**Attachment 3 Thinking with Islamicate Manuscripts**

**Course Overview Template**

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| **Week 1 DAY 1** | |
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| **Topic 1** | **Thinking with Islamicate Manuscripts—Introduction** |
| **Faculty** | Tijana Krstic and Bruno De Nicola |
| **Teaching mode** | Lecture |
| **Readings** | * Kathryn A. Schwartz, “Book History, Print, and the Modern Middle East,” *History Compass* (2017): 124-134. * Stephen Nichols, “Why Material Philology?” *Philologie als Textwissenschaft* (1997), pp. 10-30. * Tyler Williams „“Publishing’ and Publics in a World Without Print: Vernacular Manuscripts im Early Modern India,” *Manuscript Studies: A Journal of the Schoenberg Institute for Manuscript Studies* 4/1 (2019) pp. 146-168 * Nir Shafir, *The Order and Disorder of Communication—Pamphlets and Polemics in the Seventeenth-Century Ottoman Empire* (Stanford U, 2024), 29-58 |

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| **Topic 2** | **Historical Collections—Manuscripts in Context** |
| **Faculty** | Bruno and Tijana |
| **Teaching mode** | Lecture |
| **Readings** | Recommended readings:   * S. Aljoumani, G. Burak, K. Hirschler, eds. *The Library of Aḥmad Pasha al-Jazzār: Book Culture in Late Ottoman Palestine* (Brill, 2025) * J. Seyller, “The Operations of the Imperial Mughal Library,” in *Libraries in the Manuscript Age*, N de Castilla, F. Deroche and M. Friedrich, eds. (De Gruyter, 2023), 17-38 * Kristof D’hulster, *Browsing through the Sultan’s Bookshelves* (Bonn UP, 2021) * K. Hirschler, *A Monument to Medieval Syrian Book Culture—The Library of Ibn ‘Abd al-Hadi* (Edinburgh UP, 2020) * G. Necipoglu, C. Kafadar, C.H. Fleischer, eds. *Treasure of Knowledge—An Inventory of the Ottoman Palace Library (1502/3-1503/4)*, 2 vols. (Brill, 2019) * A. Khabibullaev, “Scattered Manuscripts—Some Notes on Muhammad Parsa’s (d. 822/1420) Library,” *Journal of Islamic Manuscripts* 9 (2018), 176-189 * B. Açil, ed., *Osmanlı Kitap Kültürü—Carullah Efendi Kütüphanesi ve Derkenar Notları* (Ankara, 2015) |

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| **Topic 3** | **Modern Collections and Catalog Aids** |
| **Faculty** | Multiple Faculty (Mihan and Schwarb) |
| **Teaching mode** | Interactive |
| **Readings** | Qalamos, Fihrist, HMML, YEK, ISAM, image collections  (also intro to the cataloguing exercise?) |

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| **Topic 4** | Feedback Seminar |
| **Faculty** | All Faculty |
| **Teaching mode** | Student presentations and discussion of their pre-circulated project descriptions |
| **Readings** | Two pre-circulated project descriptions |

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| **Week 1 DAY 2—Materiality, Multiplicity, Mutability** | |
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| **Topic 5** | **Materiality of the Manuscripts in a Digital Age (Paper, Ink, Image…)** |
| **Faculty** | Shiva Mihan |
| **Teaching mode** | Lecture with practical element |
| **Readings** |  |

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| **Topic 6** | **“Ugly” Manuscripts—The Case of the SOAS Collection** |
| **Faculty** | Dominique Akhoun |
| **Teaching mode** | Lecture with practical element |
| **Readings** |  |

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| **Topic 7** | **Manuscript Variations and Textual Mutability : The Case of Khalila wa Dimna** |
| **Faculty** | Khouloud Khalfallah |
| **Teaching mode** | Lecture |
| **Readings** | Recommended readings:   * B. Gruendler, I. Toral, Kh. Khalfallah et al., eds., *Unrully Classic: Kalila and Dimna and Its Syriac, Arabic, and Early Persian Versions* (2022) * Sudev Sheth, “Manuscript Variations of Dabistan-I Mazahib and Writing Histories of Religion in Mughal India,” *Manuscript Studies: A Journal of the Schoenberg Institute for Manuscript Studies* 4/1 (2019), pp. 19-41 |

