

## Samuel Proctor Oral History Program Internship Spring 2013 Syllabus

**Objective:** To provide students with an introduction to the field of oral history, as well as hands-on experience in the areas of research, interviewing, processing, technology, and educational outreach.

**Contact Information:**

Program Director, Paul Ortiz ([portiz@ufl.edu](mailto:portiz@ufl.edu))  
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Senior Advisor, Diana Dombrowski ([ddombrowski@ufl.edu](mailto:ddombrowski@ufl.edu))

**Office Hours:**

W & Thurs. 10:30-Noon  
M-F, 9:00-5:00  
Times Vary  
Times Vary  
Times Vary

**Grades:** Each intern will earn a letter grade for their internship at SPOHP. Grading will conform to the standard university scale:

Grade Values for Conversion											
Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67

Internships will be evaluated on five criteria:

Attendance/Discussion/Responses:	25%
Interview Processing:	20%
Conducted Interview:	15%
Podcast Project (midterm project):	20%
Video Project:	20%

While this internship will be unlike a traditional class, it will still adhere to university policies on academic honesty, plagiarism, and accommodation:

- **Academic Honesty:** Academic integrity is a fundamental value at the University of Florida. It must be at the heart of all our endeavors and must guide our actions every day as students and as members of the faculty, administration, and staff. Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.
- **Plagiarism:** It is plagiarism if you present the ideas or words of someone else as you own. You are responsible for understanding the University's definitions of plagiarism and academic dishonesty. Please read the Student Honor Code and ask me if you have any questions. Keep in mind that plagiarism is a serious violation of the student academic honor code and university policy recommends

that, at a minimum, instructors should impose a course grade penalty and report any suspected academic dishonesty to the Office of the Dean of Students.

- Accommodation for Disabilities: We are more than happy to work with anyone who needs extra help on a project or assignment. In line with university policy, students requesting accommodation must first register with the Dean of Students. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the professor. Please be sure to provide this documentation to Program Director, Dr. Paul Ortiz, as soon as possible.

**Attendance/Discussion/Response Papers**: (25%)

Each intern is required to work 6 hours a week for SPOHP. Time spent in training sessions at SPOHP does count toward weekly hours, whereas time spent on assigned readings does not.

Each student will be assigned a weekly schedule and desk/computer. These schedules will be created based on the availability provided by each student. It is important that we keep an organized schedule to accommodate our interns and staff. Remember: at the end of each shift, update your progress in the Work Log and Project Log (instructions at each computer). If you will be late or absent, please email the graduate coordinators.

Various weeks we will hold discussions based on weekly reading assignments. You will be assigned readings that will provide more detailed information about the process of oral history and some that supplement the projects and tasks you are working on.

You may access the required texts in a few ways:

- course reserve at Library West (ARES)
- the SPOHP office collection
- your own purchased copy

We will be reading chapters from the following works:

Donald A. Ritchie, *Doing Oral History*. New York: Twayne Publishers, 1995.

Billy Townsend, *Age of Barbarity: The Forgotten Fight for the Soul of Florida*. CreateSpace Independent Publishing Platform, 2012.

Alan Rosen, *The Wonder of Their Voices: The 1946 Holocaust Interviews of David Boder*. New York: Oxford University Press, 2010.

Stephanie Coontz, *A Strange Stirring: The Feminine Mystique and American Women at the Dawn of the 1960s*. New York, Basic Books, 2012.

Marjorie L. McLellan, "Case Studies in Oral History and Community Learning," *The Oral History Review*, Vol. 25, No. 1/2, Practice and Pedagogy: Oral History in the Classroom (Summer - Autumn, 1998), pp. 81-112

The dates for these discussions are provided in the syllabus. You will be expected to have read the assignment *before* arriving to class, and be prepared to participate in a discussion about the text.

Over the course of the semester, interns will write two short response papers. These will be reflections where you will share your thoughts on a reading/public program and on your interview experience. Detailed descriptions of each assignment will be emailed to all interns no less than two weeks before the essay is due.

**Interview Processing:** (20%)

To better understand how oral histories are created and processed, interns will have the opportunity to complete a transcript and audit edit of previously conducted interviews in the SPOHP collection. Interviews processing is a means of creating a written document that reflects an oral history interview. This makes it easier for students, teachers, and researchers to search and use oral history interviews in their work. The first training session will prepare interns for transcribing and audit editing, but remember that the Style Guide can answer many questions about formatting and technique.

**Conducted Interviews:** (15%)

Each intern will have the opportunity to conduct their own oral history interview. We will facilitate a research/interview training session to prepare each student for this task.

**Podcast and Video Projects:** (20% each)

One of SPOHP's primary goals is to make oral histories accessible to the public. Podcasts and video documentaries are both extremely useful tools in fulfilling that goal.

Podcasts are particularly useful in that they can provide instructors with ready-to-use content in the classroom. Interns' midterm project will be to create a podcast utilizing existing SPOHP content. We will provide a podcasting workshop to teach interns about the essential elements of a good podcast as well as how to use the audio-editing technology.

Video documentaries provide a visual way of utilizing and delivering oral content to a broad audience. We will provide a training session teaching interns how to video record their interviews, and then select material from those interviews to create both an individual and group video project.

**Schedule:****Week One (1/7-11):**

Orientation; Training Session: Interview Processing; start listening to potential content for podcast  
*Reading: Ritchie, Chapter One; Townsend—Yet to be determined*

<http://www.gainesville.com/article/20120415/opinion03/120419952>

**Week Two (1/14-18):**

Training Session: Podcasting (Isht) & Discussion: Townsend Readings (1/14)

**Public Program: Mississippi Panel (1/15); Lunch with Billy Townsend (1/16)**

*Reading: Ritchie, Chapter Two*

**Week Three (1/21-25):**

Martin Luther King Day (Monday no class); Intern office hours

*Reading: Ritchie, Chapter Five*

**Week Four (1/28-2/1):**

Training Session: Interview Basics (Ryan) (1/28)

**Week Five (2/4-8):**

Training Session: Interviewing (Dr. Ortiz)

*Reading: Rosen—Preface; Introduction; Ch. 2 pp50-51, 57-63; Ch.3 pp76-88; Ch. 5 pp149-154*

**Week Six (2/11-15):**

Discussion: Rosen Readings (with brief discussion of Ritchie & Yow, 2/11)

**Public Program: Dr. Alan Rosen (2/12)**

**Week Seven (2/18-22):**

**Podcasts DUE** (introduce project & present selected segment to group, 2/18)  
 Contact interviewees & schedule a time to do your interview (after 2/25 training session)  
*Reading: Ritchie, Chapter Four*

**Week Eight (2/25-3/1):**

Training Session: Principles of Shooting & Adobe Premiere (video editing software) (2/25)  
*Reading: Coontz—Author’s note; Introduction; skim Chapter 1 for context; Ch. 5-6*

**Week Nine (3/4-8):**

Spring Break (no office hours)

**Week Ten (3/11-15):**

Discussion: Coontz readings (3/11)  
**Public Program: Dr. Stephanie Coontz** (1/13)

**Week Eleven (3/18-22):**

Intern office hours  
*Reading: McLellan—“Community Based Oral History”*

**Week Twelve (3/25-29):**

Discussion with Dr. Ortiz about “Community Based Oral History”

**Week Thirteen (4/1-5):**

Intern office hours  
*Reading: Ritchie, Chapter Eight*

**Week Fourteen (4/8-12):**

Intern office hours

**Week Fifteen (4/15-19):**

**Video Project DUE** (introduce project & present segment to group, 4/15)

**Week Sixteen (4/22-26):**

**Final Wrap-up**