



## Course syllabus

Faculty of Arts and Humanities

Department of Cultural Sciences

4DH405 Kritisk teori och digital transformation, 7,5 högskolepoäng

Critical Theory and Digital Transformation, 7.5 credits

### **Main field of study**

Digital Humanities

### **Subject Group**

Library and Information Science

### **Level of classification**

Second Level

### **Progression**

A1N

### **Date of Ratification**

Approved 2019-10-14

Revised 2021-05-18 by Faculty of Arts and Humanities. Revised objectives, exams and literature

The course syllabus is valid from autumn semester 2021

### **Prerequisites**

General entry requirements for second cycle studies and specific entry requirements: Bachelor of Arts in any discipline or equivalent degree (180 credits at least).

## Objectives

After completing the course the student should, with a high degree of independence, be able to:

- explain the critical tradition within the humanities and social sciences
- draw upon critical theories to identify the consequences of society's uptake of digital objects, cultures, and practices, i.e., digital transformation
- reflect on the impacts and implications of digitization in the cultural heritage sector and, by extension, the ramifications for digital humanities research
- apply a critical perspective to the planning, conduct, tools, methods, and output in the digital humanities scholarship
- incorporate theory and practice into a project proposal representative of critical digital humanities.

## Content

The critical tradition of the humanities and social sciences serves to contextualize and problematize the implementation of digital technologies and associated digital practices. This course explores these digital transformations in academia, cultural heritage institutions, and society at large by applying the critical standpoints on matters such as gender, race, ethics, power, or any intersection thereof. Special attention is given to the application of these standpoints on methods and practices within the digital humanities. During the course, students will analyze a digital humanities project through critical lenses alongside their peers and collaboratively contribute to the course Wiki. Students will also create a proposal for a digital humanities project of their own, applying the concepts explored in the course.

## Type of Instruction

Teaching is delivered online using the current online teaching platform. Lectures and assignments will be available via the teaching platform.

## Examination

The course is assessed with the grades A, B, C, D, E, Fx or F.

The final examination is divided into two parts: a written assignment and a prerecorded online presentation of the assignment. For this examination, the student will create a proposal for a DH project they have invented which incorporates content and themes of the course. The grade A constitutes the highest grade on the scale and the remaining grades follow in descending order where the grade E is the lowest grade on the scale that will result in a pass. The grade F means that the student's performance is assessed as fail. Grade criteria for the A–F scale are communicated to the student through a special document. The student is to be informed about the grade criteria for the course by the start of the course at the latest.

Repeat examination is offered in accordance with Local regulations for courses and examination at the first and second cycle level at Linnaeus University. If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to give a customised exam or to have the student conduct the exam in an alternative way.

## Course Evaluation

During the implementation of the course or in close conjunction with the course, a course evaluation is to be carried out. Results and analysis of the course evaluation are to be promptly presented as feedback to the students who have completed the course. Students who participate during the next course instance receive feedback at the start of the course. The course evaluation is to be carried out anonymously.

## Required Reading and Additional Study Material

Berry, David. M. & Fagerjord, Anders. (latest edition) *Digital humanities: Knowledge and critique in a digital age*. Cambridge: Polity. 190 p.

D'Ignazione, Catherine. & Klein, Lauren. (latest edition) *Data feminism*. Cambridge, Ma: MIT. 328 p.

Dobson, James. (latest edition) *Critical digital humanities: the search for a methodology*. Champaign, Il.: Univ. of Illinois Press. 150 p.

Gold, Matthew. K., & Klein Lauren. F. (latest edition). *Debates in the digital humanities*. Minnesota: University of Minnesota. (A selection of 100 p.)

Mak, Bonnie (2014). Archaeology of a Digitization. *Journal of the Association for Information Science and Technology* 65.8: 1515–26. 11 p. ISSN 2330-1643. <http://doi.wiley.com/10.1002/asi.23061>

Prescott, Andrew, and Hughes, Lorna. (2018) *Why do we digitize? The case for slow*

*digitization*. Archive Journal (OA), n.p., september 2018. ISSN 2166-1189 Retrieved from: <http://www.archivejournal.net/essays/why-do-we-digitize-the-case-for-slow-digitization/>

Students are expected to select an additional 600 pages of scientific literature.