

GREAT MIGRATION & DIGITAL STORYTELLING

HIS 601/ HON 452

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Course Overview:

In this “tandem” course, we will harness new technologies to create a digital archive of the 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

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.

Evaluation

Audio edit of oral history transcription: 10% (due September 8)
Creation of Omeka Items: 10% (due Sept. 15 and 22)
Bootcamp presentation: 5% (as assigned throughout the semester)
Discussion facilitation: 5% (as assigned throughout the semester)
OHMS interview index: 25% (due September 29)
Oral History narrator biography: 5% (due October 10)
Digital storytelling proposal: 5% (due October 17)
Digital storytelling progress report: 10% (due Oct 31 and Nov 7)
Digital storytelling final project: 25% (due Dec 1-8)

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 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.

Schedule

Part 1: Creating the Digital Archive

* Required for grad students, optional for others

Bootcamps

Assignments to read, watch, listen, or browse

Assignments due

Student-led discussions

Guests

August 25: Course Introduction

- Course Overview
- Overview of The Great Migration, 1914-1970 (Dr. Hardy)
- Creating the Goin' North Digital Library: How to create items and metadata, tech survey
- **Bootcamp: Introduction to Omeka (Dr. Smucker)**

Reading assignment:

- Spencer Crew, *Field to Factory: Afro-American Migration 1915-1940* (Washington D.C.: Smithsonian Institution, 1987).
- Douglas Seefeldt and William G. Thomas, "What Is Digital History? A Look at Some Exemplar Projects," *Perspectives on History*, May 2009, <http://www.historians.org/perspectives/issues/2009/0905/0905for8.cfm>.

Sept. 3 (Please note: Class meets Wednesday rather than Monday): Creating a Digital Library

- Assignment of oral history interviews, bootcamps, discussion groups, and project groups.
- **Bootcamp 1: Google Drive**

Reading Assignments:

- Browse: Omeka, "Documentation," <http://omeka.org/codex/Documentation>
- *Roy Rosenzweig, "Scarcity or Abundance? Preserving the Past in a Digital Era," *The American Historical Review* 108, no. 3 (June 1, 2003): 735-62.

Discussion 1: The "Goin' North" Project

Reading assignment:

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

Listening Assignment:

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

Sept. 8: Metadata

- Introduction to OHMS (Oral History Metadata Synchronizer) and indexing project
- Introduction to research in historical newspapers
- **Bootcamp 2: Photoshop – basic photo scanning and editing**

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
- Louie B. Nunn Center for Oral History, "Indexing Interviews in OHMS: An Overview," May 5, 2014, <http://www.oralhistoryonline.org/wp-content/uploads/2013/06/OHMS-Indexing-guide-5-15-14.pdf>

Watch (on YouTube or available in Tutorials & Help section on D2L):

- [How OHMS Works \(2:16\)](#)
- [Brief Introduction to OHMS Indexing \(7:02\)](#)
- [OHMS Indexing Levels: Level 3 \(8:34\)](#)

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

Sept. 15: Online Research

- Bootcamp 3: Finding Public Domain and Creative Commons licensed photos and other primary sources from 1910s and 1920s.
- Finding sources for your Level 3 OHMS Index
- Check-in on OHMS Indexing Assignment

Reading assignments:

- Nancy MacKay, "Oral History Core": An Idea for a Metadata Scheme." <http://ohda.matrix.msu.edu/2012/06/oral-history-core>
- Cohen, Daniel J, and Roy Rosenzweig. "Owning the Past." In *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*.
- Browse: Levine, Alan. "Finding Media for Your Story." 50+ Ways to Tell a Story, October 22, 2010.

Discussion 4: Great Migration Websites and Databases

Browsing assignment:

- "Mapping the Du Bois Philadelphia Negro," <http://www.mappingdubois.org/>
- PhillyHistory.org. <http://www.phillyhistory.org/PhotoArchive/Home.aspx>
- Schomburg Center, "Resources on Great Migration." <http://www.inmotionaame.org/migrations/topic.cfm?migration=8&topic=1&tab=image>
- Library of Congress, "World War I and Postwar Society," in *African American Odyssey*, <http://memory.loc.gov/ammem/aahtml/exhibit/aopart7.html>

- “The Great Migration, a Story in Paintings by Jacob Lawrence,” <http://www.columbia.edu/itc/history/odonnell/w1010/edit/migration/migration.html>

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 items for primary sources in Omeka

Sept. 22: Website Design

- **Bootcamp 5: Omeka Exhibit Builder**
- **Bootcamp 6: HTML Basics**
- **Check-in on OHMS Indexing Assignment**
- **Guest speaker: Night Kitchen Interactive TBD**

Discussion 6: Contemporary Migration Studies, 1917-1934 (if time permits)

Reading assignment:

- Armstrong Association, "The Negro in Business in Philadelphia." 1917. <https://archive.org/stream/negroinbusinessi00arms#page/n21/mode/2up>
- *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*, Vol. 237, No. 5 (May, 1934): 426-433.
- Charles A. Tindley, "The Church that Welcomed 10,000 Strangers." *World Outlook* 5-6 (October 1919).

