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### Detailed Explanation of Each Assignment

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## Detailed Explanation of Each Assignment for Historians for Hire, Spring 2020

- 1) **Personal Journals - Each student should keep a weekly journal.** These are private Moodle journals that are only visible to the course instructor. You can see them as assignments due each week. All journals are **due by 9:00 pm (Central Standard Time) on Tuesday evenings.**
  - The first and last journal entries require you to fill out a "goals and reflections" form, which is posted on those weeks.
  - For all other journal entries:
    - Briefly explain what you and your team have accomplished the past week.
    - State the number of hours and location of the work you have done.
    - Please also let me know about any problems or challenges that have arisen in working with your partners.
    - Raise concerns/ask questions, share ideas, experiences etc.
  
- 2) **Public-facing blog post on the course blog "Carleton Historians and COVID";** these are due every other week and should be **uploaded by Fridays before 5:00 PM weeks 1, 3, 5, 7 and 10.** These c. **300 word** published blog entries will serve as the backbone of Carleton's future archive "Journal of the Plague Year (Spring Term)".
  - **Week 1** – Individually, introduce yourself: include both the basics (class year, academic focus, where are you from, what connects you to public history) and a summary of your experience with the COVID-19 crisis that is unfolding. Place yourself in respect to the community whose experiences you hope to capture for the archive.
  - **Week 3** – As a group: introduce your part of the collection Carleton is contributing to the Journal of the Plague Year: An Archive of COVID-19. Explain your theme(s), its relevance, how you are approaching it. You will need to work collaboratively (via googledoc) on this blog post.
  - **Week 5** – Individually, reflect on the work you have accomplished up to this point, with specific reference to the readings that you have been assigned so far this term from the AHA, NCPH and Inclusive Historians Handbook guides to the practice of public history. What specific practices and values have you been most careful to follow? Where have you hit a snag (or two), and why?
  - **Week 7** – As a group: assess the current status of your collection, and weigh it against the goals and values you articulated, as well as against the stated goals of the Plague Year archive. Sum up your achievements and articulate your plans moving forward. Reflect briefly on your overall assessment of the archive as a whole as it currently stands.
  - **Week 10** – Individually, reflect on the main insights that this experience has given you in relation to the building, curating and maintaining of historical archives. How

would you sum up the main personal and/or academic lessons that this experience has given you? (NB you can choose which of these two prompts to focus on.)

- 3) **a set of well-selected items** uploaded to the [Archive of Covid-19](#), **that relate to the specific theme(s) of your group.**
  - Each item should have the required metadata carefully and accurately completed
  - Each item should be carefully reviewed by at least one group member before it is made public
  - Each group will determine the number of items they wish to collect for the archive; group proposals related to the nature and number of items will need my approval by the second week of term.
  
- 4) **group project log, updated weekly by a member of your group.** (People working solo should keep an individual project log.)
  - You can keep the log in our shared drive, or use another form of technology, such as Trello or slack, to keep track of group work.
  - This log should be carefully updated each week before our class meeting, and should be shared with me.
  - The log should include:
    - A summary of the work your group has achieved this week
    - Notes from your weekly meeting
    - Any e-mails/correspondence group members have had
    - A clear plan of action for the week ahead