

Full reports of the ESU 2019 funded participants by DARIAH

Jan Škvrňák

The Summer School of Digital Humanities in Leipzig, Germany, represents an extraordinary opportunity for Czech students and advanced researchers to acquire the latest technologies for research in the humanities. Due to the proximity of Leipzig, scholarships for Czech students, but also due to the close cooperation of organizers with CzADH within the European Association for Digital Humanities, this is an extraordinary event from the Czech perspective.

Between July 22 and August 2 at the University of Leipzig, Germany, the tenth DH Summer School took place under the title "Culture & Technology" - The European Summer University in Digital Humanities. During 36 lessons, it offered 11 diverse courses for more than 70 participants (at random stylometry, text analysis, map creation, Python analysis, project management). I took All About Data – Exploratory Data Modelling and Practical Database Access (teacher was Christoph Draxler from Munich University) and I am very satisfied with knowledge of MySQL, which I got.

During less than two weeks were lectures by visiting professors - Michael Sperberg-McQueen devoted to digital humanities epistemology, Inna Kizhner evolution of DH in Russia, Ricardo M. Pimenta digital humanities in Brazil, Evelyn Fogwe Chibaka in Africa, Fotis Jannidis problems of computational literary studies and finally Franciska de Jong phenomenon Language as social and cultural data. Students themselves could present their research in two ways, either as a half-hour lecture or as a poster. Twelve projects were presented in four sections.

At the end of the summer school there was room for posters of students (here I presented with Jeremi Ochab an analysis of the social network of medieval nobility). The summer school contain also with a panel discussion, which interestingly addressed the question about relation of digital humanities and politics.

The Summer School traditionally organizes an interesting cultural program - a tour of the city, visits to exhibitions and interesting places (this year Contemporary History Museum, Stasi Record centre, Egyptian Museum).

The future of the Leipzig Summer School is uncertain at the moment, but if the next year is held, this summer school can only be recommended to not only Czech candidate - it is close (it is comparable only in Oxford in Europe) and offers a wide range of courses. Those interested in various areas of digital humanities will therefore find their way.

Lilly Osburg, Institute for Philosophy, Karlsruher Institute of Technology (KIT)

This year I was granted the possibility to participate at the European Summer University in Digital Humanities "Culture & Technology" (ESU) in Leipzig. During my participation I was supported by DARIAH-EU with a scholarship, for which I would like to take this opportunity to thank them. For DARIAH-EU I report here about my experiences and impressions of the two weeks in Leipzig.

I am currently studying for a Bachelor's degree in Science - Media – Communication at the Karlsruher Institute of Technology. Through a project on authorship attribution for philosophical texts, in which I work as a student assistant, I came into contact with the large field of digital humanities for the first time. On the recommendation of a lecturer, I became aware of the ESU and decided to apply. The ESU took place in 2019 from 22th of July to the 2nd of August. Even though the event took place during a time where I had to attend the last lectures of the current semester, my lecturers agreed that attending ESU was a great opportunity and allowed me to skip the remaining dates.

As part of the application process, I first had to decide on one workshop per week from a large number of offers. As a participant you can attend two workshops. Some workshops from the second week build on corresponding workshops from the first week and it is recommended to pay attention to this while deciding on which

workshops to visit. The selection of the workshops covers very different topics and approaches from the field of Digital Humanities. Given the background of the project I am working on, I was particularly interested in the workshop on Stylometry by Maciej Eder and Jeremy Ochab. It quickly became clear that I wanted to apply for both, the first and the second week, of the Stylometry workshop.

On July 22nd it was time for me to start my trip to Leipzig. For me, the ESU was the first Summer University I was given the opportunity to attend. Directly on the first evening at a Get Together in a small bar I noticed how international the Summer University was. Both the participants and the experts who led the workshops came from all over the world.

Most of the ESU's program consisted of the workshop. The first workshop session after the opening talk showed that the participants had a variety of different backgrounds. In part, we worked on very similar projects, but had a different approach in each case depending on the methodology of our own discipline. This gave the workshop (and the discussions with the other participants before and after) a unique opportunity to exchange ideas and to look at one's own work from completely new perspectives.

The Stylometry Workshop itself was divided into input and practice sessions. In the latter, we had the opportunity to put what we had learned into practice by means of an exercise (and if there was time, to transfer it to our own data as well). The practice sessions benefited greatly from the fact that there were two workshop leaders. So one of the two workshop leaders always had time to assist the participants when technical problems arose.

Almost all of the offered workshops could be attended without previous experience in the respective area. Also in the first week of the Stylometry Workshop basic knowledge about methodology was imparted. In the second week the focus was on some specific aspects of stylometry. As participants, we also had the opportunity to express our wishes regarding the setting of topics. I particularly appreciated the workshop's focus on the tangible handling of the corresponding software. Especially in the second week the topic of visualization of stylometric analyses was discussed.

Also this topic was connected with a practical exercise, in which we visualized the results from previous lectures, with the help of the software Gephi.

