

CREATING DIGITAL HISTORY

History GA.2033 – Fall 2017

Instructor: Leah Potter

Time & Place: Class meets Mondays, 4:55-7:35pm in King Juan Carlos, Room 602

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Office Hours: By appointment

Course Description

A hands-on introduction to “doing history” in the digital age, this course focuses on the evolving methodologies and tools used by public historians to collect, preserve, and present digital sources. Students will become familiar with a range of web-based tools and learn best practices for digitizing, adding metadata, tagging, and clearing permissions. By evaluating existing digital history projects and discussing perspectives from leading practitioners, students will also consider the role of the general public as both audiences for, and co-creators of, digital history. The core requirement is a collaborative mobile digital history project that will be developed throughout the semester on a selected theme in New York City history. This semester we will use the ARIS platform to create an interactive story, tour or game about Washington Square in the 1960s.

Course Objectives

- Develop a working knowledge of the approaches and tools relevant for gathering, preserving, and presenting digital history.
- Become familiar with a wide range of digital (and some non-digital) archives collections, and how they organize information and items.
- Evaluate the elements and effectiveness of digital history projects created for public audiences.
- Gain experience designing and developing an inquiry-based digital history mobile tour that combines narrative elements with primary text, visual, and audio objects.

Course Requirements

Class Participation

Students should come to class having completed all readings and/or assignments, and be ready to engage in discussion questions listed in the syllabus and/or assigned in the previous class. In addition, each student will give one in-class “tool tutorial” (8-10 minute presentation) about a tool that can assist with gathering, preserving and/or presenting digital history. Students must sign up to present on either October 23 or October 30.

Weekly attendance is required. In most cases, missing some or all of a class will negatively affect your participation grade. You must email in advance if you cannot attend a class (or must arrive late/leave early) due to an emergency, illness, or other extenuating circumstances.

You are strongly encouraged to bring a laptop to class, especially for classes with designated time for project work.

Written Assignments

Each student will be required to write:

- A **digital archive or exhibit review** (750 words), using [JAH Guidelines](#); reviews should summarize how information is organized and accessed, the project audiences, its technical platform, and evaluate its ease of use.
- A **walking tour review** (750 words) of a NYC guided or self-guided walking tour, and its scope and approach to engaging audiences in local history.
- A **museum exhibit review** (750 words), using [Public Historian guidelines](#); reviews should evaluate the exhibits purpose, target audience, presentation of collection items, and historical interpretation, with a focus on its use of digital media and interactivity.
- A **project postmortem** (500 words) evaluating design and development of ARIS project, and lessons learned for future digital history work.

Digital Project

The core requirement is to complete a collaborative, semester-long project. Working with a partner (or, if necessary, in groups of 3), students will research a topic or theme related to **“Washington Square in the 1960s,”** identify historical people, places and artifacts, and build an interactive game, story, or tour using the free, open-source ARIS platform.

A detailed set of guidelines and worksheets for the ARIS digital project will be posted to the course site. See Project Resources below for links to the ARIS Editor 2.0 manual and tutorials, as well as recommendation for archives and publications to assist with your research on Washington Square in the 1960s.

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Course Grading

Your final grade for the course will be based on the following assignments and criteria. Note that 60% of your grade is based on individual class participation and assignments, and 40% on a digital project that you create with a partner(s). Except in rare cases, project partners will receive an identical grade for all project components.

Assignment		Due Date	Criteria
Class Participation	15%	Weekly	<i>Comes to class prepared, and constructively participates in discussion and activities.</i>
Written Digital Archive Review	10%	9/18	<i>Following JAH guidelines, clearly summarizes key aspects of digital archive, and evaluates its strengths and weaknesses.</i>
Written Walking Tour Review	10%	10/2	<i>Provides clear summary of tour content, approach, and materials, and evaluates overall effectiveness of experience.</i>
“Tool Tutorial”	10%	10/23 or 10/30	<i>Provides clear overview of tool so that others can understand what it does and begin to evaluate its relevance to digital history (eg. its purpose, how it works, level of support for users, etc.).</i>
ARIS Project Design (Worksheets #1-4)	15%	10/16-11/13	<i>See detailed project guidelines.</i>
Written Museum Review of NYHS Exhibit: The Vietnam War	10%	11/20	<i>Following Public Historian guidelines, clearly evaluates the exhibit’s significance, especially in regards to its use of digital media and its degree of interactivity.</i>
ARIS Final Project (Team grade)	25%	12/11	<i>See detailed project guidelines.</i>
ARIS Project Post-Mortem	5%	12/12	<i>Provides a thoughtful reflection on the collaborative design and development of the ARIS Project.</i>

Course Texts

Required readings are available online, as PDFs, or as Ebooks from NYU library.

