

**Local and Oral History
HIST 3309**

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Office Hours: M-F 9:00-10:00am virtually or by appointment.

Department: History

Class meeting time and place: Tuesdays and Thursdays, 11:00am-12:15pm, Ferguson 474

COVID-19 MASK POLICY:

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

- <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>
- <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>

Virtual Office/Student Hours: Given the Covid-19 pandemic I will conduct office hours virtually. The simplest way to arrange a meeting, especially if you'd like to chat via Zoom, is to email me at sandulpj@sfasu.edu and tell me you'd like to schedule a meeting. I will then send you a link for zoom. Note that I will always make myself available to you via virtual office hours (and by email). All you need to do is to email me about an issue or topic and we will set up something.

Course Description:

An introduction to the varied uses and values of local and oral history. First, the study of local history considers bringing together representations about the past, both amateur and academic, that share a relationship to a specific place. Second, oral history represents a unique historical source that is both similar to and different from other more traditional historical sources. Local and oral history, considered together, are intimately related as historians, particularly public historians, are often asked to research and document specific place-based histories (to which oral history is often utilized to do so). More excitingly, the course offers students the opportunity to become practicing local and oral historians by working with and interviewing local individuals in and around East Texas.

Program Learning Outcomes:

The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:

1. Interpret the past in context.
2. Understand the complex nature of the historical record.
3. Engage in historical inquiry, research, and analysis.
4. Craft historical narrative and argument.
5. Practice historical thinking as central to engaged citizenship.
 - This course will focus on PLOs 1-5.

Student Learning Outcomes:

Students who successfully complete History 3309 will be able to:

- Develop written assignments and participate in class discussions that define, describe, analyze, and critique the value of local and oral history, as well as their relationship to public history.
- Create local and oral history projects that apply and demonstrate command of the best practices associated with local and oral history.
- Explain the differing ramifications of local and oral history for people of varying ethnic, socio-economic, cultural, sexual, and gender backgrounds, particularly as these phenomena are affected by, and affect, the practice of both local and oral history.

Texts and Materials (Provided by Professor via Bright Space [D2L])

1. Carol Kammen, *On Doing Local History*, second edition (Walnut Creek, CA: AltaMira Press, 2003).
2. David E. Kyvig, Myron A. Marty, and Larry Cebula, *Nearby History: Exploring the Past Around You*, third edition (Lanham: Rowman & Littlefield, 2010).
3. Donald A. Ritchie, *Doing Oral History*, third edition (New York: Oxford University Press, 2015).
4. Paul Thompson, *The Voice of the Past: Oral History*, third edition (New York: Oxford University Press, 2000).
5. Various Assigned Readings.

Course Requirements and Grading Policy:

Requirement	Points	Grading Scale
Participation	100	A = 900-1000 pts B = 800-899 C = 700-799 D = 600-699 F = 0-599
Reflections	150	
Essay Exam on the Value and Difficulties of Doing Local History	100	
Local History Project	200	
Essay Exam on the Value and Difficulties of Doing Oral History	100	
Oral History Practice Interview	75	
Oral History Peer Review	75	
Oral History Project	200	
Total Points	1,000	

Attendance Policy:

Students should attend all classes.

Participation (out of 100 points overall):

All students must do the following to participate in this course successfully:

- Prepare by thoroughly reading any and all the assigned materials and have a solid understanding of the big-picture of the readings as well as the details;
- As listed on the course schedule, each student must write down two topics to discuss concerning the readings and to which will be placed on the board at the start of the class;
 - Some ideas for types of topics to discuss include, but are not limited to: delving deeper into a particular research area; exploring the evidence the author/s provide for any of their conclusions; expanding on an implication of any particular reading; exploring the implications of any particular reading for understanding both the discipline of history broadly conceived and for different disciplinary areas; or for how the research could be applied in a variety of different capacities; (obviously, the possibilities are endless);

- Each student must provide insights, questions, and answers to posed questions from the professor and fellow students in general; and
- Actively listen to fellow group participants and respond to each other's comments rather than just bringing your own comments to the table.

