

SYLLABUS

George Mason University

Spring 2024

Hist 390-DL1: The Digital Past: Doing Oral History in the Digital Age

Website: <http://hist390-kh.org>

Instructor: Katharina Hering, PhD, MLIS

Contact: kherring@gmu.edu

Slack workspace:

Meetings: Our course is asynchronous, but we'll have weekly opportunities to meet during office hours in real time, online.

Office hours: Weekly on Tuesdays 6:00 pm-7:00 pm (open office hours via Zoom) and by appointment.



Course description

In this course, you will learn how to do history using a wide variety of digital tools. This course — which fulfills the university's Core IT requirement — will teach you the fundamentals of information technology through creative and critical engagement with historical methods and sources. You will engage with legal, ethical, and methodological questions about practicing history in the digital age. Oral history (as a practice and genre) has been particularly impacted by and transformed through digital technologies, and the specific focus of this course will be on using digital tools to analyze, prepare, present and preserve oral history online. Through learning by doing, you will gain and apply analytical and technical skills that will be useful for your university education and professional career.

The course will be taught virtually and asynchronously, meaning that we will follow a weekly schedule, and you may complete the coursework throughout the week at your own pace and time. This includes completing assignments and posting to our discussion board on Slack.

I will be accessible to you throughout the semester. I have scheduled weekly office hours via zoom, and I will also schedule an individual conversation with you later in the semester, either via zoom, email, or on the phone. While I also have a day job, this course and all of you are very important for me, and I will make time to meet with you.

In this course, you will:

- * Learn about the history of field recording and the evolution of recording technologies, and about the dramatic impact the development of digital technologies continues to have on oral history.
- * Learn how to discover and analyze primary and secondary sources online by reading metadata efficiently and understanding how search engines work.
- * Produce an analytical historical presentation incorporating primary as well as secondary sources. The presentation can be a podcast, video-stories, or a multi-media exhibition.

* Learn the basics of audio editing and podcasting.

* Learn the basics of personal digital archiving, while developing a digital preservation plan for your digital coursework and personal files.

* Engage with legal and ethical questions relevant for the digital environment and apply them to your own work.

* Do digital history in and for the public.

Because it is an IT course, this course will also meet the following learning outcomes (general education IT requirement):

1. Students will understand the principles of information storage, exchange, security, and privacy and be aware of related ethical issues.
2. Students will become critical consumers of digital information; they will be capable of selecting and evaluating appropriate, relevant, and trustworthy sources of information.
3. Students can use appropriate information and computing technologies to organize and analyze information and use it to guide decision-making.
4. Students will be able to choose and apply appropriate algorithmic methods to solve a problem.

Course requirements

1. Computer and internet access. This is an online technology course, and we will use and reflect about the use of technology. You will need to have regular, reliable access to a computer and a stable broadband Internet connection. I realize that Internet access can be spotty, and we'll discuss this issue in our course. If you don't have regular computer access or a stable Internet connection, I will accommodate your needs, of course.

We'll use a variety of platforms: In addition to Blackboard, we'll use Zoom for my office hours and small group meetings and Slack as a discussion board. I will distribute further instructions in our virtual classroom.

Please do make sure that you use the most up to date version of your preferred browser, whether it's Firefox (92 or above), Chrome (94 or above), or Safari (15 or above), Edge (95 or above).

2. As part of our course, you will set up a blog. This assignment is not due until mid February, and I will provide you with detailed instructions. You'll have several options, two of which are free.

Option 1: Wordpress.com. You can install a free blog on WordPress.com. There are some limitations to the free version and you won't be able to install the podcasting plug-in. However, the free version is perfectly fine for our course. If you decide to do a podcast, you can publish it online on a free platform outside of Wordpress. I'll share detailed instructions about this. While free, setting up Wordpress has become a bit more complicated in recent years. A bit more straightforward is the setup for the free blog offered by Google on the Blogger platform (option 2).

Option 2: Blogger: This is a particularly good option for those of you who already have a Google account, or who don't mind setting up one for our class. Setting up a blog on Blogger/Google is easier than on Wordpress (see my instructions).

