

## **Sarah J. Purcell HIS 100.02 Digital History: Local & Global**

Spring 2 Term, 2021      M-F 1-2:50 pm

Professor Sarah J. Purcell (she/her)

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ALL times on this syllabus are listed in the CENTRAL TIME ZONE. PioneerWeb (P-web) will have work flow instructions for each day of class; always look there first. Class will consist of a mixture of asynchronous sessions (completed within that day but on your own time) and live meetings that will take place on the Webex platform. We will record as many of the live meetings as possible, so you can view them later if you have to miss—but live attendance is strongly encouraged.

Our weekly classes will look like this (with a few exceptions)-- **Monday:** Asynchronous meeting **Tuesday:** Live meeting **Wednesday:** Live meeting **Thursday:** Live meeting **Friday:** Asynchronous meeting

I am with you all the time--even though our class is online. Please email, call, or text me any time for help with class, or with anything else. I encourage you to take care of yourself. Let me know what you need, and try to share any concerns before they become severe. I am VERY flexible (especially right now), and I will always listen to you. Share your triumphs, too.

Please get in the habit of contacting me frequently and of connecting with your classmates. The sometimes asynchronous and always online nature of our work means we have to make an effort to contribute and communicate. We will stay connected!

We are studying in a time of global crisis, and life will not always proceed as we envision it. I expect flexibility from you, and you may expect it from me. Please communicate, so we can help one another during these tough times.

### **Course Objectives**

Course Focus:

This course provides an introduction to issues of historical causation, argumentation, and evidence and will particularly introduce students to digital methods of historical inquiry. With a special focus on U.S. history in a local and global context, students will create and study existing digital projects to see how history and the digital humanities intersect. Course topics will include: archives, digital storytelling, mapping, working with humanistic data, computational analysis of text, and more. No prior technical skills are necessary.

Along the way, we will think a lot about how to do good history. What makes a good historical question? How can we use digital tools to analyze primary and secondary

sources to help us answer historical questions? How do digital technologies change or help the communication of historical narratives and interpretations?

### Skills Objectives:

We will develop skills in reading, writing, and speaking—as well as some level of skill in various digital platforms and data methods. We will also think critically about data and data analysis, ethics, and applications. All this, while also learning to be better historians.

History 100 is a course designed to make students familiar with how history works as a professional practice. As we learn about digital history methods, we will develop skills in five key areas:

- Textual Analysis and Conceptualization
  - Using key historical concepts such as cause/effect, unintended consequences, truth v. interpretation, “the past as a foreign country,” and reading against-the-grain.
- Historiographical Dialogue and Debate
  - Identifying different historiographical and methodological approaches for thinking about the past and framing historical inquiry (i.e. local, intellectual, political, diplomatic, social, economic, cultural, gender, global)
- Writing
  - Crafting short essays that provide a clear thesis, appropriate evidence, and a sense of the larger historical context of their topics.
- Research
  - Formulating a viable research question and produce an annotated bibliography that investigates it using appropriate primary and secondary sources.
- Presentation
  - Delivering formal oral presentations of historical research with attention to clear argumentation, successful use of supporting evidence, self-positioning in relevant secondary scholarship, and engaging style.

## Student Responsibilities:

- To be a good part of the peer community in this course, you must be present and participate. That includes “being present” online—please participate in the daily work flow.
- Connect to the course hub on PioneerWeb to stay on top of readings and assignments. P-web will also feature course announcements and other required material. Each unit has a folder on P-web with details about the daily materials and assignments. Be sure to check the daily work flow each and every week day. The live class meetings will take place in Webex meetings, and you will find links in the daily work-flow folders on P-web.
- Join in all small-group work, online discussion posts, online activities, and (if at all possible) live discussions.
- Communicate with Prof. Purcell frequently.
- Read your email daily, and be sure to respond to any requests (such as requests to fill in surveys) from Prof. Purcell and your peers.
- Turn in your assignments by the deadlines, but if you need extensions or other flexible arrangements, do NOT be afraid to ask for them. Prof. Purcell expects you to ask for help, and she will give it. We do have some collaborative projects, and you’ll need to stay accountable to your partners.
- Consult and follow the rules for Academic Honesty in the Grinnell College Student Handbook and the college catalog. You can see the academic catalog policies on academic honesty here:  
[http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty in Academic Work](http://catalog.grinnell.edu/content.php?catoid=12&navoid=2537#Honesty_in_Academic_Work)
- Follow University of Chicago (17th Edition) style citations in footnotes or endnotes for all assignments in this course, unless the assignment directs you explicitly to do something else. You may consult the *Chicago Manual of Style* online through the Grinnell College Library catalog here (you will need to log into the Library through its proxy server): <https://www-chicagomanualofstyle-org.grinnell.idm.oclc.org/book/ed17/frontmatter/toc.html>
- Engage respectfully and vigorously with your classmates. We will *certainly* disagree many times over the semester as we debate primary and secondary sources (and even current events), but keep in mind our common goal of advancing group knowledge. Be respectful and well prepared.
- Engage with the material, and be ready for controversy and difficult subjects. We are studying a series of events and cultural forms full of racism, violence, and disorder of all kinds. Take care of yourself as you learn to engage with difficult topics from the past that are, nonetheless, vital to understanding the world.

