

The Oral History Connection: Engaging the Arts & Oral History for Community Dialogue.

HIS 4944, Section 05ED

HUM4930, section 2641

WST 4940 Sec 12D6

Mondays 11:45am-1:45pm, Pugh Hall

Track 1: also T/TH 4-6pm, Ustler Atrium

Instructors:

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Dr. Paul Ortiz

Course Description

Oral History is a powerful form of documentation. Combined with historical data, oral history offers a unique insight into our collective community history. But where do interviews go after they have been taken? How do we shed light on these stories, some of which collect nano-dust in digital archives? What is the relevance of oral history when exploring bigger social issues? In this course, students will experience the process of devising live performance derived from oral history and the humanities. Students may collect new interviews and/or use the extensive collection of interviews in the SPOHP archive to explore relevant social issues affecting our local, national, and global communities. Students will devise their own work and work on chosen platforms including but not limited to: theater, film/video, literary arts (poetry, short story, spoken word), blog and podcast, visual arts, photography and innovative combinations (photo/voice, etc.) of the arts and technology. Devised works will be exhibited online, on the UF campus, and in the community.

Objectives:

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.

Tracks: Students will select a track of focus from the following:

Track 1: Women's March Project

Building on an existing partnership between SPOHP and the Center for Women's Studies, students will translate their collected research and interviews from the January 2017 Women's March and Inauguration in Washington DC into an original theater/multimedia presentation. This work will be primarily exhibited at UF in the Center for Women's Studies. Several performances will be featured in Museum Nights at the Harn Museum as part of the "Becoming a Woman in the Age of Enlightenment" exhibit. The final performance will be in the Center for Women's Studies on Nov. 15.

Track 2: 5th Ave/Pleasant St. Heritage Trail

Grounded in a partnership between SPOHP, UF Center for Arts in Medicine (CAM), the Gainesville Community Redevelopment Agency (CRA), and the Fifth Avenue/Pleasant Street (FAPS) neighborhood, this project will be focused on researching and developing over 64 vignettes for a Historic/Heritage Walking Trail in the FAPS neighborhood. Participants will research the written, oral, photographic, and anecdotal history of several heritage sites and produce a dossier on each assigned site. Students will then develop the material into vignettes and produce an audio or video version of the vignette which will serve as the basis for the final vignette installed permanently on the trail.

Track 3: Immigration and Undocumented Populations On and Off Campus

This track is affiliated with the Diversity Project, which was initiated by Jeff Pufahl, as well as SPOHP's A People's History of the Gator Nation initiative. Interns will help to document the history of undocumented students at UF, producing materials for use in classroom discussion as well as training materials for staff and student organizations at UF. It is anticipated (still working out details) that we will partner with one or more organizations off campus to better document the experiences of undocumented families in Alachua County and wider North Florida as well.

Common Tasks:

Readings and Discussions
 Conduct an Oral History Interview
 Transcribe an Oral History Interview
 A performance, podcast, or video presentation

Grading:

Grading will be dependent on a **150 point scale**.

Attendance/Discussion:

Two unexcused absences from Monday class discussion meetings may result in a failing grade. If you will be late or absent, please email the instructors. Many 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. The required texts have been made available through Canvas (<http://elearning.ufl.edu/>).

The dates for 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.

Each intern is required to work 5 hours a week for SPOHP. Time spent reading for class and in class sessions at SPOHP does not count toward weekly hours.

Each student will sign up for their weekly hours for the semester, at specific desks/computers. These schedules will be influenced by 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 instructors.

Track 1: Attendance & Participation (30 pts)

Two points are awarded for each Monday group meeting class attended.

Research (40 pts)

Students will be asked to research and collect newspaper articles, images, etc from the march/inauguration and present them to the group for inclusion in the production. These artifacts will be collected and archived. **(10 pts)**

Students will conduct one 1-hr oral history interview **(10 pts)**

And transcribe that interview **(10 pts)**

Students will complete two transcriptions from archived WMOW interviews **(5 pts ea.)**

Rehearsal Attendance & Collaboration (60 pts)

Attendance at all rehearsals is mandatory and students are expected to arrive on time and ready to work and participate in all exercises, discussions, and rehearsals.

