

**COURSE DATA****DATA SUBJECT**

**Code:** 46774  
**Name:** Digital Humanities  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
2267 - Master's Degree in Advanced Hispanic Studies: Application and Research	Facultat de Filologia, Traducció i Comunicació	1	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2267 - Master's Degree in Advanced Hispanic Studies: Application and Research	Humanidades digitales	ELECTIVES

**COORDINATION**

MARTINEZ RUBIO JOSE

**SUMMARY**

In the curriculum of the Master's Degree, this subject is integrated into itinerary II (Spanish Literature and Hispanic Theater) and III (Hispanic Training).

It is a transversal, critical course that aims to establish an epistemological framework to reflect on the implications that the Digital Age has had on the concept of humanism. The course will examine the changes that have occurred from static web to semantic web, and the paths leading towards web 4.0, with the goal of analyzing the implications these new paradigms have on research, teaching, the professional world, the realm of creation, and the transfer of knowledge traditionally associated with the literary field.

The course will analyze literature on the web and digital literature, paying attention to developments and applications of virtual reality and augmented reality technology in the literary field, in order to provide advanced knowledge about new forms of cultural production. Additionally, it will promote reflection on recent developments in Digital Humanities directly related to technical-instrumental knowledge, applied to new contexts and realities, with the intention of understanding and evaluating existing tools for accessing information, analysis, and visualization of results.

Finally, the course will address interpretative approaches from recent intellectual movements that have



sought not only to understand the new paradigms of the Digital Age but also to define the spaces that literature, understood as a resource, occupies or should occupy in relation to cultural policies and industries, heritage management, or new forms of mediation.

As detailed in the volume of work, theoretical classes are complemented by practical classes. To these face-to-face training activities is added participation in conferences and seminars organized by the Department of Spanish Philology.

The teaching staff of the subject participates in the Innovation Project granted by the Lifelong Learning and Educational Innovation Service of the UV: DTD\_iLAB: collaborative learning for interdisciplinary projects.

This subject takes particular account of SDG 4, and specifically contributes to "ensuring that all learners acquire the knowledge and skills necessary to promote sustainable development", which includes, among other aspects, "human rights, gender equality, promotion of a culture of peace and non-violence, citizenship and appreciation of cultural diversity".

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

There are no specified enrollment restrictions with other subjects of the curriculum.

## COMPETENCES / LEARNING OUTCOMES

-

Be able to acquire and apply knowledge of the techniques and procedures of academic writing.

Be able to acquire and know how to apply knowledge of the different publishing processes and media, as well as knowledge of the applications used by (printed and digital) publishing systems.

Be able to conduct teaching and research activities in Hispanic philology subject areas

Ser capaces de adquirir y saber aplicar conocimientos sobre nuevas tecnologías, lenguajes hipertextuales y las herramientas utilizadas en la producción literaria y en lengua española, multimedia y en red.

Ser capaces de aplicar en entornos profesionales los conocimientos y destrezas adquiridos, y de analizar el conjunto de variables que intervienen en el cruce entre teoría y práctica, captando conflictos y negociando soluciones, en el marco del diálogo y de la defensa de derechos y obligaciones, con criterios deontológicos y laborales.

Ser capaces de desempeñar un trabajo en equipo, fomentando las relaciones interpersonales, el diálogo, el respeto al otro y la no discriminación, ni lingüística ni social.



Ser capaces de emplear los recursos institucionales, los grandes instrumentos científicos, las técnicas, las bases de datos y bibliotecas, la bibliografía, las revistas especializadas y los nuevos recursos proporcionados por las TIC en el ámbito de estudio.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

## DESCRIPTION OF CONTENTS

### 1. The Challenges of the Humanities in the Digital Age

Digital Humanities: History and Conceptualization. Digital humanities, the paradigm shift, and the creation of a new object of study. The concept of the Digital Age and its impact on humanism. The evolution from static web to semantic web and the paths leading towards web 4.0.

### 2. Epistemic changes in literary heritage research

Data Analysis in Humanities Research. Definition, methodologies, and objects of study in digital humanities projects. Digital resources for research in the humanities.

### 3. Literature in the knowledge society

Analysis of New Forms of Creation, Reception, Mediation, and Analysis in Digital Literature. Literature, comics, cyber-narratives, and action dynamics in the development of digital societies: critical thinking, processes of appropriation, and empowerment.



## 4. Historical Memory in the Digital Age

Memory Policies within the Framework of Digital Humanities. From private memory to public memory in cyberspace. International memory networks. Repositories. Virtual memory museums.

