



HIS 459SEM | Class # 24610
Special Topics: Pandemic Public History
Spring 2022 | 3 credits

COURSE INFORMATION

01/31/2022 - 05/13/2022
Thursdays, 11am-1:40pm
Capen 201A

Instructor: Dr. Marissa C. Rhodes
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Office: Park 556
Office Hours: Tuesdays, 11am-1pm

COURSE DESCRIPTION

This is a public history course revolving around the COVID-19 pandemic in partnership with the Journal of the Plague Year: An Archive of COVID-19 (www.covid-19archive.org). We will learn about oral histories (focused on the ethics and logistics of conducting, processing, curating, and exhibiting COVID-19 oral histories), and digital archives (focused on the ethics of rapid response archives, documenting the pandemic, curation and exhibit-making using Omeka-S). We will encounter readings on the ethics and methods of oral history, archives, and public history. You will also receive practical training and execute a culminating project such as an oral history collection, data remediation project, or exhibit centered around the Buffalo community, your hometowns, or some other group to which you have access or theme about which you are passionate.

STUDENT LEARNING OUTCOMES

Course Learning Outcomes	Instructional Method(s)	Assessment Method(s)
Identify the digital tools and practices, and public history methodologies currently in use, especially those used to document disasters such as the COVID-19 pandemic.	Readings Practical Instruction	Graded discussions Lab exercises

Recognize the potential of specific digital tools and public history methodologies to overcome the limitations of traditional humanities research, especially as it concerns the COVID-19 pandemic.	Readings	Graded discussions
Articulate the role of DH and PH scholars and tools in improving access to knowledge, enriching local communities, and documenting the Anthropocene.	Practical instruction Readings	Lab exercises Final project Graded discussions
Produce a coherent analysis of the strengths, weaknesses, and ethical debates within the interdisciplinary literature dealing with digital and public history, especially as it concerns the COVID-19 pandemic.	Readings	Graded discussions
Collaborate fruitfully with colleagues to execute small-scale digital lab assignments and blueprints for more complex projects.	Practical instruction Readings	Lab exercises Graded discussions
Deliberate thoughtfully on the appropriateness of digital tools and methodologies to discipline- and context-specific research questions, especially those related to the COVID-19 pandemic.	Readings	Graded discussions

COURSE COMPONENTS & WEIGHTING

VALUE	COURSE COMPONENT	DESCRIPTION
25%	Read and Discuss DUE THURSDAYS	There will be a few short readings due for each class meeting. The first 40 minutes of each class meeting will comprise our discussion of these readings. Your compliance with the readings will be assessed by the quality and frequency of your contributions to our class discussion. Please come to class prepared and ready to have interesting and lively discussions with the rest of us.
50%	Lab Exercises DUE TUESDAYS	You will complete 10 practical lab exercises related to the public history methods and practices that we'll be learning about in the course. After our 40 minutes of discussion, you will spend 40-60 minutes receiving practical training and instruction from me on the topic at hand. Then, we'll have a 20-minute break. When you return from break, you'll work on the lab exercise for 40-60 minutes by yourself with my guidance OR if it's a collaborative project, with your peers and my guidance. You will have plenty of class time to work on these labs but you may occasionally need to complete them outside of class. In that case, your lab work will be due the Monday following the class meeting when we began it.
25%	Final Project DUE MAY 13	You will execute a final project of your choice and design in concert with <i>Journal of the Plague Year: An Archive of COVID-19</i> . You and I will develop the project idea together after you've experienced the readings and practical exercises during the course. Some suggestions: an oral history project, a digital exhibit, a collecting initiative, data remediation, and more. Plan to spend 25 hours of effort on this final project and to log these hours to assure that you meet this requirement.

GRADING & ATTENDANCE

Please take class attendance seriously. Practical training and class discussion cannot be found elsewhere. Your presence will be invaluable. I will do my best to make class engaging and interesting for you so that you enjoy coming to class. You get ONE (1) free unexcused absence to use during the semester and ONE (1) late assignment submission. Unexcused absences beyond that will count against your discussion grade because those can't be replicated. Late assignments beyond your allotted freebie will lose points for lateness. However, I ALWAYS accept late deliverables and I allow resubmissions for a better grade until the last day of the semester. Use your free absence and late submission wisely.

I will grade discussions, labs, and your final projects based on several criteria including: (1) how well you achieve the goals of the assignment, (2) how nuanced and thoughtful your arguments are, and how well you articulate them, (3) how well you incorporate materials from the course into the assignment to support your argument, (4) your ability to acknowledge conflicting or contradictory information in a thoughtful way and (5) your ability to create meaning from the course materials. Consult assignment details to assure that you understand the expectations. Please see me if there is any confusion about how I have assessed your performance.

