

**Digital Humanities - The
long way to teaching and
learning a new
epistemology. Some
reflections**

**Key ideas and concepts of Digital
Humanities
26.-28.10.2015 – TU Darmstadt**

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Background

Unverifiable theories and interpretations

- Studies of Romance Philology at Tübingen University (1971-1979)
 - Generative linguistics was at its high
 - competence reigned over performance
 - introspection was highly valued
 - research into real language usage was despised
 - languages like French, Spanish or Italian were described
 - either on the basis of invented examples
 - or on the basis of collections of examples which had been cut off from the context in which they had appeared

Unverifiable theories and interpretations

- If research into language usage was undertaken
 - the language material at the basis of the research was not described in a precise way,
 - the retrieval of the data was hardly ever explained,
 - it was impossible to compare results of different studies to each other,
 - the results could not be verified and analyses could not be repeated,
 - questions which only arose when the study was already on its way were not to be taken into consideration if one wanted / needed to avoid to start the manual counting of phenomena all over again,
 - the language material with its manual annotations (colors, abbreviations etc.) could not be made available for other research.
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Unverifiable theories and interpretations

- During my studies I became so very interested in the usage of *Passé simple* and *Passé composé* in French and of the *Indefinido* and the *Perfecto compuesto* in Spanish, that for my State exam thesis I wanted to do some empirical research into the real usage of those tenses in newspapers.
- There was, however, hardly any research into the usage of tenses in newspapers.
- The only two really relevant studies of the usage of tenses showed severe limitations with respect to the data made available and the population (pages) chosen for the statistical analysis.
- Notwithstanding such limitations other scholars cited these works and classified the statistical analysis undertaken as contributing meaningful information about the usage of tenses.

Empirical research into language usage

- For my own research I created a corpus consisting of 2 printed editions of 3 French and 3 Spanish newspapers which were selected on the basis of a certain model of linguistic variation.
- My aim was to find out whether the usage of the *passé composé* and the *passé simple* / the *indefinido* and the *perfecto compuesto* depended on extralinguistic variables (newspaper, thematic sections, types of articles).

Empirical research into language usage

■ I conducted interviews with journalists of some of these newspapers in order to find out what they thought about the usage of the tenses in question in their newspaper.

■ My study even made its way into one of the newspapers.

LA VIE DU LANGAGE 1

PASSÉ, MAIS PAS MORT

RICHESSE ou embarras inutile ? Le fait est que nous avons en français deux passés, le simple et l'autre, dit « composé ». Un gros volume suffirait à peine à tracer la frontière qui, dans le français d'aujourd'hui, délimite leurs territoires respectifs. Ou plutôt les frontières : les deux passés vivent à la fois en cohabitation, en concurrence et en complémentarité sur plusieurs plans, d'où l'impossibilité d'une description globale de leurs rapports.

Le passé composé s'est annexé depuis quatre siècles au moins la totalité du territoire parlé, au terme d'une évolution relativement rapide : entre un demi et deux siècles de siècle, 1800-1900 environ. En 1931 déjà, le linguiste A. Mailliet affirmait, au grand scandale des milieux grammaticalement conservateurs, que « le passé défini (simple) est entièrement sorti de l'usage dans le français courant de Paris et d'un vaste rayon autour de Paris ». Or nous savons par ailleurs que ce passé était encore de règle dans la petite bourgeoisie parisienne en 1860.

Mais, par « usage », on ne peut entendre que « usage parlé », le plus important si l'on veut, mais non le seul. Dans le domaine de la littérature de fiction, rien ou presque n'a changé quant aux emplois des deux temps. Il est banal à ce propos de citer et de faire étudier l'*Étranger* (d'A. Camus) comme un acte décisif de rupture avec la « littérature », et corrélativement comme l'acte de naissance d'un art du récit enfin réconcilié avec le « vrai langage » du lecteur. La critique (et Camus lui-même) a toujours régné à classer l'*Étranger* comme un roman, précisément parce qu'il en transgressait systématiquement la première règle d'écriture, celle du passé simple.

Le fait est que l'exercice de style qu'était l'*Étranger* est demeuré sans suite. En sens inverse, la *Rose* rose de Pierre Bourgeade (1968), autre admirable « exercice de style », prouve que l'on peut écarter absolument le passé composé d'un récit écrit sans en affaiblir la force et la beauté.

Ce n'est pas une affaire de « niveau socio-culturel » du public auquel s'adresse tel ou tel roman : ceux de Guy des Cars, en dépit de leur destination que l'on dit un peu trop facilement

« populaire », ne font aucune concession à l'usage parlé ; les passés, simple et composé, y ont la place exacte qu'exigent les grammairres les plus classiques. C'est chez les écrivains de l'avant-garde parisienne que se recrutent les rares (et) successeurs de Camus sur ce point de style (1).

Il faut donc préciser que le passé simple n'est sorti que de l'usage « parlé-écrit » ; et nullement de l'usage que le m'aventure à nommer « parlé-passif », celui de la lecture. Lire, c'est d'abord et essentiellement « rendre dans sa tête des choses écrites ». Si ces choses, en l'espèce le passé simple, n'appartenaient pas à part entière à la langue, elles resteraient incompréhensibles, non lues ; ou tout au moins, elles ne seraient lues qu'avec difficulté. Or rien n'autorise à affirmer que l'emploi du passé simple tout au long d'un roman crée une difficulté particulière de lecture, à aucun niveau socio-culturel. Parallèlement, nous le verrons dans un instant, son emploi ne pose pas davantage de problème grave à ces « scripteurs » du quotidien que sont les journalistes.

Le tour de France au passé simple

C'est à une étudiante allemande, Mlle Burr, que nous devons à ce sujet une observation intéressante. Pour les besoins d'un travail universitaire en cours, elle a noté que le passé simple se rencontrait beaucoup plus souvent dans les comptes rendus de rencontres sportives de notre journal, que dans toute autre catégorie de textes. Je simplifie bien sûr son propos, qui est plus savant. Mais il faut certainement le généraliser, le veut dire l'étendre à l'ensemble de la presse, sinon l'observateur pourrait penser, soit que tel ou tel de nos chroniqueurs de sport a un faible particulier pour ce pauvre passé simple, soit au contraire que les journalistes de l'information politique, ou du reportage, etc., ont pour consigne de favoriser au bénéfice de son demi-frère.

