

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **DIGITAL TECHNOLOGIES FOR RESEARCH IN HUMANITIES AND SOCIAL SCIENCES (T)**

Code: 138015

Degree/Master:

**MÁSTER UNIVERSITARIO EN AVANCES EN CIENCIAS**

Year:

**GASTRONÓMICAS**

**MÁSTER UNIVERSITARIO EN CINEMATOGRAFÍA**

**MÁSTER UNIVERSITARIO EN SUPERVISIÓN, EVALUACIÓN Y**

Year: 1

**DIRECCIÓN DE CENTROS Y PROGRAMAS EDUCATIVOS POR LA**

**MÁSTER UNIVERSITARIO ERASMUS MUNDUS EN JUEGO,**

**EDUCACIÓN, JUGUETES Y LENGUAS**

**TRANSVERSALES MÁSTERES UNIVERSITARIOS**

ECTS Credits: 4.0

Classroom hours: 0

Face-to-face classroom percentage: 0.0%

Study hours: 100

Online platform: [www.uco.es/moodle/m2324/](http://www.uco.es/moodle/m2324/)

### LECTURER INFORMATION

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None.

#### Recommendations

A level of B2 (CEFR) in English is recommended to do the course.

### INTENDED LEARNING OUTCOMES



[www.uco.es](http://www.uco.es)  
[facebook.com/universidadcordoba](https://facebook.com/universidadcordoba)  
[@univcordoba](https://twitter.com/univcordoba)

INFORMATION REGARDING  
 UNIVERSITY OF CORDOBA DEGREES

[uco.es/idep/masteres](http://uco.es/idep/masteres)

## COURSE DESCRIPTION

### OBJECTIVES

This cross-curricular course addresses the demand for the commandment of the use of technologies for the research in Humanities in the 21st century. Technology is omnipresent in our society (now more than ever) as a transversal element and it has an impact on the proper knowledge and research on humanities. The syllabus of this course aims to help Master students of Humanities and Social Sciences to use technology with research purposes, being applicable to different subdisciplines: Languages, Literature, Art, Cinema, Music, and Education, among others.

The main objective of this programme is to offer an overview of the different fields of the digital humanities: the digital processing and editing of text and images and their application in areas such as literature and art, the use and design of databases for the humanities and social sciences, the knowledge of digital tools for the virtual construction of cultural projects and their development on the web, as well as tools for data processing and visualisation. All this will allow Master students to complement their Undergraduate training and open new perspectives both for academic research and for their future insertion in the labour market where the demand for technological training applied to the humanities is constantly growing.

### CONTENT

#### 1. Theory contents

##### 1. Introduction to Digital Humanities

- 1.1. What is DH?
- 1.2. Brief historical overview

##### 2. Digitalization of library holdings and collections

- 2.1. Digital representations of cultural and historical documents, artefacts and images
- 2.2. Accessing the special and rare collections
- 2.3. Textual marking, digital editing and publication resources
- 2.4. Case studies:
  - 2.4.1. The European Digital Library Foundation
  - 2.4.2. The Gutenberg Project
  - 2.4.3. World Library

##### 3. Data analysis and statistics and visualizing (Knowmetrics)

- 3.1. Quantitative data analysis: statistics software in Humanities (R, SPSS and Jamovi)
- 3.2. Qualitative data analysis: Atlas.ti and Kwalitan
- 3.3. Linguistic corpora and corpus management (SketchEngine)
- 3.4. Visualizing knowledge (Poemage, TimeLineJS, Neatline, Genial.ly, X-mind, CmapTools, Wordle)

##### 4. Accessibility to cultural heritage site

- 4.1. Virtual reality and augmented reality (museums, concerts, archaeological sites, architecture, geographic information systems)
- 4.2. Making culture accessible to disability groups: Universal Design for Learning (UDL)

##### 5. Managing bibliographical information: search, storage and share of bibliographical resources

- 5.1. Mendeley and Endnote
- 5.2. Zotero and Citavi
- 5.3. Sharing academic knowledge and projects: Commons in a Box

##### 6. Creativity



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6.1. Creating cultural artefacts: music, cinema, arts

6.2. Managing your own ideas: Evernote, Onenote, Liquidtext, Trello, Google Calendar, Companion (Bullet Journaling), Design Thinking

### 2. Practical contents

The above list of units include both theoretical and practical contents.

## SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

## METHODOLOGY

### Clarifications

This is an online course in which students are expected to work independently on Moodle. As a result, there will be no face-to-face tuition, either synchronous or asynchronous.

Part-time students are encouraged to contact the course lecturers within the first two weeks to ensure provision of the appropriate adaptation methods.

### Face-to-face activities

### Off-site activities

Activity	Total
<i>Activities</i>	30
<i>Analysis</i>	20
<i>Information search</i>	20
<i>Self-study</i>	30
<b><i>Total hours</i></b>	<b>100</b>

## WORK MATERIALS FOR STUDENTS

Case studies

Dossier

Exercises and activities

References

### Clarifications

Materials will be available on Moodle as the course develops.

