

---

# ARTIFACT #3 & REVISED SCHEDULE

---

## CURATING ATLANTA'S ALTERNATIVE PRESS

---

### Project Description

This research project will allow students to create a digital humanities project that investigates Atlanta's alternative student newspaper from the 1960s and '70s, *The Great Speckled Bird*. The final deliverable for this project will be a student-made website that curates an individual issue of the newspaper. What does it mean to "curate" a primary source like a digitized issue of a newspaper? Think of a museum exhibit—text, titles, pull quotes, images, photographs, audio, and moving images are designed to tell a set of well-researched stories about an event or history. In this case, you'll curate a set of narratives about your assigned issue of *The Great Speckled Bird*, which we can read as representative of a set of issues relevant to politically active college-age Atlantans in the late 1960s, including race, gender, sexuality, movements against the Vietnam War, and a range of other local and national issues. Just as the Ivan Allen Digital Archive allowed us to discover the marginalized narratives left out of Allen's *Mayor*, the issues of the *The Great Speckled Bird* that we'll read—all from the paper's first year in 1968—will show us the cultural and political vision of the "New Left" youth movement in Atlanta in the final years of Allen's administration. There will likely be an entire new set of issues that dominate the pages of *The Great Speckled Bird* that aren't represented in *Mayor* or the Ivan Allen Digital Archive, especially related to the Vietnam War. The project will begin with background readings on the alternative press movement nationally and some history of *The Great Speckled Bird*. As a class, we will read Volume 1 Issue 1 of the newspaper together and use the Canvas "Discussion" feature to generate a shared conversation about the newspaper and the kinds of questions we can ask to help us in our project. Each student will be assigned a single issue of *The Great Speckled Bird* to read, research, and analyze. Following the discussion board, students will spend the week of April 6-10 reading and analyzing their assigned issue of the paper. The week of April 13-17 will be spent designing and finalizing the site, which will be created using either Wix, Weebly, or Google Sites.

\*\*\*\*\*

### Due Dates

DISCUSSION BOARD POST & RESPONSE: **Sunday April 5 by 11:59pm**

FINAL ARTIFACT: **Sunday April 19 by 11:59pm**

### Planning

---

Students should think of their projects as creating an introduction to their particular issue of *The Great Speckled Bird*—think of yourself as the curator of this primary source. In other words, imagine you're creating a digital museum exhibit about this issue and all of its particular interests, messages, questions, and surprises. How do you re-present this issue of *The Great Speckled Bird* to a contemporary audience? What does this audience need to know about *The Great Speckled Bird* generally and, more specifically, what this issue of the newspaper shows us about the student-led political movements in Atlanta in the late 1960s? What local and national issues are most

prominent? What stance(s) do authors take and what genres and mediums are used in the issue? How is the issue organized and designed, and how does this organization and design contribute to the message(s) of this issue? Consider the newspaper's visual aesthetic, too—how do the design choices in the paper show audience awareness and show the paper's various purposes? How do the various rhetorical stances and genres inform the paper's purpose?

## Artifact Components

---

Keep scope in mind—we're working on this artifact for about three weeks remotely. One week should be spent reading and understanding your assigned issue of *The Great Speckled Bird*. Two weeks should be spent writing and building your website. **The website does not need to be exhaustive—in other words, you don't have to write about or account for every single thing in the issue. To curate the issue means to compellingly re-present the paper's big ideas, to show what makes it unique and surprising as an example of an "underground newspaper," and to show how the issue embodies a particular cultural niche in Atlanta in the 1960s.**

Include these basic components in your website:

- **Introduction:** Your project should include an introduction to *The Great Speckled Bird* that demonstrates an understanding of the history of alternative "New Left" underground newspapers and establishes context for your particular issue of the newspaper.
- **Main Ideas:** What are the 3-4 main ideas or issues that you will highlight from your issue of *The Great Speckled Bird*? Each issue of the paper is distinct, but we'll all find similar topics addressed that are part of the purpose of paper—especially the anti-War movement, responses to local Atlanta politics, and cultural issues relevant to the "youth movement" of the late 1960s.
- **Takeaways:** Rather than a conclusion, what are some takeaways—new questions, ways the various issues above tie together, things that *The Great Speckled Bird* allows us to say about Atlanta in the 1960s—that arise from your curation of the paper?