Il n'en est rien, évidemment. Les rédacteurs d'un journal, sportifs ou autres, ne reçoivent dans ce domaine de consigne que de leur « sentiment de langue » ; et l'expérience montre

que ce sentiment de langue correspond fidèlement à celui des lecteurs. Peu importe que le récit épique d'un match de football soit lu plutôt par un groupe socio-culturel que par un autre ; ce groupe serait très certainement surpris et choqué de voir disparaître des reportages écrits du sport, ce temps que l'on eût réservé à des usages « nobles ».

Quelques textes-témoins, dans les journaux datés du 3 août : « Parti de [Paris], se retrouva 10' suite à une petite fantasia, puis réussit en trois tours à remonter jusqu'à 1' 50' place... Il tape le rail, puis vient embrasser un pneu de Villeneuve. Dans la seconde phase, il quitta la piste pour de bon, etc. » (L'Équipe)

« Ce fut le petit ailier Zambir, un des seuls attaquants que les Roumains laissent en pointe, qui donna le signal... Les Montégasques en furent comme réveillés, et d'un seul coup, ils retrouvèrent leur joie de jouer et, surtout, leur vitesse d'exécution. Zorotto ainsi plaça sur l'aile gauche, trouva Dalgier clair et centre-tir fut poussé du bout du pied par l'éternel chasseur de buts qu'est Onnis (42) » (L'Union de Reims)

De la même Union, dans un contexte un peu différent : « Disons tout de suite que ce « concentré » se révèle d'excellente qualité et ne rechigne pas à une lutte constante entre deux clans... Lutte de tous les instants qui permit finalement à Domingo... d'ouvrir son palmarès... L'entraîneur ne peut que se féliciter du meilleur opposant, etc., etc. »

Ressusciter le présent

Curieusement, c'est dans le Monde que le passé simple « sportif » est employé le moins systématiquement : l'allure, le mouvement des comptes rendus, plus « allongés » (ou « littéraires » si l'on veut), généralement moins près du « coup » et du mouvement d'un match, sont, pour beaucoup, dans cette différence.

Il va de soi que le domaine sportif ne suffit pas, à lui seul, à faire surgir des passés simples. Témoin encore ces notes de Parisien libéré (16 août) : « Cyclisme : Roger de Vlaeminck a été victime d'une fausse chute au cours de l'épreuve disputée lundi... Les examens effectués

à l'hôpital n'ont rien révélé... Le Belge Walter Plankart a remporté lundi le prologue du Tour de Hollande... Le néerlandais Aad Van de Plas a gagné lundi un critérium de 60 kms, etc. »

Nos confrères voudront bien excuser un grammairien de les citer sans trop de respect pour leur texte, et sans les nommer. Il reste que cette très forte présence du passé simple dans leurs comptes rendus pose un problème linguistique complexe ; c'est le cas en particulier (comme on dit aujourd'hui) très remarquable à l'intérieur du genre, et pour ainsi dire moderne, mériterait de faire l'objet d'études sérieuses.

Celles-ci pourraient bien déboucher sur une conclusion inattendue. Ce qui frappa, c'est le parallélisme à peu près absolu entre le « mouvement » des reportages écrits de l'Équipe, et celui des reportages de la radio ou de la télévision à propos des mêmes événements quand ils (ces reportages) sont de bonne qualité !

Tout se passa en somme comme si le passé simple assumait dans la littérature sportive quotidienne le rôle d'un véritable « présent accompli » ; alors que le passé composé conserve pour lui, dans toutes les autres rubriques, la charge d'exprimer un « passé en voie d'accomplissement ». Cette distinction explique entre autres le passé composé (tout à fait normal) des petits notes du Parisien : elles intiment sur ces faits isolés qui ne sont plus en quelque sorte que des faits d'archives, et qui ne comportent aucune « tension du présent », etc., etc. »

Quant aux reportages, dans lesquels l'emploi du passé simple est pour ainsi dire une sophistication de style pour la presse sportive, il pourrait sans inconvénient être entièrement rédigé au présent. Mais le passé simple a cet avantage sur l'autre passé et sur le présent, qu'il donne à revoir instantanément au lecteur les exploits ou les malheurs de ses héros, en maintenant dans le même temps fermée à tout jamais la porte du tombeau. Tout « est » ainsi pour toujours.

Passé simple peut-être ; mais pas mort !

JACQUES CELLARD.

(1) Il s'agit d'un retardement : la véritable écriture en particulier, celle de Mort à deux, 1966.

1) Le Monde, 21.8.1978, S. 12.

Empirical research into language usage

- As statistical methods were to be used the material had to be quantified manually. Taking the nature of newspapers into account the number of finite verb forms was taken as population:

Tafel 1: FRANZÖSISCHE ZEITUNGEN (21./22.4.1976)

			LE MONDE	LE FIGARO	L'HUMANITE	GESAMT
aktuelle Ebene	Vergangenheit	je chantai j'eus chanté -----	128 3	132 1	121	381 4
	Gegenwart	je chante j'ai chanté je vais chanter	4830 1516 38	3662 937 49	2688 943 37	11180 3396 124
	Zukunft	je chanterai j'aurai chanté -----	588 13	618 13	356 6	1562 32
		(82,60%) finite Verben aktuelle Ebene	7116 (82,88%)	5412 (82,74%)	4151 (81,96%)	16679 (82,60%)
inaktuelle Ebene	Vergangenheit					
	Gegenwart	je chantais j'avais chanté j'allais chanter	557 203 5	402 153 8	391 123 7	1350 479 20
	Zukunft	je chanterais j'aurais chanté -----	349 48	236 26	188 22	773 96
		(13,46%) finite Verben inaktuelle Ebene	1162 (13,53%)	825 (12,61%)	731 (14,43%)	2718 (13,46%)
		(3,94%) Konjunktiv/Imperativ	308 (3,59%)	304 (4,65%)	183 (3,61%)	795 (3,94%)
	finite Verben gesamt	8586	6541	5065	20192	

