Part I

Programme Title	:	Bachelor of Arts (Honours) in Creative and Digital Arts
		Bachelor of Arts (Honours) in Creative Arts and Culture
		Bachelor of Arts (Honours) in Digital Chinese Culture and Communication
		Bachelor of Arts (Honours) in English Studies and Digital Communication
		Bachelor of Arts (Honours) in Language Studies
		Bachelor of Arts (Honours) in Teaching Chinese as a Second Language
		Bachelor of Education (Honours) (Chinese History)
		Bachelor of Education (Honours) (Chinese Language)
		Bachelor of Education (Honours) (English Language)
		Bachelor of Education (Honours) (History)
Programme QF Level	:	5
Course Title	:	Digital Humanities
Course Code	:	CUS4020
Department	:	Department of Literature and Cultural Studies (Hosting)
		Department of Linguistics and Modern Language Studies (Collaborating)
Credit Points	:	3
Contact Hours	:	39
Pre-requisite(s)	:	Nil
Medium of Instruction	:	English
Course Level	:	4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:
1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills

4a. Oral Communication Skills
4b. Written Communication Skills
5.   Social Interaction Skills
6.   Ethical Decision Making
7.   Global Perspectives

1. Course Synopsis

Students will explore key developments in the digital humanities, with an eye toward developing new knowledge and skills that enable them to complete a digital humanities group project. Digital humanities can be understood in a number of ways: as the application of digital tools to traditional humanistic inquiry; as a new set of humanities inquiries enabled by technology, or as a new means of conveying and understanding the contents and meanings of humanistic research. Taking a broad approach, this course will guide students to understand and to apply emerging digital humanities tools and methods, while at the same time taking advantage of student's emerging mastery of humanities disciplines. In particular, the course will include an interdisciplinary emphasis that bridges from historical study to other areas of expertise, including language studies, linguistics, literature, and culture. The course will strongly emphasize the necessity of developing twenty-first century problem-solving skills, specifically including the ability to identify, self-learn, and implement technical solutions to problems that arise in the production of new kinds of humanities knowledge.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

CILO$_1$ Describe and define the digital humanities in terms of its continuities with, and departures from, traditional humanistic inquiry and understanding;

CILO$_2$ By means of self-learning, identify appropriate technical tools and methods in order to meet a need, solve a problem, or create new knowledge; and

CILO$_3$ Implement emerging kinds of digital humanities inquiry, including new modes of textual analysis and new ways to represent humanities knowledge.

3. Course Intended Language Learning Outcomes (CILLOs)

Upon completion of this course, students will be able to:

CILLO$_1$ Use common digital humanities vocabulary in English to describe and discuss digital humanities projects.

4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
• Introduction to the digital humanities Students will be introduced to major concepts in the digital humanities, will discuss its continuities and discontinuities with traditional humanities practices and discourses, and will	*CILO$_1$,* *CILLO$_1$*	Lectures, readings, discussions

be introduced to critical perspectives on the digital humanities.		
• Textual Analysis Students will explore tools and methods for computational analysis of large bodies of language, like text mining and topic modeling.	*CILO$_{2,3}$*	Hands-on tutorials and workshops; discussion and analysis; consultations
• Network Analysis Students will explore tools and methods for the digital and multimodal representation of network data, including for example publication networks, correspondence networks, and character networks in texts.	*CILO$_{2,3}$*	Hands-on tutorials and workshops; discussion and analysis; consultations

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Digital Humanities Exercises Students will complete five exercises using digital tools introduced in class. Each exercise will be weighted 10%. Some tasks may also require the use of online self-learning resources.	50%	*CILO$_{2,3}$*
(b) Digital Humanities Group Project In groups, students will create a digital humanities project. The project will necessarily be designed to solve a problem, meet a need, or create new knowledge, and will be publicly available online. Students are required to take advantage of multiple forms of disciplinary knowledges and use digital humanities tools to complete their work.	50%	*CILO$_{1,2,3}$*

6. Use of Generative AI in Course Assessments
Please select one option only that applies to this course:

☐ *Not Permitted*: In this course, the use of generative AI tools is not allowed for any assessment tasks.

☑ *Permitted*: In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

7. Required Text(s)

Drucker, J. (2021). *The Digital Humanities Coursebook.* London and New York: Routledge.

This book is available in electronic edition via the EdUHK library.

8. Recommended Readings

Apollon, D., Belisle, C., & Régnier, P. (2014). *Digital critical editions* (Topics in the digital humanities). Urbana: University of Illinois Press.

Berry, D., & Fagerjord, A. (2017). *Digital humanities : Knowledge and critique in a digital age* (Oxford: Polity Press).

Benardou, A., Champion, E., Dallas, C., Hughes, L., & Taylor Francis. (2017). *Cultural heritage infrastructures in digital humanities* (Digital research in the arts and humanities). London: Routledge.

Burdick, A., Drucker, J., Lunenfeld, P., Presner, T., & Schnapp, J. (2012) *Digital_Humanities.* Cambridge: MIT Press.

Carter, B. (2013). *Digital humanities* (Cutting-edge technologies in higher education; v. 7). Bingley, U.K.: Emerald.

Dejica, D., Hansen, G., Sandrini, P., & Para, I. (2016). *Language in the digital era: Challenges and perspectives*. Berlin: DeGruyter.

Dobson, J. (2019). *Critical digital humanities: The search for a methodology* (Topics in the digital humanities). Urbana: University of Illinois Press.

Gardiner, E. & Musto, R.G. (2016). *The digital humanities : A primer for students and scholars*. Cambridge: Cambridge University Press.

Hai-Jew, Shalin. (2017). *Data analytics in digital humanities* (Multimedia systems and applications series). Cham: Springer.

