

DIGITAL PLATFORMS IN THE JEWISH STUDIES CLASSROOM

Rachel Deblinger, Nathaniel Deutsch

UC Santa Cruz

AJS Webinar | March 27, 2017

WEBINAR

- I. What is Digital Jewish Studies?
- II. Digital Jewish Studies at UC Santa Cruz
- III. Why build a digital project or teach a digitally focused class?
- IV. Implementing new digital assignments:
 - >> Best Practices, Resources, Challenges
- V. Examples
- VI. Questions

I. **DIGITAL JEWISH STUDIES**

LEARNING WITH DIGITAL TOOLS

- (1) Develop critical skills for engaging with media & online content
- (2) Focus on process and methods
- (3) Different approach to primary sources
- (4) Consider classroom work for multiple audiences: looking beyond Professor or TA

JEWISH STUDIES AT UCSC

- (1) Commitment, Funding for digital Research + Teaching
- (2) 2 new DIGITALLY FOCUSED classes
- (3) 3+ classes with DIGITAL ASSIGNMENTS
- (4) Impact for Majors/Minors
- (5) Interest for non-majors/minors

II.

**DIGITAL JEWISH STUDIES
AT UC SANTA CRUZ**

PROGRAM AT UCSC

A memory space that travels...

FacebookTwitterLink

Entering Cartographies: Meditations on Travel

Connective Histories

In her work, Agosin presents landscapes inscribed with layers of historical violence; the traveler who peels back the various layers of historical memory, and recovering lost footsteps and traces of now missing bodies. The body of the traveler seems to be almost able to bring these disjointed moments into new relationships and constellations –activating a network of memory that brings often distinct moments of historical violence into proximity.

The book connects marginalized experiences of place, bringing various bodies together that become connected through a network of travel. These personal experiences become ones of global concern, as they are strung together by the body of the traveler. The image to the left represents the tangled web

ENTERING CARTOGRAPHIES:
MEDITATIONS ON TRAVEL
KATIE TROSTEL, PI

The Helen Diller Family Endowment Distinguished Lecture in Jewish Studies presents:

TODD PRESNER

The Ethics of the Algorithm:
Holocaust Testimony & Digital Humanities

WEDNESDAY, FEBRUARY 24, 2016, 4-6PM, HUMANITIES 1, RM 210, UC SANTA CRUZ

With more than 52,000 testimonies, 100,000+ hours of video footage, and a database of some 6 million records, the Shoah Foundation's Visual History Archive is the largest archive of Holocaust testimony in the world. But more than an archive of eyewitness testimony, it is also an information management system, a patented digital library, and a generalizable database for indexing and cataloging genocide. This talk examines how forms of computation – specifically databases, data structures, algorithms, and information visualizations – function as specific modes of historical employment that raise significant ethical questions. Through an investigation of the entirety of the Shoah Foundation's database, Presner shows how computational analysis can be "read against itself" in order to reveal certain assumptions and patterns in the data. In so doing, he argues for the development of an "ethics of the algorithm" based on insights from the Jewish ethical tradition. The talk will combine his research in Holocaust Studies, history/memory, and Digital Humanities.

Todd Samuel Presner is Professor of Germanic Languages and Comparative Literature at UCLA, where he is also the Sady and Ludwig Kahn Director of the UCLA Alan D. Leve Center for Jewish Studies and Chair of the Digital Humanities Program. His most recent books are: *Probing the Ethics of Holocaust Culture*, co-edited with Claudio Fogu and Wulf Kansteiner (Harvard University Press, 2018) and *HyperCities: Thick Mapping in the Digital Humanities*, with co-authors David Shepard and Yoh Kawano (Harvard University Press, 2014).

IHR INSTITUTE FOR HUMANITIES RESEARCH
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INFO: IHR@UCSC.EDU

Every year we honor Helen Diller, whose generous endowment continues to provide crucial support to Jewish Studies at UC Santa Cruz. By hosting a public lecture series on campus by an internationally recognized scholar, this event was made possible by generous support from the Helen Diller Family Endowment and the Center for Jewish Studies at UC Santa Cruz. Questions, or for disability related accommodations, please contact tr@ucsc.edu or 831-458-5885.

