

Digital Humanities and Storytelling in Latina/o/x Communities

Fall 2023 | SPAN 4320 ENGL 4388 | Mondays and Wednesdays | 5:30-6:45

Class Location: Classroom Hall 307

Instructor: Elena Foulis, Ph.D.

Student Hrs: Miércoles 1-3 pm y por cita **Oficina:** Classroom Hall 314-Y

Email: efoulis@tamusa.edu

Course Description

This course will provide students the opportunity to explore diverse ways to tell new stories, understand the value of counter-stories and create spaces individually or collectively to produce and share their own knowledge about physical, geopolitical, identity, as connected to their personal histories. This course will provide students with the fundamentals for designing and completing a digital oral history research project. Students will review literature on the theory and methods of oral history, and will be trained to develop interview instruments, conduct oral histories, use recording devices, and digitally preserve interviews. Students will also practice transcribing and cataloging interviews.

Students will develop skills to be digital storytellers by learning how to access, analyze and build data/records/archives and digital resources/components from Latina/o/x communities' perspectives in the throughout the US, with politically, ethically, and social justice-minded approaches. This course will introduce theory and praxis with a background in Latina/o/x oral histories and Migration Studies, Women's, and Gender Studies, Latin American and Caribbean Studies, Language, Indigenous Studies and/or Ethnic Studies overall.

This course will adapt a bilingual structure (English and Spanish) and we will have 2-3 online Zoom classes for guest lectures. In the spirit of fostering a multilingual approach, however, we will not discourage the use of Spanish among students and instructors; mutual respect and cooperation are paramount to the success of this course. Students enrolled in this course will have the opportunity to work collaboratively with their peers.

This class also includes hands-on creative making workshops where students will engage with data, digital technologies, and humanistic inquiry to produce original digital work (it will be publicly available depending on the student decision). There will be several virtual and in-person events that students will be encouraged to attend during the semester. No coding or technical skills required.

Learning Goals

During this course, the student will engage in postcolonial and Latina/o/x digital humanities and will:

1. Evaluate best practices for digital storytelling projects on or with Latina/o/x communities through their engagement with course readings and their participation in in-class discussions and hand-on workshop sessions.
2. Become familiar with use of oral histories and learn to use them as a methodological tool.
3. Critically and creatively think about how technologies reproduce and can challenge conditions of inequality.

4. Collaborate effectively in interdisciplinary and multilingual teams.
5. Learn how to create, publish, and maintain a digital resource/component with data, visual, audio and/or archival material using commercial and or minimal computing techniques.
6. Develop fundamental skills and ethical values in managing a project as a student in collaboration with peers, professor, other scholars/communities locally, nationally or transnationally.
7. Learn how to do research, analyze, write, and present about DH scholarship contemplating various audience perspectives.
8. Continue understanding and adding to the definition of Latina/o/e Digital Humanities by finalizing the course with DH research, a completed oral history (from collection to publication) of a member of the Latina/o/e community.

Embedded Literacy: Technology		
Goals	Expected Learning Outcomes	Related Course Content ELOs
GOAL 1: Successful students develop a critical appreciation of the relations between technologies and their contexts (social, cultural, historical) and of the range of effects and consequences (legal, ethical, political) produced or enabled by particular technologies.	Successful students are able to ... 1.1 Critically describe the relationships between technology and society in historical and cultural contexts.	In this course, students will ... Create a digital product—such as digital video story, podcast, oral history, etc.—that considers a fair, just, and ethical representation of the Latinx community. ELO # 4, 5 and 7
	1.2 Recognize how technologies emerge and change.	Evaluate the role of digital humanities archives as a tool that must change and adapt, as we consider gaps in representations of different communities. ELO # 6
	1.3 Evaluate the social and ethical implications of technology.	Produce a digital product using DH research best practices and contribute to an already existing archive or a pedagogical idea to implement in the future. ELO # 3 and 7

Course Requirements, Materials and Readings

Course readings are outlined in the semester calendar. Most readings will generally be accessed in two ways: by direct links found on the syllabus or via the Blackboard files. If you have trouble accessing a particular reading, or if you have questions or comments about the amount of reading for a particular day or week, please be in touch!

- **Books**

All readings will be available in Blackboard

Some resources that are essential for this course, will be:

- **Reliable web access:** Given the nature of this course, it's essential that you be able to get on the web on a regular basis. Please contact me if you have any questions about this requirement or if you'd like to talk about resources at this institution.

