

HISTORY 402
ORAL HISTORY METHODS

Fall Semester 2018: **Monday and Wednesday, 3:30-4:45 p.m. in LA5-154**
Dr. Ali İGMEŒ, Professor, CSULB

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Office hours: **Monday and Wednesday 1-3 pm**

CONTENT AND OBJECTIVES

The objective of this course is to introduce the principles of oral history research. It is designed to support the oral history projects of students from history and other disciplines such as music, anthropology and ethnic studies. This course will teach you various methods, which will help you understand memory, representation, ethical norms and the uses of recorded interviews. It will prepare you to carry out interviews properly. You must attend all of these sessions in order to succeed in this course. See the meeting dates below, under the weekly schedule. Depending on the number of assigned units, you must complete assigned readings, participate in class discussions, turn in the writing assignments and present a final project. See below for the details.

EXPECTED OUTCOMES:

Upon successful completion of the course, the student will be able to:

- A. Evaluate the significance of doing oral history,
- B. Demonstrate a better understanding of the methodology of oral history by articulating how memory, representation, ethical norms and the uses of recorded interviews enhance the field of history,
- C. Assess the complexity of the field in terms of gender, ethnicity, and religion,
- D. Develop the skills to place oral history in a larger historical context,
- E. Acquire further interest in carrying out history projects with the help of oral history,
- F. Utilize primary and secondary sources in order to help gain a better grasp history,
- G. Learn to produce original materials, demonstrating scholarly oral and written skills,
- H. Gain the skills to use conceptual methods such as periodization and interpretation
- I. Think critically about the readings, lectures and peer comments,
- J. Improve oral and written communication skills with peers and professors.

All of these outcomes will be assessed by weekly class discussions, reviews of primary and secondary sources, two interviews, weekly responses, a final report and oral presentations. See the specific assignments below.

THE SIGNIFICANCE OF THE SYLLABUS

Enrollment in this course implies acceptance of all rules, policies and requirements of this class. The syllabus serves as your contract for the course. I

reserve the right to make small changes to this syllabus in accordance with the specifics of the class dynamic.

ORGANIZATION AND REQUIREMENTS

I will expect you to complete all the assigned readings for the day, before you come to class. You should be prepared to discuss the readings and participate in the class discussions. **All the written assignments are due at the beginning of class. I will deduct points for late assignments.** To pass the class, you will complete all the assignments. **Failure to complete any of these components means that you may fail the course. Please contact me ahead of time if any of the assignments will be late.**

REQUIRED READING

You should acquire the text listed below, either through the University Bookstore or other means online. **It is your responsibility to complete these readings ahead of time, and be prepared to discuss them in class.**

- **The Syllabus**
- **Ritchie, Donald A., *Doing Oral History*, Oxford University Press, 2014 (See as DOH in the Weekly Schedule)**
- **Perks, Robert and Alistair Thomson, eds. *The Oral History Reader*, Routledge, 2006 (See as OHR in the Weekly Schedule)**
- **Cave, Mark and Stephen M. Sloan, eds. *Listening on the Edge, Oral History in the Aftermath of Crisis*, Oxford University Press, 2014 (see as LOTE in the Weekly Schedule)**

REQUIRED ASSIGNMENTS

If you are taking this course for **one unit**, **DOH** will be the only required reading for you. You will provide written responses to the **DOH** chapters. The chapters in **OHR** and **LOTE** are optional but recommended reading.

If you are taking this course for **two units**, in addition to **DOH**, you will read **only half** of the chapters from **OHR (you should select half of the chapters assigned for the week)**. You will provide written responses to the **DOH** chapters and **one OHR** and **one LOTE** chapter per week. The other chapters in **OHR** are optional but recommended reading.

If you are taking the course for **three units**, you will complete all the requirements listed below, including the readings and written reading responses.

