ENG 498/ SPA 496:
DIGITAL STORYTELLING (testimonios):
Transnational Movements & Identities

CO-PROFESSORS:
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FACE-to-FACE: Professor Leslie Gutierrez (Spanish Instructor)
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OFFICE HOURS: online via email (Raynor) or by appointment (face-to-face w/ Gutierrez)

COURSE DESCRIPTION:
This cross listed hybrid ENG 498/ SPA 498 course will explore the intricacies of transnational identities and movements through digital narratives. The selected stories and sources for this course are related to both the professors' research interests which will provide students with an interdisciplinary array of themes (e.g. Vietnam Veterans, Undocumented migrants, African Diaspora communities,) that cross many borders and spaces (e.g. linguistic, racial, cultural, geopolitical, etc.) and utilize diverse methodologies (e.g. testimonios, trauma narratives). We will examine digital media as a learning and sharing tool as well as a platform for social critique. As authors of their stories, students or designated collaborators will be at the center of their narratives allowing them to create their own meanings by connecting their or others personal experiences and ways of knowing with existing knowledge. Students will engage in both acquiring and production skills which incorporate different types of interactive digital tools (e.g. iMovie, WordPress, Photoshop, Sound Cloud, GarageBand, Final Cut Express, and other multimedia tools) with global realities and lived experiences. Prerequisites: ENG or SPA 231 or permission from the Instructor.

COURSE OBJECTIVES:
The objective of the class is to guide students on how to select digital media that best expresses/captures their own or their collaborators experiences/lived realities. Upon completion of this course, students will:

• Expand their understanding of the complexities of transnational movements and identities.
• Integrate different media (text, images, sound, video) into a seamless online environment •
Offer critique and their own perspective in analyzing different digital stories.
• Develop critical skills to explore digital sources.

METHODS OF TEACHING COURSE STRUCTURE:
This 15-week hybrid course is divided into the 5 Units listed below. This course will include e-texts: readings, digital texts, videos, films and various digital applications.

Unit I: Owning (Y)our Truth (Testimonio): Intro to Digital Storytelling
Unit II: When War Comes Home: Trauma, Heroism, and Historical Memory
Unit III: It's Complicated Chic@:Transnational Identities and Movements
Unit IV: Manos a la Obra: Creation and Production of Digital Stories

Unit V: This Story Will (not) Be Televised: Student Productions-Digital Stories

Unit Components:
Audio/Visual-Watch and take notes on assigned digital sources.
Technology-Compose digital mini-assignments.
Critical Thinking-complete a written assignment based on a theme from the unit.

EVALUATION:
Written Analysis of Digital Stories on E-Campus. (25%)
Mini-Assignments (25%)
Student-Led Technology (iPad App) Workshops (25%)
Final Digital Story Project (25%)
            TOTAL= 100%

1. **Written Analysis**: students will complete a written assignment based off the digital sources provided within each unit and upload it in the designated cell within our E-Campus course. Multiple stories/sources will be available, but students will write about the ones that captivated them the most.

2. **Mini-assignments**: In each unit there will be a series of small exercises where you experiment with audio and visual equipments and iPad apps. These mini-assignments familiarize you with multimedia tools and serve the purpose of documenting your experience with them.

- Mini-assignment Unit 1: (Photo project). Create a biographical story with iPhoto and Photoshop. Create a biographical story using iPhoto and Photoshop (please upload your file to Vimeo before the beginning of the class. Please be advised that it takes time to upload and convert your file to Vimeo. Be sure to give yourself enough time to prepare your file.)

- Mini-assignment Unit 2: (Sound project)- Create a one-minute soundscape of a transnational place with GarageBand.

- Mini-assignment Unit 3: (Video project)- Create a one-minute video documenting a day in your (or another person's) life with Final Cut.

3. **Student-Led Technology** (iPad App) Workshops- In pairs (2), students will research a new or familiar iPad app. that can be used in our class to enhance our digital story creations. In order to prevent repetition, each pair will sign up for an app. online. Once an app. is chosen, students will teach the class how to maneuver it (upload handout/instructions on eCampus) during a hands-on workshop in class.

4. **Final Digital Story Project**: Students will create their own story (7-10 minutes) about their own transnational identities or collect (record) a story about another persons transnational story. Students will be graded based on their development of the narrative, the audio-visual creativity, the fluidity of the presentation, and it's emotive effects. Video upload: eCampus.