EVENTS
DH +
CENTER FOR JEWISH STUDIES

About Liminal Spaces and the Jewish Imagination

Follow

Search Medium

Liminal Spaces and the Jewish Imagination

An expanded conversation from the Liminal Spaces and the Jewish Imagination Conference (February 18–19, 2015, UCSC).

LATEST

Conference audio now available

As our conversation about the Venice Ghetto and Jewish space continues online, you can also reconsider the original conference proceedings...

Murray Baumgarten

Apr 26, 2015

ABOUT

Liminal Spaces and the Jewish Imagination

An expanded conversation from the Liminal Spaces and the Jewish Imagination Conference (February 18–19, 2015, UCSC). Details about the conference and audio recordings from presentations are available online.

More information

FOLLOWERS

6

LATEST

The Metamorphosis and Other Stories: Narrating Life in a Divided City

My presentation's intended focus on metamorphosis was drawn from some of the work that I do in my current research project on Prague, where...

Erica Swetzer

Apr 26, 2015

Networked Jewish Memory in Tununa Mercado's Yo nunca te prometí la eternidad (2005).

In her 2014 MLA Presidential Address entitled "Connective Histories in Vulnerable Times," Marianne Hirsch calls us to position our work as...

Katie Trostel

Apr 23, 2015

"The Importance of the Venice Ghetto for Modern Jewish Studies"

The Venice Ghetto serves as the starting point from which to address questions of modern Jewish spaces...

Murray Baumgarten

Apr 14, 2015

LIMINAL SPACES AND
THE JEWISH IMAGINATION
MURRAY BAUMGARTEN

III.

**WHY BUILD A DIGITAL PROJECT
OR TEACH A DIGITALLY FOCUSED CLASS?**

WHAT I LEARNED: BUILDING PROJECTS

- (1) Digital Minhag Archive
- (2) Intellectual History of Zionism Course
- (3) Need for resources and collaborations

IV.

IMPLEMENTING NEW DIGITAL ASSIGNMENTS

BUILDING DIGITAL ASSIGNMENTS

- (1) Transform one small assignment
- (2) Should be integral to the content and fit within stated learning objectives
- (3) Or, scaffold bigger assignments to build throughout quarter/semester
- (4) BEST PRACTICES:
 - TEMPLATES!
 - CLASS TIME!
 - SUPPORT PARTNERS!
 - TRIAL RUN: Do the assignment yourself before asking your students to do it. You'll run into challenges, surprises, and moments for teaching and learning.

RESOURCES + SUPPORT

- (1) Seek out support on your campus
- (2) Find partners who can help introduce technologies and support students through the implementation process
- (3) Perhaps in the Library or Teaching Center
- (4) Support from Department or Division to develop new teaching materials
- (5) Support from outside university: Workshops, Digital Pedagogy events, conferences

CHALLENGES

- (1) Myth of the Digital Natives: Students are not used to CREATING digital content
- (2) Need time to introduce new tools
- (3) Consider the time it takes to learn something new as part of the work for the course
- (4) Define ASSESSMENT ahead of time

V.
EXAMPLES

SOME METHODOLOGIES

- (1) Mapping
- (2) Blogging
- (3) Online Exhibits
- (4) Text Analysis
- (5) Podcasting, Video
- (6) Other (Analysis of websites, Facebook, Selfies)

MAPS + TIMELINES: JEWISH HISTORY

SEPHARDI LIVES: SECOND WORLD WAR MAP

Map data ©2017 Google, INEGI, ORION-ME Terms 200 mi Libva Eayot

MULTIPLE REPRESENTATIONS OF SEPHARDI LIVES

Introduction

Sephardi Lives: A Documentary History 1700 - 1950

Data Organization by Spreadsheet

Sephardi Lives: Second World War Map

Sephardi Lives: Second World War Timeline

Conclusion

Test Page

SEPHARDI LIVES: SECOND WORLD WAR TIMELINE

1940 - 1946

YOUR DRESS ON ANOTHER'S BACK: WARTIME MEMORIES OF A JEWISH WOMAN IN MONASTIR

Jamila Kolonomos, Monastir Without Jews: Recollections of a Jewish Partisan in Macedonia, edited by Robert Bedford and translated by Isaac Nehama and Brian Berman, (New York: Foundation for the Advancement of Sephardic Studies and Culture, 2008)

