HRS 158: DIGITAL HUMANITIES METHODS

In Workflow

1. HRS Committee Chair (jdubois@csus.edu)
2. HRS Chair (harvey.stark@csus.edu)
3. ALS College Committee Chair (irwin@csus.edu; j.gallegos@csus.edu)
4. ALS Dean (mwilson@csus.edu)
5. Academic Services (catalog@csus.edu)
6. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
7. GE Crs Rev Subcomittee Chair (perry@csus.edu)
8. Dean of Undergraduate (gardner@csus.edu)
9. Dean of Graduate (cnewsome@skymail.csus.edu)
10. Catalog Editor (catalog@csus.edu)
11. Registrar's Office (k.mcfarland@csus.edu)
12. PeopleSoft (PeopleSoft@csus.edu)

Approval Path

1. Fri, 29 Sep 2023 01:29:14 GMT
   Joel Dubois (jdubois): Approved for HRS Committee Chair
2. Tue, 17 Oct 2023 17:59:47 GMT
   Harvey Stark (harvey.stark): Approved for HRS Chair
3. Wed, 01 Nov 2023 19:41:54 GMT
   Jacqueline Irwin (irwin): Rollback to Initiator
4. Thu, 02 Nov 2023 03:37:41 GMT
   Joel Dubois (jdubois): Approved for HRS Committee Chair
5. Sat, 04 Nov 2023 01:24:51 GMT
   Harvey Stark (harvey.stark): Approved for HRS Chair
6. Sat, 04 Nov 2023 03:42:23 GMT
   Jacqueline Irwin (irwin): Approved for ALS College Committee Chair
7. Mon, 06 Nov 2023 06:28:19 GMT
   Melinda Wilson Ramey (mwilson): Approved for ALS Dean

New Course Proposal

Date Submitted: Thu, 02 Nov 2023 00:11:59 GMT

Viewing: HRS 158 : Digital Humanities Methods
Last edit: Thu, 02 Nov 2023 00:11:58 GMT

Changes proposed by: Amelia Qin (223018718)

Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Amelia Ying Qin	A.qin@csus.edu	(916) 278-7483

Catalog Title:

Digital Humanities Methods

Class Schedule Title:

Digital Humanities Methods

Academic Group: (College)

ALS - Arts & Letters

Academic Organization: (Department)

Humanities and Religious Studies

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2024 (2024/2025 Catalog)

Subject Area: (prefix)
HRS - Humanities and Religious Studies

Catalog Number: (course number)
158

Course ID: (For administrative use only.)
TBD

Units:
3

Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?
No

In what term(s) will this course typically be offered?
Fall, Spring

Does this course require a room for its final exam?
No, final exam does not require a room

Does this course replace an existing experimental course?
No

This course complies with the credit hour policy:
Yes

Justification for course proposal:
Advancements in information technology and digital methodologies are significantly changing the landscape of humanities education and research, producing the rapidly-developing, interdisciplinary field of digital humanities. This course will contribute to the Department of Humanities and Religious Studies by highlighting the department's long-standing interdisciplinary approach to humanities teaching and research. It will contribute to the Department of History by offering useful tools for the Public History program. In addition, this course will improve the overall educational experience on our campus by allowing students to apply the digital skills acquired in this course to their own studies within their major fields and disciplinary programs.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)
Introduces students to the principles, current practices, and existing tools for using digital methods in humanities studies. Students learn to apply methods to both pre-designed exercises and research projects.

Are one or more field trips required with this course?
No

Fee Course?
No

Is this course designated as Service Learning?
No

Is this course designated as Curricular Community Engaged Learning?
No

Does this course require safety training?
No

Does this course require personal protective equipment (PPE)?
No

Does this course have prerequisites?
No

Does this course have corequisites?
No

Graded:
Letter

Approval required for enrollment?
No Approval Required

Course Component(s) and Classification(s):
Lecture

Lecture Classification
CS#02 - Lecture/Discussion (K-factor=1WTU per unit)
Lecture Units
3