Weekly Reading Responses on the Required Readings: Keep a typed weekly journal on readings. Journal entries should provide a short summary (**approximately 400 words**) of the reading each week. This is a thought piece that provides a brief discussion of the following points:

- a. What are the key questions and findings of the readings?**
- b. What are the main arguments of the authors?**
- c. How do readings relate to each other?**
- d. What new information did you learn about Oral History?**

Class Participation: I will expect you to participate in class discussion. **I will call on you.** Simply attending class without participation will be insufficient and will be reflected in grades. If you are too shy to participate, you need to talk to me so that we can make other arrangements, such as written responses to readings, to make up for this portion of the grade. For the most part, the themes of this course are current and controversial. There is a great potential of passionate discussion. I will expect you to respond and refer to the topic at hand rather than the individual. In other words, please challenge your peers' view points instead of questioning their personal motives. Please voice your agreements and disagreements respectfully. According to **Mohandas Gandhi** "*when restraint and courtesy are added to strength, the latter becomes irresistible.*"

Two Interviews:

1. **One half-hour practice interview** with a friend, relative, colleague, or the same person whom you will interview at the end.
2. **One one-hour final interview.** You must choose someone, about whom you are able to do preliminary research.

The Final Report on your final interview:

A final report on your one-hour interview will be 5-6 pages long, with double spaced paragraphs and one-inch margins. Your report will present your original one-hour interview, follow-up interviews (if carried out), and plans for a future interview, describing your **interview process and experience: the preparation, the contact, the research, the sources and the results.** You are required to make use of **the readings** to construct this report. The paper must be well structured and well-written. You must present an **interview outline, field notes, tape or digital recording with summary and index, transcription of a short passage, an evaluation of the project and a bibliography appropriate to the discipline of history.**

GRADING PERCENTAGES:

First Interview Presentation	25%
Second Interview Presentation	25%
Final Report	25%
Class Participation	25% (Includes weekly responses)

WEEKLY SCHEDULE:

WEEK 1: August 27 & 29: Introductions

- DOH, 1 & 2: Introduction and chapter 1,
- OHR, introduction and chapters 1 & 2,
- LOTE, introduction.

WEEK 2: September 5 (no class on September 3, Labor Day)

- DOH, chapter 2,
- OHR, chapters 3, 4 & 5,
- LOTE, chapters 1 & 2.

WEEK 3: September 10 & 12

- DOH, chapter 3,
- OHR, chapters 6, 7 & 8,
- LOTE, chapters 3 & 4.

WEEK 4: September 17 & 19

- DOH, chapter 4,
- OHR, chapters 9, 10 & 11,
- LOTE, chapter 5.

Assignment: Prepare to talk about your plans for the short interview. Bring in a one-page proposal to class. You will present your half-an-hour interview on **October 10th**.

WEEK 5: September 24 & 26

- DOH, chapter 5,
- OHR, chapters 12, 13 & 14,
- LOTE, chapter 6.

WEEK 6: October 1 & 3

- DOH, chapter 6,
- OHR, chapters 15, 17 & 18,
- LOTE, chapter 7.

Note: You must conclude your half-hour practice interviews, and prepare your presentations for next **Wednesday, October 10th**.

WEEK 7: October 8 & 10

- DOH, chapter 7,
- OHR, chapters 19, 20 & 21,
- LOTE, chapter 8.

Assignment: You will present your half-hour practice interview. You will play a portion of your interview to discuss its problems and successes.

WEEK 8: October 15 & 17

- DOH, chapter 8,
- OHR, chapters 22, 23 & 24,
- LOTE, chapter 9.

WEEK 9: October 22 & 24

- DOH, appendix 1 and appendix 2,
- OHR, chapters 25, 26 & 27,
- LOTE, chapter 10.

WEEK 10: October 29 & 31

- OHR, chapters 28, 29, 30 & 31,
- LOTE, chapter 11.

Assignment: Prepare to talk about your plans for the final, one-hour interview. Bring in a one-page proposal to class. You will present your interviews on **December 3th & 5th**.

WEEK 11: November 5 & 7

- OHR, chapters 32, 33, 34 & 35,
- LOTE, chapter 12.

WEEK 12: November 12 & 14, Interview Week

- OHR, chapters 36, 37, 38 & 39,
- LOTE, chapter 13 and conclusion.

Assignment: You will conduct your final one-hour interview.

Fall Recess (no class): November 19 & 21

WEEK 14: November 26 & 28,

- OHR, chapters 40, 41, 42 & 43.

Assignment: You will prepare to present your interviews.

WEEK 15: December 3 & 5, Presentations

Assignment: You will present your one-hour long interview. The presentation will include a two to three-page report, describing your interview process: the preparation, the contact, the research, the sources and the results. You will play a portion of your interview to discuss its problems and successes.

WEEK 16: December 10 & 12, Presentations

Assignment: You will present your one-hour long interview. The presentation will include a two to three-page report, describing your interview process: the preparation, the contact, the research, the sources and the results. You will play a portion of your interview to discuss its problems and successes.

