



### Grading

- 20% Participation
- 20% Reading Responses and Exercises
- 20% Mid-Term Project
- 40% Final Project

Class size limited to 15 students  
Field trips to Nashville  
Independent work

# MIDDLE TENNESSEE

STATE UNIVERSITY®

**Contact:**  
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Instructor

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### Other course info

DH Lab: Peck 243  
(you will have card access)

Slack Channel: DoingDH-[2020]  
An EXL and MT Engage course



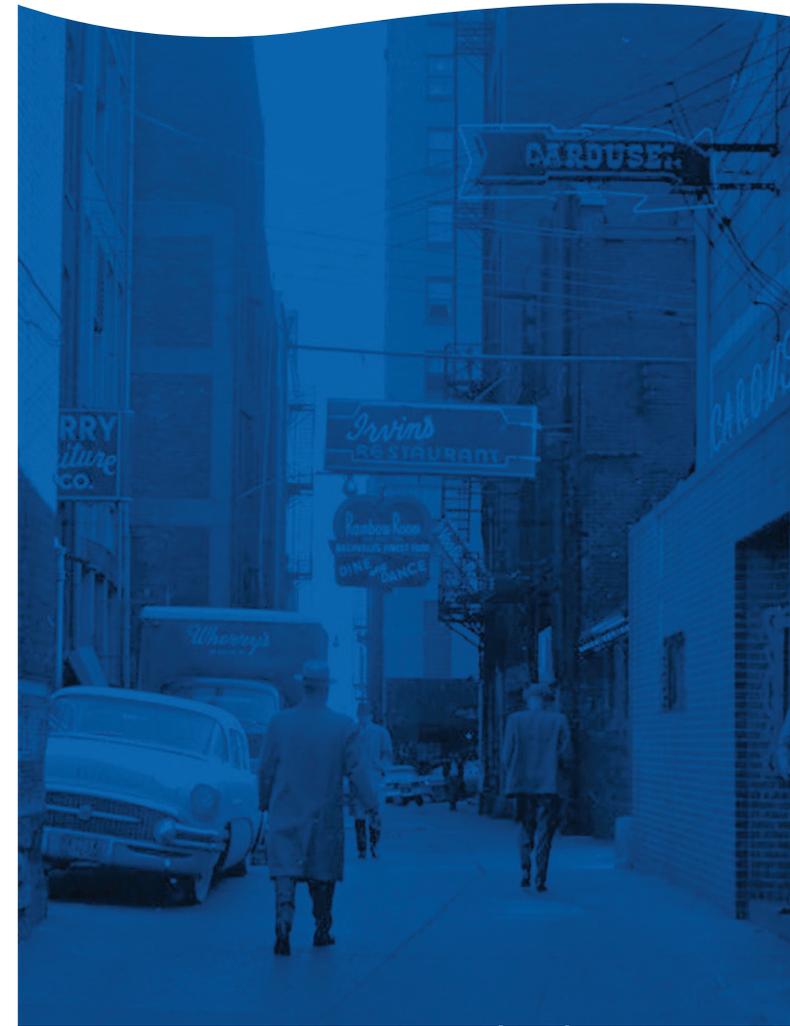
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# MIDDLE TENNESSEE

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## Digital Public History

### Bygone Nashville



### Welcome

Digital Public History is a project-based, public history course. This means that we will be working together toward a final goal this semester: an interactive historical web tour and an accompanying public walking tour. We also will become versed in local history through primary and secondary research and explore the significance of Nashville in the context of cities in the human experience.

### Career Skills

- Cultural heritage branding and marketing
- Multi-modal communication (print and social media)
- Data analysis and visualization
- Historical research, analysis, and complex decision-making

“Having something I worked so hard on become public feels more meaningful than just another research project, and exceeded my expectations by turning out as something I’m proud to share, not just something I did for a grade.”

—Student review

The city of Nashville has grown up with our nation, and the trajectory of Nashville's development tracks with wider trends of American frontierism, industrialization, race relations, suburbanization, and urban revitalization. The particularities of Nashville as an early railroad hub, a Civil War shipping port, and now "Music City" make it an excellent study for what cities are and how each develops unique and shared qualities.

**The learning outcomes of this course are to:**

1. understand the local city in the context of the history and importance of cities in the South, in the U.S., and the world
2. analyze texts, images, maps, and audio sources to draw convincing conclusions
3. identify the appropriate public audience and compose and disseminate content for multiple media in order to engage the target audience



### Assignments

A fuller description of assignments is provided separately and is available on Slack.

**Readings**—Most readings are either available online or provided by the instructor. The only required text for this class (available at Phillips Bookstore) is Kenneth Jackson's *Crabgrass Frontier: The Suburbanization of the United States, 1985*.

**In-Class Participation**—Digital history (or humanities) is about experimentation and collaboration. Therefore, everyone should have at least one thing to contribute per class. Every comment will be received with respect and attention from fellow students (which means no texting or checking unrelated websites!).

**Reading Responses and Exercises**—200- to 400-word responses to the week's readings are an opportunity to reflect on the class topic for the week. This is also where you get to practice a more informal mode of intellectual discourse.

**Exercises** These offer hands-on practice of a DH skill. Usually, these take the form of a tutorial for a new digital tool. Exercises explore Historical GIS, digital archives, audio recording, and Google Maps.

**Mid-Term Project**—This is a "deep read" of your section of Nashville that you record as a 3- to 4-minute micro-podcast.

**Final Project**—The final project consists of many "build-up" assignments leading to your "stories" in our Curatescape tour website and our final public walking tour.



"It was definitely one of the biggest emotional and time investments I have put into a research project. I am sure glad I did make such a commitment because it was also one of the most enjoyable research projects I have ever done."

—Student review

"The class was excellent real-world experience for the skills of Social Media proficiency, professional writing for websites, and interpretive tour/programming experience."

—Student review