

blogs.shu.edu

WordPress for Higher Ed

blogs.shu.edu

Collaborative Class Work

Sites with individual pages
or sections for each student's work


American History

<https://blogs.shu.edu/americanhistory>


American History

A VIRTUAL MUSEUM


[Home](#) [The Projects](#) [Instructions](#)




The Spirit of America
1900-1920, 1920-1930, 1930-1940,
1940-1950, 20th Century




7-year old Rosie, Regular oyster shucker.
1900-1920, 20th Century




Destroy this Mad Brute – Enlist
1900-1920, 20th Century




The Chinese Must Go – Magic Washer
1880-1890, 19th Century




Anti-Suffrage: A Male and Female Perspective
1900-1920, 20th Century



He Can't Let Go
19th Century, Post Civil War to
1900



Soldiers Without Guns
1940-1950, 20th Century



Jacob Riis' Lodgers in a Crowded Bayard Street Tenement – "Five Cents a Spot"
19th Century, Post Civil War to
1900

Jacob Riis "Sleeping Quarters"

Project by:

Elizabeth A. K. K.

Tags

19th century, sleeping quarters, Jacob Riis, photography, Project by: Elizabeth A. K. K.



This photograph, titled "Sleeping Quarters," was taken in 1890 by Jacob Riis, a social reformer who exposed the horrible living conditions of immigrants residing in New York City during the early 19th century.

During the late 19th century, immigrants from Europe and other parts of the world came to New York City in search of better living conditions. However, they found themselves in overcrowded and unsanitary tenements, often with no running water or proper ventilation.

At the time, most immigrants were poor and had no money to pay for better housing. They were often forced to live in tenements that were overcrowded and unsanitary. The conditions were so bad that many people died from diseases like cholera and typhoid. Riis's photographs helped to expose these conditions and led to the creation of the Tenement House Act of 1901, which required landlords to improve the living conditions of their tenants.



This photograph was taken in 1890 by Jacob Riis, a social reformer who exposed the horrible living conditions of immigrants residing in New York City during the early 19th century.

Riis was originally from Denmark and came to the United States in 1870 when he was twenty-one. He worked as a journalist and writer, and he became known for his photographs of the tenements. He wrote a book called "How the Other Half Lives" in 1890, which was a collection of his photographs and descriptions of the tenements.

Riis's photographs were taken in the tenements of New York City, and they showed the terrible conditions of the poor. He wrote about the overcrowding, the lack of light, and the lack of ventilation. He also wrote about the diseases that were spread in the tenements, and he showed how the poor people lived in these conditions.

The photographs and the book helped to expose the terrible conditions of the tenements to the public. They showed that the poor people were not just lazy or stupid, but that they were victims of a system that kept them in poverty. The photographs and the book led to the creation of the Tenement House Act of 1901, which required landlords to improve the living conditions of their tenants.

Some historians recently argued that there was a close relationship between the photographs and the book. They argued that the photographs were taken specifically for the book, and that the book was written to promote the photographs. However, Riis himself argued that the photographs were taken for their own sake, and that the book was written to provide a more complete picture of the tenements.

Below are a few other photographs by Jacob Riis:



To look at more photos by Jacob Riis, click [here](#)

Project Features

- Divi theme for flexible custom layouts
- ManFisher for footnoting and citations
- Advanced Custom Fields
- Divi Project Shortcodes

<https://blogs.shu.edu/middle-east-i/>



Project Map

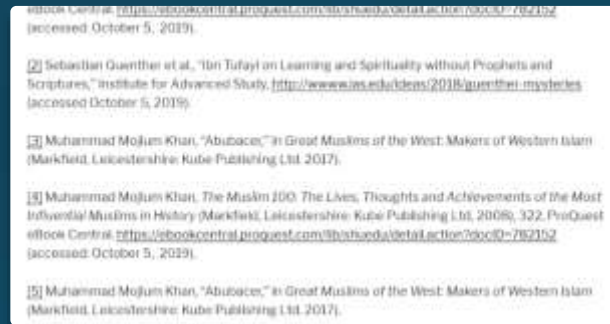
- Captures all mapping from all students' projects.
- A custom web page converts geodata to a usable format

Other Features



Timeline

Students enter key events, with descriptions and appropriate media.



Citations

Footnotes cross-linked between text and citation sections



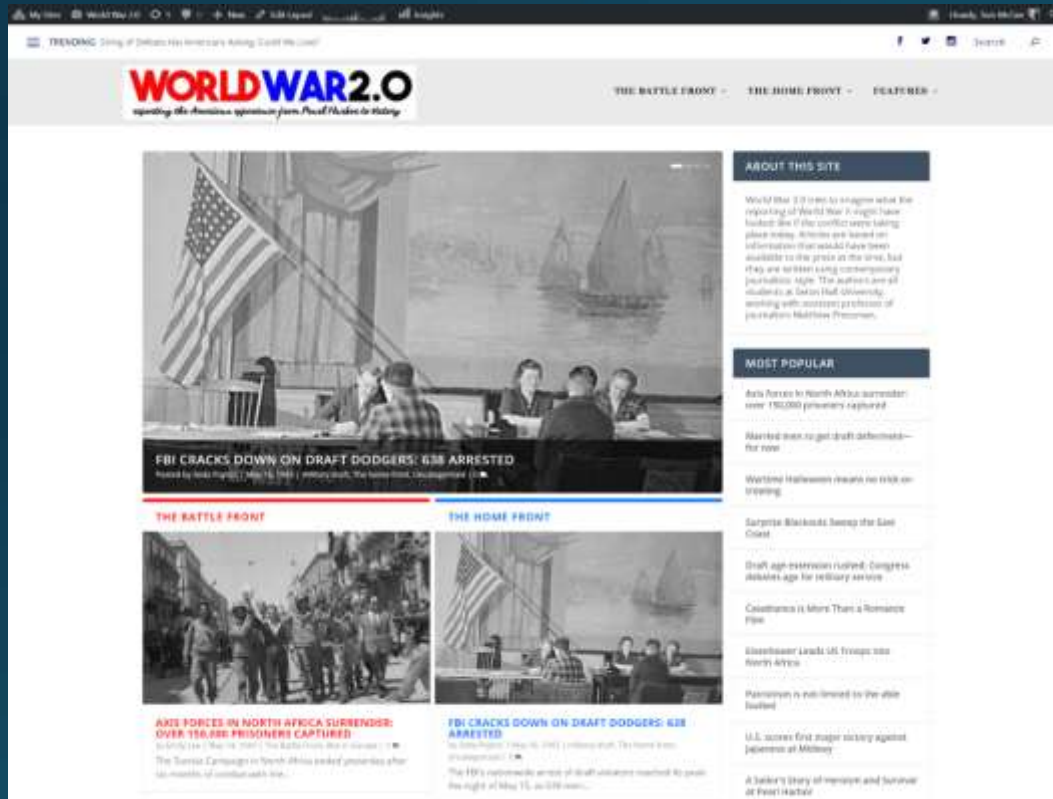
Multimedia

Embedded media, geomapping.

Plugins: AcuGIS Leaflet; Leaflet Map; Knight Lab Timeline JS; footnotes; SiteOrigin Page Builder.

World War 2.0

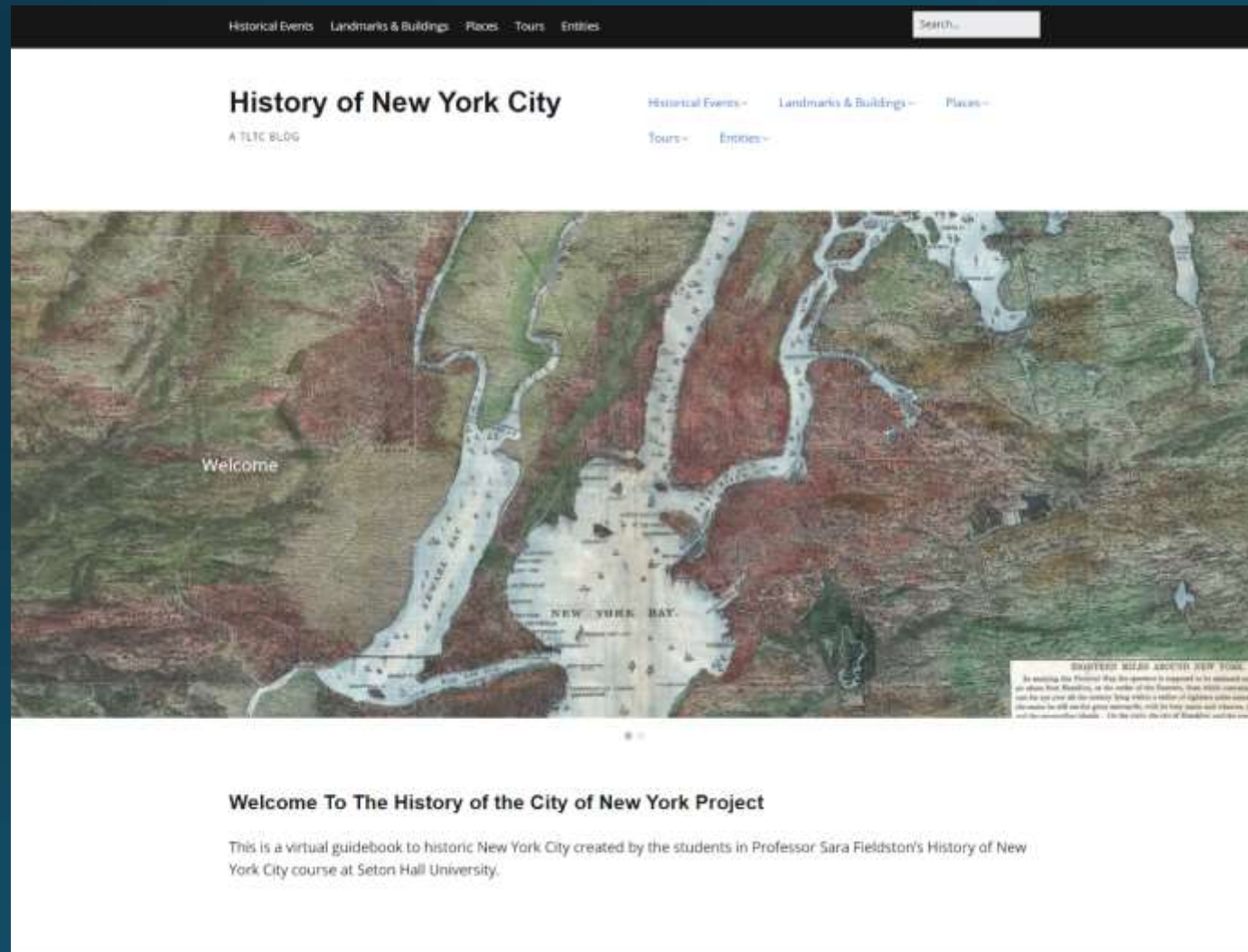
<http://blogs.shu.edu/ww2-o/>



Uses “Extra” Theme
Advanced Custom Field Widget
Imsanity
My Eyes Are Up Here
Jetpack

History of New York City

<http://blogs.shu.edu/nyc-history/>



Two kinds of projects

Historical Place: Brooklyn Bridge

Historical Events Landmarks & Buildings Places Tours Books

History of New York City

Historical Events Landmarks & Buildings Places

Tours Books

FEBRUARY 21, 2020



The Brooklyn Bridge: Closing the Gaps

In a New York Times article titled "Celebrating the Brooklyn Bridge" published in 1983, Manuel T. Murica writes that "[t]he bridge served as a backdrop for all of [his] daily activities during [his] childhood." [1] Murica played baseball under the bridge, jogged every morning, walked many evenings, and shared a stroll on the bridge with his first girlfriend. From an individual perspective, Murica's experiences with the Brooklyn Bridge are irreplaceable. His perspective of the bridge speaks the unique effect it has on many New York citizens. Murica's language such as "backdrop" emphasizes that the bridge is ever present and intimately involved with many individuals' lives. Growing up with the Brooklyn Bridge is a symbol of pride. However, Murica's celebration of the bridge is not

Also In This Category



About This Series:

1983 — Present

Place:

The image is from the project that is the Brooklyn scene of the bridge looking towards Manhattan. The perspective underscores the magnitude of the bridge compared to the rest of New York. Accessed through Flickr courtesy of British Library.