Note: Some of our primary sources may contain extremely offensive language and imagery. To quote literary scholar Dr. Koritha Mitchell, we are scholars, “not re-enactors, so we need not let the text dictate what we *give life to* in the classroom ([korithamitchell.com](http://korithamitchell.com)).” The same goes for our online discussion. We can’t eliminate all racist, sexist, and other offensive language in our sources—but we always need to remember the historical context. Some slurs are too much. I, for one, do not ever say “the N-word” out loud (or typed in a discussion board), and I expect no one to do so in

this class. If you want to read a quotation out loud (or type one) with the word in it, just say “N” or “N-word,” instead. Please be sensitive to other slurs, also, and feel comfortable substituting a similar short-hand substitution in our discussions. We have to grapple with these concepts, but we do not have to give voice to hatred.

Prepare yourself when encountering primary sources—they may all contain upsetting material. Reach out if you need extra support—we can analyze this material and learn how people in the past fought back without letting the material ruin us, and Prof. Purcell can help.

### **Student Support:**

- You can expect support from Prof. Purcell for any kind of need (personal or academic) in this class. Feel invited to call, text, or email her at any time. If you have any questions or need help of any kind, you can always start by asking Prof. Purcell, who will meet with you privately via phone, P-web “Collaborate,” or Webex any time—just email her for an appointment.
- Consult with peer mentor Maddie Matsubara and any of the consulting faculty/staff who visit our class--everyone is available to help. See their office hours and availability on P-web.
- You may consult with the Grinnell College Writing Lab on any assignment in this course. Make an appointment [here](#).
- If you experience any tech problems at all, please let Prof. Purcell know, and she will help you contact the relevant Grinnell College office to get help solving your issues. We can also work around any tech issues with class materials.
- For health needs (physical and mental), please consult with Student Health and Wellness [here](#), and scroll down to see options for students residing inside Iowa or students residing outside Iowa.
- Not everyone in this class (including the instructor) will have the same level of expertise with all the digital tools we are experimenting with this semester. What is expected is that we all *engage* with the tools and try very hard to learn new things. Perfection is not expected. You should try to achieve some level of mastery in *some* areas that interest you, but that can take many forms. Valiant efforts will be rewarded, and you will have lots of chances to prove yourself by commenting on process as well as demonstrating products.
- You will have the opportunity to meet many staff/faculty members in class who are collaborating with Prof. Purcell and who can help you with projects, platforms, etc. Some of them will have extra office hours to help you with projects. Watch for information in class and on P-Web.

If you require accommodation for any diagnosed disability, please speak with Prof. Purcell during the first few days of class. Grinnell College (and Prof. Purcell) provide reasonable accommodations. Students must also arrange their accommodations with Accessibility and Disability Services; contact Jae Hirschman at 641-269-3710 or email [[hirschma](#)]. Information available [here](#).

Books:

Robert Allison, ed. *Narrative of the Life of Olaudah Equiano: Written by Himself* 3<sup>rd</sup> Ed. Bedford/St. Martin's (2016)

Lynn Hunt, *History: Why It Matters* (2018)

Jenny L. Presnell, *The Information-Literate Historian: A Guide to Research for History Students*, 3<sup>rd</sup> Ed. (2019)

\*Articles for this class can be linked to directly from this syllabus and/or found on e-reserve through P-web "Library Resources" or "Documents" tabs.