In addition to the workshops, the ESU programme also included numerous other events. The two weeks were completely planned, except for Sunday. Lectures on various topics were held almost daily - both workshop leaders and guest lecturers gave lectures here. There was also plenty of opportunity to exchange ideas about own projects. At the end of the first week there was a poster session where the participants could present their own projects. The programme also included teaser sessions. Here we had the opportunity to get a taste of other workshops. If I am lucky enough to be at the ESU again next year, I have already found my favourite workshop here. There was plenty of time for getting to know each other at the common lunch in the canteen and the communal dinners. In the evening one could also talk and make friends over a cool beer or in the very popular Karaoke Bar.

In addition to the main contents, the ESU also had a cultural offer - joint museum visits, a guided tour through the library, a city tour and even an excursion to the lake. Thus the ESU had a rich and at the same time very intense offer. However, if you want to take the chance and familiarise yourself with the beautiful city of Leipzig, you should plan one or two extra days before or after the ESU.

For me, the Summer University was a great experience, from which I profited personally and professionally immensely. The program was very intensive - two weeks packed with lectures and workshops, some of which had to be followed up in the evening. But it is precisely because you work intensively on a topic every day for two weeks at a time that you have the opportunity to develop a solid basis for the corresponding topic in a short time. My initial concern that I would be out of place as a pre-bachelor student among all the doctoral students had quickly dissipated. As a student, I was also very well received by the ESU and I was met at eye level. That's why I can encourage all students who are still studying for a Bachelor's degree or are just starting their Master's to apply to the ESU. Especially if you are working on a concrete project (this can also be a Bachelor's or Master's thesis), the ESU is a fantastic opportunity to sharpen the methodological aspects of your own project and to look beyond your own discipline.

Many thanks to the fantastic organisation team around Elisabeth Burr for these two weeks and to DARIAH-EU for supporting my participation in the ESU!

Mariam Matiashvili

The European Summer University in Digital Humanities took place at Leipzig University, from 23 July to 3 August, 2019. I took part in the following workshops:

First Week: [Compilation, Annotation and Analysis of Written Text Corpora. Introduction to Methods and Tools](#) by [Andreas Witt](#) (University of Mannheim & Leibniz Institut für Deutsche Sprache, Mannheim, Germany)

This workshop had both theoretical and hands-on parts. The workshop was about how to create, annotate, and analyze text corpora, and which methods and tools would be useful for that purpose. During the hands-on session we created our own corpora of national songs and used Oxygen, an XML editor, to annotate them. In addition, we worked a bit with the Natural Language Toolkit – NLTK, which was the most interesting part of the workshop during the week for me.

Second Week: [Hands on Humanities Data Workshop - Creation, Discovery and Analysis](#) by [Carol Chiodo](#) (Harvard University, USA) / [Lauren Tilton](#) (University of Richmond, USA)

This workshop was all about data – how to clean up, organize, manage, and process humanitarian data. We used several tools and methods. The workshop was very important in two ways: First, I learned about a lot of tools that will be useful in my day-to-day work of analyzing all types of data. Secondly, it was a really well-planned workshop, so observing their teaching style was fascinating. I think when I have to present my own work or teach about this topic, I will be more organized and will know how to do it better as a result.

Besides the workshops, everyday there were lectures, project presentations, panel discussions, and poster and teaser sessions during the second half of every day. I always especially enjoyed the project presentations, because I could see what was going on in the field in different research centers.

Also, I liked the teaser session. It was my third time attending the ESU and the teaser session helped me a lot with choosing my workshops based on last year's teaser session experience and it worked very well.

I also have to mention the networking culture and connection opportunities during the ESU. It was my third year, and I can say that the ESUDH community has become one of the biggest and strongest ones. There are many opportunities to contact people, to exchange ideas, to plan new cooperative projects and to just make new friends. Networking and making friends (not just contacts) is a crucial thing, and I think it is at least half of any ideal summer university and it was perfectly demonstrated at the ESU. After these amazing two weeks I always feel more motivated and open-minded, because I can see how people work and how much they know. It is amazing and drives me to do more and to think more creatively about my research topic.

Also, this kind of summer university is even more influential for students coming from countries like Georgia (Eastern European Countries), because we obviously have less of an opportunity to learn about DH or to connect with people as easily as in Central Europe. Also, there is a pragmatic side, in that it is much more expensive for us as we are lacking choices in scholarships. Thus, I want to thank DARIAH-EU (and all the other organizations and foundations that offer scholarships for ESU participants), because it was not only about knowledge and studying. ESU has been a life-changing experience for me.

During the last day of the ESU, we were asked to write down our thoughts and feelings. The following words popped up instantly in my mind: "Second home". And that's how I feel after three years because of the atmosphere, organizers, teachers, and participants from all over the world.

Mariam Rukhadze

European Summer University in Digital Humanities "Culture and Technology" is one of the most profound learning events, I have ever experienced. Awesome lecturers, amazing teachers, incredibly organized and patience committee are the features what make the course so beneficial.

To participate in ESU means lots of experience in the latest technologies, tools and programs in the field, new perspectives for the research.