Optional: Willing students can post their stories on Vimeo with approval. Vimeo (http://www.vimeo.com/) is a video-sharing site where one can upload, share, and view videos. Unlike YouTube, there is no file size or time limitation on Vimeo. You will receive a confirmed email once your video is successfully upload.

Free Online Learning Resources
There are plenty of online forums and tutorials that can help you learn more about multimedia authoring tools. Below is a list of URLs that can help you start:
Adobe Design Center: Adobe Video Workshop
http://www.adobe.com
Find chapters of books at Google Books
http://books.google.com
Viewing video online with Google Videos
http://video.google.com/
Apple help library and user manual for Final Cut
http://documentation.apple.com/en/finalcutpro
Having a particular question about certain technology?
http://www.whatis.com
http://www.ask.com

UNIVERSITY GRADING SCALE:
A=100-90, B=89-80, C=79-70, D=69-60, F=59-0

RESOURCE MATERIALS:
Materials include the online course materials.

POLICIES:

- **No Late Work Policy:**
- Turn in all work promptly. Late work will not be tolerated or accepted. You must submit all your work through the eCampus online module. No work will be accepted via email. Students have 3-4 days to upload essays.

- Your face-to-face professor may require additional assignments within the class. There will always be a distinction between in-class work and work that should be uploaded to eCampus.

- All essay assignments at due at 5:30 PM on the days indicated in your online weekly course calendar.

- Please inform the professor of extenuating circumstances. Computer problems are not an excuse for late work or incomplete assignments. Please remember that you must CLICK the eCampus SUPPORT icon for technical issues. Also there is a STUDENT TUTORIAL available through eCampus for those of you who are new to online classes.

- Your online professors have limited capabilities when it comes to helping you with

technical issues. Your eCampus Coordinator is Andrea Hylton (ahylton@jcsu.edu or ecampus@jcmail.jcsu.edu, tel:704.378.1131)

- Even though the portal may allow you to upload your assignments after the cutoff and due date, if they are posted LATE, they WILL NOT be graded. Please refer to the NO LATE WORK policy in your syllabus.

- Please read through your scheduled assignments and PUT ALL DUE DATES FOR ASSIGNMENTS, PROJECTS AND ESSAYS ON YOUR CALENDAR, so you will not miss deadlines.

- Uploading your assignments either in DRAFT form or posting them in the WRONG place will cause your assignments not to appear in the correct place in order for me to view and grade them. Please upload assignments in the correct place, contact eCampus SUPPORT or take the STUDENT TUTORIAL for assistance.

Johnson C. Smith University Honor Code:
The following University approved Honor Code is enforced by the Council of Deans and the University Judiciary Board:

I pledge that this work is my own and I will not cheat, or represent the works, ideas, or projects of others as my own. I further pledge that I will not engage in academic dishonesty, which includes lying, stealing or assisting others in misrepresenting their work. As a member of the student body of Johnson C. Smith, I pledge to report all violation of the Honor Code that I observe in others. I understand that the violations of the Honor Code are subject to disciplinary procedures by the University.

Plagiarism:
Plagiarism is the use of words and ideas of others without giving them credit. (*Student Handbook*). The *Student Handbook* states, "Plagiarism occurs when a student submits a paper that is not the result of his or her own thinking and effort." In short, plagiarism means stealing the ideas of another or expressing another's ideas but presenting them as one's own. For example, copying someone else's work word-for-word, paraphrasing someone else's work without acknowledging the original author or without giving the original author credit, and writing a theme solely on the ideas of another, are all forms of plagiarism. Plagiarism is cheating. The penalties for plagiarism and other forms of academic misconduct are serious and may range from receiving a failing grade for the work to dismissal from the University. Additional information about plagiarism and other forms of academic misconduct is available from the Council of Deans. Students caught plagiarizing on any assignment, major or minor, will fail the course.

Disability Services
This course is designed to accommodate the needs of students with diverse abilities and interests; however, if you require specific accommodations, please contact the instructor, and accommodations will be gladly provided. Students requiring special assistance must register with the Disability Services Office and provide official documentation concerning your disability

before services will be provided. For more information contact Mr. James Cuthbertson, Disability Officer, Teaching and Learning Center, RM7, 378-1282.

