IPA601 Introduction to Public Humanities (15 credits, semester 1)

This 15 credit module will introduce students to the theory, context and practice underpinning the development of the field and the institutions of Public Humanities. The debates and contexts introduced will support and complement work undertaken in the pathway modules and provide a valuable and accessible introduction to the field for those working in other disciplines. The module will also serve as foundation for the pathway modules and support students and staff collaborative working across the pathway modules. The team-taught module will encourage understanding of contexts and critical reflection on the practices, discourses and institutions of Public Humanities.

IPA610 Introduction to Digital Humanities (15 credits, semester 1)

This team-taught module will give students an introduction and insight into issues and challenges of the acquisition, markup, analysis, dissemination, and re-use of digital humanities data, and - through a series of case studies of electronic resources created in different Humanities disciplines - shows how digital technology has the potential to transform how Humanities scholars conduct research and the type of questions they can ask of the material they study. Topics investigated include: techniques for collecting and/or creating data, data markup, data mining and visualisation, 3D reconstruction and virtual worlds, and user generated content.

Teaching: 10 hours of seminars and tutorials
Assessment: by a weekly blog, in which students comment on particular issues raised in the seminars, and respond to comments (by staff and others) on the blog (3,000 words in total).

Module aims:
A1. to give students an informed introduction and understanding of issues faced in the digital humanities (e.g. regarding data markup and analysis) and to introduce them to current thinking about the most appropriate ways to meet these challenges;
A2. to provide and develop students’ awareness of how technology has transformed Humanities research in different disciplines and will continue to do so in the future;
A3. to introduce students to a variety of technologies used in Humanities research;
A4. to prompt students to reflect on ways in which digital technologies might inform and be utilised in order to achieve their research objectives.

Learning Outcomes:
By the end of the module students will be able to:
LO1. show an informed understanding of e.humanities methodologies and how different disciplines have responded to the available technology;
LO2. reflect critically upon the role and impact of technologies on humanities research;
LO3. identify key challenges faced when using of digital technology in humanities research and formulate appropriate responses to these challenges.
IPA617 Digital Humanities: Textual Analysis (15 credits, semester 2)

This module introduces students to the fundamentals of computer-assisted approaches to text analysis. It will be of interest to students who are undertaking research into any area of literary, historical, or text-based research (i.e. novels, letters, historical documents etc.). It has particular relevance for students who wish to understand how digital technologies can augment their research practice and expertise. Students will be introduced to fundamental questions of research design, methods, and epistemology in text analytics and corpus linguistics. They will experiment with a range of digital tools and packages that will facilitate their work in text analysis, and the interpretation of data-driven results.

Module aims:
This unit aims to give students in the Arts and Humanities an introduction to computer assisted approaches to text analysis. Having participated in this module, students should be in a position to produce and interpret quantitative findings of significance to answering the types of questions posed by Humanities research. Using data-driven approaches to the analysis of structured and unstructured text, students will engage with tools designed to support critical arguments with scientific methods. A range of methodologies, and the tools through which they can be applied, will be explored. Students will gain familiarity with the practical application of popular tools, as well as gain an understanding of their theoretical and methodological underpinnings.

Learning Outcomes:
By the end of the module students will be able to:
LO1. Understand the basic principles of digital textual analysis, including the potential benefits and affordances, as well as the limitations.
LO2. Acquire experience in generating hypotheses in the humanities and designing research plans that meaningfully address humanities research questions.
LO3. Understand the requirements for gathering, preparing and managing digital (and textual) materials.
LO4. Understand the basics of textual analysis.
LO5. Understand how to apply a range of quantitative methods to text-based humanities research.
LO6. Be able to apply textual analysis methods in their own research.

