



VIC 4001
VISUAL STORYTELLING & PRODUCTION
DIGITAL CURATION AND STORYTELLING
SCHOOL OF JOURNALISM AND MASS COMMUNICATION
FLORIDA INTERNATIONAL UNIVERSITY
SPRING 2016

Tuesdays and Thursdays
9 a.m. to 10:50 a.m.
AC2 242 AND Hubert 124

(Updated February 29, 2016)
(FOLLOW THE PROGRESS AT ROBERTGUTSCHEJR.COM/CURATE)

Dr. Robert Gutsche Jr., Assistant Professor
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Individual workshop hours: TR 12:20 p.m. to 1:50 p.m.

About Your Professor

Dr. Gutsche has been a journalist since 1996, having written for *The Washington Post*, *Chicago Tribune*, the *Wisconsin State Journal*, and other regional and local publications. His scholarship surrounds cultural and social meanings of news, particularly in terms of how news media demarcate space and characterize place. He is the author and editor of five books and more than a dozen journal articles, an affiliated faculty member with Florida International University's African and African Diaspora Studies Program, and a Research Scholar at the Donald W. Reynolds Journalism Institute at the University of Missouri.

With Special Lectures by Jamie Rogers

Jamie Rogers is the Assistant Head of Digital Collections at Florida International University. In this capacity, she manages the digital production, data management strategies, and preservation for internally and externally funded digital initiatives in collaboration with the FIU community, as well as local partners, including municipalities, cultural institutions, government agencies, and scientific organizations. Since 2006, she has curated and managed over 100 digital collections, which are accessed an average of 3.9 million times per year, including six successful grant and local partner initiatives, which have brought in over \$1 million dollars in funding.

Course Overview

This class is an opportunity to capture history and tell stories related to student work on sea level rise published on eyesontherise.org. Students in this course will be introduced to cultural themes of visual communication, museums, and libraries. Through practical application and collaboration (see below), students will create digital stories about this project once they are added, in some capacity, to FIU's Digital Collection related to sea level rise, <http://dpanther.fiu.edu/dPanther/collections/SLR>.

Students will be able to learn about and discuss issues of:

- New technologies in digital curation
- Issues of copyright in terms of use in educational and commercial setting
- The creation of narratives
- The meanings of narratives associated with curation
- The roles of visuals in culture
- Critical approaches to examining visuals
- Multifaceted approaches to user testing
- Challenges of public communication

By archiving content from eyesontherise.org, some of the students' final projects might resemble the following narratives:

- <http://www.environmentandsociety.org/exhibitions>
- <https://www.floridamemory.com/collections/debry>: One of several collections that examines Florida stories of yesterday and today.
- <http://islandluminous.fiu.edu/learn.html>: A living website designed to examine and celebrate Hatian histories, the present, and futures.
- <http://bgcdml.net/media-and-materiality>: A topical synthesis and analysis of the everydayness of media.
- <http://musicmindmore.com>: This project shows the interactions between memory, cognition, music, and environment.
- <http://marathon.neu.edu>: A collection focused on topical current events through oral histories and personal narratives.

This class is an experiment, the first time an FIU course is designed around using new technology to curate digital information for the library and using it to shape online narratives through the university's digital collections. Slight schedule changes may occur, though changes to assignment, exam, and workshop dates will not.

Project Partners

- FIU School of Journalism and Mass Communication
- FIU Digital Collections Center: digitalcollections.fiu.edu/dcc; dpanther.fiu.edu/dPanther/collections/SLR; digitalcommons.fiu.edu/sea_level_rise
- FIU Digital Scholars Lab
- FIU GIS Center: maps.fiu.edu/gis
- FIU Sea Level Solutions Center: slsc.fiu.edu/solutions-center
- FIU SJMC Media Innovation Incubator Lab: sjmc.fiu.edu/media-innovation-incubator-lab
- eyesontherise.org
- FIU Department of History
- Other FIU units that have produced work on sea level rise (see future updates)