Source:

British Library. "The New York and Brooklyn Bridge. Illustrated. Appendix." *York: P. Lippin & Co., 1883*. Accessed Apr. 1, 2020. <https://www.britishlibrary.org/objects/101104271106>.

Link:

Multi-stop Tour

Castellammarese War

- **CASTELLAMMARESE WAR**



Prohibition was a landmark era in the history of American crime: it is not only where we get our romanticized image of the pinstriped, fedora-wearing mobster, but also where household names such as Capone gained notoriety. As bootlegging and alcohol smuggling became the business of organized crime, New York City became one of the key...

- **HELMESLEY BUILDING**

The Helmsley Building, on the ninth floor of which is the office of Salvatore Maranzano where he was assassinated by Luciano hitmen to put an end to the Castellammarese War, and the old guard of La Cosa Nostra.

- **NUOVA VILLA TAMMARO**

The former Nuova Villa Tammaro where Joe Masseria had lunch with Luciano before he was assassinated by Luciano hitmen Vito Genovese, Bugsy Siegel, Joe Adonis, and Albert Anastasia.

- **SHERIDAN AVENUE**

The street where Gaetano Reina was assassinated by Masseria hitmen, starting the Castellammarese War.



Literary Subjects Using This Pattern

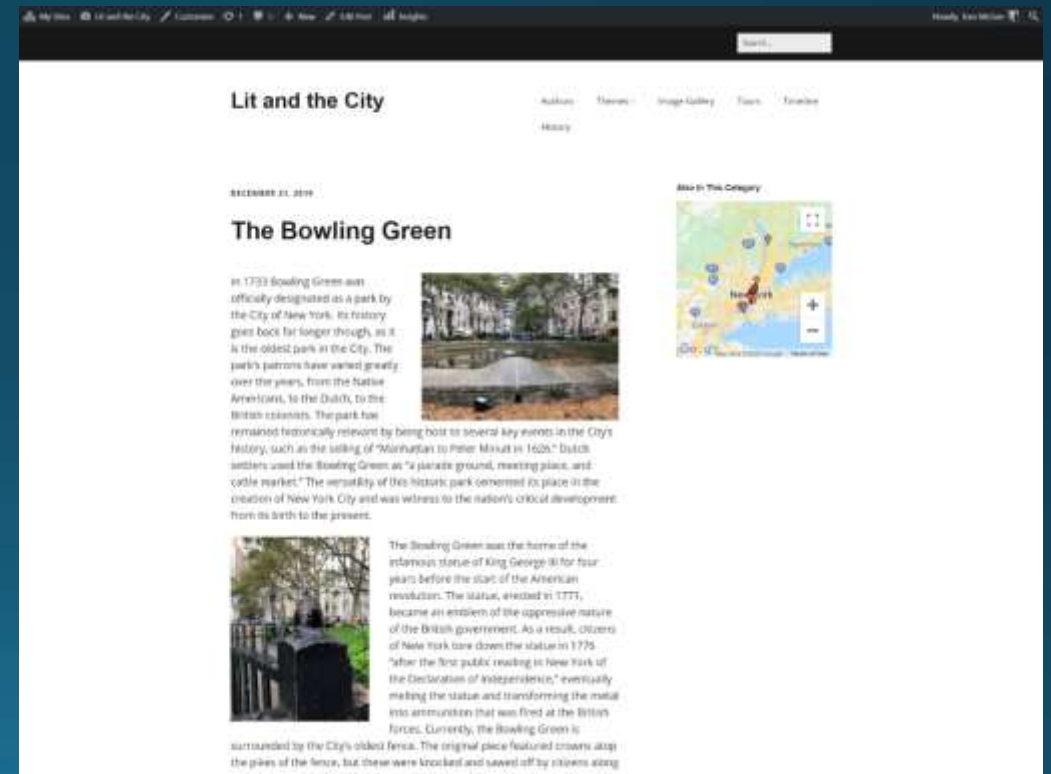
Sites of British Modernism

<http://blogs.shu.edu/british-modernism-graduate/>
<http://blogs.shu.edu/british-modernism-undergraduate>



Lit and the City

<http://blogs.shu.edu/litandthecity/>



These sites use:

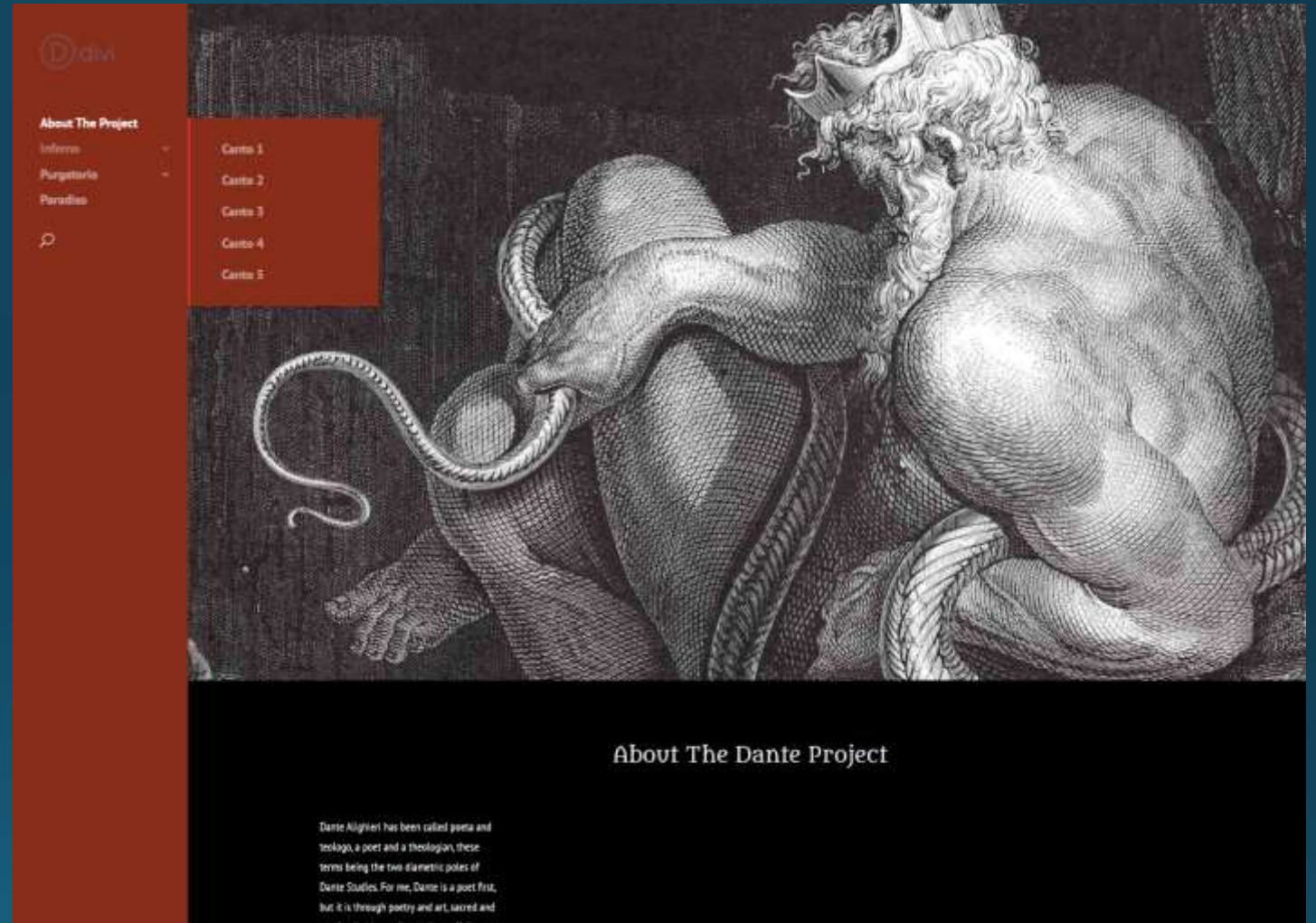
- Any theme with a sidebar
- Advanced Custom Field Widget
- Footnotes
- List Category Posts

The Dante Project

Theme: Divi

Plugins:

- List Pages Shortcode
- Relevanssi
- Yoast Duplicate Post



<http://blogs.shu.edu/dante>

Each Canto has placeholders for:

Original Italian

Multiple translations

Artifacts, which can include:

- Video
- Audio
- Images
- Embedded files
- Galleries

The screenshot displays a web browser window with the URL <http://blogs.shu.edu/dante>. The page is titled "Canto 5" and features a sidebar on the left with a red background and the "dante" logo. The sidebar contains links for "About This Project", "Inferno", "Purgatorio", and "Paradiso". The main content area is divided into four columns: "Italian", "English I", "English II (Longfellow)", and "Artifacts". The "Italian" column contains the original text of Canto 5. The "English I" column contains a translation by John Ciardi. The "English II (Longfellow)" column contains a translation by Edward Taylor. The "Artifacts" column contains a video of Roberto Benigni reading Inferno 5, a video of Paolo e Francesca, and a gallery of images related to the canto. The browser's address bar shows the URL, and the top of the page has a navigation bar with links for "My Sites", "Dante", "1", "New", "Edit Page", " Insights", "Enable Visual Builder", and "Copy to a new draft".

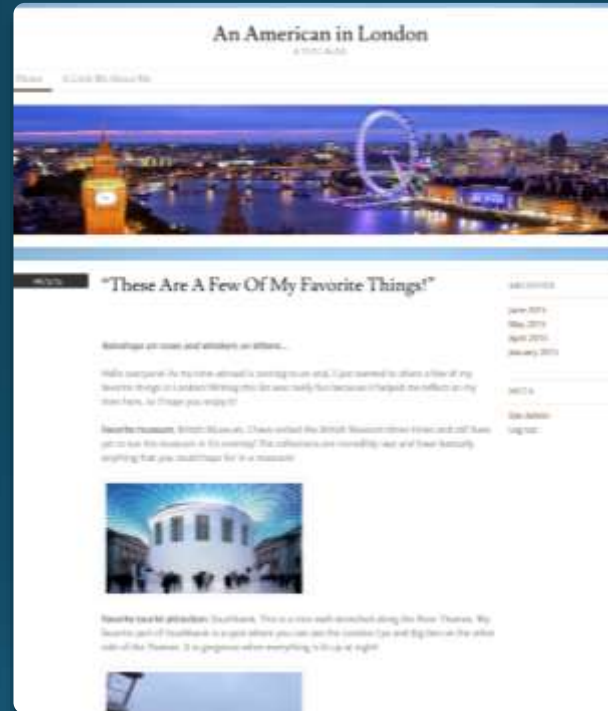
Travel Assignments



English Dept. Travel Abroad

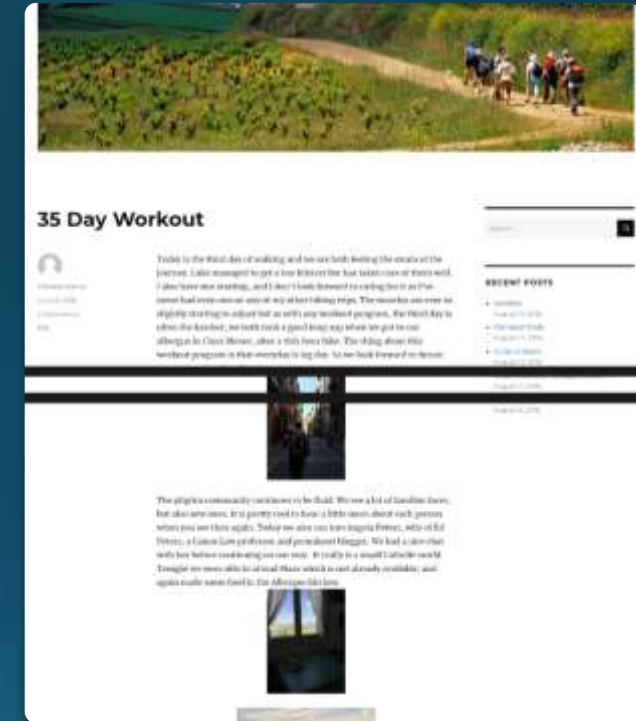
Vertex Theme.

