1.	Record Nr.	UNINA9910524891103321
	Titolo	Recovering Disability in Early Modern England / Edited by Allison P. Hobgood and David Houston Wood
	Pubbl/distr/stampa	Columbus : , : Ohio State University Press, , 2013 ©2013
	ISBN	0-8142-7013-1
	Descrizione fisica	1 online resource (240 p.)
	Altri autori (Persone)	WoodDavid Houston HobgoodAllison P. <1977->
	Disciplina	820.9/3527
	Soggetti	People with disabilities in literature English literature - Early modern, 1500-1700 - History and criticism Electronic books.
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Bibliographic Level Mode of Issuance: Monograph
	Nota di bibliografia	Includes bibliographical references and index.
	Nota di contenuto	Introduction : ethical staring : disabling the English Renaissance / Allison P. Hobgood and David Houston Wood -- Dwarf aesthetics in Spenser's Faerie queene and the early modern court / Sara van den Berg -- Maternal culpability in fetal defects : Aphra Behn's satiric interrogations of medical models / Emily Bowles -- Disability humor and the meanings of impairment in early modern England / David M. Turner -- Antic dispositions : mental and intellectual disabilities in early modern revenge tragedy / Lindsey Row-Heyveld -- Disabling allegories in Edmund Spenser's Faerie queene / Rachel E. Hile -- Performing blindness : representing disability in early modern popular performance and print / Simone Chess -- "There is no suff'ring due" : metatheatricality and disability drag in Volpone / Lauren Coker -- Richard recast : Renaissance disability in a postcommunist culture / Marcela Kostihova -- The Book of common prayer, theory of mind, and autism in early modern England / Mardy Philippian, Jr -- Freedom and (dis)ability in early modern political thought / Nancy Hirschmann -- Coda : Shakespearean disability pedagogy / Allison P. Hobgood and David Houston Wood.

2.	Record Nr.	UNINA9910141558303321
	Autore	Brett D. Hirsch
	Titolo	Digital humanities pedagogy [[electronic resource]] : practices, principles and politics / / edited by Brett D. Hirsch
	Pubbl/distr/stampa	Cambridge, : Open Book Publishers, 2012
	ISBN	1-909254-28-2 2-8218-5403-X 1-909254-27-4
	Descrizione fisica	1 online resource (xix, 426 pages) : illustrations; digital, PDF file(s)
	Altri autori (Persone)	HirschBrett D
	Disciplina	001.30711
	Soggetti	Humanities - Study and teaching Educational technology
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Nota di bibliografia	Includes bibliographical references.
	Nota di contenuto	--Introduction --Digital Humanities and the Place of Pedagogy --I. Practices --1. The PhD in Digital Humanities --2. Hands-On Teaching Digital Humanities --3. Teaching Digital Skills in an Archives and Public History Curriculum --4. Digital Humanities and the First-Year Writing Course --5. Teaching Digital Humanities through Digital Cultural Mapping --6. Looking for Whitman: A Multi-Campus Experiment in Digital Pedagogy --7. Acculturation and the Digital Humanities Community --II. Principles --8. Teaching Skills or Teaching Methodology? --9. Programming with Humanists --10. Teaching Computer-Assisted Text Analysis --11. Pedagogical Principles of Digital Historiography --12. Nomadic Archives: Remix and the Drift to Praxis --III. Politics --13. On the Digital Future of the Humanities --14. Opening up Digital Humanities Education --15. Multiliteracies in the Undergraduate Digital Humanities Curriculum --16. Wikipedia, Collaboration, and the Politics of Free Knowledge --Select Bibliography.
	Sommario/riassunto	Academic institutions are starting to recognize the growing public interest in digital humanities research, and there is an increasing demand from students for formal training in its methods. Despite the pressure on practitioners to develop innovative courses, scholarship in this area has tended to focus on research methods, theories and results

rather than critical pedagogy and the actual practice of teaching. The essays in this collection offer a timely intervention in digital humanities scholarship, bringing together established and emerging scholars from a variety of humanities disciplines across the world. The first section offers views on the practical realities of teaching digital humanities at undergraduate and graduate levels, presenting case studies and snapshots of the authors' experiences alongside models for future courses and reflections on pedagogical successes and failures. The next section proposes strategies for teaching foundational digital humanities methods across a variety of scholarly disciplines, and the book concludes with wider debates about the place of digital humanities in the academy, from the field's cultural assumptions and social obligations to its political visions. Digital Humanities pedagogy broadens the ways in which both scholars and practitioners can think about this emerging discipline, ensuring its ongoing development, vitality and long-term sustainability.