未来发展日期: 08/15/2014  □ 新课程  □ 临时课程  □ 服务课程
(日期不能是回溯性的)
□ 变量学分 □ 再次学分 (累计最大学分 _______ 小时)
□ 增加学分 (原学分 _______)
□ 数字 (原数字 _______)
□ 跨级 (WSU 部门之间)
(Must have both departmental signatures)
□ 联合级 (400/500)
□ 请求满足写作在主要 [M] 要求 (Must have All-University Writing Committee Approval)
□ 请求满足 GER 学分 _______ (Must have GenEd Committee Approval)  □ 满足 GER 实践 (L) 要求
□ 专业课程 (Pharmacy & Vet Med only)  □ 毕业学分 (专业课程)
□ 其他 (请详细列出)

<table>
<thead>
<tr>
<th>ENGL/DTC</th>
<th>560</th>
<th>Critical Theories, Methods, and Practice in Digital Humanities</th>
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3 must be enrolled in a WSU graduate degree program

<table>
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<tr>
<th>credit</th>
<th>lecture hrs</th>
<th>lab hrs</th>
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描述 (20 words or less) Examine the history, theory, and practice of digital humanities, with attention paid to how digital humanities are transforming disciplinary knowledge.

教员: Kimberly Christen
联系人: Kristin Arola
大学邮政编码: 5020

- 请附上理由，گ查一个当前和完整的课程大纲，并解释这对拉曼和其它分支的单位（if applicable）的影响。
- 确保所有要求的签名并在 10 份副本提交到注册处。

主席/日期
院长/日期
一般教育委员会/日期

主席 (如果跨列表/跨学科)*
院长 (如果跨列表/跨学科)*
研究生学习委员会/日期

All-University Writing Committee/日期
学术事务委员会/日期
参议院/日期

*如果提议的更改影响或涉及与其它单位的合作，请使用提供的附加签名行。
Rationale:

ENGL/DTC 560: Critical Theories, Methods, and Practice in Digital Humanities is one of two core courses (along with DTC/ENGL 561) for the proposed graduate certificate in Digital Humanities and Culture. The certificate is being proposed by the English Department. English/DTC 560 provides students with the foundational theories and methods needed to be conversant in the field. The course is necessary as a central component of the graduate certificate and as a compliment to the already existing courses that emphasize the practices of digital production, cultural criticism and ethnographic inquiry. English/DTC 560 provides students with the core set of theories and methods central to the field.
ENGL/DTC 560: Critical Theories, Methods, and Practice in Digital Humanities
3 credits | Mondays 10-1
Professor Kim Christen | kachristen@wsu.edu
Avery 339 | 335-4177
www.kimchristen.com | @mukurtu
Office hours: after class or by appointment

CATALOG DESCRIPTION
Examines the history, theory, and practice of digital humanities, while interrogating how
digital humanities transforms knowledge across the humanities.

COURSE DESCRIPTION
Critical Theories, Methods, and Practice in Digital Humanities examines the history,
theory, and practice of digital humanities, paying special attention to the ways in which
digital humanities are transforming research, disciplines, and access to knowledge across
disciplines. Topics include contrasts and continuities between traditional and digital
humanities scholarship; tools and techniques used by digital humanists; the ethics of
digital circulation; the politics of open access and diverse scholarship; and the crossover
between critical theory and digital humanities methods. This course begins with a survey
of the emergent field of Digital Humanities and its intersection with traditional
disciplines. From here we will examine how critical cultural theories have influenced the
field paying special attention to how the field interrogate the construction, use and
practice of digitality. While students will not be expected to be proficient in any one
technology, digital tool or product, we will explore how these tools are used, how
humanities scholarship has changed with and in response to them and the challenges and
changes that they bring to critical inquiry.

STUDENT LEARNING OUTCOMES
1. Illustrate a working knowledge and understanding of Digital Humanities
   literature through critical reading, analysis and engagement of texts.
   a. This SLO will be assessed through weekly written assignments and in
class facilitations.
2. Apply a critical literacy of Digital Humanities literature through placing texts
   and scholars in conversation with one another and with themes of the course by
   creating multiple types of texts (digital and analog).
   a. This SLO will be assessed through weekly written assignments, in class
   participation and in class facilitations.
   b. This SLO will be assessed through the final presentation and students’
   creation of a DH project proposal.
3. Successfully create texts in varied formats using both digital and analog tools to
   construct theoretically engaging arguments.
This SLO will be assessed through the final presentation and students’ creation of a DH project proposal.

b. This SLO will be assessed through the creation of blog posts.

