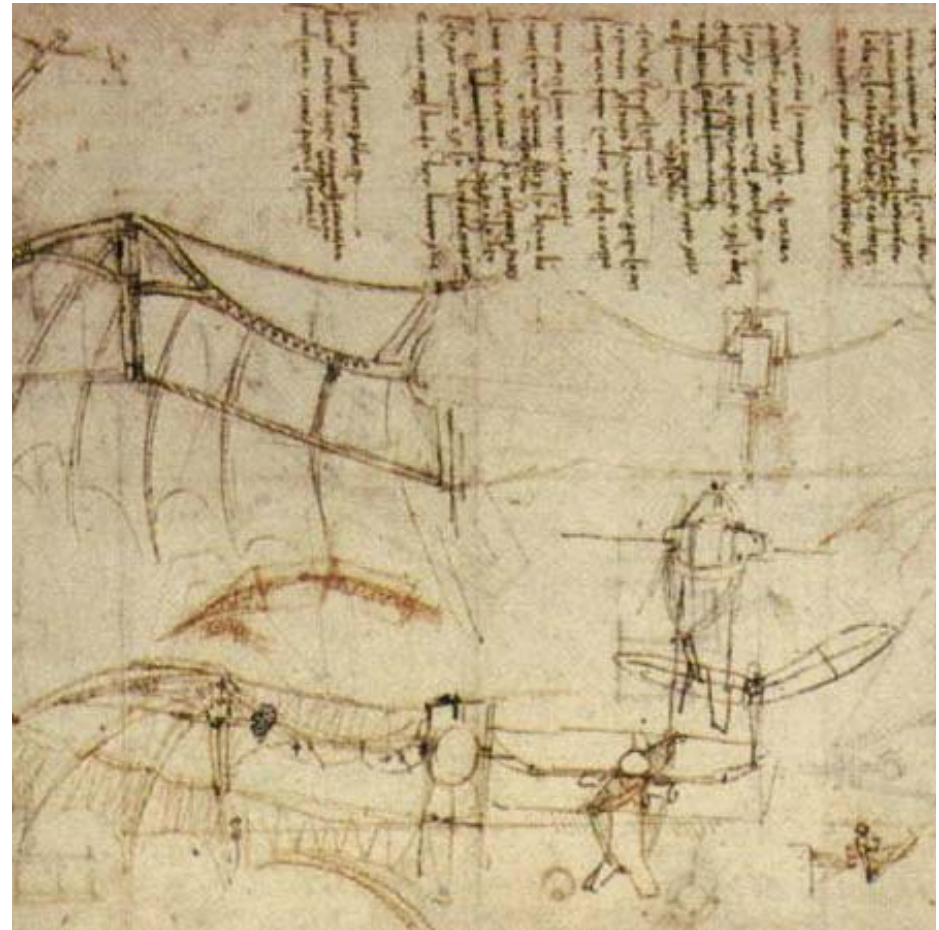


Diversity and Community in DH Training

Innovations in Digital Humanities
Pedagogy:
Local, National, and International
Training
29 June 2015
University of Western Sydney

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Diversity & Community in DH Training

- I am going to give you a personal talk in which history plays quite a prominent role.
- My talk is about how the nature of DH Training institutes may be determined by many factors when they are first being set up.
- And about the fact that certain beliefs continue to underpin them even if changes become necessary because of developments and the experiences gathered during the years.
- I will look at diversity and community most of the time with respect to the institute I have set up but at the end I will also hint at another level of diversity & community.

Diversity: Languages & Gender

- I am a scholar of Romance languages. As a scholar of Romance languages
 - I have always been confronted with and interested in **multilingualism**
 - I am continually occupied with questions of gender in language usage and the construction of **gendered norms** and images in tools like grammars, dictionaries and schools
 - I have always been confident
 - that even if one language is advocated to be enough (Latin or English), **different languages** will be spoken and will eventually supplant the „dominating“ language even in scientific fields (see the development of Romance vernaculars into the Romance languages of today)
 - that **norms can be changed**

Diversity: Languages & Gender

- It is exactly the history of the Romance languages and their usage which shows me that change depends very much
 - on the **consciousness** of the people, on the **tools** they develop like glossaries, word lists, dictionaries, and grammars
 - on their producing **texts** in these languages and on producing it in a certain way
 - and that **social change** can be induced by **questioning paradigms**.

