

NEATLINE DEEP MAP GROUP PROJECT: ASSIGNMENT DETAILS

Important Dates:

Rebellion preference (on Canvas)	Mon, August 21-Sat, August 26
Group Assignments	Monday, August 28
Preliminary Source Bibliography/List	Wednesday, September 6
Neatline Workshop	Wednesday, September 6
Item, Record, Neatline Check-In (of Neatline/Omeka site by Dr. L)	Monday, September 18
Check-In (of Neatline/Omeka site by Dr. L)	Monday, September 25
In-Class ½ hr work session	Wednesday, September 27
Neatline Map Due	Monday, October 2

Revolts and rebellions unfold are movements that unfold across both time and space; however, there is a tendency to divide these dimensions when studying, approaching rebellions either from the perspective of place, or as a series of important dates. In order to explore how revolts progress—unevenly, with overlapping and sometimes conflicting events and actions, simultaneously across the landscape, and with unequal impact—you will get into groups and create a “deep map” that combines mapping and the integration of primary sources into a visual, interactive narrative.

Requirements:

- An interactive map made with Neatline on the class-designated Omeka site
- Base image must be a map layer (multiple types to choose from built in, or you can choose to georectify a creative common/open access map you find yourself)
- Map elements should include primary texts and archaeological evidence, as well as contextual information that readers will need to understand the historical, social, or political context of the revolt
- You must include at least six records per person (we’ll talk about what a record is)
 - At least three records per person should be linked to an object item with a complete inventory uploaded to Omeka (again, more on this later)
 - One record can be relatively short (30-50 words); the rest should be lengthier (100-150 words), and consist of either commentary on an item or event, contextualization, or narrative.
 - Please note: depending upon the substance of the records, your group may need more than 6 records/person to completely move through your narrative; additional records may be jointly drafted, with an indication of authorship (or group authorship) in self-evaluation.
- You should include records which provide an accessible but knowledgeable overview of the revolt, including its origins, beginning, and any aftermath
- Your Neatline maps should also give a clear sense about the geographic extent of rebellions, and consider the geographic context of the revolt; were neighboring areas included, excluded? Were boundaries drawn? Where?
- A user of your map should come away from their exploration understanding the major issues, figures, events, and sources of evidence for the revolt
- Secondary scholarship should be kept to a minimum in the records—the goal is provide viewers with an overview of the primary source material however...
- ...**A final record** should point the viewer to **four (five in a five person group)** relevant secondary works on the topic for further reading (i.e. include in this last record four bibliographic entries)
- All primary sources and images should be **open-access** or covered by **creative commons** and cited appropriately (for good places to find these, see the link “image questions” on Canvas)
- You will be graded according to a rubric for both the final group product, and for your individual contribution

Rebellion Preference

Submit on Canvas between M Aug 21-Sat Aug 26

1. Read the short blurb about each rebellion/revolt at the end of this document (and poke around to see what you can find out about them online).
2. Log into Canvas. Under “Quizzes” you’ll see “Neatline Project Preferences.” Click on that survey.
3. You will be asked two questions that allow you to choose your top two topics.
4. Make sure to click submit; note that the survey will automatically close after 20 minutes.
5. Selection: I will randomize your names into a list; if you do not submit a preference you will be placed at the end of the list under the assumption that you do not have a preference. Each person will get their first choice of topic/group, up to four people for a topic. If four people are already assigned to one group, you will be assigned your second-choice topic. If both topics are already filled, you will be placed into one of the other groups.

Group Assignments

Posted to Canvas/announced in class on M Aug 28

1. Once group assignments have gone out, you should schedule a meeting with your group to discuss the logistics of the project, and any ideas each member has for design, conception, etc.
2. Your group should immediately begin collecting sources about your topic, and sharing them; I would suggest a shared Google drive folder where you can drop in pdfs or links of material.

Preliminary Source Bibliography & Item Ideas/Neatline Workshop

W Sept 6

We will spend half of this class discussing Omeka and Neatline; we will likely be meeting in a computer lab on campus (info to follow once the room is finalized). I will explain how Omeka and Neatline work, and show you how to upload items in Omeka, how to create records on your Neatline map, and how to integrate the visual evidence in the Omeka items with the Neatline map records (more straightforward than it sounds!). We will practice putting in an object, and adding a record into a sample Neatline map. We will also discuss some of the additional functionality that Neatline has—the use of a timeline, way points to guide the user along a specific track, and a text-specific plugin that lets users interact with text on the map. I encourage you to use these features to make the experience as immersive and dynamic for your viewer as possible.