ASSIGNMENTS/REQUIREMENTS

1. Participation: Students are expected to do all course readings prior to class and come prepared to discuss the readings in depth. Class will be run in a seminar-style with the expectation that students will actively engage in and drive the discussions.
   - Meets Student Learning Outcome #1

2. Blogging: Students will be responsible for weekly blog entries. The topics will be directed by the readings and the weekly discussion questions. One student will be in charge of posting the initial discussion thread and everyone will be expected to join in the discussion with thoughtful remarks during the week prior to the in-class meeting.
   - Meets Student Learning Outcomes #1, 2, and 3

3. Writing: Each week students will turn in a one-page analysis of the reading. These one-page papers should 1) concisely and clearly define the author’s main argument and one or two sub-points, 2) offer an analysis and critique of the argument in relation to the main themes of the class and 3) ask 1-2 discussion oriented questions. Each student’s questions will be used to guide class discussion.
   - Meets Student Learning Outcomes #1, 2, and 3

4. Facilitating: Each week one student will be the in-class reading facilitator. The facilitator will provide discussion questions for the class session and lead the group in discussion for the first half of class.
   - Meets Student Learning Outcomes #1 and 2

5. Making: For the final course project students will produce a final research project proposal that engages the themes of the class, presents a literature review and develops research questions, a methodological framework and a schedule for completion. The proposal will take the form of a digital humanities project, using the tools we have discussed and analyzed during the course of the semester or one of the students own choosing. Students will provide the Professor with a one-page description of the project during week eight of the semester and will receive detailed feedback during a one-on-one meeting.
   - Meets Student Learning Outcomes #1, 2, and 3

STUDENT EVALUATION & ASSESSMENT
Students will be evaluated based on their critical engagement with the reading assignments, the sophistication and rigor of their written assignments and the professional quality of their oral presentations.

- Participating: 15%
- Blogging: 15%
- Writing: 25%
- Facilitating: 15%
- Making: 30%

**NO LATE ASSIGNMENTS** are accepted except in the case of a documented emergency, a documented university sponsored event or a documented observance of a religious holiday.

**GRADING SCALE:**
Final grades will be based on the assignments as well as participation. Participation is based on your attendance, your level of attentiveness in and preparedness for class, your participation in class discussion, and your respect for others. The breakdown is as follows: A: 93-100 | A-: 90-92 | B+: 88-89 | B: 83-87 | B-: 80-82 | C+: 78-79 | C: 73-77 | C-: 70-72 | D+: 68-69 | D: 60-67 | F: 59 and below.

**COURSE READINGS**

- *Switching Codes: Thinking Through Digital Technology in the Humanities and the Arts*, Thomas Bartscherer and Roderick Coover, editors, 2011
- *The Spatial Humanities: GIS and the Future of Humanities Scholarship*, David J. Bodenhamer, John Corrigan, Trevor M. Harris, editors, 2010

**ATTENDENCE POLICY**
You can miss one week of class without penalty. Each absence beyond those allowable will result in a 5% reduction of your participation grade. Absences will be excused in the case of a documented emergency, university sponsored event, or observance of a religious holiday.

**PLAGARISM AND ACADEMIC DISHONESTY**
Students who violate the University’s policies on plagiarism and academic dishonesty will be subject to disciplinary action including: failure of the specific assignment and/or failure of the class. Plagiarism includes not providing proper citation for ANY work including information found on any website, book, pamphlet, etc. Or copying in full or part someone else’s work (including fellow students). If you do not understand the seriousness of plagiarism and academic dishonesty, and the importance of avoiding those behaviors, I recommend that you read *WSU's Academic Integrity Policy* (WSU Student Handbook, WAC 504-26-202—Acts of Dishonesty and WAC 504-26-010--Definitions).

**STUDENTS WITH DISABILITIES**
Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

**SAFETY PLAN**
Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors. It is highly recommended that you review the Campus Safety Plan and visit the Office of Emergency Management web site for a comprehensive listing of university policies, procedures, statistics, and information related to campus safety, emergency management, and the health and welfare of the campus community. Learn more about WSU’s classroom emergency plans at safetyplan.wsu.edu or alert.wsu.edu or oem.wsu.edu/emergencies/.

**READING SCHEDULE**

week one:
- intro:
  *sign up for facilitations

week two:
- reading: Debates in the Digital Humanities (first ½)

week three:
- reading: Debates in the Digital Humanities (finishing up)

week four:
- reading: Welcome to the Journal of Digital Humanities (selected articles)
in class: presentations/lightening rounds on DH themes

week five:
  reading: Digital Humanities Pedagogy

week six:
  DH Pedagogy in practice: student’s present sample syllabi, in-class projects and makers workshops

week seven:
  reading: Switching Codes: Thinking Through Digital Technology in the Humanities and the Arts

week eight: 10.11
  Making week: student roundtable and presentations on DH tools

week nine: 10.18
  reading: The Spatial Humanities: GIS and the Future of Humanities Scholarship

week ten: 10.25
  NO CLASS, SPRING BREAK

week eleven: 11.01
  reading: Comparative Textual Media: Transforming the Humanities in the Postprint Era

week twelve: 11.08
  reading: Mobile Interface Theory: Embodied Space and Locative Media

week thirteen: 11.15
  reading: “Does Information Really Want to Be Free” Mukurut Mobile workshop—test case and in class digital curation

week fourteen: 11.22
  readings: Student lead: DIY readings

week fifteen: 11.29
  FINAL PROJECT PRESENTATIONS

week sixteen: 12.06
  FINAL PROJECT PRESENTATIONS