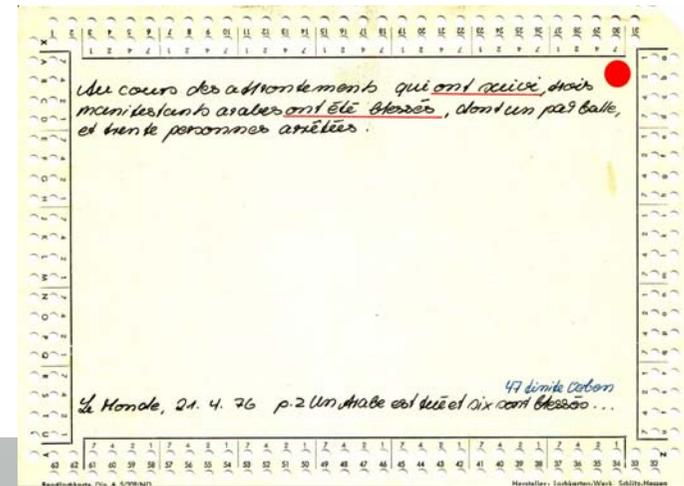
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Empirical research into language usage

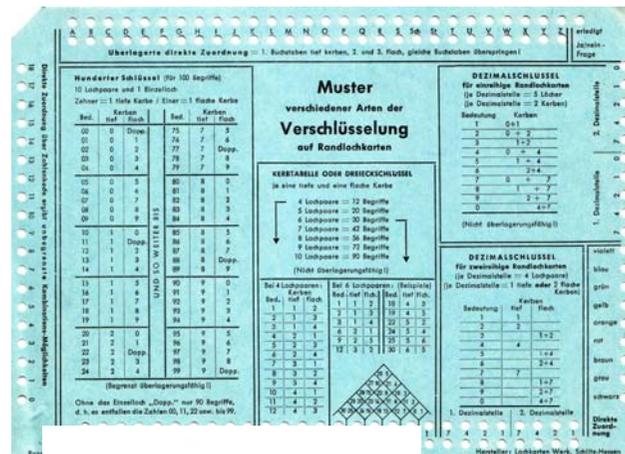
- Whereas the statistical analysis could be carried out, the further classification of the retrieved instances had to be given up, a fact that you might understand when you look at the following slide.

Preparation of classification and analysis

■ Data collection and markup



■ Annotation



■ Sorting



1990

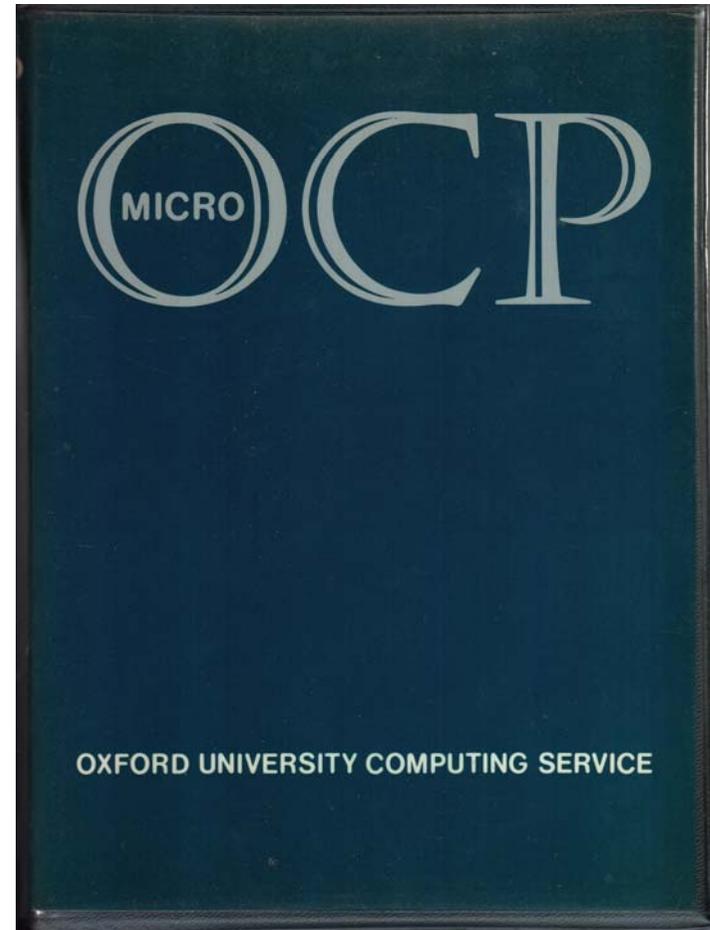
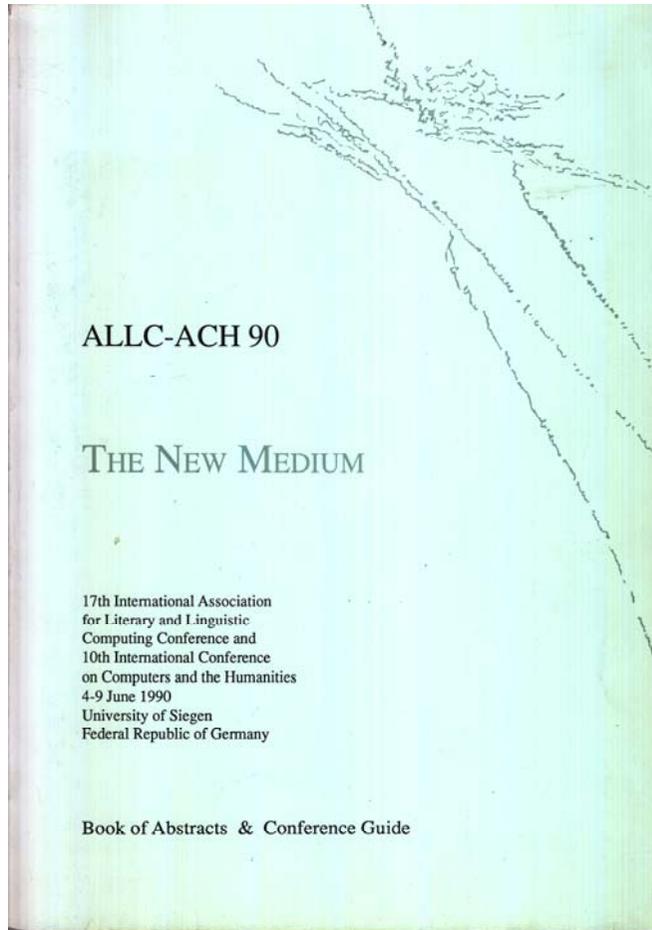
Research and Community

- In the 80ies personal computers had arrived.
- By then I was even more convinced that knowledge about real language produced by real people in real situations and not theoretical models should be at the basis of our understanding of how languages work.
- The experiences gathered during the preparation of my state exam thesis had, however, shown that language usage could not be analysed systematically without using computers.
- In Germany
 - there was a heavy discussion going on about the representativeness of corpora,
 - there was hardly anybody whom I could have asked for help or with whom I could have discussed my ideas.