For **weeks 1, 2, 3, 4, 6, 7, 8, 10, 11, and 16** you will grade yourself for participation that week (it will be out of **10 points each; so, 100 total points**). Simply inform me of how many points you earned and, briefly, why (tell me in an email within a week). If you miss class, consult with me on making up points (I will likely have you write a short review/reflection paper—that is harder than attending class!).

Reflections (out of 150 points overall):

Throughout the semester (as listed on the course schedule) you are to turn in a reflection of a few typed pages concerning the class readings, discussions, and/or activities. Let me be very clear: I am not grading you *per se* on the quality of your reflections, nor scanning for accuracy. Nevertheless, you will need to be nuanced and sophisticated nonetheless to show me this was not something you pieced together at the last second and that you, for at least a bit, seriously contemplated the readings, discussions, and/or activities. This is scheduled for **weeks 3, 4, 10, 11 and 12** (so, **five times at 30 points each for a total of 150 points**).

Note #1: Reflections are to be turned in through the Bright Space (D2L) that correlates with this course. There you will find under the “Course Tools” section on the banner running atop the page a “Dropbox” section. Go there and locate the appropriate week and folder to upload your reflections.

Note #2: Format for all papers.

- Times New Roman, 12-point font
- 1-inch margins all around
- Title Page (Center Justified):
 - Original title
 - Name
 - Course
 - Date
- Body of paper Left Justified
- I prefer endnotes at the end of a paper (begin at the start of a new, separate page), but footnotes at the bottom of a page are acceptable too.
- Bibliography (begin at the start of a new, separate page)
 - Use *Chicago Manual of Style* for Notes/Bibliography
- **For help with writing and with notes/bibliography see Sandul Style Guide on Bright Space [D2L]).**

Essay Exam on the Value and Difficulties of Doing Local History (100 points):

This take-home essay exam concerns the value and difficulties of doing local history. Write an essay, in about 2,000 words, that answers the question: "What is local history and what is its value?" Be sure to include (1) references to the materials read (you will lose points if you do not), (2) a discussion on the how-to's of local history and its difficulties; and (3) references to at least one short local history book from a list I provided you on Bright Space (D2L).

Note: Essay Exams are to be turned in through the Bright Space (D2L) that correlates with this course. There you will find under the "Course Tools" section on the banner that runs atop the page a "Dropbox" section. Go there and locate the appropriate Essay Exam folder to upload your essay. **Also note the proper format as listed above (p. 3).**

Local History Project (200 points):

Working in teams (to be determined), choose one of the following projects:

- A Local Company Study: Look over the collections at the East Texas Research Center (ETRC) and select a local industry, or several industries, and make a comprehensive study. The point is not to replicate company histories that are often provided for by the ETRC but to try and get information about workers, types of jobs available, presence of women and/or minorities on the job, working conditions, unionization, attitudes of management, the items produced, and contributions to the community by the company in question. Be sure to consult not just the company records, but also look for city directories, which often identified residents' occupations (and can also show if the workers were concentrated in one or more neighborhoods), the census, which also might list data about local work and employment, and local newspaper files.
- A Local Organization Study: Essentially the same as the local company study described above, but focused on either a specific club (e.g., Cum Concilio Club), church (e.g., Zion Hill Baptist Church), or organization (e.g., Nacogdoches Boosters). Again, the point is not to just provide an organizational history, but to provide some information on membership, activities, and relationship with the local community.
- A Neighborhood/District Study: Look at a local neighborhood/district today and study how it grew and how it maintained its identity (if it did). If neighborhood/district lines changed, or if new focal points emerged, determine what they have been. Questions to consider include: what gives this particular area its character? Was/is the area identified with a particular racial, ethnic, occupational, and/or religious group? What was/is its economic status? What styles of architecture are evident, and what mix of buildings can be found? Be sure to consult sanborn maps, city directories, and the census, along with any relevant information in local history books and/or records. If you can, consider interviewing a local resident with long-term attachments to the area in question.
- Other: Much more can be done, of course, and can be discussed more in class.