These contents will be reflected in the following learning outcomes:

To review the concept of the Digital Age and its impact on humanism.

To identify changes in the evolution of the web and their implications for new forms of literary production.

To debate and assess the changes that new paradigms of the Digital Age bring to research and teaching.

To demonstrate proficiency in digital tools for retrieving, analyzing, and managing information.

To differentiate between digital literature and literature on the web.

To interpret digital literature based on knowledge of new forms of creation, reception, mediation, and analysis.

To design and plan policies for managing literary heritage in the Digital Age.

To appreciate the significance of literary heritage and the role of literature in the current context.

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Computer classroom practice	20,00
<b>Total hours</b>	<b>20,00</b>

#### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	3,00
Individual or group project	0,00
Independent study and work	52,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00



## TEACHING METHODOLOGY

Lectures (presentation of content based on theoretical developments) using various resources (texts, audiovisual materials, etc.).

Participatory practical classes (exercises, presentations, debates, tests, etc.), conducted individually or in groups.

Use of deductive procedures and strategies in applying acquired knowledge: problem detection and resolution, activities conducted individually or in groups (exercises, reading and critical commentary on various texts, writing assignments and/or oral presentation of results, etc.) based on prior content exposure.

Use of inductive procedures and strategies in applying acquired knowledge: problem detection and resolution, activities conducted individually or in groups (exercises, reading and critical commentary on various texts, writing assignments and/or oral presentation of results, etc.) based on basic guidelines to formulate subsequent theoretical development.

## EVALUATION

Assessment of active participation in the classroom and/or tutorials (exercises, readings, activities, debates, exhibitions, etc.). 30%. Up to 3 points. Non-recoverable activities in second call.

Assessment on the basis of final written or oral tests demonstrating the skills acquired. 70%. Up to 7 points. Activities recoverable in second call.

Intellectual honesty is vital in academic communities, and for the fair evaluation of student work. All work submitted in this course must be original authorship. Papers that make use of fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted, except if their use is part of the course content and is authorized by the faculty teaching the course.

Both in examinations and coursework, orthographic, grammatical, and lexical accuracy will be required. Each spelling or language error will result in a reduction of the final mark, which may lead to a failing grade.

The general system of qualifications will follow the regulations of the Universitat de València approved by the Consell de Govern on May 30, 2017. ACGUV 108/2017.

## REFERENCES

### BASIC



CASTELLS, Manuel (2001): *La Galaxia Internet*, Barcelona, Areté.

FIORMONTE, Domenico (2003): *Scrittura e filologia nellera digitale*, Torino, Bollati Boringhieri.

LUCÍA MEGÍAS, José Manuel (2012): *Elogio del texto digital: claves para entender el nuevo paradigma*, Madrid, Fórcola.

MORETTI, Franco, coord. (2018): *Literatura en el laboratorio. Canon, archivo y crítica literaria en la era digital*, Barcelona, Gedisa.

OLEZA SIMÓ, Joan (2009): «El consumo de cultura en la era informacional», en Virgilio Tortosa (coord.), *Mercado y consumo de ideas: de industria a negocio cultural*, 29-55.

RODRÍGUEZ ORTEGA, Nuria (2013): «Humanidades Digitales, Digital Art History y cultura artística: relaciones y desconexiones», *Artnodes: revista de arte, ciencia y tecnología*, 13, 16-25.

SÁNCHEZ MESA, Domingo, ed. (2004): *Literatura y Cibercultura*, Madrid, Arco Libros.

VEGA RAMOS, M.<sup>a</sup> José (2003): *Literatura hipertextual y teoría literaria*, Madrid, Marenostrum Comunicación.

## ADDITIONAL

AARSETH, Espen (1997): *Cybertext. Perspectives on Ergodic Literature*, The Johns Hopkins, JHU Press.

BAUMAN, Zygmunt (2015): *La cultura en el mundo de la modernidad líquida*, México, Fondo de Cultura Económica.

BÉNÉDICTE Vauthier (2018): *El impacto de las nuevas tecnologías en la condición .txtual hispánica. Gestión y conservación de datos digitales*, Revista de Humanidades Digitales, 2. <http://revistas.uned.es/index.php/RHD/issue/view/1241>

BOKAVA, Irina (2010): «Un nuevo humanismo para el siglo XXI», Conferencia UNESCO, Milán. <http://unesdoc.unesco.org/images/0018/001897/189775s.pdf>

BRICALL, Josep Maria (2003): «La Universidad y la tradición humanista», *Revista de educación*, 330, 237-247.