- **Classroom technology:** This course requires the use of laptops, tablets, and/or smartphones to view and complete course work. There may be days when a laptop is preferable to a tablet, given the need to work with a particular tool. I will let you know in advance should these needs arise if you require additional resources.
- **Zoom:** During our synchronous sessions, the class will use Zoom to meet. This platform provides video telephony and online chat allowing us to teleconference, telecommunicate and have distance education and virtually engage with the readings, discussions, and workshops.
- **Blackboard:** We will use Blackboard to share announcements, links related to our themes and official reading, materials and activities' guidelines for the course. Here is also where you check in for any inquiries and on the progress on assignments.
- **Gmail account:** There will be some tools that require an account in gmail. It will be important to create one in case you do not have one. Gmail is free for a particular limit of space. We will also use Google Drive (Excel, Microsoft and PowerPoint) for data entry, reflections, feedback and presentations.
- **Additional digital tools:**
 - Miro: <https://miro.com/>
 - Graph Commons <https://graphcommons.com>
 - Omeka: <https://omeka.org>
 - Wax: <https://minicomp.github.io/wax/>
 - Timeline JS: <https://timeline.knightlab.com>
 - Storymap JS: <https://storymap.knightlab.com>
 - Carto: <https://carto.com>

*If you are interested in exploring other tools, please let me know.

Course Policies

I expect that students will always attend the in-person and virtual class sessions and workshops, keep up with readings, submit graded work on time and organize your time and duties with the students you will be working with. I also assume that students will participate in class discussions and workshops and be respectful of their peers in said discussions. Excessive absences or missing assignments / contributions can negatively impact your grade. Because of the fast-paced, survey nature of this course, your presence in class is essential. If you aren't in class, you will be unable to complete the required assignments at a competent level and risk failing the class. Therefore, you may miss only two classes without any penalty. If you have concerns about your ability to meet a class, particular course requirements or assignment due dates, please email me or talk to me.

Interaction rules / reglas de convivencia

- **Screen names and pronouns:** Please share respectful screen names, and I invite you to use pronouns. If participants do not include pronouns, please refer to those participants by their name.
- **Online video participation:** I strongly prefer that you use video for the synchronous sessions, and if video is used, care should be taken with screen backgrounds to ensure they do not include flashing lights or other visuals that can make it hard for some people to participate. Participants should be mindful as well of the background that appears behind them, keeping privacy considerations in mind.
- **Student interventions:** Please mute your microphones during video sessions, unmuting when it's your time to speak. During the discussions, please use the raised hand feature in Zoom if you want to speak. As Zoom chat participation goes, please remember interventions will have to relate to course content (mostly).
- **Violations of virtual norms:** All participants should be responsible for creating a safe, healthy, inclusive, and belonging space for all. Just like in a physical classroom, misconduct in a virtual space may be subject to campus disciplinary action.

*Please refer to official University Policies. Any other issue you need to be included in, do not hesitate to reach out to me to incorporate it in the syllabus.

Major Assignments and Grading Breakdown

- **Class Assignments and Workshop participation:** Throughout the semester, we'll experiment with different forms of digital storytelling, efforts designed to get you thinking about your larger project and to the various factors informing approaches to storytelling in US Latina/o/x digital humanities. These exercises will take place in class, and as weekly homework assignments: you'll find additional information on our course calendar, and you'll be updated via Blackboard with more specific prompts.
 - **Team Activities and Feedback:** For the workshops, which some of them will be instructed in class and others will be offered by Digital Humanities guest lectures, there will be cases when students will have to work in teams (of 2 or 3) and work together to build a digital component (exhibit, timeline, map). Throughout these activities each team will provide constructive feedback to another team and vice versa. Then the team will work on the suggestions given and will submit the final work to the professor.
 - **Invited speakers:** Students will have the opportunity to listen and interact with some invited speakers that will present some particular topics about Oral History, Archives, Storytelling and Digital Humanities. Before these presentations, some of them in-class and others as public events, students will research the presenter's scholarship and prepare some questions for the speaker.
- **Reading/video presentation:** Students will **select 2 readings, or 1 reading & 1 video** and provide a brief summary of it, as well as some questions (3) or major points to discuss during the class. Each student has to keep their discussion from 10 to 15 minutes maximum and are

invited to have a different format to present, the form they feel more comfortable, having an activity, showing some visual material, etc. (the readings **highlighted** are the ones to select).