### Grading and Deadlines

Grades will be assigned in the course according to the following formula:

Document Analysis Paper	5%
Mapping Grinnell Assignment	10%
Equiano Reflection Assignment	5%
Mid-term Take-home Exam	15%
Annotated Bibliography	15%
Final Reflection Paper	15%
Group work/peer support	5%
Digital Story	15%
Class Contribution/Participation	15%

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#### Deadlines:

April 9: Document Analysis Paper                      April 16: Mapping Grinnell Assignment

April 23: Mid-term Exam                                  April 30: Equiano Reflection Assignment

May 14: Annotated Bibliography DRAFT                      May 14: Digital Story DRAFT

May 21 : Final Digital Story

May 24: Final Annotated Bibliography and Final Reflection Paper

From time to time Prof. Purcell will post items of interest to our class on Twitter. You can follow her at @SarahJPurcell and follow news of the class at our class hashtag #GrinDigitalHistory if you wish. Feel free to use an anonymous, disposable Twitter account, or practice your professional Twitter presence as "yourself."

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### COURSE SCHEDULE

## UNIT ONE: History, Sources, Data, Truth

**Thursday, April 1** Truth in History    FIRST LIVE MEETING

Readings:

- Browse: Dan Kaiser “Grinnell Stories” blog  
<http://www.grinnellstories.blogspot.com/>
- Jenny L. Presnell, *Information-Literate Historian*, pp. 1 & 108-112
- Lynn Hunt, *History: Why It Matters*, Chapters 1 & 2

**Friday, April 2** History: Truths, Sources, Arguments    ASYNC CLASS DAY

Readings:

- Jenny L. Presnell, *Information-Literate Historian*, pp. 1-13
- Lynn Hunt, *History: Why It Matters*, Chapters 3 & 4

**Monday, April 5** What is Digital History?    ASYNC CLASS DAY

Readings:

- Jenny L. Presnell, *Information-Literate Historian*, pp. 191-192
- Stephen Robertson, “The Differences between Digital Humanities and Digital History,” in *Debates in the Digital Humanities 2016* available at:  
<http://dhdebates.gc.cuny.edu/debates/text/76>

Fun to explore if you have time or interest:

- Benjamin Schmidt blog “Sapping Attention”  
<http://sappingattention.blogspot.com/>
- History as Data Science: <http://history-lab.org/>

**Tuesday, April 6** Archives & Digitization    LIVE CLASS MEETING

Virtual Tour of Grinnell College archives with college archivist Chris Jones, library assistant Allison Haack, and project archivist Laura Michaelson. Walk through digitization process of Digital Grinnell.

Readings:

- Jenny L. Presnell, *Information-Literate Historian*, pp. 108-117
- Society of American Archivists, “What Are Archives?”  
<https://www2.archivists.org/about-archives>

Listen to:

- “Doing History” Podcast (part of “Ben Franklin’s World” podcast series) Episode 75: Peter Drummey, How Archives Work (54:16)  
<https://benfranklinworld.com/episode-075-peter-drummey-archives-work/>

**Wednesday, April 7**  
MEETING

Metadata and Digital Grinnell LIVE CLASS

Meet with Dr. Liz Rodrigues, Humanities and Digital Scholarship Librarian

Readings:

- Anne J. Gilliland, "Setting the Stage," *Introduction to Metadata*, ed. Murtha Baca, Third Edition (Los Angeles: Getty Research Institute, 2016):  
<http://www.getty.edu/publications/intrometadata/setting-the-stage/>
- Michael J. Kramer, "Going Meta on Metadata," *Journal of Digital Humanities* 3 (2014): <http://journalofdigitalhumanities.org/3-2/going-meta-on-metadata/>

**Thursday, April 8** Structuring and Visualizing Data LIVE CLASS MEETING

Meet with Dr. Liz Rodrigues

Readings:

- Karl W. Broman & Kara H. Woo, "Data Organization in Spreadsheets," *The American Statistician* 72 (2018): 2-10,  
<https://www.tandfonline.com/doi/full/10.1080/00031305.2017.1375989>
- Jenny L. Presnell, *Information-Literate Historian*, Chapter 11
- Visualizing Abolition: <http://visualizingabolition.org/>
- Stephanie Kingsley, "Making Digital History Accessible," *AHA Perspectives on History*, May 1, 2017, <https://www.historians.org/publications-and-directories/perspectives-on-history/may-2017/making-digital-history-accessible>
- Explore this site: "Historical Data Visualization," Harvard Business School:  
<https://www.hbs.edu/businesshistory/courses/resources/historical-data-visualization/Pages/default.aspx>

**Friday, April 9** Document Analysis Paper Due on P-web by 5:00 pm ASYNC  
CLASS DAY

<https://enslaved.org/>

## UNIT TWO: HISTORY AND MAPPING

**Monday, April 12** Mapping as Visualization: The challenges for history  
ASYNC CLASS DAY

Readings (notice links between data journalism and history):