Option 3: Reclaim hosting: You can also use Reclaim Hosting, a hosting service developed originally at the University of Mary Washington especially for students and faculty: <https://reclaimhosting.com/>

The total cost for the student/personal plan is \$30. Reclaim Hosting is popular among Mason Hist 390 faculty (and beyond) because of its pricing, services, and customer support. You'll use Reclaim to install Word Press and will have the option to install a podcasting plug-in if you plan to produce a podcast. The Reclaim/Wordpress option might be particularly attractive for those of you who are planning to set up your own websites and blogs, either for personal or professional use.

Option 4: You are free to use other blogging platforms that you're familiar with (Weebly etc.) as long as you're OK with using your own blog for the course and don't need any tech support from me since I may not be familiar with the platform as with Wordpress or Blogger. I will distribute a step-by-step guide on how to set up your blogs early in the semester – this won't be due until mid September.

Assignments

Setting up your domain and blog (5%): You will set up your free blog.

Blog posts (15%): You will write two blog posts. In one blog post, you will feature an oral history interview, and in the other blog post, you will write a review of a podcast or an online exhibition. I will provide you with detailed instructions via email (blog post 1: 10%; blog post 2: 5% =15% total).

Quizzes (25%): There will be three quizzes, which you can complete in the course of one week each (quiz 1: 5%; quiz 2: 10%, quiz 3: 10%).

Skills & tools exercises (15%): I will offer you several optional small tools & skills exercises throughout the semester. I will grade a total of three of these small tools & skills exercises (pass/fail). You may tailor these exercises to your own interests and needs – in addition to the options provided by me, you may also propose your own small tools & skill exercise(s). So, if there is a specific application that you want or need to learn in the course of this semester, you'll have the option to do this after consulting with me (5% each = 15% total).

Final project, including proposal (20%): You will plan, produce and present an analytical historical presentation incorporating primary as well as secondary sources, including oral histories. The presentation can be a podcast, or a blog post including images and links to videos. While you may also plan, produce and present your own oral history interview, this is not a requirement for the course. Instead, you may work with existing interviews that are available online. (The final project includes 5% proposal, 5% bibliography, 5% about page).

Participation and peer review (20%): This will be an important part of your grade, and I expect you to engage in our asynchronous online discussions on Slack throughout the semester. I will break you up into smaller groups where you will discuss specific questions and discuss working drafts of your final project proposals.

Grading

Your grade for the semester will be based upon the following criteria:

- * Setting up your domain on Reclaim/setting your blog on Wordpress or Blogger: 5%
- * Blog posts: 15% (10% blog 1 and 5% blog 2)
- * Quizzes: 25% (5% quiz 1, 10% quiz 2, 10% quiz 3)
- * Exercises: I will grade three of the optional exercises offered throughout the semester (5% each, 15% total)
- * Final project: 20 % (including 5% proposal, 5% bibliography and about page)
- * Participation: 20% (including project peer review, and participation in virtual classroom)

Grading scale:

- A: 90-100%
- B: 80-90%
- C: 70-80%
- D: 60-70%
- F: <60%

Extra credit: You will have the opportunity to get extra credit for the quizzes, skills & tools exercises, discussion board, and final project. When you complete all assignments and have gained extra credit in at least two other assignments, in addition to the final project, you will upgrade your final grade (for example A plus instead of an A).

Course policies

- * Enjoying the course: My first priority for you is to enjoy the coursework despite the challenging circumstances during the extended pandemic, learn a set of skills that you can apply in your academic and professional careers, develop a final project that you can be proud of, and succeed in class.
- * Online engagement: Please keep up with our online discussions and engage in the weekly activities that I'll assign. Since the skills and knowledge that you'll develop in our class will advance progressively toward the final project, it is important that you keep up with our coursework and work strategically toward your final project.
- * Collaboration: While this is a virtual class, you will be assigned to smaller discussion groups, and I strongly encourage you to help and learn from each other throughout the semester. I encourage and support individual as well as collaborative work, including collaborative final projects.
- * Communication: Our main channels of communication will be Blackboard, Slack, and Email, as well as Zoom. We will use Slack for our discussions and I will send out weekly emails with an updated summary of the coursework and will also post these email messages on Blackboard. Along with the syllabus, I'll save the weekly readings in Blackboard organized by week, but I will also email you the readings in my weekly plan. We'll use zoom for our office hours and as an optional platform for your small group meetings.
- * Instructor presence: I'll be accessible to you throughout the semester. I will schedule weekly office hours via zoom and will also schedule an individual conversation with every one of you later in the

semester, either via zoom or on the phone. While I also have a day job, this course and all of you are very important for me, and I will always make time to talk with every one of you.

