Video StoryBoard and Transcript

Working Title of Project: Digital Humanities & Social Justice

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|  | What's on screen? | ScriptWhat points will the narration make? Or compose narration | Time |
| 1 | Text: “Engl 117: Arguing on the Internet” | Having already taken a class with Prof. Anderson before, I had a vague understanding of how this class would work. Just like Engl 480, there was a heavy focus on project-based learning and what we, as students, can take away from this untraditional way of learning. Something that I wasn’t anticipating was the use that projects like these have in a social justice context.  | 30 sec |
| 2 | Twitter Assignment  | One of the most traditional assignments of the semester was a twitter report, but it was still far from a normal essay.  | 1 min &30 sec |
| 3 | Twitter Excel Spreadsheet | For this assignment we used a twitter archive to collect twitter post with the #vaccines work that were imported into a google spreadsheet. I picked this hashtag due to the heated debates that have been boasted about on the news and the various memes on social platforms. | ^^ |
| 4 | Showing graphs/tweets | One thing that I found shocking with this project was the lack of scientific evidence being used. There is a plethora of evidence out there to support the claims of these tweeters, but it was rarely used. Instead, most tweets relied on emotional evidence, especially children. After looking at some tweets with #antivaxx I found that this reason is probably because most antivaxxers used children in their arguments against vaccines. These tweeters were attacking the issue of antivaxxers by using their own main points against them in their tweets.  | ^^ |
| 5 | Scrolling through the finished project | This project allowed me to analyze the way people spread information and the types of evidence that are used by people to try to sway others to their side.  |  |
| 6 | Audacity of the project | The next project that we worked on was an Audio Essay. My audio essay focused on internet privacy and how politicians use our data against us. I used various audio clips paired with recordings of my own voice to support my argument. However, it was through this project that I learned how powerful an audio essay can be in delivering short, but powerful messages.  | 1 min |
| 7 | Audio recording  | \*\*\* Play ending of audio essay\*\*\* | ^^ |
| 8 | Audio Essay Script (?) | Audio essays can be a great tool for calling people to action. They are short enough that you are able to hold people’s attention, but long enough to provide enough evidence to support your claims.  | ^^ |
| 9 | Photoshop/ the process of making memes. | As someone that has never used photoshop before, I found our next two projects a bit difficult. Not only was using photoshop a bit difficult but coming up with ideas for the memes and gifs were a bit difficult, especially because they needed to be argument based. Some of the ideas I got were actually influenced by previous assignments such as the twitter report. | 1 min |
| 10 | Memes vs Gifs. | Overall, I’m prouder of the finished memes versus the gifs but in the end, I think it comes down to my ability with photoshop. I spent hours trying to get one gif to work before having to scrap the idea entirely because I couldn’t figure out how to get it to work.  |  |
| 11 | Argument based gifs/memes | However, one thing I learned from this assignment was the argument capabilities of these platforms. It allows you to reach a younger audience and, in a way,, it makes the argument much more sophisticated. It makes the viewer have to think about what you are trying to convey versus you laying your argument out in a typical essay.  | 2 min |
| 12 | First slide of the app | One of my favorite projects was the creation of an app. It was in this project that I was able to take full advantage of the social justice capabilities of this class. For my project, I focused on the issue of decriminalizing marijuana and how by not doing it marginalized groups, especially African Americans, are taken advantage of by the legal system.  |  |
| 13 | Pick your character slide | In order to fully get my argument across, I decided to force the players to play as the African American character, even if they originally picked the white character. This would make them, quite literally, take a walk in the other person’s shoes.  |  |
| 14 | Play through the game | As the game is played the argument is being subtly delivered. Rather than having an essay lay out all the facts and arguments for why marijuana should be decriminalized, this game runs through the argument in a fun and interactive way that will hopefully make the argument even more persuasive by forcing the player to play through the legal system that normally takes advantage of African Americans.  |  |
| 15 | Conclusion | I have enjoyed my time in this class and I’m sad that it is coming to an end. This has been by far my favorite class of the semester. This class and the projects that I have completed have created a new areas of research interests for me. As we have played around with these different projects and platforms for delivering arguments it has made me more intrigued about the role that digital humanities can play in social justice movements.  | 30 secs |

\*Note... to add additional rows, place your cursor anywhere in the last row > select the **Table** menu > click on **Insert Row Below.**

Transcript:

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