CAVEAT:
The above schedule and procedures in this course are subject to change.

COURSE SCHEDULE:

Unit I: Owning (Y)our Truth (Testimonio): Intro to Digital Storytelling

Please read and/or view the following assignments. CLICK on the link written below each title and it will direct you to a website that will have each reading, film clip or visual image for this lesson. Take notes because this will help you be able to properly complete your upcoming assignment. Additional research may help you better understand what you are reading/viewing.

TED Talks:
Joe Sabia: The Technology of Storytelling
http://www.ted.com/talks/joe_sabia_the_technology_of_storytelling?utm_source=email&source=email&utm_medium=social&utm_campaign=ios-share

Chimamanda Ngozi Adichie: The Danger of a Single Story
http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?utm_source=email&source=email&utm_medium=social&utm_campaign=ios-share

Readings:
"Digital Storytelling: A Powerful Technology Tool for 21st Century Classroom"
http://digitalstorytellingclass.pbworks.com/f/Digital+Storytelling+A+Powerful.pdf

"The World of Digital Storytelling"
http://www.jasonohler.com/pdfs/digitalstorytellingArticle1-2006.pdf

"Digital Storytelling: Digital Photography and Video Guide"
http://wwwimages.adobe.com/content/dam/Adobe/en/education/pdfs/digital-storytelling.pdf

"Digital Storytelling for Social Impact"
http://www.rockefellerfoundation.org/uploads/files/41207e9a-d277-425e-85e7-94715846fcfe-digital.pdf

Assignments:
Please see eCampus

Unit II: When War Comes Home: Trauma, Heroism, and Historical Memory

Please read and/or view the following assignments. CLICK on the link written below each title and it will direct you to a website that will have each reading, film clip or visual image for this lesson. Take notes because this will help you be able to properly complete your upcoming

assignment. Additional research may help you better understand what you are reading/viewing.

Readings:

Creative Nonfiction: *NC Crossroads* "Breaking the Silence: The Unspoken Brotherhood of Vietnam Veterans"
http://nchumanities.org/sites/default/files/documents/Summer%202002.pdf

"Something He Couldn't Write About: Telling My Daddy's Story of Vietnam"
http://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1066&context=disclosure

Video: Professor uses letters sent home from soldiers to educate students
http://myfox8.com/2013/11/26/professor-using-letters-sent-home-from-soldiers-to-educate-students/

The Silence of War
https://sites.google.com/site/thesilenceofwar/

"Seeing Signs and Telling War Stories: Recognizing Trauma Symptoms and the Role of Narrative in Recovery"
http://wlajournal.com/23_1/images/rolen.pdf

"War Injuries, Trauma, and Disaster Relief"

http://www.global-help.org/publications/articles/techortho_warinjuries.pdf

Digital stories:
Music Video: Letters from War
https://m.youtube.com/watch?v=uuvbBwsMTgI

Iraq War Veteran: A Note to Self
http://www.cbsnews.com/news/note-to-self-an-iraq-war-vet-advises-his-21-year-old-self-on-the-eve-of-war/

https://m.youtube.com/watch?v=9So6WsflbO4

"War Torn"
https://m.youtube.com/watch?v=y5CldcnKKBI

Men at War - TIME
http://www.time.com/time/photogallery/0,29307,1682713,00.html

Our World at War
http://www.time.com/time/photogallery/0,29307,1897965,00.html

Vietnam 35 Years Later - Big Picture
http://www.boston.com/bigpicture/2010/05/vietnam_35_years_later.html

TED Talks:
Aaron Huey: America's Native Prisoners of War
http://www.ted.com/talks/aaron_huey

James Nachtwey: My Wish: Let My Photographs Bear Witness
http://www.ted.com/talks/james_nachtwey_s_searing_pictures_of_war

Giles Duley: When a Reporter Becomes the Story
http://www.ted.com/talks/giles_duley_when_a_reporter_becomes_the_story.htmlutm_medium=social&source=email&utm_source=email&utm_campaign=ios-share

Deborah Scranton on her "War Tapes"
http://www.ted.com/talks/deborah_scranton_on_her_war_tapes.html??utm_medium=social&source=email&utm_source=email&utm_campaign=ios-share

Zainab Salbi: Women, wartime and the dream of peace
http://www.ted.com/talks/zainab_salbi.html??utm_medium=social&source=email&utm_source=email&utm_campaign=ios-share

Ryan Lobo: Photographing the Hidden Story
http://www.ted.com/talks/ryan_lobo_through_the_lens_of_compassion

Assignments:
Please see eCampus

Unit III: It's Complicated Chic@:Transnational Identities and Movements

Please read and/or view the following assignments. CLICK on the link written below each title and it will direct you to a website that will have each reading, film clip or visual image for this lesson. Take notes because this will help you be able to properly complete your upcoming assignment. Additional research may help you better understand what you are reading/viewing.

