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WHITE PAPER
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**Ethnic Layers of Detroit:
Experiencing Place through Digital Storytelling**

Principal Investigator: Krysta Ryzewski
Grantee Institution: Wayne State University, Detroit, MI
Report Submitted: 28 February 2017

Ethnic Layers of Detroit:
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NEH White Paper

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I. Narrative Description

The Ethnic Layers of Detroit (ELD) project documents the overlapping traces of cultural histories of the city's central neighborhoods through a series of short 2-4 minute digital stories. Each story focuses on one or more ethnic groups in relation to a particular place on Detroit's landscape, exploring the roots and routes of associated community histories in its narrative. The relationship between place and storytelling is an integral component of the ELD project. The geolocational aspects of ELD stories enable viewers to engage with Detroit's multi-ethnic histories, both *in situ* via mobile technologies (e.g., smart phones, tablet computers) and remotely via the Ethnic Layers of Detroit website (http://www.clas.wayne.edu/eld/ ; Figure 1).
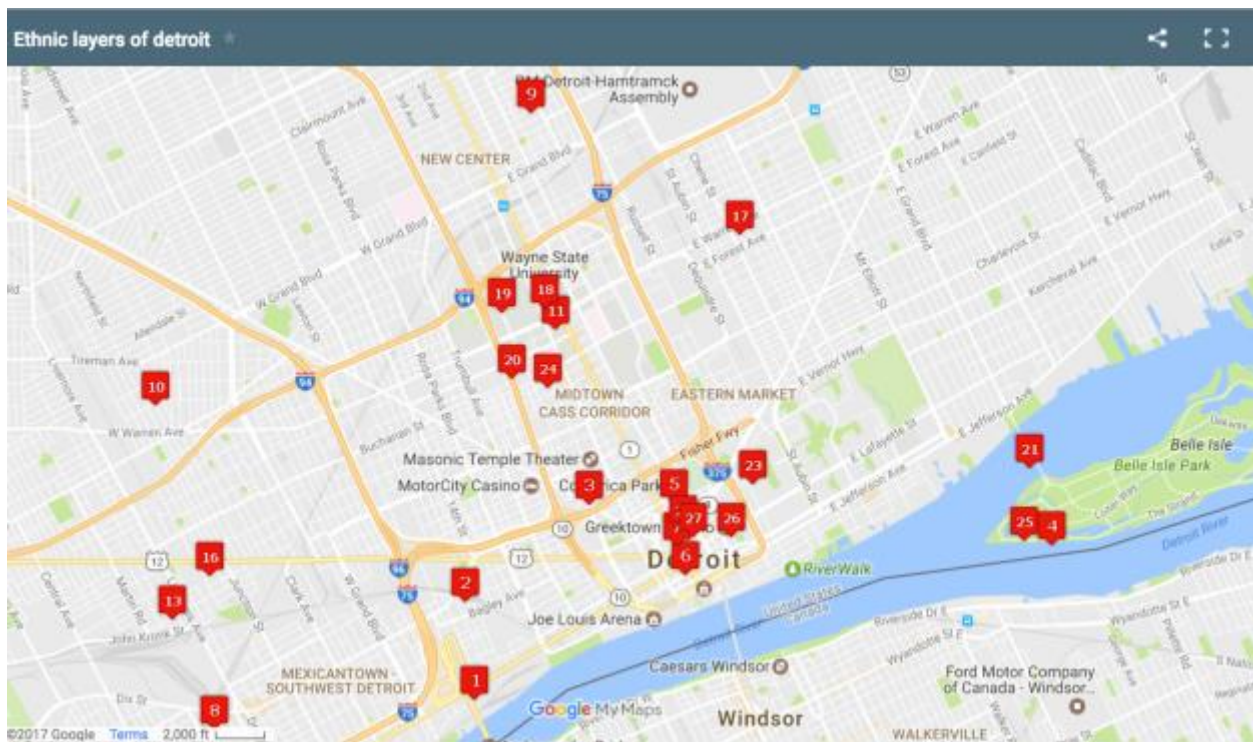

Figure 1. Geolocations of ELD stories, primarily located within the central areas of Detroit, including the neighborhoods of Downtown, Midtown, Corktown, Southwest, and Belle Isle
(Image of interactive map posted on ELD website).