Please see the university's undergraduate grading policies on grades of "incomplete":
<http://undergrad-catalog.buffalo.edu/policies/grading/explanation.shtml#incomplete>

GRADE SCALE

Grade	Quality Points	Percentage
A	4.0	93.0% - 100.00%
A-	3.67	90.0% - 92.9%
B+	3.33	87.0% - 89.9%
B	3.00	83.0% - 86.9%
B-	2.67	80.0% - 82.9%
C+	2.33	77.0% - 79.9%
C	2.00	73.0% - 76.9%
C-	1.67	70.0% - 72.9%
D+	1.33	67.0% - 69.9%
D	1.00	60.0% - 66.9%
F	0	59.9 or below

INCOMPLETES (I/IU)

A grade of incomplete ("I") indicates that additional course work is required to fulfill the requirements of a given course. Students may only be given an "I" grade if they have a passing average in coursework that has been completed and have well-defined parameters to complete the course requirements that could result in a grade better than the default grade. An "I" grade may not be assigned to a student who did not attend the course.

Prior to the end of the semester, students must initiate the request for an "I" grade and receive the instructor's approval. Assignment of an "I" grade is at the discretion of the instructor.

For all graduate-level courses, an interim grade of Incomplete (I) may be assigned if the student has not completed all requirements for the course. An interim grade of 'I' shall not be assigned to a student who did not attend the course. For all graduate courses the default grade accompanying an interim grade of 'I' shall be 'U' and will be displayed on the UB record as 'IU.' The default Unsatisfactory (U) grade shall become the permanent course grade of record if the 'IU' is not changed through formal notice by the instructor upon the student's completion of the course.

Assignment of an interim 'IU' is at the discretion of the instructor. A grade of 'IU' can be assigned only if successful completion of unfulfilled course requirements can result in a final grade better than the default 'U' grade. The student should have a passing average in the requirements already completed. The instructor shall provide the student specification, in writing, of the requirements to be fulfilled.

ACADEMIC INTEGRITY

Academic integrity is a fundamental university value. Through the honest completion of academic work, students sustain the integrity of the university while facilitating the university's imperative for the transmission of knowledge and culture based upon the generation of new and innovative ideas.

Please consult the university's undergraduate academic integrity policies: <http://undergrad-catalog.buffalo.edu/policies/course/integrity.shtml>

ACCESSIBILITY RESOURCES

If you have any disability which requires reasonable accommodations to enable you to participate in this course, please contact the Office of Accessibility Resources, 25 Capen Hall, 645-2608, and also the instructor of this course .. The office will provide you with information and review appropriate arrangements for reasonable accommodations.

<http://www.student-affairs.buffalo.edu/ods/>

COURSE SCHEDULE

CLASS MEETING	DISCUSSION TOPIC	READINGS DUE	TRAINING & LAB EXERCISES
Feb 3	Intro to PH & DH	Syllabus	#1: Share Your Stories- two pandemic prompts of your choice & Join Slack and Omeka-S
Feb 10	JOTPY Intro	Tebeau, Mark. "A Journal of the Plague Year: Rapid-Response Archiving Meets the Pandemic." <i>Collections</i> 17, no. 3 (September 1, 2021): 199-206. Craft, Erin. "A Journal of the Plague Year: An Archive of COVID-19 as a	#2: Share Your Stories- answering two calls of your choice & Explore JOTPY Activity

		<p>Community of Practice." <i>Collections</i> 17, no. 3 (2021): 267-73.</p> <p>Clark, Mary Marshall. "The September 11, 2001, Oral History Narrative and Memory Project: A First Report." <i>The Journal of American History</i> 89, no. 2 (2002): 569-79.</p> <p>Adair, Bill, Filene, Benjamin, Koloski, Laura, editors, <i>Letting Go?: Sharing Historical Authority in a User-Generated World</i> (New York: Routledge, 2011). [excerpts]</p>	
Feb 17	Disaster/Rapid-Response Archives	<p>Debono, Sandro. "Collecting Pandemic Phenomena: Reflections on Rapid Response Collecting and the Art Museum." <i>Collections</i> 17, no. 2 (2021): 179-85.</p> <p>Schwartz, Pam, Whitney Broadaway, Emilie S. Arnold, Adam M. Ware, and Jessica Domingo. "Rapid-Response Collecting after the Pulse Nightclub Massacre." <i>The Public Historian</i> 40, no. 1 (2018): 105-14.</p> <p>Gardner, James B., and Sarah M. Henry. "September 11 and the Mourning After: Reflections on Collecting and Interpreting the History of Tragedy." <i>The Public Historian</i> 24, no. 3 (2002): 37-52.</p> <p>Foster, Makiba J., and Meredith R. Evans. 2016. "Libraries Creating Sustainable Services During Community Crisis: Documenting Ferguson". <i>Library Management</i>. 37, no. 6/7: 352-362.</p>	#3: Explore RR-Archives Activity & Intro to Metadata
Feb 24	Digital Archives & Crowd-Sourced Collecting	<p>Kelly, Jason. "Reading the Grand Tour at a Distance: Archives and Datasets in Digital History." <i>The American Historical Review</i> 122, no. 2 (2017): 451-63.</p> <p>Cohen-Stratynner, Barbara. "What Democracy Looks like: Crowd-Collecting Protest Materials." <i>Museums & Social Issues</i> 12, no. 2 (2017): 83-91.</p> <p>Salahu-Din, Deborah Tulani. "Documenting the Black Lives Matter Movement in Baltimore through Contemporary Collecting: An Initiative of the National Museum of African American History and Culture." <i>Collections</i> 15, no. 2-3 (2019): 101-12.</p>	#4: JOTPY Metadata curation/description

