

COURSE DESCRIPTION

Digital Humanities for Philosophy

Academic year 2026/2027

1. Programme-related data

1.1. Higher Education Institution	Babeş-Bolyai University, Cluj-Napoca
1.2. Faculty	History and Philosophy
1.3. Department	Philosophy
1.4. Field	Philosophy
1.5. Level of study	Master
1.6. Degree programme / Qualification	Philosophy, Culture, Communication
1.7. Form of education	Full-time studies

2. Course-related data

2.1. Course title	Digital Humanities for Philosophy			Course code	HME2420
2.2. Course coordinator	conf. dr. Mihai Maga				
2.3. Seminar coordinator	conf. dr. Mihai Maga				
2.4. Year of study	2	2.5. Semester	2	2.6. Type of assessment	Viva voce
2.7. Course status	Optional			2.8. Course type	Specialisation subject

3. Total estimated time (hours per semester of teaching activities)

3.1. Number of hours per week	4	of which: 3.2. course	2	3.3. seminar/ laboratory/ project	2
3.4. Total of hours in the curriculum	48	of which: 3.5. course	24	3.6. seminar/ laboratory	24
Time allocation for individual study (IS) and self-taught activities (ST)					hours
Learning from textbooks, course materials, bibliography, and notes (IS)					24
Additional research in the library, on subject-specific electronic platforms, and on-site					30
Preparing seminars/ laboratories/ projects, assignments, reports, portfolios, and essays					24
Tutoring (professional guidance)					20
Examinations					4
Other activities					
3.7. Total hours of individual study (IS) and self-taught activities (ST)				102	
3.8. Total hours per semester				150	
3.9. Number of credits				6	

4. Prerequisites (where applicable)

4.1. curriculum-related	-
4.2 skills-related	-

5. Specific conditions (where applicable)

5.1. course-related	-
5.2. seminar/laboratory-related	-

6.1. Competencies resulting from the completion of the degree programme (as referred to in the curriculum)¹

¹ The professional and/or transversal skills targeted by the subject for which the course description is prepared will be copied from the curriculum of the degree programme. For each competency, the complete entry, including the competency code, will be copied with the exact wording that appears in the curriculum, without any changes. If no competency is copied from either of the two categories, the row corresponding to that category is deleted from the table.

Professional competencies	
Competency code	Competency
PC1	Specific cognitive abilities such as critically assessing the results of new philosophical research studies, drawing up interpretative alternatives as well as proving their relevance;
PC2	The ability to creatively implement the research methods specific to humanities, particularly to philosophy, in solving problems and to communicate the results in an argument-based manner;
PC3	Design and management of research processes specific to the field of philosophy: the ability to design, carry out and present a 50 to 70-page research work (a dissertation) on a major issue, thus contributing to the philosophical knowledge.
Transversal competencies	
Competency code	Competency
TC1	The ability to act independently and creatively in order to study and solve new cognitive, professional and social problems, as well as to assess objectively and constructively various critical situations;
TC2	The ability to provide a comparative and inter-relational approach of the new and traditional knowledge in order to observe the emerging trends in the professional development;
TC3	The ability to manage work groups and communicate within various cultural contexts.

6.2. Learning outcomes relevant to the degree programme (as referred to in the curriculum)²

Learning outcomes targeted by the subject		
Competency code	Knowledge and comprehension	Specific academic skills
PC1	1. The student/graduate demonstrate highly specialized knowledge, some of it at the forefront of the level of knowledge in the field of Philosophy, as the basis for original thinking and/or research.	1. The student/graduate possesses and apply specialized skills for solving research problems in the field of Philosophy.
PC2	2. The student/graduate demonstrate critical awareness of knowledge in the field of Philosophy and of knowledge at the border between different fields in the social sciences and humanities.	2. The student/graduate possesses and apply specialized skills for developing new knowledge and procedures and for integrating knowledge from different fields of the social sciences and humanities.
PC3	3. The student/graduate demonstrates an advanced knowledge in the field and specific cognitive abilities, such as the critical evaluation of the results of new philosophical research, the formulation of interpretive alternatives and the demonstration of their relevance.	3. The student/graduate can creatively apply research methods specific to philosophy and inter/trans-disciplinary, to solve complex and unpredictable problems in the field of philosophy and in the cultural and social field, as well as to communicate the results in a reasoned way.
PC4	4. The student/graduate demonstrates advanced knowledge of current problems in philosophy, culture and interpersonal and intercultural communication, approached from various philosophical perspectives.	4. The student/graduate can identify, analyse and solve interpersonal and intercultural problems with a high level of complexity, in order to achieve interpersonal and intercultural mediation.
PC6	5. The student/graduate demonstrates advanced knowledge of current problems, theories and methodological guidelines in the philosophy of culture/art/communication, phenomenology and applied ethics, as well as creative methods of cognitive transfer and problem solving.	5. The student/graduate can evaluate objectively and constructively different critical situations and can act independently and creatively, to address and solve new cognitive, professional or educational problems with a high level of complexity.

7. Subject-specific learning outcomes

Knowledge and comprehension

² The learning outcomes relevant for the degree programme and targeted by the subject for which the course description is prepared will be listed. The entries, copied without any changes from the Curriculum by subject type (Core Subject/Specialisation Subject/Complementary Subject), are listed under the corresponding competency.

