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

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.
IPA625 Public Engagement and Digital Humanities in Practice (15 credits, semester 2)

This module will allow students to gain hands-on experience managing a project, working as part of a team on a specific project which uses digital technology to deliver an outward-facing resource. Students will also be introduced to aspects of project management such as planning, managing resources, budgeting, developing a brief, ethic and theories of reflective practice.

Focus on the issues raised when communicating research to a lay audience, and the practical aspects of engaging with the wider public. You will explore the ways in which academics bring their research into the public domain; how the impact of such engagement activities is evaluated; and the role institutions such as museums play as intermediaries between researchers and their prospective audiences.

You will work with other students to deliver a project in collaboration with an external organisation. In previous years students have worked with the Chatsworth House Trust Library and Archive investigating the role of servants at Chatsworth and with the Guild of St George on their ‘Ruskin in Sheffield’ project.

IPA650 Language in Use: an introduction to corpus-based linguistic analysis (15 credits, semester 2)

Corpus linguistics – the use of large-scale text databases to shed light on regularity and structure in language – has assumed a centrality in linguistic research that would have been unthinkable twenty years ago. This module will introduce students to the use of corpora in linguistic research and language learning. We look at the way corpora are constructed and annotated, as well as the way linguists make use of them for a variety of tasks and in a variety of languages.

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).
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)