- **Video reflections** Students will be creating some short video clips of their reactions to the various invited speakers' presentations-interviews. Once they record it, they will post it on Blackboard. Everyone in the class will view and comment on the video thread.
- **Weekly reflections on BLACKBOARD:** Students will write a 250-300 words reflection (in English or Spanish) about the topic/s discussed each week using as a reference the material provided that week. Every reflection is due Sunday before 11:59 pm.
- **DH Project Review:** Students will select a DH project of their interest (some digital directories will be shared) and present a brief review in the class. ([See guidelines in Blackboard](#))
- **DH Oral History/Storytelling Project:** Over the course of the semester, you'll discuss and learn how to develop and create a public-facing digital oral history/storytelling project. The course is structured so that several project development benchmarks throughout the semester will allow you to brainstorm, research, draft, and refine these efforts over time. You will be required to articulate your project's aims, audience(s), and metrics for success, though I will obviously help you determine these parameters. You are encouraged to find collaborators in the classroom. There is also the possibility to explore projects that are hosted at Texas A&M, as well as others outside of the university that students may be interested in collaborating with. I'm hoping that these projects will be of value to you in future academic or professional contexts, but you are not required to explicitly align your project with your chosen major or current career track, it can be something personal too. We'll talk more about project work throughout the semester. We'll also discuss how and where to ideally disseminate your finished projects (locally at the Texas A&M or elsewhere online).
 - **Final project:** Considering the feedback provided in the poster presentation, students will edit their proposal and work on their digital components to turn in their final work. Students will submit a final written part and the exhibit. (3 pages with 1 digital work of the project). ([See guidelines in Blackboard](#))

If you ever have any questions about assignments, learning goals, or forms and measures of evaluation, please talk to me!

Rubric

Participation	15%
Weekly Reflection (8)	20%
Short Video clips (6)	10%

Oral history and transcription	15%
Project Review	10%
Presentation	10%
Final Project -Digital Exhibit -Digital Timeline -Digital Storymap	20%
<u>Total</u>	100%

*All your grades will be posted in BLACKBOARD and will also be emailed to the student after the assignment is graded with some comments and constructive feedback.

Final Grade Scale

Percentage	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

Class Plan (Subject to changes)

I. Historias: Oral history, writing, and belonging

Week #1	Topic/s	Material/ resources	Assignments
Introductory survey (please complete)			

Wednesday, 8/28	Course Introduction: Class intro, tech check, show and tell, & community building	Syllabus Course platforms Linda Shopes, <i>What is Oral History?</i> http://historymatters.gmu.edu/mse/oral/oral.pdf	-Read syllabus and start exploring the course platforms -Start thinking of your team member and which readings/videos you want to lead.
Wednesday, 8/30	Stories, Storytellers, Oral Histories	“Preface” & “To live in the Borderlands means you” (194) <i>Borderlands / La Frontera: The New Mestiza</i> , by Gloria Anzaldúa (4th edition). Susan D. Rose, <i>It Wasn't a Sweet Life</i> (On Blackboard) Listen: West Side Sound	1. Listen to podcast 2. Read Preface and other articles 3. Bring some comments and questions for discussion. 4. Activity of personal borders (Using Canva) *Professor will lead this discussion.

Week #2	Topic/s	Material / resources	Assignments
Wednesday, 9/6	Oral history workshop! *Start thinking about the project and who you might want to interview. **Your oral history should be recorded and transcribed by 11/10/23		5. Bring some comments and questions for discussion. *Professor will lead this discussion.
Sign up Due	Teams and leading presentation		-Choose your partner and sign up for the dates to lead the conversation of readings/videos
Week #3	Topic/s	Material / Resources	Assignments
Monday 9/11	Stories, Storytellers, Borderlands, and (Digital)	“Reading the Border, North and South”. <i>Border Women: Writing from La Frontera</i> , by Debra Castillo and María Socorro Tabuenca. P. 1-22	1. Read both chapters. 2. Watch video 3. Explore website 4. Bring some comments and questions to discuss the readings

	Expressions Borderlands theories and contexts	<u>Nuestra Autohistoria: Toward a Chicana Digital Praxis, Maria Cotera</u> Explore: About · Recovering the US Hispanic Literary Heritage Digital Collections (uh.edu) Watch: “Feminist Futures in the Borderlands”	STUDENTS will lead the readings discussion
Wednesday, 9/13 Reaction Video #1 Due - 11:59 pm	-Borderlands storytelling approaches (digital, physical, geopolitical, metaphorical and personal)	-Explore the following archives: Search Family Letters (unl.edu) “Borderland.” NPR, 2014. Coming to the Plains “Mapping Segregated Histories of Racial Violence” “Chicana/Latina Testimonios: Mapping the Methodological, Pedagogical, and Political” -On Blackboard	<ol style="list-style-type: none"> 1. Browse and reviews the DH humanities projects listed 2. Create a reaction short video of one aspect of the week and post it on our class Blackboard. 3. Read articles 4. Chat with your peers about the project idea you want to create.