ELD is an interdisciplinary team project led by six faculty co-directors, five who are based at Wayne State University and one at the University of Wisconsin-Madison (see Section II.b). The team is also comprised of NEH-funded student assistants from Wayne State, student volunteers, and community partners. The project began its pilot phase in 2012, and in May 2014 was awarded 18 months of Level II Start-up funding ($60,000) from the NEH Digital Humanities program. The NEH-funded project ran from June 1, 2014 – November 30, 2016 (this funding period includes a time extension to compensate for unexpected changes with technology and personnel that delayed parts of the project's productivity in 2015). The project funds supported the hiring of a number of Wayne State University student assistants, who worked with the project co-directors on all aspects of digital story development.

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Over the course of the NEH-funded project ELD employed a student-centered approach to digital humanities in general and to digital storytelling in particular. The NEH funds allowed ELD co-directors to provide the students on our project team and in our classes with creative, intellectual, and technical training opportunities in skills that are transferable between humanities and technical disciplines (e.g., computer science, engineering, and graphic design). Through the processes of background research, video creation, website development, and interacting with stakeholders, students and faculty alike gained considerable experience communicating ELD scholarship with a broad range of humanities, multimedia, and political audiences, both professional and lay.

As of February 2017 the ELD team has published 28 videos. ELD's digital stories include those made by project co-directors and students (viewable at http://www.clas.wayne.edu/ELD/Watch-Digital-Stories). Section VII.a presents a comprehensive list of the ELD digital stories. The project's digital geostories serve as responses to the transforming physical and cultural landscapes in Detroit. Presently, the survival and sustainability of many of the sites associated with Detroit's cultural heritage face an uncertain future in a post-bankruptcy city that is situated at the intersection of rapid revitalization in some neighborhoods, and expansive blight in others (over 70,000 abandoned properties are scattered across the 139 square-mile city). The ELD geostories offer storytellers and viewers opportunities to engage with the variable traces of the city's rich multi-ethnic past in the present in ways that emphasize how these histories continue to shape social memories and heritage narratives associated with specific places, communities, landscapes, and objects.

II. Project Activities

a. Description of Activities

Our proposal to the NEH stated our intention to create 20-25 digital stories about ethnic communities in Detroit during the funding period. During the funding period we succeeded in creating 34 digital stories overall (including updating our 6 pilot videos), and there are presently 28 stories published on our website (an additional six are in the final stages of editing).

The process for creating ELD digital stories entailed conducting background archival research and interviews, writing and editing video text, locating images, securing copyright permissions, recording footage on location, creating storyboards, assembling videos, recording voiceovers, formatting video graphics, evaluating and editing videos, updating the project website, and managing all associated data in the project's archival files. It is estimated that each video took between 4-6 weeks to fully assemble and complete. A team of 3-4 individuals was involved in the creation of each digital story. One of the ELD project co-directors acted as "Lead Storyteller" for each video and supervised the overall process of its research and production by students.

Following the procedure in our NEH proposal, as they were completed, the ELD digital stories were to be made accessible both on the project website and through a geo-locational software

called Geostoryteller. Using Geostoryteller, audiences would access the ELD digital stories through its webpage or app, and then curate for themselves a mobile tour of the story sites in a format particular to their preferred mode of transportation (e.g, on foot, vehicle, bicycle). ELD used Geostoryteller successfully during the pilot phase of the project in 2012-13. Unfortunately, in 2014, shortly after the NEH-funded ELD project began, Geostoryteller became defunct. This technological complication caused a short delay in our progress as ELD co-directors consulted extensively with the project's Advisory Committee in an effort to locate a similar open-access, free geolocational or augmented reality application for displaying our digital stories. We subsequently experimented with the augmented reality app, Layar, but determined that the computer coding necessary to format our stories was beyond our team's expertise and that the app also did not promise to increase the accessibility of our digital stories to public audiences. In 2015 we began to work with Junaio as an alternative to Geostoryeller, but within months the program was purchased and privatized by Apple, precluding our own access to working with it and our audiences' access to viewing our stories on it.