Diversity: Languages & Gender

- For what concerns the **putting in practice** of a Diversity approach in DH in general and in DH training in particular I need to talk about the CLiP Seminars, about the ALLC, ADHO and its Standing Committee on Mult-lingualism & Multi-culturalism and CHiME where not only multi-lingualism but also gender played an important role.

Community

- Also my understanding of community derives from my being a scholar in Romance languages. To make this clear I will have to tell you something about how I entered Humanities Computing, developed into a Digital Humanist and started to think about a DH training institute like the European Summer University in Digital Humanities „Culture and Technology“.

Multilingualism and the CLiP-Seminars

- 7-9 September 1998: *Computers, Literature and Philology*. An international seminar, University of Edinburgh, School of European Languages and Cultures
 - organised by Domenico Fiormonte
 - all contributions were give in **English**
- 3-5 novembre 1999: *Computer, Letteratura e Filologia*. Seminario Internazionale di Studi, Università di Roma "La Sapienza«
 - organised by Domenico Fiormonte
 - contributions were given in **English, Spanish and Italian**
 - simultaneous translation English / Italian / English via headsets

The CLiP-Seminars

- 16-17 October 2000: *Computers, Literature and Philology*.
- Seminario Internacional, Universidad de Alicante, Biblioteca Virtual Miguel De Cervantes
 - organised by Alejandro Bia (I think)
 - contributions were given in **English** (but I am not sure anymore)
- 06-09 December 2001: *Computers, Literature and Philology*. International Seminar, University of Duisburg
 - **multilingual Website**
 - policy of calling for **abstracts in two different languages**:
“In order to respect European multilingualism you are requested to hand in the title and abstract of your proposal in two of the following languages: **English, French, German, Italian, Portuguese, Spanish.**”
 - **talks** were given **in one language – slides in another**

The CLiP-Seminars

- 05-07 December 2002: *Computers, Literature and Philology*. Universidad de Albacete
- 04-06 December 2003: *Computers, Literature and Philology*. International seminar, Università degli Studi di Firenze, Dipartimento di Italianistica – Dipartimento di Lingue e Letterature Neolatine
 - organised by a group of people
 - contributions were given in **English, Spanish and Italian**
 - book was published
 - **introduction in three languages**
 - unites **contributions in English, Spanish and Italian**

The CLiP-Seminars

- 29 June - 01 July 2006: Computers, Literature and Philology. International seminar, Kings College London
 - organised by Arianna Ciula, Harold Short, Helen Skundric, and Paul Spence
 - multilingual Website
 - "Submissions may be in Spanish, Italian, German, French or English."
 - "Presentations may be given in the language of the accepted abstract. If the language is not English we strongly recommend the use of slides in English to facilitate comprehension. If the language is English, we strongly recommend the use of slides in one of the other languages named above."

The CLiP-Seminars

- Over the years the CLiP seminars have thus
 - installed a policy of multilingualism
 - proven that it was possible to give papers in different languages
 - experimented with ways to respect linguistic diversity and to obtain linguistic inclusivity at the same time

The Association for Literary and Linguistic Computing (ALLC)

- With the positive experiences gained during the CLiP seminars and especially with CLiP 2001 at Duisburg University in mind, some of us started to lobby for multi-lingualism and multi-culturalism in the *Association for Literary and Linguistic Computing (ALLC)*, now the *European Association of Digital Humanities (EADH)*
- In 2002 the *Association for Literary and Linguistic Computing (ALLC)* and the *Association for Computers in the Humanities (ALC)* established the AdHoc Work Group, which was charged with examining possibilities for closer collaboration between ALLC and ALC and within the field of digital humanities more widely and paved the way for the foundation of the *Alliance of Digital Humanities Organisations*