Research and Community

- Most people who occupied themselves with computers 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.
- I felt quite lost.
- One day I came across the ALLC, the Association for Literary and Linguistic Computing.
- Luckily enough its European Congress ALLC-ACH 90: *The New Medium*, was to be celebrated at Siegen University from the 04th to the 09th of June 1990.
- It would have been out of the question for me to go to a conference in the US because of missing means.

Research and Community



Research and Community

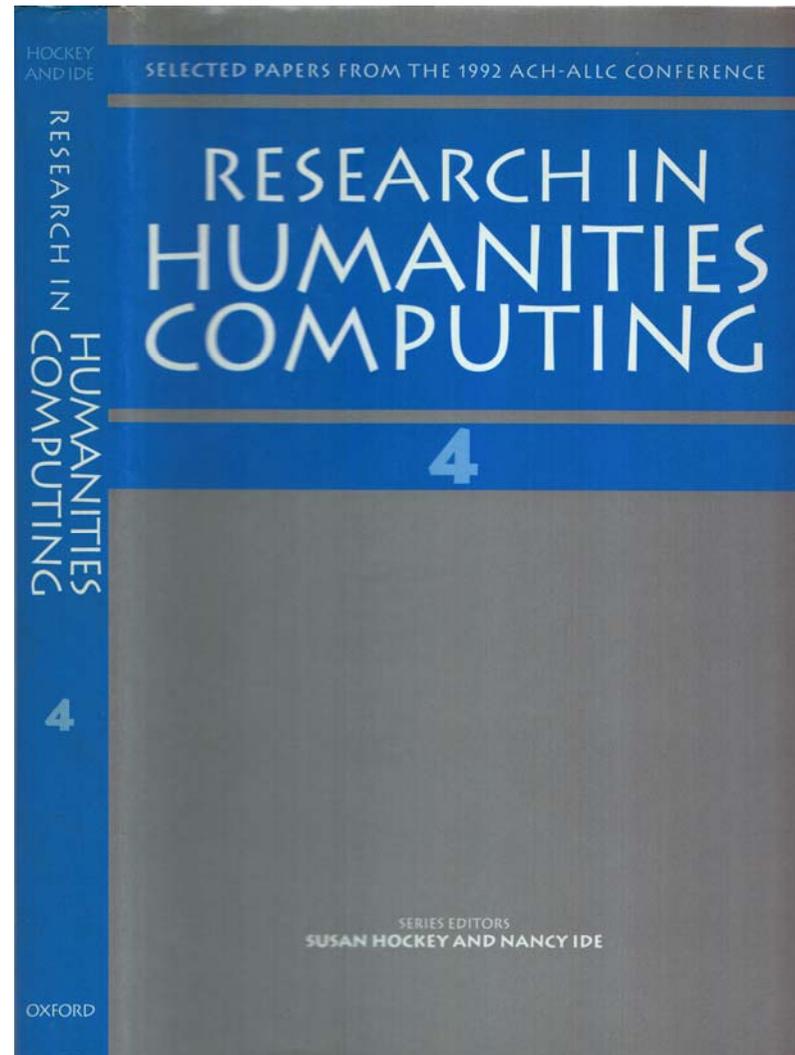
- This conference changed everything for me:
 - I was introduced to the PC version of the Oxford University Concordance Programme (Micro OCP).
 - The OCP helped me to take a decision about the markup to be applied to my *Corpus of Italian Newspapers*, where newspapers were to be retained as complex cultural artefacts (see PhD), i.e. COCOA.
 - I started to see myself as part of a community.
 - 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.

Research and 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.
- There were many women who had a voice.
- Hierarchies were flat
- I finished my research (PhD) and presented the corpus and some research results at the next European conference of the ALLC / ACH in Oxford.

Research and Community

- 05.-09.04.1992
ALLC/ACH 92
Computers and the Humanities, Oxford
Paper:
“A Corpus of Italian
Newspaper Language”
- And my paper was
published.

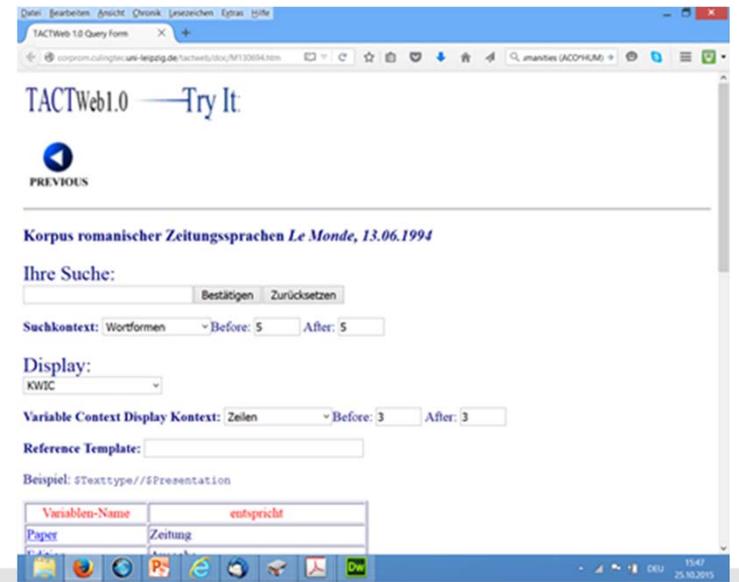


Teaching with computers

- The conference in Siegen had also
 - introduced me to the idea of using my corpus in teaching:
 - 1990/1991 University of Duisburg - first course on computer aided corpus analysis – a disaster
 - and to the CATH-Conferences in which I started to take part quite regularly:
 - 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

