

# Cover Sheet: Request 9635

## AMH 3XXXOral History

### Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Ortiz,Paul Andrew portiz@ufl.edu
Created	10/5/2014 10:13:19 PM
Updated	2/12/2015 10:27:33 AM
Description	Introduces the theory and practice of oral history. Examines key issues in historical memory, interviewing, and community-based fieldwork. Examines scholarly debates on oral history as a dialogic mode of knowledge production, Students will also learn digital humanities production methods to bring historical knowledge to broader audiences.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - History 011612000	Nina Caputo		10/20/2014
College	Recycled	CLAS - College of Liberal Arts and Sciences	Pharies, David A	At request of Dr. Caputo	11/3/2014
Department	Approved	CLAS - History 011612000	Nina Caputo		12/13/2014
College	Recycled	CLAS - College of Liberal Arts and Sciences	Pharies, David A	Department should upload new UCC1 and syllabus, as per e-mail conversation.	1/9/2015
Department	Approved	CLAS - History 011612000	Nina Caputo		1/9/2015
College	Comment	CLAS - College of Liberal Arts and Sciences	Pharies, David A	Attendance is addressed in three different parts of the syllabus. Under "Attendance and Makeup policy", "late Policy", and "Participation". Please combine.	1/23/2015
College	Recycled	CLAS - College of Liberal Arts and Sciences	Pharies, David A		2/2/2015
Department	Approved	CLAS - History 011612000	Nina Caputo		2/6/2015
College	Approved	CLAS - College of Liberal Arts and Sciences	Pharies, David A		2/12/2015
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/12/2015
Statewide Course Numbering System					
Office of the Registrar					

Step	Status	Group	User	Comment	Updated
Student Academic Support System					
Catalog					
College Notified					

## Recommended SCNS Course Identification

1. Prefix AMH      2. Level 3      3. Number XXX      4. Lab Code Select

5. Course Title Oral History

6. Transcript Title (21 character maximum) Oral History

7. Effective Term  
Earliest Available

8. Effective Year  
Earliest Available

9. Rotating Topic? No

10. Amount of Credit 3

11. If variable, # minimum and # maximum credits per semester.

12. Repeatable credit? No

13. If yes, total repeatable credit allowed #

14. S/U Only? No

15. Contact Type Regularly Scheduled [base hr]

16. Degree Type Baccalaureate

17. If other, please specify: [Click here to enter text.](#)

18. Category of Instruction Intermediate

## 19. Course Description

Introduces the theory and practice of oral history. Examines key issues in historical memory, interviewing, and community-based fieldwork. Examines scholarly debates on oral history as a dialogic mode of knowledge production. Students will also learn digital humanities production methods to bring historical knowledge to broader audiences.

## 20. Prerequisites

3 credits AFH, AMH, ASH, EUH, HIS, LAH, or WOH

## 21. Co-requisites

[Click here to enter text.](#)

## 22. Rationale and Placement in Curriculum

Oral History is an interdisciplinary methodology used in a broad array of academic disciplines particularly in the study of modern history, anthropology, political science and other fields. Students increasingly use oral history methods in the completion of senior theses and capstone projects. This course will also play an integral role in the new BA/MA 4 & 1 Program in Oral History

23. Complete the syllabus checklist on the next page of this form.

### Syllabus Requirements Checklist

The University's complete Syllabus Policy can be found at:

[http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi\\_policy.pdf](http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf)

The syllabus of the proposed course **must** include the following:

- ☒ Course title
- ☒ Instructor contact information (if applicable, TA information may be listed as TBA)
- ☒ Office hours during which students may meet with the instructor and TA (if applicable)
- ☒ Course objectives and/or goals
- ☒ A weekly course schedule of topics and assignments.
- ☒ Methods by which students will be evaluated and their grades determined
- ☒ Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.
- ☒ List of all required and recommended textbooks
- ☒ Materials and Supplies Fees, if any
- ☒ A statement related to class attendance, make-up exams and other work such as: *"Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>."*
- ☒ A statement related to accommodations for students with disabilities such as: *"Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."*
- ☒ A statement informing students of the online course evaluation process such as: *"Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>."*

It is **recommended** that the syllabus contain the following:

- ☒ Critical dates for exams or other work
- ☒ Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- ☒ The university's honesty policy regarding cheating, plagiarism, etc.

*Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.*

- ☒ Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies

# *Oral History*

Department of History, University of Florida

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AMH3931

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392-7168

*“Can you acquire a sense of self-worth by denying your past?”*

--August Wilson

## **Course Description**

In this seminar we will learn and utilize the craft of community-based oral history in order to examine the issues that shape the modern social history of the United States and the American South. We do this by listening to as well as reading and watching the perspectives of people who have lived, experienced, and “made” this history firsthand. Students will also learn digital humanities narrative and production methods that will help bring these histories to broader audiences. Students’ individual audio digital productions will be woven into a larger documentary on African American history in Florida. We will draw upon the resources of the University of Florida’s Samuel Proctor Oral History Program.

## **Course Objectives/Student Learning Outcomes**

In our preparatory readings, we will study African American history from the end of Reconstruction to the contemporary era, focusing particularly the decades of legal segregation. We will critically assess, through films, popular music, podcasts, readings, archival documents, speakers and other sources how major historical forces of social change—segregation, the Civil Rights Movement, changes in the economy, etc.—have affected the struggle for dignity and justice in our contemporary world.

Students will gain experience in oral history field work, using digital recording equipment, primary research, as well as transcribing and analyzing oral history research. We will also learn ways that oral history can be used in a variety of new electronic and text formats in order to bring history to audiences outside of traditional academia as well as to build bridges of understanding between campus and community. Students will receive training in advanced digital editing techniques.

**Course Attendance** Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**Accommodations for Students with Disabilities:** Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation

to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center <http://www.dso.ufl.edu/drc/> for information about available resources for students with disabilities.

**Counseling and Mental Health Resources:** Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352-392-1575; <http://www.counseling.ufl.edu/cwc/>).

**Student Evaluations & University of Florida Grading Policies:** Students will be evaluated and grades determined on the basis of written essays, exams as well as class participation. Information on current UF grading policies for assigning grade points may be found on this web page: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Course Evaluations:** "Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>."

### **Academic Honesty**

Students are required to be honest in their coursework, may not use notes during quizzes or exams, and must properly cite all sources that they have consulted for their projects. Any act of academic dishonesty will be reported to the Dean of Students, and may result in failure of the assignment in question and/or the course. For University of Florida's honor code, see <http://www.dso.ufl.edu/sccr/honorcode.php>

## COURSE FORMAT

### **Mid-Term Exam** (20% of your grade)

You will write a five-page mid-term exam on the oral history interview process from preparation to completing the interview. The primary text you will reference for this exam will be Valerie Yow's *Recording Oral History, especially the preparation and research parts*.

### **Oral History and Transcript & Audio Log** (20% of your grade)

You will complete a digital oral history interview as well as a written transcript, audio log, and **analytical introduction** of your interview. These interview transcripts and accompanying research materials that we collect will become a permanent part of UF's archival holdings. The Samuel Proctor Oral History Program's guides best practices in transcribing and interviewing may be found here: <http://oral.history.ufl.edu/research/tutorials/>

For the **analytical introduction** to your interview transcript you will use Remembering Jim Crow as a model. You will present a preliminary draft of your transcript to your colleagues during the 8th week of class and you will submit the final edited transcript during finals week. Scheduling of oral history interviews will begin in week three of class. You will need to download free transcription software from Express Scribe at: <http://www.nch.com.au/scribe/>

**Synthesis Essays** (30% of your grade)

You will write two short essays (4-5 pages) on major themes in African American history. The primary texts for these essays will be *Remembering Jim Crow* and *Emancipation Betrayed*. The essays will focus on the intersections between memory and social action in Black communities.