The AdHoc Work Group and multi-lingualism

- I was charged with the production of a detailed position paper on internationalism & multi-linguality which in May 2003 became an integral part of the Executive Summary of Recommendations, presented at the 2003 ACH / ALLC conference, University of Georgia, Athens (USA)
- As the paper can still be accessed at <http://adho.org/administration/multi-lingualism-multi-culturalism/discussion-paper-internationalization-multi> I will only point out its main points:

The AdHoc Work Group and multi-lingualism

- People feel very strongly about their languages and cultures, they wish to express themselves in their own language, and there is a direct link between language, culture and identity
- Monolingualism would endanger the cultural ecosystems and annihilate every notion of singular identity.
- People have a right to access digital information and knowledge in their own language.
- There is an imperative for ADHO to take seriously the multi-lingual and multi-cultural issue and to develop adequate policies and frameworks.

The AdHoc Work Group and multi-lingualism

- Successful handling of multilingualism is crucial to our credibility as an international scholarly organization, and also to our ability to attract the membership (not just in numbers, but in breadth of constituency) that the organization will need in order to thrive.
- If we do not act now, there is a substantial danger, that separate organisations are being created which respect the linguistic and cultural situation of individual regions (for example the Mediterranean) better than we have done up to now.
- A fundamental attitude shift with respect to languages and cultures is thus necessary in our scientific communities.

Recommendations

- multi-lingual web sites of ADHO and of the regional chapters
- journal in print
 - foster publication of papers in different languages
 - all papers, i.e. including papers in English, to be preceded by an abstract in at least one language other than the language of composition
 - authors decide in which language the abstract is to appear
 - authors encouraged to write the abstract themselves in a different language

Recommendations

- electronic journal
 - multi-lingual web-site
 - publication of papers in at least two languages
 - abstracts in some other languages
- conferences
 - multi-lingual conference sites
 - multi-lingual call for papers
 - to ask for abstracts in at least two languages (one of the languages has to be among the conference languages)
 - both versions of the abstract are to be published on the conference web site
 - build up list of reviewers who can review papers in languages other than English

Impact of position paper and recommendations – some milestones

Gothenburg Conference

■ 2003

- Theme of ALLC / ACH 2004 - University of Gothenburg, Sweden:

Computing and Multilingual, Multicultural Heritage

- Call for proposals was published in **8 languages**: English, French, German, Spanish, Italian, Swedish, Hungarian, Catalan

ADHO's Multi-lingualism & Multi-culturalism Committee

■ 2004

- ACH / ALLC 2005, University of Victoria
- Call for proposals published in **7 languages**: Catalan, English, French, German, Spanish, Swedish, Hungarian
- Alliance of Digital Humanities Organisations (ADHO) officially founded
- ADHO set up the Standing Committee of Multi-lingualism & Multi-culturalism (MLMC)
- I was nominated its 1. Chair July 2006
- Call for volunteers to translate the Call for Proposals to Digital Humanities Conferences in other languages

Lausanne Conference

- 2013 the Call for Proposals for DH 2014 in Lausanne was available in **23 language** versions
 - Arabic, Bulgarian, Catalan, Chinese, English, French, Friulan, German, Greek, Hebrew, Hungarian, Italian, Japanese, Norwegian, Persian, Polish, Portuguese, Romontsch sursilvan, Russian, Serbian, Spanish, Turkish, Welsh

Standing Committee of Multi-lingualism & Multi-culturalism (MLMC)

- As the MLMC sees the **Call for proposals** to the ADHO conferences as the most prominent medium to make clear that ADHO acknowledges the multi-lingual nature of its community, it strives to make sure, through the contribution of voluntary translators, that the Call addresses the ADHO community in as many of the languages spoken as mother tongues inside the community as possible.
- It sees the activity of bringing together and coordinating such volunteers and of making sure that their contribution to the cultural and linguistic inclusiveness of ADHO is being valued, as a crucial way to involve new, and especially young, people in ADHO and to make them part of the larger community.