Student Learning Objectives

1. Examine current understandings of audiences in a digital age
2. Identify and critique methods for examining audiences
3. Execute audience analysis from a critical, qualitative approach
4. Analyze audience methods and forms of analysis through critical and cultural explanations identified in current scholarship
5. Express issues of power, economy, and reception through clear and critical forms of language and argument

Accreditation Objectives

The FIU School of Journalism and Mass Communication is nationally accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), which requires that 12 core values, competencies and abilities be addressed in a program's overall curriculum. The following are ACEJMC student learning outcomes, all of which will be targeted in this course:

1. Demonstrate an understanding of the history and role of professionals and institutions in shaping global communication strategies in a wide range of organizational settings.
2. Demonstrate an understanding of professional and ethical practices and principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
3. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
4. Think critically, creatively, and independently.
5. Critically evaluate your own work and that of others.
6. Write correctly and clearly in forms and styles appropriate for the communications professions and audiences and the purposes they serve.
7. Apply tools and technologies appropriate for the communications professions in which they work.

Applying Learning Objectives

Students can see in the schedule below how these objectives are applied through a written "purpose" for that course period, assignments, readings, and discussion topics.

Required Readings

Image Studies, Manghani, 9780415573405

Other readings, as assigned

Some Local Miami Collections (more to come)

- <http://dpanther.fiu.edu/dPanther/collections/MCA>
- <http://dpanther.fiu.edu/dPanther/collections/rte>

Helpful Links

- lootingmatters.blogspot.com
- futureofmuseums.blogspot.com
- museumtwo.blogspot.com
- museummedia.nl/links/100-best-curator-and-museum-blogs

Other Material

At least a 2GB flash drive

Assignments/Assessment

(10 percent each; lowest score will be removed for a total of 10 graded assignments)

Assignment 1 (2.4): Mock Narrative Storyboard (Favorite Miami Landmark)

Exam 1 (2.11)

Exam 2 (3.1)

Assignment 2 (3.3): Online Narrative (Current Event: History, Today, and Engagement)

Exam 3 (3.10)

Assignment 3 (3.10): IRB Certificate

Assignment 4 (3.31): TBA

Assignment 5 (4.12): TBA

Assignment 6 (4.26): TBA

Exam 4 (4.29)

Assignment 7 (5.5): TBA

The following grade scale will be used as a guideline for determining final grades:

A	=	93-100
A-	=	90-92
B+	=	87-89
B	=	83-86
B-	=	80-82
C	=	70-79
F	=	71 or below

Extra Credit

None

Attendance Policy

Traffic and rain are not appropriate explanations for lateness or absences. We live in Miami. Therefore, students are allowed two unexcused absences. Every absence after that reduces the student's final grade by half a grade. In other words, an A would become an A-. Additionally, two tardies will equal an absence; attendance is taking immediately at the beginning of class.

Students should not arrive late to class. Students late to exams will not be admitted and must wait for the professor outside of the classroom before entering. Students late or absent for quizzes or other in-class work will not be able to complete the work, unless it comports with the late work policy, below.

Makeup/Late Work

Excused absences involve true emergencies (i.e. illness or death in the family, or otherwise according to FIU policy). In order to receive consideration for an excused absence, you must do several things:

- 1) It is your responsibility to get in touch with me within one business day in the event you qualify for a makeup exam or quiz in order to be considered for makeup or to have a late assignment graded. Otherwise, all missed work will receive a zero.
- 2) You must provide appropriate documentation. In the case of a medical emergency, you need a doctor or hospital note that says you could not attend class on that date. In the case of a death (family emergency), you need to provide something documenting the dates and your relationship to the deceased, such as an obituary or funeral program. Examples of unacceptable documentation include a note saying you were seen by a doctor or health center, airline tickets to a family event, etc. Other absences that will not count as excused include family events (wedding, family trip, etc.), conflicts with other classes or school related activities (such as grammar exams or reviews), car trouble, a work conflict or an internship obligation. Failure to provide appropriate documentation means the absence will not be excused.

Attitude

It's everything. We all have bad days, but we don't need to make our own issues known to the world. If you are having troubles that you think would make their way into the classroom, please let me know. In this class, let's support each other – and that means showing respect. In fact, if you have something going on that may put you out of commission for the class period, just tell me that (I don't need to know details). Students who fail to do this will be asked to leave during that class period. Give respect. Get it.