Moreover, ESU is a place where lays foundation of international collaboration. There are people from dozens of different countries, different culture and personal backgrounds, that makes amazing friendships, career and life long connections. This difference of that people, their view about the future world, based on their present reality and level of knowledge, awakens the imagination and gives me an inspiration of seeing the technological world by its best form.

I am so grateful of DARIAH-EU for giving me a chance to be part of this global community, again. It is an amazing opportunity, especially for students and young scholars from Eastern European Countries such as Georgia, because we rarely have a chance to participate in such international events.

Thank you so much! I have a high expectation of being a proficient member of ESU in the next year too.

Maxim Lengo, Bar-Ilan University, Israel

The 10th European Summer University in Digital Humanities took place between July 23 and August 2, 2019 at the University of Leipzig, Germany. It was titled "Culture & Technology" and covered many academic activities, familiarity with local culture, and social life. A short time after ESU participants and organizers got together, the workshops began and continued during the whole two weeks. At the "Compilation, Annotation and Analysis of Written Text Corpora. Introduction to Methods and Tools" I learned from Prof. Dr. Andreas Witt about the ways of selecting texts based on extra and intralinguistic criteria, including property rights, as well as, how to describe metadata and to deal with textual corpora. Dr. Bernhard Fisseni taught us about the differences in query languages used for searching in textual corpora during the workshop "Searching Linguistic Patterns in Text Corpora for Digital Humanities Research". The lectures and the projects that were conducted during most of the days were a very diverse collection of themes from the Digital Humanities world. We learned, among others, how Digital Humanities were developed in Russia, about the Digital Humanities in Brazil and the Digital Humanities from African Perspective; the Hebrew Natural Language Processing tools in cases when Israeli police officers deal with civilian violation, the example of the Wikipedia project of the Atikamekw nation and the challenges of the computational detection of Shakespearean intertextuality.

During the poster session, I presented a part of my Ph.D. work, i.e. how we can combine the method of rhetorical strategies and lexicometric analysis in a case study of the Israeli Prime Minister Benjamin Netanyahu's investigations. The panel session was an opportunity for me, being one of the eight participants, to discuss with the audience about the means to question established knowledge, to position knowledge in a new way, and to create new knowledge in Digital Humanities. More specifically, the discourse led us to focus on the question of the existence of political motives in our academic world.

As the workshop progressed, we were exposed to the German culture in general and especially to that of Leipzig. At the "Zeitgeschichtliches Forum", we discovered the German history from the end of the second world war to the present day in the form of exhibitions, events, online projects, and publications. The visit at the "Stasi Records

Centre" was a unique chance to understand more deeply the records of the local Ministry for State Security between 1950 and 1990. E.g. how did information storage work for the Stasi, what meaning do Stasi records had for examining and coming to terms with the East German dictatorship, how are the records kept today, and how are they accessible. Immediately after that, the visit at the Egyptian museum exposed us to mummies, pyramids, and the history of the Egyptian nation, whose country borders with my own - Israel. I cannot forget all the communal lunches and dinners that were a great opportunity to try the unique local culinary.

Last but not least are all the European Summer University organizers and participants. I met with people who came from 30 different countries such as Australia, Brazil, United Arab Emirates, United States, Russia, Ecuador, Netherlands, Cameroon, Canada, and so much more. I was exposed to about 35 nationalities such as Dutch, Norwegian, Belgian, British, South Korean, Serbian, Turkish, Hungarian, Pakistani, and so much more. I heard at most of 30 different languages such as Basaa, Bengali, Bulgarian, Catalan, Chinese, Finnish, Greek, Irish, Japanese, Persian, Serbian, Welsh, and so more.

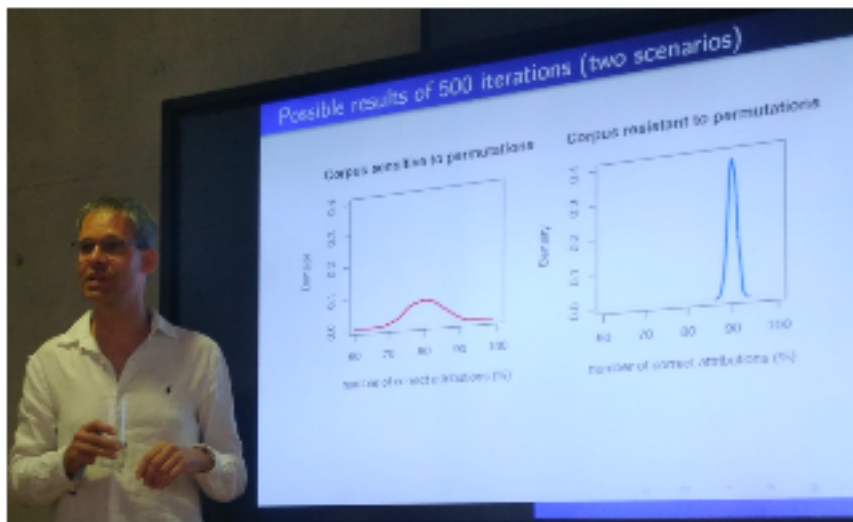
The 10th European Summer University in Digital Humanities was an unforgettable experience. It served not only as a tool of growth in our academic field, but also and equally important, as a tool to expose and uncover ourselves to the world. I am grateful to all the inspiring people who took part in ESU 2019, and truly honored to be one of the representatives from 60 different countries who participated in the summer university during the last decade.