Custom Field Widget; Insanity; Elegant Builder



An American In London

Skirmish Theme



Seminarians Pilgrimage

Twenty Sixteen Theme

Add-to-any Share Buttons

Map Press Maps

Museum of English Catholic Women Writers

<https://blogs.shu.edu/ecww/>

- Ongoing project across several years
- Each student chooses a subject, and develops a museum exhibition for it
- Theme: Vertex
- Plugins: Custom Field Widget; My Eyes Are Up Here; Yoast Duplicate Post



Sample student project

The theme offers ready-made blocks formatted for different kinds of content

Each student gets a ready-made template to start with

Multimedia-ready

Citation-ready

quasi-stationary and non-stochastic (see, e.g., [Geweke and Porter-Hudec, 1996](#)).

Other measures of the time-varying nature of the data are the regression model coefficients. In [Pagan and Wu, 1999](#), the authors use annual data to study the time-varying nature of the US money market. They find that the coefficients of the regression model are time-varying. In [Geweke and Porter-Hudec, 1996](#), the authors use quarterly data to study the time-varying nature of the US money market. They find that the coefficients of the regression model are time-varying.

Another way to measure the time-varying nature of the data is to use the Ljung-Box Q -statistic. The Ljung-Box Q -statistic is a measure of the autocorrelation of the data. It is calculated as follows: $Q = n \sum_{k=1}^n \hat{\rho}_k^2$, where n is the sample size and $\hat{\rho}_k$ is the autocorrelation at lag k . The Ljung-Box Q -statistic is used to test the null hypothesis of no autocorrelation. If the Q -statistic is significant, then the data are autocorrelated. In [Geweke and Porter-Hudec, 1996](#), the authors use the Ljung-Box Q -statistic to test the null hypothesis of no autocorrelation. They find that the Q -statistic is significant, indicating that the data are autocorrelated.

Another way to measure the time-varying nature of the data is to use the Durbin-Watson d -statistic. The Durbin-Watson d -statistic is a measure of the autocorrelation of the data. It is calculated as follows: $d = \frac{\sum_{t=1}^n (e_t - e_{t-1})^2}{\sum_{t=1}^n e_t^2}$, where e_t is the residual at time t . The Durbin-Watson d -statistic is used to test the null hypothesis of no autocorrelation. If the d -statistic is significant, then the data are autocorrelated. In [Geweke and Porter-Hudec, 1996](#), the authors use the Durbin-Watson d -statistic to test the null hypothesis of no autocorrelation. They find that the d -statistic is significant, indicating that the data are autocorrelated.

Another way to measure the time-varying nature of the data is to use the Breusch-Pagan BP -statistic. The Breusch-Pagan BP -statistic is a measure of the heteroscedasticity of the data. It is calculated as follows: $BP = \frac{1}{n} \sum_{t=1}^n \hat{e}_t^2$, where \hat{e}_t is the residual at time t . The Breusch-Pagan BP -statistic is used to test the null hypothesis of no heteroscedasticity. If the BP -statistic is significant, then the data are heteroscedastic. In [Geweke and Porter-Hudec, 1996](#), the authors use the Breusch-Pagan BP -statistic to test the null hypothesis of no heteroscedasticity. They find that the BP -statistic is significant, indicating that the data are heteroscedastic.

Another way to measure the time-varying nature of the data is to use the Ramsey RESET F -statistic. The Ramsey RESET F -statistic is a measure of the non-linearity of the data. It is calculated as follows: $F = \frac{R^2}{1-R^2} \frac{n-k-1}{k}$, where R^2 is the coefficient of determination, n is the sample size, and k is the number of parameters. The Ramsey RESET F -statistic is used to test the null hypothesis of no non-linearity. If the F -statistic is significant, then the data are non-linear. In [Geweke and Porter-Hudec, 1996](#), the authors use the Ramsey RESET F -statistic to test the null hypothesis of no non-linearity. They find that the F -statistic is significant, indicating that the data are non-linear.

Another way to measure the time-varying nature of the data is to use the Akaike Information Criterion (AIC). The AIC is a measure of the quality of the model fit. It is calculated as follows: $AIC = -2 \ln L(\hat{\theta}) + 2k$, where $L(\hat{\theta})$ is the likelihood function and k is the number of parameters. The AIC is used to compare different models. The model with the lowest AIC is the best model. In [Geweke and Porter-Hudec, 1996](#), the authors use the AIC to compare different models. They find that the AIC is lowest for the model with the time-varying coefficients, indicating that this model is the best model.

Another way to measure the time-varying nature of the data is to use the Schwarz Criterion (SC). The SC is a measure of the quality of the model fit. It is calculated as follows: $SC = -2 \ln L(\hat{\theta}) + k \ln n$, where $L(\hat{\theta})$ is the likelihood function and k is the number of parameters. The SC is used to compare different models. The model with the lowest SC is the best model. In [Geweke and Porter-Hudec, 1996](#), the authors use the SC to compare different models. They find that the SC is lowest for the model with the time-varying coefficients, indicating that this model is the best model.

Another way to measure the time-varying nature of the data is to use the Hannan-Quinn Criterion (HQC). The HQC is a measure of the quality of the model fit. It is calculated as follows: $HQC = -2 \ln L(\hat{\theta}) + k \ln \ln n$, where $L(\hat{\theta})$ is the likelihood function and k is the number of parameters. The HQC is used to compare different models. The model with the lowest HQC is the best model. In [Geweke and Porter-Hudec, 1996](#), the authors use the HQC to compare different models. They find that the HQC is lowest for the model with the time-varying coefficients, indicating that this model is the best model.

Another way to measure the time-varying nature of the data is to use the Bayesian Information Criterion (BIC). The BIC is a measure of the quality of the model fit. It is calculated as follows: $BIC = -2 \ln L(\hat{\theta}) + k \ln n$, where $L(\hat{\theta})$ is the likelihood function and k is the number of parameters. The BIC is used to compare different models. The model with the lowest BIC is the best model. In [Geweke and Porter-Hudec, 1996](#), the authors use the BIC to compare different models. They find that the BIC is lowest for the model with the time-varying coefficients, indicating that this model is the best model.

Another way to measure the time-varying nature of the data is to use the Deviance Information Criterion (DIC). The DIC is a measure of the quality of the model fit. It is calculated as follows: $DIC = -2 \ln L(\hat{\theta}) + 2 \text{tr} V(\hat{\theta})$, where $L(\hat{\theta})$ is the likelihood function and $V(\hat{\theta})$ is the variance-covariance matrix of the parameters. The DIC is used to compare different models. The model with the lowest DIC is the best model. In [Geweke and Porter-Hudec, 1996](#), the authors use the DIC to compare different models. They find that the DIC is lowest for the model with the time-varying coefficients, indicating that this model is the best model.

Another way to measure the time-varying nature of the data is to use the Widely Informative Criterion (WIC). The WIC is a measure of the quality of the model fit. It is calculated as follows: $WIC = -2 \ln L(\hat{\theta}) + 2 \text{tr} V(\hat{\theta}) + 2 \text{tr} V(\hat{\theta})^2$, where $L(\hat{\theta})$ is the likelihood function and $V(\hat{\theta})$ is the variance-covariance matrix of the parameters. The WIC is used to compare different models. The model with the lowest WIC is the best model. In [Geweke and Porter-Hudec, 1996](#), the authors use the WIC to compare different models. They find that the WIC is lowest for the model with the time-varying coefficients, indicating that this model is the best model.

Another way to measure the time-varying nature of the data is to use the Generalized Deviance Information Criterion (GDIC). The GDIC is a measure of the quality of the model fit. It is calculated as follows: $GDIC = -2 \ln L(\hat{\theta}) + 2 \text{tr} V(\hat{\theta}) + 2 \text{tr} V(\hat{\theta})^2 + 2 \text{tr} V(\hat{\theta})^3$, where $L(\hat{\theta})$ is the likelihood function and $V(\hat{\theta})$ is the variance-covariance matrix of the parameters. The GDIC is used to compare different models. The model with the lowest GDIC is the best model. In [Geweke and Porter-Hudec, 1996](#), the authors use the GDIC to compare different models. They find that the GDIC is lowest for the model with the time-varying coefficients, indicating that this model is the best model.

Another way to measure the time-varying nature of the data is to use the Generalized Widely Informative Criterion (GWIC). The GWIC is a measure of the quality of the model fit. It is calculated as follows: $GWIC = -2 \ln L(\hat{\theta}) + 2 \text{tr} V(\hat{\theta}) + 2 \text{tr} V(\hat{\theta})^2 + 2 \text{tr} V(\hat{\theta})^3 + 2 \text{tr} V(\hat{\theta})^4$, where $L(\hat{\theta})$ is the likelihood function and $V(\hat{\theta})$ is the variance-covariance matrix of the parameters. The GWIC is used to compare different models. The model with the lowest GWIC is the best model. In [Geweke and Porter-Hudec, 1996](#), the authors use the GWIC to compare different models. They find that the GWIC is lowest for the model with the time-varying coefficients, indicating that this model is the best model.

Another way to measure the time-varying nature of the data is to use the Generalized Deviance Information Criterion (GDIC). The GDIC is a measure of the quality of the model fit. It is calculated as follows: $GDIC = -2 \ln L(\hat{\theta}) + 2 \text{tr} V(\hat{\theta}) + 2 \text{tr} V(\hat{\theta})^2 + 2 \text{tr} V(\hat{\theta})^3 + 2 \text{tr} V(\hat{\theta})^4 + 2 \text{tr} V(\hat{\theta})^5$, where $L(\hat{\theta})$ is the likelihood function and $V(\hat{\theta})$ is the variance-covariance matrix of the parameters. The GDIC is used to compare different models. The model with the lowest GDIC is the best model. In [Geweke and Porter-Hudec, 1996](#), the authors use the GDIC to compare different models. They find that the GDIC is lowest for the model with the time-varying coefficients, indicating that this model is the best model.

Another way to measure the time-varying nature of the data is to use the Generalized Widely Informative Criterion (GWIC). The GWIC is a measure of the quality of the model fit. It is calculated as follows: $GWIC = -2 \ln L(\hat{\theta}) + 2 \text{tr} V(\hat{\theta}) + 2 \text{tr} V(\hat{\theta})^2 + 2 \text{tr} V(\hat{\theta})^3 + 2 \text{tr} V(\hat{\theta})^4 + 2 \text{tr} V(\hat{\theta})^5 + 2 \text{tr} V(\hat{\theta})^6$, where $L(\hat{\theta})$ is the likelihood function and $V(\hat{\theta})$ is the variance-covariance matrix of the parameters. The GWIC is used to compare different models. The model with the lowest GWIC is the best model. In [Geweke and Porter-Hudec, 1996](#), the authors use the GWIC to compare different models. They find that the GWIC is lowest for the model with the time-varying coefficients, indicating that this model is the best model.

Another way to measure the time-varying nature of the data is to use the Generalized Deviance Information Criterion (GDIC). The GDIC is a measure of the quality of the model fit. It is calculated as follows: $GDIC = -2 \ln L(\hat{\theta}) + 2 \text{tr} V(\hat{\theta}) + 2 \text{tr} V(\hat{\theta})^2 + 2 \text{tr} V(\hat{\theta})^3 + 2 \text{tr} V(\hat{\theta})^4 + 2 \text{tr} V(\hat{\theta})^5 + 2 \text{tr} V(\hat{\theta})^6 + 2 \text{tr} V(\hat{\theta})^7$, where $L(\hat{\theta})$ is the likelihood function and $V(\hat{\theta})$ is the variance-covariance matrix of the parameters. The GDIC is used to compare different models. The model with the lowest GDIC is the best model. In [Geweke and Porter-Hudec, 1996](#), the authors use the GDIC to compare different models. They find that the GDIC is lowest for the model with the time-varying coefficients, indicating that this model is the best model.