Readings:
"Displacement limbo in Sierra Leon"
http://www.fmreview.org/sites/fmr/files/FMRdownloads/en/disability/FMR35/21-22.pdf

HUMAN RIGHTS THROUGH DIGITAL STORYTELLING (5 stories)
**AFSC-Human Rights through Digital Storytelling day camp
(2-4 minute) films created by the youth! http://tinyurl.com/LFCfilmsJuly2014.

**STORYOLOGY- Digital Stories of NC Undocumented People (9 digital stories)

Putri's story (Indonesian Muslim young woman, maybe good for talking about identity):
http://www.youtube.com/watch?v=TzK_ZFsST6E&list=PLh2S7f0RtI5E08M-M0Eb1lItwzIW0biDh&index=2

Arturo (Young Mexican man who grew up here and went to UNCC):
http://www.youtube.com/watch?v=-0ITD1icvOs&index=17&list=PLh2S7f0RtI5FY7mGbW1ZaLZq-Ne1dDIiI

Ghaisha (story of Ghaisha's friend from Niger who was denied an organ transplant because he is undocumented; good for talking about immigration reform especially how it affects non-Latinos):
http://www.youtube.com/watch?v=k033e_SPb-w&index=4&list=PLh2S7f0RtI5GJLDTKxT3SDMZE-K0XVWZV

Rausel- short version (Mexican man talking about why he came and struggle of being undocumented; good for talking about immigration reform):
http://www.youtube.com/watch?v=qRBoH-LW1eM&index=2&list=PLh2S7f0RtI5GJLDTKxT3SDMZE-K0XVWZV

Adega (from Kenya, embraced by people in other countries but not in US. Maybe good for talking about identity):
http://www.youtube.com/watch?v=Q9hIzWW_I10&list=PLE085E2DF04ADFB63&index=7

Mojeeb (Wake Forest Muslim student from Afghanistan who got here just before 9/11 and how a hateful experience led him to interfaith work):
http://www.youtube.com/watch?v=Bi2prWkw4sU&list=PLh2S7f0RtI5FQYwZvYYjjFixQ9BMdjAN5&index=5

Siem's story (story of a man from Eritrea and the harrowing account of his journey here):
http://www.youtube.com/watch?v=KmBRJ2ZpSQQ&index=9&list=PLh2S7f0RtI5FY7mGbW1ZaLZq-Ne1dDIiI

Sabine (story of a woman from Haiti- her video is not quite as strong but if there is a Haitian student there it might fit):
http://www.youtube.com/watch?v=vlc1T6mGl4Q&list=PLE085E2DF04ADFB63&index=9

Fredd (1 minute story about need for instate tuition for undocumented students):
http://www.youtube.com/watch?v=BsBvOingSzM&list=PLh2S7f0RtI5G-tVlPNYtB3ti5fEazJ7MZ&index=2
American Friends Service Committee - Carolinas 529-D College Road Greensboro, NC 27410
 336-854-0633 * carolinas@afsc.org afsc.org/greensboro * facebook.com/afscnc *
youtube.com/afscnc
Director: Lori Fernald Khamala- Carolinas
SUBGROUP: Immigrant Solidarity Committee (ISC- Charlotte)

**Professor Gutierrez is a member of ISC, the Charlotte advocacy group for undocumented

migrants, that sponsored the workshop for participants in NC to create their own digital stories***

Black and Latino Documentary (Afro-Latino actors in the U.S.)

https://m.youtube.com/watch?v=tT7_oQzDYMw

Afro-Latinos (A Lack of Representation)

https://m.youtube.com/watch?v=xoynWkeColI

Wade Davis: Dreams from Endangered Cultures
http://www.ted.com/talks/wade_davis_on_endangered_cultures

Assignments:
Please see eCampus

Unit IV: Manos a la Obra: Creation and Production of Digital Stories

Please read and/or view the following assignments. CLICK on the link written below each title and it will direct you to a website that will have each reading, film clip or visual image for this lesson. Take notes because this will help you be able to properly complete your upcoming assignment. Additional research may help you better understand what you are reading/viewing.