Megan Cytron

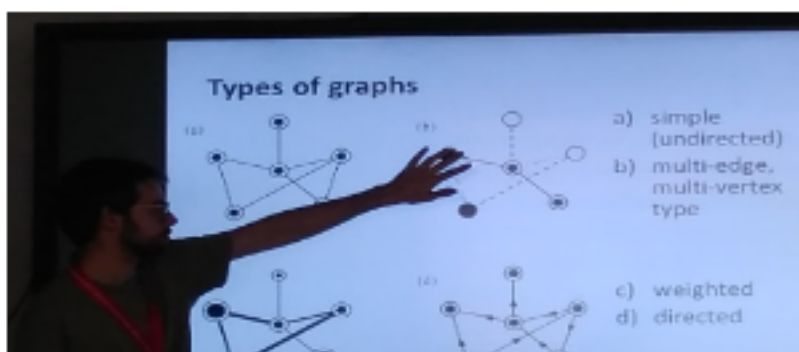
First and foremost, I would like to thank DARIAH-EU for making it possible for me to participate in the European Summer University in Digital Humanities in Leipzig. This was my second year at ESU and it was especially productive for me.

I participated in the Stylometry workshop. While stylometry may seem peripheral to my PhD research, after a conversation with Maciej last year, I had the idea that the R `stylo()` function—or a custom-made tool very much like it—could be used to find text in my corpus that refers to places, other spatial information, spatial function words (adverbs, verbs of motion, pronouns, prepositions and adjectives). My ultimate goal is to create a “stylo space” tool that works with a corpus (in my case, novels set in Madrid) to find sections of text in which the characters are in movement through the literary space or the space is defined linguistically—and then to compare these segments of text with one another to find the connections between different spatial approaches across different authors, times, and genres.

The first week we learned the basics of looking for and identifying a signal (author, genre, time period, gender, and so on) in text and using the R `stylo()` function to extract the most frequent words using different methods. It quickly became clear that there is no one magic process for stylometric analysis and that—although many may be tempted to grind their text through the tool using the default settings—researchers need to experiment with different methods to ensure that they are not setting up less-than-rigorous experiments to produce the results they want (cherry-picking). While the signal that I am most interested in is what I would call the “delineation of space,” “evocation of movement through space” and “narratorial voice,” forensic and authorial attribution are the most common and well-known applications of stylometry. We were presented with many interesting case studies—some that even managed to crack into pop culture, such as settling the question of *To Kill a Mockingbird*’s authorial attribution (Harper Lee)—all of which helped us to learn the tool, while exploring its strengths and potential pitfalls.



As the workshop progressed, the power of the tool became evident and I was struck by ways I could apply stylometry to my current research—and to other works of Spanish literature. I will certainly pursue these ideas to further my understanding of the tool and put what I learned into practice immediately. Maciej and Jeremy were wonderful teachers who complemented each other well. Maciej delved into the philological and linguistic theory behind the tool and its applications, presenting case studies from his own research and that of others who also helped pioneer the field. Jeremy stepped in to give us just enough information about the math and logic behind the scenes to allow us to exploit the tool's capabilities fully and even get an unexpected and wonderful review of statistics, matrices, linear algebra and calculus-light for humanists!



We explored many different methods for visualizing our results: dendrograms, bootstrap consensus trees, Gephi networks, etc. In my experience, DH often places more emphasis on the output of pretty pictures than on the actual process and what it all

means. That was not at all the case in this workshop, which was much more ambitious and exacting in considering the deeper implications of how and why stylometry works.



Outside of the workshop, we were invited to participate in teaser sessions for the other workshop strands. Our colleagues also presented a summary of each workshop at the end of weeks one and two, providing everyone with a much broader sense of ESU's offerings and giving us the opportunity to work collaboratively to solidify what we had learned. Nearly every afternoon, students and workshop leaders, along with other invited guests, presented papers on a diverse set of digital humanities topics.



"Responsibilities of Digital Humanities." Photo: Rahul Gairola

This year, it was exciting to see that the ESU continues to foster a broader conversation that welcomes international perspectives on DH, including keynote speakers from Brazil, Russia, and Cameroon. This culminated in a panel on "The Responsibilities of the Digital Humanities, which sparked a vital debate on the role, scope, and future of digital humanities research that continued outside of the room.

I was also honored to be invited by David Wrisley and Randa El Khahib to present my PhD research (in progress) to the Mapping Environments workshop. It was a pleasure to be able to pick up where we left off last year, demonstrate where that workshop has taken me, how I am putting all of the tools and theories covered into practice, and, especially, connect with the participants of that workshop and discuss their projects.

