

History 282Z: Special Topic Public History
Public History Digital Production
Spring 2020; Wednesdays 6:00-8:50; Brighton 214



Out of the Dust: Season 2

Please note: This syllabus is subject to change at any time!

General Information

Prof. Jeffrey Dym <http://www.csus.edu/faculty/d/dym/>
Office: Tahoe 3088 e-mail: Dym@csus.edu
Office Hours: Mondays 12:00-1:00; Tuesdays and Thursdays 10:30-11:30,
& by appointment

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*.

Hethmon, Hannah. *Your Museum Needs a Podcast*.

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*.

McGrath, Jim. “Podcasts and Public History,” *History@work*, September 11, 2019.

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. Microphone: purchase one; perhaps a dual lavalier. We will discuss in class.

Requirements and Grading Rubric

Active and engaged participation in class discussions	20%
Podcast 1: “Our Internships” or “Hidden Sacramento State”	20%
Podcast 2: “Colonial History Symposium”	20%
Podcast 3: “Out of the Archives with Our Faculty”: Book Podcast 1	20%
Podcast 4: “Out of the Archives with Our Faculty”: Book Podcast 2	<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 to create each podcast. One person will be the "Producer" and the others will be the "Assistant Producer." The roles will change with each assignment. You will need to work closely together on the assignments. We will discuss what each role entails in more detail in class.

Podcast Output Requirements

1. Dual Mono
2. -12 to -6 db range
3. Make sure all levels about the same. Use level meters as you edit.

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.

Accommodations for Students with Disabilities

If you have a documented disability and require assistance or academic accommodation please contact Services for Students with Disabilities immediately to discuss eligibility. The Office of Services for Students with Disabilities (SSWD) is located on the Sacramento State Lassen Hall 1008, 916-278-6955 (Phone), 916-278-7239 (TDD). For a complete listing of services and current business hours visit <http://www.csus.edu/sswd/> ([Links to an external site.](#))

Sacramento State is committed to ensuring that our online learning tools are usable by all students and faculty including those with disabilities. If you encounter any accessibility issues with the course or instructional content, please contact our SSWD office. They will assist you in resolving the issue or, where appropriate, connect you with appropriate staff.

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. 22	Introduction to the course. What is a podcast?	<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. & McGrath, Jim. “Podcasts and Public History,” <i>History@work</i> , September 11, 2019.
2	Jan. 29	Discuss <i>How to Podcast</i> . Listening to and discussing student podcast selections. How to conduct an interview and write a script. Audacity basics.	<u>Read by class time:</u> Paul Colligan, <i>How to Podcast</i> . <u>Assignment:</u> Download a podcast and listen to it. Then edit three 45-75 second clips from the podcast together. Bring the edited 130 second to 225 second clip to class. We will listen to everyone's edited podcast in class. Be prepared to answer these questions about your edited podcast. 1. How do your three selections represent the podcast? 2. What do you like about this podcast? 3. Why do people listen to this podcast? 4. How is this podcast structured? 5. What is the sound design of this podcast? 6. How often does this podcast come out? 7. What was involved in creating (the production of) this podcast? <u>Assignment:</u> Start thinking about faculty book and faculty you would like to interview.
3	Feb. 5	Discuss <i>Your Museum Needs a Podcast</i> . How to gather and edit audio.	<u>Read by class time:</u> Hethmon, Hannah. <i>Your Museum Needs a Podcast</i> . <u>Assignment:</u> Hannah Hethmon has agreed to answer any questions you

		<p>Audio basics.</p> <p>Go over scripts.</p>	<p>may have about her book, so please bring any questions who have about the issues she raises in the book to class.</p> <p><u>Assignment:</u> Bring microphone and recording device to class.</p> <p><u>Assignment:</u> write and bring a rough draft script for “Our Internships” or “Hidden Sacramento State” and start gathering audio for the assignment.</p>
4	Feb. 12	Discuss <i>Out on The Wire</i> .	<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> work on “Our Internships” or “Hidden Sacramento State”</p>
5	Feb. 19	<p>Discuss the readings.</p> <p>We will listen to the edited podcasts and discuss as a class how to improve them.</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> Bring edited version of “Our Internships” or “Hidden Sacramento State”</p>
6	Feb. 26	<p>Listen to “Our Internships” or “Hidden Sacramento State”</p> <p>Discuss the upcoming Colonial History Symposium with Prof. Bly</p>	Podcast Assignment 1 DUE: “Our Internships” or “Hidden Sacramento State”
7	March 4	<p>Discuss the readings.</p> <p>Story pitches for “Colonial History Symposium” podcast</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, set interview dates, gather any audio available prior to symposium.</p> <p><u>Assignment:</u> Make revisions & polish up Podcast 1</p>
8	March 11	<p>Discuss the readings.</p> <p>Go over the scripts and podcast plans</p>	<p><u>Read by class time:</u> Joan Biewen, “Introduction,” Scott Carrier, “That Jackie Kennedy Moment” and The Kitchen Sisters, “Talking to Strangers,” Ira Glass “Harnessing Luck as an Industrial Product,” in <i>Reality Radio: Telling True Stories in Sound</i>, pp. 1-14, 27-43, 54-66.</p> <p><u>Assignment:</u> prepare a script and recording plan for “Colonial History Symposium” podcast</p>
March 13-15 Colonial History Symposium			
9	March 18	<p>Listen to rough cuts of “Colonial History Symposium” podcasts.</p> <p>We will listen to the edited podcasts and discuss as a class how to improve them.</p>	<p><u>Assignment:</u> Work up a rough cut of “Colonial History Symposium”</p>
10	March 25	<p>Discuss the readings.</p> <p>Discuss preparations for “Out of the Archives with Our Faculty”</p>	<p>Podcast Assignment 2 DUE: “Colonial History Symposium”</p>
March 28-April 5, SPRING BREAK			
11	April 8		<p><u>Reading:</u> Hardy, Charles III. “Adventures in Sound: Aural History, the Digital Revolution, and the</p>

			<p>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.</p> <p>&</p> <p>Dmae Roberts, ‘‘Finding the Poetry,’’ in <i>Reality Radio: Telling True Stories in Sound</i>, just pages 121-122.</p> <p>&</p> <p>Stephen Smith, ‘‘Living History,’’ in <i>Reality Radio: Telling True Stories in Sound</i>, pp. 135-146.</p> <p><u>Assignment</u>: Make revisions & polish up Podcast 2</p>
12	April 15	<p>Listen to ‘‘Out of the Archives with Our Faculty’’</p> <p>We will listen to the edited podcasts and discuss as a class how to improve them.</p>	<p>Podcast Assignment 3 DUE: ‘‘Out of the Archives with Our Faculty’’: Book Podcast 1</p>
13	April 22		<p><u>Assignment</u>: Work on podcasts; Revise podcasts</p>
14	April 29	<p>Listen to ‘‘Out of the Archives with Our Faculty’’</p> <p>We will listen to the edited podcasts and discuss as a class how to improve them.</p>	<p><u>Assignment</u>: Work on podcasts</p>
15	May 6	<p>Listen to ‘‘Out of the Archives with Our Faculty’’</p> <p>Go over what we have learned about podcasting.</p>	<p>Podcast Assignment 2 DUE: ‘‘Out of the Archives with Our Faculty’’: Book Podcast 2</p>