Teaching:
There will be a series of 6 (2 hour) seminars in which students will be led by staff, which may include subject-specific specialists on occasion, followed by a 1 hour ‘workshop’ where students have access to staff for questions or additional support, as below:

- Research questions: From humanities to text analytics (LO1, LO2, LO4, LO5)
- Thinking quantitatively in the humanities (LO1, LO2, O3, LO4, LO5, LO6)
- Data science and data preparation: Cleaning data in the humanities (LO1, LO2, O3, LO4, LO5, LO6)
- Texts and text analytics: From numbers to words (LO1, LO2, O3, LO4, LO5, LO6)
- Corpus linguistics: Collection, annotation, analysis (LO1, LO2, O3, LO4, LO5, LO6)
• Automatically retrieving meaning from texts: Collocations and distributional semantics (LO1, LO2, O3, LO4, LO5, LO6)

In addition, an electronic resource will be created online, which will be the home of the workshop syllabi and readings. The resource will also support online student chat about the course material, with instructor moderation. The resource will be in accordance with the SCORM digital standardisation for resources hosted on virtual learning environments such as MOLE, and the possibility of reproducing and sharing the resource more widely will be seriously considered.

The workshops will also engage and cooperate with existing faculty research centres, including the Centre for Archival Practice, the Centre for Early Modern Studies, the Centre for Linguistic Research, and others. Workshop participants will be encouraged to participate in faculty research centre activities, and faculty research centre participants will be invited to the workshops. This interaction will facilitate research-led teaching, a crucial goal of the university, which is in turn expected to increase student engagement with the faculty and the university.

**Assessment:** Students will be required to write a ~150 word blog post each week, discussing the current topic. (LO1 – LO6)

They will also submit 1 x 2100 word reflective essay which will demonstrate their understanding and use of digital humanities principles, experience and limitations. (LO1-LO6)

**IPA619 Digital Cultural Heritage: Theory and Practice (15 credits, semester 2)**

This module examines the theoretical and methodological advances in Digital Cultural Heritage and their broader implications in fields concerned with the interpretation and presentation of the past. We will draw on theoretical readings as well as analyse the potential benefits and drawbacks of certain digital and online approaches. Topics include: principles and theories underlying Digital Cultural Heritage, understanding processes of creating digital surrogates, establishing principles for user experience, and exploring digital narratives for public dissemination. A major component of this module will be a semester-long project that will require the development of a proposal for a digital cultural heritage project.

**Module aims:**
This module aims to introduce students to the theoretical and methodological advances in the field of Digital Cultural Heritage. The use of digital resources and interactive media in disciplines concerned with the past has been acknowledged as an attractive scholarly endeavour, while recent developments in the fields of digital acquisition and dissemination have been influencing, and ever shaping the way scholars and heritage professionals communicate their work to the public. Students will learn about specific digital techniques and how to implement them in response to the requirements of the data, the respective digital platforms and setting of dissemination, as well as the user experience. Group-based
and hands-on training will be provided for two digital approaches of representing data, to be selected from a wider range, depending on student interests. By the end of the module, students will be able to demonstrate the ability to think critically about the role of digital approaches in disseminating the past, and learn how to effectively use such approaches for enhancing the user experience and engaging public audiences.

**Learning Outcomes:**

By the end of the module students will be able to:

LO1. understanding of the theoretical background, principles and applicability of digital approaches to Cultural Heritage interpretation, dissemination and engagement.

LO2. knowledge of a wide range of digital approaches and techniques in creating a digital collection of cultural heritage resources.

LO3. the ability to create digital representations of cultural heritage data (two approaches depending on student interests, e.g. 3D and location-based data).

LO4. understanding of basic principles for user experience and for creating engaging digital outputs for various audiences.

LO5. the ability to reflect critically on your own process of creating a Digital Cultural Heritage project.

**Teaching:**

Seminars will address the technological and theoretical aspects of the topics. (LO1-LO5)

Seminars are designed to ensure progression in key skills. Seminars can be tutor or student led and are designed to promote focussed group discussion, debate, presentational skills and collaborative working in relation to subject specific knowledge.

Practical sessions will give hands-on experience of the materials and topics covered. (LO3, LO4)

**Assessment:**

The individual 3000-word essay will allow students to present and reflect on their project. LO1-LO5

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**IPA620 Understanding Public Engagement (15 credits, semester 1)**

**convened by Jane Hodson and Amy Ryall**

This module introduces students to issues raised when communicating scholarship to a 'lay' audience, and to practical aspects of engaging with the wider public. On the module, students will explore different ways in which academics bring their research into the public domain; how the impact of such engagement activities are evaluated; and the role played by institutions (such as museums) as intermediaries between researchers and their prospective audiences.