I feel compelled to make special mention of the unique atmosphere of the ESU. The communal nature of the entire event and extraordinary organization and heart that is put into every aspect of the European Summer University is quite special and generates a supportive collective of colleagues that feels like a big family (in the best of all possible connotations). There is plenty of time to really get to know our fellow workshop scholars, workshop leaders, and all of the other participants and organizers. The extracurricular activities took us all over Leipzig and allowed us to get a real sense of the place and learn about Leipzig's history and culture. These outings also had a clever "data" theme (e.g., the Albertina Library, Stasi Records Archive and the Zeitgeschichtliches Forum), giving us food for thought regarding how data and place interact in a place with a complex, fascinating history. We leave with a strong bond that lives on far beyond Leipzig and leads to ongoing collaboration at conferences, in publications, and personal friendships. I commend Professor Elizabeth Burr and her team for creating a singular experience that should be a model for other workshops of this type.

Stefan Trajković Filipović, Justus Liebig University Giessen

The “Culture and Technology” European Summer University in Digital Humanities, a well-established annual event, took place this year from 23rd of July until 2nd of August at the University of Leipzig. This year’s summer university was special as it was celebrating its 10th anniversary. The schedule of the university was intense, providing constant focus on the topics of interest and plenty of opportunities for discussion. Above all, the schedule, running every day (excluding Sunday) from morning (c. 9am) to early evening (c. 18h), managed to pack a lot of diversity, integrating different formats of activities.

The summer university offered a number of opportunities for people to present their research projects and get critical feedback from experts. Another great benefit from these presentations was providing an insight into work-in-progress projects to those participants of the summer university who were beginners in the field - who came to the university both to learn about the relevant methods and to get inspired for their own projects. The first format that gave presentation opportunities were the project presentations. The idea behind these sessions was to provide an insight into more advanced and funded projects. There were four sessions of project presentations in total, titled “Digital humanities – A diverse field”, “Unveiling and empowering”, “Critical examination of methodologies” and “Perspectives on literature”. These clusters of topics covered a wide range of problems Digital humanities face today and discussed various approaches to those problems, such as attempts of quantification of communication, use of language processing tools for comparative analysis of texts, concept of living archives, value of open-access projects, machine learning, stylometry and digital approaches to intertextuality.

Other formats that allowed participants of the summer university to present their projects and/or to express their own opinion about burning topics were the poster session and the panel titled “Responsibilities of the Digital Humanities”. The poster session, taking place at the very end of the first working week, gave the participants the chance to approach the presenters directly and to ask questions in a more informal setting. The panel, that took place in the second week of the university, on the other hand, gave opportunity to the participants to express their own opinion. The panelists

were asked to discuss the position of the Digital humanities relative to history, politics, disciplines, social groups, ethics, communities and the society in general. More specifically, the panelists were asked to initiate discussions about the potential of Digital humanities to question the traditional conceptualization of history as national (and even nationalistic) and belonging to important groups and people, as well as the established canons (in literature, arts, music etc). Furthermore, the panel aimed to reflect on the responsibility of Digital humanities relative to the research being made, giving special focus to the ways in which Digital humanities can contribute to the research of cultural and linguistic communities, especially in the world in which most projects (e.g. in the field of language documentation) come from (North-)Western foundations and researchers. The panelists discussed possibilities for empowering, and whether digital humanities are adept to the task. Panelists were asked to be critical as well - to discuss whether the potential of Digital humanities for questioning and opening certain topics for a more pluralist perspective is used to its full extent. Finally, the overall agenda of the panel discussion was to discuss the ways in which Digital humanities can contribute to an inclusive and more sensitive, more human, conceptualization of the world around us (not limited to humans, but including the environment as well).

Certainly, one of the highlights of the summer university where the lectures, six in total, that took place almost every second day and were given by experienced scholars in the field of Digital humanities. Observed together as a serialized professional insight into the field, these lectures started from discussing the essential notion of “digital reason”, understood as the process of application of computers when solving questions of humanities, and thus opening multiple questions regarding the implications of this process, its opportunities as well as limitations. The lectures pointed out to the significance of computational approaches in humanities and discussed the use of quantitative methods, already present in research of human psyche and society, when approaching complex phenomena in field of humanities (especially in literary studies). Computational methods, indeed, offer numerous new possibilities, which is also the result of the increased (online) availability of data. Sometimes these method even lead to new research agendas, forcing scholars to rethink their methodologies. Nevertheless, the lecturers also warned against taking

digital technologies for granted and even digital fetishism, especially when having in mind the contemporary allure of visual aspects of technology, pointing out to the major scholarly results achieved in the pre-digital era that significantly contributed to Digital humanities, e.g. in terms of data modeling and standards. The lecturers called for a responsible use of digital tools and framing of digital humanities researches, in the sense of mindfulness about the origins of methods as well as challenges of knowledge transfer (e.g. implementing Digital humanities in teaching practices), both in general and specific environments. Finally, they provided relevant examples coming from non-(North-)Western contexts – from African countries, Brazil, Russia – showing the ways in which they enrich the “digital reason.”