Owing to these technological setbacks, in the summer of 2015 we re-evaluated our strategies for dissemination via secondary platforms or an app. Realizing that the platforms for geostorytelling, app development, and augmented reality were fast-changing technologies that we were not equipped to master within the project's short timeframe, budget, and the team's skill set, we instead focused our efforts on consolidating our digital stories and other outputs into a [project website](#) on the Wayne State University server. The website hosts several pages that showcase [NEH-funded stories](#) made by faculty-student project teams, [stories created by students](#) in classes taught by ELD faculty, and [geo-locational information](#) for stories on Detroit's landscape. The ELD website also shares information about the project's resultant [pedagogical contributions and educational resources](#) for integrating digital humanities into our classrooms, which was another important goal of the project. The website is formatted to be viewable on conventional desktop and laptop computers, as well as on mobile devices. In this regard, we were still able to accomplish our general objective of making the stories available to mobile users for place-based viewings.

The most challenging aspect of the ELD digital story design process was the realization throughout the course of the project that there exist very few students (and faculty) who have fluency in both sets of the humanities-based and technical skills that were necessary to bring the digital stories to fruition. For example, it was often the case that a student assistance with expertise in archival research and writing had no competency or prior training in video compilation and editing techniques, and vice versa. There existed, at times, a steep learning curve in order for faculty and student assistants to efficiently and consistently translate materials, techniques, and objectives across the various stages of story production. We believe this competency gap between a mastery of skills in the humanities and in the digital domain is due to the absence of integrative digital humanities content in most undergraduate and graduate-level humanities courses at Wayne State University. This is a deficiency we are now in a position to address in the future iterations of the ELD project and in the courses that we teach.

Our proposal to the NEH listed a nested series of short-term, medium-term, and long-term goals. These are summarized and annotated below in order to highlight correspondence between our initial plan and outcomes, and points of departure.

Short-term Goals (duration: entire project period)

Proposed: Develop 20-25 ELD stories and make them accessible via Geostoryteller

Outcome: Created 34 ELD stories. Made 28 accessible through new ELD website on Wayne State University server thus far.

Proposed: Involve ELD in our courses as a teaching tool to address the competency gap in digital humanities student training, and to attract student involvement in the ELD project.

Outcome: Project co-directors included digital storytelling modules into six different classes (which were taught a total of 11 times) during the project funding period. Information on these classes is provided in Section VII.d.

Medium-term Goals (duration: from February 2015 to end of project)

Proposed: Make ELD a platform for other project initiatives. Include broader audiences outside of our classrooms in the process of creating digital stories.

Outcome: The ELD project team developed a free half-day digital storytelling workshop for members of the Wayne State and Detroit community. The workshop introduced participants to the process and mechanics of creating a digital story, and also involved hands-on practice creating a digital story in the Foreign Language and Technology Center's computer lab. We offered the workshop three times (Feb. 13th 2015, Sept 18, 2015; Feb 19, 2016) to audiences of 15-20 people. The participants were comprised of Wayne State University students, staff and faculty from various disciplines, as well as members of the community associated with our Advisory Board organizations. The workshops included evaluations and were well-received. Workshop materials are available on our website for others to use. This workshop was also given a fourth time in the half-day format at the 2016 IALLT-CALICO conference on Michigan State University's campus to educators and researchers from across the country.

Proposed: Create an interdisciplinary digital storytelling class for upper-level undergraduates and graduate students.

Outcome: In 2016 co-directors Julie Koehler and Sangeetha Gopalakrishnan finalized syllabi for both a summer course and a semester-long online course in Digital Storytelling. The course is to be submitted for review by the College of Liberal Arts and Science curriculum committee and will be offered shortly after it is approved.

Proposed: Apply for external funding to support the continuation of ELD.

Outcome: We have been in regular consultation with members of our Advisory Board and the Wayne State College of Liberal Arts and Sciences research office in an effort to identify suitable funding opportunities. Our group would like to expand to include more faculty and student participants from other disciplines in the humanities and library sciences. At this stage, we are

focused on expanding our operational and collaborative base locally so that we can prepare the strongest possible external funding proposals.

Long-term Goals (duration: from November 2016 onwards)

Proposed: Create an online digital storytelling course open to the general public.

Outcome: ELD team members have created a proposal for an online digital storytelling class (see above), but in the first instance this would be offered locally at Wayne State before it is expanded to a public audience.

Proposed: Encourage use of ELD methodological infrastructure and architecture as a platform for including stories about other groups in Detroit and beyond. Stories could be created by ELD storytellers at WSU or the general public.

