

GREAT MIGRATION & DIGITAL STORYTELLING

HIS 601/ HON 451

Mondays, 5:50-8:35pm, Anderson 019.

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Course Overview:

In this “tandem” course, we will harness new technologies to expand a digital archive of the First Great Migration to Philadelphia and use those sources to tell compelling stories using digital platforms. This is a collaborative class in many senses: as professors we are collaborating to bring you content and methods; as students you will collaborate on projects, using your existing skills and learning new ones.

Departmental Learning Goals

To meet department of history learning outcomes, this course will help you:

- construct generalizations and interpretations that demonstrate a knowledge of historical eras, change over time, and key historical concepts.
- develop your ability to communicate your knowledge of history in reasoned arguments supported by historical evidence and an appreciation of multiple causes, effects, and perspectives, in both oral and written presentations.
- analyze and interpret a variety of written, oral, visual, and material evidence
- identify and acknowledge multiple points of view in primary and secondary sources
- connect your knowledge of historical events and topics to contemporary life and issues

POLICIES

Evaluation

(all dates are for draft submissions, revision deadlines will be assigned on an *ad hoc* basis)

Audio edit of oral history transcription: 10% (due Feb. 8)

Creation of Omeka Items: 10% (due Feb. 15 and 22)

Bootcamp presentation: 5% (as assigned throughout the semester)
Discussion facilitation: 5% (as assigned throughout the semester)
OHMS interview index: 20% (due Feb. 29)
Oral History narrator biographical sketch: 10% (due March 14)
Digital storytelling proposal: 5% (due March 18)
Digital storytelling progress report: 10% (due April 11-May 2)
Digital storytelling final project: 25% (due May 4)

Students With Disabilities

If you have a documented disability that requires accommodations under the Americans with Disabilities Act (ADA), please meet with your instructor on record as soon as possible so that we can make the necessary accommodations. If you would like to know more about West Chester University's services for students with disabilities, please contact the Office of Services for Students with Disabilities which is located at 223 Lawrence Center and can be reached at 610-436-3217 and at ossd@wcupa.edu.

Attendance

Active and engaged participation during class is essential to your success and enjoyment of this course. This course is built around in-class instruction and learning exercises, so missing classes is *highly* discouraged. Collaboration with your classmates as well as essential instruction in the methods of creating a digital archive and digital storytelling will occur during class time. Three absences during the semester can result in the reduction of half a letter grade. Due dates will not be altered without a serious and valid excuse. Come to class prepared to participate. Having read and thought about assigned readings, websites, and documents will make it a more rewarding experience for you, your classmates, and your professors.

Academic Integrity

We take violations of academic integrity very seriously and it is your responsibility to adhere to the university's standards for academic integrity, outlined in the Undergraduate and Graduate Course Catalogues. Violations of academic integrity include any act that involves misrepresentation of your own work, disrupts the instruction of the course, or violates the rights of another student in academic work. Other violations include but are not limited to cheating on assignments or examinations; plagiarizing, which means copying any part of another's work or using and presenting another's ideas as one's own without giving proper credit to the source; selling, purchasing, or exchanging of written work for another's work; falsifying information; and using your own work from one class to fulfill the assignment for another class without significant modification. Blatant plagiarism or submission of work written by someone else will result in immediate dismissal from this class and implementation of Academic Dishonesty notification of WCU administration. For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, refer to the History Department's Undergraduate Student Handbook, the Undergraduate Catalogue, Graduate Handbook, the Ram's Eye View, and the University website at www.wcupa.edu.

Excused Absences Policy for University-Sanctioned Events

In accordance with University policy you will receive excused absences for participation in university-sanctioned events. The policy does not, however, excuse you from

completing required course work on the assigned date. If you have any questions, you can learn more about the policy in the WCU Undergraduate Catalog. If you have an emergency or a prolonged illness that lasts more than three (3) class days you should contact the Office of Judicial Affairs and Student Assistance at (610) 436-3511 to send an official notice to your teachers.

Classroom Climate

This course encourages the open exchange of ideas in an atmosphere that values mutual respect. Please treat each other with respect no matter what your differences in knowledge, abilities, appearance, age, political persuasion, religious beliefs, gender, sexual orientation, race, or other attributes.

Public Safety and Emergency Preparedness

In case of an emergency, the WCU Department of Public Safety can be reached at 610-436-3311. WCU encourages you to sign up for the free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information and to sign up, visit www.wcupa.edu/wcualert. To report an emergency, call the Department of Public Safety at 610-436-3311.

Sexual Violence Statement

West Chester University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator, Ms. Lynn Klingensmith. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the person designated in the University protection of minors policy. Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at the webpage for the Office of Social Equity at http://www.wcupa.edu/_admin/social.equity/.