Jockers, M. (2013). *Macroanalysis digital methods and literary history* (Topics in the digital humanities). Urbana: University of Illinois Press.

Kelly, T. (2013). *Teaching history in the digital age* (Digital humanities). Ann Arbor: University of Michigan Press.

Klein, J. (2015). *Interdisciplining digital humanities : Boundary work in an emerging field* (Digital humanities). Ann Arbor: University of Michigan Press.

Lane, R. (2017). *The Big Humanities: Digital humanities/digital laboratories*. London: Routledge.

Le Deuff, O. (2018). *Digital humanities: History and development* (Intellectual technologies v. 4). London: ISTE/Wiley.

Nyhan, J., & Flinn, A.. (2016). *Computation and the Humanities : Towards an Oral History of Digital Humanities* (Springer Series on Cultural Computing). Cham: Springer.

Piper, A. (2018). *Enumerations: Data and literary study*. Chicago: University of Chicago Press.

Ramsay, S. (2011). *Reading machines: Toward an algorithmic criticism* (Topics in the digital humanities). Urbana: University of Illinois Press.

Ridolfo, J. (2015). *Digital Samaritans: Rhetorical delivery and engagement in the digital humanities* (Digital rhetoric collaborative). Ann Arbor: University of Michigan Press.

Rydberg-Cox, J. (2006). *Digital libraries and the challenges of digital humanities* (Chandos information professional series). Oxford: Chandos Publishing.

Sayers, J. (2017). *Making things and drawing boundaries : Experiments in the digital humanities* (Debates in the digital humanities). Minneapolis: University of Minnesota Press.

Schäfer, M., & Van Es, K. (2017). *The datafied society: Studying culture through data*. Amsterdam: Amsterdam University Press.

Schor, N., Weed, E., & Rooney, E. (2014). *In the shadows of the digital humanities* (Differences). Raleigh: Duke University Press.

Scheinfeldt, T., & Cohen, D.. (2013). *Hacking the academy: new approaches to scholarship and teaching from digital humanities* (Digital humanities). Ann Arbor: University of Michigan Press.

Schreibman, S., Siemens, R., & Unsworth, J. (2016). *A new companion to digital humanities '*(Blackwell companions to literature and culture 93). New York: Wiley.

Svensson, P. (2016). *Big digital humanities: Imagining a meeting place for the humanities and the digital* (Digital humanities). Ann Arbor: University of Michigan Press.

Terras, M., Nyhan, J., & Vanhoutte, E. (2013). *Defining digital humanities: A reader*. London: Ashgate.

White, J., & Gilbert, H. (2016). *Laying the foundation: Digital humanities in academic libraries* (Charleston insights in library, archival, and information sciences). West Lafayette, IN: Purdue University Press.

Wickham, H. (2016). *ggplot2: elegant graphics for data analysis*. Cham: Springer.

Tso, W. (2019). *Digital humanities and new ways of teaching* (Digital culture and humanities: challenges and developments in a globalized Asia; v. 1). Cham: Springer.

Underwood, T. (2019). *Distant horizons: Digital evidence and literary change*. Chicago: University of Chicago Press.

Vandendorpe, C. (2009). *From papyrus to hypertext: Toward the universal digital library* (Topics in the digital humanities). Urbana: University of Illinois Press.

Warwick, C., Terras, M., & Nyhan, J. (2012). *Digital humanities in practice*. London: Facet Publishing.

Wong, S., Li, H., & Chou, M. (2019). *Digital humanities and scholarly research trends in the Asia-Pacific*. Hershey, PA: IGI Global.

9. Related Web Resources

Institutions
Alliance of Digital Humanities Organizations
http://adho.org
Australasian Association for Digital Humanities
https://aa-dh.org
Center for Digital Humanities (Princeton University)
https://cdh.princeton.edu
Center for Digital Humanities (Wuhan University)
http://dh.whu.edu.cn/dh/web/index.html
Center for Spatial and Textual Analysis (Stanford University)
https://cesta.stanford.edu

Digital Humanities at Berkeley (University of California Berkeley)
https://digitalhumanities.berkeley.edu
European Association for Digital Humanities
http://www.allc.org
King's Digital Lab (King's College London)
https://www.kdl.kcl.ac.uk
Research Center for Digital Humanities (National Taiwan University)
http://www.digital.ntu.edu.tw/en/
Taiwanese Association for Digital Humanities
http://tadh.org.tw/en/
UCL Centre for Digital Humanities (University College London)
https://www.ucl.ac.uk/digital-humanities/

Toolkits
Digital Humanities Tools for Beginners
https://medium.com/dh-tools-for-beginners/latest
DHBox (CUNY Graduate Center)
http://dhbox.org
Teaching Yourself to Code in Digital Humanities (Carnegie Mellon)
http://scottbot.net/teaching-yourself-to-code-in-dh/
Text Analysis Portal for Research (TAPoR3)
http://tapor.ca/home
Tutorials by Miriam Posner
http://miriamposner.com/blog/tutorials-ive-written/
Tutorials for R by Andy Field
http://milton-the-cat.rocks/home

10. Related Journals

Debates in the Digital Humanities
https://dhdebates.gc.cuny.edu
Digital Humanities Quarterly
http://www.digitalhumanities.org/dhq/
Digital Scholarship in the Humanities
https://academic.oup.com/dsh
Digital Studies/ Le champ numérique
https://www.digitalstudies.org
International Journal of Digital Humanities
https://www.springer.com/journal/42803
Journal of Cultural Analytics
http://culturalanalytics.org

11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our participants to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity*

(https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5).
Participants should familiarize themselves with the Policy.

12. Others

Nil

14 August 2025