

LSC Use Only Proposal No: _____ UWUCC Use Only Proposal No: 14-1167
 LSC Action-Date: _____ UWUCC Action-Date: AP 2/10/15 Senate Action Date: App. 4/28/15

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit History	Phone 7-2436

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title: _____

Proposed course prefix, number and full title, if changing: **HIST 423 – Oral History Practice**

2. Liberal Studies Course Designations, as appropriate
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills Knowledge Area Global and Multicultural Awareness Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

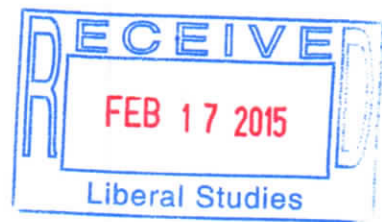
4. Program Proposals

Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		<u>11-12-14</u>
Department Chairperson(s)	<i>Robert Hartman</i>	<u>11-12-14</u>
College Curriculum Committee Chair		
College Dean		
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Schriest</i>	<u>2/17/15</u>



SAMPLE SYLLABUS OF RECORD

I. Catalog Description

HIST 423 Oral History Practice

3 class hours
0 lab hours
3 credits
(3c-01-3cr)

Prerequisites: Sophomore standing, 3cr of college history

Introduces the practices of collecting and preserving oral histories, as well as the research and public use of oral histories. None of the Public History courses (HIST 420, 421, 422, or 423) may be counted towards the B.S.Ed. in Social Studies Education/History Track. Only one may be counted towards the History B.A. or the B.A. in History/Pre-Law Track.

II. Course Outcomes:

By the end of the course, students will be able to:

1. Describe the best practices and principles associated with the practice of oral history.
 2. Assess the importance of oral histories in historical research and writing.
 3. Assess the importance of oral histories in preserving and presenting history and the human experience for a public audience.
 4. Analyze the intellectual, professional obligations of an oral historian.
 5. Apply relevant digital and other skills associated with the practice of oral history.
 6. Design and participate in an oral history project.
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- 1) Students will become informed learners. The course will explore the practice and use of oral history. They will also learn how oral histories are used in historical research and writing.
 - 2) Students will become empowered learners. The course explores the importance of oral history and oral historians in collecting, preserving and presenting history and the human experience for a public audience. Students will combine classroom instruction in oral history method with practical experience participating in an oral history project.

- 3) Students will become responsible learners. Oral historians are civically engaged individuals. Through various modes of instruction, students will demonstrate the values of becoming an oral historian who has an obligation to both the profession(s) as well as the community/ies in which they work and live.

III. Course Outline

Week 1: What is Oral History?

Ritchie, Introduction, chapter 1, and Appendix 1

Shopes, “What is Oral History?” “How Do Historians Use It?” and “Interpreting Oral History”

Week 2: Setting Up and Oral History Project and the Importance of Informed Consent

Ritchie, chapters 2 and 5; and, pp. 215-221

IRB readings on D2L

Week 3: Conducting Interviews

Ritchie, chapter 3 and Appendix 2

Shopes, “Who Is Talking?” “What Are They Talking About?” “Why Are They Talking?” “What Are the Circumstances of the Interview?” “Summary of Questions to Ask” and “Model Interpretation”

Week 4: Research

Instructor guided subject research for oral history project

Week 5: Interview Techniques

“Oral History in Texas – How to Interview” [D2L]

Ryan, “I Didn’t Do Anything Important” [D2L]

IRB forms due

In-class work with completed research

Formulate interview questions

Week 6: Reticence and Other Concerns

Layman, “Reticence in Oral History Interviews” [D2L]

Sheftel and Zembrzycki, “Only Human...” [D2L]

In-class work with completed research

Revision of interview questions

Week 7: Philosophical Concerns

Kirby, “Phenomenology and the Problems of Oral History” [D2L]

Coordinating interview schedules

Week 8: Transcription Methods

Baylor Oral History Transcription Style Guide

Read the Baylor University “Introduction to Oral History” to stay fresh.

Week 9: Preserving Oral History for Research and Public Use

Ritchie, chapter 6

Interviews

Week 10: Research and Public Uses of Oral History

Ritchie, chapters 4 and 8

Interviews

Week 11: History and Memory, Part I

Hamilton and Shopes, contributors (p. 293-296), Introduction and Part I

Interviews

Week 12: History and Memory, Part II

Hamilton and Shopes, Part II

Interviews (if needed)

Week 13: History and Memory, Part III

Hamilton and Shopes, Part III

Interviews (if needed)

Week 14: Difficult History and Social Justice

Tateishi, *And Justice for All*

Internment Camp Oral History Reading – TBA and on D2L

FINAL EXAM – CULMINATING PROJECT – presentation of project

IV. Evaluation Methods.

The final grade will be determined as follows:

1. ORAL HISTORY PROJECT (50 points) – You will work on an oral history project documenting the history of the IUP History Department/Program and its faculty. To do this you will work through as many phases as possible: IRB application, project topic research (archival and secondary), question formulation, selecting recording equipment, arranging for interview, conducting the interview, and transcription. You will be expected to complete and keep a portfolio of all work. You are also expected to write a short reflective essay (4-5 pages) evaluating your work and experience.

2. PARTICIPATION AND VARIOUS LEARNING ACTIVITIES (50 points) – This class comprises heavy discussion, as well as in-class and D2L learning activities. It is expected that students will be attentive, active discussion participants, as well as fully engage in class activities. It is expected that students will go beyond surface reading in their interrogation of course materials. Some materials assigned for this course will provide practical instruction, and students are expected to prove proficiency in archival practice. At times students will be required to work collaboratively.

