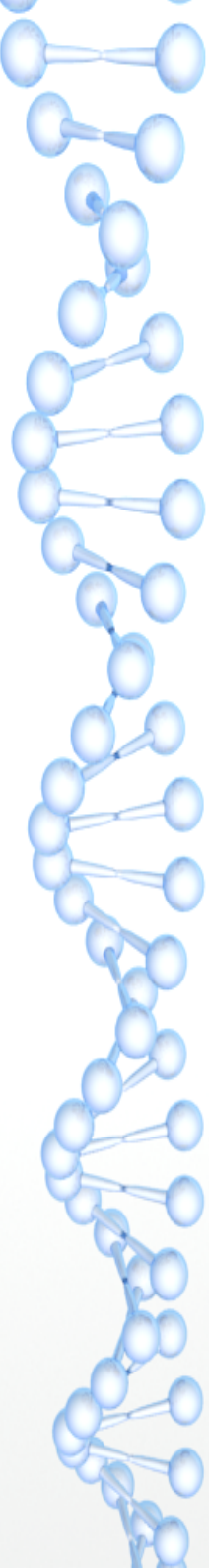


Testo e documento

- Edizione diplomatica / interpretativa
 - Editto di Rotari nel Vercelli Book (paleografia, codicologia) ►

7 **ƿ**Wæt ic fwefna cȳrt secgan wylle hætt
mege mætte

7 **H**Wæt ic swefna cyst secgan wylle hætt
me gemætte



Testo e documento

- Ne vale la pena?
 - Filologia digitale: vengono meno i limiti di **spazio**
 - Ma non quelli di **tempo**

Testo e documento

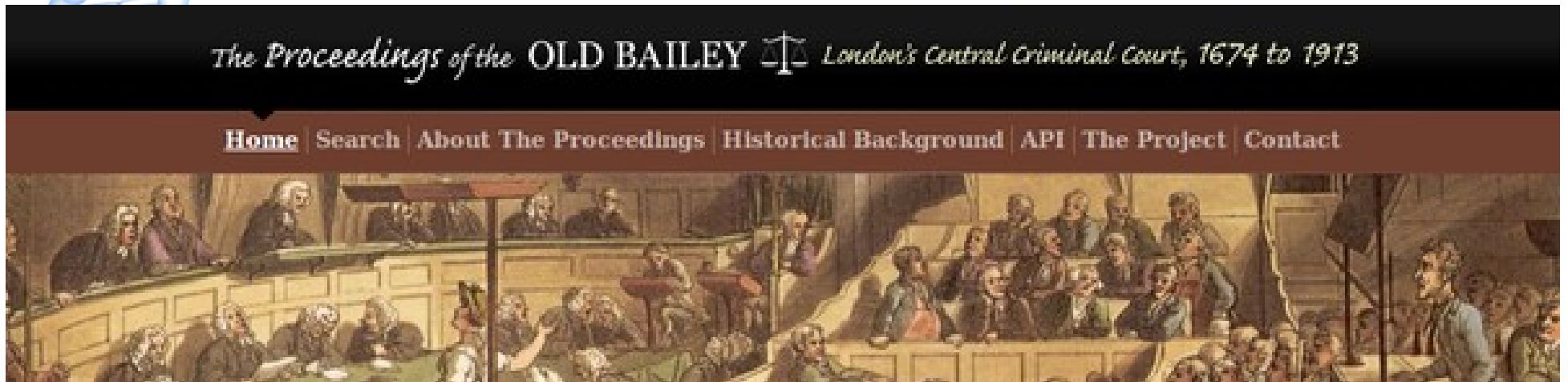
- Epigrafia
 - Inscriptions of Aphrodisias ►

	Edition	Diplomatic	Epidoc (XML)
I		ΝΙΚΑΗΤΥΧΗΤΩΝ <i>monogram</i>	
II		ΑΥΞΙΗΤΥΧΗΤΗΣΠΟ	
III		ΝΙΚΑΗΤΥΧΗΤΩΝ <i>monogram</i>	

	Edition	Diplomatic	Epidoc (XML)
I		νικᾱ ή τύχη τῶν (Πρασίνων)	
II		αὔξι ή τύχη τῆς πό(λεως)	
III		νικᾱ ή τύχη τῶν (Βενέτων)	

