

History 282Z: Special Topic Public History
Public History Digital Production
Spring 2019; Wednesdays 6:00-8:50; Brighton Hall 210

PLEASE NOTE:
THIS SYLLABUS IS SUBJECT TO CHANGE AT ANYTIME

General Information

Prof. Jeffrey Dym

Office: Tahoe 3088

Office Hours: Tuesdays 10:30-11:30;

Wednesdays 3:00-5:00; Thursdays 10:30-11:30;

And by appointment

<http://www.csus.edu/faculty/d/dym/>

e-mail: Dym@csus.edu

CSUS Catalog Description

Intensive seminar in a particular topic related to public history studies. Topics may include urban history, California history, demographics, visual history and public history.

Course Description

This is a hands-on seminar that aims to introduce students to the fundamentals of digital production through the creation of history related podcasts. The course will focus on both the technical “how to” as well as the historical and creative skills needed to create engaging content. The course will not deal with collection or content management nor how to conduct an oral history interview. There will be lessons on interviewing, script writing, sound design and editing.

Course Objectives

- To acquire an understanding of what goes into making a podcast.
- To acquire the basic technical skills necessary to make a podcast.
- To acquire the ability to script content for a digital production, whether that be a podcast or some other medium of dissemination.
- To acquire the skills needed to be a better storyteller

Required Texts

Colligan, Paul. *How to Podcast Volume 4.0*.

Abel, Jessica. *Out on The Wire: The Storytelling Secrets of the New Masters of Radio*.

Biewen, John and Alexa Dilworth, eds. *Reality Radio: Telling True Stories in Sound*.

Course Pack on Canvas:

Betsy A. Beasley and David P. Stein, “Podcasting History,” in *The American Historian*, August 2017: pp. 13-16.

Kern, Jonathan. Chapter 3 -“Writing for Broadcast,” Chapter 6 - “Story Editing,” and Chapter 8 - “Reading on Air,” in *Sound Reporting: The NPR Guide to Audio Journalism and Production*.

Available online at CSUS Library:

Hardy, Charles III. “Adventures in Sound: Aural History, the Digital Revolution, and the Making of ‘I can Almost See the Lights of Home’: A Field Trip to Harlan County, Kentucky,” pp. 53-75 in Douglas A. Boyd and Mary A. Larson, eds. *Oral History and Digital Humanities*.

Software & Technology Requirements

Students will at the very least need a smartphone for this class. A tablet or laptop will make the workflow much easier. We will discuss what software we each have available to us and what we want to use in further detail in class.

1. Audacity (free): <https://www.audacityteam.org>
2. Auphonic (2h Free): <https://auphonic.com>

Requirements and Grading Rubric

Active and engaged participation in class discussions	20%
Podcast 1: <i>From the Pages of The State Hornet</i>	20%
Podcast 2: <i>Into the “Unknown” Archives</i>	20%
Podcast 3: <i>Oral Histories Out of the Archives 1</i>	20%
Podcast 4: <i>Oral Histories Out of the Archives 2</i>	<u>20%</u>
	100%

	A = 93-100%	A- = 90-92.9%
B+ = 87-89.9%	B = 83-86.9%	B- = 80-82.9%
C+ = 77-79.9%	C = 73-76.9%	C- = 70-72.9%
D+ = 67-69.9%	D = 60-66.9%	
		F less than 59.9%

Class Participation

Students are expected to participate in class discussions. Discussions will revolve around readings and assignments. We will be working together to create informative and engaging podcasts. Constructive peer-to-peer feedback about how we can make each other’s podcast better will be an essential ingredient in that process.

Podcast Assignments

Student will work in teams of two to create each podcast. One person will be the “Producer” and the other will be the “Assistant Producer.” The roles will change for the 2nd podcast. We will then regroup and repeat for Podcast Assignments 3&4. You will need to work closely together on the assignments. We will discuss what each role entails in more detail in class.

Attendance

Attendance is expected at all class meetings. (How else can you learn?) Students should notify me in the event of extended absence. Withdrawals will be permitted only up to the scheduled deadline.

Basic Needs Support

If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available. <https://www.csus.edu/basicneeds/>

Course Outline and Schedule

Week	Date	Theme	Assignment and Readings Due by Class Time on Row Date
1	Jan. 23	Introduction to the course. What is a podcast? Discussion: what do we want our podcast to be? Introduction to <i>The State Hornet</i> .	<u>Read by class time:</u> Betsy A. Beasley and David P. Stein, “Podcasting History,” in <i>The American Historian</i> , August 2017: p. 13-16.
2	Jan. 30	Discuss <i>How to Podcast</i> . Listening to and discussing student podcast selections. Further discussion and decisions on what we want our podcast to be. (Name of podcast; time length, sound design etc). How to conduct an interview and write a script.	<u>Read by class time:</u> Paul Colligan, <i>How to Podcast</i> . <u>Assignment:</u> If you are already a regular podcast listener, select 3-5 minutes from a podcast you regularly listen to and like to share with the class. If you have never listened to a podcast, listen to several podcasts before selecting your 3-5 minutes. Be prepared to answer these questions: 1. How do these 3-5 minutes represent the podcast? 2. What do you like about this podcast? 3. Why do people listen to this podcast? 4. What is the sound design of this podcast?