**Teaching:** 5 x 2 hour seminars

**Assessment:** 3000 word essay and a critical evaluation of an Event. During the module, students will be required to write a short blog post after each seminar. At the end of the module, students will select and edit 3-5 of their best posts to present as a portfolio.
Module aims:
A1. to introduce students to a range of ways in which academics communicate their research to different ‘lay’ audiences;
A2. to give students an understanding of the issues involved in bringing research to a wider public (including liaising with third parties; and understanding the needs and expectations of audience);
A3. to give students first-hand experience of evaluating a public engagement event

Learning Outcomes:
By the end of the module students will be able to:
LO1. show an informed understanding of some of the issues raised when working with institutions external to the University;
LO2. demonstrate an ability to reflect critically on the ways in which academic research is communicated to different ‘lay’ audiences;
LO3. present scholarship in a way which is accessible to an audience of both experts and non-experts;
LO4. communicate with different types of audiences and partners in a way that is appropriate.

IPA635 Understanding Public Engagement 2 (15 credits, semester 2)
*please note you must have already taken FCA620 to be eligible to take FCA635

This module introduces students to issues raised when communicating scholarship to a ‘lay’ audience, and to practical aspects of engaging with the wider public. On the module, students will explore different ways in which academics bring their research into the public domain; how the impact of such engagement activities are evaluated; and the role played by institutions (such as museums) as intermediaries between researchers and their prospective audiences.

Teaching: 11 x 1 hour seminars
Assessment: 3000-word essay on a topic of public engagement.

Module aims:
A1. to give students an understanding of what can be achieved via public engagement;
A2. to give students an understanding of the historical context of universities and public engagement;
A3. to give students examples and first-hand experience of university public engagement activities;
A4. to develop the students’ ability to understand ethical considerations of public engagement in a university context;
A5. to introduce students to issues of co-production, involvement, engagement and the challenges related to public engagement.

Learning Outcomes:
By the end of the module students will be able to:
LO1. show an informed understanding of some of the issues raised when working with institutions outside the University;
LO2. demonstrate an ability to reflect critically on the ways in which research is communicated to different ‘lay’ audiences;
LO3. use appropriate terminology and frameworks when discussing public engagement.

IPA665 Cities and Culture in Medieval Europe, 1250-1550 (15 credits, semester 2)

In this interdisciplinary module, students will identify the ways in which urban spaces, politics, and residents influenced the production and reception of literature, art, architecture, and music in late medieval Europe. Students will conduct hands-on analysis of a rich array of primary sources, including paintings produced in city-states, music from mercantile centres, and plays performed on the streets of English towns. Students will not be expected to become proficient in any discipline outside their own; instead, they will use sources and methods from other disciplines to enrich their understanding of a historical period and to identify directions for future research.

Module aims:
A1. Introduce students to cutting-edge research in medieval cities and cultures in multiple disciplines.
A2. Encourage students to interact with and analyse literature, music, art, and architecture produced in cities in late medieval Europe.
A3. Introduce students to different research methods by referencing multidisciplinary methods of analysis throughout the course of the module.
A4. Prompt students to identify connections between cultural production (literature, music, art, and architecture) and urban topography, politics, and history.
A5. Develop students’ understanding of the nature of late medieval cities.
A6. Help students learn to communicate their ideas to audiences outside their own discipline.