Outcome: We have made conscious efforts throughout the course of the project to keep this goal in mind by generating teaching content, mapping our story-creation process, and making workshop materials publicly available on our website. We have streamlined the process of story creation within our own project team, and in the coming months will be focusing on writing up and disseminating this process as a first step towards achieving this long-erm goal. We have already met with members of local Serbian, Romanian, Greek, and Native American groups and organizations to discuss their creation of digital stories about their ethnic communities.

Proposed: Create a website or app that serves as a repository for digital stories created by members of the public. Storytellers will follow the process of story creation designed by ELD and will format stories according to our templates. After stories are reviewed positively by the ELD team, they will be added to the website and integrated into the geolocational database, and complemented by augmented reality capabilities.

Outcome: After consulting with various software developers, we realized that the process of creating an ELD app would require a significant amount of funding ($50K), expertise, marketing and maintenance, well beyond the immediate scope of funding. Furthermore, we recognized that an app might not be the most practical mechanism for disseminating our information over the long-term, as opposed to a website, which offers a bit more flexibility in terms of maintenance and design. As a response to this situation, we focused the efforts of one student assistant on creating a comprehensive website for the ELD project. Once the website was constructed, our web developer student assistant experimented with augmented reality software, and we explored ways of integrating it into future iterations of stories on our website.

b. Personnel and Performance

Project Co-Directors

ELD project co-directors oversaw the selection, research, and development of digital stories. They supervised student assistants, led small production teams for the stories they supervised, collaborated with members of the advisory board, oversaw the logistics of the project (IRB approvals, etc), developed and hosted workshops, presented ELD-related content at professional conferences and public talks, hired, trained and managed student assistants,

involved volunteers, attended monthly project meetings, managed the data, computer technology and social media resources for the project, and involved digital storytelling in their courses. The co-directors include:

Dr. Krysta Ryzewski (Assistant Professor, Department of Anthropology, WSU; NEH PI)
Dr. Sangeetha Gopalakrishnan (Director, Foreign Language Technology Center, WSU)
Dr. Alina Klin (Senior Lecturer, Polish, WSU)
Dr. Laura Kline (Director, Global Studies Program and Senior Lecturer, Russian, WSU)
Dr. Julie Koehler (Lecturer, German) [Dr. Koehler started off with ELD as a PhD student and NEH-funded ELD student assistant]
Dr. Felecia Lucht (University of Wisconsin, Madison) [Dr. Lucht started off with ELD as an Assistant Professor of German at WSU]

Student Assistants and Volunteers

The NEH funds permitted the ELD project to hire several student assistants from the Humanities, Media Studies, Library Science, Computer Science, and Engineering disciplines at Wayne State University. In our initial budget we envisioned hiring three individual students for the duration of the affiliated project tasks. But once the project began, the team adopted a more flexible hiring schedule to accommodate student turnover due to graduation and job opportunities elsewhere, and our own workflow process. The following eight students were hired for the various student assistant responsibilities during the project's NEH funding period. It should be noted that in all but one case the skills that the ELD student assistants developed on our project directly contributed to their hiring in other jobs and/or admission to competitive graduate programs.

Student Assistant	Title	Responsibilities	Duration
Julie Koehler *(PhD Candidate, German)*	Instructional Designer	Work on technical and pedagogical aspects of project for all videos. Developed course syllabi, edited videos, recorded voiceovers, data management, assisted with archival researchers.	June 2014 – June 2015
Katie Korth *(MA Student, Anthropology)* *Jesse Lopez* *(MA Student, Library Sciences)*	Archival Researchers	Conduct archival research on content of digital stories. Assist in writing, editing, formatting, and securing copyright information for stories.	Korth: June-November 2014, June-August 2015 Lopez: October

| | | | – December 2015

Newton:: Fall 2016 |
| Connor Newton (Undergraduate, Anthropology) | | | |
| Mark Francis (Undergraduate, Engineering)

Shaleen Clark (Undergraduate, Engineering)

Gaelle Gilles (Undergraduate, Media Arts) | Multimedia Developers | Manipulate digital media and graphics, produce and edit videos, data backup management. | Francis: June-August 2015

Clark: October 2015-February 2016

Gilles: May-November 2016 |
| Lakshman Subramanya (MS Student, Computer Science) | Website Developer | Create new ELD website in collaboration with Dr. Gopalakrishnan | May-August 2016 |