Assignment due: Additional Primary Sources, including newspaper articles adding as Omeka items

Sept. 29: Working with Digital Audio

- **Bootcamp 7: Audio Editing Software (GarageBand and/or Audacity)**
- **Bootcamp 8: Soundcloud**
- **Guest speaker: Dr. Diane Turner, Director, The Charles L. Blockson Afro-American Collection, Temple University Libraries**

Discussion 7: Digital Storytelling Projects

- Quinn Begin, *The Cuban Missile Crisis -- 1962*. Educational Uses of Digital Storytelling, 2009. 8:34min.
http://digitalstorytelling.coe.uh.edu/view_story.cfm?vid=321&categoryid=10&d_title=Pop%20Culture
- 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

Oct. 6: Fall Break

Part 2: Digital Storytelling

Oct. 8: Preparation of Biographies in Omeka

Assignment: Post oral history narrator biography in Omeka that utilizes excerpts from oral history interview and related primary sources with captions. Due by Midnight, Friday, October 10.

Oct. 13: Digital Storytelling Software and Design

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

Assigned Readings:

- [Samantha Morra, "8 Steps To Great Digital Storytelling." *Thoughts on Education*, June 5, 2013.](#)
- *Bryan Alexander, "Storytelling for the Twenty-First Century," in *The New Digital Storytelling: Creating Narratives with New Media* (Santa Barbara, CA: Praeger, 2011), 3-15.
- 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.

Discussion 8: Digital Storytelling Projects

View, listen, and read:

- Martin Godwin, Elena Pena, and Ranjit Dhaliwal. "Van Gogh Comes Back to Life in Brixton - Audio Slideshow." *The Guardian*, May 2, 2014, sec. Art and design. <http://www.theguardian.com/artanddesign/audioslideshow/2014/may/02/van-gogh-london-house-artangel-audio-slideshow>
- KP. "Martin Luther King Junior And the Drum Major Controversy." *Meograph*, August 22, 2013. <http://www.meograph.com/display/kp/57419/martin-luther-king-junior-and-the-drum-major-controversy>
- 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=bE3WdtT2zmw&feature=youtube_gdata_pla_yer.
- *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*, Vol. 113, No. 1 (Jan., 1989), pp. 67-88

Assignment: Post Digital Storytelling prospectus in D2L dropbox, due by October 17 at Midnight.

October 20: Project Brainstorming

- Bootcamp 11: Timeline tools
- Bootcamp 12: Google Map

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. <https://archive.org/stream/surveyaprsep1918surv#page/242/mode/2up>

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

- Digital files and list of recordings will be posted on D2L.

October 27: Project Brainstorming

- Discussion of technical needs with Dr. Smucker
- Lab time

October 29: Lab Work

November 3: Progress Reports

- Groups 1-4 present progress reports
- Lab time

Nov. 5. Group and Individual Meetings

November 10: Progress Reports

- Groups 5-8 present progress reports
- Lab time

November 12: Group and Individual Meetings

November 17: Progress Reports, Round 2

- Discussion: Groups 1-4
- Guest reviewer

November 19: Group and Individual Meetings

November 24: Progress Reports, Round 2

- Discussion Groups 5-8
- Guest reviewer

Nov. 26: Thanksgiving break

December 1: Presentation of final projects.

Groups 1-3

December 3: Presentation of final projects.

Groups 4-6

December 8: Presentation of final projects.

Groups 7-8

Final Exam Period: Course Debriefing

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

Reference (on D2L):

In Charles Hardy III, "Race and Opportunity: Black Philadelphia During the Era of the Great Migration, 1916-1930" (PhD diss., Temple University, 1989).

"Chapter 2: The Material Conditions of Life, Part 1: Jobs," 70-122.

"Chapter 3. The Material Conditions of Life, Part 2: Housing," 130-90.

"Chapter 4: 'Up South in Philadelphia:' Race Relations in the City of Brotherly Love," 197-258.

"Chapter 5: A Separate Economy," 267-312.

"Chapter 6: Black Banking: The Pride of the Race," 314-78.

"Chapter 7: Southern Migrants and The Myth of Black Criminality," 379-417.

"Chapter 8: The Underground Economy: Black Entertainments, Vice, and Crime," 436-78.

"Chapter 9: Black Politics, Part 1: A Window of Opportunity, 1916-1921" and "Chapter 10: Black Politics, Part 2: The Decline, 1921-1930," 479-569.