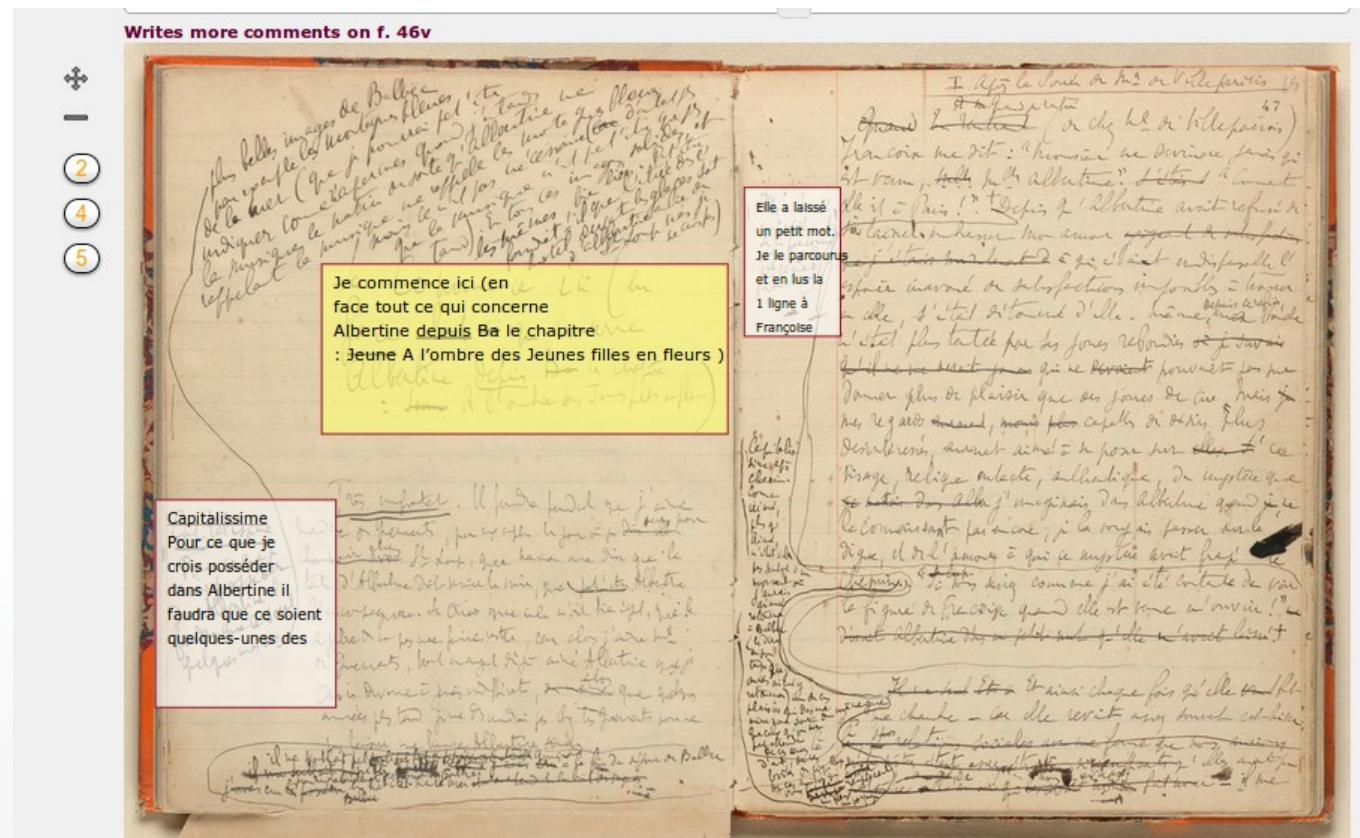
Testo e documento

- Old Bailey
 - Gli atti del tribunale di Londra, 1674-1913 ►



Testo e documento

- Edizione genetica
 - Proust prototype



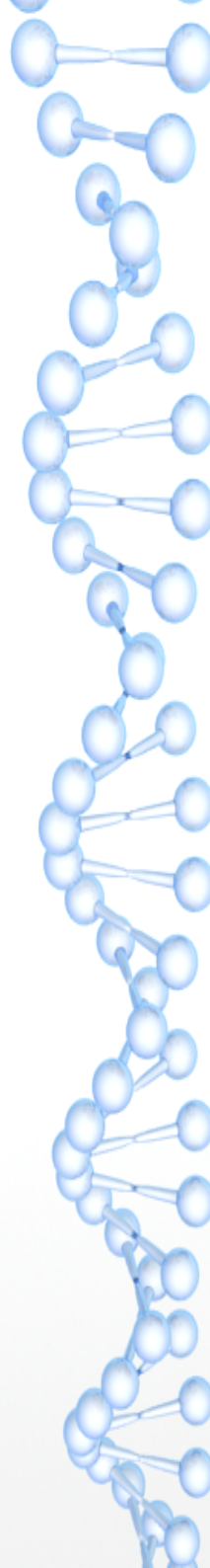
Testo e documento

- Edizione “plurale” (New Philology)
 - Canterbury Tales Project ▶