Learning Outcomes:
By the end of the module students will be able to:
LO1. Engage with and evaluate current scholarly debates on a topic in medieval studies (A1, A3).
LO2. Identify an appropriate research topic related to late medieval cities and culture (A2, A3, A4, A5, A6).
LO3. Demonstrate familiarity with sources and methods employed by at least one discipline outside their own. (A2, A3).
LO4. Assess primary evidence in a way appropriate to the topic (A1, A2, A3, A4, A5).
LO5. Engage critically with scholarly literature on the topic (A1, A3, A4).
LO6. Demonstrate awareness of the connections between research questions and conclusions for the broader understanding of late medieval urban cultures more generally (A1, A4, A5).
LO7. Be able to communicate their ideas clearly and articulately to audiences from multiple disciplines (A6, A7).
**Teaching:**
This module will be team-taught in five two-hour classes in which students explore the relevant topics in detail (LO1, LO6), engage critically with a unique set of primary and secondary sources (LO3, LO4, LO5), and practise appropriate analytical techniques (LO3, LO6) in a structured environment. Seminars will include small-group activities, in which students will be encouraged to work and communicate with students from different disciplinary backgrounds (LO7) and to engage with sources and scholarly approaches from different disciplines (LO3). In addition, students will have individual tutorial contact with a teacher on the module in order to discuss their written work for the module (LO2). Formal sessions will be supplemented by an informal workshop which would help students think through important methodological and theoretical aspects relating to this field of research (LO1, LO3, LO6). Initially, this workshop will be led by members of the Department of Urban Studies and Planning, the Department of Geography, and the School of Architecture but in future years these arrangements may vary.

**Assessment:**
An essay of 3000 words will allow students to implement the expertise learnt in the module, through requiring them to demonstrate the relevant knowledge and employ appropriate analytical techniques. Students are invited to discuss their topic of research with a teacher on the module by week 10, with a further one-to-one consultation in week 12. The essay will address a specific research question identified by the student (LO2), outlining its relevance and context to multiple disciplines (LO1, LO3, LO5, LO6, LO7), exploring appropriate sources of evidence (LO4).

**IPA670 Interdisciplinary Early Modern Studies (15 credits, semester 1)**

Taught by members of Sheffield Centre for Early Modern Studies (SCEMS) this 15-credit module offers postgraduate students the opportunity to develop an interdisciplinary portfolio or work and reflections on the local region’s early modern past (ca. 1450-1750). The module includes contributions from staff in Archaeology, History, Music and the School of English. During this module, students will investigate characteristics of the local region’s early modern renaissance through material, language, visual, musical, political and literary artefacts.

The module will provide a solid foundation for further postgraduate research in the early modern period as well as an appreciation for the local region of South Yorkshire and Derbyshire. The module will include at least one field trip. Students will not be expected to become proficient in any discipline outside their own; instead, they will use sources and methods from other disciplines to enrich their understanding of a historical period and to identify directions for future research.

**Module aims:**
A1. Introduce and foster interdisciplinary research skills among postgraduates
A2. Encourage extended critical participation in activities coordinated by the Centre for Early Modern Studies (SCEMS).
A3. Provide students with a range of research and teaching expertise in areas which intersect and can provide a common interest, such as language, material and visual culture, underpinned and supported by existing collaborations (e.g. palaeography, music in renaissance art).

A4. Provide a foundation for postgraduate research in the early modern period, which includes the context for local century studies. Provide students with an understanding of the local region (South Yorkshire and Derbyshire) and its early modern past, contextualised by a wide range of sources and materials.

A5. Allow students to reflect and further develop their own research through exploration of different disciplinary approaches and research practices.

Learning Outcomes:
By the end of the module students will be able to:

LO1. Critically evaluate works of secondary literature from a cross- or inter-disciplinary perspective.

LO2. Identify the significance of primary sources of different kinds for research in multiple disciplines, connecting them to major research questions and themes in early modern studies.

LO3. Locate suitable resources for further study of the local region’s early modern past.

LO4. Demonstrate familiarity with sources and methods employed by at least one discipline outside their own.

LO5. Reflect on the learning experience, which may include informal opportunities, and offer an opportunity for consideration on how their own future study and/or work will benefit from enhanced awareness of other disciplines and approaches.

Teaching:

Students will be introduced to a range of primary sources and methodologies through a series of five fortnightly 2-hour seminars (total: 10 hours), delivered by pairs of academic staff from different departments (and covering approaches from literature, language, material culture, philosophy, music, and visual culture). (LO1-LO5)

In addition, they will participate in a half-day field trip to a relevant local site (e.g. Hardwick Hall, Manor Lodge, Sheffield Cathedral), supported by cross-disciplinary interpretation, enhancing engagement with the region’s early modern past (LO3).

Each student will have a one-to-one tutorial to assist in development of their portfolio, especially the reflective discussion (LO4, LO5) of informal opportunities.