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| **Topic 8** | Feedback Seminar |
| **Faculty** | Multiple Faculty |
| **Teaching mode** | Two student presentations and discussion of their pre-circulated project descriptions |

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| **Week 1 DAY 3** | |
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| **Topic 9** | **Rethinking Late Medieval and Early Modern Islamicate Manuscript Culture through Multiple-Text and Composite Manuscripts** |
| **Faculty** | Tijana Krstic |
| **Teaching mode** | Lecture |
| **Readings** | Recommended readings:   * Michael Friedrich and Cosima Schwarke, eds. *One-Volume Libraries: Composite and Multiple-Text Manuscripts* (De Gruyter, 2016) * A. Bausi, M. Friedrich and M. Maniaci, eds., *The Emergence of Multiple-Text Manuscripts* (De Gruyter, 2020) |

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| **Topic 10** | **Workshop: MTMs, CMs** |
| **Faculty** | Tijana Krstic, Marijana Misevic |
| **Teaching mode** | Group work and discussion |
| **Readings** |  |

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| **Topic 11** | **What is an Islamicate Manuscript? Arabography in Different Languages** |
| **Faculty** | Marijana Misevic |
| **Teaching mode** | Lecture |
| **Readings** |  |

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| **Topic 12** | **Feedback Seminar** |
| **Faculty** | Multiple Faculty |
| **Teaching mode** | Two student presentations and discussion of their pre-circulated project descriptions |
| **Readings** |  |

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| **Week 1 DAY 4** | |
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| **Topic 13** | **Dissecting a Manuscript for Textual and Paratextual Information** |
| **Faculty** | Multiple Faculty (Hirschler, Mihan, Schwarb, De Nicola, Krstic, Kose) |
| **Teaching mode** | Carousel Lecture |
| **Readings** | * Francois Deroche, *Islamic Codicology: an Introduction to the Study of Manuscripts in Arabic Script* (London: Al-Furqān Islamic Heritage Foundation, 2006), 311-344 * Adam Gacek, *Arabic Manuscripts—A Vademecum for Readers* (Brill, 2009), 16-18 (bequest statements); 51-56 (certificates of transmission); 58-61 (chronograms and calendars); 65-71 (collation); 71-76 (colophons); 82-89 (dates and dating); 114-117 (glosses); 173-177 (ownership statements), etc. |

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| **Topic 14** | **Manuscript Notes as a Historical Source** |
| **Faculty** | Konrad Hirschler |
| **Teaching mode** | Lecture and discussion |
| **Readings** | * Görke, K. Hirschler, *Manuscript Notes as Documentary Sources* (Beirut, 2011), 9-16.   Also recommended:   * Asad Q. Ahmed and Margaret Larkin, “The Ḥāshiya and Islamic Intellectual History,” Oriens 41, 3/4 (2013), 213-216 * Brinkmann, Stefanie, “Marginal Commentaries in Hadith Manuscripts”, in Markus Stock/ Christine Lechtermann, eds, Practices in Commentary (Frankfurt a.M., 2020), pp. 6-44. * Tülün Değirmenci, “A book is read by how many people? Some observations on readers and reading modes in the Ottoman Empire,” *Lingua Franca* 5 (2019) |

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| **Topic 15** | **Workshop: Exploring Marginal Annotations** |  |
| **Faculty** | Konrad Hirschler and other faculty |  |
| **Teaching mode** | Demonstration, hands-on work; discussion |  |
| **Readings** | * K. Hirschler, “Saleroom Fiction versus Provenance Historicizing Manuscripts via Their Marginal and Material Logic (Schøyen Fragments 1776),” Journal of Islamic Manuscripts 13 (2022), 1-54. [PDF] * B. Liebrenz, “The Vendor’s Note—A First Assessment,” Journal of Islamic Manuscripts 10/3 (2019), 269-291 [PDF] |  |

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| **Topic 16** | Feedback Seminar |
| **Faculty** | Multiple Faculty |
| **Teaching mode** | Two student presentations and discussion of their pre-circulated project descriptions |
| **Readings** |  |

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| **Week 1 DAY 5** | |
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| **Topic 17** | Work with the Manuscripts in the Collection of the Austrian National Library |
| **Faculty** | Multiple Faculty (Schwarb, Hirschler, Mihan, De Nicola, Krstic, Misevic) |
| **Teaching mode** | Hands-on (students working with assigned manuscripts) |
| **Readings** |  |