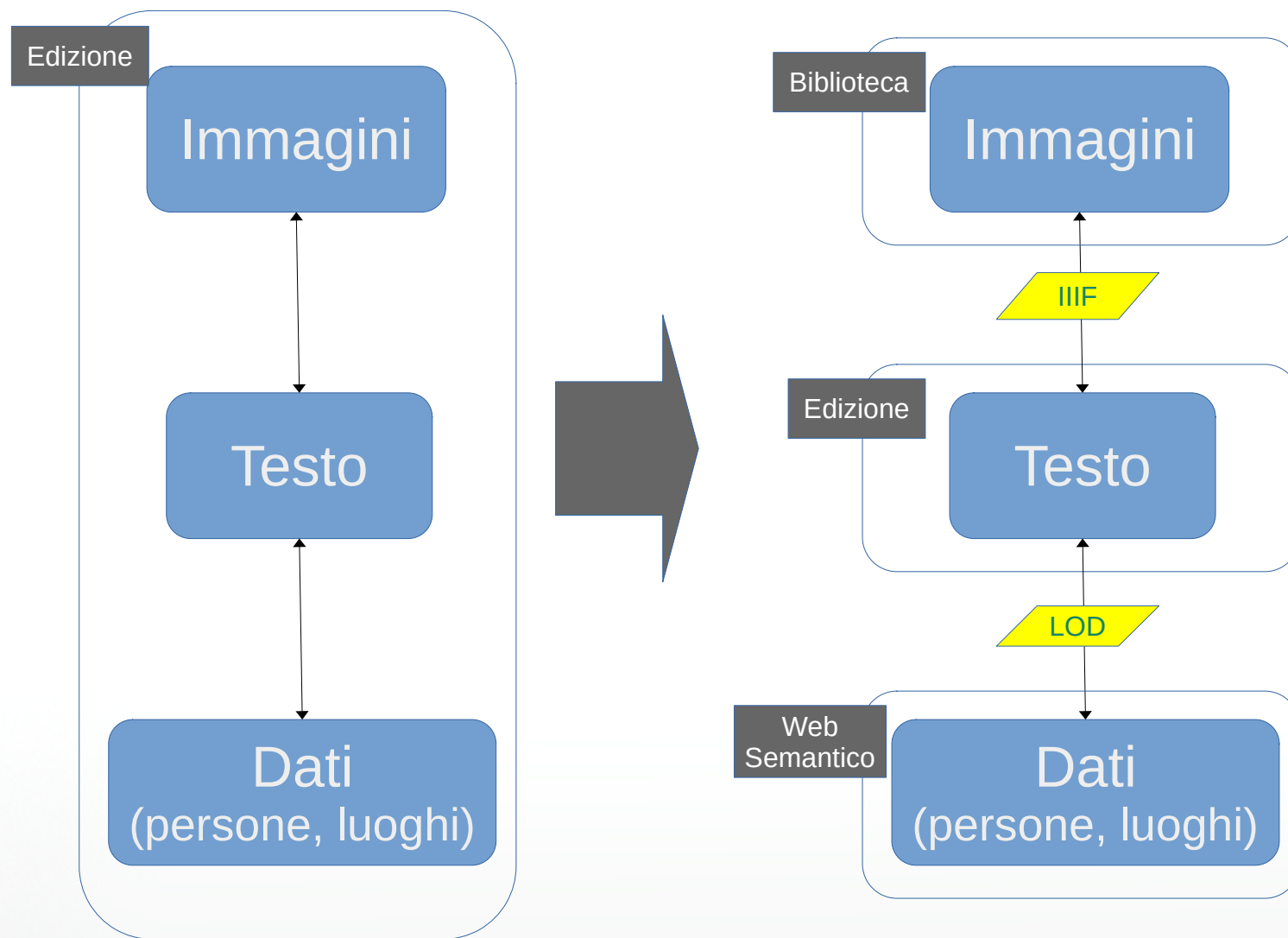
- 





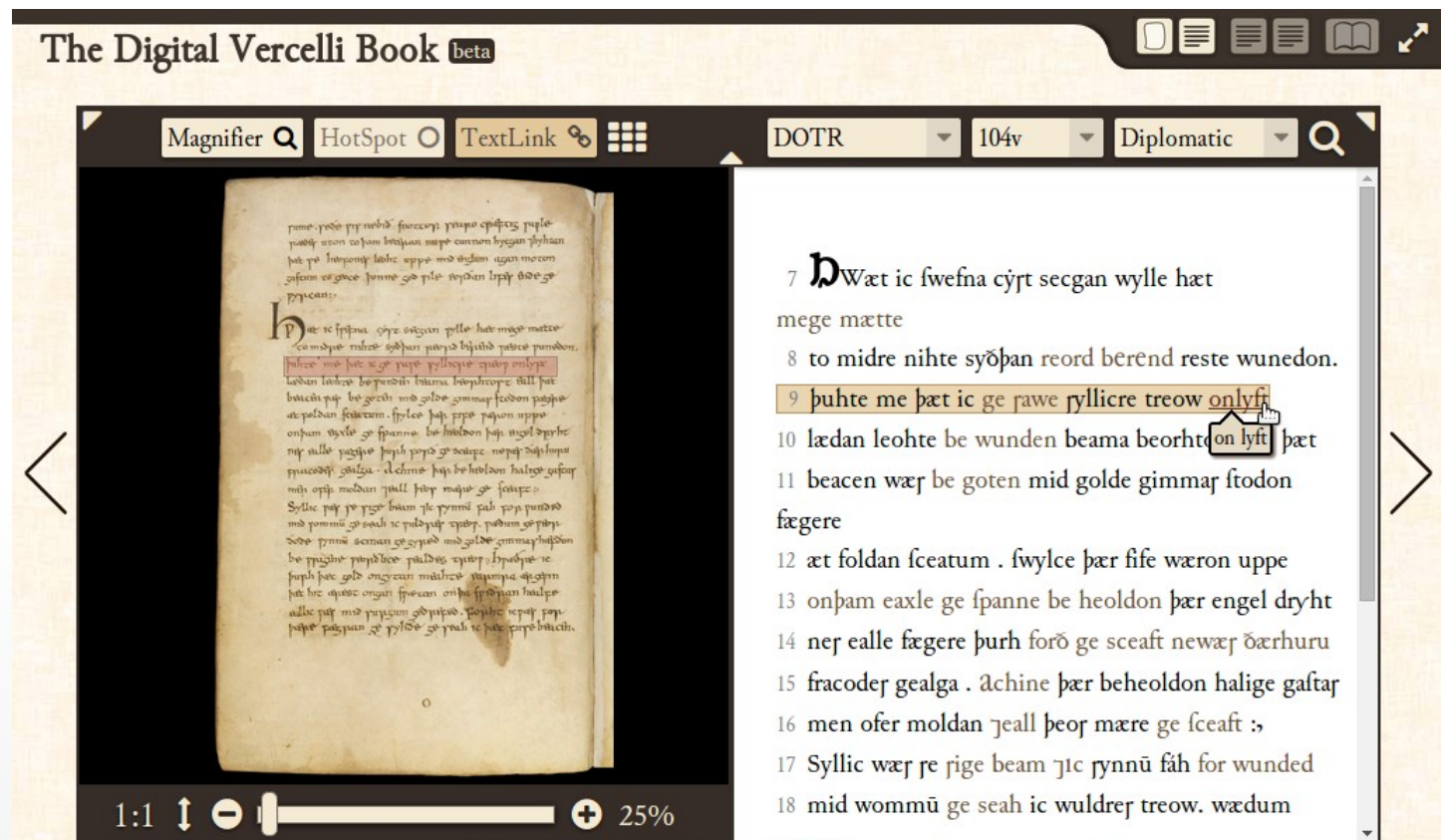
L'edizione digitale distribuita

L'edizione digitale distribuita



L'edizione digitale distribuita

- Immagini MSS
 - Editto di Rotari nel Vercelli Book ►



L'edizione digitale distribuita

- Dati (luoghi)
 - *Hestia*: i luoghi delle *Storie* di Erodoto ►