Students will also be expected to attend six hours of approved lectures, seminars, events or exhibitions which will facilitate the interdisciplinary nature of the module by offering exposure to a wide range of research, public engagement or educational activities throughout the university or local region. (LO1 – LO5)

A bibliography of recommended reading material for independent study, including 1-2 items to be read prior to each seminar will be given in the module handbook.
Assessment:
For the coursework, all students will create a portfolio containing:

A1: A critical interdisciplinary book review (600 words). (LO1-LO4)

Either the book itself should be shown to combine work from different disciplines (and the review to identify and assess the success of the combination), or the review should apply perspectives from a different discipline to its critical evaluation of the contents.

A2: Critical reviews of primary sources (from a specified list)—pertaining to the region’s early modern past—explaining how they might be engaged in and by different disciplines, including relevant research questions, suitable methods, suggested outcomes, and steps for further research, plus an indicative bibliography of primary and/or secondary sources for each (1000 words). (LO1 – LO4)

A3: A Report on a relevant local site or resource (400 words) with appropriate visual material. (LO2 and LO3)

A4: Reflective essay (1000 words) including personal reflections on what has been learned (including from events attended) and suggestions of its future application; with an appendix logging the events attended as part of independent interdisciplinary activities. (LO1 – LO5)

**IPA680 Cultures of Intoxication (15 credits, semester 1)**

The social practice of using intoxicants is deeply embedded in human history. To understand how cultures of intoxication have impacted upon humans we must necessarily draw upon all the disciplinary approaches offered by the arts and humanities, to consider the role of philosophy, music, art, image, architecture, space, and objects, as well as histories and texts. This module investigates the methodologies, theories and cultures of Western intoxication across a wide intellectual, geographical, chronological and disciplinary landscape. Students will be taught by experts from a range of disciplinary backgrounds from inside and outside the University and will be encouraged to reflect upon their own disciplinary expertise and to engage in dialogue with the disciplines of others. Students will engage critically with current public presentation of this important topic through group and individual field trips, while the final assessment will focus on creating a ‘pitch’ for communicating a more rigorous but accessible understanding of the role and significance of social practices of intoxication to the public.

**Module aims:**

A1. Demonstrate that studies of social practice must necessarily draw upon disciplinary approaches of all the arts and humanities

A2. Introduce the theory and application of social practice in their own field.

A3. Consider and contrast methodological frameworks across the disciplinary landscape offered by the faculty.

A4. Encourage students to reflect upon their own disciplinary methodologies and expertise
A5. Encourage students to engage in dialogue with and employ the methodologies and expertise of others outside their field.

A6. Encourage students to create accessible ways of communicating methodologically and intellectually rigorous understandings of social practice to the broadest possible public.

**Learning Outcomes:**

By the end of the module students will be able to:

LO1. Gain and deploy knowledge of intoxication from classical times to the present day as a significant social factor in human history.

LO2. Will learn to deploy the theory behind ‘social practice’ in this and other fields.

LO3. Will gain an understanding of the nature of inter-disciplinary study in the arts and humanities.

LO4. Will engage intellectually and practically with the disciplines of others

LO5. Will develop critical skills for assessing public display as a means of communicating ideas about social practice

LO6. Will deploy a multi-disciplinary methodology in producing an exhibition pitch

LO7. Will appreciate the challenges and opportunities of publicly accessible research rich communication.

**Teaching:**

Teaching methods will be via

1. Talks from a number of experts [For example from Medical Humanities; Archaeology; Languages] [A3-5; LOs 1, 3, 4.]

2. Seminars: involving structured discussion around selected readings and explicit discussion of methodologies. Students will be asked to prepare responses to the material for discussion [A1-5; LOs 1-4]

3. Hands on workshop (for materialities session) [A1, 4, 3; LOs 2, 3, 4]

4. Visits to galleries (in preparation for critical reviews) [A1, 4-6; LOs 3, 4, 5]

5. Student Led Presentations (leading to written assessment) [A1-6; LOs 1-7]

**Assessment:**

1. Critical Reviews: these will help students on the module to develop a sense of the challenges and opportunities public display can offer by visiting and critiquing relevant public displays either in galleries or from published accounts of past events from an arts and humanities researcher’s perspective. These will be returned and discussed in a personal tutorial [A4-5; LOs 4-5]