* Help me to learn from you: Please don't hesitate to call or email me and let me know if anything we do is unclear, and if any assignments could be improved.

* Ethics: We will discuss ethical guidelines for the digital environment throughout our course and will follow these guidelines in our virtual classroom and in all components of our work.

* Discussion board netiquette: As our conversations have moved from the physical classroom to online discussion boards, we had to adjust and learn to interact with each other in new ways. I believe that this has also opened up new opportunities and enables us to communicate, at our own pace. Since our conversation will be asynchronous, we will have more time to think about and compose what you want to share with your classmates.

While each week's discussion topics vary, I expect that our contributions should always be respectful, encouraging, and informed. We'll respect each other's privacy and integrity, and what we say in our discussion board remains in our class. We will not take screenshots or otherwise share what people say without explicit consent. We understand that everything posted on Slack is provisional and that all of us can change their opinions as we learn more. We are patient with each other as we try to find the words that best reflect our thinking. Slack offers the option to revise posts, and such revisions are always encouraged.

University-wide policies

Accommodations: If you are a student with a disability and you need academic accommodations, please contact the Office of Disability Services at 703-993-2474 or <http://ods.gmu.edu>. Please particularly consult the updated policies and FAQ in response to COVID-19: <https://ds.gmu.edu/ufaq-category/covid-students/>

Communication: The best way of reaching me quickly is via email and on the phone. I will respond to you promptly within 24 hours and will also hold twice weekly office hours via zoom. You can also always schedule additional appointments.

COVID 19 Response: For medical emergencies and questions, please consult your medical provider and the Student Health Services site: <https://shs.gmu.edu/>. Please also consult Mason's COVID Updates and the Safe Return to Campus guidelines: <https://www.gmu.edu/safe-return-campus/mason-covid-updates>

Diversity Statement: "George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty, and staff. Through its curriculum, programs, policies, procedures, services, and resources, Mason strives to maintain a quality environment for work, study and personal growth. An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds, and practices have the opportunity to be voiced, heard and respected.

The reflection of Mason's commitment to diversity and inclusion goes beyond policies and procedures to focus on behavior at the individual, group and organizational level. The implementation of this commitment to diversity and inclusion is found in all settings, including individual work units and groups, student organizations and groups, and classroom settings; it is also found with the delivery of services and activities, including, but not limited to, curriculum, teaching, events, advising, research, service, and community outreach.

Acknowledging that the attainment of diversity and inclusion are dynamic and continuous processes and that the larger societal setting has an evolving socio-cultural understanding of diversity and inclusion, Mason seeks to continuously improve its environment. To this end, the University promotes continuous monitoring and self-assessment regarding diversity. The aim is to incorporate diversity and inclusion within the philosophies and actions of the individual, group and organization, and to make improvements as needed."

Medical issues: Please consult Student Health Services or another physician if you need medical attention: <https://shs.gmu.edu/>

Please let me know if there are any medical issues that I need to know about.

Counseling and Psychological Services: <https://caps.gmu.edu/>

Student Support and Advocacy Center: Please take advantage of the services of this important office, if needed: <https://ssac.gmu.edu/>

Enrollment Status: You are responsible for verifying your enrollment status in this (and every) course. Any change in that status is your responsibility and must be made by the dates listed in the Schedule of Classes. After the last day to drop a course, withdrawal from the course must be approved by the Dean and will be approved only for nonacademic reasons. Attempting to add a class after the last day to add is not possible. Undergraduate students wishing to drop a class after the drop date may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.

Honor Code and Academic Integrity: Please consult the resources from the Office of Academic Integrity, including the GMU Honor Code, here: <https://oai.gmu.edu/>

If you aren't familiar with it, please also consult the "Understanding Plagiarism" tutorial created by GMU Libraries: <https://library.gmu.edu/tutorials/plagiarism>

Important dates

First day of classes: Tuesday, January 16, 2024

Last day to add classes: Tuesday, January 23, 2023

Last day to drop classes with 100% refund: Tuesday, January 30, 2024

Last day to drop with 50% refund: Tuesday, February 6, 2024

Unrestricted withdrawal period: February 7-February 20, 2024

Spring break: March 1-March 10, 2024

Selective withdrawal period (100 % penalty): February 21-March 25, 2024

Last day of classes: April 29, 2024

Final projects due: May 3-6, 2024

Schedule & Readings

Week 1: January 16-21

WELCOME!