The main events of the summer university, where participants spent most of their time, where the offered workshops. Like last year, when I attended the “Culture and Technology” university for the first time, this year’s the choice of workshops was diverse as well. After taking the “Word Vectors and Corpus Text Mining with Python” (week 1) and “XML-TEI document encoding, structuring, rendering and transformation” (week 2) workshops in 2018, I decided to expand my knowledge by taking the “Humanities data and mapping environments” workshop in 2019 (both weeks). My expectation from this year’s workshop was to gain an overview of relevant tools as well as help with integrating them in my own research project, which I started developing during the past year, influenced by my 2018 stay in Leipzig. After intensive 11 days of workshop sessions, my expectations were exceeded. The mapping environments workshop was given by David Joseph Wrisley (New York University Abu Dhabi, UAE) and Randa El Khatib (University of Victoria, Canada) and it aimed to provide a systematic approach to relevant and popular mapping environments for DH, from beginner (week 1) to more advanced topics (week 2).

The workshop started with a historical overview of the technologies pertaining spatial aspects of humanities research, as well as with the theoretical reflections on the spatial turn in humanities. Early on in the workshop a question of political agendas of maps was raised, as we observed knowledge as something that is situated, and not objective. Not only that this kept us (participants of the workshop) constantly aware of possible ideological implications of mapping projects, but it also pointed out to the

possible subversive uses of mapping environments (e.g. community based mapping of sites relevant for local needs) as well as directing different aspects of a mapping project for the purpose of a scholarly statement. Scholarly use of mapping environments and preparing data for successful mapping project was, thus, in the center of the workshop's focus. To that purpose, sessions covered various ways of extracting spatial data from texts, pros and cons of manual and automatic data collection (seen as the question of cost-effectiveness and scale of tolerance of inaccuracy), as well as the process of geo-coding of data itself. Furthermore, throughout the workshop we had an opportunity to work with historical maps, different GIS platforms as well as relevant python code. Our discussions crystallized around the question of "location argument", that is, the question about the position and use of spatial data in humanities research (and our specific projects as well), and how/which mapping environments are the most beneficial. Unlike books that offer linear narratives, we learned to organize our source material and data into layers of different insights, that we could then manipulate through a mapping environment of our choice. This allowed us to enrich our data, while being aware that every enrichment brought potential new ambiguities that needed to be accounted for, thus pushing out research projects forwards.

In addition to that, the participant of the workshop took part in a small collective project of mapping their own Leipzig experiences during the summer university, and had an opportunity to hear about ongoing research projects from people who participated in the workshop in the past and who developed research projects based on their experiences from it. Last, but not least, all the workshop material was made available to the participants, as well as a list of relevant literature, that instructors and participants jointly compiled through a shared Zotero collection.

Finally, one needs to mention the overall working atmosphere at the summer university. Bridging the gap between what we perceive as traditional (old) and digital (new) was symbolically present in the buildings – every day, participants were changing work spaces, moving from the modern building of Geisteswissenschaftliches Zentrum (GWZ) to the old building of the central Leipzig University Library across the street - Bibliotheca Albertina. The schedule, despite being

intense, left plenty of time for rest and socialization in the halls and coffee places of these buildings. Furthermore, the schedule was not only oriented towards learning and acquiring new skills in classrooms and lecture halls, but it also focused on genuine curiosity and establishing contacts through communal dinners and excursions. This was also a great way to explore and get to know the city of Leipzig, as these communal events were scattered around the city, taking place at different locations with their different histories. Finally, at these communal events one could see the effects of the intensive program of the summer university, as the participants were regularly reflecting on the workshop-related material, projects and lectures. This also made the importance of international setting apparent when discussing Digital humanities, as the summer university joined together people coming from more than 35 countries (most of them having their own international education and life stories), reflecting the global spread and scope of the field.

Alma Valencia Uy, Universidad de Valladolid Spain

It takes a Village.....is an African proverb that refers to the influence and the importance of all members of a community for the success of one person. Although I am not a child, this is the best phrase I can use to represent my experience at Digital Humanities Summer School. What I learned this past summer, was more than classroom materials. It was, an experience that changed my life and a new form of personal growth.



My memories began from the moment I arrived at Leipzig. The city is full of life, surrounded by glimpses of the struggle of eastern Germany against the forces of the

west. Although the architecture has changed, installing new and modern buildings, at the end of each street you can see traces of the past. Leipzig is a city that considers and makes emphasis on family life. That is why it is not estranged, to see the children; playing with soap bubbles on a Sunday afternoon or households enjoying an evening in the park. The evening coffee shops, surrounded by the small and narrow streets of Leipzig, are full of friends that take time to enjoy a drink and talk.



2019

GREAT NATURE

INSTAMAG



As important as the school classes, are the people in the organizing committee of the summer school, in particular, Dr. Elizabeth Burr, who was at all times taking care of the smallest details for the success of classes and the extracurricular activities, all of whose presence was always felt as symbolic ambassadors of the city of Leipzig. To them, I want to express my gratitude in the dedication they had when choosing each restaurant, which in turn highlighted a culinary experience of German cuisine, opening the door to enjoy leisure time. Along the same lines, there is the particular care that is taken when selecting the tours and guided tours of the city that joined the cultural

outlet. Likewise, my collection of events would not be complete, not to mention the emotional opening of summer school, and its counterpart, it's the sad and final end.