Is this a paired course?
No

Is this course crosslisted?
Yes

Do they meet together and fulfill the same requirement?
Yes

Please identify the crosslisted course:
HIST 194B

Can this course be repeated for credit?
No

Can the course be taken for credit more than once during the same term?
No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Articulate understanding of how digital technology transforms the humanities field.	Reflection essays, research report
2	Develop introductory familiarity with a wide range of digital methods and tools used for humanities studies.	Hands-on session reports, project reports
3	Demonstrate knowledge and skills in choosing the appropriate tools based on project needs and using them to organize and visualize data.	Midterm project and final project, hands-on exercise
4	Evaluate the design and implementation of different digital humanities tools and projects.	Hands-on session reports, reflection essays
5	Critique the digital approach and its contribution to studies in the humanities.	Reflection essays, research and project reports, class presentations

Attach a list of the required/recommended course readings and activities:
Qin_HIST194B_HRS158_DHMethods_revised_Nov 1 2023.pdf

For whom is this course being developed?
General Education

Is this course required in a degree program (major, minor, graduate degree, certificate?)
No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?
No

Will there be any departments affected by this proposed course?
No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.
I/we agree

University Learning Goals

Undergraduate Learning Goals:
Competence in the disciplines
Intellectual and practical skills
Personal and social responsibility
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?
No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?
Yes

In which GE area(s) does this apply?
C2. Humanities

Which GE objective(s) does this course satisfy?
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Use mathematical ideas to accomplish a variety of tasks.
Gain a general understanding of current theory, concepts, knowledge, and scientific methods pertaining to the nature of the physical universe, ecosystems, and life on this planet.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:
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Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?
No

General Education Details - Area C2: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.
This course explores the principles, current practices, and existing tools for using digital methods in studies of the humanities, and surveys multiple areas of and a series of tools for digital preservation, digital representations, and visualization of data.

Develops an understanding of and appreciation for the diversity of the human community.
The diversity of the human community can be represented in digital forms that are more accessible, and can be visualized by using digital models to enhance students' understanding and appreciation.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

The course introduces the newly emerging interdisciplinary field of digital humanities--applying digital methods in the study of the humanities. In addition, at the beginning of the semester, students will be trained to utilize library resources and academic journals and databases to carry out research activities. Throughout the semester, students will work with a variety of media forms, data sets, and digital models/tools.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

The course will help students gain new analytical perspectives and understandings of human societies that are based on big data and computational models, such as social network analysis, kinship lineage trees, and GIS analysis.

Compare and analyze various conceptions of humankind.

The course explores tools and platforms that help to conceptualize human ideas in data-based, digital forms, such as kinship networks, lineages of religious teachings, the conceptions of cultural geography, and definitions of art in a digital age.

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

The data sets used in the course involve historical geographical data, historical maps, histograms, and timelines that represent and analyze historical developments of various aspects in human cultures and civilizations.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:
• **Women**
• **Ethnicity**
• **Socio-economic status**
• **Religious affiliation**
• **Disabilities**
• **Gays & lesbians**

This course uses case studies and examples to show how digital tools can help detect hidden patterns of gender biases, and ethnic-based inequalities by using computational analysis of big data.

Includes a writing component described on course syllabus

l) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Midterm Project: Scholarly Review (formal writing) and Presentation
This is a group project. Students will form groups and declare research topics in Week 2 (you can fine tune, adjust, or change your topic later during your research process).

In groups of 3-4 people, each group please work on a topic of your choice that is related to the methods and topics covered by this course (as we discussed in class). Each person is required to find and read one scholarly article, and summarize it in around 2-page writing so that, as a group, you can produce:

1) a group report on the scholarship publications about your topic that is
6-8 pages according to the number of people in your group
(for example: 6 pages for a 3-person group)
Not including bibliography page
(everyone's articles listed together on this page)
not including cover page
double space, single sided, 1 inch margin
Times New Roman, 12 point-font
Due: week 7 (see course schedule)
One member of group will email me your group report (one Word or PDF file) and cc all group members on your email. Please send to: A.Qin@csus.edu

2) an individual critical essay:

3 page: critical analysis on the scholarship reviewed for your group project
Not including bibliography page
not including cover page
double space, single sided, 1 inch margin
Times New Roman, 12 point-font
Due: week 7 (see course schedule) on Canvas

