Instructor Name:
Dr. Krista Grensavitch

Class Number and Name:
HIST 150: Multicultural America (Fall 2020) – Asynchronous, Online
WGS 150: Multicultural America (Fall 2020) – Asynchronous, Online

Digital Humanities tools/methods:
Hypothes.is, a web-based co-annotation tool (a built-in tool on UWM's LMS: Canvas)

Description of assignment:
In the Fall 2020 semester, I taught two sections of Multicultural America (HIST 150 and WGS 150) and presented this Hypoths.is-based assignment to both. The course, as I have designed it, explores food and foodways as a main avenue for engaging in a study of identity, power, and social justice – all critical concepts central to teaching and learning in an Ethnic Studies classroom. This assignment came at the end of a three-week unit/module that focused student attention on food and foodways and asked them, at the end of the unit, to utilize the critical lenses they encountered and developed to examine a local (and locally-held) example: *The Settlement House Cookbook*. To demonstrate their critical engagement, students co-annotated (using Hypothes.is) sections of the cookbook. Each of the three weeks of the semester followed a similar format: read/watch/listen to assigned materials; complete an assignment.

- Week 1 of Unit: To gain historical context of the cookbook, its author, and the social movement and context that set the stage for its production, students read entries/articles from two public history projects. From the *Encyclopedia of Milwaukee*: "Settlements" and "Lizzie Black Kander;" from the *Wisconsin 101 Project*: "Object History: Settlement Cookbook" and "Elizabeth 'Lizzie' Black Kander." Students then completed a Key Terms assignment, a recurring, low-stakes assignment they complete eight times over the course of the semester.
- Week 2 of Unit: with helpful historical context, students were instructed to review the digitized Lizzie Black Kander's notebooks (listed under "Cooking Lesson Book 1898" in the finding aid), a proto-version of *The Settlement Cookbook*; as an additional option, students could listed to "Sheet Pan Chicken With a Side of Social Justice," an episode from the *Racist Sandwich* podcast. Students then began work on the Hypothes.is-based co-annotation assignment (see the assignment sheet that follows for further details) that asked them to review and then critically engage with digitized portions of several revised editions of the cookbook, published in 1913 and 1921.
- Week 3 of the Unit: students continued working on co-annotating in Hypothes.is. Additionally, they were assigned the following texts: "C is for Colonialism's Effect on How & What We Eat" by Lee on the Food52 blog; "Erasing Black Barbeque," an episode from the *Racist Sandwich* podcast.

Outcomes:
What follows are some of my general points/observations about creating and facilitating this assignment:
- For courses that were conducted in the fully-online, asynchronous environment, students and the instructor, alike, found that completing the Hypothes.is co-annotation was a rare opportunity for community-building and social-academic interaction.
- From a set-up and facilitation/teaching perspective, learning how to use and integrate Hypothes.is presented a fairly short learning curve. The most time-consuming part of the process was (if they

weren't already) ensuring that the text selections to be co-annotated in Hypothes.is were scanned using [OCR software](#).

- Using Hypothes.is allowed for deeper reading and analysis of assigned texts – as compared ot the typical mode of interaction/discussion/collective analysis in an online classroom – the discussion board or forum. While the discussion board is useful in many cases, (anecdotally) students report the repetitive and superficial nature of responding to prompts and replying to classmates. In Hypothes.is, where students and instructors can directly comment on a passage from a text, students find a new and fresh way of engaging with course materials.
- Importantly, allowing students to directly comment on the text (framed by general guiding questions) and interact with one another allowed for a diffusion of authority within the classroom. Students could point to passages they thought were significant or tied to other course concepts and texts – often making connections I hadn't made, myself. As an instructor always looking for ways of identifying, diffusing, and disrupting authority in spaces of teaching and learning; using Hypothes.is was a surprising means of achieving these goals.
- The relative success of this assignment encouraged me to, on-the-fly, convert the subsequent assigned reading and coordinated assignment to a Hypothes.is assignment. In this assignment, we co-read and co-annotated *[Chinese Protest Recipes](#)*, a zine by Clarence Kwan.
- Finally, given the significant positive outcomes of this assignment and the possibility it could similarly impact/benefit other spaces of teaching and learning, I gave an informal workshop on getting started using Hypothes.is for my other DH Lab Teaching Fellows, along with a few other folks.