Books on 20th Century NYC History

Below is a short list of well-regarded books by historians, journalists, and other writers that address the architectural, cultural, social, economic, and/or political history of New York City in the 20th Century, or, more specifically, Greenwich Village in the 1950s and 1960s.

These works are meant to provide context and to help generate research questions and information to guide your creation of a digital project during the semester.

Most texts are available at the NYU library or for purchase at many online and local booksellers.

- Banes, Sally. *Greenwich Village 1963: Avant-Garde Performance and the Effervescent Body*. Duke University Press, 1993.
- Ballon, Hilary and Kenneth T. Jackson, eds. *Robert Moses and the Modern City: The Transformation of New York*. W.W. Norton & Company, 2007.
- Biondi, Martha. *To Stand and Fight: The Struggle for Civil Rights in Postwar New York City*. Harvard University Press, 2006.
- Cantwell, Robert. *When We Were Good: The Folk Revival*. Harvard University Press, 1996.
- Caro, Robert. *The Power Broker: Robert Moses and the Fall of New York*. Alfred A. Knopf, 1974.
- Carter, David. *Stonewall: The Riots That Sparked the Gay Revolution*. St. Martin's Griffin, 2010.
- Chauncey, George. *Gay New York: Gender, Urban Culture, and the Makings of the Gay Male World, 1890-1940*. Basic Books, 1995.
- Cohen, Ronald D. *Rainbow Quest: the Folk Music Revival and American Society, 1940-1970*. Amherst : University of Massachusetts Press, 2003.
- Davidson, Justin. *Magnetic City: A Walking Companion to New York*. Spiegel & Grau, 2017.
- Duberman, Martin. *Stonewall*. Plume, 1994.
- Frusciano, Thomas J. & Marilyn H. Pettit. *New York University and the City: An Illustrated History*. Rutgers University Press, 1997.

- Gratz, Roberta Grandes. *The Battle for Gotham: New York in the Shadow of Robert Moses and Jane Jacobs*. New York: Nation, 2010.
- Homberger, Eric. *The Historical Atlas of New York City: A Visual Celebration of 400 Years of New York City*. 3rd. Edition. St. Martin's Griffin, 2016.
- Jacobs, Jane. *The Death and Life of American Cities*. Vintage, 1963.
- Stonehill, Judith. *Greenwich Village Stories: A Collection of Memories*. New York: Universe, 2014.
- Vitteriti, Joseph P. *Summer in the City: John Lindsay, New York, and the American Dream*. Baltimore, MD: Johns Hopkins University Press, 2014.
 - Paul Goldberger, "The Design-Conscious Mayor: *The Physical City*"
- Watson, Steven. *Factory Made : Warhol and the Sixties*. Pantheon Books, 2003.

Archival Resources

Greenwich Village Society for Historic Preservation,

http://www.gvshp.org/_gvshp/resources/index.htm

GVSHP offers a variety of tools to help you learn more about the history and culture of Greenwich village and surrounding neighborhoods, including an online historical photograph archives, oral history collection, and *The Villager* online newspaper archive. The GVSHP also has virtual walking tours and maps related to the neighborhood.

Municipal Archives of the City of New York,

<http://www.nyc.gov/html/records/html/archives/archives.shtml>

With records dating back to the earliest days of European colonial settlement in the seventeenth century, up to the present mayoral administration, the Municipal Archives houses 150,000 cubic feet of historical government records, including manuscripts, official correspondence, vital records, ledgers, several thousand feet of moving images, over one million photographs, sound recordings, maps, and architectural plans.

New York Public Library

<https://www.nypl.org/>

The Manuscripts and Archives Division includes the papers and records of individuals, families, and organizations, primarily from the New York region, which support research in the political, economic, social, and cultural history of New York and the United States.

New York University Archives

<https://library.nyu.edu/locations/new-york-university-archives/>

The University Archives serves as the final repository for the historical records of New York University. Online exhibits, photographs documenting the history of Greenwich Village and New York University, archival collections and more are available at the NYU Archives.