Standing Committee of Multi-lingualism & Multi-culturalism (MLMC)

■ Summing up

■ The idea behind this activity was

- that people care about their languages (see for example Wikipedia)
- that the best way to foster multi-linguality would be a playful way (gamification?)
- that no language should be excluded, no rules should be established

Standing Committee of Multi-lingualism & Multi-culturalism (MLMC)

■ Impact of the MLMC

- The activities of the MLMC with respect to
 - multi-lingual versions of the Call for proposals
 - reviewers who were sensitive to linguistic and cultural diversity in the community and diversity of academic cultures and scholarly productions
 - critical analysis of the reviewing process
- paved the way for
 - Global Outlook: : Digital Humanities
 - discussions about diversity and inclusivity

Importance of the language matter

- importance of language can be seen by foundation of language region based associations
 - DHd Digital Humanities in German speaking regions (example)
 - we noticed that we were not really able to talk about Digital Humanities in German
 - many of us have learnt and discussed about Digital Humanities in international / anglophone settings
 - conferences in German will foster
 - the development of a German terminology and a scientific way of talking and writing about DH
 - the development of a way of talking about DH with our families and friends

CHiME – Multilingualism & Gender

- The most important result of CLiP 2001 was CHiME
 - European Network of Excellence *Computing & Humanities in Multilingual Europe* (CHiME)
 - 2003 Proposal handed in to the 6th Framework Programme of the European Commission *Information Society Technologies* (IST)



Computers & Humanities
in Multilingual Europe

CHime

- *Content Industry*
- *Human Language Technologies*
- *Education and Learning*
- *Multilingual Frame*
- *Market*

[bu](#) | [ca](#) | [de](#) | [en](#) | [es](#) | [eu](#) | [fr](#) | [ga](#) | [it](#) | [pt](#) | [ro](#)

CHiME & Gender

- In the proposal we analysed the situation with respect to gender and found
 - The gender gap with respect to **users of the Internet** seems to be narrowing rapidly
 - There is still a big, and sometimes even growing, **divide between the genders in the areas of ICT-related research, education, training and SME's.**
 - In most European countries, **women are vastly under-represented in scientific and technological research**, are very reluctant to take university **degrees** in scientific and technological disciplines, or to train for **jobs** in the ICT domains.
 - Considerably **less women start or lead SME's devoted to IST applications and services.**

CHiME & Gender

- When studying the gender divide and the attitudes which lead to it, **most attention has been devoted to the scientific, technological and technical domains.**
- The **Humanities**, where women are traditionally in the majority, have been hardly ever the centre of interest, although in many European countries precisely in this domain the **“shrinkage” in the percentage of women from one qualification or career level to another is particularly strong**, leadership positions are mostly occupied by men, and diffidence towards ICTs is very common.

CHiME & Gender

- Another domain which has not been given much consideration, although the percentage of women there is particularly high, is the **teaching and learning of languages** not only in universities but even more so in schools and professional training.
- In this domain **stereotypical attitudes** with respect to the capabilities and roles of women are also widespread with both sexes, women are found to lack confidence with respect to the use of ICTs, and tend to leave everything to do with technology to their male colleagues or male students.

CHiME & Gender

- Gender issues are relevant also with respect to **e-content** matters in general and the digitisation of **cultural heritage** in particular.
- Marginalisation of women caused by the traditional gender disparities in the **canon** needs to be overcome and the inclusion of **women's cultural, social and scientific history** and their **contribution to technological and economic developments, to science, culture, literature, art** etc. needs to be overcome in the digitisation effort being put in place in many European countries.
- **Women's needs and expectations** with respect to ITCs, their design and implementation have to be taken into account.

CHiME & Gender

■ Objectives of CHiME

- CHiME's speciality is not only to overcome linguistic and cultural obstacles by the promotion of **multilingualism** but also to overcome the gulf between male (hard) Science and Technology domains and female (soft) Humanities domains via its **multidisciplinary composition**.
- CHiME thus creates an innovative space with excellent potentials for interdisciplinary and integrative research and for a **new type of collaboration and exchange** between the genders.