Among other things, the types of activities required may include:

- Quizzes
- Short reflective essays of Hamilton/Shopes, Tateishi books and D2L articles
- Computer lab work
- Focused presentations of materials, especially electronic oral history depositories – both assigned and student researched
- D2L forums
- Oral history interview and transcription

V. Grading Scale

Grading Scale: 90-100 A; 80-89 B; 70-79 C; 60-69 D; 59 and below F

VI. Attendance Policy

The IUP Attendance Policy, as found in the catalog, will be followed.

VII. Required Textbooks

Hamilton, Paula and Linda Shopes, eds., *Oral History and Public Memories*. Philadelphia, PA: Temple University Press, 2008.

Ritchie, Donald. *Doing Oral History*. Oxford: Oxford University Press, 2003.

Tateishi, John. *And Justice for All: An Oral History of Japanese American Detention Camps*. New York: Random House, 1984.

Additional digital course reader with various primary and secondary sources.

VIII. Special Resources Requirement

None. Any project materials are readily stocked in the department's public history laboratory.

IX. Bibliography

Chafe, William Henry, Raymond Gavins, and Robert Rodgers Korstad. *Remembering Jim Crow: African Americans Tell About Life in the Segregated South*. New York: The New Press, 2008.

Frisch, Michael H. *A Shared Authority: Essays on the Craft and Meaning of Oral and Public History*. Albany: State University of New York Press, 1990.

Gluck, Sherna Berger, and Daphne Patai. *Women's Words: The Feminist Practice of Oral History*. New York: Routledge, 1991.

James, Daniel. *Doña María's Story: Life History, Memory, and Political Identity*. Durham, NC: Duke University Press, 2000.

Portelli, Alessandro. *The Death of Luigi Trastulli, and Other Stories: Form and Meaning in Oral History*. Albany, N.Y.: State University of New York Press, 1990.

Portelli, Alessandro. *They Say in Harlan County: An Oral History*. New York: Oxford University Press, 2011.

Ritchie, Donald A. *Doing Oral History: A Practical Guide*. 2nd ed. Oxford: Oxford University Press, 2003.

Yow, Valerie Raleigh. *Recording Oral History: A Guide for the Humanities and Social Sciences*. Walnut Creek, CA: AltaMira Press, 2005.

Online Resources:

Links to "Web Guides to Doing Oral History," courtesy of the Oral History Association.

<http://www.oralhistory.org/web-guides-to-doing-oral-history/>

COURSE ANALYSIS QUESTIONNAIRE

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

This course will be part of the standard upper-division offerings of the History Department. It will be part of a series of public history courses specific to a public history concentration offered by the History Department and open to majors and non-majors. This course is designed for all students with an interest in public history. The course material does not fit into any other courses at IUP. It is a field onto its own.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

No changes at present.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

No.

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

This will not be offered as a dual level course.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course may not be taken for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

HIS 433 Oral History, Shippensburg University
AMH 3931 Oral History Seminar, University of Florida
History 499 Oral History Workshop, Ball State University
HST 585 Oral History (open to undergraduates with prereq), Central Michigan University

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

No.

Section B: Interdisciplinary Implications

- B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

This course will only be taught by history faculty.

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

There are no conflicts with other departments' course offerings.

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

This course will not be cross-listed with other departments.

Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

Faculty resources are adequate. There are two public history faculty, one who was recently hired to accommodate for increased public history offerings (2014) in the department. One of the two will place this course in their regular rotations. Nothing will be taught less frequently as a result of this course.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

Resources needed to teach this course will vary based on project chosen. The History Department has both a public history and computer labs which are well stocked with all necessary recording and transcription supplies and software to accommodate most project needs. The majority will be digital in nature, shifted among H-drive, dedicated university server space and USB drives. Any additional materials will be covered by ESF funds, maximum estimated cost of \$200/year. The public history faculty have kept the library well stocked with current and foundational titles in the field. At this time there is no anticipated need for travel funds.

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

No resources for this course will be funded by a grant.

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

This course will be offered according to demand, every other year.

- C5 How many sections of this course do you anticipate offering in any single semester?

One.

- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

Twenty-five. More students than this makes it difficult to efficiently and effectively run the main course project.

- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

No.

- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

This course is not a distance education course.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

SAMPLE WRITING ASSIGNMENT

You are expected to write a book review for each of the following.

Hamilton, Paula and Linda Shopes, eds., *Oral History and Public Memories*. Philadelphia, PA: Temple University Press, 2008.

Tateishi, John. *And Justice for All: An Oral History of Japanese American Detention Camps*. New York: Random House, 1984.

You are expected to follow the guidelines which follow.

Review Essay Guidelines

The basic components to a review essay are:

- Bibliographic entry at the top
- A *brief* introduction
- Statement identifying author and credentials – are they qualified to write the book?
- Discussion of the book's structure/layout
- Identification of the author's main argument/thesis
- Discussion of the evidence used to support their claim(s)
- Critique
 - What the author did well and/or what was problematic (how you order the two points above is up to you)
- Determination of whether or not the author proved their point and an explanation of why/why not.
- Explanation of how this book enhances and understanding of the subject matter/field. What can be taken away from the book?

These reviews should be between four and five pages, double spaced, Times New Roman font, 1" margins on all sides. They are due on the last day of book discussion.