3) a group presentation:
around 8-10 minutes in class
(length also depending on how many people in your group)
at the beginning of the class on the presentation day you sign up
Date of presentation to be scheduled in week 7
Form of presentation: PPTs, or other format effective for your topic

Rubric: reports and essays are evaluated according to each specific topic.
20% Decent effort in investigating your topic (quality of sources: use academic sources from published books, book chapters, and articles. Not Wikipedia, website pages, or short book reviews. Please read chapters and articles at least 10 pages long)
30% Effective summary of the ideas/arguments of the article, including how the author developed the argument/topic
30% Responsible information compilation, organization, and delivery (you may combine your individual summaries)
10% Proper citation of sources and documentation of material in bibliography
10% Effectiveness of group work

Members within one group normally will receive the same grade for this group project, unless there are complaints. In the case of issues about unequal amount of responsibilities and work, you are welcome to bring it up to me, and/or mark who summarized which article in your report. I will use an anonymous peer review form to survey all members of the group and assign grades to each member accordingly.

In addition, to fulfill the minimum requirements for the individual critical essay, you should:
Formulate a central argument/thesis
Organize and develop the central argument consistently in body paragraphs throughout the essay
Use transitions and topic sentences to maintain the logical flow of ideas
Substantiate assertions with textual support and analysis
Adhere to grammatical standards and conventions.

Final Essay: Project Report and Reflection (formal writing)
Please report on how your group designed and implemented your final project and reflect upon the challenges you encountered and their solutions. Please reflect on the advantages and disadvantages the digital methods you applied in your final project, and their effectiveness in facilitating your project goals. This is an individual writing task. Each person is required to write an essay of your own that is:
4 pages
Not including bibliography
not including cover page
not including images
images should be put in appendix at the end of the paper
and makes use of at least two external sources
(no upper limit, assigned readings do not count, details see rubric)
your paper format: double space, single sided, 1 inch margin
Times New Roman, 12 point-font
Due: Exam week (see course schedule) on Canvas Assignments Page

Rubric: papers are evaluated according to each specific project you work on.
30% Decent effort in reporting the design and implementation of your project
35% Effective analysis of your selection and use of digital methods
15% Responsible use of information, quality of external sources (use academic sources from published books, book chapters, and articles. Not Wikipedia, website pages, or short book reviews. Please read chapters and articles at least 10 pages long. You can certainly use the assigned readings in this course, but they do not count toward the two external sources requirement-- the external sources should be additional ones we did not read in classes)
10% Proper citation of sources and documentation of material in bibliography
10% Effectiveness of writing (clarity in expressing ideas)

In addition, to fulfill the minimum requirements for the individual final paper, you should:
Formulate a central argument/thesis
Organize and develop the central argument consistently in body paragraphs throughout the essay
Use transitions and topic sentences to maintain the logical flow of ideas
Substantiate assertions with textual support and analysis
Adhere to grammatical standards and conventions.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

none.

Please attach any additional files not requested above:

Qin_HIST194B_HRS158_DHMethods_revised_Nov 1 2023.pdf

Reviewer Comments:

Michelle Felten (mfelten) (Wed, 01 Nov 2023 18:34:00 GMT): Thank you for your proposal for HRS 158. The Committee has voted to approve pending the following suggested edits: Justification reads awkwardly and is missing "why this course now" information. Please update; For ELO #5 Remove "Reflect upon and" and start with "Critique" and make this same change on the syllabus; On syllabus under "Build Rapport/Communicate/Emergency"-Change Communicate to Communication; Same section change "and if emergencies" to "and/or emergencies"; remove "If faculty member... quote entirely; Change SSWD information to reflect new DAC information. Thank you!

Jacqueline Irwin (irwin) (Wed, 01 Nov 2023 19:41:54 GMT): Rollback: Dear Amelia, Please see suggestions for revision from Michelle. Once your proposal has been revised as per their recommendations, please resubmit and send me an email so I know that your proposal is ready to move forward. Thank you, Jacqueline, ALS Curriculum Chair

Joel Dubois (jdubois) (Thu, 02 Nov 2023 03:37:37 GMT): Thanks for all your work on this, Amelia!

Key: 15030