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| **Topic 18** | Working with the Manuscripts in the Collection of the Austrian National Library |
| **Faculty** | Multiple Faculty (Schwarb, Hirschler, Mihan, De Nicola, Krstic, Misevic) |
| **Teaching mode** | Hands-on (students working with assigned manuscripts) |
| **Readings** |  |

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| **Topic 19** | Visit to the Papyrus Museum (or the Mekhitarist Congregation and Its Collection of Armeno-Turkish Manuscripts--TBD) |
| **Faculty** |  |
| **Teaching mode** |  |
| **Readings** |  |

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|  | Free time |
| **Faculty** |  |
| **Teaching mode** |  |
| **Readings** |  |

Weekend possibilities:

1. European Quran Exhibition--Weltmuseum

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| **Week 2 DAY 1** | |
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| **Topic 20** | Digital Resources for Working with Islamicate Manuscripts—An Overview |
| **Faculty** | Efe Erünal, Mathew Barber, Masoumeh Seydi |
| **Teaching mode** | Lecture |
| **Readings** |  |

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| **Topic 21** | Digital Projects in Islamic Studies: Digitization and HTR of the Armeno-Turkish Manuscripts in the Mekhitarist Congregation in Vienna |
| **Faculty** | Ani Sargsyan and Yavuz Kose |
| **Teaching mode** | Project presentation |
| **Readings** |  |

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| **Topic 22** | Digital Projects in Islamic Studies: The KITAB project |
| **Faculty** | Lorenz Nigst, Masoumeh Seydi, Mathew Barber |
| **Teaching mode** | Project presentation |
| **Readings** |  |

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| **Topic 23** | Feedback Seminar |
| **Faculty** | Multiple Faculty |
| **Teaching mode** | Two student presentations and discussion of their pre-circulated project descriptions |
| **Readings** |  |

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| **Week 2 DAY 2** | |
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| **Topic 24** | Lab1 Digitization (OCR/HTR)—Introduction |
| **Faculty** | Lorenz Nigst |
| **Teaching mode** | Lab |
| **Topics to be covered:** | 1. What do we mean by digitization? 2. Why do we digitise texts? 3. How can we digitise texts? 4. What are key problems of digitisation?    1. Exercise\_1: [Looking at texts](https://docs.google.com/document/d/1RsfI_K5y8OPY0ly9ukEO5fzm2sjHtTMGAxWJUCsvE_c/edit?usp=sharing) / human reading  ESCRIPTORIUM (ES)  1. General introduction to ES as a workplace:    1. ES as a tool for organising the transcription workflow   [Kraken](https://kraken.re/main/index.html)   * 1. ES as a tool for model training   2. ES as a tool for collaboration  1. Versatility of eScriptorium    1. Philological work, close reading and transcription: ‘immediate results’    2. Large-scale transcription projects    3. Iterative processes such as the training of models: ‘downstream results’ 2. Thinking in projects    1. What is the goal of my project?   Exercise\_2: Where does your project sit here?  [Resources](https://docs.google.com/document/d/1VBwU39LO6BpyEw-G34MgwU3wX1zVy9NVkq1_H5bkrlg/edit?usp=sharing) |

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| **Topic 25** | Lab 2 Text Analysis |
| **Faculty** | Masoumeh Seydi and Mathew Barber |
| **Teaching mode** | Lab |
| **Topics to be covered:** | 1. Explain OpenITI corpus structure 2. Using the app, download a text, open it in Kate, and understand the structure of the mARkdown 3. Use regex to parse mARkdown and locate something 4. Locate a milestone   **Homework:** Annotate a text of your own in mARkdown using Kate, download git Bash, install WSL (if using windows), python and passim. Run some tests in our documentation to check it all works. |

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| **Topic 26** | Lab 3 Database Curation and Spatial Data Visualization (GIS) |
| **Faculty** | Efe Erünal |
| **Teaching mode** | Lab |
| **Topics Covered**: | Objective: Learn to systematically organize manuscript metadata using a relational database with LibreOffice Base.   * Introduction to relational databases and their relevance to manuscript studies. * Creating tables for manuscript metadata (e.g., title, author, date, material) and locations. * Populating tables with sample data and linking tables using primary and foreign keys. * Using combo boxes for controlled vocabulary (e.g., manuscript material).   **Hands-On Exercise**:   * Create and populate two tables: "Manuscripts" (metadata) and "Locations" (repositories). * Set up a combo box for "Material Type" using a third table. * Add relationships between tables and perform simple queries to test the setup.   **Reading**:   * Drucker, Johanna. *“*Database Design.*”* In *The Digital Humanities Coursebook: An Introduction to Digital Methods for Research and Scholarship,* 70–85. New York: Routledge, 2021. |