Another way to measure the time-varying nature of the data is to use the Generalized Widely Informative Criterion (GWIC). The GWIC is a measure of the quality of the model fit. It is calculated as follows: $GWIC = -2 \ln L(\hat{\theta}) + 2 \text{tr} V(\hat{\theta}) + 2 \text{tr} V(\hat{\theta})^2 + 2 \text{tr} V(\hat{\theta})^3 + 2 \text{tr} V(\hat{\theta})^4 + 2 \text{tr} V(\hat{\theta})^5 + 2 \text{tr} V(\hat{\theta})^6 + 2 \text{tr} V(\hat{\theta})^7 + 2 \text{tr} V(\hat{\theta})^8$, where $L(\hat{\theta})$ is the likelihood function and $V(\hat{\theta})$ is the variance-covariance matrix of the parameters. The GWIC is used to compare different models. The model with the lowest GWIC is the best model. In [Geweke and Porter-Hudec, 1996](#), the authors use the GWIC to compare different models. They find that the GWIC is lowest for the model with the time-varying coefficients, indicating that this model is the best model.

Another way to measure the time-varying nature of the data is to use the Generalized Deviance Information Criterion (GDIC). The GDIC is a measure of the quality of the model fit. It is calculated as follows: $GDIC = -2 \ln L(\hat{\theta}) + 2 \text{tr} V(\hat{\theta}) + 2 \text{tr} V(\hat{\theta})^2 + 2 \text{tr} V(\hat{\theta})$

[illegible]

"I was never attacked on either side to become a Romanist, for Catholics & Jews would rather kill than join, who excluded from salvation every sect of our religion but their own."



© 2000 Blackwell Science Ltd, *Journal of Internal Medicine* 248: 113–120

Conclusion

[illegible]

Religious Conflict

As the field of research in this area has grown, it has also become more complex. The field is now divided into several sub-fields, each with its own set of theories and methods. The most prominent of these are:

- Developmental Psychology:** This field focuses on the changes in behavior and thought that occur as a person grows from infancy to old age. It is concerned with the physical, cognitive, and emotional development of the individual.
- Behavioral Psychology:** This field is concerned with the study of behavior and the factors that influence it. It is based on the idea that behavior is learned from the environment through conditioning.
- Cognitive Psychology:** This field is concerned with the study of the mind and how it processes information. It is interested in the ways in which we perceive, think, and remember.
- Psychological Research Methods:** This field is concerned with the development and use of research methods in psychology. It is interested in the ways in which we can best study the mind and behavior.

Each of these sub-fields has its own set of theories and methods, and they all contribute to our understanding of the mind and behavior. The field of psychology is a complex and fascinating one, and it is one that is constantly evolving.



Journal of English as a Second Language, 1997, 27(1), 103-112
© 1997 Blackwell Publishers Ltd., 108 Cowley Road, Oxford OX4 1JF, UK and 350 Main Street, Malden, MA 02148, USA

Annotated Works Cited

1. Wang, M. "Economic Development in China." *Journal of Economic Surveys* 2004, 18(1), 37-70. This paper examines the economic development in China and the role of the government in this process.

2. Johnson, S. "The Impact of Economic Globalization on the Environment." *Journal of Environment & Development* 2004, 13(2), 169-190. This paper discusses the impact of economic globalization on the environment and the role of the government in this process.

3. Johnson, S. "The Impact of Economic Globalization on the Environment." *Journal of Environment & Development* 2004, 13(2), 169-190. This paper discusses the impact of economic globalization on the environment and the role of the government in this process.

4. Johnson, S. "The Impact of Economic Globalization on the Environment." *Journal of Environment & Development* 2004, 13(2), 169-190. This paper discusses the impact of economic globalization on the environment and the role of the government in this process.

5. Johnson, S. "The Impact of Economic Globalization on the Environment." *Journal of Environment & Development* 2004, 13(2), 169-190. This paper discusses the impact of economic globalization on the environment and the role of the government in this process.

6. Johnson, S. "The Impact of Economic Globalization on the Environment." *Journal of Environment & Development* 2004, 13(2), 169-190. This paper discusses the impact of economic globalization on the environment and the role of the government in this process.

7. Johnson, S. "The Impact of Economic Globalization on the Environment." *Journal of Environment & Development* 2004, 13(2), 169-190. This paper discusses the impact of economic globalization on the environment and the role of the government in this process.

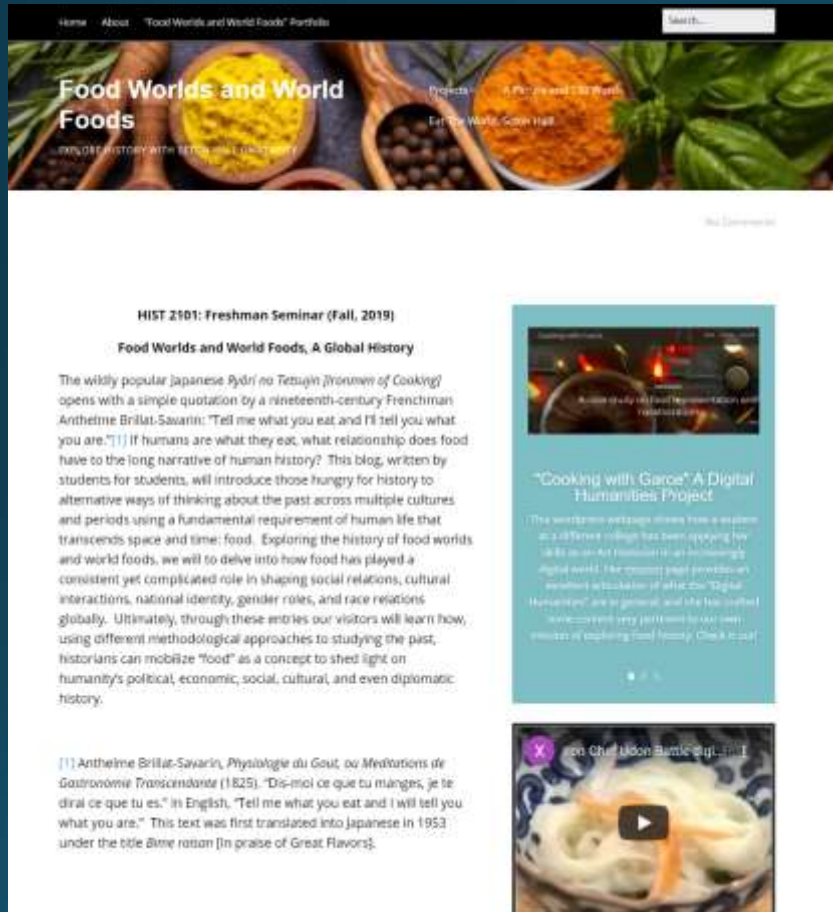
8. Johnson, S. "The Impact of Economic Globalization on the Environment." *Journal of Environment & Development* 2004, 13(2), 169-190. This paper discusses the impact of economic globalization on the environment and the role of the government in this process.

9. Johnson, S. "The Impact of Economic Globalization on the Environment." *Journal of Environment & Development* 2004, 13(2), 169-190. This paper discusses the impact of economic globalization on the environment and the role of the government in this process.

10. Johnson, S. "The Impact of Economic Globalization on the Environment." *Journal of Environment & Development* 2004, 13(2), 169-190. This paper discusses the impact of economic globalization on the environment and the role of the government in this process.

Food Worlds, World Foods

<https://blogs.shu.edu/foodworlds/>



Home About "Food Worlds and World Foods" Portfolio Search...

Food Worlds and World Foods

...and the history of the world's cuisines

Projects: A Project and a World Food Worlds: A World Food

HIST 2101: Freshman Seminar (Fall, 2019)

Food Worlds and World Foods, A Global History

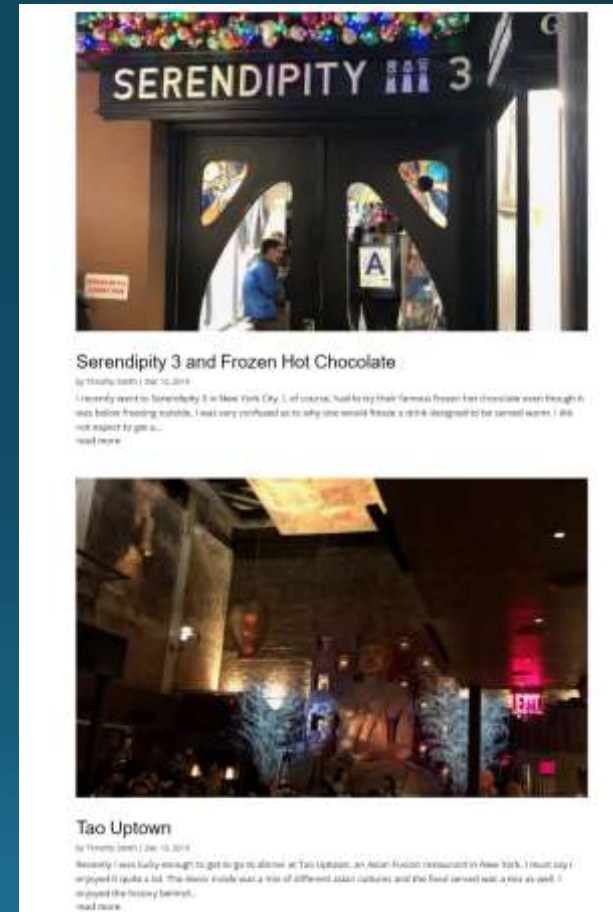
The wildly popular Japanese *Yūjō no Tetsujin* (Ironmen of Cooking) opens with a simple quotation by a nineteenth-century Frenchman Anselme Brillat-Savarin: "Tell me what you eat and I'll tell you what you are."^[1] If humans are what they eat, what relationship does food have to the long narrative of human history? This blog, written by students for students, will introduce those hungry for history to alternative ways of thinking about the past across multiple cultures and periods using a fundamental requirement of human life that transcends space and time: food. Exploring the history of food worlds and world foods, we will delve into how food has played a consistent yet complicated role in shaping social relations, cultural interactions, national identity, gender roles, and race relations globally. Ultimately, through these entries our visitors will learn how, using different methodological approaches to studying the past, historians can mobilize "food" as a concept to shed light on humanity's political, economic, social, cultural, and even diplomatic history.

[1] Anselme Brillat-Savarin, *Physiologie du Gout, ou Méditations de Gastronomie Transcendante* (1825). "Dis-moi ce que tu manges, je te dirai ce que tu es." In English, "Tell me what you eat and I will tell you what you are." This text was first translated into Japanese in 1953 under the title *Bime ronron* [In praise of Great Flavors].

"Cooking with Garce: A Digital Humanities Project"

The wordpress website shows how a course at a different college has been opening for 10-15 years. An historian in an increasingly digital world. The content page provides an overview of what the "Digital Humanities" are in general, and the history of the word. It is a very good resource to use when looking at exploring food history. Check it out!

Go. Chelidon Bunko. 10-11-11



Serendipity 3 and Frozen Hot Chocolate

by Henry Smith | Dec 10, 2019

I recently went to Serendipity 3 in New York City. I, of course, had to try their famous frozen hot chocolate even though it was below freezing outside. I was very confused as to why one would freeze a drink designed to be served warm. I did not expect to get a...

read more

Tao Uptown

by Henry Smith | Dec 10, 2019

Recently I was lucky enough to get to go to dinner at Tao Uptown, an Asian fusion restaurant in New York. I must say I enjoyed it quite a bit. The menu inside was a mix of different Asian cultures and the food served was a mix as well. I enjoyed the happy birthday...

read more

blogs and eportfolios

Individual Work

ePortfolios continue on...