Week #4	Topic/s	Material / Resources	Assignments
Monday, 9/18	Feminist theories in the borderlands	-“Critical Thinking about Inequality: An Emerging Lens” by Bonnie Thornton Dill and Ruth Enid Zambrana. Be the Street: The Performative and Transformative Possibilities of Oral History.” By Alex and Foulis. (On Blackboard) Watch: Elena Foulis: More Than a Statistic: Oral History & Latinx Identities TED Talk “ Caring Archives of Subalternity ” Radhika Gajjala	<ol style="list-style-type: none"> 1. Read articles 2. Watch Tedtalk 3. Bring some comments and questions to discuss the reading and interview ***** will lead the reading-interview discussion
Reflection #1 Due -11:59pm	Reflection #1	What do borders and borderlands mean to you? How are borders and borderlands understood, represented, created in stories, literature, artistic and academic	Turn it in via BLACKBOARD.

		<p>production?</p> <p>How does the author/s in the assigned readings and videos approach storytelling in the borderlands/Latinx communities?</p>	<p>Name your document following the prompt : [your Lastname&Name]_[reflection_#]. Eg. FoulisElena_reflection_1</p>
<p>Wednesday, 9/20</p>	<p>-The use of digital technologies</p> <p>-Digital representation and identities</p>	<p>-“Introduction” p.1-32 <i>Race After Technology</i> by Ruha Benjamin</p> <p>Watch: “Digital Homes” by Roopika Risam</p> <p>Watch: UIC Digital Humanities Workshop: US-Latinx Archival Methodology</p>	<ol style="list-style-type: none"> 1. Read book chapter and article 2. Watch video and TEDtalk 3. Activity in teams of 3: -Reflect on 5 borderlands keywords/topics/stories <p>-Search border / borderlands representations/identities in Google.</p> <p>-Search for some digital stories that use digital technologies as a form of resistance.</p>
<p>Reflection #2 11:59pm</p>	<p>Reflection #2 (Choose 3 questions for your reflection)</p>	<p>What is the role of intersectionality and (digital) storytelling, considering what Thornton and Zambrana mentioned: Intersectionality "focus on the complexity rather than the singularity of human experience" (183) and "Intersectionality" is a product of seeking to have our voices heard and lives acknowledged" (183)?</p> <p>How can (digital) oral history/storytelling represent or bring to the public complicating identities both individual and group identity as "complex --influenced and shaped not simply by a person's race, class, ethnicity, gender, physical ability, sexuality, religion or nationality--but by a combination of all of those characteristics" (186)?</p> <p>How is imperialism, militarization, globalization, capitalism present in our daily lives, either in our in-person interactions or in our digital worlds?</p> <p>What practices can be included when creating (digital) stories to intervene, deconstruct, challenge one-sided narratives? What is the role of performance?</p>	<p>Turn it in via Google docs.</p> <p>Name your document following the prompt:</p> <p>[your LastnameName]_[reflection_#] . Eg. FoulisElena_reflection_2</p>

		What topics and conversations have in common or intersect between the work of Thornton, Zambrana, Mohanty, Alex & Foulis, Benjamin and Risam? What are the (digital) stories that can come up when considering what these women propose?	
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II. How and Why Tell (Digital) Latina/o/x' Stories?

Week #5	Topic/s	Material / Resources	Assignments
Monday, 9/25	-Borderlands Algorithms -Technological Redlining	-“The Power of Algorithms.” <i>Algorithms of Oppression: How Search Engines Reinforce Racism</i> , by Safiya Umoja Noble. --“The Postcolonial Digital Cultural Record.” <i>New Digital Worlds: Postcolonial Digital Humanities in Theory, Praxis, and Pedagogy</i> , by Roopika Risam. Listen: Fronteras: New digital portal makes hard-to-find heritage Mexican American artwork more accessible TPR	1. Read articles! 2. Listen to podcast ***** will lead the readings discussion.
Wednesday, 9/27	-Storytelling in Digital Humanities -What is Digital Humanities?	-“Interactive Storytelling: A Brief History,” <i>Digital Storytelling. A Creator’s Guide to Interactive Entertainment</i> , by Carolyn Handler Miller. Sites: https://digitalstorytelling.coe.uh.edu/page.cfm?id=27&cid=27&sublinkid=29 http://www.digitalstorytellinglab.com/ https://www.storycenter.org/ -“Storytelling,” <i>Digital Pedagogy in the Humanities</i> , by Bryan Alexander. Digital Latinx Storytelling: testimonio as Multimodal Resistance by Cruz Medina Racial Shorthand Edited by Cruz Medina and Octavio Pimentel (ccdigitalpress.org) (look at videos within in the text)	1. Read chapters! 2. Explore the 5 sites 3. -Create a reflective short video of the talk (post it in Blackboard)
Reaction video #2 Due			1. -Create a reflective short video of the talk (post it on Blackboard)