Teaching with computers

- 1995-1997 course on computer aided corpus analysis every summer semester
- it became evident
 - that even a well equipped classroom was not enough to handle the challenges that such teaching presented for students and teacher
 - that my corpora needed to be made available online, instead
- in 1998 Tact-Web had finally arrived
- I put my corpora online
- I still use them sometimes for my teaching



Teaching Humanities computing

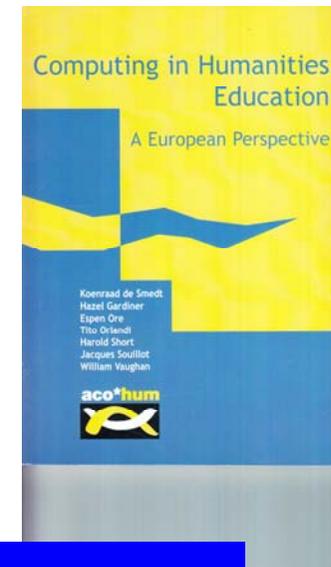
■ 25.-28.09.1998

The Future of the Humanities in the Digital Age. Problems and perspectives for humanities education and research.

International Conference,
Bergen (Norway)

■ 1999-2000 - Working Group on Textual Scholarship & Humanities Computing

■ Guidelines on best practice for teachers 14 Nov 2000



Culture & Technology seminar series

- Some of us also tried to set up European seminar series taught via video-conferences which were to feed into a European Master programme:
 - 2007 Meeting on European Master in Leipzig
 - Culture & Technology seminar series
 - 2007 / 2008 Joint seminar programme of King's College London (UK), the University of Debrecen (Hungary), the University of Leipzig (Germany) and the University of Oulu (Finland)
 - 2008 / 2009 Joint seminar programme of University of Debrecen, Hungary; University of Glasgow, Scotland; University of Oulu, Finland; King's College, London; University of Bologna, Italy; University of Alicante, Spain; University College Dublin, Ireland; University of Leipzig, Germany

Multi-lingualism – The CLiP Seminars

- As Humanities Computing / Digital Humanities developed above all on the international level and much less on the national one, the community was inherently multi-lingual
- it was only a question of time that the CLiP-Seminars, which had been started in 1998 in Edinburgh by Domenico Fiormonte started to experiment with multi-lingual web pages, presentations in different languages and multi-lingual publications
- 7-9 September 1998: *Computers, Literature and Philology*. An international seminar, University of Edinburgh, School of European Languages and Cultures
- 3-5 novembre 1999: *Computer, Letteratura e Filologia*. Seminario Internazionale di Studi, Università di Roma "La Sapienza«

Multi-lingualism – The CLiP Seminars

- 16-17 October 2000: Computers, Literature and Philology. Seminario Internacional, Universidad de Alicante, Biblioteca Virtual Miguel De Cervantes
- 06-09 December 2001: Computers, Literature and Philology. International Seminar, University of Duisburg
- 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
- 29 June - 01 July 2006: Computers, Literature and Philology. International seminar, Kings College London

The CLiP-Seminars

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

The Association for Literary and Linguistic Computing (ALLC)

- With the positive experiences I gained during CLiP 2001 at Duisburg University, in mind, I 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 the two organisations and within the field of digital humanities more widely.
- This Work Group paved the way for the foundation of the Alliance of Digital Humanities Organisations.

The AdHoc Work Group

- Members of this groups were representatives from the two associations and of the TEI:
 - Elisabeth Burr (ALLC)
 - Julia Flanders (ACH, TEI)
 - Espen Ore (ALLC)
 - Geoffrey Rockwell (ACH, TEI)
 - Harold Short (ALLC, TEI)
 - John Unsworth (ACH, TEI)
 - Invited additional members
 - David Green - National Initiative for a Networked Cultural Heritage (NINCH)
 - Richard Finneran - Society for Textual Scholarship (STS)
-

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 ACH / ALLC conference, University of Georgia, Athens (USA)

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 (an example is: [CLiP 2001](http://www.uni-duisburg.de/FB3/CLiP2001/)
<http://www.uni-duisburg.de/FB3/CLiP2001/>)
 - build up list of reviewers who can review papers in languages other than English

Impact of position paper and recommendations

■ 2003

- when the theme of ALLC / ACH 2004 to take place at the University of Göteborg, (Gothenburg), Sweden was decided:

Computing and Multilingual, Multicultural Heritage

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

■ 2004

- ACH / ALLC 2005, University of Victoria
- Call for proposals published in 7 languages: Catalan, English, French, German, Spanish, Swedish, Hungarian

ADHO and Multi-lingualism & multi-culturalism

- In June 2005, at the ACH / ALLC conference at the University of Victoria the governance and conference protocols of ADHO were approved by ACH and ALLC
- Alliance of Digital Humanities Organisations (ADHO) officially founded
- At its Steering Committee Meeting in Victoria ADHO set up the Standing Committee of Multi-lingualism & Multi-culturalism (MLMC) – 1. Chair 2005-2014
- Every year the MLMC called for volunteers to translate the Call for Proposals to Digital Humanities Conferences

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

- In 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)

■ 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

Women - Gender

- Right from the start in 1990 women played a special role as models, mentors and friends
 - Susan Hockey
 - Nancy Ide
 - Marilyn Deegan
 - Jean Anderson
- so did projects which did away with „Hidden from history“
 - especially the Women Writers Project
 - Women of Achievement and Herstory
 - The Orlando Project
 - EARLY MODERN FRENCH WOMEN WRITERS
 - WOMEN'S TRAVEL WRITING, 1830-1930

CHiME – Multilingualism & Gender

- Gender was also a prominent topic in CHiME
 - European Network of Excellence *Computing & Humanities in Multilingual Europe* (CHiME)
 - 2002 Proposal handed in to the 5th Framework Programme of the European Commission Information Society Technologies (IST)
 - 2003 Proposal handed in again to the 6th Framework Programme of the European Commission *Information Society Technologies* (IST)
 - no funding but it integrated multi-lingualism & gender & ITCs



Computers & Humanities
in Multilingual Europe

CHime

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

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CHiME & Gender

- When we prepared the proposal we did some research 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