- Anne Kelly Knowles, "GIS and History," in *Placing History* (Redlands, CA: ESRI Press, 2008), 1-26.
- Geoff Cunfer, "Scaling the Dust Bowl," in *Placing History* (Redlands, CA: ESRI Press, 2008), 95-122  
<http://downloads2.esri.com/ESRIpress/images/133/knowles.pdf>

- Watch the first **30 minutes** of this documentary: *Ken Burns: The Dust Bowl*, Episode I “The Great Plow Up,” dir. Ken Burns, 2012 (1:53)  
<https://grinnell.kanopy.com/video/ken-burns-dust-bowl>
- Explore: Mitch Fraas and Benjamin Schmidt, “Mapping the State of the Union,” *Atlantic* (January 4, 2015):  
<https://www.theatlantic.com/politics/archive/2015/01/mapping-the-state-of-the-union/384576/>

**Tuesday, April 13** Spatial History LIVE CLASS MEETING

Readings:

- Jenny L. Presnell, *Information-Literate Historian*, Chapter 9
- Mark J. Stegmaier and Richard T. McCulley, “Cartography, Politics—and Mischief,” *Prologue* 4 (Winter 2009): 4-13,  
<https://www.archives.gov/publications/prologue/2009/winter/gilman-map.html>
- Sarah E. Bond, “How Is Digital Mapping Changing the Way We Visualize Racism and Segregation?” *Forbes*, October 20, 2017  
<https://www.forbes.com/sites/drsarahbond/2017/10/20/how-is-digital-mapping-changing-the-way-we-visualize-racism-and-segregation/#322069aa33fa>
- Kurt Schlichting, Peter Tuckel, and Richard Maisel, “Great Migration of African Americans to Hartford, Connecticut, 1910-1930,” *Social Science History* 39 (Summer 2015): 287-310, <https://muse.jhu.edu/article/591592>

**Wednesday, April 14** Geographic Information Systems LIVE CLASS MEETING

Meet with Tierney Steelberg, Digital Liberal Arts Specialist

Readings:

- Iowa Township Project DASIL blog posts:
  - <https://dasil.sites.grinnell.edu/2019/04/land-census-and-digital-humanities-the-iowa-township-project/>
  - <https://dasil.sites.grinnell.edu/2019/04/the-good-the-bad-and-the-ugly-data-collection/>
  - <https://dasil.sites.grinnell.edu/2019/06/close-encounters-with-oral-history-uncovering-womens-history/>
- Iowa Township data code book: [https://grinco-my.sharepoint.com/:f/g/personal/purcelsj\\_grinnell\\_edu/EgD2cwDwvoBGovjgEoh-aLoBwaU3fbkPioROc3YVd6ZKMA?email=steelber%40grinnell.edu&e=s2Ejuq](https://grinco-my.sharepoint.com/:f/g/personal/purcelsj_grinnell_edu/EgD2cwDwvoBGovjgEoh-aLoBwaU3fbkPioROc3YVd6ZKMA?email=steelber%40grinnell.edu&e=s2Ejuq)

**Thursday, April 15** Mapping Grinnell LIVE CLASS MEETING

Meet with Tierney Steelberg



Work on mapping exercise

- Explore: “Railroads and the Making of Modern America,” University of Nebraska at Lincoln: <http://railroads.unl.edu/>
- Explore: Civil War Washington: <http://civilwardc.org/>

**Friday, April 16** Mapping Grinnell Assignment due by 5:00 pm on P-web ASYNC CLASS DAY

- Watch this video: “Prediction By the Numbers,” *Nova*, PBS (2019), 53:05, available on YouTube: <https://youtu.be/9OIel5NUG7Q>

### UNIT THREE: HISTORY AND TEXT ANALYSIS

**Monday, April 19** Text Analysis Tools: Techniques and Visualizations ASYNC CLASS DAY

Readings:

- Ben Blatt, *Nabokov’s Favorite Word is Mauve*, Introduction
- Jenny L. Presnell, *Information-Literate Historian*, pp. 193-195
- Michelle Moravec, “‘Under This Name She is Fitly Described’: A Digital History of Gender in *The History of Woman Suffrage*,” *Women and Social Movements* (Alexander Street, March 2015): <http://womhist.alexanderstreet.com/moravec-full.html>