<p>- 11:59 pm</p>			
<p>Reflection #3 Due 11:59pm</p>	<p>Reflection #3</p>	<p>-Choose ONE of the following Latinx DH projects:</p> <p>ACT UP Oral History Project</p> <p>https://www.chicagolandiaoralhistory.org/</p> <p>http://migration.lib.uiowa.edu/</p> <p>Nuestras Raíces Rhode Island Latino History (nuestrasraicesri.org)</p> <p>http://cfs.osu.edu/archives/collections/ONLO</p> <p>Home - EP Food Voices (utep.edu)</p> <p>Voces of a Pandemic Voces Oral History Center The University of Texas at Austin (utexas.edu)</p> <ol style="list-style-type: none"> 1. Name and link 2. Reflect about this project with what Noble, Risam and Miller mentioned. 3. Explore the site 4. Analyze what are the main themes, topics, voices, stories presented 5. Analyze who is making this project (institutions, students, professors, independent scholars, organizations) 6. Analyze when this project was created (long-term, one-time, funded/non-funded, in progress, inactive) 7. Analyze where is this project created (geographical place, digital home, institutions, museums) 8. Analyze how this project was created. What material, digital technologies, practices, methods they are using? How is the story being narrated, from what perspective? 9. Analyze why is this project important and why is it problematic or what is missing 10. Share why you choose this project. Anything else you want to add 	<p>-Turn it in via Blackboard.</p> <p>Name your document following the prompt : [your LastnameName]_[reflection_#].</p> <p>Eg. FoulisElena_reflection_3</p>

III. Digital Storytelling and Digital Humanities

Week #6	Topic/s	Material / Resources	Assignments
Monday, 10/2	-Postcolonial Digital Humanities: Theory and Praxis	<p>-Transform DH with Moya Bailey</p> <p>-“#transform(ing)DH Writing and Research: An Autoethnography of Digital Humanities and Feminist Ethics,” Digital Humanities Quarterly, by Moya Bailey:</p> <p>Noble, conclusion and epilogue, <i>Algorithms of Oppression</i></p>	<ol style="list-style-type: none"> 1. Read article 2. Watch interview 3. Actively participate in BB discussion during class time. You must comment on at least 2 other classmates. Your post should be at least 200 words and your responses at least 100 words.
Wednesday, 10/4 **ZOOM class		<p>“Building a Digital Humanities Project”</p> <p>GUEST: Dr. Cassie Patterson, Southern Ohio Folk Life</p>	<ol style="list-style-type: none"> 1. Activity to brainstorm a pilot/beta Storytelling DH Project. 2. Activity with Excel
Reaction video #3 Due 11:59 pm			*Create a reaction short video of how DH has the potential to amplify experiences of underrepresented communities (post on BB)
Reflection #4 Due 11:59 pm	Reflection #4	<p>Reflect on the readings, archives, and workshop of this week to answer these questions:</p> <ul style="list-style-type: none"> • What is your understanding of Digital Humanities according to what Bailey Moya wrote/presented? How does Storytelling/oral history complement the work of Digital Humanities, are these two concepts different or they intersect? • As a student, what is the potential you see in doing Digital Humanities work? What are the story/ies you consider should be told, shed light, through Digital Humanities practices, methods and tools? What are the limitations you encounter in doing this kind of work? What would you add to DH based on your personal knowledge, experiences, expertise and field (Museum Studies, Women's, Gender and Sexualities Studies, Spanish Studies, American Studies, Literary Studies, Border Studies, Rethoric Studies, and others)? 	<p>-Turn it in via Blackboard. Name your document following the prompt: [yourLastnameName]_[reflection_#]. Eg. FoulisElena_reflection_4</p>

Midterm survey (please complete)

IV. First steps: Brainstorm your Storytelling DH Project and its Data

<p>Monday, 10/09</p>	<p>Brainstorm a pilot or a platform(s)</p>	<p>Explore the following archives and DS:</p> <p>The Heart of a Worker - Home (weebly.com)</p> <p>Where is Home? · Goin' North (goinnorth.org)</p> <p>The Charles L. Blockson Collection · Goin' North (goinnorth.org)</p> <p>The Making of a Stetson Hat (weebly.com)</p> <p>Philly Immigration (nunncenter.net)</p> <p>GUEST: Nabeel Siddiqui, PhD</p>	<p>1. Explore archives</p>
<p>Wednesday, 10/11</p>	<p>-Data & metadata</p> <p>-How to collect data and create metadata ethically?</p> <p>-Access databases</p>	<p>-"Data," Keywords for Media Studies, by Melissa Gregg and Dawn Nafus. (A more extended version is available in PDF file)</p> <p>"What is metadata?"</p> <p>"Indigenous Data in the Covid-19 Pandemic: Straddling Erasure, Terrorism, and Sovereignty," by Stephanie Russo Carroll, Desi Rodriguez-Lonebear, Randall Akee, Annita Lucchesi and Jennifer Rai Richards.</p> <p>-"Introduction," Bodies of Information by Jacqueline Wernimont and Elizabeth Losh</p>	<p>1. Read articles</p> <p>2. Watch video & presentation</p> <p>* will lead the readings and videos discussion</p>
<p>Reflection #5 Due 11:59 pm</p>	<p>Reflection #5</p>	<p>***Select 3 of these projects/sites and analyze their materials to create data: what material they use, how they collected their material and data, how they use/organize their data to create a digital resource (digital archive, map, visualization, exhibit, timeline), what kind of data is missing or will be important to incorporate.</p> <ol style="list-style-type: none"> The Mexican Revolution and the United States (Library of Congress) Bordersights Tierras fronteras en la mira / Embattled borderlands 	<p>Turn it in via Blackboard. Name your document following the prompt : [your LastnameName]_[reflection_#]. Eg. FoulisElena_reflection_5</p>