MULTIPLE REPRESENTATIONS OF SEPHARDI LIVES

Introduction

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Sephardi Lives: Second World War Map

Sephardi Lives: Second World War Timeline

Conclusion

Test Page

using Google My Maps, Timeline JS - embedded in Omeka

MAPS: HOLOCAUST HISTORY

Peripheral Narratives of the Holocaust

A story map    

About

Tadeusz Borowski

Janusz Nel Siedlecki

Thomas Simon

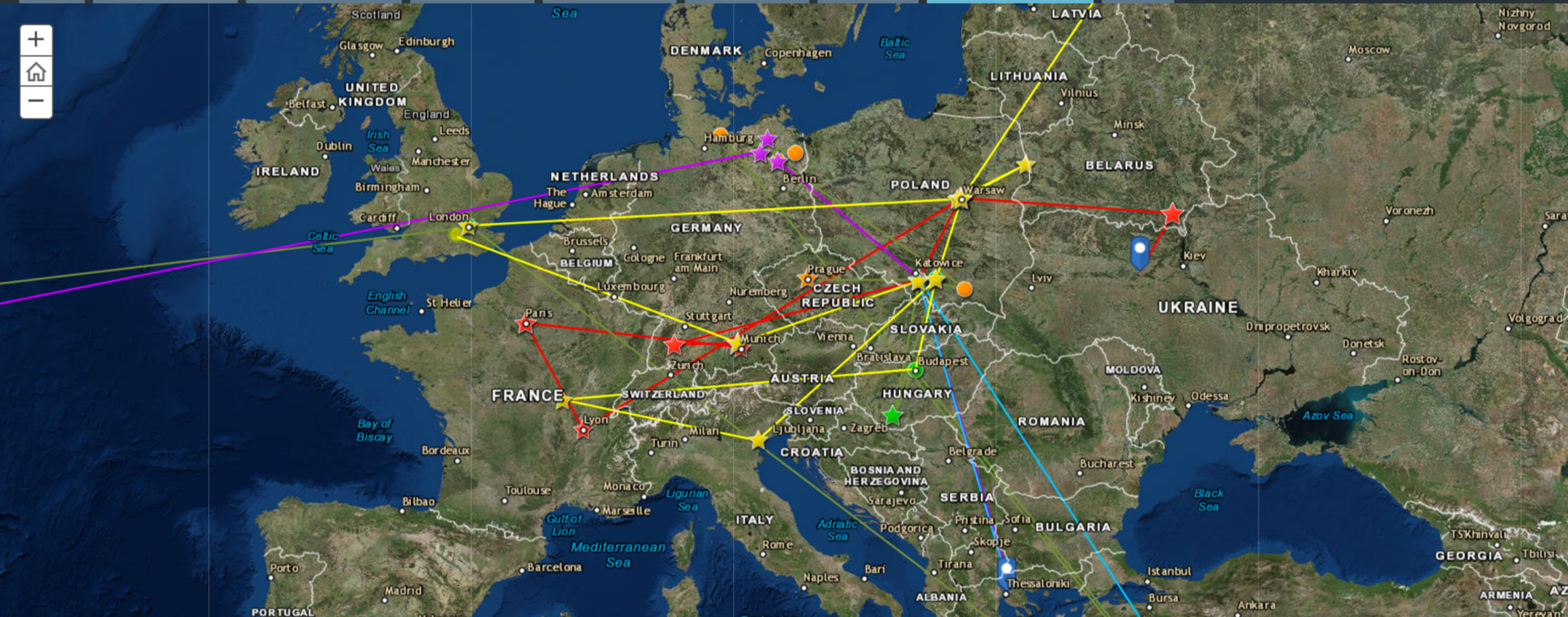
Stephanie Heller

Rita Benmayor

David Haim

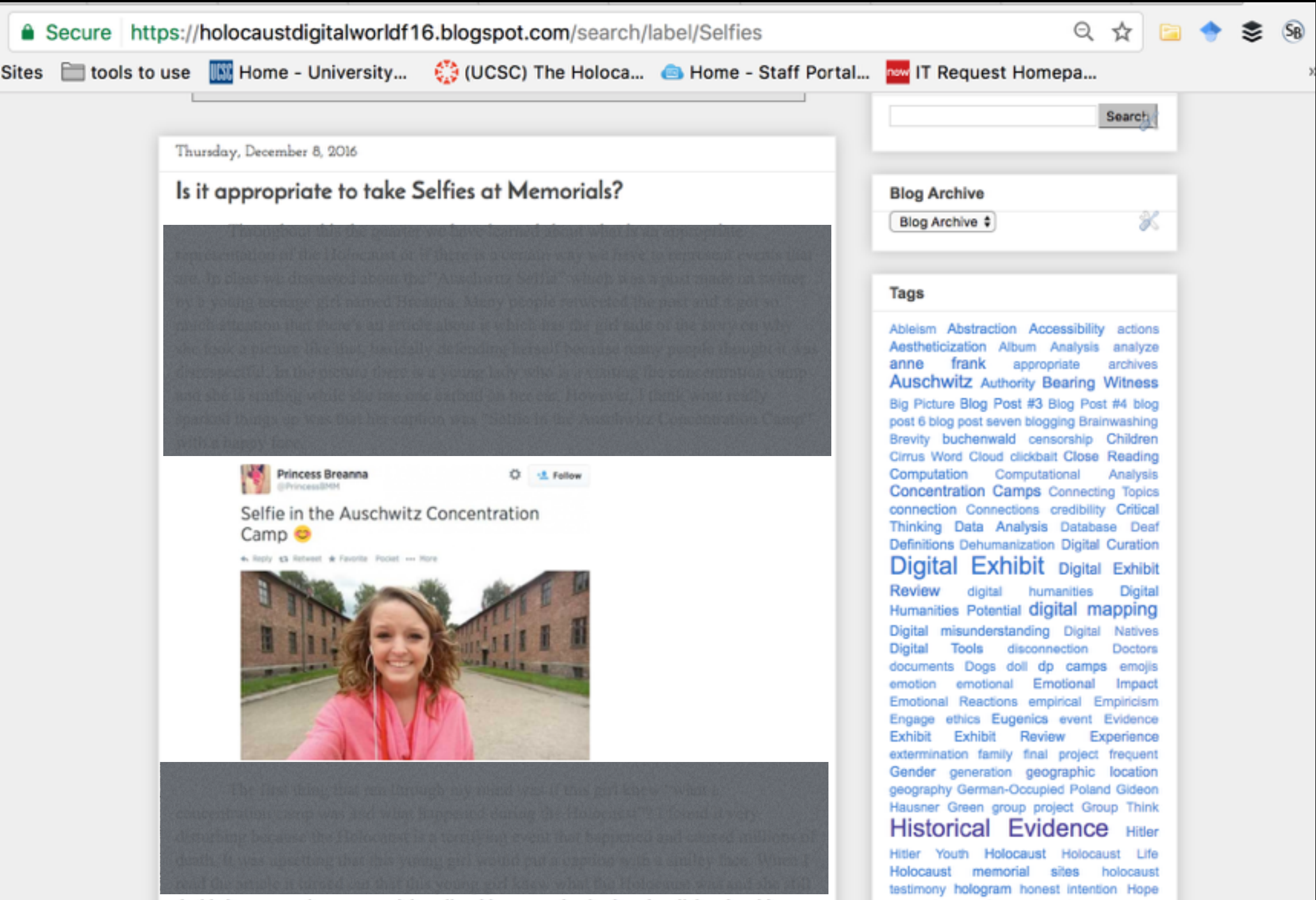
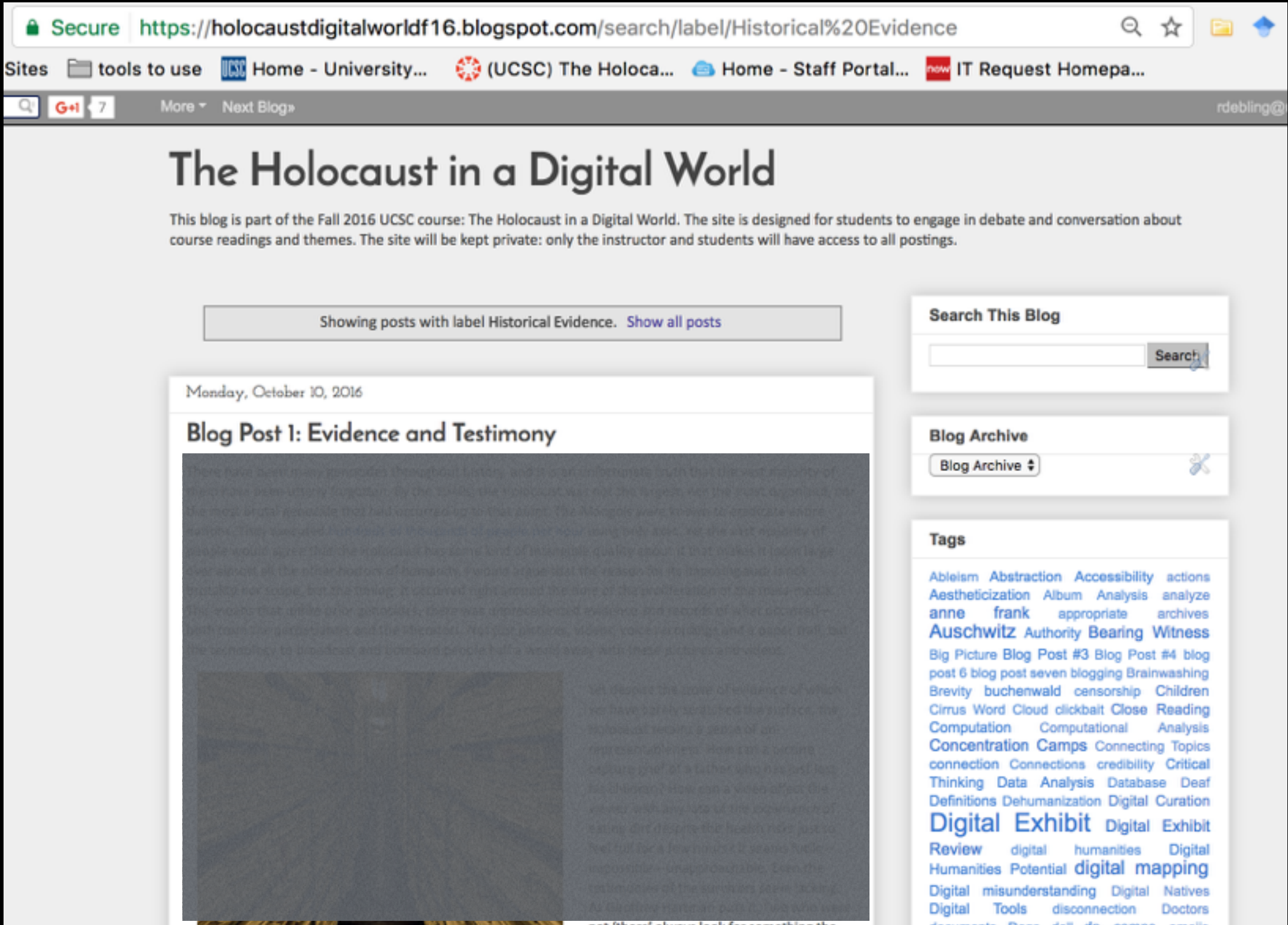
Integrated Narratives