As for the classes, I was apparent to what workshop I was to attend. I participated in this summer school because they taught the subject I was looking for. I knew the research that Majet had done, and I was aware of its creation in stylometric algorithms, which worked like a double-edged sword for me because they initially refused me to attend the summer school seminar and I had to make a new presentation letter to be re-taken into consideration. I had a perfect idea of what I wanted to do and what it would take to do it. On the other hand, my expectations fell short because Majet showed more interest in the students than I had anticipated.



Jul
30

AUTUMN'S COME

Summer ends, and Autumn comes, and he who would have it otherwise would have high tide always and a full moon every night.

Leipzig

InstaMag





InstaMag

Nevertheless, his way of teaching the workshop was simple and charged with beneficial information. We cover the fundamental history of stylometry as well as some of the most important programs used in this technique. Our professor Elder Majet was well prepared for the task. He divided our daily section into two blocks: lecture time and hands-on material. With this approach it easy for the class to grasp the concepts and to be overwhelmed with either of them. As may be expected, and the case for many of us, we usually encounter many programming difficulties. For does unexpected troubles, the instructor had an assisted professor who was always walking around the class ready to support all of us, and ready to answer any question. A perfect balance that added to the learning experience since Jeremy, the assistant professor, has a different approach in stylometry. He was more focus on mathematical and machine learning experience.

In short, I finished the stylometry workshop completely satisfied with the results obtained. I left with my backpack full of subjects to read and learn more about it. Thirsty to have the opportunity to return to summer school, and perhaps take another class, or perhaps the same. So, in the teaser sessions, I realized that there are many alternatives in the Digital Humanities, and they are all at your fingertips.

Finally, but not the last ones, they are the classmates who attended summer school together with me. Each one of them had a way of looking problems in a different perspective, as well as, different ways of dealing with new problems. They form a large part of the counterbalance, since my cultural experience does not end in learning German culture, but, on the contrary, learning from other countries in a cultural, social and political way.

I cannot conclude this report without first thanking DARIAH-EU for your support.



Until the end of time



Nemola Chiara Zecca

My name is Nemola Chiara Zecca and this year I took part in the tenth edition of the European Summer University in Digital Humanities "Culture & Technology", held in Leipzig from July 22 to August 3, 2019. The participation in this experience has been allowed thanks to the winning of one of the ten scholarships made available by DARIAH-EU, which I thank infinitely for the educational and human opportunity offered to me.

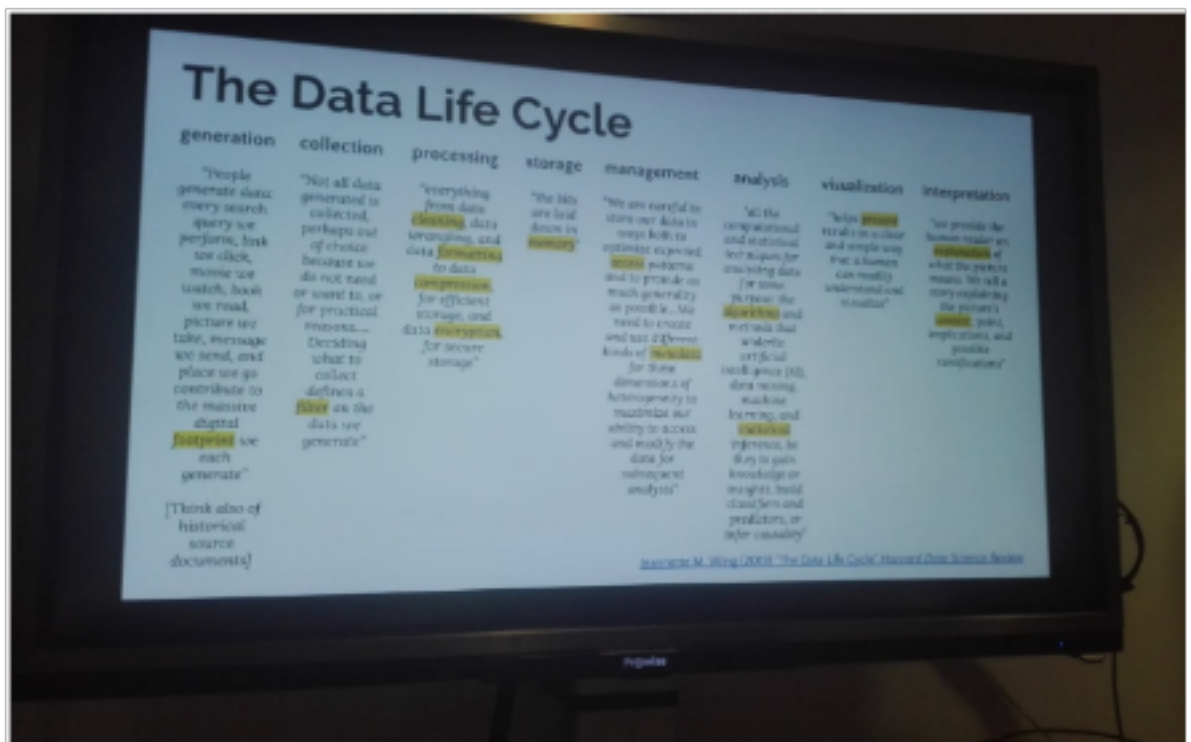
During the first week, I attended the workshop Compilation, Annotation and Analysis of Written Text Corpora. Introduction to Methods and Tools, held by Professor Andreas Witt (University of Mannheim & Leibniz Institut für Deutsche Sprache, Mannheim, Germany). For those who, like me before attending ESU, are not provided with a solid and comprehensive theoretical framework about the DH landscape and, in particular, do not know the tools necessary for a linguistic exploration of corpora, this workshop is an evaluable choice. After an exhaustive (and perhaps too accurate) theoretical introduction about the advantages offered by the European research network Clarin-Eric and a brief illustration of some of the main program languages (such as Python and R), the second part of the workshop was dedicated to the transcription of a corpus of songs, specially selected by each of the participants, in T.E.I. through the Oxygen XML Editor program. Although the short duration of the workshop prevented the application of the newly acquired knowledge to our data set, the lessons proved to be quite satisfying for those who were looking for an introduction to the world of linguistic-data.