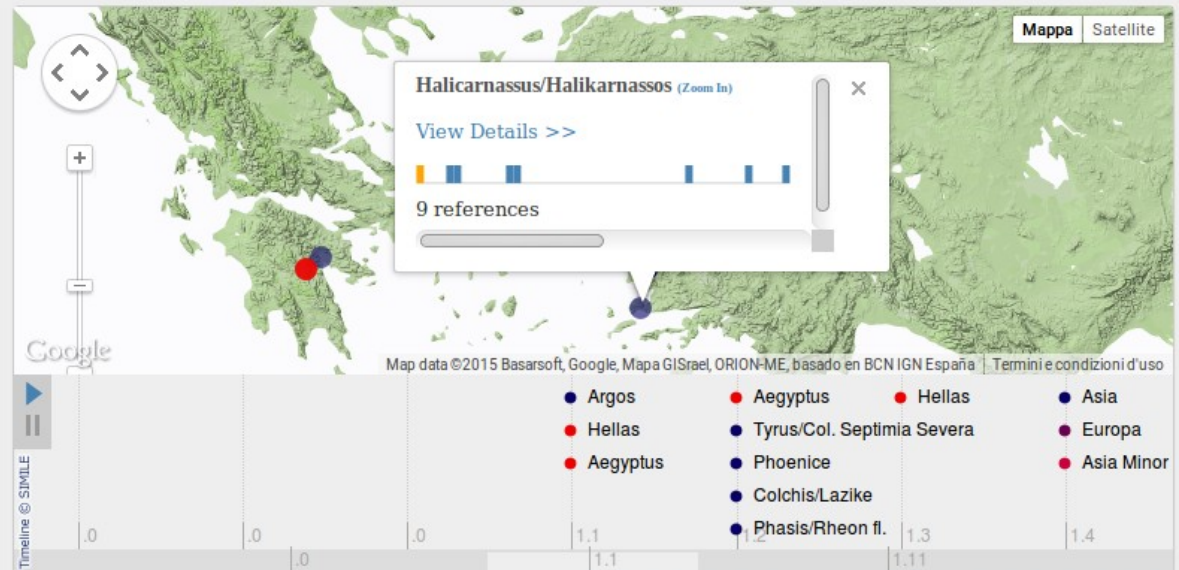
The Histories of Herodotus

Search or download the full text via the [Perseus Classical Library](#)

Reading View, showing the text of Herodotus alongside a map of places mentioned in that section. Viewing may also be navigated by a narrative "timeline" bar underneath the map.