Between 2012 and 2018, an ePortfolio created for every incoming freshman.

At peak usage there were >12,000 of them.

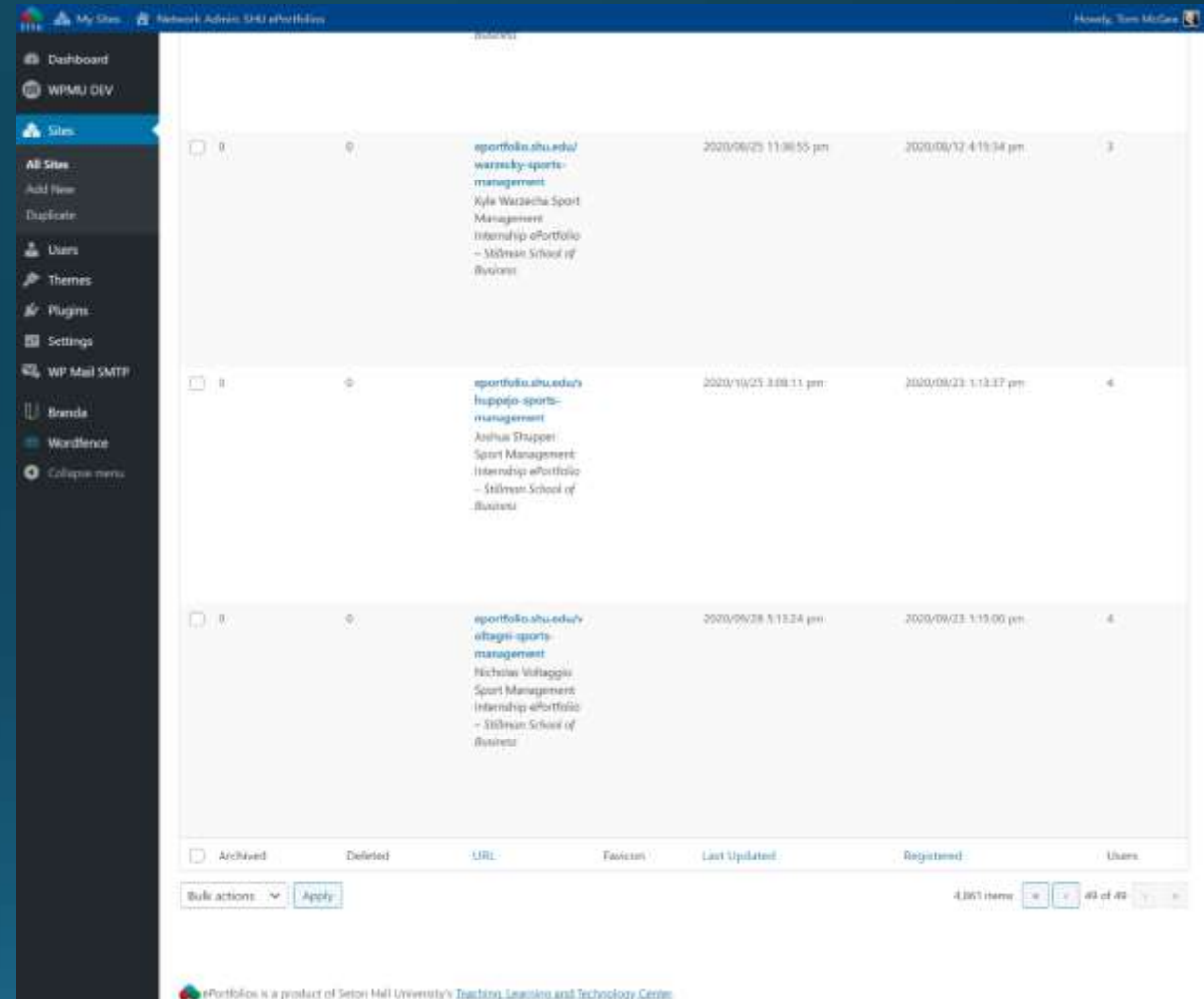
Freshman Studies moved to a different system.

But some majors and departments still use them.

Many of them were created on
blogs.shu.edu; new ones are on
eportfolio.shu.edu

4,861 ePortfolios

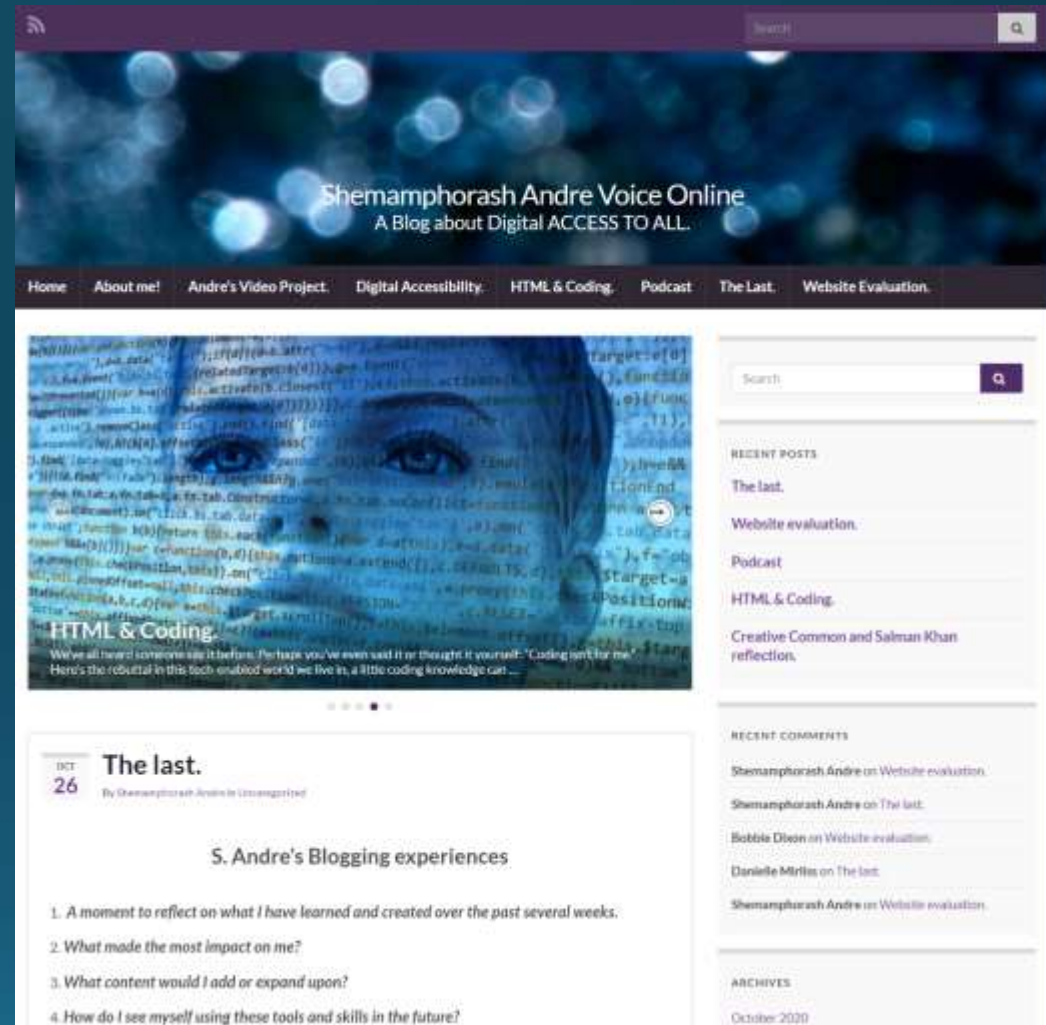
7,494 Users



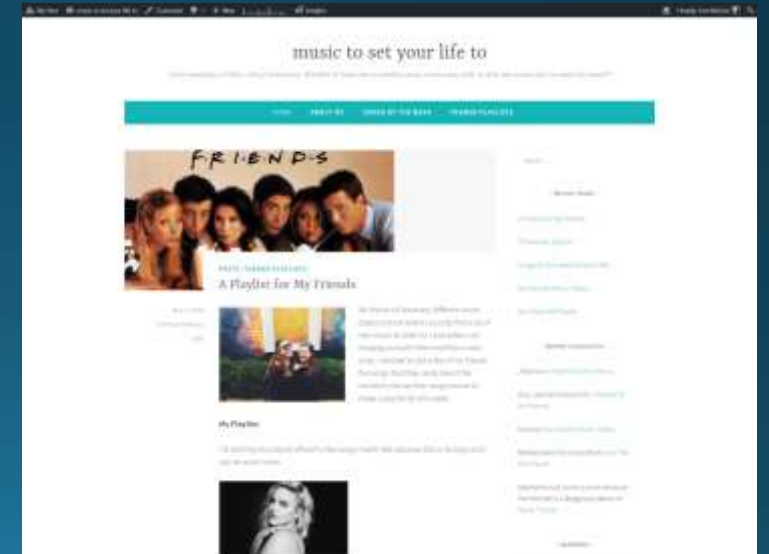
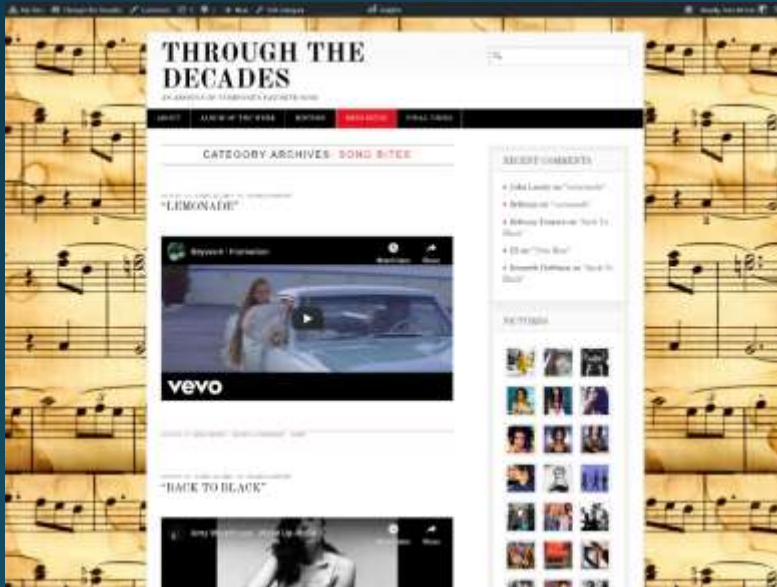
“My Voice Online”

Introduction to blogging class

Each student assigned their own individual blog site to do whatever they want with.



Student Interests



blogs.shu.edu

Online Exhibitions

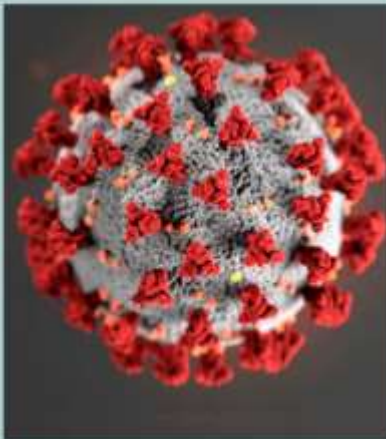
Museums, Activism and Social Issues

<https://blogs.shu.edu/masi>

Virtual exhibition for Spring 2020,
created by MA in Museum Professions
students

Stress in the Time of COVID-19

How Can We Navigate the Unique Stressors of COVID-19?



Stress in the Time of COVID-19

As the COVID-19 global pandemic spreads, people all around the world, regardless of their specific circumstances, are experiencing an increase in stress and anxiety. During this uniquely stressful time, many different aspects of life are subject to turbulence, including food security, job security, mental health, and wellness.

This virtual exhibit addresses a variety of commonly shared experiences and stressors impacting our daily lives and strives to promote feelings of connectedness and empathy during a time of increasing isolation and uncertainty.