In addition to the project co-directors and student assistants, ELD involved over a dozen student volunteers from humanities disciplines and Library Sciences. These volunteers contributed to archival research, data management, and photography. Colleagues from other departments in the University and from our Advisory Board were also involved in the story planning, research and evaluation processes throughout the project duration.

c. Data Management

During the project period, ELD generated several different formats of digital data, including images, audio, video, and raw data and graphics the project assistants created for the multimedia narratives. The constituent data that were used to make the digital stories, as well as the final digital stories, are all archived according to the original data management plan. ELD backed up all data on the storage server of the Foreign Language Technology Center, as well as on a secured cloud storage (Google Drive), two portable external hard drives, and Dropbox. The hard drives are located in the FLTC and the archives of the Grosscup Museum of Anthropology for permanent safekeeping. ELD project data access is restricted to members of the ELD project team.

All image and audio data that have been integrated into digital stories has been vetted for copyright information, and permissions to reproduce them have been secured. Data attributions appear at the end of each video.

d. Publicity of ELD

The ELD project has received regular publicity throughout the funded project period through local media outlets including NPR, Wayne State University's daily news, the Jewish News, and the Dig Detroit TV series. Our ELD Facebook page serves as a key means of dissemination between our stories and the interested public, as does the project website. The project team has participated in almost 20 presentations to academic and public audiences during the project period. Details of these presentation are provided in Section VII. "Grant Products".

e. Other Funding

The ELD project has not yet had the opportunity to apply for or secure external funding to support its future aims. Federal matching funds were not a component of the award.

III. Audiences

The ELD project intends to serve an expansive academic and public audience. Our immediate audiences have been the students in our classes, student volunteers on the ELD project, audiences at our presentations, attendees to our workshops, the public visitors to our website, and individuals associated with our 10-person Advisory Board (a group made up of local non-profits, heritage associations, museums, and Wayne State affiliates). Although the website makes ELD stories available to audiences across all demographic groups and geographies, our interactions in Detroit via workshops, presentations, and collaborations have focused on age groups that range from college students to senior citizens. It is difficult to quantify the reach of our digital stories since the website has only had a soft launch at the time of this reporting. However, early releases of five of our videos on the Ethnic Layers of Detroit public YouTube channel logged over 2,500 unique views. If we consider the aforementioned events and advisory board members, it can be estimated that we have engaged, in-person, over 500 people with ELD digital stories during the course of the funding period.

IV. Evaluation

The ELD project is evaluated by members of our Advisory Board, as well as by workshop attendees and students in classes where we preview our digital stories. Project co-directors also actively self-evaluated progress of the ELD plan of work through a series of monthly 2-hour meetings and day-long or half-day retreats held every six months.

ELD's structure and output were evaluated by all workshop attendees over the course of our four workshops. Each participant completed an evaluation, and their responses highlighted the strengths and weaknesses of our presentations, story creation methodology, and our scope of storytelling. Responses from the first workshop evaluations in February 2015 praised the group's organizational process, but requested more time to work hands-on in learning the technical aspects of story creation. The evaluations also revealed the benefits of introducing a storyboard into the digital story planning process (a storyboard is a map of the video's

components and accompanying information about the association of each frame with written text, spoken word, music, and transitions). As a result, ELD team leaders reorganized subsequent workshops by streamlining the lecture component of the sessions, expanding on the concept of storyboarding, and building a more in-depth hands-on story creation exercise into the last third of the workshop. By all accounts, feedback from the subsequent workshops indicated that the ELD project directors achieved a successful formula for teaching the theory and methodologies of digital storytelling in a way that is consistent with the ELD approach.

The ELD project has been met with enthusiasm by all audiences with whom we have shared our stories, from conference attendees to neighborhood cultural associations. The most common request project leaders receive is for the creation of additional stories that showcase ethnic groups or places not yet accounted for in our stories. It is evident that our audiences see great potential in digital storytelling for preserving aspects of their community's pasts through interactive digital media. Although the timeframe and resources of this funding period did not afford us the possibility to expand in as many directions as our audiences would like, we did take the opportunity to meet individually with a number of heritage-based colleagues associated with groups such as the Hellenic Society of Michigan, the Gaelic League, and the Wright Museum of African American History, who have expressed interest in being involved in future expansions of ELD storytelling.