This is the display of the inquiry of Herodotus of **Halicarnassus**, so that things done by man not be forgotten in time, and that great and marvelous deeds, some displayed by the Hellenes, some by the barbarians, not lose their glory, including among others what was the cause of their waging war on each other.

The Persian learned men say that the Phoenicians were the cause of the dispute. These (they say) came to our seas from the sea which is called Red, and having settled in the country which they still occupy, at once began to make long voyages. Among other places to which they carried Egyptian and Assyrian merchandise, they came to **Argos**, which was at that



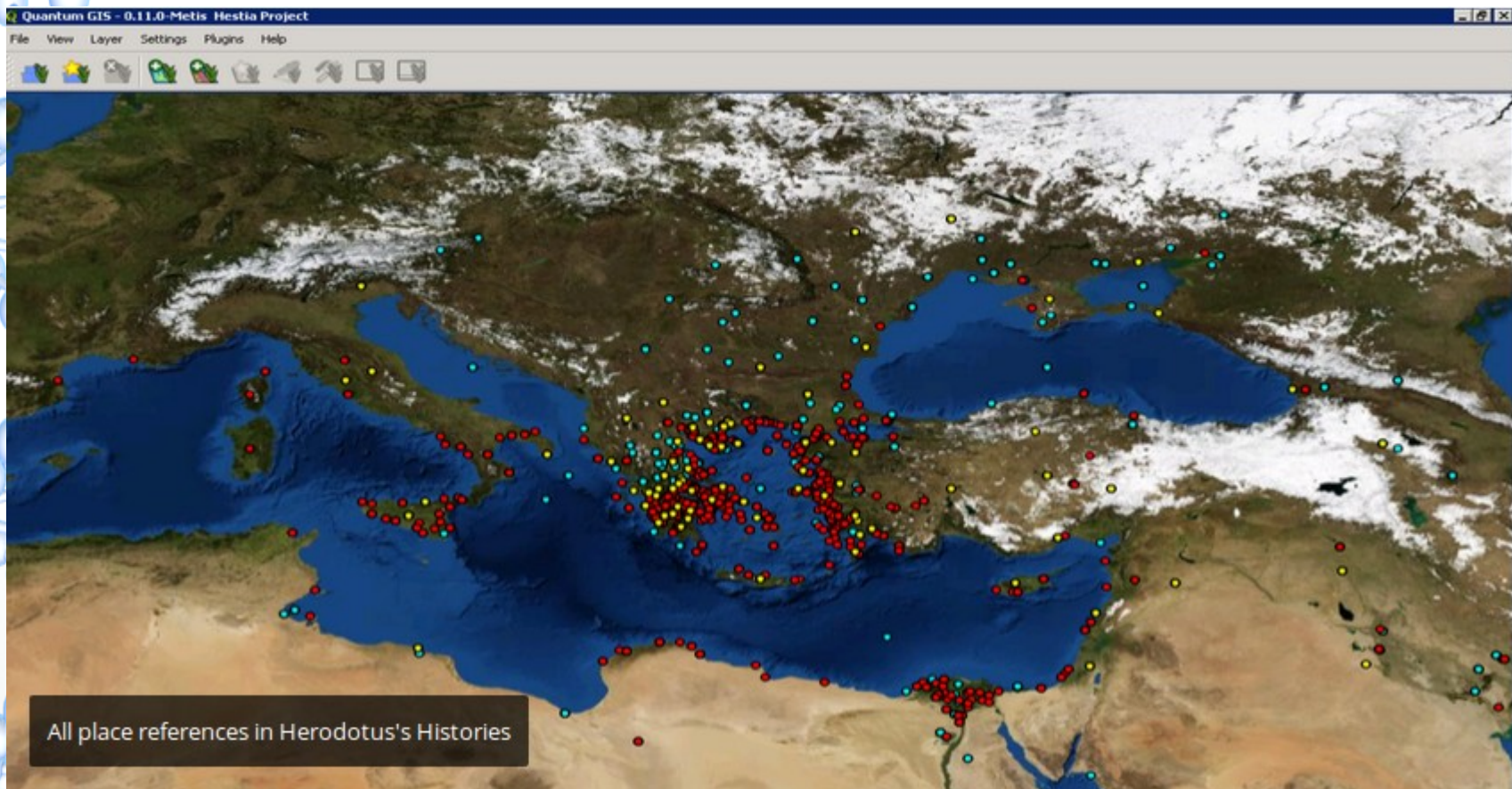
Show: English | [Ancient Greek](#) |