2. Essay plus Presentations: Students will demonstrate what they have learned during the module by presenting a methodologically and intellectually rigorous exhibition pitch. This will be written up as a final essay, incorporating questions and points that arose in response to the presentation. [A1-6; LOs 1-7]
IPA681 Cultures of Intoxication with Research Essay (30 credits, semester 1)

The social practice of using intoxicants is deeply embedded in human history. To understand how cultures of intoxication have impacted upon humans we must necessarily draw upon all the disciplinary approaches offered by the arts and humanities, to consider the role of philosophy, music, art, image, architecture, space, and objects, as well as histories and texts. This module investigates the methodologies, theories and cultures of Western intoxication across a wide intellectual, geographical, chronological and disciplinary landscape. Students will be taught by experts from a range of disciplinary backgrounds from inside and outside the University and will be encouraged to reflect upon their own disciplinary expertise and to engage in dialogue with the disciplines of others. Students will engage critically with current public presentation of this important topic through group and individual field trips. Assessments include 1. A critique of current public histories of intoxication and development of a ‘pitch’ for communicating a more rigorous but accessible understanding of the role and significance of social practices of intoxication to the public. 2. A research essay (15 credits) that examines an aspect of the social practice of intoxication in a multi-disciplinary way.

Module aims:
A7. 1. Demonstrate that studies of social practice must necessarily draw upon disciplinary approaches of all the arts and humanities
A8. 2. Introduce the theory and application of social practice in their own field.
A9. 3. Consider and contrast methodological frameworks across the disciplinary landscape offered by the faculty.
A10. 4. Encourage students to reflect upon their own disciplinary methodologies and expertise
A11. 5. Encourage students to engage in dialogue with and employ the methodologies and expertise of others outside their field.
A12. 6. Encourage students to create accessible ways of communicating methodologically and intellectually rigorous understandings of social practice to the broadest possible public.

Learning Outcomes:
By the end of the module students will be able to:
LO8. 1. Gain and deploy knowledge of intoxication from classical times to the present day as a significant social factor in human history.
LO9. 2. Will learn to deploy the theory behind ‘social practice’ in this and other fields.
LO10.3. Will gain an understanding of the nature of inter-disciplinary study in the arts and humanities.
LO11.4. Will engage intellectually and practically with the disciplines of others
LO12.5. Will develop critical skills for assessing public display as a means of communicating ideas about social practice
LO13.6. Will deploy a multi-disciplinary methodology in producing an exhibition pitch
LO14.7. Will appreciate the challenges and opportunities of publicly accessible research rich communication.

Teaching:
Teaching methods will be via
1. Talks from a number of experts [For example from Medical Humanities; Archaeology; Languages] [A3-5; LOs 1, 3, 4]
2. Seminars: involving structured discussion around selected readings and explicit discussion of methodologies. Students will be asked to prepare responses to the material for discussion [A1-5; LOs 1-4]
3. Hands on workshop (for materialities session) [A1, 4, 3; LOs 2, 3, 4]
4. Visits to galleries (in preparation for critical reviews) [A1, 4-6; LOs 3, 4, 5]
5. Student Led Presentations (leading to written assessment) [A1-6; LOs 1-7]

Assessment:
1. Critical Reviews: these will help students on the module to develop a sense of the challenges and opportunities public display can offer by visiting and critiquing relevant public displays either in galleries or from published accounts of past events from an arts and humanities researcher’s perspective. These will be returned and discussed in a personal tutorial [14.1.4-5; 14.2.1, 4-5]
2. Essay plus Presentations: Students will demonstrate what they have learned during the module by presenting a methodologically and intellectually rigorous exhibition pitch. This will be written up as a final essay, incorporating questions and points that arose in response to the presentation. [14.1.1-6; 14.2.1-7]
3. Research Essay: Students will approach a question of their choosing (in discussion with the tutor) that will examine any aspect of the culture of intoxication from the point of view of their own discipline and at least one other. [14.1.1-5; 14.2.1-4]