		<ol style="list-style-type: none"> 4. Torn Apart / Separados 5. Delis Negrón Digital Archive 6. About — Undocumented Migration Project <p>*** Continue thinking, researching, gathering and adding the material and data you will use for your project. Start adding that information to the DH Project Data Template.</p>	
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V. Digital Archives and Uncomfortable Records

Week #7	Topic/s	Material / Resources	Assignments
Monday, 10/16	<p>-What is an archive?</p> <p>-What is included in an archive/exhibit?</p> <p>Transborder and Transnational (digital) archives</p>	<p>-“Migrant Archives: <i>New Routes in and out of American Studies</i>”, by Rodrigo Lazo.</p> <p>-“Lives, Not Metadata: Possibilities and Limits of Mapping Violence” Monica Muñoz</p> <p>About — Undocumented Migration Project</p>	<ol style="list-style-type: none"> 1. Read articles 2. Watch presentation 3. Explore projects: - Mapping Violence - Refusing to Forget <p>**Class project (toe tags)</p> <p>* will lead the readings discussion</p>
Wednesday, 10/18 <p>Please work together to fill out the toe tags</p> <p>Reaction video #4 Due 11:59 pm</p>	<p>-Beyond Borders: Critical Digital Archiving</p>	<p>-“Invisibility is an Unnatural Disaster: Feminist Archival Praxis after the Digital Turn” by Maria Cotera</p> <p>Data Visualization As an Act of Witnessing by Mary Aviles Nightingale Medium</p>	<ol style="list-style-type: none"> 1. Read articles 2. Create a video reaction about Data Visualization as witnessing 3. Actively participate in BB discussion during class time. You must comment on at least 2 other classmates. Your post should be at least 200 words and your responses at least 100 words. 4. Explore DH project: - Borderlands Archives Cartography

			<p align="center">-Huellas Incómodas</p> <p>*Professor will lead the readings discussion.</p> <p>**Class project (toe tags)</p>
<p>Reflection #6 Due</p> <p>11:59 pm</p>	Reflection #6	<p>-Reflect on the readings, presentations and projects discussed this week to answer the following questions:</p> <ol style="list-style-type: none"> 1. What propositions you find important from the work of Rodrigo Lazo-Migrant Archives, Jason DeLeon-Hostile Terrain, Monica Muñoz-Mapping Violence-Refusing to Forget, María Coterá-Chicana por mi Raza, Sylvia Fernández-Maira Álvarez-Borderlands Archives Cartography, and the collective of Huellas Incómodas? 2. Considering what these Latinx scholars proposed related to questioning the traditional archive, alternative ways to approach the archive, new practices and methodologies to contest the hegemonic and patriarchal history-historiography, how can you connect these proposals to your project? What history is your project contesting or what it is proposing and in what ways? (example: writing "fiction", creating "an active site of knowledge production" or an "transborder archive to show the fluidity of the geopolitical border)? 3. Continue thinking, researching, gathering and adding the material and data you will use for your project. Start thinking how to organize the data in ways you want to approach the material. 	<p>-Turn it in via Blackboard.</p> <p>Name your document following the prompt: [your LastnameName]_[reflection_#]. Eg.</p> <p>FoulisElena_reflection_6</p>