Exceptions can be made on a case-by-case bases providing the director is contacted BEFORE the rehearsal begins.

Students are expected to negotiate the difficult terrain of group collaboration with respect and care for each other. *Take Space/Make Space*: If you are outspoken and like to express your ideas take the space to do so, but also step back to allow quieter people to find the space to express their ideas.

Reflection Paper (20 pts)

Students will complete a 4-5 page paper at the end of the semester reflecting on their experience in the internship and production.

Track 2: Attendance & Participation (30 pts)

Two points are awarded for each Monday group meeting class attended.

Transcription (20 pts)

Students will fully transcribe one interview they conduct for the dossiers (10 pts)

Students will complete one transcription from an archived interview (10 pts)

Each student in the track is expected to complete

4 Heritage Trail Dossiers

Each Completed Dossier is worth **20 points (80 pts total)** and must contain:

Written History (from Newspapers, books, etc) **5pts**
At least 2 archived and/or conducted Oral Histories **10pts**
Photographs **5pts**

Final Project: Students will be expected to translate 1 Dossier into a 3-5 minute script which will be produced into an audio file or video file. **20 pts.**

Track 3:

Attendance & Participation (30 pts)

Two points are awarded for each Monday group meeting class attended.

Transcription (20 pts)

Students will fully transcribe one 1-hr interview they conduct for the project (10 pts)

Students will transcribe one archived interview on immigration or related topics (10 pts)

Research Design (20 pts)

Ongoing engagement with drafting and revising interview guides, ethical frameworks, and applying insights from input from stakeholders.

Interviewing and Community Engagement (60 pts)

Continued work with individuals, including outreach and engagement with stakeholders and community members, leaders of partnering and cooperating organizations, etc.

Each student will most likely target conducting at least five to six interviews over the course of the semester.

Final Project (20 pts)

We will hold meetings to discuss the options for final projects, but they will involve producing materials for training protocols at UF, as well as possibly awareness campaigns and relevant digital humanities production.

Schedule of Work

Week 1 Oral History Workshop I

Aug 21 Seminar (R): What is Oral History? Why do we do it? What is the value?
Introduction to the the SPOHP Oral History Collection

Watch/Listen: Joe McCloud clip

Exercise: Interview: The story of your name

Break into Project Teams	Track 1:	The Women's March
	Track 2:	The Heritage Trail
	Track 3:	Diversity/Immigration

Discuss and Introduce Projects

Assign Readings	1) Chafe et al. 2001 Remembering Jim Crow: African Americans Tell About Life in the Segregated South (excerpt)
	2) Basso, Keith 1996 Wisdom Sits In Places [excerpt from pp. 111-143]
	3)Something to Declare: Performing Oral History by Timothy Raphael Transformations: The Journal of Inclusive Scholarship and Pedagogy, 04/2006, Volume 17, Issue 1

Track 1 Sept. 22nd & 24 4-6pm MWOW Rehearsals, Ustler Atrium

Track 2 Select 5 Trail Sites and begin your research

Track 3 Meet to discuss project and develop agenda; begin research

Week 2 Oral History Workshop II

Aug 28 Seminar (R): Theory and History of Oral History (include basic methods)
What is the Role of Memory? Objectivity? Steering the narrative?

Exercise: Lincoln High module

Discussion: Readings 1,2,3

Assignment: Schedule and conduct an 30-45 min interview related to your project.

Project Updates and Discussion

Assign Readings: 4) Portelli, Alessandro
The Death of Luigi Trastulli.

5) Llona, Miren
2016 The Healing Effect of Discourses: Body, Emotions, and Gender Subjectivity in Basque Nationalism. *In* Memory, Subjectivities, and Representation: Approaches to Oral History in Latin America, Portugal, and Spain. Eds. Rina Benmayor, María Eugenia Cardenal de la Nuez, and Pilar Domínguez Prats. Pp. 77-92. New York and London: Palgrave.

