

Geography 426: Historical Geography of British Columbia.
Heritage Minute Assignment.
David Brownstein.

This heritage minute assignment is to be completed in pairs, with both team members doing equal work in all phases of the project. The final product is due for screening in class on November 3rd. However, I ask that you bring your completed video to my office by **November 2nd**, to upload to YouTube. This assignment is worth 20% of your final grade.

Goals.

By completing this assignment you will be able to:

- perform some basic manipulations using digital sound and video editing software
- divide a large project into separate tasks and negotiate the distribution of work
- use multiple sources to craft a short historical narrative

Your ultimate goal is to produce a 60 second 'heritage minute' style video on the topic of your choice. Video is perhaps a misleading term. Your video is actually composed of a still photograph and audio overlay. You can pan around your image, or zoom in to focus on particular details, but no moving pictures or animation are required. All of your effort will be devoted to constructing your narrative, recording it, and spicing it up with appropriate sound effects if you feel so moved.

Since this is groupwork, you will be keeping a diary of your group's successes and identifying things that could have gone better.

Getting Started.

As individuals, select your favourite archival photos from one of the following collections:

UBC Digital Collections, <http://angel.library.ubc.ca/index.php>

City of Vancouver Archives: <http://vancouver.ca/ctyclerk/archives/photos/index.htm>

Botany John Virtual Museum: <http://botanyjohn.org/gallery>

Meet or correspond with your partner and select the one photograph you want to use, and another one as a backup. For copyright purposes, the image must have been taken before 1949. Write to me as soon as you possibly can, with a proper reference so I can take a look at your image myself. Include some details as to the approach you want to take.

Discuss who your target audience is, and what you want to communicate. What should your heritage minute achieve, and how? Specify how you will evaluate your success upon completion.

Research.

Read the introduction to *British Columbia: Land of Promises*, on reserve in Koerner library (pp 1-8).

Partners should seek as many sources as possible to contextualize your photograph.

Who took it? When? Where? For what purpose? What does the image show?

Perhaps more importantly, what doesn't it show? Keep a very careful record of your research in your project diary. Use the results of your research to inform the story you want to tell. Draft a script. Read it aloud to check your timing.

Production.

You already have a digital copy of your photo, now you need to make some noise. You can sign out digital audio recorders by email from: Arts Audio Visual Services <av@mail.arts.ubc.ca>. Make explicit mention of our class. You can use these machines for 24 hours at a time, and they can be picked up from Buchanan C, room 113.

Next you will need to choose both audio and video editing programs. The specifics are up to you. I use the open source program "Audacity" for my audio editing, and a very old version of iMovie for video. Whatever you use, make sure that they are compatible. Computers with video editing software are available to you in the Chapman Learning Commons at the IK Barber Learning Centre. These computers are accessed 'first come first served', so best to arrive right at 8am, or use them in the evenings and weekends.

While the initial audience will be your instructor and peers, we will upload our videos to a class YouTube account. For this reason, all material you use must be original and created by your group. This is to say, you cannot use a commercial recording as a soundtrack, and you cannot splice in copyrighted video from some other source. You can use open source audio content, but it must be credited.

Final Products.

Your 'video': we will begin the first few seconds with a common jpeg advertising this as a class project. Next is your 60 seconds of content, followed by credits (not included in your 60 seconds).

Your diary:

Each individual should keep a private, running diary of your experiences and research, to be handed in with your group's final product (this should be a document of, at minimum, five pages). The diary should not be written in one sitting at the very end, but rather as appropriate throughout the process! As the project progresses, detail how your team managed the work. What was done by each team member? Did you work effectively as a team? How did you ensure tasks could be done in parallel?

Marking Rubric.

There will be a prize for the best Heritage Minute, as voted by your peers.

I will evaluate your group's work based upon:

- fulfilment of the requirements
- depth of research
- the clarity, accuracy, and finesse of your narrative
- innovative use of the medium

Project Diary, including group proposal, research, and account of the process (5%) and Completed Video (15%).

The Groups:

Group 1: Brennan and Erin.

Group 2: Jay and Sylvie.

Group 3: Cody and Rebecca.

Group 4: Molly and Augustine.

Group 5: Geoff and Andrew and Imogen.

Group 6: Tracy and Heather.