CHiME & Gender

- The **integration of the Humanities and ICTs** is not only to be seen as a way to meet the high demand for professionals trained in the confluence between the humanities disciplines and the ICT, foreseen in a vast sector of the so-called knowledge economy, but it would seem to be also **the means to overcome the division between the so called soft (female) - and hard (male) disciplines**. Humanities computing would, in fact link the female students' interest in languages, literature and cultures with applied computing, giving women the chance
 - to become confident with ICT in a "soft" setting,
 - to overcome their diffidence towards ICTs,
 - to discover their interest for Science and Technology

CHiME & Gender

- Thus, the development of ICT oriented university degrees, postgraduate courses and doctorats in the Humanities, of study groups and workshops will be one of the best ways to encourage and promote women's participation in research.
- Humanities computing and digital humanities are already leading to new research questions and methodologies which have the potential of addressing women's needs and interests better than the traditional gulf between the Humanities and Science and Technology.

CHiME & Gender

- CHiME wanted to undertake the following affirmative actions:
 - organise humanities computing workshops at a local / regional and / or national level favoring above all the participation of women
 - organise a women's day with integrated knowledge fair which takes place locally and virtually at the same time and where among others the results of the projects will be presented to a European community in a multilingual way
 - institutionalise a **European e-humanities summer school** for university teachers, young researchers and graduate students,
 - create **European degrees** on all levels of education (BA, MA and Doctorates) in e-humanities and a consortium of European Universities to teach these courses and to undertake research in humanities computing and e-humanities

Community

- The conviction that it is important to understand oneself as part of a community above all
 - in innovative disciplines which are still trying to establish themselves
 - disciplines like the Digital Humanities which cross many boundaries
 - where the individuals who are interested in it or who are already actively pursuing it are dispersed across the whole world,
- derives as I said at the beginning, also from being a scholar or Romance languages

Community

- I never forgot how lost I felt when in the 80ies I had come to the conviction that
 - knowledge about real language produced by real people in real situations should be at the basis of our understanding of how languages work and not theoretical models
 - that language usage could only be analysed systematically by using computers.
- There was after all hardly anybody in Germany who thought like that, whom I could have asked for help or with whom I could have exchanged and discussed my ideas.

Community

- Most people who occupied themselves with computers in the 80ies knew how to write programmes or set out to learn it, and then applied these programmes to the analysis of some phenomenon in an idiosyncratic way.
- One day I came across the ALLC, the Association for Literary and Linguistic Computing.
- Its European Congress ALLC-ACH 90: *The New Medium*, 17th International Association for Literary and Linguistic Computing Conference - 10th International Conference on Computers and the Humanities, was to be celebrated at Siegen University from the 04th to the 09th of June 1990

Community

- This conference changed everything for me:
 - I was introduced to the Oxford Concordance Programme (OCP)
 - OCP helped me to take a decision about the markup to be applied to my *Corpus of Italian Newspapers* – a decision which in those days was very much dependent on the software to be employed when analysing a certain corpus
 - I got to know people whom I could ask questions without running the danger of losing my face because my questions were not like the ones specialists ask
 - I started to see myself as part of a community.

Community

- I was not laughed at because I wanted to construct an electronic corpus of Italian newspaper language and analyse it applying computational methods.
- The fact that a woman was interested in using computers and found technical stuff attractive was never seen as strange or somehow unfitting.
- It introduced me to the CATH-Conferences which had been running in Great Britain for some time already and which I started to visit quite regularly.