WCU Faculty, Staff, and Students are committed to creating a community free from interpersonal violence, including sexual assault, partner violence, and stalking, in which all members feel safe and respected. Furthermore, Title IX of the 1972 Education Amendments prohibits sexual harassment, sexual violence, sexual assault, rape, and sexual coercion at all public and private schools which receive Federal funds.

We believe each student deserves a safe environment to pursue an education and we understand the devastating impact forms of power-based personal violence (i.e. sexual assault, dating/domestic violence, and stalking) may have. We are dedicated to contributing to a safe campus and believe that each of us has a personal responsibility to reject violence or intimidation of any kind.

If you or someone you know has experienced stalking, partner violence or sexual assault, please know, you are not alone. You can find confidential resources at the following:

- **Sexual Misconduct Advocate:** Housed in the Office of Wellness Promotion, the Advocate is a confidential resource for those who have experienced sexual violence, harassment, intimate partner violence and stalking. *Sherry Mendez: 610-436-0732 smendez@wcupa.edu Commonwealth Hall Room 12. Hours: Mon-Fri 8a.m.-3:30p.m.*
- **Counseling Center:** The Counseling Center offers free confidential individual and group counseling and support. *610-436-2301 Commonwealth Hall—Lower Level to schedule an appointment. Hours: Monday through Friday 8:a.m.-4:30 p.m.*
- **Student Health Services:** The Health Centers offers non-emergency medical care for injuries and follow-up appointments. *(610) 436-2509 Commonwealth Hall—Lower Level. Hours: Monday-Friday, 8a.m. to 6 p.m.; Saturday 10a.m.-6p.m.*
- **Women’s Center:** The Women’s Center is a confidential resource offering assistance to survivors, friends, and family members of a recent or past assault . *(610) 436-2122 | Lawrence Room 220. Hours: 8:00-4:00pm*
- **Crime and Victim’s Center of Chester County:** 24 hour hotline for sexual assault and rape in Chester County: 610-692-RAPE (7273).

Please know that all faculty on campus are mandatory reporters. If you disclose an experience of sexual misconduct to me outside of a classroom discussion or an assignment, please be aware that we must report it.

Filing a sexual misconduct report does not mean you will have to get involved with the investigation or go to court. Survivors under the influence of drugs or alcohol WILL NOT face disciplinary charges from WCU. Learn more at: http://www.wcupa.edu/_admin/social.equity/sexualmisconduct/sexualMisconductReport.asp.

Schedule

Part 1: Adding to the Digital Archive

Bootcamps

Assignments to read, watch, listen, or browse

Assignments due

Student-led discussions

Guests

Week 1: Jan 25: Course Introduction

- Course Overview
- Overview of The Great Migration, 1914-1970 (Dr. Hardy)
- Introduction to the Scribe Video Center’s “The Great Migration Project”
- Orientation to *Goin’ North*
- Creating the *Goin’ North* Digital Archive: How to create items and metadata
- Introduction to Omeka items assignment
- tech survey

- **Bootcamp: Introduction to Omeka (Dr. Smucker)**

Reading assignment:

- Charles Hardy III, "Goin' North: Tales of the Great Migration," Educational Supplement, *The Philadelphia Daily News*, February 4, 1985.

Listening Assignment:

- *Goin' North: Tales of the Great Migration.*
http://digitalcommons.wcupa.edu/hist_goinnorth/

Week 2: Feb 1 Working with Interviews

- Assignment of oral history interviews, bootcamps, discussion groups, and project groups.
- Introduction to Transcript Edit Assignment
- Introduction to OHMS (Oral History Metadata Synchronizer) and indexing project
- **Bootcamp: Transcript Editing (Peer Worker)**
- **Bootcamp: OHMS (Guest Lecturer Doug Boyd)**
- **Bootcamp: Google Drive**

Reading/Watching Assignments:

- Browse: Omeka, "Documentation," <http://omeka.org/codex/Documentation>
- [Louie B. Nunn Center for Oral History, "Indexing Interviews in OHMS: An Overview," May 5, 2014.](#)
- [How OHMS Works \(2:16\)](#)
- [Brief Introduction to OHMS Indexing \(7:02\)](#)
- [OHMS Indexing Levels: Level 3 \(8:34\)](#)
- [Joan Neuberger, "Public and Digital: Doing History Now," *Not Even Past*, Jan 2, 2016.](#)

Brief Discussion of Great Migration Overview ?????

- Spencer Crew, *Field to Factory: Afro-American Migration 1915-1940* (Washington D.C.: Smithsonian Institution, 1987).