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| **Topic 27** | Feedback Seminar |
| **Faculty** | Multiple Faculty |
| **Teaching mode** | Two student presentations and discussion of their pre-circulated project descriptions |
| **Readings** |  |

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| **Week 2 DAY 3** | |
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| **Topic 28** | Lab 1 Digitization (OCR/HTR)—Workflow Part I: Getting Started on ES |
| **Faculty** | Lorenz Nigst |
| **Teaching mode** | Lab |
| **Topics to be covered:** | 1. Import of models    1. Segmentation models       1. Default segmentation model exists       2. Upload of other models    2. Transcription models       1. Currently no default model       2. Upload of own model required          1. Model repositories 2. Creation of projects    1. Describe a project    2. Share a project 3. Creation of documents    1. Create a document    2. Describe a document    3. Define the ontology       1. What are my goals?          1. Region types          2. Lines types          3. Allow text and image annotations             1. Collaborate   Exercise\_2: Define and discuss your ontology   * 1. Import images      1. PDFs      2. Image files         1. formats      3. IIIF manifests   [Resources](https://docs.google.com/document/d/1l8SkTepnR5XmknBdr9fFhjAaM5Q1aLMH012WZSh3PNc/edit?usp=sharing) |

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| **Topic 29** | Lab 2 Text Analysis |
| **Faculty** | Masoumeh Seydi and Mathew Barber |
| **Teaching mode** | Lab |
| **Topics to be covered:** | * CLI basics * Git basics * Clone the course repository * Add your mARkdown text to the repository and push back * Introduction to preprocessing a text for passim   **Homework:** Run preprocessing scripts in the repository on your text (through the command line), push back the outputs to the GitHub repo |

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| **Topic 30** | Lab 3 Database Curation and Spatial Data Visualization (GIS) |
| **Faculty** | Efe Erünal |
| **Teaching mode** | Lab |
| **Topics Covered**: | **Objective**: Extract meaningful data from the database and visualize it in GIS.   * Writing basic queries to filter manuscript metadata (e.g., by production year, location, material). * Exporting query results as XML files. * Uploading XML files to an open-access repository (e.g., Zenodo). * Importing query results into QGIS and exploring the attribute table. * Visualizing manuscripts on a map using simple point symbols.   **Hands-On Exercise**:   * Query manuscripts by date and material, export results as XML, and upload them to Zenodo. * Import the XML file into QGIS and map manuscript repository locations. * Style the map by an attribute (e.g., manuscript material or production year).   **Reading**:   * Gregory, Ian N., and Alistair Geddes. *“From Historical GIS to Spatial Humanities.”* In *Toward Spatial Humanities: Historical GIS and Spatial History,* edited by Ian N. Gregory and Alistair Geddes, ix–xxii. Indiana: Indiana University Press, 2014. |

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| **Topic 31** | Feedback Seminar |
| **Faculty** | All Faculty |
| **Teaching mode** | Two student presentations and discussion of their pre-circulated project descriptions |
| **Readings** |  |

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| **Week 2 DAY 4** | |
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| **Topic 32** | Lab 1 Digitization (OCR/HTR)—Workflow Part 2: Segmentation, Transcription, Export |
| **Faculty** | Lorenz Nigst |
| **Teaching mode** | Lab |
| **Topics to be covered:** | 1. Segmentation 2. Transcription    1. Post-correcting the transcription 3. Exporting transcriptions    1. Export       1. \*.txt files       2. \*.xml files          1. PAGE          2. ALTO       3. OpenITI mARkdown files       4. TEI files    2. The importance of the ontology       1. Extracting particular region types from texts       2. XML files:          1. Taking a closer look at ALTO/PAGE output:             1. Extracting line types (Python)             2. Line coordinates             3. Counting regions             4. Etc. 4. “Housekeeping”   [Resources](https://docs.google.com/document/d/1HUvgurC-bvnVkWjDNkfIyu-CBBBzysnjA5yC9U8Nh5w/edit?usp=sharing) |