### Organization of your website:

- It is up to you how to organize the above components. A primary question will be: Will your site include a home page with separate pages for each topic you curate, or will your website include all information on a single page? Each option is equally viable. Just keep in mind the affordances of a website as a medium—1) the ability to easily navigate between pages on a single site and to external sources; and 2) the ability of a website to include a range of well-designed and functional visual-textual design features.
- Example student-made websites: <https://anibenge.wixsite.com/yellowpress> & <https://allumbra.weebly.com/>
- Both of the above examples do a great job of functionally organizing well-researched information with appropriate and compelling multimodal elements. The scope of these examples might not be the same as our project considering that the subject/topic is completely different, but they are effective examples of how a student-made website might look.

## REVISED COURSE SCHEDULE

Week 13		
Monday, March 30	Office hours via Skype 11am-1pm	Read PDF selection from <i>Smoking Typewriters: The Sixties Underground Press &amp; The Rise of Alternative Media in America</i> .
Wednesday, April 1	Office hours via Skype 11am-1pm	Read background content about <i>The Great Speckled Bird</i> via links on Canvas and read Vol. 1 Issue 1 of <i>The Great Speckled Bird</i> for the Canvas discussion board due Sunday night.
Sunday, April 5		<b>DUE:</b> Discussion board post & response.
Week 14		
Monday, April 6	Office hours via Skype 11am-1pm	Read and familiarize yourself with your assigned issue of <i>The Great Speckled Bird</i>
Wednesday, April 8	Office hours via Skype 11am-1pm	Begin writing and design of website
Week 15		
Monday, April 13	Office hours via Skype 11am-1pm	Continue writing and design of website
Wednesday, April 15	Office hours via Skype 11am-1pm	Begin to submit draft sites to Dr. Sturm for feedback
Sunday, April 19		<b>DUE:</b> Artifact 3 due on Sunday April 19 by 11:59pm
Final Portfolio		
Monday, April 20	Final Instructional Day; Introduction to Reflective Essay and Final Portfolio	<b>DUE:</b> Final Portfolio due on Canvas, Wed. April 29 by 5:30pm

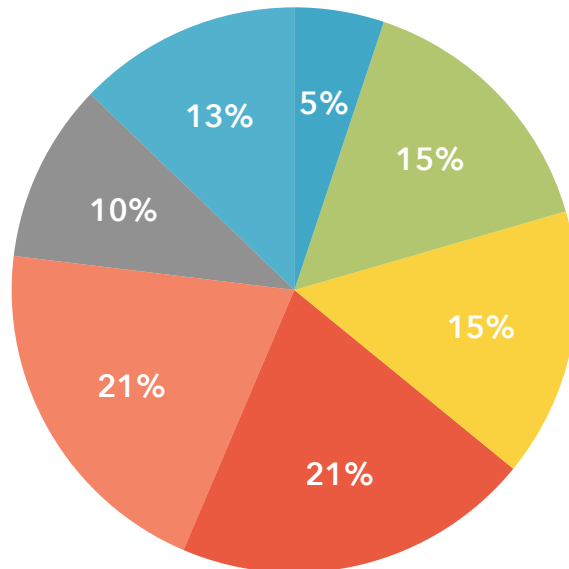
## OFFICE HOURS

ON SKYPE: Dr. Sturm will be available for video chat office hours from 11am-1pm on Monday and Wednesday until the end of the semester. **Username: nicksturm00**. He is available to answer questions and help with your work via email at any time and will be happy to schedule Skype discussions for alternatives times whenever necessary.

## REVISED GRADING DISTRIBUTION

Note: the only change is the subtraction of 25 points from the Questionnaire total. The discussion board post and response will count as Questionnaire #5.

- Artifact 0: 50 points
- Artifact 1: 150 points
- Artifact 2: 150 points
- Artifact 3: 200 points
- Reflective Portfolio: 200 points
- Participation: 100 points
- Questionnaires: 125 points




---

## Statement of Flexibility and Accommodation

---

This is a time when all of us are improvising. We'll all likely make mistakes or have difficulties, and that's okay. We'll figure it out.

Our primary goal is our own safety and health. While the educational work of this course is important, it comes second to making sure we're safe and healthy, both mentally and physically.

I've tried to make the remainder of the course attend to the original goals of the course (learning about Atlanta in the 1960s) but also to provide all of us with flexibility.

So know that flexibility with deadlines and other issues is available. Accommodations with assignments are available. If you need more flexibility or an accommodation I haven't thought of, please let me know.

If you find yourself overwhelmed or otherwise in a place of difficulty, please contact me to discuss flexibility and/or accommodations. You will get what you need.