Outcomes – Student Feedback & Examples of Student Work:

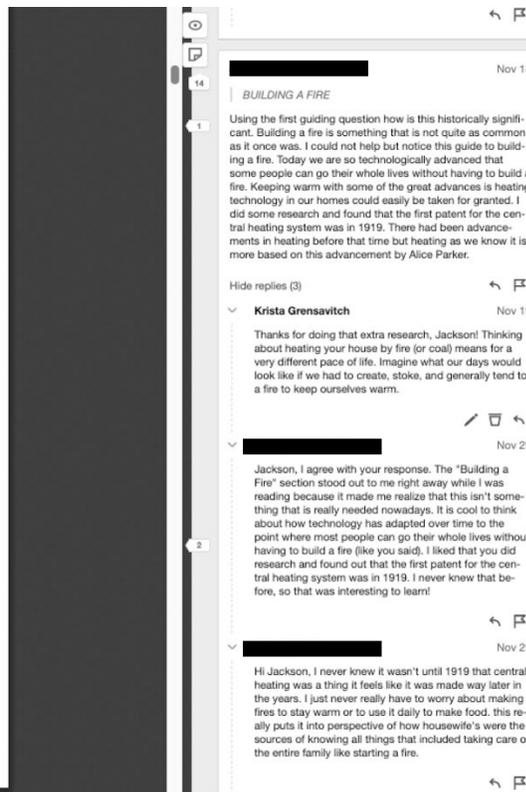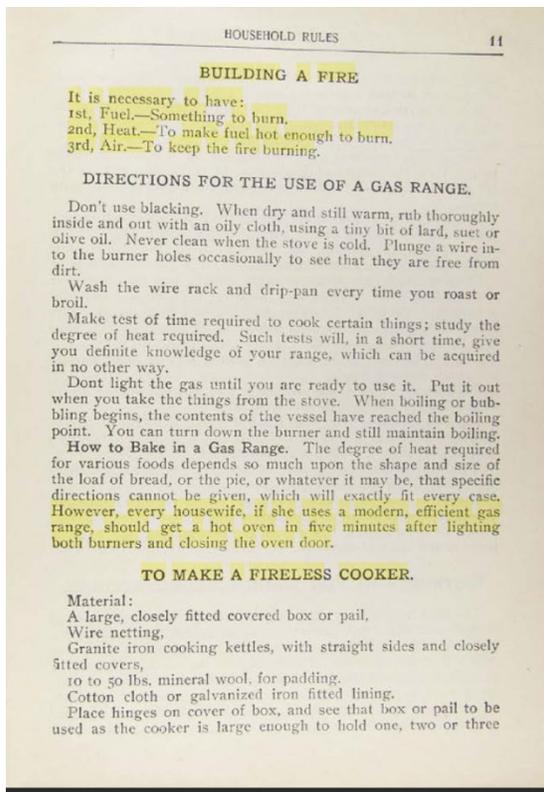**Responses to Hypothes.is Questions in Fall 2020 Final Survey**
Courses: WGS 150; HIST 150 (Multicultural America)

How did you like using Hypothes.is to collectively annotate and discuss assigned texts?
A reminder that you used Hypothes.is to annotate and discuss:
- Editions of *The Settlement Cookbook*
- *Chinese Protest Recipes*

Response Option	HIST 150 Responses	WGS 150 Responses	Total # / %
I loved it	8	12	20 / 38%
Generally, I liked it	18	8	26 / 49%
I'm neutral	1	1	2 / 4%
Generally, I disliked it	3	2	5 / 9%
I hope to never see Hypothes.is again	0	0	0 / 0
TOTAL	30	23	53

Sample Assignment:

[This assignment was developed by Dr. Krista Grensavitch – while you are welcome to use and adapt as you see fit, please give credit]

Hypothes.is Assignment with the *Settlement Cookbook*

For this assignment, you will be using Hypothes.is, an annotation tool that is built into our Canvas course site. As a class, we will collectively read and annotate (make notes and comments on the text) of sections of two editions of the *Settlement Cookbook*. The purpose of this assignment is for us to read and engage with this (unconventional) text together!