Track 1 Sept. 29 & 31 4-6pm MWOW Rehearsals, Ustler Atrium

Track 2 Research and compilation of written materials

Track 3 Follow-up on priorities, drafting of materials, community engagement

Week 3 No CLASS Monday Sept. 4

Sept 6 ALL TRACKS: 5th Avenue walk, ideally in morning

Assign Readings: 6) Ritchie, Donald. Chapter 3: Conducting Oral History Interviews. *In* asdf

7) Anderson, Kathryn, and Dana C. Jack
1991 Learning to Listen: Interview Techniques and Analysis. *In* Women's Words: The Feminist Practice of Oral History. Pp. 11-26. Routledge: London.

Track 1 Sept 5 & 7 4-6pm MWOW Rehearsals, Ustler Atrium

Track 2 Research and compilation of written materials
 Track 3 Community engagement, preliminary interviews

Week 4 Oral History Workshop III

Sept. 11 Seminar (R) : Oral history methodology
 Discuss Readings 4,5,6,7

Interview Techniques and Training -- Practice Interview techniques

Assign Readings: 8) Fractious Action - Oral History Based Performance

9) Roadside Theatre, "Your Community"

Track 1 12 & 14 4-6pm MWOW Rehearsals, Ustler Atrium

Track 2 Research and compilation of archived Oral Histories

Track 3 Research, community engagement, interviews

Week 5 Oral History Workshop IV

Sept. 18 Seminar (J) Roadside Theatre & Story Circle Methodology
 Watch: Thinking Outside the Box - Diversity Project
 Roadside Theatre

Discuss Readings 8,9

Practice Story Circles
 (Introduce Arts Based Research Methods)

Assign Readings: 10) **Performing oral history: Storytelling and pedagogy**
 by Stucky, Nathan
 Communication Education, 01/1995, Volume 44, Issue 1

11) Verbatim Verbatim: Contemporary Documentary Theater –
 Chapter 1, Robin Soans

Track 1 Sept. 19 & 21 4-6pm MWOW Rehearsals, Ustler Atrium

Track 2 Research and compilation of archived Oral Histories

Track 3 Research, community engagement, interviews

Week 6 SPECIAL COLLECTIONS AND RESEARCH METHODS

Sept. 25 Seminar (J) Visit Smathers Library Special Collections
 **Ryan Away Discuss Readings 10, 11

Assign Readings 12) Gator Tales Transcripts/ listen to original interview

Track 1 Sept. 26 & 28 4-6pm MWOW Rehearsals, Ustler Atrium

Track 2 Field work: Interview and Collect Stories & Photos in the neighborhood with residents

Track 3 Research, community engagement, interviews; begin to draft campaign

Week 7 Oral History & Performance I

Oct. 2 Screen Gator Tales in Class
<https://youtu.be/U6BU6Vfxw1o> (1 hr, 58 min)

*Ryan Away

**Oct 4-8 OH Conference Minneapolis

Assignment: Find sections of GT transcripts/audio that they would've added, accentuated, replaced (match scene to transcripts)

Assign Readings: 13) Taking Their Place Among Giants: Performing Oral Histories of Pennsylvania's Black Freedom Struggle

Track 1 Oct. 3 4-6pm MWOW Rehearsals, Ustler Atrium

Oct. 5 NO REHEARSAL

Track 2 Field work: Interview and Collect Stories & Photos in the neighborhood with residents

Track 3 Research, community engagement, interviews, preliminary analysis

Week 8 Oral History & Performance II

Oct. 9 Gator Tales Panel Discussion with Kevin Marshall, M. Pinkney, White, Thompson
 Navigating collecting and producing narratives; authorship, subject & audience. What are cultural narratives?