Syllabus & Course Sneak Preview

* **Review:** Please watch the short welcome presentation and course sneak preview, link provided via email and on Blackboard.

Introductions (on Slack, by Tuesday, January 23)

- * Please accept my invitation to our Slack space (I will send you the invitation by Tuesday, January 23).
- * Please introduce yourself on Slack and share a photo or something else that tells us a little bit about yourself!

DUE (by Tuesday, January 23)

- * Please respond to the short survey about technology and your specific interests that I will email you.

Week 2: January 22-28

Oral History & Public History

How did oral history evolve as a historical practice and genre? How does it fit in the context of academic history on the one hand, and public history on the other? What does it mean to “share historical authority”? How is it relevant for our course focusing on the digital past?

Please review (by Monday, January 29)

- * My short presentation on oral history and public history (link distributed via email, Slack, and Blackboard) ~ 10 minutes

1. Linda Shopes, “What is Oral History?” From: History Matters: The U.S. Survey Course on the Web (2002), <http://historymatters.gmu.edu/mse/oral/oral.pdf>, pages 1-5.

2. “‘Working’ Then and Now: Studs Terkel’s Book Interviews Resurface as Audio,” NPR Weekend edition, September 25, 2016 (5 minute listen, includes transcript), <https://www.npr.org/2016/09/25/494740720/working-then-and-now-studs-terkels-book-interviews-resurface-as-audio>

Option 1: “Teenage Telephone Operator Reveals Loneliness In Terkel’s ‘Working’,” NPR, All Things Considered, September 27, 2016 (5 minute listen, includes transcript), <https://www.npr.org/2016/09/27/495671371/teenage-telephone-operator-reveals-loneliness-in-terkels-working>

Option 2: Interview about dust storms in Oklahoma, Shafter FSA Camp, August 5, 1940, Charles L. Todd and Robert Sonkin Migrant Workers Collection (AFC 1985/001), Library of Congress (4:31 minutes) <http://hdl.loc.gov/loc.afc/afcts.4120a1>

Option 3: 'I Didn't Plan To Be A Union Guy', 'Working' Then And Now, All Things Considered, NPR, Sept. 29, 2016, <https://www.npr.org/2016/09/29/495916035/working-then-and-now-i-didnt-plan-to-be-a-union-guy>

Discussions on Slack (by January 29)

* Virtual field trip: This week, we'll take a trip to an online historical resource and discuss our experiences on Slack. I will distribute a list of optional websites for your review and will also provide you with discussion questions. You may also choose your own site or resource for your field trip.

* Discussion of readings/audio recordings on Slack. I'll share detailed instructions via email.

Week 3: January 29-February 4

Oral History and Technology, part 1: The development of field recording and oral history from phonograph cylinders to digital audio and video recorders

How has technology shaped the development of field recording and oral history? What has been the impact of digital media technology on the practice and genre of oral history? How has digital technology affected the preservation and accessibility of analog recordings?

Please review (by February 5)

* My short presentation on oral history and technology, part 1 (link distributed via email, Slack, and Blackboard) ~ 10 minutes

1. Listen to: "Story Corps and Stetson Kennedy," *NPR Talk of the Nation*, May 23, 2005 (9 minutes, includes transcript), <https://www.npr.org/transcripts/4663544>
2. "Shove It Over" (vocals) performed by Zora Neale Hurston at Federal Music Project Office, Jacksonville, Florida, on June 18, 1939. Herbert Halpert 1939 Southern States Recording Expedition (AFC 1939/005) (2:47 minutes), <https://www.loc.gov/item/flwpa000006/>
3. "Throwback on a Comeback: The Last Cassette Tape Factory," Great Big Story Podcast (2016), YouTube (3:13 minutes): <https://www.youtube.com/watch?v=IJ81-TMP4pl>
4. Gerald Zahavi, "Notes from the Field: Digital History and Oral History," *Oral History and Digital Humanities*, ed. by Douglas Boyd and Mary Larson (New York: Palgrave Macmillan, 2014), pp. 119-132. **(I will distribute this article via email and on Blackboard)**

