



SPOHP Fall 2019 Internship Syllabus
AFA 4940, sec. 01B4
Oral History and Social Justice
Wednesdays, periods 6-7 (12:50pm-2:45pm)
Pugh 240



Internship Description

This is an oral history internship that operates on a classroom model; we meet once a week on Wednesdays, and then interns spend five hours a week doing SPOHP work—which includes work directly relevant to internship projects as well as for the functioning of the wider office. Our work will be in accordance with the Oral History Association’s Principles and Best Practices, and as this is an oral history program, we will talk about methodology, memory studies, and other theoretical and practical aspects of oral history.



Our focus in this internship is the possibilities for interrelationships between oral history and social justice organizing and activism. These interrelationships can take many forms, and we will explore these collectively as a cohort, as well as through collaborative groupwork and your own individual application of the skills and knowledge that we develop in the classroom.

Oral history has long been associated with social justice in one respect or another, but the substance and the nature of that association have been and continue to be the grounds for robust debate, raising questions about scholarship and activism, power relations of the interview and the archive, the role of the academy in wider society, and much more besides.

The design for this internship is intended to be organic, so some aspects of scheduling or of the work that we focus on may evolve as we go forward in the semester and determine our priorities through the successes and failures of particular efforts, or as opportunities present themselves. Such fluidity and flexibility is part of experiential learning and fieldwork-based research, and is invariably part of substantive community engagement.

UNIVERSITY POLICIES AND RESOURCES

Attendance and make-ups

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

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. For more information see <http://www.dso.ufl.edu/drc>.

Academic Integrity

“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/scer/process/student-conduct-honorcode/>) 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.

Resources Available to Students

Health and Wellness

- *U Matter, We Care*: umatter@ufl.edu; 392-1575
- *Counseling and Wellness Center*: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575
- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center; 392-1161
- *University Police Department*: <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

Academic Resources

- *E-learning technical support*: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>; \ 352-392-4357 (opt. 2)
- *Career Resource Center*: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601
- *Library Support*: <http://cms.uflib.ufl.edu/ask>
- *Teaching Center*: Broward Hall; 392-2010 or 392-6420
- *Writing Studio*: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/>; 846-1138

Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact your Undergraduate or Graduate Coordinator or Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 392-1261). For further information refer to https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf (for residential classes) or <http://www.distance.ufl.edu/student-complaintprocess> (for online classes).

Internship objectives:

Students in this internship will:

- Learn the basics of oral history theory and methods
- Learn how to conduct and transcribe an oral history interview
- Develop digital humanities skills, such as podcasting and audio editing
- Contribute to the workflow of SPOHP
- Participate in community-engaged research

Assignments:

*Note: Interns are expected to assist in promoting SPOHP public events, and attend the events to table, help direct parking, etc. These activities can be included as part of the weekly work log.

Assignment Description	Due	Points
Attendance and Participation	Every week (13 weeks)	(10 ea.) 130
Weekly Reading Responses	Weeks 2-7, 10-12	(10 ea.) 90
Weekly Work Log	Weeks 1-14	(15 ea.) 210
Practice Interview	Mon, Sep 9, COB (Week 4)	20
Interview Listening Reflection	Tues, Sep 10 at midnight (Week 4)	50
Transcript	Tues, Sep 17, COB (Week 5)	50
Audio Clip Assignment	Wed, Sep 25 at midnight (Week 6)	20
Prospectus (incl. written portion and presentation)	Wed, Oct 2 in class (Week 7)	30
Organizers and Activism Project		50
Annotated Bibliography/Resources Consulted		50
Interview	(Week 12)	50
Final Project	Wed, Dec 11 at midnight (Week 17/Finals Week)	150
Final Project Public Presentation	TBD (Week 17/Finals Week)	50
Final Reflection Paper	Thu, Dec 12 at midnight (Week 17/Finals Week)	50
Total:		1000

Grading Scale

The grade scale for this course is as follows:

A = 100-93 C(S) = 76-73
A- = 92-90 C-(U) = 72-70
B+ = 89-87 D+ = 69-67
B = 86-83 D = 66-63
B- = 82-80 D- = 62-60
C+ = 79-77 E = 59-0

Note to enrolled undergraduates: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Attendance and participation

You are expected to attend every Wednesday meeting session, and to actively participate—which means doing the readings and weekly reading responses (see below) and engaging with your colleagues' thoughts and ideas in relation to the readings.

Weekly reading responses on Canvas

The weeks that these are due will be viewable on Canvas. You are to write a reflection at least a paragraph in length, no longer than a page, and include at least two discussion questions that we can consider in class. These responses are due on Canvas by **midnight the night before the class in which we'll discuss them.**

Weekly work log

Each week, interns are expected to spend five hours doing work for the internship. This does *not* include assigned readings or weekly reflections, unless specified otherwise for a given week if the reading load is especially burdensome. It does, however, include most of the other work you are expected to do, and with instructor's discretion it *can* include additional reading or research that you may conduct for the sake of your projects.