Credits



using **ESRI StoryMaps**

BLOGGING: HOLOCAUST REPRESENTATION



using Google Blogger

ONLINE EXHIBITS: SEPHARDIC HISTORY

Dashboard

Items

Collections

Item Types

Tags

Exhibits

Simple Pages

Bulk Editor

Flickr Import

Map

Item History Logs

Neatline

Neatline Time

YouTube Import

Comments

Browse Items (797 total)

Add an Item

Show Details






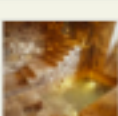
Search Items

Edit

Delete

Quick Filter

1 of 80

	Title	Creator	Type	Date Added
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<input type="checkbox"/>	 Música Sefardí - La Reina Jerifa Mora Details · Edit · Delete		Moving Image	Mar 21, 2017
<input type="checkbox"/>	 El Transito Synagogue Details · Edit · Delete		Physical Object	Mar 20, 2017
<input type="checkbox"/>	 El Transito Synagogue Details · Edit · Delete		Physical Object	Mar 20, 2017
<input type="checkbox"/>	 [Untitled] (Private) Details · Edit · Delete			Mar 20, 2017
<input type="checkbox"/>	 Mikveh Details · Edit · Delete			Mar 15, 2017

OMEKA IN THE CLASSROOM

Exhibits


FALL 2016: The Camera and the Body

FALL 2015: On the Silk Road

WINTER 2016: Imagining Ireland

About this Site

MIKVEH



Mikveh is a bath used for the purpose of ritual immersion in water is required to regain ritual status after conversion to Judaism or after menstruation to be ritually pure to observe Judaism. Natural sources of water were considered to be the dangers and situations of inaccessibility to many on these sources, pools known as Mikveh were constructed.

OMEKA IN THE CLASSROOM

Exhibits

FALL 2016: The Camera and the Body

FALL 2015: On the Silk Road

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About this Site

EDICT OF EXPULSION/VIDEO



Spain 1492 - The Expulsion of the Jews and Columbus's...

The Edict of Expulsion was issued on March 31, 1492, by King Ferdinand and Queen Isabella. It called for the expulsion of all Jews from Spain. Jews were forced to either convert to Christianity, or leave Spain. Many Jews converted for the sake of their lives, and many chose to leave Spain instead. Those who chose to disobey these orders faced severe punishments.

Mapmaker's Daughter timeline

Edict of Expulsion/Video

NIMA MOULANA MAPMAKER'S DAUGHTER

Introduction

Map of Amalia's Journey

Mapmaker's Daughter timeline

Edict of Expulsion/Video

Catalan Atlas

Mikveh

Conclusion

Bibliography

OMEKA IN THE CLASSROOM

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About this Site

FERDINAND AND ISABELLA, FRIENDS AND FOE



Ferdinand and Isabella, Friends and Foe

A LOOK AT JEWISH LIFE AND INFLUENCE THROUGH THE MAPMAKER'S DAUGHTER (HELLEN AND SARAH)