Please also take a look at:

5. Timeline of the recorded sound industry, National Recording Preservation Plan, Library of Congress, <https://www.loc.gov/programs/national-recording-preservation-plan/tools-and-resources/history/timeline/>
6. History of sound recording, Wikipedia, https://en.wikipedia.org/wiki/History_of_sound_recording

Discussions on Slack (by February 5)

- * Stories and reflections about analog media

DUE (by February 5)

QUIZ 1

DUE (in two weeks, by February 12)

- * **Blog setup:** Please install your blog, write an “about” paragraph, and share a photo or something else you’d like to share. I will provide you with detailed step-by-step guidelines for the installation of your blogs.

Week 4: February 5-11

Oral History and Technology, part 2: The development of field recording and oral history from phonograph cylinders to digital audio and video recorders

How has technology shaped the development of field recording and oral history? What has been the impact of digital media technology on the practice and genre of oral history? How has digital technology affected the preservation and accessibility of analog recordings?

Please review (by February 12)

- * My short presentation on oral history and technology, part 2 (link distributed via email, Slack, and Blackboard) – ~ 10 minutes

1. How are vinyl records made? A look inside Oregon's first record pressing facility, The Oregonian, April 12, 2019, <https://www.youtube.com/watch?v=Dbqzx0tUnPM>

2. Doug Boyd, “Achieving the Promise of Oral History in a Digital Age,” Oxford Handbook of Oral History, ed. by Donald Ritchie (Oxford: Oxford University Press: 2010), pp. 285-302. (Distributed in class.)

3. Passamaquoddy song of the Snake Dance, Jesse Walter Fewkes collection of Passamaquoddy cylinder recordings, recorded in Calais, Maine on March 15, 1890 by Jesse Walter Fewkes, Library of Congress, <https://www.loc.gov/item/2015655575/>

4. Personal Digital Archiving: An Introduction (New City Library, Aug 8, 2014), <https://guides.rcls.org/personaldigitalarchiving>

5. We’ll also discuss a few personal digital archiving guidelines and toolkits, including:

- * Digital Archiving Research Guide: <https://guides.lib.umich.edu/c.php?g=992751>
(This is one of the best and most recent guides on digital personal archiving from the University of Michigan Libraries based on the principles: Select; Gather; Organize; Backup; Maintain)

Discussions on Slack (by February 12)

- * Personal digital archiving – how can we ensure that we don’t lose our most valued and important files?

DUE (by February 12)

* **Blog setup:** Please install your blog, write an “about” paragraph, and share a photo or something else you’d like to share. I will provide you with detailed step-by-step guidelines for the installation of your blogs.

DUE (by February 19 or sooner)

* **Blog post 1:** Oral history interview analysis and discussion (I will provide you with a list of optional sources you can analyze and guidelines)

Week 5: February 12-18

Navigating the Internet & Discovering and Evaluating Online Sources

How do we find reliable primary and secondary sources online, including for our final project? How do you evaluate the reliability of online sources? What is metadata and how can we use it effectively for the discovery of materials? How do search engines work and how do they control our lives?

Please review (by February 19)

* My short presentation on navigating the Internet and discovering and evaluating online sources (link distributed via email, Slack, and Blackboard) – ~ 10 minutes

1. Evaluating Internet Resources, Georgetown University Library, <https://www.library.georgetown.edu/tutorials/research-guides/evaluating-internet-content>
2. How Google search works: <https://www.google.com/search/howsearchworks/>
3. Interview with Siva Vaidhyanathan (The Googlization of Everything), University of California Press Podcast, Feb. 17, 2011, available on Soundcloud (16:08 min), <https://soundcloud.com/uc-press/podcast-interview-of-siva-vaidhyanathan-author-of-the-googlization-of-everything-available-now>
4. Jason Steinhauer, Can an Oral History be Fake News? *Hindsight*, November 3, 2017, <https://medium.com/hindsight/can-an-oral-history-be-fake-news-70864d5a10cf>
5. "Technologies To Create Fake Audio And Video Are Quickly Evolving," NPR, April 2, 2018 (3 minute listen), <https://www.npr.org/2018/04/02/598916380/technologies-to-create-fake-audio-and-video-are-quickly-evolving>

DUE (by February 19)

* **Blog post 1:** Oral history interview analysis and discussion (I will provide you with a list of optional sources you can analyze and guidelines)

DUE (by February 19)

 **QUIZ 2**

Discussions on Slack (by February 19)

* Student-led discussion of readings/audio and video recordings on Slack.