Readings:
"Digital Storytelling Steps"
http://www.pemdc.org/UserFiles/file/CSOHandouts/DigitalStorytellingSteps.pdf

"Creating a Digital Story with iMovie '11"
http://its.pages.tcnj.edu/files/2012/09/imovie11_tutorial.pdf

Telling stories using photography:

Taryn Simon: Photographing Secret Sites
http://www.ted.com/talks/taryn_simon_photographs_secret_sites

Becci Manson: (Re)touching lives through photos
http://www.ted.com/talks/becci_manson_re_touching_lives_through_photos.htmlutm_medium=social&source=email&utm_source=email&utm_campaign=ios-share

Sebastião Salgado: The Silent Drama of Photography
http://www.ted.com/talks/sebastiao_salgado_the_silent_drama_of_photography

Jonathan Klein: Photos that changed the world
http://www.ted.com/talks/jonathan_klein_photos_that_changed_the_world.htmlutm_medium=social&source=email&utm_source=email&utm_campaign=ios-share

Kristen Ashburn's photos of AIDS
http://www.ted.com/talks/kristen_ashburn_s_heart_rending_pictures_of_aids.htmlutm_medium=social&source=email&utm_source=email&utm_campaign=ios-share

Telling stories focusing on "people":

David Hoffman on losing everything
http://www.ted.com/talks/david_hoffman_on_losing_everything.html??utm_medium=social&source=email&utm_source=email&utm_campaign=ios-share

Taryn Simon: The Stories Behind the Bloodlines
http://www.ted.com/talks/taryn_simon_the_stories_behind_the_bloodlines

Rick Guidotti: From stigma to supermodel (story of albino)
http://www.ted.com/talks/rick_guidotti_from_stigma_to_supermodel.htmlutm_medium=social&source=email&utm_source=email&utm_campaign=ios-share

Scott Summit: Beautiful artificial limbs
http://www.ted.com/talks/scott_summit_beautiful_artificial_limbs.html??utm_medium=social&source=email&utm_source=email&utm_campaign=ios-share

Liu Bolin: The invisible man
http://www.ted.com/talks/liu_bolin_the_invisible_man.html??utm_medium=social&source=email&utm_source=email&utm_campaign=ios-share

Sharmeen Obaid-Chinoy: Inside a school for suicide bombers
http://www.ted.com/talks/sharmeen_obaid_chinoy_inside_a_school_for_suicide_bombers.html??utm_medium=social&source=email&utm_source=email&utm_campaign=ios-share

Telling Stories using music:

Artist: ChocQuibTown. Music Genre: Reggae in Spanish
Theme: Afro-Colombian pride. Songs: "De donde vengo yo," "Somos pacificos"
http://m.youtube.com/watch?v=yMS4J6Gp6e4
http://m.youtube.com/watch?v=yMS4J6Gp6e4

Artist: Richie Spice. Music Genre: Reggae music
Theme: stereotypes of Jamaican immigrants
Song: Di Plane Land
http://m.youtube.com/watch?v=EvhmdfLqCXE

Los Tigres del Norte – Banda music (Theme: stereotypes of undocumented Latinos/ Border Stories)
http://m.youtube.com/watch?v=qsOPbN8ViEg
http://m.youtube.com/watch?v=qsOPbN8ViEg

Artist: India Arie featuring Akon Music Genre: Neosoul.
Song: I'm not my Hair. Theme: Self-Love

http://m.youtube.com/watch?list=PLD7DD382F234DB68B&params=OAFIAVgD&v=E_5jIt0f5Z4&mode=NORMALhttp://m.youtube.com/watch?v=eAfyFTzZDMM

Artist: Queen Ifrica. Music Genre: Reggae music. Theme: Molestation/Rape
Song:Daddy Don't Touch me There"
http://m.youtube.com/watch?v=NYrXb_KJmEU

Assignments:
Please see eCampus

Unit V: Student Productions - Digital Stories