Some weeks, there will be particular tasks assigned for the work log. **They will not necessarily fill up all five hours**, so you may still need to find other things to do. So, for the weeks that you are required to keep a work log—basically Weeks 1 through 14—make sure to turn your log in at the end of that week on Canvas.

The work log needs to include:

What you did—with some description

When you did it (Day/time)

Some thoughts or reflections on what you were learning, what it contributed, etc.

The reflection aspect can help later in evaluating your overall work in the course, so this can also be where you express concerns, doubts, struggles, etc.

We may need to add to or modify the list of work log-acceptable activities, but some of the things include (and are listed separately on Canvas in greater detail):

- Transcription, audio logging, timecode recording, etc.
- Conducting new interviews
- Necessary background research for interviews or the final project [consult with me first]
 - However, you may need to be able to share notes with everyone
- Promoting SPOHP and SPOHP events (tabling, flyering, etc.)
- Attending and assisting at SPOHP events
- Podcasting—from the writing to the audio editing and production stages
- Other digital humanities work
- Graphic design work if we have need of specific visuals (logos, banners, flyers, etc.)
- Creating lesson plans or teaching modules
- Community engagement and service work [consult with me first]

Transcript (assigned)

You will each be assigned an hour-long (or, one hour's worth) SPOHP interview to transcribe before class in Week 5 so that we can discuss them. Transcripts will need to be completed in

accordance with the SPOHP Style Guide, which can be found in .pdf on the Share Drive. You will be expected to put the transcript on the SPOHP Share Drive in the appropriate location, as well as posting it on Canvas.

Your transcript will be graded for adherence to the Style Guide; poorly-formatted transcripts are unlikely to receive full credit.

Conduct an interview of your own

Everyone will conduct at least one in-person interview for this internship. (You are welcome to do more than that, and can also conduct phone interviews in addition to the in-person interview.) When conducting interviews, you are required to obtain the interviewee's informed consent and for both they and you to sign our release form, the SPOHP Creative Commons license, so that the interview can become part of our public archive. Before conducting an interview, read the Oral History Association's Principles and Best Practices document: (<http://www.oralhistory.org/about/principles-and-practices/>)

To conduct an interview, you need to check out a recorder from either Deborah Hendrix or myself, and return it to Deborah with the CC license dated and signed. *The interview does not count for the assignment if we do not have the Creative Commons license.* If you need to conduct the interview in our office—including if it's a phone interview, which can only be done at SPOHP—then *make sure* to reserve a space through Deborah and our office manager, Tamarra Jenkins.

You will select one interview to be graded—if you do more than one, you can choose which one. The grade will be based on how well you apply the basic principles and ethics of interviewing that we discuss in class, and incorporate the following elements:

- Interview guide, tailored to the interview as appropriate
- Interview itself
- Abstract
- Transcript

Final project

Final projects often take the form of a podcast, but there are many alternative options as well, as we will discuss—including art projects, videography and documentary production, posters, websites, and so on. Work on the projects is very welcome to be collaborative, so long as your contributions are clear and identifiable. Your work throughout the semester is expected to build toward this project.

Final reflection paper

At the end of the semester, you will be expected to write a final reflection paper discussing your experiences in the course—what you learned, what you struggled with, what was successful, what was less successful, how you felt about your work and your final project, etc.

The final reflection paper should be turned in on Canvas by Thursday, December 12 at midnight. It should be at least three double-spaced pages (1" margins, Times New Roman or equivalent 12-point font—all the typical stuff).

Week 1 (August 21)

Introductions—to each other, to the internship, to SPOHP overall
And of course, an introduction to oral history

Work log:

You get full credit for the work log if you:

- 1) Log into the Share Drive
- 2) Introduce yourself to Deborah Hendrix, Tamarra Jenkins, and 3 other SPOHP staff
- 3) Watch Ortiz and Hendrix videos

Ortiz: <https://youtu.be/QwjIeMubog4>

Hendrix: <https://youtu.be/i0zSwE8Njtk>

Readings for next week:

Dan Kerr 2016, “Allan Nevins Is Not My Grandfather”

Sujatha Fernandes 2017, *Curated Stories*, Chapters 1 and 2

Sarah Loose and Amy Starecheski 2018, “Oral History for Building Social Movements”

Optional: Paul Ortiz 2014, “Tearing Up the Master’s Narrative”

Week 2 (August 28)

Oral history as an interdisciplinary field of research
Complexities of firsthand narrative and testimony
The possibilities for and challenges to oral history and activism

Work log:

Consult new interviewing handbook and 1-pager on interviewing

Read OHA Principles and Best Practices documents and describe a few of the highlights or reflect on specific things that stood out to you.

Also, read the Stephens 1960 reading posted under Week 3 on Canvas, and then listen to and read along in the transcript with AAHP 374 Priscilla Stephens Kruize

You can optionally also consult some of the resources listed here:

(<https://www.oralhistory.org/web-guides-to-doing-oral-history/>). But if you do and you wish to claim that time for the work log, you are expected to offer an assessment that includes specific details.