As you explore this exhibit, may you find a sense of relief that you are not alone in these daily struggles and find the resources to help better your mental health and well-being.



Education

In order to slow the spread of Covid-19, in-person classes have been cancelled, creating a new way of life for students and teachers around the globe.

In this section, explore how students are adjusting to this change and find resources to support your own learning.

[Read more...](#)



Social Media

During a global event such as Covid-19, social media is essential for staying informed and connected. However, social media isn't always good for you.

In this section, explore the positives and negatives of social media in the current times and find some tips for healthily managing your media consumption.

[Read more...](#)



Food Security

Due to Covid-19, many people are experiencing food insecurity as budgets are tight and panic buying empties the shelves. Anxieties also rise as shopping may risk Covid-19 spread or exposure.

In this section, explore how to safely grocery shop on a budget and find advice for healthy eating.

[Read more...](#)



Job Security

As businesses close and the economy takes a pause, many people are facing the anxieties of unemployment and tight budgets. Being financially stable during this uncertain time is essential.

In this section, explore the impact of job insecurity and learn about the unemployment process.

[Read more...](#)



Mental Health

During times of crisis, it is completely normal to feel stress, anxiety, or sadness. It is important to learn how to identify and cope with these feelings.

In this section, explore the symptoms of anxiety and depression and learn ways to support your mental health.

[Read more...](#)



Self Care

During the Covid-19 crisis, it is more important than ever to take care of your physical and mental health. Self-care is essential for a strong mind and a healthy body.

In this section, explore various methods and strategies for self-care and learn how to positively cope with stressors.

[Read more...](#)

THE 18TH ANNUAL ART & DESIGN STUDENT EXHIBITION

the_space

THE COLLEGE OF COMMUNICATION & THE ARTS
SETON HALL UNIVERSITY

FINE & DIGITAL ART

DESIGN

INTERACTIVE

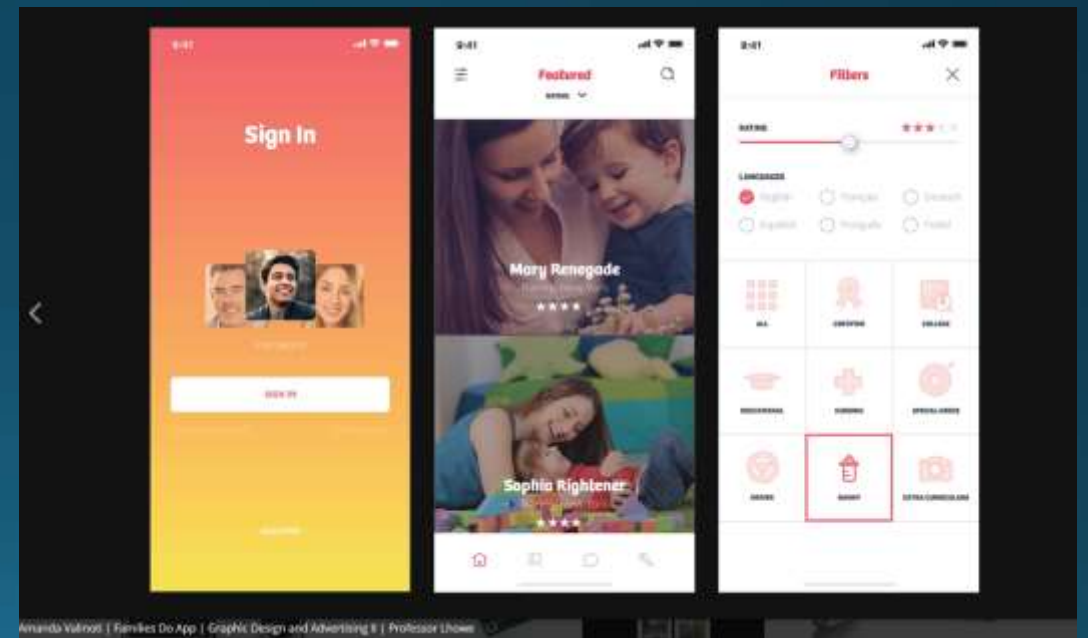
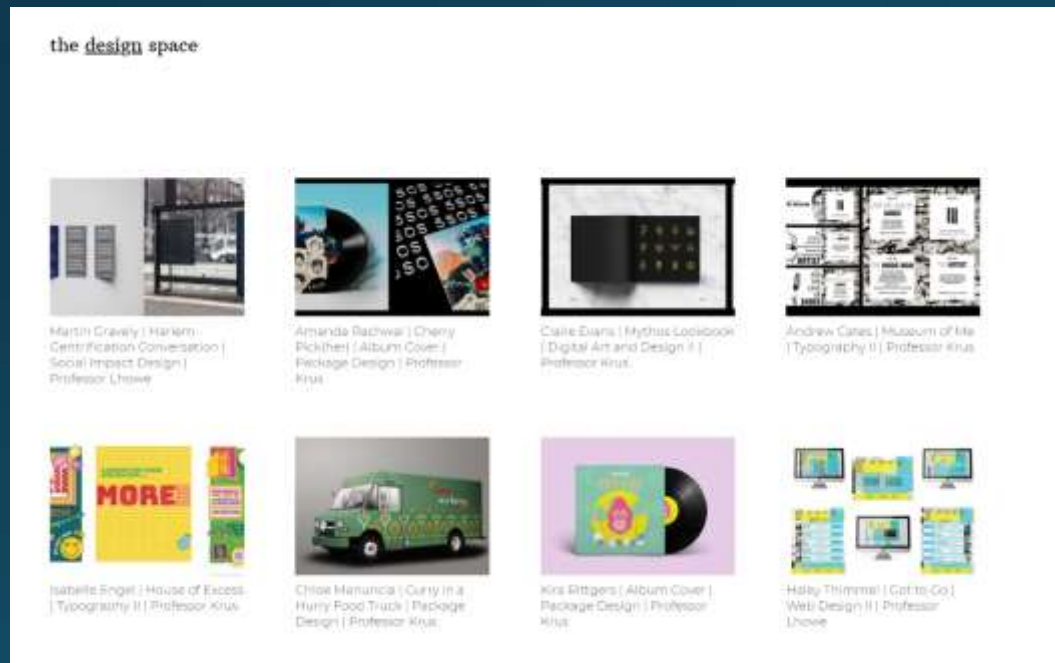
PHOTOGRAPHY

Virtual Gallery

<https://blogs.shu.edu/adse-2020/>

Category: Design

Example Exhibit



“The Space” Uses:

- Easy Google Fonts
- Easy Textillate
- MaxGalleria
- My Eyes Are Up Here
- Divi

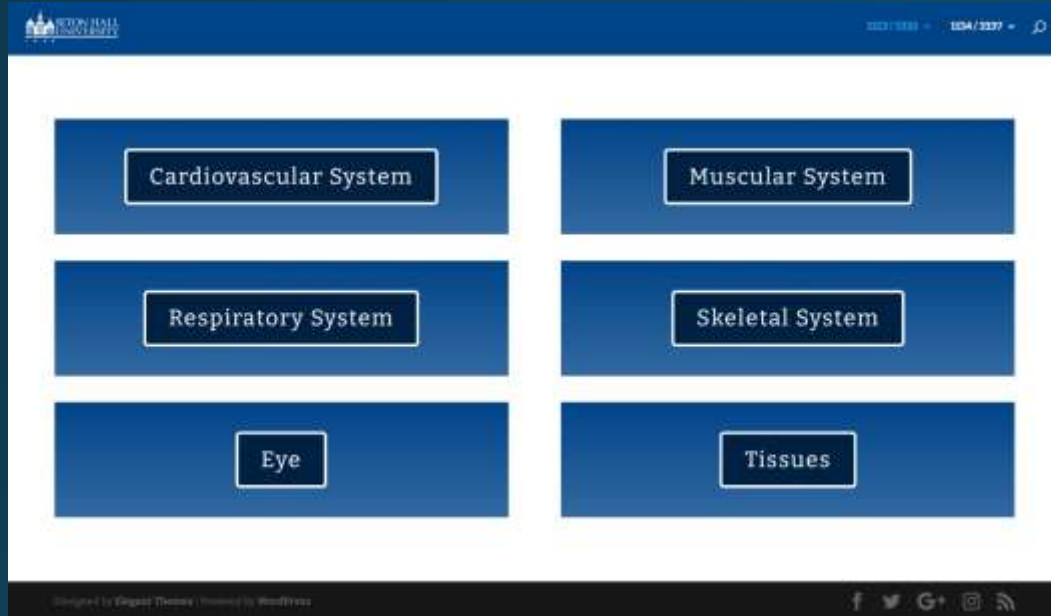
blogs.shu.edu

Interactivity & Involvement

Online Anatomy Quiz

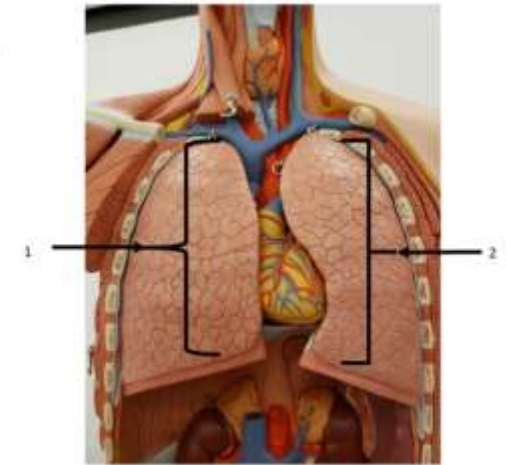
- For Anatomy & Physiology, BIO1123/3335 and BIO1134/3337
- Uses “Quiz and Survey Master” plugin
- Records scores and emails results
- <http://blogs.shu.edu/anatomy>

Select Quiz



Identify

The Two Lungs

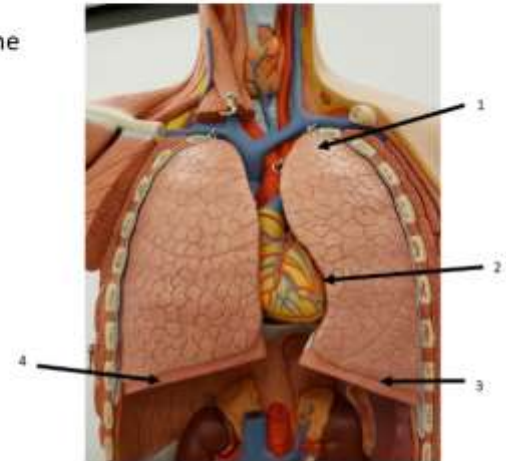


Please Identify:

1.

2.

Parts of the Lung



Please Identify:

1.