Week 6: February 19-25

Copyrights & Fair Use

Evaluating copyrights and fair use, locating online sources and artwork, including music and photographs, licensed under Creative Commons.

Please review (by February 26)

1. Aaron McCullough, Copyright Basics, George Mason University Publishing Group, March 7, 2018, <https://publishing.gmu.edu/communication/copyright/copyright-basics/>
2. "A brief history of why artists are no longer making a living making music," Ian Tamblyn, Roots Music Canada, March 14, 2019, <https://www.rootsmusic.ca/2019/03/14/a-brief-history-of-why-artists-are-no-longer-making-a-living-making-music/>
3. "Pioneering punk label Dischord Records put entire catalogue online free," Far Out, May 3, 2020, <https://faroutmagazine.co.uk/dischord-records-punk-bandcamp-free/>

DUE (by February 26)



QUIZ 3

Discussions on Slack (by February 26)

- * Copyrights & fair use
- * Making art & making a living

Week 7: February 26-March 3

Online Ethics: Privacy, informational self-determination, and the protection of culturally sensitive materials

What are the major ethical implications of doing oral history online, and how do the principles of informational self-determination and informed consent play out in an online environment? What are the major privacy issues in an online environment and how can we protect our own privacy? How can ethical stewardship of culturally sensitive materials be implemented in a digital environment?

Please review (by March 4)

- * "How to Protect Your Digital Privacy," The New York Times, The Privacy Project, <https://www.nytimes.com/guides/privacy-project/how-to-protect-your-digital-privacy>
- * Please take a look at the internet and data privacy guide, Pratt Institute Libraries, <https://libguides.pratt.edu/internet-data-privacy/introduction-internet-privacy>
- * Mukurtu Archive, "About" page: <http://www.mukurtuarchive.org/about>
- * "Repatriating" Indigenous Digital Heritage: The Rise of Traditional Knowledge (TK) Labels and Licenses, American University Intellectual Property Brief, February 28, 2022, <http://www.ipbrief.net/2022/02/28/repatriating-indigenous-digital-heritage-the-rise-of-traditional-knowledge-tk-labels-and-licenses/>

Discussions on Slack (by March 4)

- * Online privacy exercise

Week 8: March 4-10

Spring break!

Week 9: March 11-17

Interviewing remotely and podcast production

While you may not do your own remote oral history interview as part of the coursework, there will be – most likely – situations where you will have to facilitate or participate in other types of remote interviews in the near future, including in job interviews. So, this week, we'll go over a few general guidelines on remote interviewing, and will also discuss writing for podcasts and podcast production.

Please review (by March 18)

* Oral History at Home, Five East Steps, Smithsonian Institution (very short film, 02:15 minutes), Smithsonian Institution, 2020: <https://siarchives.si.edu/history/how-do-oral-history>

* Writing for Podcasts: My interview with Roger Mellen, April 17, 2020, <https://hist390-kh.org/podcast/writing-for-podcasts-interview-with-roger-mellen-part-1/>

Length: 9:21

Please also review/skim (especially if you're planning to produce a podcast):

* NPR: Starting Your Podcast: A Guide for Students, November 2018: <https://www.npr.org/2018/11/15/662070097/starting-your-podcast-a-guide-for-students>

* 2-page summary: Oral History at a Distance: Conducting Remote Interviews Webinar, pdf downloadable from: <https://www.oralhistory.org/2020/03/26/webinar-oral-history-at-a-distance-conducting-remote-interviews/>

* How to hook your podcast audience, NPR Training, March 27, 2017, <https://training.npr.org/2017/03/27/how-to-hook-your-podcast-audience/>

Guest speaker:



DUE (by March 18)

* **Blog post 2:** Podcast or online exhibition review and discussion (I will provide you with a list of optional podcasts or exhibitions you can analyze and guidelines)

DUE (by March 18)

* **Final project initial proposal (survey response) via email**

Week 10: March 18-24

Final project preparation and recap week, part 1: Primary source research and analysis; final project discussion, skills & tools discussion, copyrights & ethics recap.