As I said, this is an assignment we'll do collectively. You will be able to see your classmates' annotations and page notes, and they will be able to see (and reply) to yours.

To earn credit for this assignment, make at least 4 comments in the text (more details below on how you can do this).

The Text, Itself

In Hypothes.is, you'll find a single file that includes select pages from two editions (1913 and 1921) of the *Settlement Cookbook*. Sections include:

- Cover, title page, table of contents
- Household Rules
- Poultry

- Small cakes, cookies, and kisses
- Handwritten notes from the cookbook owner (1913 edition only)
- Advertisements
- End pages and back of book

You'll find this sequence of sections for the 1913 edition and then for the 1921 edition (all in the same document - keep scrolling!)

You are allowed and encouraged to annotate and make page notes on ANY AND ALL of the sections.

General Set-Up

- First, make sure you are using Canvas in a Chrome or Firefox browser, preferably on a computer
- To access the text, you will need to select the gray box [Load Key Terms #9...in a new window] - you'll find it at the very bottom of this page.
- You may be asked to authorize yourself as a user - please click [Authorize]
- Scroll through the text-searchable file - you'll see that you can highlight text.
  - Because the text is old and not formatted according to current standards, sometimes the text is a little strange or wonky to highlight.

Consider Guiding Questions

In the past two weeks, you have read and considered contextualizing information about Lizzie Black Kander, the Settlement House, the *Settlement Cookbook*, and how it's part of local history. Now, we'll review editions of the cookbook, itself, and think about how it can be used to investigate other themes and ideas. First consider these broad questions to help frame your reading and investigation of the 1913 and 1921 editions of the cookbook:

- How does the **historical context** (WWI, Spanish Flu, Prohibition, etc) impact the content of the cookbooks?
- What do the **instructions on cooking and housekeeping** tell you about **the creator and the intended audience?**
  - What language or terms are used?
  - What identities are recognized - and how?
- What do the **types of recipes and ingredients** tell you about the creator and the intended audience?
  - Comment on the ingredients: are they rare, unfamiliar? Particular to an ethnic group?
  - Comment on the **cooking terminology**: measurements, timing, temperature, etc. - are they consistent?
- Based on the recipes and instructions, what can you say about **kitchen technology**?
- **Compare** a section or recipe from the 1913 edition to the 1921 edition (scroll back and forth) - what differences or similarities do you notice?
  - Do you see any significant changes in terms of kitchen technology?
- Comment on the **advertisements**: what else can these tell us about the audience? Are there brands that you recognize?

Mark Up the Text!

- **To earn credit, please make at least 4 comments in the text.** This can be a combination of:
  - Annotations (comments on a specific passage of text you highlight)

- o Page notes (comments on a whole page)
- o Replies to others' annotations and/or page notes
- **To Annotate:**
  - o Select text and then select the Annotate button - it kind of looks like this: ["] - and type your annotation
  - o (Note: please don't use the highlight function, because that is visible only to you, not to the whole group)
- **To make a Page Note:**
  - o Navigate to the page of the text you wish to comment on, broadly
  - o Click the button that looks like a sticky note with it's bottom-right corner turned up
  - o Type your Page Note
- **To reply to an Annotation or Page Note:**
  - o Select the Reply button at the bottom of an annotation or page note - it's an arrow that faces left - and type your reply

Tech Help & Support

- Please refer to this helpful guide (with screenshots) if you're having trouble navigating Hypothes.is: Introduction to Hypothes.is LMS App for Students
- If you have any further questions about this assignment, please be in contact with me!