<< previous 1.1 next >>

Least referenced ● ● ● ● ● Most referenced

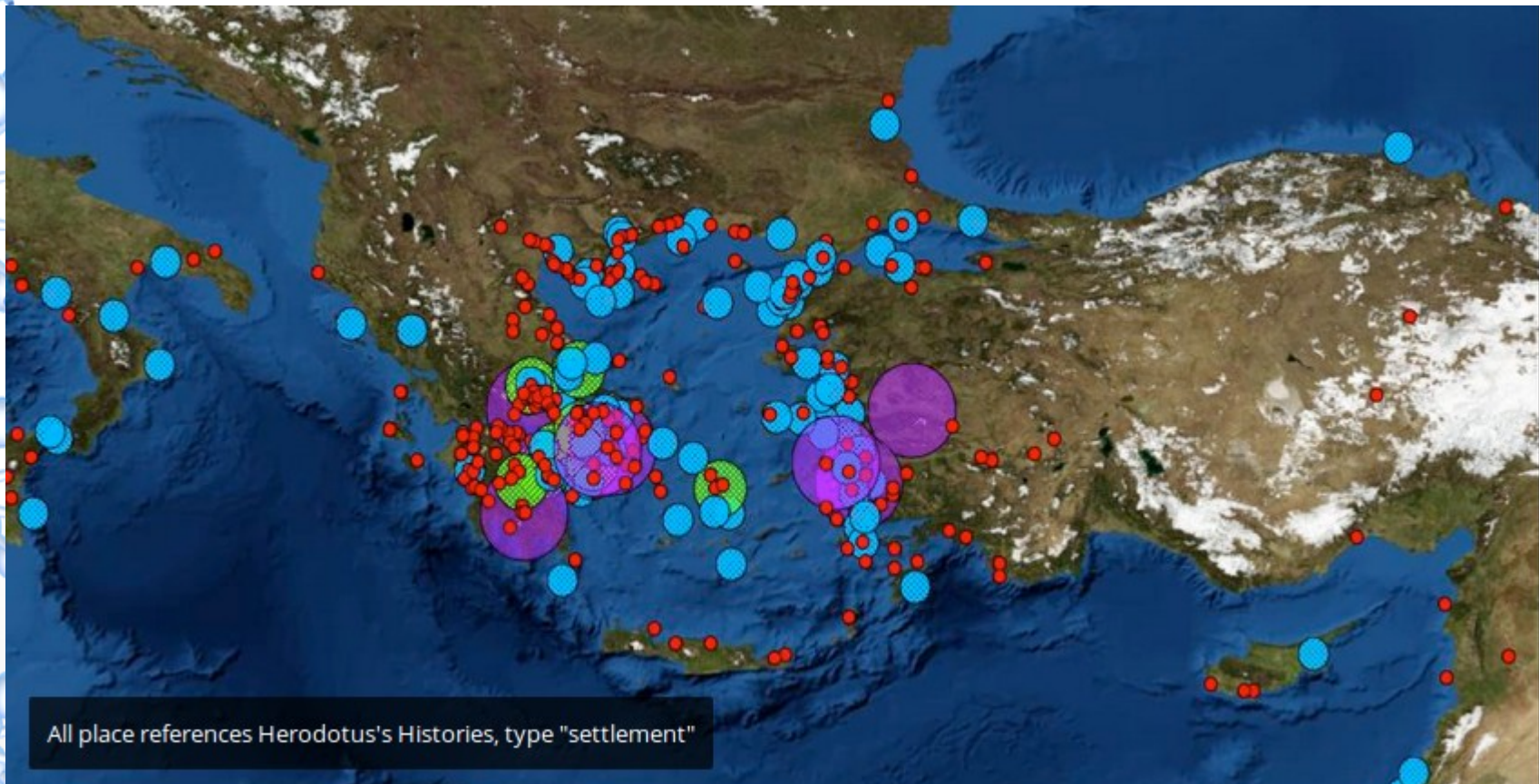
L'edizione digitale distribuita

- Dati (luoghi)
 - *Hestia*: i luoghi delle *Storie* di Erodoto ►



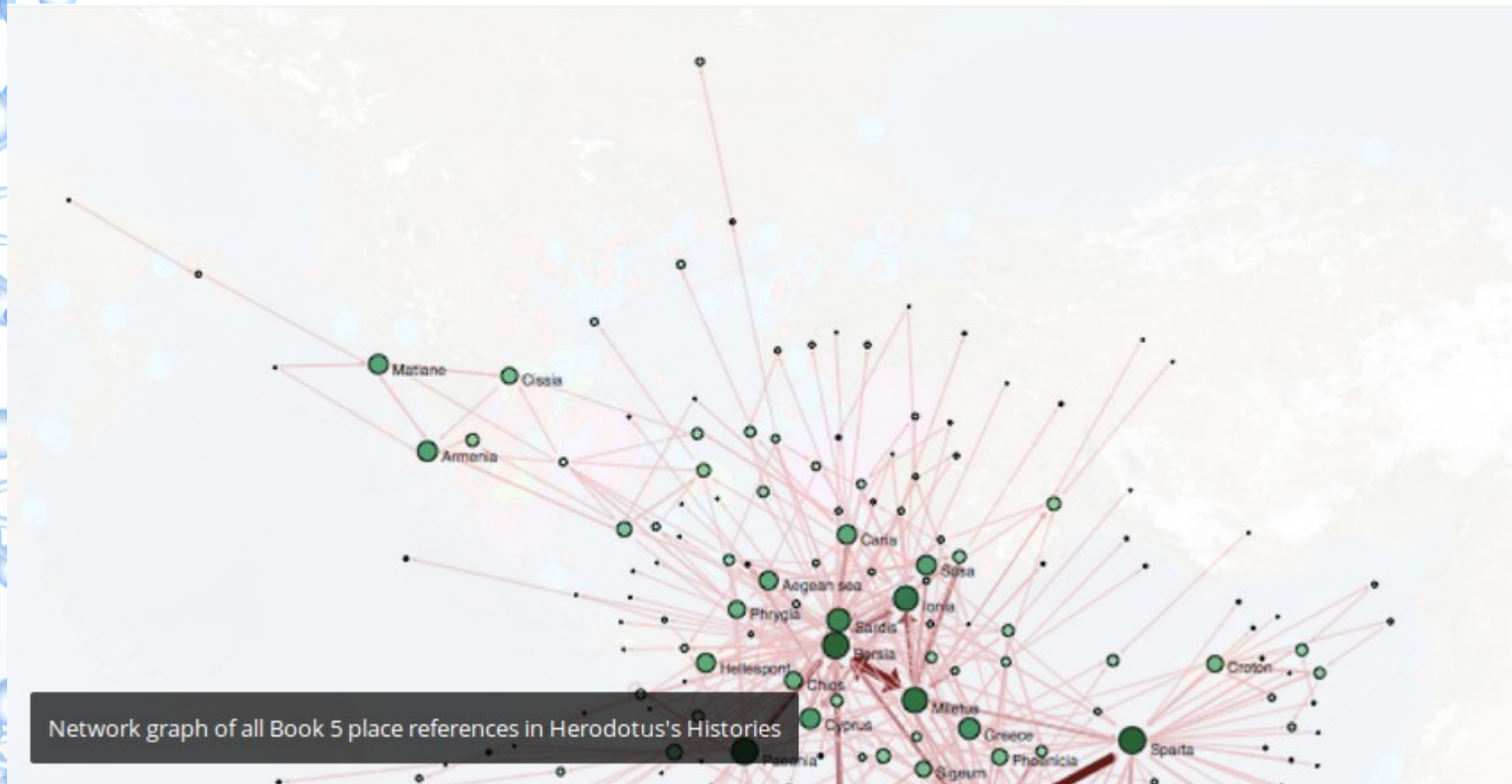
L'edizione digitale distribuita

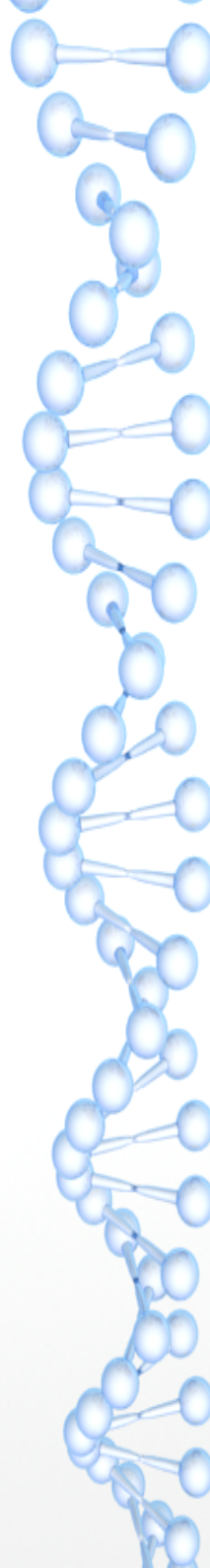
- Dati (luoghi)
 - *Hestia*: i luoghi delle *Storie* di Erodoto ►