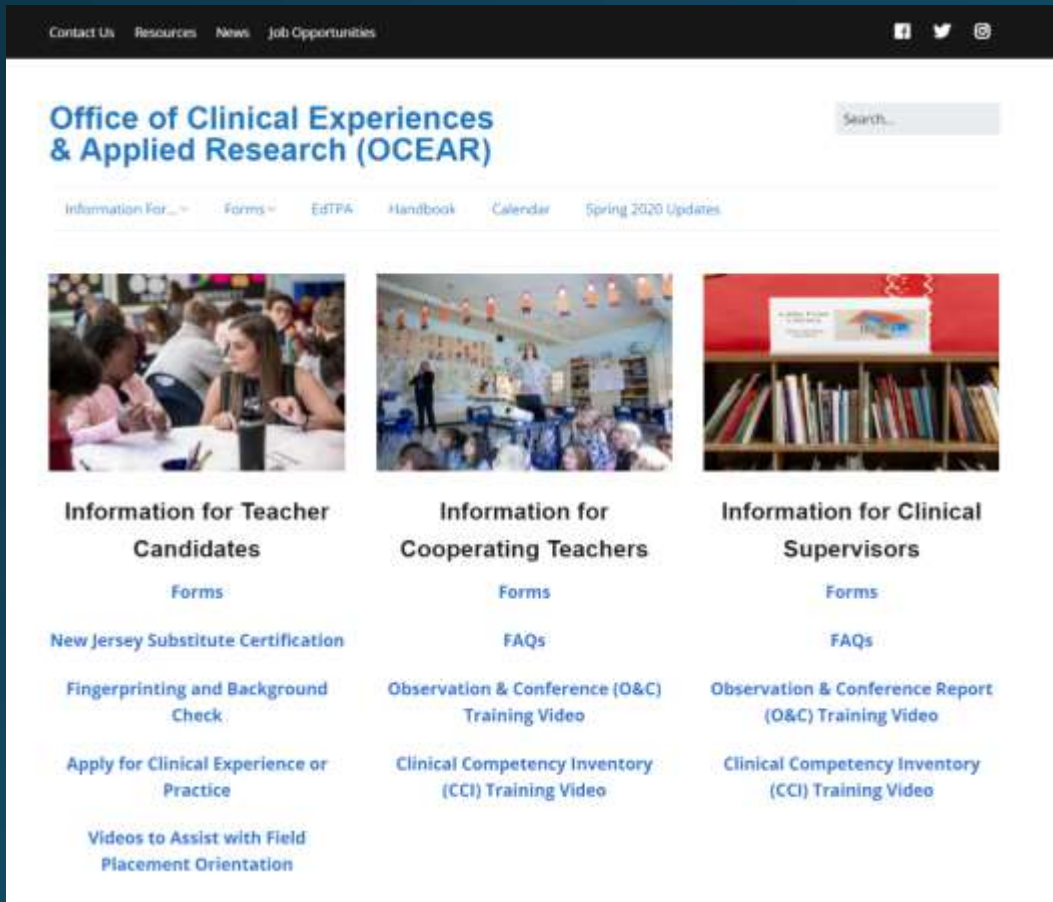
2.

3.

4.

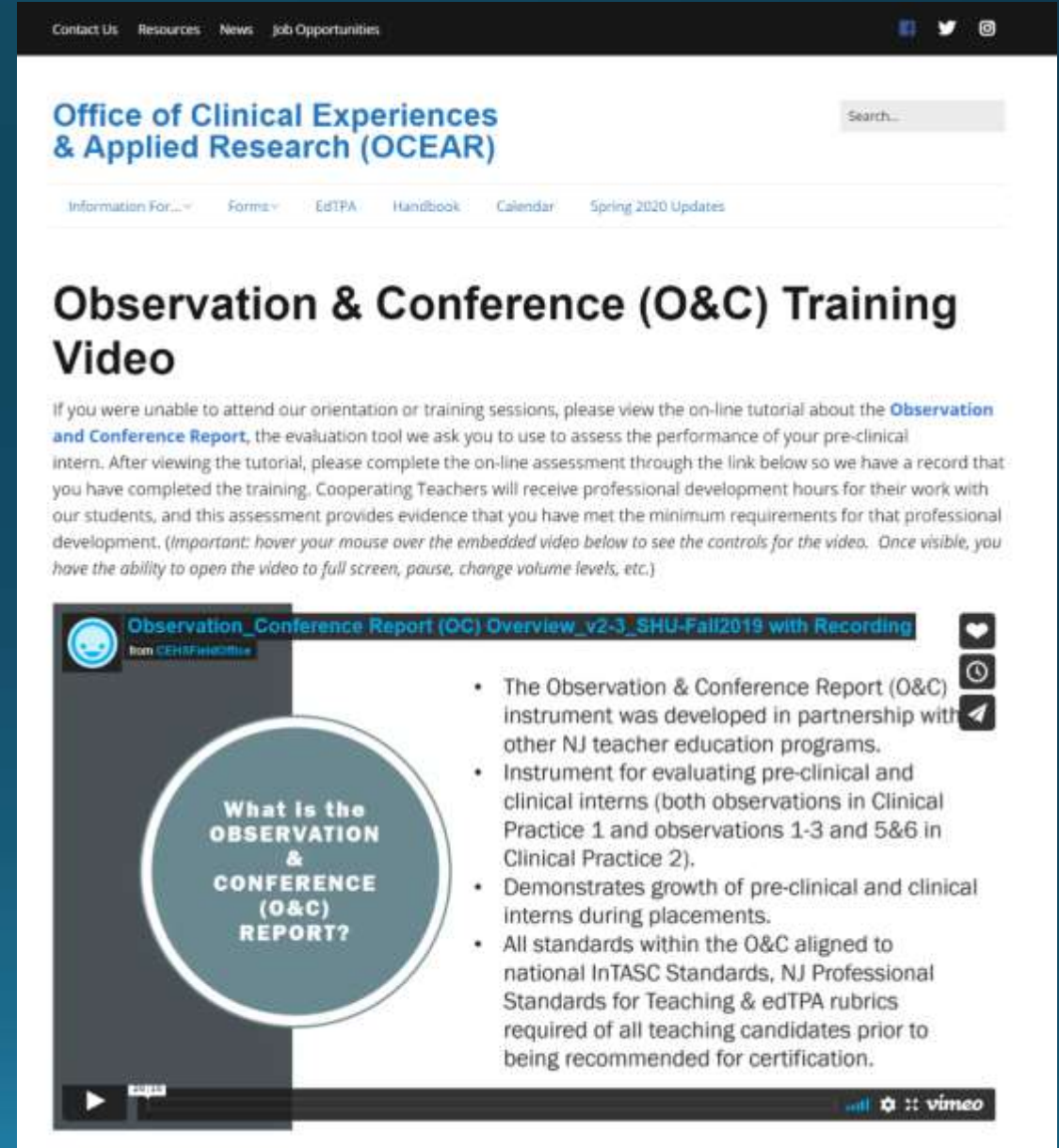
Office of Clinical Experiences & Applied Research

Central hub for information



The screenshot shows the homepage of the Office of Clinical Experiences & Applied Research (OCEAR). The header includes navigation links: Contact Us, Resources, News, and Job Opportunities. Below the header is a search bar and a navigation menu with links: Information For..., Forms, EdTPA, Handbook, Calendar, and Spring 2020 Updates. The main content area is divided into three columns, each with a representative image and a list of links:

Information for Teacher Candidates	Information for Cooperating Teachers	Information for Clinical Supervisors
Forms	Forms	Forms
New Jersey Substitute Certification	FAQs	FAQs
Fingerprinting and Background Check	Observation & Conference (O&C) Training Video	Observation & Conference Report (O&C) Training Video
Apply for Clinical Experience or Practice	Clinical Competency Inventory (CCI) Training Video	Clinical Competency Inventory (CCI) Training Video
Videos to Assist with Field Placement Orientation		



The screenshot shows the page for the Observation & Conference (O&C) Training Video. The header includes navigation links: Contact Us, Resources, News, and Job Opportunities. Below the header is a search bar and a navigation menu with links: Information For..., Forms, EdTPA, Handbook, Calendar, and Spring 2020 Updates. The main content area features a large video player with the title "Observation_Conference Report (OC) Overview_v2-3_SHU-Fall2019 with Recording" and a description: "What is the OBSERVATION & CONFERENCE (O&C) REPORT?". The video player includes a play button and a progress bar. To the right of the video player is a list of bullet points:

- The Observation & Conference Report (O&C) instrument was developed in partnership with other NJ teacher education programs.
- Instrument for evaluating pre-clinical and clinical interns (both observations in Clinical Practice 1 and observations 1-3 and 5&6 in Clinical Practice 2).
- Demonstrates growth of pre-clinical and clinical interns during placements.
- All standards within the O&C aligned to national InTASC Standards, NJ Professional Standards for Teaching & edTPA rubrics required of all teaching candidates prior to being recommended for certification.

blogs.shu.edu

Scholarship

Churches of the Archdiocese of Newark

<https://blogs.shu.edu/newarkchurches/>

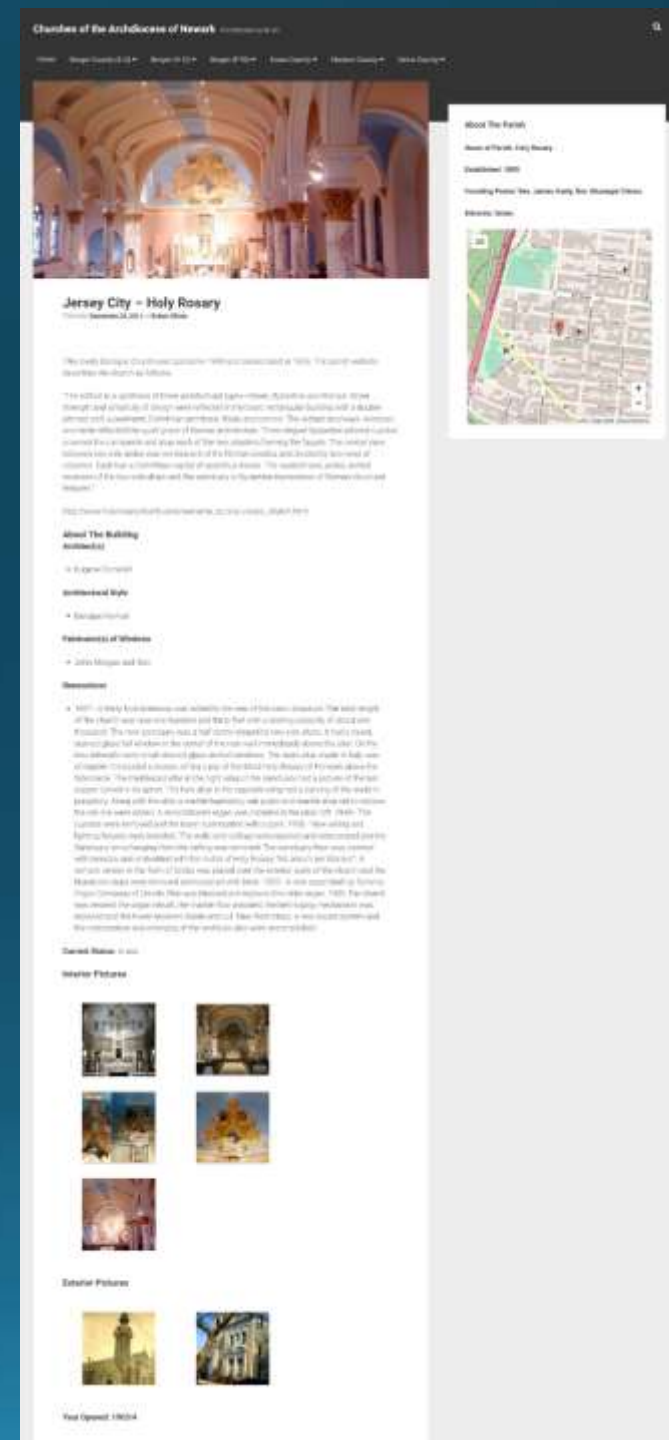
Research project covering all the churches in the Archdiocese

Image galleries, mapping, custom metadata fields for architectural features and artwork.

Theme: Period (child theme)

Plugins:

- Map Press
- Advanced Custom Fields (ACF)
- ACF Photo Gallery Field
- ACF: Theme Code
- Get Custom Field Values
- Relevanssi
- Simple Lightbox
- Simple Tags



St. Patricks

<https://blogs.shu.edu/st-patricks>

A substantial research project – 29 long pages.

Includes a detailed history of the building as well as a comprehensive description of the artwork there.