Readings for next week:

Dan Kerr 2003, “We Know What the Problem Is”

Kathryn Anderson and Dana Jack 1991, “Learning to Listen”

Donna Haraway 1988, “Situated Knowledges”

(plus reading/interview included in work log, but you can count those for your work log hours)

Week 3 (September 4) - Interviewing Workshop

**** SPECIAL LOCATION: Pugh 210 ****

“Objectivity,” “subjectivity,” and oral history interviews

Workshop: interview methods and ethics, and direct training in using SPOHP equipment

Work log:

Conduct a practice interview with a partner (30 minutes minimum; no maximum length)

Readings for next week:

Select at least 3 interviews from those posted for Week 4 on Canvas. You are expected to listen to the audio while reading at least one of the transcripts; for the others, you are expected to read the transcripts but may skip the audio if you want to save time. Take some good notes so you can put meaningful details in your **Interview Listening Reflection paper**, which you need to submit through Canvas by noon before class next week.

Week 4 (September 11)

**Due on Monday (Sep 9) at COB:
Practice interview**

**Due Wednesday (Sep 11) at noon:
Interview Listening Reflection Paper**

Discuss main themes from the interviews you consulted

Debrief on the practice interviews

Work log:

No specific requirements. (But make sure to get that transcript done! And you can get a jump on the audio clip assignment, too.)

Readings for next week:

Dream Defenders 2018, *The Freedom Papers*

Barbara Ransby 2016, *Making All Black Lives Matter*, Ch. 1

Dir. Sanjay Rawal 2017, *Food Chains*. 1 hr, 23 min (<https://youtu.be/6vw-qTCW8f0>)

Week 5 (September 18)

**Due on Tuesday (Sep 17) at COB:
Transcript**

Discussion of the readings and possible roles for oral history—in terms of archives, digital humanities production, community engagement, etc.

Discussion of the transcription process and interview processing ethics and aesthetics

Interviews assigned

Work log:

No specific assignments (but don't forget the Audio Clip assignment).

Readings for next week:

Daniel Hunter 2015, *Building a Movement to End the New Jim Crow*

Week 6 (September 25)

**Due on Wednesday (Sep 25) at midnight:
Audio Clip Assignment**

Discussion on organizing and oral history with guest speakers TBA

Work log:
No specific requirement or assignment.

Readings for next week:

Listen to each others' selected audio clips

Week 7 (October 2)

**Due Wednesday (Oct 2) before the start of class:
Prospectus**

Discussion of audio clips, discussion of 'Organizers and Activism' project
Prospectus lightning roundtable regarding final projects

Work log:
No specific requirement or assignment.

Readings for next week:

Whatever you're working on

Week 8 (October 9) – Instructor in Nevada

Work independently on Organizers and Activism project and final projects
You are free to use class time for meetings—either at SPOHP or with organizers

Work log:
No specific requirement or assignment.

Readings for next week:

Whatever you're working on

Week 9 (October 16) – Instructor in Nevada and at OHAs

Work independently on Organizers and Activism project and final projects

You are free to use class time for meetings—either at SPOHP or with organizers

Work log:
No specific requirement or assignment.

Readings for next week:
Katherine Borland 1991, “That’s Not What I Said”
Katherine Borland 2018, “A Reprise 25 Years On”
Valerie Korinek 2018, “Locating Lesbians, Finding ‘Gay Women’”

Week 10 (October 23)

Discussing and reassessing power dynamics of interview and analysis within the complexities of narratives and activism. How can you respectfully disagree with a narrator or view things from a different angle without distorting or erasing their voice and their narrative?

Also: whatever you all want to bring to the table.

Work log:
No specific requirement or assignment.

Readings for next week:
Alessandro Portelli 1981, “The Death of Luigi Trastulli”
Optional Miren Llona 2016, “Polixene Trabudua”

Week 11 (October 30)

Thinking about narrative and meaning, particularly in relation to organizing and resistance

Work log:
No specific requirement or assignment.

Readings for next week:
TBA

Week 12 (November 6)

TBA

Work log:
No specific requirement or assignment.

Readings for next week:

TBA
Week 13 (November 13)
TBA
Work log: No specific requirement or assignment.
Readings for next week: TBA
Week 14 (November 20)
TBA
Work log: No specific requirement or assignment.
Week 15 – Thanksgiving, no class Wed Nov 27
No work log, but make sure to do what you need to for your final project. Also: Thanksgiving is a racist holiday invented to legitimize settler colonialism
Week 16 (December 4)
In-class discussion/presentation of final projects with peer feedback.
FINALS WEEK (Dec 9 – 13)
Due Wednesday, Dec 11 at midnight: Final Project
Due Thursday, Dec 12 at midnight: Final Reflection Paper
Final Project public presentation event—date TBD