CASTELLS, Manuel (2002): «La dimensión cultural de Internet», en *Debates culturales*, Tema: «Cultura y Sociedad del conocimiento: presente y perspectivas de futuro», Instituto de Cultura, Universitat Oberta de Catalunya.

ESTALELLA, Adolfo y Ardévol Piera, Elisenda (2011): «e-research: desafíos y oportunidades para las ciencias sociales», *Convergencia: Revista de ciencias sociales*, 55, 87-111.

FERRER VALLS, Teresa (2018): «Hacia un sistema integrado de bases de datos sobre el teatro clásico español: El proyecto coordinado ASODAT», *Cuadernos AISPI*, 11.

HAYLES, N. Katherine (2008): *Electronic Literature: New Horizons for the Literary*, Notre Dame, University of Notre Dame Press.

JANKOWSKI, Nicolas ed. (2009): *e-Research: Transformations in Scholarly Practice*, Oxon, Routledge.

KRISTEVA, Julia (2013): «Diez principios para el humanismo del siglo XXI», *Cuadernos de Literatura*, 17.33, 407-412.

KRÜGER, Karsten (2006): «El concepto de sociedad del conocimiento», *Biblio 3W. Revista bibliográfica de Geografía y Ciencias Sociales*, 11.683 (<http://www.ub.edu/geocrit/b3w-683.htm>)

LANDOW, George P. (2009): *Hipertexto. 3.0. La convergencia de la teoría crítica contemporánea y la tecnología*, Barcelona, Paidós.

LEVY, Pierre (2007): *Cibercultura*, Barcelona, Anthropos Editorial.

LLEDÓ, Emilio (1998): *Imágenes y palabras. Ensayos de Humanidades*, Madrid.

LLOSA SANZ, Álvaro (2013): *Más allá del papel. El hilo digital de la ficción impresa*, Vigo: Editorial Academia del Hispanismo.

LUCÍA MEGÍAS, José Manuel, y Vargas DÍAZ-TOLEDO, Aurelio (2006): *Literatura románica en Internet. II. Las herramientas*, Madrid, Castalia.

MATEO, José Luis, «Sociedad del conocimiento», *Árbor*, 182.718, 2006, 145-151.

MORETTI, Franco, *Lectura distante*, trad. Lilia Mosconi, Buenos Aires, Fondo de Cultura Económica, 2015.



NAVARRO COLORADO, Borja (2016): «Hacia un análisis distante del endecasílabo áureo: patrones métricos, frecuencias y evolución histórica», *Rhythmica. Revista española de métrica comparada*, 14.

OLEZA SIMÓ, Joan (2013): «El proyecto TC/12 y la investigación humanística en la sociedad del conocimiento», *Ínsula. Revista de letras y ciencias humanas*, 802, 31-36.

PAJARES TOSCA, Susana (2004): *Literatura digital. El paradigma hipertextual*, Cáceres, Universidad de Extremadura.

RIPAMONTI, P. (2011): *Ética, política e historia: dimensiones del humanismo en la reflexión filosófica de Hannah Arendt*, *Estudios de Filosofía Práctica e Historia de las Ideas*, 13.1, 59-66.

RODRÍGUEZ ORTEGA, Nuria (2014): «Humanidades Digitales y Pensamiento crítico», en Esteban ROMERO FRÍAS y María SÁNCHEZ, *Ciencias Sociales y Humanidades Digitales Técnicas, herramientas y experiencias de e-Research e investigación en colaboración*, CAC, Cuadernos Artesanos de Comunicación, 61.

RODRÍGUEZ ORTEGA, Nuria (2013): «Mediación digital en los procesos de recepción, construcción e interpretación de la herencia cultural», en Luis Arciniega García (coord.), *Memoria y significado: uso y recepción de los vestigios del pasado*, 443-461.

ROJAS CASTRO, Antonio (2013): «El mapa y el territorio. Una aproximación histórico-bibliográfica a la emergencia de las Humanidades Digitales en España», *Caracteres: estudios culturales y críticos de la esfera digital*, 2.2, 10-53.

ROMERO LÓPEZ, Dolores, y SANZ CABRERIZO, Amelia eds. (2008): *Literaturas del texto al hypermedia*, Barcelona, Anthropos.

SUÁREZ SÁNCHEZ DE LEÓN, Juan Luis (2011): *Tecnologías del Humanismo*, Huelva, Universidad de Huelva.

TORRES, Rosa María (2005): «Sociedad de la información / Sociedad del conocimiento» [<http://www.ub.edu/prometheus21/articulos/obsciberprome/socinfsocon.pdf>]