- Also the domain of the **teaching and learning of languages** not only in universities but even more so in schools and professional training had not been given much consideration, although the percentage of women there is particularly high.
- 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 **digitalisation of cultural heritage** in particular.
- It is crucial to overcome the **marginalisation of women** caused by the traditional **gender disparities in the canon** and to promote the **inclusion of women's cultural, social and scientific history and their contribution to technological and economic developments, to science, culture, literature, art etc. in the digitalisation 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

- According to CHiMES **humanities computing** and **digital humanities** were already leading to **new research questions and methodologies** which had 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,
 - provide for a follow up and for the lasting effect by creating **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

2007

“A tradition of crossing boundaries”

- In 2006 the University of Leipzig started to prepare for its 600th anniversary to be celebrated in 2009
- I took the university’s mission “A tradition of crossing boundaries” seriously and applied for some funding for a Digital Humanities project about the Leipzig School of Linguistics, i. e. the Neogrammarians and their influence on Romance linguistics.
- No funding was granted.
- I started the project in 2007 by involving my students
- I planned to set up a European Summer School of Digital Humanities

“From Leipzig into the Romania”

- As the so-called “Manifesto” of the Neogrammarians gave rise to the so-called “Lautgesetzestreit”, which divided linguists all over Europe, in the first phase of the project the “Manifesto” together with the most important texts written by its critics and defenders were chosen for digitalisation and annotation.
- At the same time, documents which would allow the positioning of the Neogrammarians, their theory and the debate around it in the personal, historical, cultural and political context were to be collected and integrated into the project.
- Scholarly works about the Neogrammarians in general and their importance for Romance linguistics in specific terms were to be exploited with respect to questions like “Who are the members of the Leipzig School?”, “What is seen as their contribution to Romance linguistics?”, “Which value is attributed to it?”, “Which Romance linguists were influenced by this school?” etc.
- Collaboration with the DTA was sought and granted.

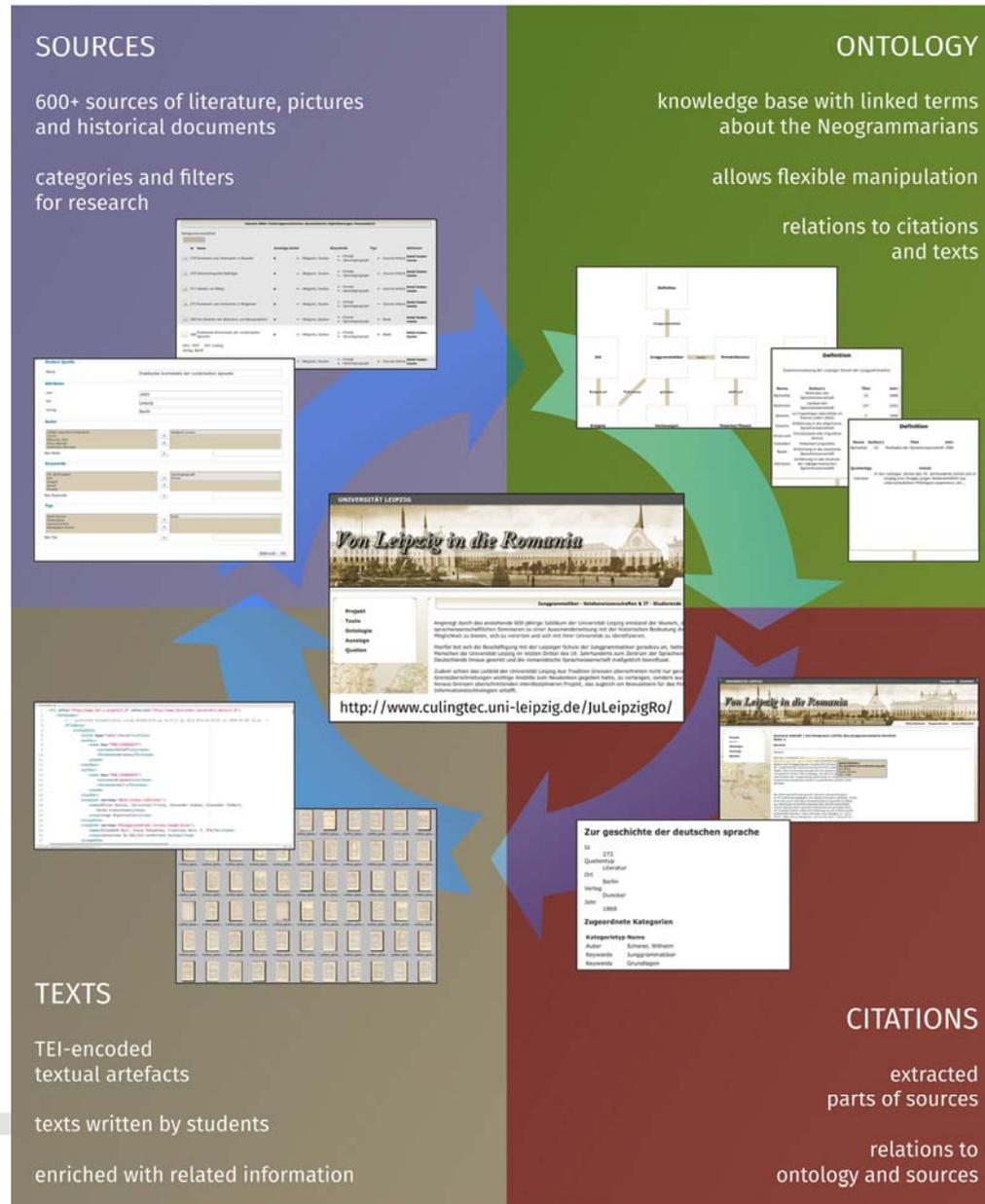
“From Leipzig into the Romania”

- During the following semesters we had to recognise, however,
 - that the practices of text encoding and data modeling, in particular, could be frustrating for students.
 - that it was difficult to explain the rationale for certain tasks (such as creating a metadata model or encoding texts) and to illustrate their place within scholarly activity.
 - that these tasks can only be understood abstractly aside from their place in the production of a digital resource in general and a digital edition in particular.
 - Apart from that, all our endeavours to teach research methods led to great frustrations as they did not really lead students to a profound understanding of the importance of systematics or rule-governedness when it comes to the writing of research papers or the retrieval of, for example, bibliographical data.
 - What we saw as transferable knowledge and skills was not grasped as such.
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“From Leipzig into the Romania”

- Furthermore, it became painfully clear, that learning and teaching environments like Moodle would not allow us to provide students with an experience of what work on one and the same project over the years really means and how their individual contribution could be integrated with the contributions of others to form an organic whole.
- The situation changed when a student of Business Information Systems was employed who could contribute his Computer Science perspective not only during classes, but together with whom we could actually start to think about building an environment which would allow to integrate research, teaching and learning as well as to present the results to the public.
- The most central aspect of this environment is TEI-Markup, because it integrates the sources with the information-handling of the Portal.