VI. Disrupting & Resisting: Building, Interpreting & Bridging

Week #8	Topic/s	Material / Resources	Assignments
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Monday, 10/23	Indigenous archives	<p>-“Cartographers for Social Equality”</p> <p>-“Mapping for Social Change: Cartography and Community Activism in Mobilizing Against Colonial Gender Violence.” Mapping Meaning, by Lucchesi, Annita p.14-21</p> <p>Explore the scholarship and projects of Annita Lucchesi</p> <p>EXTRA: Eve Tuck</p> <p>Tkaronto CIRCLE Lab</p>	<ol style="list-style-type: none"> 1. Watch videos 2. Read chapter and article <p>*Professor will lead the readings/videos discussion</p>
Wednesday, 10/25		<p>Set up Hostile Terrain Exhibit</p>	<ol style="list-style-type: none"> 1. Brainstorm your DH project and components
Reaction video #5 Due 11:59 pm			<p>*Create a reaction short video about the Hostile Terrain Exhibit, post it in Blackboard.</p>
Reflection #7 Due 11:59 pm	Reflection #7	<p>Answer the following questions according to the readings, video and public talks we discuss during this week:</p> <ol style="list-style-type: none"> 1. How does the work of Annita Lucchesi in her article and public talk respond to what Johanna Drucker proposed in her book chapter? 2. Analyze the visualizations of these 3 projects: Native Land, Torn Apart / Separados and Bruised Border. How these three projects visualize and expose borders/borderlands? What kind of visualizations are they creating? Are these visualizations a representation of information already known, knowledge generators creating new information through their use or both? Do these visualizations create an impact? What do you find problematic in the visualizations of these projects? 3. What kind of visualizations are you contemplating for your project? Your visualizations will be a: 1. representation of information already known, 2. knowledge generators capable of creating new information through their use or both? Please explain how and what comments and inquires you have for 	<p>-Turn it in via Blackboard.</p> <p>Name your document following the prompt : [your LastnameName]_[reflection_#]. Eg.</p> <p>FoulisElena_reflection_7</p>

		<p>the forthcoming workshops where you will be creating a digital exhibit, timeline and map with data of your own projects.</p> <p>Prepare the visual material and metadata that will be incorporated in the Omeka platform to create a digital exhibit.</p>	
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Week #9	Topic/s	Material / Resources	Assignments
Monday, 10/30		<p>Watch: Janet Chávez Santiago https://youtu.be/Dvju-P-Mr2k</p> <p>Watch: Performance and the Archive with Jacqueline Wernimont Performance and the Archive with Jacqueline Wernimont on Vimeo</p>	<ol style="list-style-type: none"> 1. Watch videos 2. Prepare to work on a short performance!
Wednesday, 11/1 **No class. Please review platforms and work on your project/team	Introduction to Omeka and OHMS	<p>Explore Omeka: https://omeka.org</p> <p>Louie B. Nunn Center for Oral History, "Indexing Interviews in OHMS: An Overview," May 5, 2014, http://www.oralhistoryonline.org/wpcontent/uploads/2013/06/OHMS-Indexing-guide-5-15-14.pdf</p> <p>Watch:</p> <ul style="list-style-type: none"> • Brief Introduction to OHMS Indexing (7:02) • OHMS Indexing Levels: Level 3 (8:34) 	<p>-Build a digital exhibit about your DH-Storytelling project.</p> <p>-Share it with your team member for feedback.</p> <p>Have a structure of a digital map about your topic of Latina/o/x project</p> <p>-Build your map with your team member.</p>

Week #10	Topic/s	Material / Resources	Assignments
Monday, 11/6 Guest Speaker	Digital Timelines Workshop: "Introduction to Timeline JS" Valentina Aduen, PhD candidate. A&M, College Station -What is and how to use Timeline JS?	-Explore projects: Bearing Witness https://www.thetexasfreedomcoloniesproject.com/ Texas Freedom Colonies -Explore Timeline JS: https://timeline.knightlab.com	-Brainstorm a digital timeline about your DH-Storytelling project.
Wednesday, 11/8	Digital exhibits (Omeka) -Creating your map	-Read: https://digitalfellows.commons.gc.cuny.edu/2021/03/22/choosing-the-right-platform-for-your-digital-archive/ Explore projects: - https://omeka.org/classic/showcase/ - https://unitedfronteras.github.io/ -Explore: Storymap JS: https://storymap.knightlab.com Carto: https://carto.com -"Story Maps: Bringing storytelling and mapping together" by Aditya Chaturvedi	-Have a structure of a digital timeline related to your project. -Build your exhibit and share it with your team member for feedback. **Your oral history should be recorded and transcribed by 11/10/23

Week #11	Topic/s	Material / Resources	Assignments

Monday, 11/13	Digital Maps	-Explore projects: <ul style="list-style-type: none"> • https://www.bacartography.org/map • https://mila.ss.ucla.edu - What's Next: The Radical Unrealized Potential of Digital Humanities. By Miriam Posner	-Brainstorm a digital map about your topic
Wednesday, 11/15		Explore the scholarship and projects of Dr. Maira Álvarez (Blackboard @fronteriza956) Latinx DH Reviews, edited by Elena Foulis and Jennifer Lozano -Go over the guidelines of the upcoming major assignments. See guidelines in BLACKBOARD and in your syllabus	-
Feedback Due 11:59 pm			1. Share your in-progress map with another team and provide feedback to their work. 2. Edit your work with the suggestions given and submit your final work, sharing the link to your professor.