SJMC Diversity Statement

The School of Journalism and Mass Communication (SJMC) fosters an environment of inclusivity and respect for diversity and multiculturalism. The SJMC educates students

to embrace diversity and understand the root causes of discrimination, as well as social, ethnic, sexual, disability and gender-based exclusion.

Discussion of Sensitive Topics and Policy Related to Student Concerns

At times, conversation in the course, and in journalism, advertising and public relations, may have offensive (or uncomfortable) tones. Covering such topics is a necessary part of the professional communicator's role in society and dealing with these topics is an element every communication professional will face at one time or another. Discussing these topics also is important to being a critical media user and member of society. However, this freedom to discuss issues of a sensitive nature does not allow for sexual harassment, racism and other forms of discrimination. If you have concerns about conversations in the classroom or the content shared, please discuss them with me.

If you have issues or concerns, I encourage you discuss them with me. Per Academic Affairs, "If a student has a complaint against a faculty member, the student should attempt to resolve the complaint by an informal meeting with the faculty member involved. If the student believes that he or she cannot discuss the complaint with the instructor, the student should submit a written letter of complaint specifying the details of the grievance and the actions he or she is requesting to the chair of the department within which the faculty member is located. The student should file this complaint in as timely a manner as possible, but in no case can the complaint be filed later than the limits prescribed above."

Lastly, just to let you know, **in all facets of this course, you are responsible for your own education and knowledge-base.** I am here to help lead you in the "right direction(s)." That means, stopping by during workshop hours (or making appointments outside of those hours).

Academic Honesty

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning.

Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Misconduct includes: Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Any student who fails to meet these expectations will not only fail the course, but will also be reported to the Chair of the Department of Journalism & Broadcasting and to the Dean of SJMC.

Accommodations for Students with Disabilities

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190. Students are encouraged to register with Student Disability Services to verify their eligibility for appropriate accommodations. **Requests for academic accommodations need to be made to me during the first week of class. Accommodations made mid-semester are not retro-active.**

Course Schedule and Assignment Dates

Week 1: Introduction

Purpose: Learning Outcome 1

1/12

Course Introduction

1/14

Article: "Locating Whiteness in journalism pedagogy"

Article: "Leaning in: A student's guide to engaging constructively with social justice content"

In Class: Identify content for Curation

In Class: Assign Groups

In Class: Test Classroom Skype

Week 2: Storytelling and Our Spaces

Purpose: Learning Outcomes 1, 2

1/19

Dr. Juliet Pinto, SJMC: Communicating the Science of Rising Seas (10 a.m.)

Article: "What Works Best?"

In Class: "South Florida's Rising Seas" documentary; possibly "Sea Level Rise: Impact" documentary

Start Content Research (Favorite Miami Landmark)

1/21

Jamie Rogers, FIU Digital Collections Center: Using Digital Collections

Start Mock Narrative: Favorite Miami Landmark

Week 3: Seeking Images and Meaning

Purpose: Learning Outcomes 4, 5

1/26

Jennifer Fu, Head, FIU GIS Center, Animating Sea Level Rise and Intro to Web GIS
Manghani, Chapter 1

1/28

Jamie Rogers, FIU Digital Collections Center: Great Digital Narratives (10 to 10:50)
In Class: Workshop Mock Narrative Storyboard (Bring Draft)

Week 4: Making Spaces Talk

Purpose: Learning Outcomes 4, 5

2/2

Poor Oleta Guests, pooroleta.com
Manghani, Chapter 2

2/4

Professor Kate MacMillin, Describing the Documentary Genre
Manghani, Chapter 3

Due: Assignment 1, Mock Narrative Storyboard

Week 5: Producing Images of Story and Power

Purpose: Learning Outcomes 3, 5

2/9 (in 242)

Librarian George Pearson, General Library Information (10 a.m. to 10:50 a.m.)
Manghani, Chapter 4

In Class: Study Session

2/11

In Class: Exam 1

Week 6: What Stories and for Whom?