Week 3: Feb 8: Metadata

- Introduction to research in historical newspapers
- Introduction to the *Philadelphia Tribune*
- Introduction to *Black Quotidian* project
- **Bootcamp 2: Photoshop – basic photo scanning and editing**
- **Bootcamp: Dublin Core Metadata (Kaitlyn + others)**

Reading Assignment:

- Omeka, "Working With Dublin Core," http://omeka.org/codex/Working_with_Dublin_Core
- Dublin Core Metadata Initiative, "User Guide," http://wiki.dublincore.org/index.php/User_Guide

Discussion 2: Historical Studies

Reading assignment:

- Allen Ballard, Excerpts from *One More Day's Journey: The Story of a Family and a People*. New York: McGraw Hill, 1984.
- Florette Henri, Excerpts from *Black Migration: Movement North, 1900-1920*. New York: Anchor Press, 1976.
- Vincent Franklin, "The Philadelphia Race Riot of 1918." *Pennsylvania Magazine of History and Biography* 99:3 (July 1975): 336-350.
- James Wolfinger, "African American Migration," *Encyclopedia of Greater Philadelphia*, <http://philadelphiaencyclopedia.org/archive/african-american-migration/>

Discussion 3: Historical Studies

Reading assignment:

- Charles Hardy III, "Chapter 4: 'Up South in Philadelphia:' Race Relations in the City of Brotherly Love." in "Race and Opportunity: Black Philadelphia During the Era of the Great Migration, 1916-1930" (PhD diss., Temple University, 1989), 197-258.
- Vincent P. Franklin, "Voice of the Black Community': The Philadelphia Tribune, 1912-41." *Pennsylvania History*, 51:4 (October, 1984): 261-284.
- Eugene Gordon, "Outstanding Negro Newspapers," *Opportunity* (December 1924): 365-67.
- George E. Simpson, "Race Relations and the Philadelphia Press." *The Journal of Negro Education*, 6:4 (October 1937): 628-630.

Assignment due: Submit completed audio edit of oral history interview transcription and add keywords to Thesaurus

Week 4: Feb 15: Online Research

- [Bootcamp 3: Finding Public Domain and Creative Commons licensed photos and other primary sources from 1910s and 1920s.](#)
- [Bootcamp 4: Omeka Exhibit Builder](#)
- Introduction to Biographical Sketch
- Finding sources for your Level 3 OHMS Index
- Check-in on OHMS Indexing Assignment

Reading assignments:

- [Louis Menand, "Crooner in Rights Spat," *New Yorker*, Oct 20, 2014.](#)
- [Cohen, Daniel J, and Roy Rosenzweig. "Owning the Past." In *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*.](#)

Discussion 4: Great Migration Websites and Databases

Browsing assignment:

- [Seventh Ward GIS](#)
- [PhillyHistory.org](#)
- [Schomberg Center, "Resources on Great Migration."](#)
- [Library of Congress, "World War I and Postwar Society," in *African American Odyssey*.](#)

- [“The Great Migration, a Story in Paintings by Jacob Lawrence.”](#)

Discussion 5: Contemporary Migration Studies, 1917-1934.

Reading assignment:

- John T. Emlen, "Negro Immigration in Philadelphia." *Southern Workman* 46 (November 1917): 555-557.
- W. E. B. Du Bois, "The Migration of Negroes," *Crisis* 14, no.2 (June 1917): 63-66.
- Francis D. Tyson, excerpts from *Negro Migration During the War*. New York: Oxford University Press, 1920.
- "The Migration of Negroes," *The Christian Recorder*, May 31, 1917.
- "Minutes of the Roundtable Conference for Work Among Colored People in Philadelphia," February 13, 1917.

Assignment due: Create and revise items for primary sources in Omeka

Week 5: Feb 22: Website Design

- [Bootcamp 5: Biographical Sketch](#)
- [Bootcamp 6: HTML Basics](#)
- Check-in on OHMS Indexing Assignment

Discussion 6: Contemporary Migration Studies, 1917-1934

Reading assignment:

- [Armstrong Association, "The Negro in Business in Philadelphia," 1917.](#)
- *Sadie T. Mossell, "Standard of Living Among 100 Negro Migrant Families in Philadelphia." *Annals of the American Academy of Political and Social Sciences* 98 (November 1921).
- J. T. Salter, "Solid for Handsome Dave." *The North American Review*, 237:5 (May, 1934): 426-433.
- Charles A. Tindley, "The Church that Welcomed 10,000 Strangers." *World Outlook* 5-6 (October 1919).

Assignment due: Additional Omeka items, including newspaper articles, photographs, and other primary sources necessary to curate your OHMS index.