DUE (by March 25)

- * **Final project** annotated bibliographies
- * **Final project about paragraph** (please share on Slack)

Skills & tools exercise, option 1 (recommended)

- * Install Zotero and export your draft bibliography
(Step-by-step instructions provided)

Discussions on Slack (by March 25)

- * Student-led discussion of readings/audio and video recordings on Slack.

Week 11: March 25-31

Doing digital history in public, connecting with communities

What are the opportunities and challenges of doing public history in a digital environment? How can oral history be used most effectively in community engagement and collaborative projects? What are the benefits, what are the challenges of rapid response collecting?

Reading: Mark Tebeau, A Journal of the Plague Year: Rapid-Response Archiving Meets the Pandemic, Collections: A Journal for Museum and Archives Professionals 17:3 (2021): 199–206.

Discussions on Slack (by April 1)

- * Student-led discussion with guest speakers on Slack.

DUE (by April 1)

- * Final project revised bibliographies and outline

Week 12: April 1-7

Online Access and Ethics: Accessibility and Digital Inequalities

Please review (by April 8)

1. Virginia Association of Counties, “Virginia releases draft proposal to achieve universal broadband access with \$1.48 billion in federally allocated funds,” September 8, 2023, <https://www.vaco.org/county-connections/virginia-releases-draft-proposal-to-achieve-universal-broadband-access-with-1-48-billion-in-federally-allocated-funds-comments-due-by-september-19/>
2. Alexander Marre, “COVID-19 Remote Learning Exposes the Digital Divide,” Federal Reserve Bank of Richmond, Regional Matters, March 25, 2021, https://www.richmondfed.org/region_communities/regional_data_analysis/regional_matters/2021/rm_03_25_21_broadband
3. “Native Americans Long ‘Left Out’ From Broadband Push For Equity,” Bloomberg Government, October 25, 2022, <https://about.bgov.com/news/native-americans-long-left-out-from-broadband-push-for-equity/>

4. Tom Allison, "A Closer Look at Virginia's Digital Divide in Education," SCHEV Insights, September 2020, <https://www.luminafoundation.org/wp-content/uploads/2020/09/digital-dividefinal.pdf>

5. Stories of Web Users, W3C, Web Accessibility Initiative, <https://www.w3.org/WAI/people-use-web/user-stories/>

Discussions on Slack (by April 8)

* Student-led discussion on Slack.

DUE (by April 8)

* **FINAL PROJECT DRAFT (recommended)**

Week 13: April 8-14

Final project preparation and recap week, part 2: Primary source research and analysis; final project discussion, copyrights & ethics.

DUE (by April 15)

* **FINAL PROJECT DRAFT (recommended)**

* **Skills & Tools exercises (recommended)**

Discussions on Slack (by April 15)

* Student-led discussion of readings/audio and video recordings on Slack.

Week 14: April 15-21

DUE (by April 22)

* **FINAL PROJECT DRAFT**

* **Skills & Tools exercises**

* **Final project draft presentations & discussion, wrap-up!!**

Week 15: April 22-28

Last week of classes!

 **Virtual social gathering** 

* **Final project draft presentations & discussion, wrap-up!!**

DUE (by May 3):

* **Skills & Tools exercises**

* **FINAL PROJECT (DUE May 3-6)**

Final projects due: May 3-6

Syllabus credits

This course's structure and assignments are inspired by and based on syllabi from other HIST 390 instructors, especially from Professors Mills Kelly, Abby Mullen, Mike O'Malley and Stephen Robertson, Sharon Leon, as well as from oral history courses taught by Linda Shopes, Rachel Gelfand, Dan Whitman, among others. Roy Rosenzweig's pioneering Clio Wired courses continue to be an inspiration for doing digital history, inside and outside the classroom. I thank my History 390 colleagues Abby Mullen, Mills Kelly, Stephen Robertson, Lincoln Mullen, and Nate Sleeter, my Teaching Square colleagues Jennifer Ashley, Robin Ericson, Sanja Avramovic, and the Stearns Center staff for inspiration and support for online teaching, and my TAs and colleagues Laura Crossley and Corinne Wilkinson. Netiquette adapted from Rebecca Barrett-Fox.

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