**Digital Humanities/Audio Podcast Production** (20% of your grade)

Students will produce an 8-10 minute broadcast-quality audio narrative podcast of an oral history interview appropriate for airing on the Samuel Proctor Oral History Program's podcast series. Exceptional podcasts may be chosen for SPOHP's iTunes podcast program series. For a guide on creating broadcast-quality podcasts, click here: <http://oral.history.ufl.edu/collection/podcasts/>

**Participation** (10% of your grade)

Because this is a course that teaches interviewing as well as digital humanities production skills attendance and participation is crucial. In addition, please refer the UF undergraduate catalog for information on grading: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Office Hours:** My Oral History Program office is located at 245 Pugh Hall. Normally, I will do office hours on Tuesday and Thursdays from 3:15 to 4:45. You may contact me to arrange alternative times to meet or talk. My office number is 392-7168.

**Resources:** The web site of the Samuel Proctor Oral History Program has numerous resources and links to oral history sites: <http://www.history.ufl.edu/oral/> . You will find the resources of the Oral History Association at the following site: [http://www.oralhistory.org/network/mw/index.php/Main\\_Page](http://www.oralhistory.org/network/mw/index.php/Main_Page).

**Reading/Book List** (Books available at the campus bookstore and Library West course reserves)

Paul Ortiz, *Emancipation Betrayed*; Chafe, Gavins, Korstad, Ortiz, et.al., *Remembering Jim Crow*, Valerie Yow, *Recording Oral History*

*(Royalties for Emancipation Betrayed and Remembering Jim Crow will be donated respectively to the University of Florida as well as to the Center for Documentary Studies at Duke University.)*

### *Syllabus and Reading List*

**Week 1: Introduction to Oral History**

**Monday:** *Class Introduction. Major themes of class*

*Listening: To each other. Why are you taking this class? What do you hope to get out of it?*

**Slide Show:** "Jim Crow and Civil Rights in the Sunshine State"

*Study The Samuel Proctor Oral History web site, <http://www.history.ufl.edu/oral/index.html>*

**Wednesday:** *Samuel Proctor Oral History Program (SPOHP) oral history workshop*  
<http://oral.history.ufl.edu/research/tutorials/>

Reading Discussion: Paul Ortiz, "On the Shoulders of Giants: Senator Obama and the Future of American Politics," <http://www.truthout.org/112508R>

Valerie Yow, *Recording Oral History*, 1-85; and, "Oral History Workshop" and "Eight Steps to Oral History," (On Proctor Web Site)

Oral History in the Digital Age, <http://www.oralhistory.org/oral-history-in-the-digital-age/>

## **Week 2: Introduction to African American History**

**Monday** Reading discussion, *Remembering Jim Crow*, chapters 1-3. Also, read: "Editorial method" and introduction.

"Behind the Veil in North Carolina," WTVD, Channel 11

<http://www.youtube.com/watch?v=RaMF3ylpcW0&list=UUivMjdazITrlGEuH2JBEI2Q>

**Wednesday**: Paul Ortiz, "Behind the Veil," [Radical History Review](#); Winter 2007 Issue 97, p110-117 (Web Link, Library West Reserves).

"American Communities: An Oral History Approach" web site: <http://www.duke.edu/web/hst195.15/>

Proctor Program, African American History Project, <http://oral.history.ufl.edu/projects/aahp/>

Valerie Yow, "Sample Interview Guide," and "Oral History Evaluation Guidelines," in Appendix A.

## **Week 3: Life History Oral History Methodologies**

**Monday**: Reading Discussion Valerie Yow, *Recording Oral History*, 86-187.

"Ethics and Best Practices," and "Boston College Case" Oral History Association web site, <http://www.oralhistory.org/about/principles-and-practices/>

**Wednesday** Oral History Lab: Practice Interviews/Listening ; Listen to Proctor Podcasts

**Download Free Transcription Software at:** <http://www.nch.com.au/scribe/>

**Friday**: Essay on *Remembering Jim Crow* due, Pugh Hall, #245, 6:00.

## **Week 4: African American History in Florida**

**Monday**: Paul Ortiz, "Revising Florida, Revising Civil Rights History," in *Old South, New South, or Down South? Florida and the Contemporary Civil Rights Movement*, Ed., Irvin D. S. Winsboro