		Conn, Steven. <i>Do Museums Still Need Objects?</i> Philadelphia, Pa: University of Pennsylvania Press, 2010. [excerpt]	
Mar 3	COVID DH	Kara, Helen, and Su-Ming Khoo, eds. <i>Researching in the Age of COVID-19</i> . 3 vols. Bristol, UK: Policy Press, 2020. [excerpt] Schendel, Tory. "Stewardship and COVID-19: The Preservation of Human Experience." <i>Collections</i> 17, no. 3 (2021): 274–83. Barrett, Susan A. "Participatory Description and Metadata Quality in Rapid Response Archives." <i>Collections</i> 17, no. 3 (2021): 226–36.	#5: JOTPY Curation Peer Reviews & Edits
Mar 10	Slow Violence/Slow Disaster	Knowles, Scott Gabriel. "Slow Disaster in the Anthropocene: A Historian Witnesses Climate Change on the Korean Peninsula." <i>Daedalus</i> 149, no. 4 (2020): 192–206. Nixon, Rob. <i>Slow Violence and the Environmentalism of the Poor</i> . Cambridge, MA: Harvard University Press, 2011. [excerpt] Rhodes, Marissa C. "Our Metadata Problem and the Curation Crew Solution: Employing Non-Specialist Undergraduate Students in Data Remediation." <i>Collections</i> 17, no. 3 (2021): 217–25. Whyte, Kyle. "Against Crisis Epistemology." In <i>Routledge Handbook of Critical Indigenous Studies</i> , edited by Brendan Hokowhitu, Aileen Moreton-Robinson, Linda Tuhiwai-Smith, Chris Andersen, and Steve Larkin, 52–64. Abingdon, Oxon: Routledge, 2020.	#6: Intro to Data Visualization & JOTPY Data Remediation
Mar 17	OH Intro	Kelly, Jason M. "The COVID-19 Oral History Project: Some Preliminary Notes from the Field." <i>The Oral History Review</i> 47, no. 2 (2020): 240–52. Faulkenbury, Evan. "Journalism, COVID-19, and the Opportunity of Oral History." <i>The Oral History Review</i> 47, no. 2 (2020): 253–59. Sarkar, Mahua. "Between Craft and Method: Meaning and Inter-Subjectivity in Oral History Analysis." <i>Journal of Historical Sociology</i> 25, no. 4 (2012): 578–600.	#7: Curate JOTPY OHs
Mar 24	SPRING BREAK		