## COURSE DESCRIPTION

### EVALUATION

Tools	Percentage
Observation records	10%
Portfolios	60%
Real and/or simulated tasks	30%

#### Period of validity for partial qualifications:

Academic year 2022-2023

#### Clarifications:

The University of Córdoba has regulations in force regarding fraud, cheating and plagiarism. Students who have committed serious fraud may even fail the subject. It is, therefore, important that students follows all these academic rules, including those related to repeated absence to the lessons or any alteration of the Basic Rules of Coexistence recognized in the Coexistence Regulations of the University of Córdoba (BOUCO, July 1, 2016). In addition, the use of any type of Artificial Intelligence (AI) in the writing of texts is strictly prohibited. The teaching staff reserves the right to call for a personal interview with any student to clarify potential aspects of the work they deem appropriate.

#### Clarifications:

## BIBLIOGRAPHY

### 1. Basic Bibliography

- Berry, D.M. (2011). The Computational Turn: Thinking about the Digital Humanities. *Culture Machine*, 12. Retrieved from [https://sro.sussex.ac.uk/id/eprint/49813/1/BERRY\\_2011-THE\\_COMPUTATIONAL\\_TURN\\_THINKING\\_ABOUT\\_THE\\_DIGITAL\\_HUMANITIES.pdf](https://sro.sussex.ac.uk/id/eprint/49813/1/BERRY_2011-THE_COMPUTATIONAL_TURN_THINKING_ABOUT_THE_DIGITAL_HUMANITIES.pdf)
- Bulger, M., Meyer, E.T., Flor, G., Terras, M., Wyatt, S., Jirotko, M., Eccles, K., & Madsen, C. (2011). *Reinventing research? Information practices in the humanities*. Research Information Network. Retrieved from [http://www.rin.ac.uk/system/files/attachments/Humanities\\_Case\\_Studies\\_for\\_screen\\_2\\_0.pdf](http://www.rin.ac.uk/system/files/attachments/Humanities_Case_Studies_for_screen_2_0.pdf)
- Burdick, A., Drucker, J., Lunenfeld, P., Presner, T., & Schnapp, J. (2012). *Digital Humanities*. MIT Press.
- Davidson, C. (2008). Humanities 2.0: Promise, Perils, Predictions. *PMLA*, 123(3), 707-717.
- Hockey, S. (2000). *Electronic Texts in the Humanities*. Oxford: Oxford University Press.
- Hockey, S. (2004). The History of Humanities Computing. In S. Schreibman, R. Siemens, & J. Unsworth (Eds.), *Companion to Digital Humanities*. Oxford: Blackwell. <https://doi.org/10.1002/9780470999875.ch1>
- McCarty, W. (2005). *Humanities computing*. Basingstoke: Palgrave.
- Pannacker, W. (December 28, 2009). The MLA and the Digital Humanities. *The Brainstorm Blog: The Chronicle of Higher Education Online*. Retrieved from <https://www.hastac.org/blogs/nancyholliman/2009/12/30/mla-and-digital-humanities>
- Presner, T.S., & Johanson, C. (2009). *The Promise of Digital Humanities: A White Paper*. 1-19. Retrieved from <http://www.itpb.ucla.edu/documents/2009/PromiseofDigitalHumanities.pdf>
- Rettinger, A., Lösch, U., Tresp, V., d'Amato, C., & Fanizzi, N. (2012). Mining the Semantic Web. *Data Mining and Knowledge Discovery* 24(3). DOI: <https://doi.org/10.1007/s10618-012-0253-2>
- Ristoski, P. & Paulheim, H. (2016). Semantic Web in data mining and knowledge discovery: A comprehensive survey. *Journal of Web Semantics*, 36(January), 1-22. DOI: <https://doi.org/10.1016/j.websem.2016.01.001>

## COURSE DESCRIPTION

Romero Frías, E. (2014). Ciencias Sociales y Humanidades Digitales: una visión introductoria. In E. Romero Frías & M. Sánchez González (eds.), *Ciencias Sociales y Humanidades Digitales. Técnicas, herramientas y experiencias de e-Research e investigación en colaboración*. CAC, Cuadernos Artesanos de Comunicación, 61. Retrieved from <http://www.cuadernosartesanos.org/2014/cac61.pdf>

Sacco, K.L. (2015). *Supporting Digital Humanities for Knowledge Acquisition in Modern Libraries*. Hershey: IGI Global.

Schreibman, S., Siemens, R., & Unsworth, J. (eds.) (2004). *A Companion to Digital Humanities*. Oxford, Blackwell. Retrieved from <http://www.digitalhumanities.org/companion/>

Unsworth, J. (2006). *Our Cultural Commonwealth: the report of the American Council of learned societies commission on cyberinfrastructure for the humanities and social sciences*. American Council of Learned Societies (ACLS). Retrieved from [http://www.acls.org/uploadedFiles/Publications/Programs/Our\\_Cultural\\_Commonwealth.pdf](http://www.acls.org/uploadedFiles/Publications/Programs/Our_Cultural_Commonwealth.pdf)

Wouters, P., Beaulieu, A., Scharnhorst, A., & Wyatt, S. (2012). *Virtual Knowledge. Experimenting in the Humanities and the Social Sciences*. MIT Press.

### International Associations and Institutions:

The Alliance of Digital Humanities Organizations (ADHO). <https://adho.org/>

European Association for Digital Humanities (EADH). <https://eadh.org>

## 2. Further reading

None

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.