The ELD Advisory Board consists of ten individuals from local academic, non-profit, and heritage associations. During the course of the project, we consulted with these individuals regularly during the process of story creation, review of story drafts, and in some cases, involved members from the organizations in the process of video production and voice recording (e.g., the Cass Tech and Polar Bear stories). We also shared our interim NEH reports with these individuals. In return, Advisory Board members also provided us with access to archival materials, advice on digital data management, and volunteers. The members names and affiliations are:

Joan Beaudoin, Assistant Professor of Library and Information Sciences, Wayne State
Brigitte Doellgast, Library Director, Goethe-Institut, New York
Walter Edwards, Director, Humanities Center, Wayne State University
Jack Lessenberry, Professor of Journalism and NPR/PBS Correspondent, Wayne State
Christopher Petersen, Quality Engineer, Detroit Labs
Joel Stone, Senior Curator, Detroit Historical Society
Amy Elliot Bragg, Director, Preservation Detroit
Mike Grobbel, President, 'Detroit's Own' Polar Bear Memorial Association
Rev. Gary Michalik, President, West Side Detroit Polish American Historical Society
Sebastian Szczepanski, Editor-in-Chief, Polish Times

V. Continuation of the Project

The ELD project plans to seek external funding to continue with the production of digital stories on a broader scale during 2017. First, however, the project team will host a public "launch" of the ELD website and solicit feedback about the videos produced during the NEH funding period in order to evaluate opportunities for improvement in future productions. During the coming months, we will also revisit the organizational core or the project and consider expanding the co-directorial membership of the project to include a couple of additional colleagues from the School of Library and Information Sciences and other humanities disciplines, such as History or English. During the course of the NEH-funded ELD project the popularity of digital humanities escalated at Wayne State, resulting in the formation of the Digital Humanities at Wayne State faculty working group, funded by the Humanities Center and directed by Dr. Jennifer Hart (History) and Dr. Lisa Maruca (English). ELD project directors have participated in this group over the past year, and as a result have expanded our own faculty networks, participated in presentations to wider disciplinary audiences, and contributed from our own experience to shaping the future directions of the digital humanities at Wayne State.

Creating digital stories has become an integral part of several of our courses, including the Survey of Polish Culture course (POL 2710), where the option to make an ELD video has been offered to students. The assignment counts as 20 percent of the course work, or as an Honors Option.

VI.   Long Term Impact

In the coming year, ELD will be hosting two digital storytelling workshops in April and October. Digital storytelling will continue to be integrated into courses taught by at least four of the project members (Klin, Kline, Koehler, and Ryzewski), and resulting student-created stories will be posted on the ELD website and further engagement with current stories.

Project co-directors will continue to meet regularly with each other and with members of the Advisory Board to plan for future iterations of ELD. We will also continue to disseminate information about the ELD project in public presentations, including an upcoming presentation on folklore at the Lorenzo Cultural Center at Macomb Community College in March 2017 (Koehler and Ryzewski). Plans for an online digital storytelling course are in the works.

The success of the ELD project and the overwhelming positive responses the stories have received from our colleagues, students, and community partners has also stimulated interest by the university's administrators. We will be working with the College of Liberal Arts and Sciences research program officer to identify new funding and teaching opportunities for the digital humanities at Wayne State in the coming years.

VII. Grant Products

The following is a summary of the materials produced during the course of the NEH-funded period of the ELD project. Information is organized according to output (digital stories), academic dissemination (presentations and publications), collaboration (partner meetings), instruction (workshops and classes), and public distribution (social media, website).

a. Output – Digital Stories

During the NEH-funded project period, ELD produced and finalized a total of 34 videos (28 created by ELD co-directors and collaborators, and 6 created by students in classes). These videos include new stories, created during the funding period by project co-directors and students, as well as the updating of old stories that were created previously during the pilot project. The stories are published on the ELD website, unless otherwise noted in the status column of the table below. In a few cases stories are still undergoing final review of copyright permissions and content.

Twenty-three of the 28 videos created or finalized by ELD co-directors during the funding period are published on the ELD website. Five of the six student-created stories are viewable online on the ELD student video page.