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| **Topic 33** | Lab 2 Text Analysis |
| **Faculty** | Masoumeh Seydi and Mathew Barber |
| **Teaching mode** | Lab |
| **Readings** | * Introduction to running passim using WSL * Run passim on your text * (While passim is running) explaining the output of passim * Post-process output into csv through the CLI * Studying an output in google sheets * Using ms to connect back to text (reading outputs in context) * Reading outputs using the DiffViewer   **Homework:** push back the passim outputs (run passim on a larger corpus if that was not possible in class), using the outputs on your text (or outputs downloaded from the app) write a report on the relationship between the texts. What does the data tell you? What kind of additional annotation might help you understand the relationship? |

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| **Topic 34** | Lab 3 Database Curation and Spatial Data Visualization (GIS) |
| **Faculty** | Efe Erünal |
| **Teaching mode** | Lab |
| **Topics Covered**: | **Objective**: Add historical context to manuscript repositories by georeferencing and creating vector data layers.   * Georeferencing a historical map of Vienna with scanned images. * Digitizing manuscript-related features: points (manuscript locations), polygons (e.g., buildings, repository boundaries). * Associating geospatial data with manuscript metadata (linking features to database attributes).   **Hands-On Exercise**:   * Georeference a historical map of Vienna using a scanned image. * Create vector layers for manuscript repositories: digitize key points (locations) and polygons (repository boundaries). * Link the vector layers to manuscript metadata exported from the database.   **Reading**:   * Murrieta-Flores, Patricia, Christopher Donaldson, and Ian Gregory. *“GIS and Literary History: Advancing Digital Humanities Research through the Spatial Analysis of Historical Travel Writing and Topographical Literature.”* Digital Humanities Quarterly 11, no. 1 (2017). <https://www.digitalhumanities.org/dhq/vol/11/1/000283/000283.html>. |

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| **Topic 35** | Feedback Seminar |
| **Faculty** | All Faculty |
| **Teaching mode** | Two student presentations and discussion of their pre-circulated project descriptions |
| **Readings** |  |

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| **Week 2 DAY 5** | |
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| **Topic 36** | Lab 1 Digitization (OCR/HTR)—Training, Aligning, Collaborating |
| **Faculty** | Lorenz Nigst |
| **Teaching mode** | Lab |
| **Topics covered:** | 1. Training    1. What do we mean by training?       1. Training on ES          1. Producing training data          2. Downloading models    2. Mutualising data       1. Segmonto 2. Using the alignment function   [Resources](https://docs.google.com/document/d/1Xf0UHXTARyeMgBuE0nVDqCzGUE5Xompn2RjNyBb9DRA/edit?usp=sharing) |

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| **Topic 37** | Lab 2 Text Analysis |
| **Faculty** | Masoumeh Seydi and Mathew Barber |
| **Teaching mode** | Lab |
| **Readings** | * Use the KITAB portal to explore relationships, with guided exploration of the visualisations (students should use the visualisations to make observations about relationships between texts) * Upload a csv file for a pairwise relationship to the pairwise visualisation, study the relationship * Short lecture on possibilities: how can python or a similar programming language help you to learn more from the passim data |

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| **Topic 38** | Lab 3 Database Curation and Spatial Data Visualization (GIS) |
| **Faculty** | Efe Erünal |
| **Teaching mode** | Lab |
| **Topics Covered**: | **Objective**: Analyze terrain to contextualize manuscript repository accessibility and publish results online.   * Importing a DEM to analyze elevation and manuscript repository accessibility. * Creating a basic terrain analysis map. * Using the QGIS2Web plugin to create an interactive web map showcasing manuscript metadata. * Packaging GIS files and uploading them to the online repository.   **Hands-On Exercise**:   * Import a DEM and analyze terrain around manuscript repositories. * Use QGIS2Web to create an interactive map with points and metadata pop-ups. * Package GIS files into a folder and upload them to Zenodo.   **Reading**:   * Kabadayi, M Erdem, Piet Gerrits, and Grigor Boykov. *“Geospatial Mapping of a 16th Century Transport Corridor for Southeast Europe.”* Digital Scholarship in the Humanities 37, no. 3 (2022): 788–812. [https://doi.org/10.1093/llc/fqab084.](https://doi.org/10.1093/llc/fqab084) |

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| **Topic 39** | Final Remarks and Questions |
| **Faculty** | All Faculty |
| **Teaching mode** |  |
| **Readings** |  |