Tamiment Library & Robert F. Wagner Labor Archives

<http://www.nyu.edu/library/bobst/research/tam/collections.html#arch>

Tamiment preserves the history of working-class New York, its neighborhood associations, fraternal and ethnic societies, political organizations, and the unions that shaped the social and economic structure of New York and thus is a rich source for researchers interested in the history of the city.

ARIS Project Resources

Aris Online Manual, <http://manual.arisgames.org/>

ARIS Online Course - BASICS, <https://fielddaylab.wisc.edu/courses/aris>

ARIS Online Course - Neighborhood Tour.

<https://fielddaylab.wisc.edu/courses/aris-neighborhood-tour>

ARIS Online Course - Augmented Reality, <https://fielddaylab.wisc.edu/courses/aris-ar>

NYC Walking Tours

Big Onion, <https://www.bigonion.com/> (\$15 for students)

Central Park Conservancy Tours, <http://www.centralparknyc.org/tours/> (Free - \$15)

Grand Central Partnership Tour, <http://www.centralparknyc.org/tours/> (Free)

Joyce Gold Tours, <http://www.joycegoldhistorytours.com/NYC-walking-tours.html> (\$20)

Village Alliance, <http://villagealliance.org/tours/> (Self-guided, Free)

COURSE SCHEDULE

Guiding Questions for Articles:

- *What is the author's main argument? What does it add to our theoretical understanding of digital history?*
- *What practical knowledge or insights does the author share about doing digital history?*

Guiding Questions for Digital Archives, Exhibits, Videos and Experiences:

- *Who is the target audience? And how does the project attempt to engage users?*
- *What is the "big idea" or problem being addressed?*
- *How well is content communicated to users?*
- *How easy is the site to use and navigate?*

September 11: What is Digital History?

Readings:

- Cohen, Dan and Roy Rosenzweig, *Doing Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. University of Pennsylvania, 2005: [Introduction](http://chnm.gmu.edu/digitalhistory/introduction/), <http://chnm.gmu.edu/digitalhistory/introduction/>, and [Exploring the History Web](http://chnm.gmu.edu/digitalhistory/exploring/), <http://chnm.gmu.edu/digitalhistory/exploring/>
- Robertson, Stephen. "The Differences between Digital History and Digital Humanities." in *Debates in the Digital Humanities 2016*, <http://dhdebates.gc.cuny.edu/debates/text/76>.
- Weller, Toni. "History in the Digital Age." In *History in the Digital Age*. Routledge, 2012. ([NYU Ebook](#))

Digital Archive:

- The Valley of the Shadow: Two Communities in the American Civil War, <http://valley.lib.virginia.edu/>, University of Virginia

September 18: Digital Sources & Archives - Preserving the Past

Readings:

- Rosenzweig, Roy. "[Scarcity or Abundance? Preserving the Past in a Digital Era.](#)" *American Historical Review* 108, 3 (June 2003): 735-762, <https://chnm.gmu.edu/digitalhistory/links/pdf/introduction/0.6b.pdf>.
- Sheratt, Tim. "[It's All About the Stuff: Collections, Interfaces, Power and People.](#)" *Journal of the Digital Humanities* 1, no. 1 (March 9, 2012).
- Sternfeld, Joshua. "[Historical Understanding in the Quantum Age.](#)" *Journal of the Digital Humanities* 3, no. 2 (Summer 2014,) 2012)

Digital Archives & Databases (pick one for your written review):

- Archives of Sexuality and Gender (available @ [NYU library](#)), Gale
- Calisphere, <https://calisphere.org/>, University of California
- Digital Public Library of America, <https://dp.la/>
- Georgetown Slavery Archive, <http://slaveryarchive.georgetown.edu/>, Georgetown Slavery
- Histories of the National Mall, <http://mallhistory.org/>, RRCHNM
- National Security Archive, <http://nsarchive.gwu.edu/>, George Washington University
- Norman Leventhal Map Center, http://maps.bpl.org/view_collection, Boston Public Library
- Transatlantic Slave Trade, <http://www.slavevoyages.org/>, Emory University

Project Work:

- ARIS Project partners assigned

***Assignment due: Digital Archive Review

September 25: Digital Exhibits - Presenting the Past - ARIS Project

Readings:

- Blevin, Cameron. “[Digital History’s Perpetual Future Tense](http://dhdebates.gc.cuny.edu/debates/text/77).” In *Debates in the Digital Humanities 2016*, <http://dhdebates.gc.cuny.edu/debates/text/77>.
- Serrell, Beverly. “Behind It All: The Big Idea.” In *Exhibit Labels: An Interpretive Approach*. 2015, <https://getit.library.nyu.edu/go/9430224>.
- Leon, Sharon. “21st Century Public History, Part II: Digital Public History and Traditional Narrative Exhibits,” <http://www.6floors.org/bracket/2010/04/23/21st-century-public-history-part-ii/>
- Leon, Sharon. “21st Century Public History, Part III: Digital Public History and Knowledge Creation,” <http://www.6floors.org/bracket/2010/05/13/21st-century-public-history-part-iii/>

Digital Exhibits:

- An American Family Grows in Brooklyn: The Lefferts Family Papers at the Brooklyn Historical Society, <http://www.brooklynhistory.org/exhibitions/lefferts/>, Brooklyn Historical Society
- “Everything on Paper Will be Used Against Me”: Quantifying Kissinger, <http://blog.quantifyingkissinger.com>, Kauffman
- O Say Can you See, Early Washington, DC, Law, and Family, <http://earlywashingtondc.org/>, Thomas and the Center for Digital Research in the Humanities
- Performing Archive, Curtis + the “Vanishing Race,” <http://scalar.usc.edu/works/performingarchive/index>, Weirmont, Kim, Schuster, et. al.
- Plateau Peoples’ Project, <http://plateauportal.wsulibs.wsu.edu/>, Washington State University
- The U.S. Dakota War, <http://www.usdakotawar.org/>, Minnesota Historical Society

Project Work:

- ARIS Description and Demo, <https://www.youtube.com/watch?v=Bxq5zAUgICg>
- ARIS Design Challenge
- ARIS Digital Project Worksheet #1: “The Big Idea”

October 2: Doing New York City History - Defining Scope, Finding Angles

Guest speaker: Mike Woodsworth

Readings:

- Gratz, Roberta Grandes. "Greenwich Village: Moses, Jacobs and Me." In *The Battle for Gotham: New York in the Shadow of Robert Moses and Jane Jacobs*. 2010.
- Sorkin, Michael. "Washington Square," p. 111-129. In *Twenty Minutes in Manhattan*. 2009.
- Federal Writer's Project, "Greenwich Village-Washington Square," p. 124-35. In *New York City Guide: A Comprehensive Guide to the Five Boroughs of Metropolis*, <https://archive.org/details/newyorkcityguide00federich>

Digital Archives and Websites:

- Digital Harlem: Everyday Life, 1915-30, <http://digitalharlem.org/>, University of Sydney
- New York Public Library, Digital Collections, <https://digitalcollections.nypl.org/>
- Visualizing 19th Century New York, <http://visualizingnyc.org/>, Bard Graduate Center
- Welcome to 1940s New York City History, <http://www.1940snewyork.com/>
- Place Matters NYC, <http://placematters.net/>
- The Roaring Twenties, <http://vectorsdev.usc.edu/NYCsound/777b.html>, Emily Thompson and Scott Mahoy

Project Work:

- ARIS Digital Project Worksheet #2: Resources

*****Assignment due:** Walking Tour Review

October 9: Fall Recess

NO CLASS - Complete ARIS Online Tutorials

October 16: History as Inquiry - Teaching & Learning with Technology

Readings:

- Sandwell, Ruth & John Sutton Lutz, "What Has Mystery Got to Do with It?" In *Pastplay: Teaching and Learning History with Technology*, 2014. ([NYU Ebook](#))

Digital Project (review before class):

- The Amboyna Conspiracy Trial: <http://amboyna.org/>

Project Work:

- ARIS Digital Project Worksheet #3: Brainstorm People, Places, & Items

*****Assignment due:** Digital Project Worksheet #1 and #2

October 23: History as Text - Tools & Approaches

Guest speaker: Jeff Allred (Hunter College)

Readings:

- Seguin, Charles. "Scraping Historical Newspaper Archives," *Bad Hessian*, Jan. 27, 2014, <http://badhessian.org/2014/01/scraping-historical-newspaper-archives-the-transformation-of-public-lynching-discourse-in-the-us/>
- Underwood, Ted. "Seven Ways Humanists are Using Computers to Understand Text," *The Stone and the Shell*, June, 4, 2015, <https://tedunderwood.com/2015/06/04/seven-ways-humanists-are-using-computers-to-understand-text/>