Maimonides and his Counsel on Conversions

Pact of Umar

Maps Depicting Areas of Tolerance and Intolerance

Timeline of Amalia's Life Journey Through Iberia and Faith

The Disputation of Barcelona and its Influence on Jews and Christians

Amalia's Catalan Atlas, Pride, and Status as a Jew

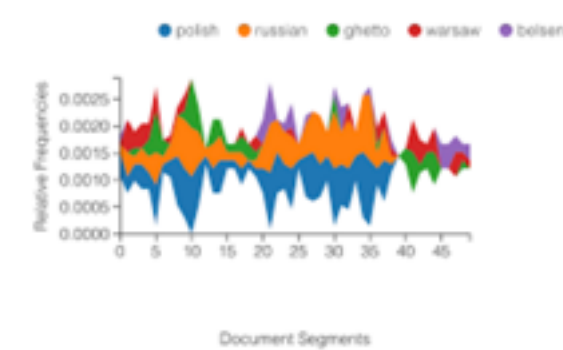
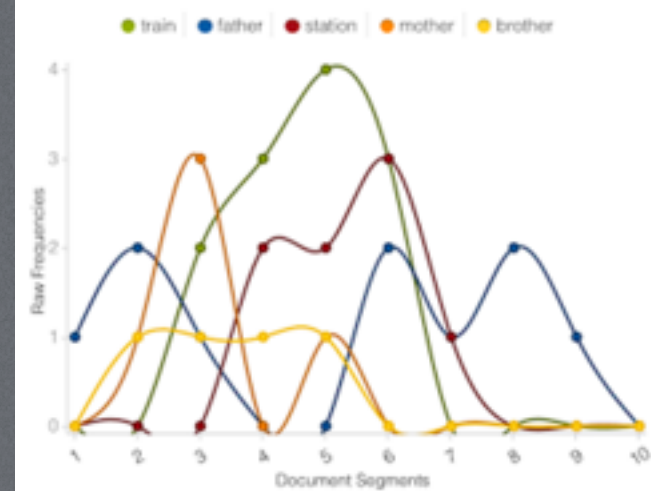
Leaders of Jewish Persecution