An environment for putting Digital Humanities Pedagogy in place



Virtual environments for the integration of teaching, learning and research

- This environment did not only provide our students with the possibility
 - to mark up texts collaboratively according to the TEI guidelines,
 - to use this markup to link these texts with the information handling of the Web-Portal,
 - to order the information extracted from different types of sources into knowledge
 - to model the knowledge which is thus being created with respect to the research question,
 - to exploit the markup which has been developed for the project as well as the information gathered in the portal for the writing of new TEI-compliant scholarly texts and to publish them on the Web
- We need environments which allow not only for the integration of teaching and learning but also for an active and meaningful contribution of the students to digital humanities research.

European Summer University in Digital Humanities „Culture & Technology“

- 2009 1st European Summer School “Culture & Technology”
 - Model: Digital Humanities Summer Institute, University of Victoria
 - 2015 6th Summer University
 - Over the years
 - extended from 5 to 11 days
 - integration of new structural elements
 - since 2014 – courses structured in two equal blocks
 - 2009-2015
 - 456 people have taken part in the school in various capacities
 - from 47 countries of the whole world
-

- Ägypten
- Australien
- Belgium
- Bosnien
- Brasilien
- Bulgarien
- Burkina Faso
- China
- Deutschland
- El Salvador
- Estland
- Finnland
- Frankreich
- Griechenland
- Großbritannien
- Indien
- Irland
- Israel
- Italien
- Kanada
- Libanon
- Litauen
- Mexico
- Niederlande
- Nigeria
- Norwegen
- Österreich
- Palestina
- Peru
- Polen
- Portugal
- Rumänien
- Russland
- Schweden
- Schweiz
- Serbien
- Slovenien
- Spanien
- Sri Lanka
- Thailand
- Syrien
- Tschechische Republik
- Türkei
- Ukraine
- Ungarn
- USA
- Weißrussland
- Zypern

Mission

- to bring together (doctoral) students, young scholars and academics from the Arts and Humanities, Library Sciences, Social Sciences, Engineering and Computer Sciences as equal partners to an interdisciplinary exchange of knowledge and experience in a **multilingual and multicultural** context
- to create the conditions for future project-based co-operations and network-building across the borders of disciplines, countries and cultures

Mission

- to provide a stimulating environment for discussing, learning and advancing knowledge and skills in the methods and technologies which play a central role in Humanities Computing and determine more and more the work done in the Arts and Humanities, in libraries, archives, and museums, and similar fields
- to integrate these activities into the broader context of the Digital Humanities, where questions about the consequences and implications of the application of computational methods and tools to cultural artefacts of all kinds are asked.
- to provide insights into the complexity of humanistic data and the challenges the Humanities present for computer science and engineering and their further development

Mission

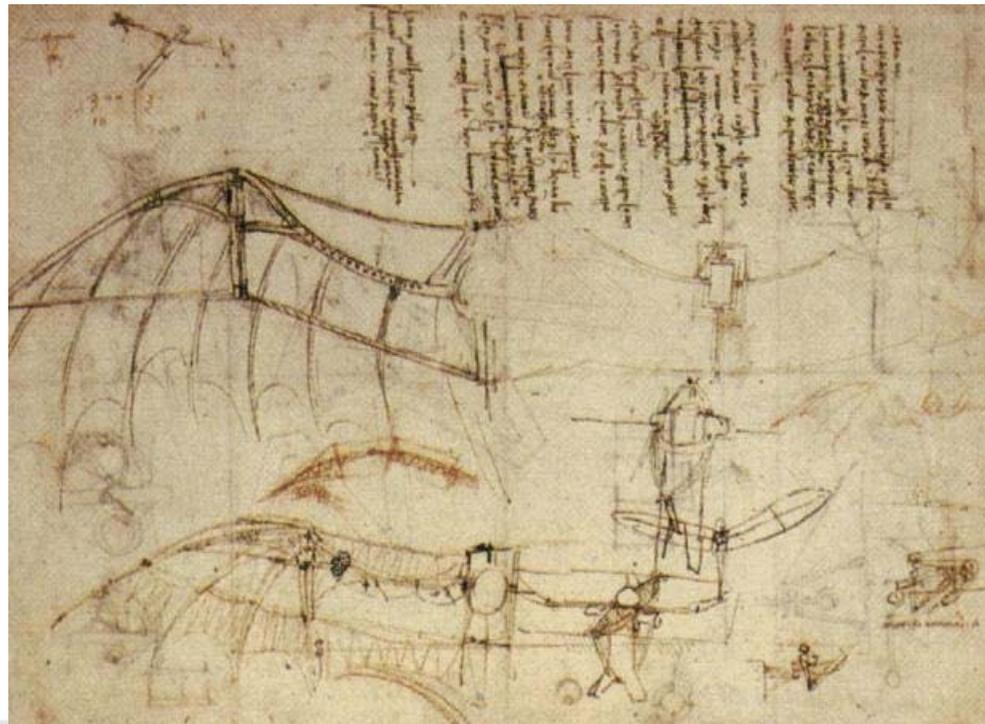
- to confront the **Gender Gap**
 - not by following the way taken by so many measures which focus on the STEM disciplines and try to convince women to leave the Humanities and take up studies in Computer Science or Engineering,
 - but by relying on
 - the challenges that the Humanities with their complex 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

Logo / Signboard

- Leonardo's drawings of machines were chosen because they symbolise the holistic and boundaries crossing approach of the Digital Humanities and the School alike



Goal

- to offer Humanities students and scholars
 - the possibility to gain practical knowledge of the application of computational methods to the digitalisation, description, analysis and production of humanities contents and artefacts (languages, texts, images, etc.),
 - to discuss related theoretical questions
 - to forge new perspectives on the study and preservation of languages, cultures and cultural memory and the translation between cultures

Goal

- to offer students and scholars of Computer Science and Engineering
 - the opportunity to acquire insights into the nature of humanities data,
 - to get to know the areas in the Arts and Humanities in which computational methods are employed,
 - to learn to recognise the difference of the Humanities' approach to these methods,
 - to confront themselves with the challenges that work with extremely complex data presents for soft- and hardware solutions.