Assign Readings: 14) Introduction to Twilight

15) Murakami Haruki and Anna Deavere Smith: Truth by Interview Naomi Matsuoka

Track 1 Oct 10 & 12 4-6pm MWOW Rehearsals, Ustler Atrium
 Track 2 Present Completed Dossiers
 Track 3 Conduct and present mid-semester analysis

Week 9 Oral History & Performance III

Oct. 16 Film: Anna Deavere Smith "Twilight"
<http://www.pbs.org/wnet/gperf/twilight-los-angeles-full-episode/3972/>

Discuss: Readings & Anna Deavere Smith

Assign Readings: 15) SOHP, "Press Record" podcast, episode 7: Oral
 History for Social Movement Building
<https://soundcloud.com/sohp/episode-7-oral-history-and-movement-building> (35 min)

16) TBA

Track 1 Oct. 17 & 19 4-6pm MWOW Rehearsals, Ustler Atrium
 Track 2 Finalizing Dossiers
 Track 3 Follow-up meetings with stakeholders, partners, collaborators; revisions

Week 10 Oral History & Social Justice I

Oct. 23 Social Justice and Oral History/Storytelling: What can you achieve?
 Social justice workshop of/with interns' work to date

Assign Readings: 17) a podcast? (Choice of SPOHP podcasts?)

18) Crafting an Agentive Self: Case Studies of Digital
Storytelling
 by Glynda A. Hull; Mira-Lisa Katz
 Research in the Teaching of English, 08/2006, Volume 41, Issue 1

Track 1 Oct 24 & 25 4-6pm MWOW Rehearsals, Ustler Atrium
 Track 2 Finalizing Dossiers
 Track 3 Follow-up or continued interviews or research; begin drafting final projects

Week 11 Oral History & Social Justice II

Oct. 30 Storytelling & Narrative Structures

Digital Storytelling

Watch: Lyfe n Rhyme: <https://www.youtube.com/watch?v=yfFg8zNkXZM>

The Power of Digital Storytelling:

<https://www.youtube.com/watch?v=jA2cTZK9hzw>

Assign Readings: 19) Roque Ramírez, Horacio N.
 2002 My Community, My History, My Practice.
 Oral History Review 29(2): 87-91.

20) Laramie Project Reading TBA

Track 1 Oct 31 & Nov. 2 4-6pm MWOW Rehearsals, Ustler Atrium

Track 2 Dossier Translation into Scripts/vignettes

Track 3 Continued work on final projects; interviews/research as needed

Week 12 Oral History & Social Justice III

Nov. 6 Watch: The Laramie Project
 Tectonic Theatre
 Hate Crime Legislation

Track 1 Nov 7 & 9 4-6pm MWOW Rehearsals, Ustler Atrium

Track 2 Dossier Translation into Scripts/vignettes

Track 3 Continued work on final projects; interviews/research as needed

****Nov 9 ALL TRACKS ATTEND 6-9pm perform MWOW Play at Museum Night's at
 the Harn Museum**

Nov. 11 All Tracks: Screening of *Telling: Gainesville* at the HIPP

Week 13 Oral History & Performance IV

Nov. 13 Discuss the Process of "Telling: Gainesville"
Panel Discussion with Scott Camil

Nov. 14 4-6pm MWOW Dress Rehearsal

****Nov. 15 ALL TRACKS ATTEND: Final MWOW Performance, 7:30pm Center for Women's Studies Atrium**

Track 1 Rehearsals and Performance

Track 2 Script Production of Podcasts and/s or Videos

Track 3 Continued work on final projects; interviews/research as needed

Week 14 Reflection & Discussion

Nov. 20 Discussion: MWOW Process and Performance feedback

Track 1 Write 3-4 page reflection paper on process and experience

Track 2 Script Production of Podcasts and/s or Videos

Track 3 Continued work on final projects; interviews/research as needed

Week 15 Presentations

Nov. 27

Track 1

Track 2 Dossier Presentations

Track 3

Week 16 Presentations

Dec. 4

Track 1

Track 2

Track 3 Final Presentations

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 us 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 the instructors or program director Dr. Paul Ortiz as soon as possible.

Grades:

Each intern will earn a letter grade for their internship at SPOHP. Grades will be assigned according to the following scale.

A	93-100	A-	90-92	F	<64
B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72
D+	68-69	D	66-67	D-	64-65

Grade Points:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-
4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67