<p>Mar 31</p> <p>**CLASS IS SHIFTED ONLINE THIS WEEK**</p>	<p>OH ethics</p>	<p>Sheftel, Anna, and Stacey Zembrzycki. "Who's Afraid of Oral History?: Fifty Years of Debates and Anxiety about Ethics." <i>Oral History Review</i> 43, no. 2 (2016): 338-66.</p> <p>Kaplan, Anna F. "Cultivating Supports While Venturing into Interviewing during COVID-19." <i>The Oral History Review</i> 47, no. 2 (2020): 214-26.</p> <p>Cramer, Jennifer A. "'First, Do No Harm': Tread Carefully Where Oral History, Trauma, and Current Crises Intersect." <i>The Oral History Review</i> 47, no. 2 (2020): 203-13.</p> <p>Yow, Valerie. "'Do I like Them Too Much?': Effects of the Oral History Interview on the Interviewer and Vice-Versa." <i>The Oral History Review</i> 24, no. 1 (1997): 55-79.</p>	<p>Readings combined with next week's</p> <p>Culminating Project Proposal (DUE TUES 4/5 like all labs) + curation corrections</p>
<p>Apr 7</p>	<p>COVID-19 OHs</p>	<p>Lee, Ana Paulina, and Kimberly Springer. "Socially Engaged Oral History Pedagogy amid the COVID-19 Pandemic." <i>The Oral History Review</i> 47, no. 2 (2020): 227-39.</p> <p>Cave, Mark, and Stephen M. Sloan, eds. <i>Listening on the Edge: Oral History in the Aftermath of Crisis</i>. Oxford: Oxford University Press, 2014. [ebook-Intro + 1 chapter each]</p> <p>Sloan, Stephen M. "Behind the 'Curve': COVID-19, Infodemic, and Oral History." <i>The Oral History Review</i> 47, no. 2 (2020): 193-202.</p> <p>Tracy-Taylor, Allison K. "Leading in the Time of Corona." <i>The Oral History Review</i> 47, no. 2 (July 2, 2020): 260-68.</p>	<p>#8: Redacting JOTPY OHs</p>
<p>Apr 14</p>	<p>COVID and Disparity</p>	<p>Jennifer Valentino-DeVries, Jennifer, Lu, Denise, Dance, Gabriel J.X., Location Data Says It All: Staying at Home During Coronavirus Is a Luxury, <i>New York Times</i>, April 3, 2020.</p> <p>Noppert, Grace, "COVID-19 is hitting black and poor communities the hardest, underscoring fault lines in access and care for those on margins," <i>The Conversation</i>, April 9, 2020.</p> <p>Tai, Don Bambino Geno, Aditya Shah, Chyke A Doubeni, Irene G Sia, and Mark L Wieland. "The Disproportionate Impact of COVID-19 on Racial and Ethnic Minorities in the</p>	<p>#9: Conducting a COVID-19 OH</p>

		United States." <i>Clinical Infectious Diseases</i> 72, no. 4 (2021): 703-6.	
Apr 21	Post-Colonial DH	<p>Risam, Roopika, and Kelly Baker Josephs. <i>The Digital Black Atlantic</i>. Minneapolis: University of Minnesota Press, 2021. [excerpt-Intro]</p> <p>Risam, Roopika. <i>New Digital Worlds: Postcolonial Digital Humanities in Theory, Praxis, and Pedagogy</i>. Chicago: Northwestern University Press, 2018. [excerpt-Ch.1]</p> <p>Carter, Rodney G. S. "Of Things Said and Unsaid: Power, Archival Silences, and Power in Silence." <i>Archivaria</i>, no. 61 (2006): 215-33.</p> <p>Stoler, Ann Laura. "Colonial Archives and the Arts of Governance." <i>Archival Science</i> 2 (2002): 87-109.</p> <p>Thomas, David, Fowler, Simon Fowler, Johnson, Valerie, editors, "Enforced Silences," in <i>The Silence of the Archive</i> (London: Facet Publishing, 2017).</p>	#10: Processing JOTPY OHs
Apr 28		<p>Trouillot, Michel-Rolph. "Power in the Story," in <i>Silencing the Past: Power and the Production of History</i>. 2nd ed. Boston, Massachusetts: Beacon Press, 2015. [excerpt-ch.1]</p> <p>Tuhiwai Smith, Linda. "Research through Imperial Eyes," in <i>Decolonizing Methodologies: Research and Indigenous Peoples</i>. 2nd ed. London: Zed Books Ltd., 2013.</p> <p>Gladden, Shonda Nicole. "These Stories Must Be Told: Preliminary Observations by a Black Scholar Practitioner on Silences in the Archive." <i>Collections</i> 17, no. 3 (2021): 247-54.</p>	#11 – Curation corrections for all curations.
May 5	Teaching and Learning Using JOTPY	<p>Jiménez Frei, Cheryl, and Shane Carlson. "Surviving, Learning, and Striving in the Times of Pandemic: Teaching With A Journal of the Plague Year: An Archive of COVID-19 (JOTPY)." <i>Collections</i> 17, no. 3 (2021): 255-66.</p> <p>Kelly, Jason M., and John Horan. "Archive as Pedagogy: Oral History and a Journal of the Plague Year." <i>Collections</i> 17, no. 3 (2021): 237-46.</p> <p>Kole de Peralta, Kathleen. "Curating COVID-19: A Digital Internship in a Rapid Response Archive." <i>Collections</i> 17, no. 3 (2021): 207-16.</p>	Culminating Project

May 12	Theory	<p>Foucault, Michel. <i>Archaeology of Knowledge and The Discourse on Language</i>. Princeton, NJ: Vintage Books, 2010. [excerpt-intro]</p> <p>Frisch, Michael. <i>A Shared Authority: Essays on the Craft and Meaning of Oral and Public History</i> (New York, SUNY Press, 1990)</p> <p>Rhodes & Kole de Peralta, "Rolling-Response Archive Model"</p>	Culminating Project