**Tuesday, April 20** Textual Analysis LIVE CLASS MEETING

Scholar’s Lab

Readings: Topic Modeling and History

- David M. Blei, “Topic Modeling and the Digital Humanities,” *Journal of the Digital Humanities* 2 (2012): <http://journalofdigitalhumanities.org/2-1/topic-modeling-and-digital-humanities-by-david-m-blei/>
- Megan R. Brett, “Topic Modeling: A Basic Introduction,” *Journal of the Digital Humanities* 2 (2012) <http://journalofdigitalhumanities.org/2-1/topic-modeling-a-basic-introduction-by-megan-r-brett/>
- Robert K. Nelson, “Of Monsters, Men—and Topic Modeling,” *New York Times*, May 29, 2011: [https://opinionator.blogs.nytimes.com/2011/05/29/of-monsters-men-and-topic-modeling/?\\_r=0;](https://opinionator.blogs.nytimes.com/2011/05/29/of-monsters-men-and-topic-modeling/?_r=0;)
- Explore: Mining the Dispatch: <http://dsl.richmond.edu/dispatch/pages/home>

**Wednesday, April 21** *A Midwife’s Tale* ASYNC CLASS DAY

Film Discussion: “A Midwife’s Tale”

Watch: "A Midwife's Tale," dir. Richard Rogers, 1997 (90 min.) Watch the film here:  
[https://fod-infobase-com.grinnell.idm.oclc.org/p\\_ViewVideo.aspx?xtid=44085](https://fod-infobase-com.grinnell.idm.oclc.org/p_ViewVideo.aspx?xtid=44085)

Readings:

- Cameron Blevins, "Review: A Midwife's Tale,"  
<http://www.cameronblevins.org/posts/review-a-midwifes-tale/>

**Thursday, April 22**      **Work on Take-Home Midterm**      ASYNC CLASS DAY

**Friday, April 23**      **Take-Home Midterm due by 5:00 pm on P-web**  
ASYNC CLASS DAY

#### UNIT FOUR: DIGITAL EQUIANO--GLOBAL

**Monday, April 26**      Olaudah Equiano      ASYNC CLASS DAY

Readings:

- Robert J. Allison, ed., *Interesting Narrative of the Life of Olaudah Equiano, Written by Himself*, Third Edition (Boston: Bedford, 2016).
- "Colloquy with the Author: Vincent Caretta and 'Equiano the African'" *Studies in Eighteenth-Century Culture* 38 (2009): 1-14,  
<https://muse.jhu.edu/article/268711>

**Tuesday, April 26**      Discussing Equiano's Narrative      LIVE CLASS MEETING

Readings:

- Robert J. Allison, ed., *Interesting Narrative of the Life of Olaudah Equiano, Written by Himself*, Third Edition (Boston: Bedford, 2016).
- "Colloquy with the Author: Vincent Caretta and 'Equiano the African'" *Studies in Eighteenth-Century Culture* 38 (2009): 1-14,  
<https://muse.jhu.edu/article/268711>

**Wednesday, April 27**      Digital Equiano      LIVE CLASS MEETING

Explore Digital Equiano:

- Runaway Slaves in Britain: Bondage, Freedom, and Race in the Eighteenth Century: <https://www.runaways.gla.ac.uk/>
- The Abolition Project: <http://abolition.e2bn.org/>
- The Equiano Project: <https://equiano.uk/>
- Equiano's World: <http://www.equianosworld.org>

- Matthew McClellan, *The Talking Book*:  
<http://dighist.fas.harvard.edu/courses/2015/HIST1993/exhibits/show/modeling-equiano/equiano--historical-context>
- Visualizing Abolition: <http://visualizingabolition.org/>

**Thursday, April 29** Digital Equiano experiments LIVE CLASS MEETING

Readings:

- Andrew J. Torget and John Christensen, “Mapping Texts: Visualizing American Historical Newspapers,” *Journal of Digital Humanities* 1 (2012):  
<http://journalofdigitalhumanities.org/1-3/mapping-texts-project-by-andrew-torget-and-jon-christensen/>
- Explore: <http://mappingtexts.org/>

**Friday, April 30** Equiano reflection assignment due by 5:00 pm on P-web ASYNC CLASS DAY

#### UNIT FIVE: DIGITAL STORYTELLING--LOCAL

**Monday, May 3** Digital Storytelling as History ASYNC CLASS DAY

Readings:

- Jenny L. Presnell, *Information-Literate Historian*, Chapter 12
- Listen to podcast: “Episode 101: John Demos, How Historians Write about History,” *Ben Franklin’s World Doing History*,  
<https://www.benfranklinworld.com/episode-101-john-demos-historians-write-history/> (45 minutes)
- Listen to podcast: “Episode 66: Simon P. Newman, How Historians Find Their Research Topics,” *Ben Franklin’s World*,  
<https://www.benfranklinworld.com/episode-066-simon-p-newman-how-historians-find-their-research-topics/> (44 minutes)

**Tuesday, May 4** Producing Digital Grinnell Stories: Narrative, Storytelling, and History LIVE CLASS MEETING

In class meet with Gina Donovan, Instructional Technologist, to talk about production process

Readings:

- Jill Lepore, “Historical Writing and the Revival of Narrative,” Nieman Narrative Journalism Conference, NiemanReports:  
<http://niemanreports.org/articles/historical-writing-and-the-revival-of-narrative/>

- Jenny L. Presnell, *Information-Literate Historian*, Chapter 11
- Andrea Eidinger, “Land of the Lost: Digital Projects and Longevity,” *Unwritten History*, July 17, 2018, <http://www.unwrittenhistories.com/land-of-the-lost-digital-projects-and-longevity/>
- SKIM: Storycenter *Digital Storytelling Cookbook*; *Digital Storytelling: Form and Content* (online book in PDF form)

Optional resources:

- TEDtalk playlist: “How To Tell a Story”  
[https://www.ted.com/playlists/62/how\\_to\\_tell\\_a\\_story](https://www.ted.com/playlists/62/how_to_tell_a_story)
- Carolyn O’Hara, “How To Tell a Great Story,” *Harvard Business Review*, July 30, 2014: <https://hbr.org/2014/07/how-to-tell-a-great-story>

**Wednesday, May 5** Defining a topic & Preliminary story research **LIVE CLASS MEETING**

Breakout groups available with Instructional Technologist Gina Donovan & Librarians

Readings:

- Daniel Cohen and Roy Rosenzweig, “Owning the Past,” *Digital History*, Center for History and New Media, <http://chnm.gmu.edu/digitalhistory/copyright/> (Be sure to read all the sections of this chapter down to “Will You Get Sued?”)
- Jenny L. Presnell, *Information-Literate Historian*, pp. 17-27 & Chapter 10

**Thursday, May 6** Researching Digital Stories & Putting them in context **LIVE CLASS MEETING**

Breakout groups available with Instructional Technologist Gina Donovan & Librarians

**Due on P-web at end of class: Preliminary story topic selection turn in “Digital Story Pre-Assignment Questions sheet”**

Readings:

- SKIM: Jenny L. Presnell, *Information-Literate Historian*, pp. 28-188

**Friday, May 7** Work on story research **ASync CLASS DAY**—partner meetings

**Monday, May 10** Producing Digital Grinnell Stories **ASync CLASS DAY**—partner meetings

Drafting scripts **8:00 pm Script Draft Due to Prof. Purcell and your peer group partners via email**

**Tuesday, May 11** Producing Digital Grinnell Stories LIVE CLASS MEETING

In class: peer support on scripts, work on projects

**Wednesday, May 12** Producing Digital Grinnell Stories LIVE CLASS MEETING

Class Time: Drop-in project help

**Thursday, May 13** Producing Digital Grinnell Stories LIVE CLASS MEETING

Class Time: Drop-in project help

**Friday, May 14** Producing Digital Grinnell Stories ASYNC CLASS DAY—partner meetings

**5:00 pm Individual Draft of Annotated Bibliography due on P-web; Group draft of Digital Story due on OneDrive**

**Monday, May 17** Producing Digital Grinnell Stories ASYNC CLASS DAY—partner meetings

**Tuesday, May 18** Producing Digital Grinnell Stories LIVE CLASS MEETING

In class: peer support, review of digital story drafts

Work on story revision

**Wednesday, May 19** LIVE CLASS MEETING

Class Time: Drop-in project help Work on story revision

**Thursday, May 20** LIVE CLASS MEETING

Class Time: Drop-in project help Work on story revision

**Friday, May 21** FINAL DIGITAL STORY VIDEO DUE on OneDrive by 5:00 pm

**NO CLASS MEETING**

**FINALS WEEK: Tuesday, May 25 1:00 pm Final Project Showcase  
(everyone must attend) LIVE CLASS MEETING**

- Group presentations of final digital story videos
- Turn in individual reflection paper with final annotated bibliography to Prof. Purcell under “Assignments” tab on P-web by 5:00 pm