Stories Created by ELD Co-Directors and their Collaborators			
Story Title	**Ethnic Layers**	**Storyteller**	**Status**
Ambassador Bridge and Ralph Modjeski	Polish	Alina Klin	published
Anthony Wayne	Irish, American	Julie Koehler	published
Arbeiter Hall	German	Katie Korth and Felecia Lucht	published
Brewster-Douglass Homes	African-American	Krysta Ryzewski	published
Cass Tech & Polish-American Musicians	Polish-American	Alina Klin and Laurie Gomulka	published
Charles Lindbergh Birthhouse	Swedish, American	Julie Koehler	published
Chinatown	Chinese, Chinese-American	Krysta Ryzewski	published
Cigar Strikes	Polish, Polish-	Alina Klin	published

	American		
Detroiter Abend-Post: Survival of the German Language Press I Detroit	German, German-American	Felecia Lucht	unpublished
From the Snows of Siberia to Belle Isle: Detroit's Own Polar Bears	Russian, Russian American	Laura Kline and Mike Groebbel	published
Faygo	Russian, Russian American, Jewish	Laura Kline	published
General Kosciuszko Monument	Polish	Alina Klin	published
German Immigrant roots of Historic Trinity Lutheran Church	German, German-American	Felecia Lucht	unpublished
Germantown and Greektown	German, Greek	Julie Koehler and Felecia Lucht	published
Harmonie Hall	German, German-American, African American	Katie Korth and Felecia Lucht	unpublished
Little Harry's Speakeasy	Jewish, Polish, Russian, American	Krysta Ryzewski	published
Little Sisters Home for the Poor	French-American	Jessica Robbins-Ruzkowski and Krysta Ryzewski	published
Nain Rouge	French-American, American	Julie Koehler	published
Old St. Mary's Church: The Historic German Church in the Heart of Greektown	German, Greek	Felecia Lucht	unpublished
Polish American Night at Comerica Park	Polish-American	Alina Klin	published

Polish Pride of Historic Campus Marius	Polish, Polish-American	Alina Klin	published
PuppetART	Russian	Laura Kline	published
Roosevelt Park	Irish, German, Canadian, American	Krysta Ryzewski	published
Russian Bear Restaurant	Russian, Russian American	Laura Kline	published
Russian Bathhouse	Russian, Russian American, Jewish	Laura Kline	published
St. Joseph's Oratory: Eastern Market's own Hallenkirche?	German, German-American	Felicia Lucht	unpublished
Victor Herman	Jewish, Russian, Ukrainian	Laura Kline	published
1943 Riots	American, African American	Julie Koehler	published
Stories Created by Students			
Story Title	**Ethnic Layers**	**Storyteller**	**Status**
Abick's Bar	Polish, Polish-American	Student Project by Corey Kelly, POL2710 (Klin)	published
The Belgian Church: Our Lady of Sorrow	Belgian, Belgian-American	Student Project by Connor Newton (Koehler)	published
West Side Detroit and Polish Mural	Polish, Polish-American	Student Project by Briana Southard and Fouad Badaoui POL2710 (Klin)	published
Hamtramck	Polish, Polish-American	Student Project by Karolina Wietrzynski, POL3990 (Klin)	published
Pope Park, Hamtramck	Polish, Polish-American	Student Project by Mary Whitney and Taylor	published

		McMullen, POL2710 (Klin)	
American Polish Cultural Center and Polish Immigration	Polish	Student Project by Brandon Schwab and Derek Chido, POL 2710 (Klin)	unpublished

b. Academic Dissemination

The following list details the presentations, venues, authors and dates of 18 talks given by ELD project co-directors over the course of the NEH funding period:

Venue	Title	Presenters	Date
National Endowment for the Humanities, Washington, DC	Ethnic Layers of Detroit: Placemaking and Digital Storytelling	Lucht	9/14/14
Network Detroit, Lawrence Technological University	On the Urban Research Frontier: Documenting the Ethnic Layers of Detroit	Klin, Kline, Koehler, Lucht	9/26/14
Humanities Center Conference: The City, Wayne State University	Panel on the Ethnic Layers of Detroit Project	Klin, Kline, Koehler, Lucht, Ryzewski	10/31/14
Midwest Modern Language Association Conference, Lansing: Digital Lives of Cities	Exploring the Ethnic Layers of Detroit through Mobile Technologies and Augmented Reality	Lucht, Kline, Koehler	11/15/14
American Council on the Teaching of Foreign Languages Conference, San Antonio, TX	Using Digital Storytelling to Connect Classrooms and Communities	Lucht, Koehler	11/23/14
WSU Professional and Academic Development (PAD) seminar on 'How to Find Funding in the Arts and Humanities'	Tips on Applying for an NEH Grant	Kline	2/5/15
University of North Dakota	City Narratives: Ethnic Layers of Detroit	Lucht	4/15/15
Classical and Modern	How to incorporate ELD stories	Klin	8/21/15