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

Structure and Credits

■ Workshops	32-36 hours
■ 6 lectures	12 hours
■ 5 project presentation sessions	10 hours
■ poster session	2 hours
■ hands on	4 hours
■ panel	2 hours
■ workshop results	4 (10) hours
■ communal coffee breaks	
■ communal lunches in the refectory	
■ communal visits of museums, archives, libraries, excursions, boat trips, sportive activities and the like	
■ communal dinners in different parts of Leipzig	
■ <u>Certificate</u> - 6 ECTS-Points	

Training network (growing)

- 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

Graduate certificate in DH

- graduate certificate based on DHSI and partner institute offerings, for 5 courses (of which 2 can be taken outside of Victoria)
- to be 'laddered' into a full MA/PhD program.
- first intake for summer 2015
- The Participation in the Leipzig Summer University counts towards this certificate

Two communities – keeping / bringing them together

■ 28.-30.05.1998

ELRA: First International Conference on *Language Resources & Evaluation*, Granada (Spain)



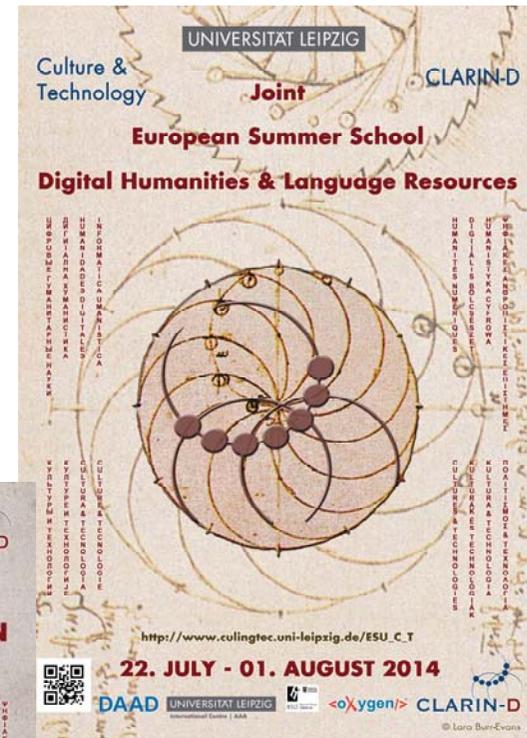
■ 28.06.-02.07.2000

VI. Convegno Internazionale della SILFI: «*Tradizione & Innovazione*». *Linguistica e Filologia alle Soglie di un nuovo Millennio*, Gerhard-Mercator-Universität Duisburg



Two communities – (re-) integration

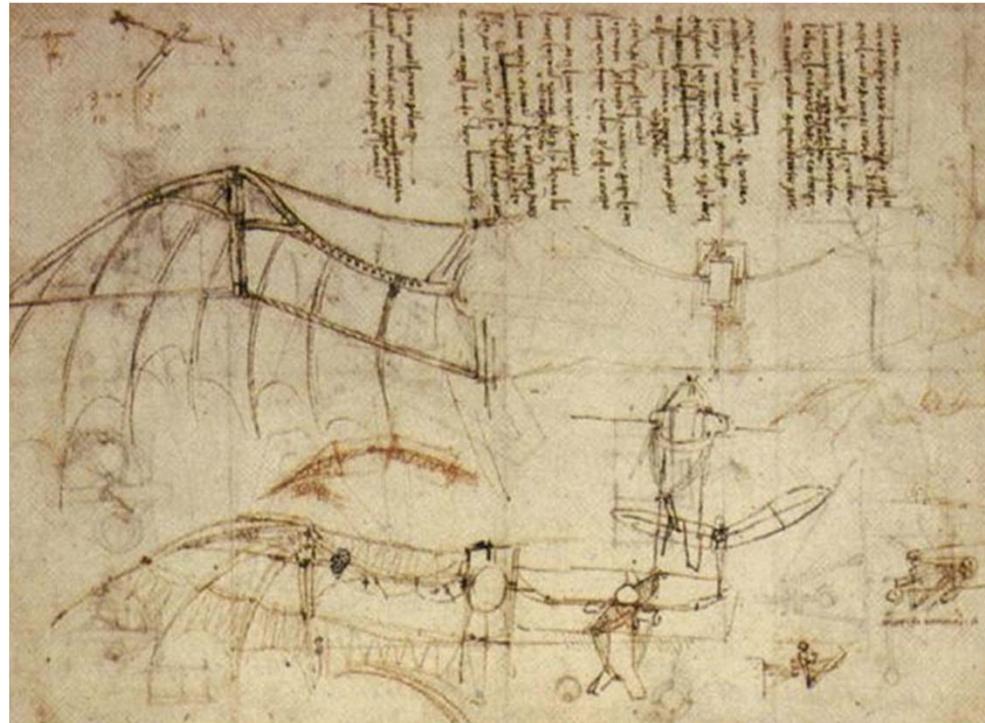
- ESU DH C & T 2013
17 CLARIN-D bursaries
- ESU DH C & T 2014
Joint European Summer School
- ESU DH C & T 2015
CLARIN-D integrated



Summing up

- more holistic view of cultural artefacts and an understanding of the complex interrelations between them and with other factors
- community – diversity - inclusivity
- integration of international, multi-lingual, multi-cultural DH and of language, culture, region specific DH
- doing away with Hidden from history and gender, class and race gaps
- integration of teaching, learning and research
- (re-)integration of different scientific communities / communities of praxis
- overcoming the blinders of the individual disciplines which are children of the nation building 19th century and which in the 20th century have differentiated into more and more narrow specialisations
- questioning the research done in these disciplines and its findings

Thank you for your attention



http://www.culingtec.uni-leipzig.de/ESU_C_T/