1. Understanding the principles and the methodology of DH
2. Familiarization with DH interdisciplinarity: linguistics, programming, history, maths, philosophy
3. Comprehension of the basics in digital semantic text
4. Knowledge of AI generation mechanisms
Specific academic skills
1. Usage of digital tools in philosophy
2. Reflection on usage, limits, and ethics in DH
3. Basic usage of encoding, evaluation, data structures, and integration

8. Contents

8.1. Course	Teaching and learning methods	Remarks ³
1. What is Digital Humanities	exposition, argumentation, exemplification, discussion	
2. NLP, text processing, and philosophy	exposition, argumentation, exemplification, discussion	
3. Semantic encoding	exposition, argumentation, exemplification, discussion	
4. Data structures and standards in DH	exposition, argumentation, exemplification, discussion	
5. Data visualisation	exposition, argumentation, exemplification, discussion	
6. Integration, processing, collaboration	exposition, argumentation, exemplification, discussion	
7. Artificial Intelligence principles	exposition, argumentation, exemplification, discussion	
8. Text generation in AI	exposition, argumentation, exemplification, discussion	
9. AI improvements: RAG, agents, tools	exposition, argumentation, exemplification, discussion	
10. Text recognition, image generation	exposition, argumentation, exemplification, discussion	
11. Ethics in DH	exposition, argumentation, exemplification, discussion	
12. Assessment of DH methods	exposition, argumentation, exemplification, discussion	
Bibliography Susan Schreibman, Ray Siemens, John Unsworth, A Companion to Digital Humanities, Blackwell, Oxford, 2004; The Text Encoding Initiative Consortium, TEI P5: Guidelines for Electronic Text Encoding and Interchange, http://www.tei-c.org/Guidelines/P5/ ; Melissa M. Terras, Defining Digital Humanities: A Reader, Ashgate Publishing, Surrey, 2014; Matthew K. Gold (ed.), Debates in the Digital Humanities, Univ. of Minnesota Press, Minneapolis, 2012; Anne Burdick, Johanna Drucker, Peter Lunenfeld, Todd Presner, Jeffrey Schnapp, Digital humanities, MIT Press, Cambridge, 2012; Eileen Gardiner, Ronald G. Musto, The Digital Humanities: A Primer for Students and Scholars, CUP, Cambridge, 2015;		
8.2. Seminar/ laboratory	Teaching and learning methods	Remarks
1. Digital practices in philosophy	exercises, discussions, case studies, debates, demonstrations, experiment	

³ For example, organisational aspects, recommendations for students, specific aspects relating to the course/seminar, such as inviting experts in the field, etc.

2. Philosophical contributions to NLP	exercises, discussions, case studies, debates, demonstrations, experiment	
3. Exercises in semantic encoding	exercises, discussions, case studies, debates, demonstrations, experiment	
4. Examination of a database example	exercises, discussions, case studies, debates, demonstrations, experiment	
5. Experimenting with visualisations	exercises, discussions, case studies, debates, demonstrations, experiment	
6. Case studies on DH projects	exercises, discussions, case studies, debates, demonstrations, experiment	
7. Comparison of AI tools	exercises, discussions, case studies, debates, demonstrations, experiment	
8. Experiments with AI text generation	exercises, discussions, case studies, debates, demonstrations, experiment	
9. Demonstration of RAG and agents	exercises, discussions, case studies, debates, demonstrations, experiment	
10. Examination of AI manuscript HTR	exercises, discussions, case studies, debates, demonstrations, experiment	
11. Discussion about ethics in AI and DH	exercises, discussions, case studies, debates, demonstrations, experiment	
12. Debate about the future of DH	exercises, discussions, case studies, debates, demonstrations, experiment	
Bibliography Susan Schreibman, Ray Siemens, John Unsworth, A Companion to Digital Humanities, Blackwell, Oxford, 2004; The Text Encoding Initiative Consortium, TEI P5: Guidelines for Electronic Text Encoding and Interchange, http://www.tei-c.org/Guidelines/P5/ ; Melissa M. Terras, Defining Digital Humanities: A Reader, Ashgate Publishing, Surrey, 2014; Matthew K. Gold (ed.), Debates in the Digital Humanities, Univ. of Minnesota Press, Minneapolis, 2012; Anne Burdick, Johanna Drucker, Peter Lunenfeld, Todd Presner, Jeffrey Schnapp, Digital_humanities, MIT Press, Cambridge, 2012; Eileen Gardiner, Ronald G. Musto, The Digital Humanities: A Primer for Students and Scholars, CUP, Cambridge, 2015;		

9. Evaluation

Type of activity	9.1 Evaluation criteria ⁴	9.2 Evaluation methods ⁵	9.3 Percentage in the final grade
9.4. Course	Knowledge of principles and problems of DH	Answering questions	25%
	Autonomy in conceiving DH integration	Explaining theoretic designs	25%
9.5. Seminar/ laboratory	Ability to use digital tools for research in philosophy	Exercises	25%
	Capacity to debate about DH	Participation in discussions and debates	25%
9.6 Minimum standard for passing			
Knowledge of main principles, problems, methods, and ethics in DH, applied to philosophy. Active participation in seminars and submission of homeworks. Minimum grade for passing is 5.			

⁴ The evaluation criteria must directly reflect the learning outcomes targeted at the level of the degree programme respectively at the level of the subject. More specifically, the learning outcomes set out in the expected learning outcomes are assessed.

⁵ Both final evaluation methods and ongoing evaluation strategies should be established.

10. SDG labels (Sustainable Development Goals)⁶

		Sustainable Development Generic Label						
								
								No label applies
								

Date of entry:
21.03.2026

Signature of course coordinator



Signature of seminar coordinator



Date of approval in the department:

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Signature of the head of department

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⁶ Select a single label which, according to the [Implementation of SDG labels in the academic process](#), best matches the subject. If the subject addresses sustainable development in a generic manner (i.e. by presenting/introducing the general framework of sustainable development, etc.), then the Sustainable Development generic label may be applied. If none of the labels describe the subject, select the last option: "No label applies."