The second week I attended the workshop Hands on Humanities Data - Creation, Discovery and Analysis, held by Carol Chiodo (Harvard University, USA) and Lauren Tilton (University of Richmond, USA). The course, characterized - compared to the previous one - by a more general approach, provided me with a theoretical and practical introduction respectively to methods and tools for the management, organization, cleaning and subsequent transformation of data for humanistic computer projects. It also provided me with the basis for the use of Open-Refine, as an example of suitable software for cleaning and transforming data, and for the use of Voyant-Tools, a web-based text reading and analysis environment, so useful for those who are not sufficiently familiar with programs such as Python and R.

Furthermore, during the two weeks, I had the opportunity to participate in planned sessions of debate and interaction, such as Teaser Sessions and Poster Sessions, full of suggestions and ideas not only for my projects, but also for the creation of networks between colleagues that I have met there.

Beyond the educational progress that was achieved, I believe that the most important aspect of this experience is the wealth of ideas, projects and, in particular, amazing people that I have met: a real family that, I hope, can last a long time.













Vanessa Ferrando

My name is Vanessa Ferrando, I come from Bologna (Italy) and this summer I attended the ESU 2019 in Leipzig. It was my first time there but thanks to the Staff since the very first day (the one of the enrolment) I felt forthwith in a welcoming place.

Both the academic section and the recreational one were well organized. The schedule was stimulating and always respected. I choose the “Humanities Data and Mapping Environments” workshop held by David J. Wisley and Randa El Khatib. It lasted two weeks and it was full of content. Thanks to the teachers I opened my eyes on the issues one can run into while thinking about maps.

We worked also with the computer and both David and Randa were very patient helping us when something was going wrong. My classmates were all very kind and this helped to create a pleasant atmosphere. The ESU allowed the participants to attend other workshops during a morning per week. I find this very useful because I could discover new fields of Digital Humanities: to me, the “Hands on Humanities Data Workshop – Creation, Discovery and Analysis” held by Carol Chiodo and Lauren Tilton and the “All About Data – Exploratory Data Modelling and Practical Database Access” held by Christoph Draxler were interesting. I would like to attend one of them next year.

During the week there were several lectures held by important academics. Although my field is not literature or linguistic, I found them stimulating because I learned a lot and I opened my eyes on problems that I could not see before.

These lectures were presented inside the Albertina Library, a fascinating building with an important history. Thanks to the organization of ESU 2019 we had the opportunity to visit it with the Director Ulrich Johannes Schneider, which explained us not only the past and the present of this library, but also its importance for exhibitions.

We visited also the Museum of Contemporary History of Leipzig, the Egyptian Museum and the Stasi Archive. The Staff organized also a guided city tour. All these activities were offered both in English and in German. All those activities were intriguing: we learned about the DDR and the huge amount of work that the archivists should do to put back together the old documents ripped by the soldiers.

On Sunday we went to lake of Cospuden: a relaxing activity between the two intensive weeks. There was the possibility to go with the bike or with the tram, so we could choose. It was a pleasant day, the weather was good and after we had one of the five communal dinners, fantastic occasions to talk and create a network between the ESU participants.

Going back to the Albertina Library, there we had also the second presentation of the workshop's results. The first one was held in Villa Tillmans, near the GWZ. These were amusing experiences: every group had to present its results to all the others participants and teachers: the first time with a poster, the second one with a performance.

There was another presentation: the Poster Session. Several scholars presented the project they were working on using a poster and explaining their ideas to the ones who were listening. Certainly a good way to know more projects and more institutions that are working on Digital Humanities.

This experience was amazing. I truly hope that there will be an ESU 2020, the 11th edition, because I would really like to participate in order to live again the emotions that this ESU gave to me and to learn more about Digital Humanities, which is a field that is going to grow everyday more and more.