**Wednesday**: Reading discussion: *Emancipation Betrayed*, preface, prologue, chapters 1-3. **Oral History Lab**, Practice Interviews



View: <http://www.saf-unite.org/learn/docgallery.htm>

### **Week 5: Interview Scheduling and Review of Ethics in Interviewing**

**Monday:** Oral History Association, “Response to Boston College Case,” <http://www.oralhistory.org/2014/05/05/oral-history-association-response-to-developments-in-boston-college-case/>

*Remembering Jim Crow, chapters 4-6*

Paul Ortiz, “Tearing Up the Master’s Narrative: Stetson Kennedy and Oral History,” *Oral History Review* (Summer/Fall 2014), 41 (2): 279-289.

**Wednesday:** Oral History Equipment workshop; Practice Interviews

**Friday:** Mid-Term essay on Valerie Yow’s *Doing Oral History* due.

### **Week 6: Community-Based Oral History**

**Monday:** Reading discussion: Marjorie McLellan, “Case Studies in Oral History and Community Learning,” *Oral History Review* 25/1-2 (Summer/Fall 1998), 81-112. (Library West course reserves web link)

Valerie Yow, Recording Oral History, “Varieties of Oral History Projects: Community Studies,” 188-219; 253-281.

**Wednesday,** *Emancipation Betrayed, chapters 4-6*

*Focus on transcribing and analytical headers (Review Remembering Jim Crow)*

### **Week 7: Analyzing and Presenting the Interviews as Historical Evidence**

**Monday:** Reading discussion, Valerie Yow, “Analysis and Interpretation,” and “Conclusion of the Project,” 282-334.

**Wednesday,** “SPOHP In the Delta: Year 5,” <http://www.youtube.com/watch?v=KbGO-c16loE&list=UUivMjdazITrlGEuH2JBEI2Q>

### **Week 8: Digital Humanities Media Production**

*Present Draft Interview Transcripts, and analytical projects*

**Monday:** Digital audio/media production workshop, I

**Wednesday:** Digital audio/media production workshop, , II

## **Week 9: African American History in Florida, Revising What We Know**

**Monday:** *Emancipation Betrayed*, chapters 7-9 & conclusion.

**Wednesday:** “Uncovering Your History: Workshop on Oral History and Genealogy,”  
<http://www.youtube.com/watch?v=gIerCcQCWHg&list=UUivMjdazITrlGEuH2JBEI2Q>

**Friday:** Essay on *Emancipation Betrayed* due.

## **Week 10: Creating a Broadcast-Quality Podcast**

**Monday** Review SPOHP Podcast page, <http://oral.history.ufl.edu/collection/podcasts/>

Laura A. Guertin, “Creating and Using Podcasts Across the Disciplines,” *Currents in Teaching and Learning*, Vol. 2, No. 2 (Spring 2010), 4-12.

MIxpad tutorial, [http://www.youtube.com/watch?v=jtC\\_mo\\_BV6s&list=UUivMjdazITrlGEuH2JBEI2Q](http://www.youtube.com/watch?v=jtC_mo_BV6s&list=UUivMjdazITrlGEuH2JBEI2Q)

Mixpad, Audacity workshop

**Wednesday** MIxpad tutorial, continued

## **Week 11: Presenting Your Research: Crafting the Documentary**

**Monday:** Students Present major themes of oral history interviews

**Wednesday:** Storyboards & Thematic layout of documentary on African American history in Florida.

## **Week 12: Transcript Completion, Podcast and Documentary Production**

**Monday:** Students present rough cuts of audio podcasts, I

**Wednesday** Students present rough cuts audio podcasts, II

**Friday:** Turn in draft interview transcript with brief introduction via email attachment; in separate file, submit analytical pieces of interviews.

## **Week 13: Fine-Tuning Podcasts and Class Documentary**

**Monday:** Final editing

**Wednesday** Community event with narrators/interviewees to present documentary

**Week 14: Class Evaluations, Final Transcriptions**

**Monday** Turn in final draft of edited oral history transcripts in class.

**Finals Week**

Submit final audio podcasts, audio logs, and written transcripts