AN HISTORICAL REFLECTION ▼

AN ARTISTIC AND SYMBOLIC DESCRIPTION ▼

St. Patrick's Pro-Cathedral

Newark, New Jersey

An Historical Reflection

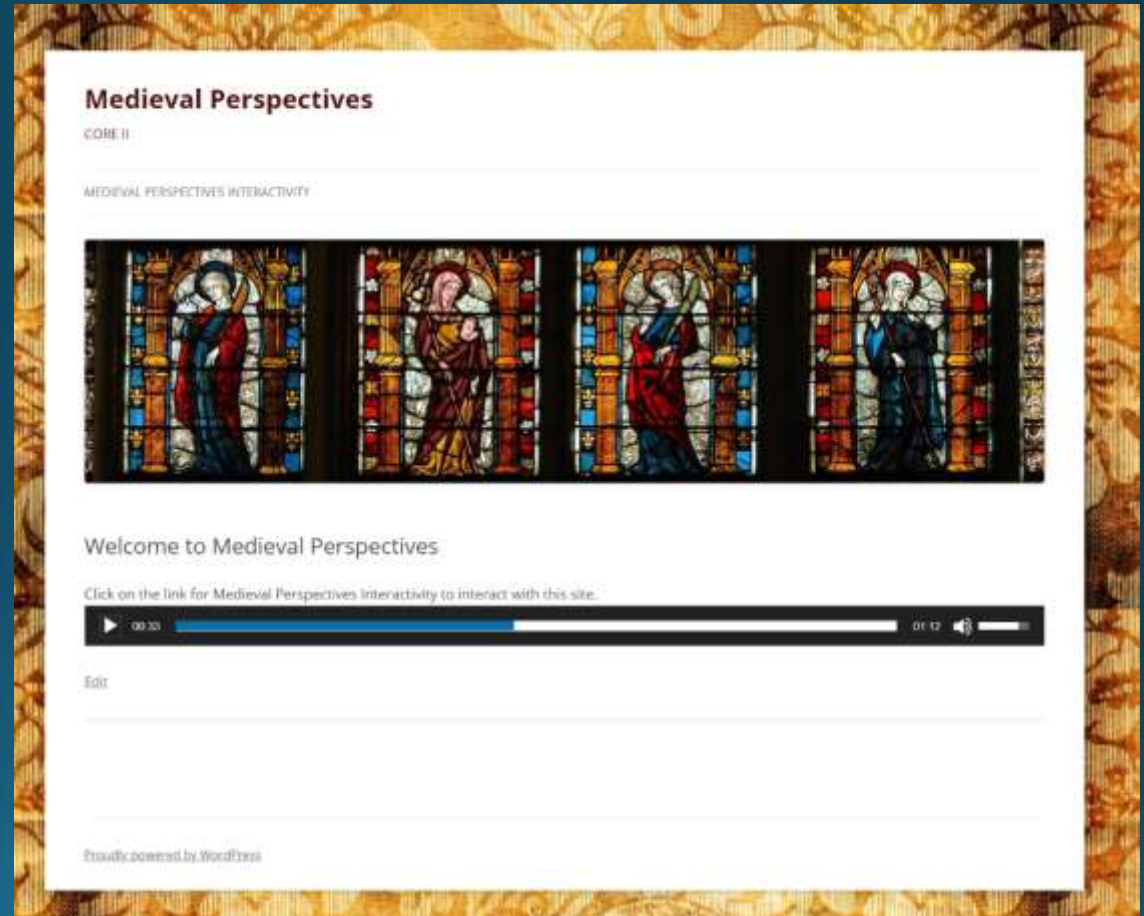
1850-2000

The churches of a country are part of its religious culture. They speak to the people. They convey ideas. They make impressions. The Catholics understand this, and are erecting, I believe, more fine churches in America in proportion to their numbers, than any other denomination among us. I confess that if I could build a church in all respects to suit my own taste, I would build it in the solemn and beautiful style of the churches of England, the Gothic style, and I would build it of enduring stone that it might gather successive generations within its holy walls, that passing centuries might shed their hallowing charms around it, that the children might worship from age to age and feel as if the spirits of their fathers are still

Medieval Perspectives

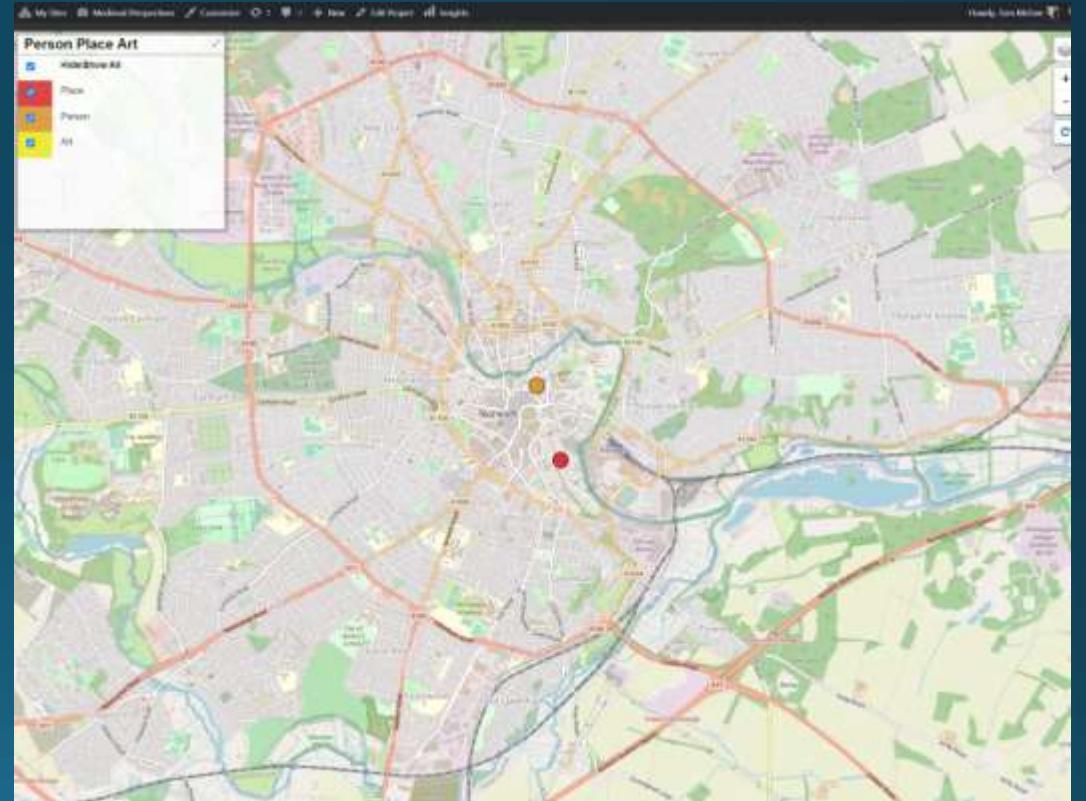
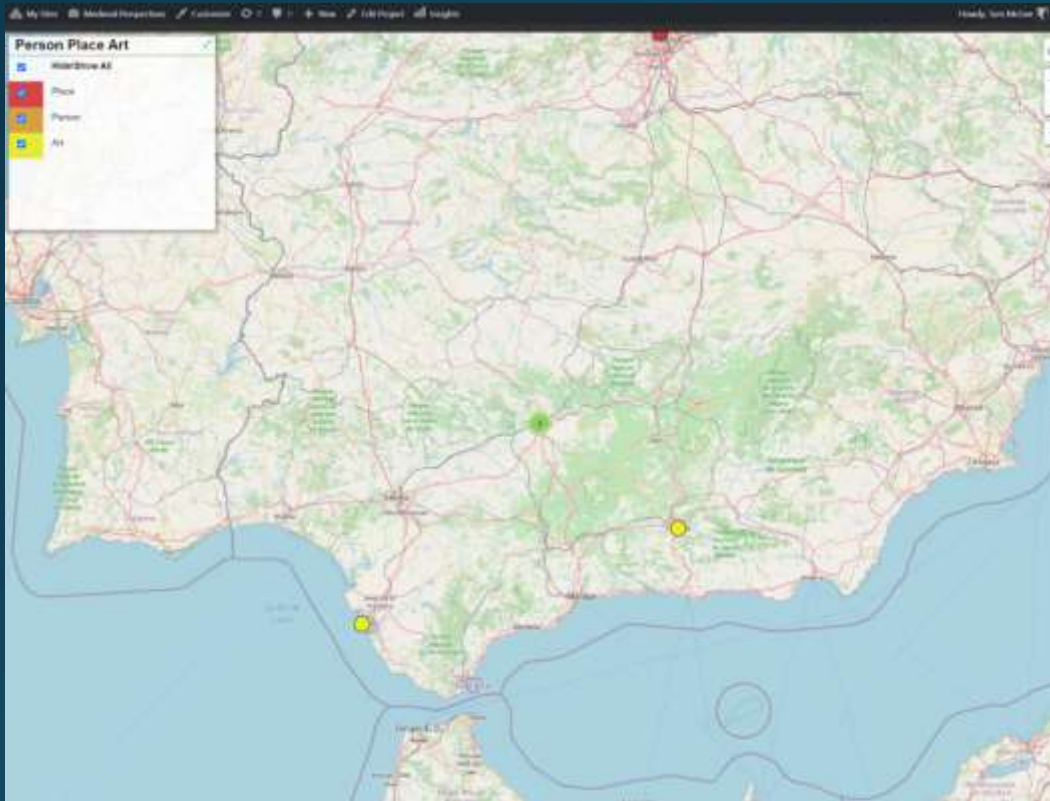
Uses DH Press to incorporate mapping, multimedia, and general interactivity.

Plugin no longer supported.



Map view is zoomable. Click on dots to see detail.

<https://blogs.shu.edu/medievalperspectives/>



Online Thesis: Art of Resistance

<http://blogs.shu.edu/omalleme/>

Uses simple “Chosen” WP Theme

Easy Footnotes plugin

Elegant results through judicious use of
images and embedded media,
typography.




Language Maps, Language Clouds

<http://blogs.shu.edu/lmlc/>

Online Research Project on Language Awareness

Data can be submitted by users, or downloaded by researchers

Language Maps, Language Clouds
A BLOG



What Are Language Maps? Students Say Our Mission Live data Get data About Us Talk about language!

Our Mission

Welcome to Language Maps, Language Clouds!

Inspired by language identity and awareness, our team is interested in learning about **language awareness among American college students** and how they talk about them. Our goal is to think of language as something that divides ourselves up, divides us, patterns and identifies. We seek to describe language awareness by exploring distinctions between proficiency and familiarity by inquiring into domains where students encounter languages not their own, and asking respondents to use "foreign language" in the form of everyday speech or informal writing. Beginning with the rubric for "list of the languages that you know," we seek to learn the different ways of knowing that can encompass reading, writing, understanding, speaking, or identifying.

Our questionnaire under the page "Live Data" is a revised version of our original questionnaire that began as index card free, bulgypile words in 2015-2016. In 2016, we offered a new section called "Talk about language!"

Tags

Anthropology Blog Data Clouds Coding Efficiency Local Formula Functions Language Maps Language Clouds Microsoft Excel Microsoft Word Nifty Cards Research in Inquiry about New Phenomena Randomized ID Box Data Service South University Open Access Technology

Language Maps, Language Clouds
A BLOG



What Are Language Maps? Students Say Our Mission Live data **Live data** About Us Talk about language!

Get data

Here's our raw qualitative data generated from a semi-structured group elicitation using the index card method (2015-2016).

Semi-structured index card elicitation

- 2015 cohort (n=34) Index Cards 2015 (1st) Index Cards 2016 (2nd)
- 2016 cohort (n=36) Index Cards 2016

Here, too, is our raw qualitative data generated from an online questionnaire that seeks to approximate the index card method. In 2016, a small pilot data set was collected with five volunteers from the same class. In 2017, we redesigned the questionnaire and began collecting data: from participants recruited by members of the 2017 introduction to Linguistic Anthropology cohort as well as by students from the 2017 Quantitative Research Methods Class. Two online methods were implemented in 2017, one using the online form but with the interviewer present, and another using the online form sent via email, group text or other electronic means, without an interviewer present.

2016 pilot cohort (n=5) Blog version of live 2016

2017 cohort (n=66) second semester 2017 [Live Data](#) [Live Data](#) [Live Data](#)

Tags

Anthropology Blog Data Clouds Coding Efficiency Local Formula Functions Language Maps Language Clouds Microsoft Excel Microsoft Word Nifty Cards Research in Inquiry about New Phenomena Randomized ID Box Data Service South University Open Access Technology

Categories

Questions?