			<p>5. How often does this podcast come out?</p> <p>6. What was involved in creating (the production of) this podcast?</p>
3	Feb. 6	<p>Discuss <i>Out on The Wire</i>.</p> <p>Story Pitch for <i>From the Pages of The State Hornet</i>.</p> <p>How to gather and edit audio.</p> <p>Audacity basics</p>	<p><u>Read by class time:</u> Jessica Abel, <i>Out on The Wire: The Storytelling Secrets of the New Masters of Radio</i>.</p> <p><u>Assignment:</u> find a story from <i>The State Hornet</i> that you want to do a podcast on.</p>
4	Feb. 13	<p>Discuss the readings.</p> <p>Go over preliminary scripts.</p>	<p><u>Read by class time:</u> Kern, Jonathan. Chapter 3 - "Writing for Broadcast," in <i>Sound Reporting: The NPR Guide to Audio Journalism and Production</i>, pp. 25-38.</p> <p><u>Assignment:</u> write and bring a rough draft script for your <i>From the Pages of The State Hornet</i>; start gathering audio</p>
5	Feb. 20	<p>Discuss the readings.</p> <p>Group work on podcasts.</p> <p>Decide on when and how to release podcasts.</p> <p>Auphonic basics.</p>	<p><u>Read by class time:</u> Kern, Jonathan. Chapter 6 - "Story Editing," and Chapter 8 - "Reading on Air," in <i>Sound Reporting: The NPR Guide to Audio Journalism and Production</i>, pp. 92-119, 132-140.</p> <p><u>Assignment:</u> Work on podcast: research, polish script, gather audio.</p> <p>Bring audio, earbuds (headphones) and laptop, tablet, or phone to work on podcast in class.</p>
6	Feb. 27	<p>Listen to <i>From the Pages of The State Hornet</i></p> <p>Introduction to the archives.</p>	<p>Podcast Assignment 1: <i>From the Pages of The State Hornet</i> DUE</p>

		Decide which archive collection you want to do a podcast on.	
7	March 6	Discuss the readings. Story pitches for <i>Into the "Unknown" Archives</i> .	<u>Read by class time:</u> Scott Carrier, "That Jackie Kennedy Moment" and The Kitchen Sisters, "Talking to Strangers," in <i>Reality Radio: Telling True Stories in Sound</i> , pp. 27-43. <u>Assignment:</u> research about your archive and gather audio for your podcast <i>Into the "Unknown" Archives</i>
8	March 13	Discuss the readings. Go over the scripts for <i>Into the "Unknown" Archives</i> .	<u>Read by class time:</u> Joan Biewen, "Introduction," and Ira Glass "Harnessing Luck as an Industrial Product," in <i>Reality Radio: Telling True Stories in Sound</i> , pp. 1-14, 54-66. <u>Assignment:</u> research about your archive and gather audio for your podcast <i>Into the "Unknown" Archives</i> Write a script for <i>Into the "Unknown" Archives</i>
March 16-24 Spring Break			
9	March 27	Listen to <i>Into the "Unknown" Archives</i> . Plan <i>Oral Histories Out of the Archives 1</i> .	Podcast Assignment 2: <i>Into the "Unknown" Archives</i> DUE
10	April 3	Discuss the readings. Story pitches for emeritus faculty and staff oral histories.	<u>Assignment:</u> Listen to 2-3 emeritus faculty and staff oral histories and start working on a script.
11	April 10	Go over scripts and rough cut podcasts.	<u>Assignment:</u> Polish script and work on a rough cut of podcast.
12	April 17	Listen to <i>Oral Histories Out of the Archives 1</i> .	Podcast Assignment 3: <i>Oral Histories Out of the Archives 1</i> DUE

		Discuss the readings. Plan: <i>Oral Histories Out of the Archives 2</i> (Topic TBD)	<u>Reading:</u> Hardy, Charles III. "Adventures in Sound: Aural History, the Digital Revolution, and the Making of 'I can Almost See the Lights of Home': A Field Trip to Harlan County, Kentucky," pp.53-75 in Douglas A. Boyd and Mary A. Larson, eds. <i>Oral History and Digital Humanities</i> . Available online at CSUS Library. & Dmae Roberts, "Finding the Poetry," in <i>Reality Radio: Telling True Stories in Sound</i> , just pages 121-122.
13	April 24	Discuss the readings. Story pitches for <i>Oral Histories Out of the Archives 2</i> Public History and Podcasting	<u>Reading:</u> Stephen Smith, "Living History," in <i>Reality Radio: Telling True Stories in Sound</i> , pp. 135-146. <u>Assignment:</u> Read transcriptions (if available) and listen to oral histories
14	May 1	Go over scripts	<u>Assignment:</u> Read transcriptions (if available) and listen to oral histories. Start writing a script.
15	May 8	Group work: working on the rough cuts.	<u>Assignment:</u> Work on a rough cut
16	May 15 Final Exam time	Listen to <i>Oral Histories Out of the Archives 2</i> .	Podcast Assignment 4: <i>Oral Histories Out of the Archives 2</i> DUE