Languages, Literature and Culture (CMLLC) Departmental Retreat, Wayne State University	into the classroom		
Public Archaeology Forum, Binghamton University	Anthropology of the City: Digital Storytelling and Collaborative Mapping	Ryzewski	3/23/16
Futurity Conference, Brown University, Joukowsky Institute for Archaeology, Providence, RI	Detroit 139: Heritage and Future-making in the Post-industrial City	Ryzewski	4/16/16
Digital Humanities at Wayne Symposium, Wayne State University	Ethnic Layers of Detroit: Experiencing Place through Digital Storytelling	Gopalakrishnan and Kline	4/21/16
Michigan Historic Preservation Network Conference, Detroit	Unearthing Detroit: Archaeology and Heritage Initiatives at WSU	Ryzewski	5/5/16
Computer Assisted Language Instruction Consortium (CALICO) with International Association For Language Learning Technology (IALLT), Michigan State University, East Lansing	Preparing Students For Digital Storytelling in the Classroom, Evolving Interactions in Digital Language Learning	Gopalakrishnan, Klin, Kline, Koehler	5/11/16
Computer Assisted Language Instruction Consortium (CALICO) with International Association For Language Learning Technology (IALLT), Michigan State University, East Lansing	Digital Storytelling and its Impact on Student Learning and Engagement, Evolving Interactions in Digital Language Learning	Gopalakrishnan, Klin, Kline, Koehler	5/12/16
CMLLC Workshop, Wayne State University	Grant-writing	Gopalakrishnan, Kline, Koehler	8/19/16
American State and Local Historical Association Conference, Detroit	NEH Panel on the Digital Humanities	Ryzewski	9/16/16
Midwest Historical Archaeology Conference,	Ethnic Layers of Detroit: Exploring Placemaking through	Klin and Koehler	9/23/16

Detroit	Digital Storytelling		
NARNiHS Meeting, University of Wisconsin, Madison	German in Metro Detroit in the Early Twentieth Century	Lucht	10/9/16

Members of the project team have authored 4 academic publications during the funding period that discuss the ELD project, ELD project stories, or the use of ELD as a pedagogical tool:

Ryzewski, Krysta (2017). Making Music in Detroit: Archaeology, Popular Music and Post-Industrial Heritage, in *Contemporary Archaeology and the City: Creativity, Ruination and Political Action,* edited by L. McAtackney and K. Ryzewski. Oxford: Oxford University Press.

Ryzewski, Krysta (2016). Reclaiming Detroit: Decolonizing Archaeology in the Post-Industrial City, *Savage Minds: Notes and Queries in Anthropology.*

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c. Collaboration

ELD project co-directors held 19 meetings with members of the Advisory Board and other community stakeholders during the course of the NEH funding period. These meetings included consultations with groups and individuals such as, the West Side Detroit Polish American Historical Society, the Cleveland Historical project (Mark Souther), Wayne State University Press, and Preservation Detroit.

d. Instruction

ELD offered three free workshops to the Wayne State community about the process of digital storytelling on Feb. 13th 2015, Sept 18, 2015; Feb 19, 2016

Digital storytelling was also integrated into the following six courses taught by ELD project co-directors 11 times during the project period:

Urban Archaeology (Ryzewski, 2014 & 2017) – story viewing and creating
Intro to Russian Culture (Kline, 2015, 2016, 2017) – story viewing
Survey of Polish Culture (Klin, 2015, 2016, 2017)* - story viewing and creating
Directed Studies (Klin, 2016) – story viewing and creating

Elementary German I (Koehler, 2013, 2016) – story viewing and archival research
Intermediate German I (Koehler, 2016) – story viewing and archival research

*In POL 2710 Survey of Polish Culture, Dr. Klin offered the creation of an ELD story as part of the course's Honor's option.

e. Public Distribution

ELD digital stories are published on the project website, and the group maintains a Facebook Page as a vehicle for announcing new stories, project news and events, and for connecting with broader audiences.

ELD website: http://www.clas.wayne.edu/eld/
ELD on social media: https://www.facebook.com/Ethnic-Layers-of-Detroit-290001484500711/