In addition to our seminar on Omeka and Neatline, each group should submit the following to me as a paper copy: a list of **four primary** sources (literary texts, inscriptions, archaeological evidence, material culture) that your group is using to inform their knowledge about the event in question (please cite as specifically as possible), plus **two** secondary scholarly works on your topic that you have found helpful (articles or books only please; no internet sources).

Item, Record, Bibliography Check-In (of Neatline/Omekasite by Dr. L)

M Sept 18

On Monday after class I will be checking in on your group’s Neatline exhibit. I will expect to see drafts or completed entries of **at least two Neatline records per group member, one of which must be linked to an item in Omeka**. I will provide feedback to your group via a Canvas email, and I may contact single members with individual comments or feedback.

Check-In (of Neatline/Omekasite by Dr. L)

M Sept 25

Another check-in by me, after class on Monday. By this point, your Neatline map should include **four records per group member, two of which must be linked to an item in Omeka**. You should also have located your final record, and posted **at least two secondary scholarly bibliographic entries**. I will expect that both the entries for these records and any associated items in Omeka, are more or less complete, with very few fields missing information. As before, I will provide feedback to your group via a Canvas email, and I may contact single members with individual comments or feedback.

In-Class ½ hr work session

W Sept 27

You will get 30 minutes to work on your projects during class; we’ll be meeting again in a computer lab to facilitate this work. I will be meeting with each group to check in on your progress and answer any questions.

Neatline Map Due

M Oct 2

Your Neatline map is due today by 3pm; your Neatline credentials will expire at this time, and your editing privileges will be changed to viewing only.

NEATLINE PROJECT RUBRIC

Group Component

Assignment Requirements: did the project meet all the requirements stated on the assignment sheet? (includes number and type of records, bibliographic entries, etc.)	20 points
Project Communication and Conception: do the records, and the items highlighted by the project, provide a comprehensive overview of the revolt, including its beginning, major occurrences, and aftermath? Are the primary sources that provide evidence for this revolt made clear, and presented in an accessible and interesting way? Does the viewer walk away with a clear understanding of the stakes of the revolt, its major events and figures, and where the event took place? Do they understand the historical, political, social, cultural contexts/issues at stake?	35 points
Project Design: Is the project easy to navigate, and to move between different records? Are images clear and of sufficient resolution/quality? Did the group use Neatline tools to make the map inviting, and interesting to view and use?	10 points
Focus and Sources: Do the Neatline records represent a spread of different themes and focuses (i.e. not everything is about a battle)? Does the map tell a story that the viewer can follow? Are primary sources in a variety of media (literary texts, epigraphy, sculpture, coins, etc.) used in the records, and are they clearly integrated into the overall narrative of the map, and clearly contextualized? Is the final bibliography composed of scholarly sources of appropriate focus?	25 points
Polish: Is the overall design, conception, written text, and editing polished, with minimal typos and superficial errors?	10 points
	=100 points

Individual Grade

Citizenship and Participation: Did the person participate fully in the group? Did they meet their obligations, and share in the workload in an equitable manner? Did the student contribute to group activities and seminars on the Neatline project in-class?	25 points
Records and Items: Are the student's individual records clear, well-researched, and cited properly? For Omeka items: are all the necessary Dublin Core elements completely and correctly filled out? Are records of the proper length? Is the information contained in records and items correct, and unbiased? Are records and items written in clear prose, with minimal typographical and grammatical errors?	25 points
	=50 points

NEATLINE MAPPING PROJECT TOPIC OVERVIEW

Ionian Revolt (early 5th c. BCE: 499-493 BCE)

A series of revolts in the Greek cities of Ionia (coastal Asia Minor) against the administration of the Persian Empire; Athens aided the rebels, causing tensions with Persia that would eventually boil over into the Persian Wars.

Satrap's Revolt (4th c. BCE: ~366-360 BCE)

A series of revolts among the satraps (governors) of the Persian Empire, especially in Asia Minor.

Kitos War (2nd c. CE: 115-117 CE)

A series of uprisings among Jewish communities in cities in the Roman East while the emperor, Trajan, was on campaign away in Mesopotamia; a geographically diffuse prelude to the Bar Kokhba Revolt, which itself resulted from Hadrianic responses to the Kitos War.

Gallic Empire (4th c. CE: ~260-274 CE)

A short-lived separatist state in the northwest provinces of the Roman Empire created after a series of barbarian invasions and empire-wide issues in the tumultuous “Crisis of the Third Century.”