What to do:

Write one collaborative/team essay of about 2,000 words presenting your findings, as well as make a presentation of your findings to the class as listed on the course schedule. This is to be turned in through the Bright Space (D2L) that correlates with this course. There you will find under the "Course Tools" section on the banner that runs atop the page a "Dropbox" section. Go there and locate the appropriate folder on "Local History Project" to upload your essay. **Also note the proper format as listed above (p. 3).**

Essay Exam on the Value and Difficulties of Doing Oral History (100 points):

This take-home exam concerns the value and difficulties of doing oral history. Write an essay, in about 2,000 words, that answers the question: "What is oral history and what is its value?" Be sure to include (1) references to the materials read (you will lose points if you do not), (2) a discussion on the how-to's of oral history and its difficulties, and (3) references to at least one oral history you have listened to and reviewed from a list I provide to you on Bright Space (D2L). More details will be discussed in class.

Note: Essay Exams are to be turned in through the Bright Space (D2L) that correlates with this course. There you will find under the "Course Tools" section on the banner that runs atop the page a "Dropbox" section. Go there and locate the appropriate Essay Exam folder to upload your essay. **Also note the proper format as listed above (p. 3).**

Oral History Practice Interview (75 points):

Interview someone/anyone (I know people if you want help!). Whatever the case, you must interview someone for at least thirty minutes by the date listed in the course schedule. Note that peer reviews of the practice oral histories start the following week so each student will need to finish timely (listed on the course schedule) so that whomever is assigned to review your interview has the time necessary. So, however you arrange it, you will need to get your reviewer and the professor a copy of the audio of your interview by the date listed in the course schedule.

Oral History Peer Review (75 points):

You will be paired with a classmate for whom you will peer review. In about a 500 to 1,000 word essay analyze and critique the interview that focuses on: the interviewer's style and questions; question quality; interviewer presence; sound quality; and what the interviewer did well and poor, why or why not, and what would you do different (or not) and why. As listed in the course schedule, you will present your peer review to the class. **Also note the proper format as listed above (p. 3).**

Oral History Project (200 points):

Members of the local community have agreed to work with the students of this course by consenting to be interviewees. Indeed, this project complements current efforts to gather new materials by the East Texas Research Center and others, as well as to identify and preserve resources important to history and the residents of East Texas. Specifically, you are required to interview one community member (a list will be provided) for approximately one hour. While much of the details for this assignment will be discussed in class, this oral history interview is the culmination of all your preparation, reading, and hard work.

- **See the handout on Bright Space (D2L) for this project to see what you are to turn in, exactly.**

Course Calendar:

Week	Tuesday	Thursday
1	1/12: Introductions	1/14: Local, Oral, and Public History. Read and discuss Ch. 1 of <i>Doing Oral History</i> ; and Ch. 1 of <i>Nearby History</i> . Don't forget to write two questions on the board concerning the readings.
2	1/19: Guest Lecture on Nacogdoches History by Dr. Scott Sosebee,	1/21: The Value of Local History. Read and discuss chs. 1 and 3 of <i>On Doing Local History</i> ; and ch. 2 of <i>Nearby History</i> . Don't forget to write two questions on the board concerning the readings. Divide into teams for Local History Project.
3	1/26: No class: schedule visit to ETRC. * Turn in Reflection for Week 2.	1/28: Finding and Analyzing Local History I. Read and discuss chs. 3-5 of <i>Nearby History</i> ; and ch. 6 of <i>On Doing Local History</i> . Don't forget to write two questions on the board concerning the readings.
4	2/2: Guest Lecture on Nacogdoches Architecture by Dr. Perky Beisel * Turn in Reflection for Week 3.	2/4: Finding and Analyzing Local History II. Read and discuss chs. 7-10 of <i>Nearby History</i> . Don't forget to write two questions on the board concerning the readings.
5	2/9 & 2/11: No class this week ; spend out of class time working on local history project	
6	2/16: Lecture on Oral History	2/18: Big Picture/What is Oral History. Read and discuss: Appendix 1 of <i>Doing Oral History</i> ; and Thompson, <i>The Voice of the Past</i> , chs. 1-3, peruse/scan ch. 4. Don't forget to write two questions on the board concerning the readings.
7	2/23 and 2/25: Turn in and Present Local History Projects	
8	3/2: Lecture on How to Interview	3/4: Doing Oral History. Read and discuss ch. 3 of <i>Doing Oral History</i> ; ch. 7 and pp. 309-323 of <i>The Voice of the Past</i> ; Ch. 3 of <i>Oral History in Texas (How to Interview)</i> ; and Baylor Intro, pp. 8-11. Don't forget to write two questions on the board concerning the readings. * Turn in Essay Exam on the Value and Difficulties of Local History by Fri., 3/5.
9	3/9 & 3/11: No Class this week for Spring Holidays	
10	3/16: No class : Do readings about transcription and read some transcripts from list provided on handout "Oral History Websites" * Turn in Reflection on Week 7.	3/18: Law and Transcript. Discuss legal forms and have read and discuss chs. 4 & 8 of <i>The Oral History Manual</i> ; Baylor's Style Guide for Transcription; ch. 32 of <i>Oral History Reader</i> (Samuel); and "Processing" and "Legal Concerns," pp. 51-69 in ch. 2 of <i>Doing Oral History</i> . Don't forget to write two questions on the board concerning the readings.

11	3/23: Lecture on an oral history case studies: Oral History Projects in Nacogdoches. * Turn in Reflection on Week 10.	3/25: Oral History, Memory, and Activism. Read and discuss ch. 6 of <i>Oral History Reader</i> (Portelli); ch. 8 of <i>The Voice of the Past</i> ; "In the Pines"; "Of Sharing Authority"; and Ch. 12 of <i>Oral History and Public Memories</i> (Kerr). Don't forget to write two questions on the board concerning the readings.
12	3/30 & 4/1: No class this week ; spend out of class time working on practice oral history assignment. * Be sure to have your practice oral history completed and turned in to the professor and to your peer reviewer by Friday of this week. * Turn in Reflection on Week 11 by Tues., 3/30	
13	4/6: No class , spend time listening to peer's practice oral history and writing peer review	4/8: Turn in and Present Peer Reviews of Practice Oral Histories
14	4/13 & 4/15: No class this week ; spend out of class time working on oral history project. * Turn in Essay Exam on the Value and Difficulties of Oral History by Friday of this week as well.	
15	4/20 & 4/22: No class this week ; spend out of class time working on oral history project. * Be sure to have your interview completed and an audio copy turned in to the professor before this week ends.	
16	4/27 & 4/29: Present Oral History Projects	
17	Finals Week: Final Oral History Project Materials Due by Wednesday, May 5	

Explanation of credit hours awarded for course:

This is an upper-level history course. Upper-level lecture courses in history meet for 150 minutes each week for 15 weeks and also meet for a 2-hour final examination. Students typically have weekly reading assignments from a combination of textbooks, monographs, scholarly articles, primary document collections, and supplemental materials (biographies, historical novels, memoirs, etc.). The level of reading is more advanced than that required in lower-level surveys, and the number of pages students are required to read is generally higher. Typical upper-level courses require students to take 2-3 essay exams per semester, in addition to the final exam, which is also generally a written exam. In addition, out-of-class writing assignments (book reviews, biographical sketches, research papers, etc.) are typically required in upper-level courses. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Combined, studying for exams, doing the required reading, completing writing assignments, and consulting with course instructors average two hours of work outside the classroom for every hour spent in the classroom. Online sections of upper-level courses contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 150 minutes per week. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students. Thus, for every hour an online student spends engaging the content in the modules, he/she spends at least two hours completing associated activities and assessments.

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at <http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf>

Withheld Grades (*Semester Grades Policy, A-54*)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.