Digital Tools (pick one to present, or find another)

- Corpus of American Historical English (COHA), <http://corpus.byu.edu/coha/>: search more than 400 million words of text from the 1810s-2000s to learn about their usage.
- [Google Books Ngram Viewer](https://books.google.com/ngrams), <https://books.google.com/ngrams>, displays a graph showing how words or phrases have occurred in a corpus of books over selected years.
- Oral History Metadata Synchronizer, <http://www.oralhistoryonline.org/>, user interface for oral histories that embeds time-codes in interview transcripts.
- Voyant, <http://voyant-tools.org/>, suite of tools for visualization of texts.

Project Work:

- Key roles, Keywords
- ARIS Digital Project Worksheet #3: Brainstorm People, Places, & Items

*** **Assignment due:** In-class Tool Tutorials (Round 1)

October 30: Spatial History - Data Visualizations, Maps, and Storyscapes

Guest speaker: Fritz Umbach (John Jay College of Criminal Justice)

Readings:

- Gibbs, Frederick. "New Forms of History: Critiquing Data and Its Representations," *The American Historian*, 2016, <http://tah.oah.org/february-2016/new-forms-of-history-critiquing-data-and-its-representations/>
- Graham, Shawn, Ian Milligan, and Scott Weingart, *The Historian's Macroscopic: Big Digital History, The Joys of Big Data for Historians, Putting Big Data to Good Use: Historical Case Studies*, http://www.themacroscopic.org/?page_id=595

- Rabinowitz, Richard. *Curating America: Journeys through Storyscapes for the American Past*. 2016. Excerpts (PDF forthcoming).
- White, Richard "What is Spatial History?," <https://web.stanford.edu/group/spatialhistory/cgi-bin/site/pub.php?id=29>

Digital Exhibits:

- America Panorama: An Atlas of United States History, <http://dsl.richmond.edu/panorama>, University of Richmond
- The Hidden Worlds of the National Parks: Dry Tortugas National Park, <https://artsandculture.withgoogle.com/en-us/national-parks-service/dry-tortugas/near-little-africa-tour>, Google
- The Living New Deal, <https://livingnewdeal.org/>
- Jewish Warsaw, <http://warsze.polin.pl/pl>
- Mapping Occupation: Force, Freedom, and the Army in Reconstruction, <http://mappingoccupation.org/>, Gregory Downs and Scott Nesbit
- OldNYC, <https://itunes.apple.com/us/app/oldnyc-explore-historical/id1097347396?mt=8>, Dan Vanderkam
- The Spread of U.S. Slavery, 1790-1860, <http://lincolnmullen.com/projects/slavery/>, Lincoln Mullen
- Visualizing Emancipation, <http://dsl.richmond.edu/emancipation/>

Digital Tools:

- Historypin, <https://www.historypin.org/en/>: digital, user-generated archive of historical photos, videos, audio recordings and personal recollections.
- MapWarper, <http://mapwarper.net/>: find maps and other imagery, upload, and rectify against a real map.
- Neatline, <http://neatline.org/>: suite of add-on tools for Omeka that allows users to create timelines.
- StoryMap JS, <https://storymap.knightlab.com/>: web-based tool for mapping events in a story

*** **Assignment due:** In-class Tool Tutorials (Round 2); ARIS Digital Project Worksheet #3

November 6: Narrative History - Multimedia Storytelling

Guest speaker: Judith Levitt (International Center for Photography)

Digital Stories (final selection TBD):

- Excerpts from Dan Drasin, *Sunday* (1961), <https://www.youtube.com/watch?v=gEvKe2WLumI>

- Kara Frame, “I Will Go Back Tonight,” <http://www.npr.org/sections/parallels/2016/11/11/500674719/a-daughter-explores-her-fat-hers-ptsd-from-vietnam-until-today>
- Ted Ed/Ellen Schrecker, “What is McCarthyism?” <https://ed.ted.com/lessons/what-is-mccarthyism-and-how-did-it-happen-ellen-schrecker>
- BuzzFeed Video, Generations throughout History, <https://www.youtube.com/watch?v=IfYjGxl6AJ8>

Project Work:

- Multimedia assets
- Storyboard drafting

November 13: Copyright, Permissions, and the Public Commons

Guest Speaker: April Hathcock (New York University Libraries)

Readings:

- Cohen, Daniel J., and Roy Rosenzweig. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. University of Pennsylvania, 2005: Owning the Past, <http://chnm.gmu.edu/digitalhistory/copyright/1.php>

Digital Guides (Reference only):

- NYU Copyright Guide, <http://guides.nyu.edu/copyright>

Project Work:

- Storyboard presentations

***** Assignment due:** ARIS Digital Project Worksheet #4: Storyboard

November 20: Interactive History - Museums & Historic Sites

Readings:

- Trofanenko, Brenda, Ch. 12 “Playing into the Past: Reconsidering the Education Promise of Public History Exhibits.” In *Pastplay: Teaching and Learning History with Technology*, (pp. 257-269). 2014. ([NYU Ebook](#))
- Russick, John. (2010). Ch. 10 “Making History Interactive.” In *Connecting kids to history with museum exhibitions* (pp. 219-241). (PDF)
- [Optional] Simon, Nina. “17 Ways We Made Our Exhibition Participatory.” MuseumTwo. June 13, 2012, <http://museumtwo.blogspot.com/2012/06/17-ways-we-made-our-exhibition.html>.

Museum Exhibit (Visit October 4 - November 12, 2017):

- The New-York Historical Society, The Vietnam War: 1945-1975, <http://www.nyhistory.org/exhibitions/vietnam-war-1945-1975>

***** Assignment due:** Museum Exhibit Review

November 27: Interactive History – Crowds, Communities, and Citizen Historians

Readings:

- Selections from Adair, Bill, Benjamin Filene, and Laura Koloski, eds. *Letting Go?: Sharing Historical Authority in a User-Generated World*. Left Coast Press, 2011. Read Kathleen McClean “Whose Questions, Whose Conversations?” and one additional case study, <http://history2016.doingdh.org/wp-content/uploads/sites/8/2016/06/Throwing-Open-Doors.pdf>
- Brennan, Sheila A. and T. Mills Kelly, “Why Collecting History Online is Web 1.5” CHNM Case Study, <http://chnm.gmu.edu/essays-on-history-new-media/essays/?essayid=47>

Digital Archives:

- Citizen Archivist, <https://www.archives.gov/citizen-archivist/>, National Archives
- Collecting and Preserving the Stories of Katrina and Rita, <http://hurricanearchive.org/>, Roy Rosenzweig Center for History and New Media
- Operation War Diary, <https://www.operationwardiary.org/#/>, Zoonivserre/National Archives
- Our Marathon, <http://marathon.neu.edu/>, Northeastern
- The History Harvest, historyharvest.unl.edu, University of Nebraska - Lincoln
- The September 11 Archive, <http://911digitalarchive.org/>, RRCHNM/ASHP-CML
- *What’s on the Menu?*, <http://menus.nypl.org/>, New York Public Library

Project Work:

- Troubleshooting ARIS Editor and digital content

December 4: Interactive History - Digital Games and Simulations

Readings:

- R. Philip Bouchard, “How I Managed to Design the Most Successful Educational Computer Game of All Time, *Medium*, June 28, 2017,

<https://medium.com/the-philipendium/how-i-managed-to-design-the-most-successful-educational-computer-game-of-all-time-4626ea09e184>

- (Optional) Whitaker, Robert. "Backwards Compatible: Gamers as a Public History Audience." *Perspectives on History*, January 2016, <https://www.historians.org/publications-and-directories/perspectives-on-history/january-2016/backward-compatible-gamers-as-a-public-history-audience>
- (Optional) Zucconi, Laura, Ethan Watrall, Hannah Ueno, and Lisa Rosner, "Pox and the City: Challenges in Writing a Digital History Game," <http://quod.lib.umich.edu/d/dh/12230987.0001.001/1:8/--writing-history-in-the-digital-age?g=dculture:rgn=div1;view=fulltext:xc=1>

Digital Games:

- Mission US, <http://www.mission-us.org/>, WNET
- (Optional) Oregon Trail, https://archive.org/details/msdos_Oregon_Trail_The_1990

Project Work:

- Troubleshooting ARIS Editor and digital content

December 10/11: Project Tours

- ARIS Project Tours!
- Tentative: Sunday schedule

*****FINAL PROJECTS DUE IN CLASS DEC 11TH**

December 12: Course Post-Mortem

Discussion

- Review of readings, topics, guests
- Review of ARIS Project

***** Assignment due:** ARIS Project Post Mortem