Week 6: Feb 29: Working with Digital Audio

- [Bootcamp 7: Audio Editing Software \(GarageBand and/or Audacity\)](#)
- [Bootcamp 8: Soundcloud](#)
- [Guest Speaker?](#)

Discussion 7: Digital Storytelling Projects

- NPR, "50 Years after the March on Washington, Five People Recall Their Experiences." Accessed July 3, 2014. <http://zeega.com/153873>
- Jim Walsh, *Baby Bigfoot on Ice*. The Center for Digital Storytelling, 2012. 5:06 http://www.youtube.com/watch?v=bE3WdtT2z mw&feature=youtube_gdata_player.
- Erin Anderson, "What Hadn't Happened." Creatavist, 2013. <https://digitalstorymakers.creatavist.com/story/4057/>

- “Borderland.” NPR, 2014. http://apps.npr.org/borderland/#_
- Claire O’Neill, “Lost and Found: The Amazing Story of Charles Cushman in Full Color.” NPR, September 14, 2012. <http://www.npr.org/news/specials/2012/cushman/>

Assignment due: Complete OHMS Level 3 interview index

Mar 7-11: Spring Break

Part 2: Digital Storytelling

Week 7: March 14: Digital Storytelling Software and Design

- Assign Storytelling Groups
- Assignment and initial brainstorming of projects
- Bootcamp 9: Atavist
- Bootcamp 10: iMovie

Assigned Readings:

- [Samantha Morra, “8 Steps To Great Digital Storytelling.” *Thoughts on Education*, June 5, 2013.](#)
- Eric Ledell Smith, "Asking for Justice and Fair Play": African American State Legislators and Civil Rights in Early Twentieth-Century Pennsylvania." *Pennsylvania History*, 63: 2 (Spring 1996): 169-203.
- Robert S. Gregg, The Earnest Pastor's Heated Term: Robert J. Williams's Pastorate at "Mother" Bethel, 1916- 1920." *The Pennsylvania Magazine of History and Biography*, 113:1 (January 1989): 67-88.

Discussion 8: Digital Storytelling Projects

View/browse/read/listen

- Previous course digital storytelling projects, TBA

Assignment: Post oral history narrator biography in Omeka that utilizes excerpts from oral history interview and related primary sources with captions.

Week 8: March 21: Project Brainstorming

- Guest Lecture: African-American Artist TBD
- Bootcamp 11: Timeline tools
- Bootcamp 12: Google Map/HistoryPin

Assigned Readings:

- Bryan Alexander, “Story Flow: Practical Lessons on Brainstorming, Planning, and Development,” in *The New Digital Storytelling: Creating Narratives with New Media* (Santa Barbara, CA: Praeger, 2011), 177-200.

- [John Ihlder, "How the War Came to Chester." *The Survey* 40:9 \(June 1, 1918\): 243-251.](#)

Discussion 9: Sound Documents: Phonograph Recordings as Historical Evidence, 1910-1940.

Assigned Listening/Browsing

- Listen to audio files of ["Beulah Collins,"](#) ["Mr. Brown,"](#) and ["The Prodigal Son."](#)

Audio editing resources

- [Will Chase, "Where to find archival audio," *NPR Editorial Training*, Oct 7, 2015.](#)
- [Alison Macadam, "Active sound: How to find it, record it, and use it," *NPR Editorial Training*, Sept 29, 2015.](#)
- [Alison Macadam, "Writing through sound: A toolbox for getting into and out of your tape," *NPR Editorial Training*, June 23, 2015.](#)
- [Alison Macadam, "Glossary of Mixing Terms," *NPR Editorial Training*, June 1, 2015.](#)

- Digital files and list of recordings will be posted on D2L.
- Internet Archive
- LOC
- SoundCloud
- Others

Assignment: Post Digital Storytelling proposal – submit by Friday, March 18, midnight

Week 9: March 28: Project Brainstorming

- Discussion of ideas with Professor Hardy
- Lab time

Discussion 10: Audio Walking Tours

Assigned Listening/Browsing

- [Story Map, "The Assassination of President Lincoln."](#)
- [Story Map, "Historic Roseville Walking Tour."](#)
- [Voice Map, "South Boston Medal of Honor Walk."](#)

Assigned Readings:

- TBA

Week 10: April 4: Lab Work

Week 11: April 11: Progress Reports

- Groups 1-4 present progress reports
- Guest Reviewers from WCU (Randall Cream, Mahmoud Amer, Seth Birch)

Review of Biographical Sketches

Week 12: April 18:

- Groups 5-7 present progress reports
- Lab time

Review of OHMS indexes

Week 13: April 25: Progress Reports Round 2

- Lab time

Week 14: May 2 Progress Reports Round 2

- Lab time

Wed, May 4, Final Exam Period: Course Debriefing

- Vote of Best Digital Storytelling Project
- Award Ceremony
- Group Discussion of Course Strengths and Weaknesses