VII. Short week!

VII. Short week!			
Week #12	Topic/s	Material / Resources	Assignments

<p>Monday, 11/20</p> <p>Reaction video #6</p> <p>Due - 11:59 pm</p>	<p>-Testimonio of a Borderlands Digital Humanist</p>	<p>-Zonas de Contacto: A Digital Humanities Ecology of Knowledges. Élika Ortega</p> <p>-“A Call to Action” <i>New Digital Worlds: Postcolonial Digital Humanities in Theory, Praxis, and Pedagogy</i>, by Roopika Risam.</p>	<ol style="list-style-type: none"> 1. Read and explore. 2. Read articles <p>*Create a reaction short video of scholarship and projects of Dr. Maira Álvarez and post it in Blackboard.</p>
<p>Wednesday, 11/22</p> <p>No classes</p>			
<p>Reflection #8</p> <p>Due 11:59 pm</p>	<p>Reflection #8</p>	<p>You have learned and utilize many digital tools, many for the first time.</p> <p>Reflect on your grow. What has worked well, not well, what areas of growth have you experienced, what do you want to continue using?</p>	<p>-Turn it in via Blackboard.</p> <p>Name your document following the prompt : [your LastnameName]_[reflection_#]. Eg. FoulisElena_reflection_8</p>

VIII. Reviews in Latinx Digital Humanities and Storytelling

Week #13	Topic/s	Material / Resources	Assignments
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<p>Monday, 11/27</p> <p>Final MAP and TIMELINE Due 11:59 pm</p> <p>NOTICE BOTH, MAP AND TIMELINE are due this day.</p>	<p>Short presentation</p>	<p>-Pick a DH Project of your interest and evaluate it FALL 2023USLdh Projects - Google Sheets-</p> <p>CariDisho -Crowdsourced: Latin American, Caribbean, and Latinx Digital Humanities Projects & Resources</p> <p><i>*Extra: http://journalofdigitalhumanities.org/1-1/getting-started-in-digital-humanities-by-lisa-spiro/</i></p>	<ul style="list-style-type: none"> • DH Project Review Guidelines • Bring questions for the upcoming mayor assignments and your proposed DH-Storytelling project
<p>Wednesday, 11/29</p>	<p>Short presentation</p>		<p>-Analyze in detail the project chosen</p> <p>-Briefly present it to the class.</p>
<p>Review Due 12:00 am</p>			<p>-Write a review of the project you selected and submit it to your professor. The review will have to follow the guidelines of <i>Reviews in DH Journal</i>.</p>

IX. Present and Future of Borderlands Storytelling and DH

Week #14-15	Topic/s	Material / Resources	Assignments
<p>Monday, 12/4</p>		<p>POSTER PRESENTATION practice</p>	<p>-Work in your Storytelling DH Project</p> <p>OPTIONAL: Submit the proposal of the tentative project to the professor.</p>

Feedback Due 11:59 pm	Editing and finalize your exhibit		<p>1. Consider the feedback provided of your work.</p> <p>Edit your work with the suggestions given and submit your final work, with a 300 words brief description of the exhibit. Share the link with your professor.</p>
Wednesday, 12/6		PUBLIC POSTER PRESENTATION	-Work in your Storytelling DH Project
Wednesday, 12/13		<p>Final exhibit Due 11:59 pm</p> <p>-This includes all the item such as timeline and storymaps</p>	

Important Notes:

- This course requires you to complete a significant number of assignments throughout the interim. As such, it requires students to be organized and focused.
- Readings and assignments are listed on the day they will be discussed in class or turned in, but please note that some assignments may be due on dates when class does not meet.
- Assignments and policies are subject to change with appropriate notice.

Research Help

Students can always get help with research at the library. Reference librarians will help find information on a topic, develop search strategies for papers and projects, search library catalogs and databases, and provide assistance at every step. Virtual appointments are both welcome. [Welcome - About the Library - A&M-SA Research Guides at Texas A&M University-San Antonio University Library \(tamusa.edu\)](https://www.library.tamusa.edu/research-guides)

***Credits and special thanks for making accessible your syllabi:**

- Rosario Rogel, Ph.D., Universidad Autónoma del Estado de México
- [Jim McGrath, Ph.D., Digital Storytelling, AMST 2699](#)

- [Prof. Élika Ortega and Prof. Alex Saum-Pascual, Digital Literary Arts and \[the Web of Life\]\[the Capitalist World Ecology\]](#)
- [Baker Lawley, Ph.D., Digital Storytelling, ENG 207](#)
- Prof Sylvia Fernández, UTSA