Ferdinand and Isabella, Friends and

in Omeka

TEXT ANALYSIS: HOLOCAUST TESTIMONIES

Blog Post 3: Distant vs Close Analyzation



Blog Post 3: Visual Representations



MEDIA: VIDEO AND PODCAST

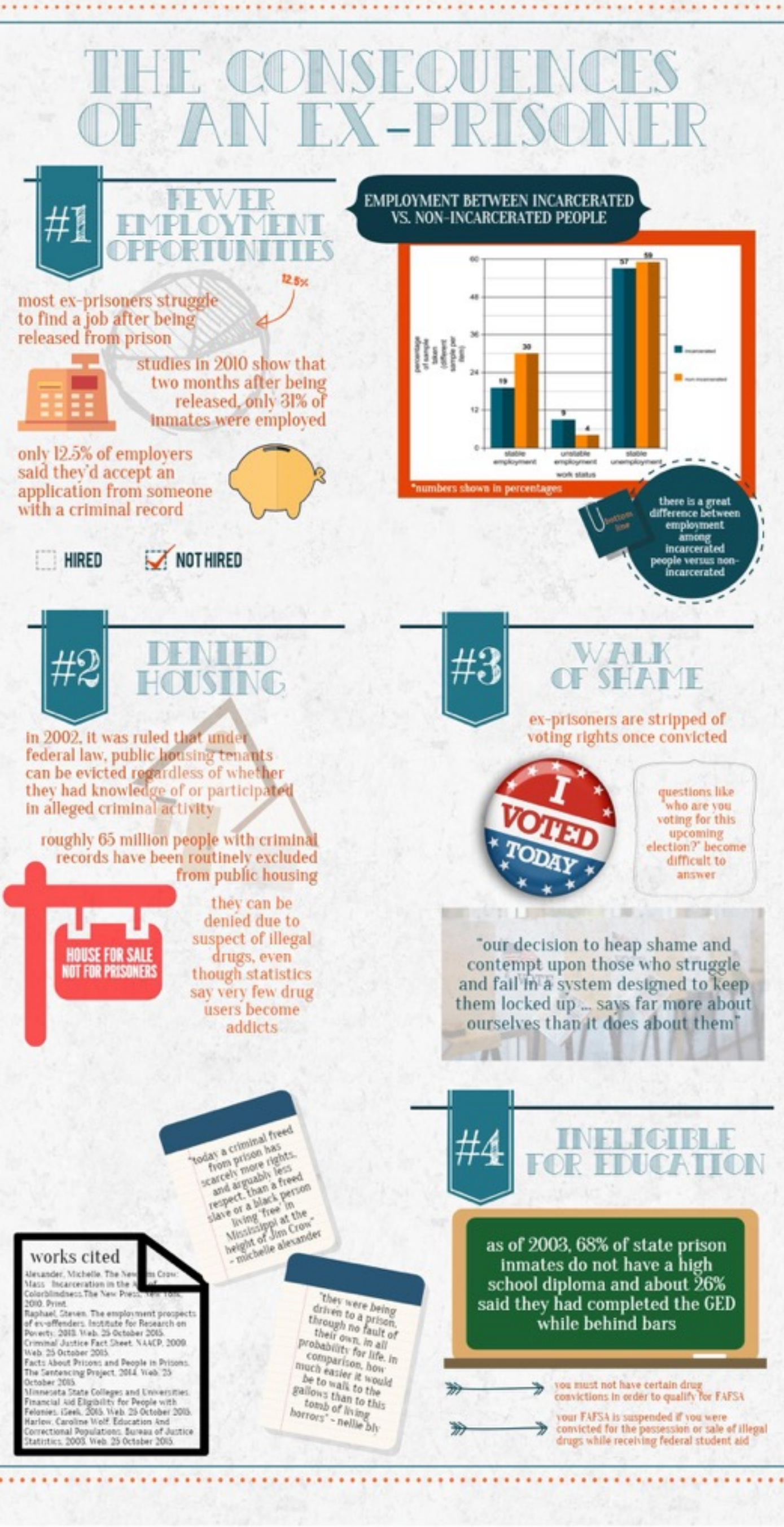


PODCAST SCRIPT TEMPLATE				
Segment	Time	Script	File	Notes
Intro tag		<div>A short line to gain listeners' attention</div>		
Music		<div>A short clip that fades in on the intro tag and fades out on the opening remarks</div>		
Opening remarks		<div>An introduction to the topic or topics of the podcast</div>		
Topic 1		<div>Interview, documentary, or monologue</div>		
Topic 2		<div>Interview, documentary, or monologue</div>		
Topic 3		<div>Interview, documentary, or monologue</div>		
Closing remarks		<div>Any additional thoughts on the topic or topics of the podcast</div>		
Music		<div>A short clip that fades in on the closing remarks</div>		

OTHER: INFOGRAPHICS



using Piktochart



OTHER: ANALYZING SOCIAL MEDIA

SOCIAL MEDIA

ANNE FRANK on FACEBOOK

- (1) How is Anne Frank represented on Facebook? Is it an extension of the kind of representation that Ozick describes?
- (2) How does Facebook address these concerns?

the HOLOCAUST on FACEBOOK

- (3) What do you think about social media as a platform for understanding the Holocaust?
- (4) What about as a platform for remembering, commemorating?

OTHER HOLOCAUST VICTIMS on FACEBOOK

- (5) What do you think about social media as a platform for considering individual lost lives?

SELFIE ETHICS

- (1) Is it okay to document our visits to Holocaust sites?
- (2) Is there an appropriate tone with which to do so?
- (3) Is the issue the photo itself or the platform for sharing?
- (4) Do we have an impulse to put ourselves into that history?
- (5) Is there an appropriate way to do so?
- (6) How do we commemorate, remember in the age of social media? Do we have a moral obligation to share?

RESOURCES

BEGINNER TOOLS

(1) Mapping + Timeline

- Google My Maps; Story Maps (ESRI); Story Maps (Knight Lab); Timeline JS (Knight Lab), Palladio

(2) Blogging

- Blogger; Tumblr; Twitter

(3) Online Exhibits

- Omeka; Scalar

(4) Text Analysis

- Voyant

(5) Podcasting, Video

- Garage Band; Audacity; Keynote; iMovie

FIND DIGITAL CONTENT

(1) Yiddish Book Center, Teach Great Jewish Books

A growing collection of textual, audio, and visual materials designed to support teaching modern Jewish literature. 13 resources kits available.

(2) Center for Jewish History | Digital Collections

(3) American Jewish Archive | Isaac Mayer Wise Digital Archive

(4) Holocaust related archives:

(1) European Holocaust Research Infrastructure (EHRI) | EHRI Research Portal

(2) USHMM Collections | Experiencing History

(3) Shoah Foundation | YouTube Channel

(5) Magnes digital collection on Flickr

(6) ALSO: Check your campus libraries and special collections!