Community

- 16.-18.12.1991 *Computers and Teaching in the Humanities* Cath91: Tools and Techniques for Teaching and Learning, Durham.
- 14.-17.12.1992 CATH92: *Teaching with Computers: Experiences and Opportunities*, Manchester.
- 10.-12.09.1994 Cath 94: *Courseware in Action*, Glasgow.
- 05.-07.09.1995 Cath95: *Computers and the Changing Curriculum*, Royal Holloway, University of London

Community

- I started to go to the ALLC / ACH conferences whenever it was possible or I could afford it:
 - 05.-09.04.1992 ALLC / ACH 92: *Computers and the Humanities*, Oxford
 - 19.-23.04.1994 ALLC / ACH 1994: *Consensus ex Macchina*, Paris, La Sorbonne
 - 05.-10.07.1998 ALLC / ACH '98. Lajos Kossuth University, Debrecen (Ungarn)
 - 13.-17.06.2001 ACH-ALLC 2001 *Digital Media and Humanities Research*, New York University – my first journey to the US
- and to other conferences in the field
- All by myself I would never have become the Digital Humanist I am now

Diversity and Community - ESU DH C & T

European Summer University in Digital Humanities „Culture & Technology“

- In 2005 I got my Chair of French, Francophone and Italian Linguistics at Leipzig University
- The University was preparing for its 600th anniversary to be celebrated in 2009
- A University which defines its mission as “A tradition of crossing boundaries” seemed to be the right place to realise finally the old idea of a Summer School in Digital Humanities which would take into account multi-lingualism, gender questions and community building
- 2009 1st European Summer School in Digital Humanities “Culture & Technology”

Mission

- to confront the Gender Gap
 - not by following the way taken by so many measures which focus on the STEM disciplines and try to convince women to leave the Humanities and take up studies in Computer Science or Engineering,
 - but by relying on
 - the challenges that the Humanities with their complex data and their wealth of women represent for Computer Science and Engineering and their further development,
 - the overcoming of the borders between hard (male) and soft (female) sciences
 - the integration of Humanities, Computer Science and Engineering.

Community building

- to foster **Community building**
 - not only acquisition of knowledge and skills
 - but also the creation of networks across disciplines, languages, cultures, countries and continents by communal activities like
 - communal coffee breaks
 - communal lunches in the refectory
 - cultural program (communal visits of museums, archives, libraries, excursions, boat trips, sportive activities and the like)
 - communal dinners in different parts of Leipzig

Language policy

- to counteract the tendencies towards a more and more monolingual culture of science by esteem and respect for multilingualism and the variety of knowledge cultures by
 - requesting workshop descriptions and presentations of teachers and lecturers in two languages at least
 - a web site whose multilinguality depends on the languages workshop leaders and lecturers are prepared to contribute
 - by adopting a “working language” / a “lingua franca” not just English per se
 - by fostering the usage of other languages when the knowledge of participants and instructors allows it

Language policy

- by asking for bilingual presentations / posters in order to
 - ensure that not only the functions of the lingua franca as a means of overarching communication, but also the functions of the mother tongue as a culturally-bound means for the expression of thoughts, ideas and concepts can be realised
 - sensitise for the differences of knowledge cultures and the enormous achievement which the communication of contents in a language which is not ones mother tongue represents
 - to open up the Drupal site in the future so that language versions of all the texts can be contributed and updated by the community

Instead of a conclusion

- The atmosphere at the Summer School was different from any other DH Training Network school I have attended in that a far **greater diversity of languages and nationalities** appear to be represented and recognized. There is no question that this fact alone made my experience in Leipzig unique from any DH summer school I have attended, and that my own scholarship has benefited enormously in terms of new collaborators, **new perspectives on how disciplinary practices are given different inflections in different geographical regions**, and better facility with existing computational tools.

Diversity & Community

- Digital Humanities Summer Institute, University of Victoria (Canada)
- European Summer School in Digital Humanities, University of Leipzig (Germany)
- Digital.Humanities@Oxford Summer School, University of Oxford (GB)
- HILT: Humanities Intensive Learning & Teaching, University of Maryland (USA)
- DH Summer School Switzerland
- EDIROM Summer School, University of Paderborn (Germany)
- Digital Humanities Institute – Beirut
- Institut für Dokumentologie und Editorik
- Women Writers Project
- ...