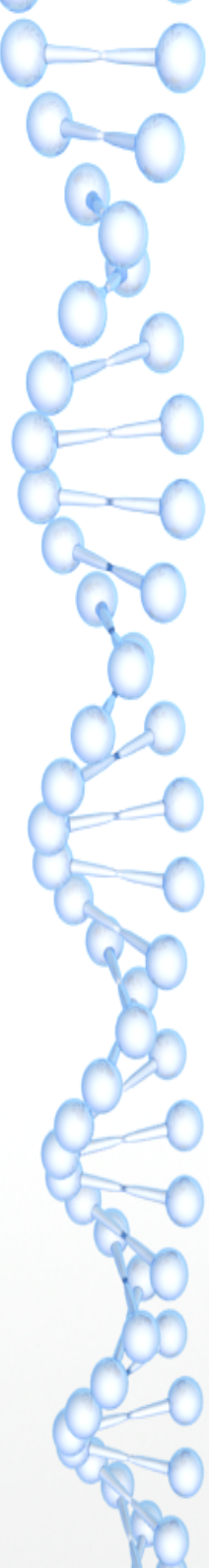
L'edizione digitale distribuita

- Dati (luoghi)
 - *Hestia*: i luoghi delle *Storie* di Erodoto ►





Testi e comunità



Infrastrutture

- NINES ▶
- Papyri.info ▶
- TextGrid ▶
- Textual Communities ▶

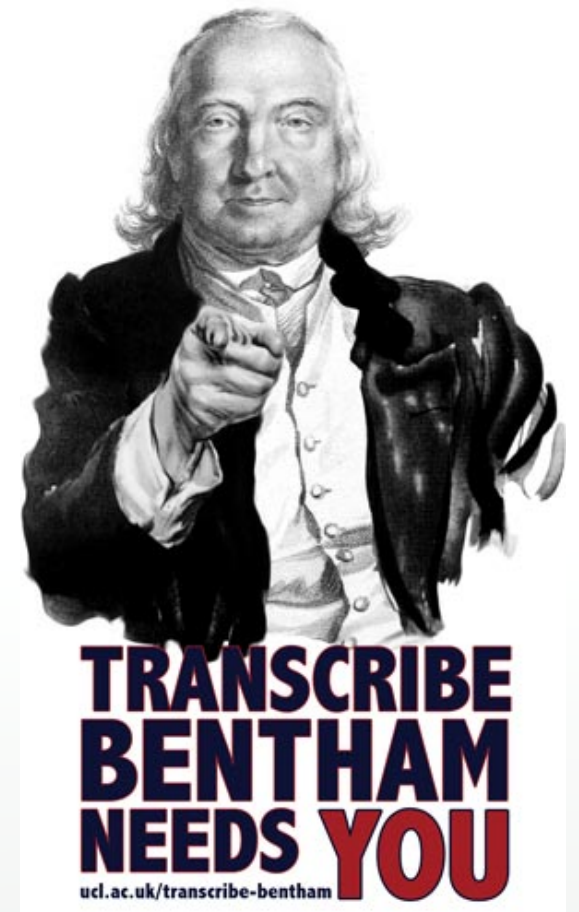


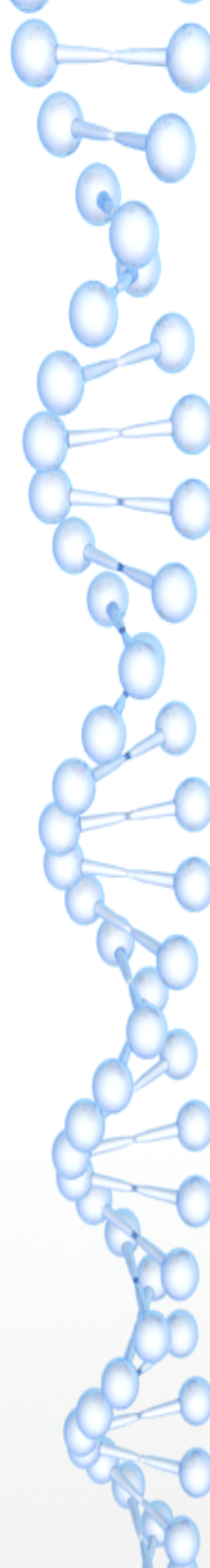
TextGrid

Virtuelle Forschungsumgebung
für die Geisteswissenschaften

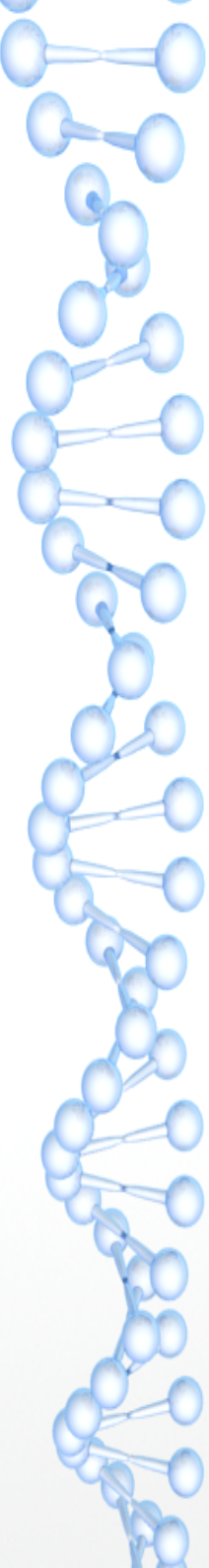
Social editing

- Transcribe Bentham ►
- Papyri.info ►
- Oxford Ancient Lives ►





Di cosa abbiamo parlato



Di cosa abbiamo parlato

- Le grandi domande
 - Qual è il valore aggiunto del digitale?
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- Studi letterari
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- Edizione
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 - Testo e documento
 - L'edizione digitale distribuita
 - Testi e comunità