Purpose: Learning Outcomes 3, 4

2/16

Librarian George Pearson and Susan Weiss, The Munisport Landfill Collection
Tentative: Fieldtrip to BBC land alteration

Article: "The aesthetics of data storage," <http://hyperallergic.com/58330/the-aesthetics-of-data-storage>.

Start Research for Online Narrative

Ask: What's out there at FIU related to SLR?

2/18

Jamie Rogers, FIU Digital Collections Center: Copyright and Ethics of Digital Narration
(10 to 10:50, Skype)

Article: "The enduring ephemeral, or the future is a memory"

Week 7:

Purpose: Learning Outcomes 1, 3

2/23

Sree Sreenivasan, Chief Digital Officer, Metropolitan Museum of Art, New York City (9 a.m. to 9:50 a.m. via Skype) **PLEASE COME TO CLASS AT 8:45 AM.**

Article: "Story First"

2/25 (in 242)

Alicia Sandino, Digital Communicator and SJMC Grad: The Experience of Engagement

Article: "Reciprocal (and reductionist?) newswork: An examination of youth involvement in creating local participatory environmental news"

Article: "Digital Game Changers"

In Class: Study Session

Week 8: Telling Stories in Digital Spaces

Purpose: Learning Outcome 4

3/1

Librarian George Pearson, Comics as Communication (10 to 10:50)

Manghani, Chapter 5

In Class: Exam 2

3/3

NO CLASS (WORKSHOP)

Manghani, Chapter 6, 7

Week 9: Presentations

Purpose: Learning Outcomes 2, 5

3/8

Manghani, Chapters 8 and 9

FIU History Professor, April Merleaux (Skype)

In Class: Exam 3

Due: Assignment 2, Online Narrative (Current Event: History, Today, and Engagement)

Due: Assignment 3, IRB Certificate

3/10

Manghani, Chapter 9

Librarian Jamie Rogers, Using Software to Tell Stories (in-person)

Week 10: NO CLASSES – SPRING BREAK

(This portion of the syllabus will be updated closer to Spring Break to reflect the technological components of the course, though assignment, workshop, and exam dates will not change)

Week 11: Visual Culture of Static and Interactive Images

Purpose: Learning Outcome 3

3/22 (in 242)

Due in class: Showcase individual innovations with Omeka

3/24

In class: Groups create narrative template

Jamie Rogers Troubleshooting/Refresher (Skype 10 to 10:50)

Week 12: Meanings of Memory and Design

Purpose: Learning Outcomes 4, 5

3/29

RESEARCH DAY

3/31

Due by end of period: Assignment 4 (Group narrative template)

Week 13: Making Meaning from Participatory Methods

Purpose: Learning Outcomes 1, 2, 5

4/5

In Class: Workshop

Jamie Rogers on-call (10 to 10:50)

4/7

In Class: Workshop

Jamie Rogers on-call (10 to 10:50)

Week 14: Presentations

Purpose: Learning Outcomes 1, 2, 5

4/12

Due: Assignment 5 (Showcase/Critique Final Project Template)

4/14

Due: Assignment 5 (Showcase/Critique Final Project Template)

Week 15: Improvement/Perfection

Purpose: Learning Outcomes 2, 5

4/19

In Class: Workshop/Showcase

Jamie Rogers (Skype 9 to 10:50)

4/21

NO CLASS

Week 16: Presentations and Publication

Purpose: Learning Outcomes 1, 3, 5

4/26

Jamie Rogers, FIU Digital Collections Center (on-call 9 to 1050)

Possible staff and faculty support

Due: Assignment 6 (FINAL SUBMISSION Groups 1 and 4)

4/28

Jamie Rogers, FIU Digital Collections Center (in-person 9 to 10:50)

Possible staff and faculty support

Due: Assignment 6 (FINAL SUBMISSION Groups 2 and 3)

In Class: Exam 4: Reflection Paper

Finals Week: Assessment

Purpose: Learning Outcomes 1, 5

5/5, 12 to 2 p.m. Location TBA

In Class: Assignment 7: Public Display of Projects, possibly at both BBC and MMC