WEEK 17: December 19, Final Reports and final interviews are due.

CLASS POLICIES

Academic Integrity and Honesty

Cheating and plagiarism are serious offenses and will not be tolerated. They are violations of university regulations.

All students will be held to a high standard of academic integrity, which is defined as "the pursuit of scholarly activity free from fraud and deception." 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. The university defines plagiarism as "the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source..."

Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming."

(http://www.csulb.edu/divisions/aa/catalog/2009-2010/academic_information/cheating_plagiarism.html)

All acts of academic dishonesty will be subject to disciplinary action. All written assignments for the course must be submitted electronically through Beach Board to Turnitin.com in order to ensure the authenticity of the presented written work. **A single act of cheating or plagiarism by a graduate student will result in a failing grade in the course, regardless of other graded course assignments.** All plagiarism cases will be referred to the Office of Judicial Affairs and, depending on the severity of the case, further disciplinary actions may be taken, including suspension and expulsion, based on University policy. For more information, please see <http://www.csulb.edu/divisions/aa/research/our/information/policies/cheating/>.

Student responsibilities: In this course, as in others, each student is in charge of and responsible for his/her own education. In other words, what one gets out of this course is dependent on what one puts into it. This includes grades. In other words, grades are not negotiable. All grades are earned; therefore, if you want an A and not a B, then earn it. I am here to help in any way that I can.

Religious observances: In order to reschedule an assignment deadline due to a religious observance, please inform me in writing in the first two weeks of class.

Withdrawal from the course: It is your responsibility to withdraw properly from classes.

Students with disabilities: If you have a documented disability and require additional time or other help for assignments, you must obtain verification from the Disabled

Students Services Office located in Brotman Hall. It is the student's responsibility to notify the instructor in advance of the need for accommodations of a university verified disability. Tel. 562-985-5401.

Students with laptops: Welcome to the front row of the classroom! Although I encourage you to take notes & follow lecture & discussion online by using laptop computers, I have found that students also like to use class time to track Facebook, email, and sports events. As a result, if you wish to use your laptop, you must sit in the front of the classroom where I will monitor your computer usage. **Be warned!** If you are caught using the laptop for something other than taking notes of lecture or discussion, your laptop will be banished from the class for the rest of the semester.

Classroom etiquette: please abide by the etiquette guidelines below.

- **NO** recording of class sessions;
- **NO** reading of extraneous material in class;
- **NO** radios, headsets, iPods, or any other distractions;
- **NO** conversations other than those directed at the class;
- **NO** cell phones and no texting.
- **NO** packing up before class is dismissed.

Absences: All absences will be noted, and habitual absence will affect the final grade. University Attendance Policy PS 01-01 defines excused absences as 1) illness or injury to the student; 2) death, injury, or serious illness of an immediate family member or the like; 3) religious reasons (California Educational Code section 89320); 4) jury duty or government obligation; 5) University sanctioned or approved activities (such as athletics). If in doubt, please read the CSULB attendance policy:

http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/.

Please contact me immediately if a situation arises that forces your absence from class. If I do not hear from you, I will consider your absence unexcused. I do not respond to e-mails in which a student asks what he/she missed because of an absence. If you miss a class, you may wish to ask a classmate to bring you up to speed.

Tardiness: Consistent tardiness will not be acceptable and will result in a grade deduction. You need to let me know ahead of time if you are going to be late. If you are late to class beyond twenty minutes of class time, I will consider you absent for the day.

Submitting Assignments: All assignments are due at the beginning of class on the day assigned. I will not accept an assignment if the student has not attended class that day. Electronic submissions will not be accepted unless otherwise noted in the syllabus.

Incompletes. University policy allows incompletes only in cases of emergency and only when 2/3 of the assignments have been completed.

“Shared Community”: Discriminatory statements of any kind negate the education process and will not be tolerated. This course adheres to the University’s “Principles of Shared Community,” which states, “members of the CSULB community have the right to

work and learn in an environment free of discrimination... CSULB is committed to creating a community in which a diverse population can learn, live, and work in an atmosphere of tolerance, civility, and respect for the rights and sensibilities of each individual, without regard to economic status, ethnic background, political views, or other personal characteristics or beliefs.”

<http://www.ccpe.csulb.edu/ContinuingEd/policies.aspx?pID=24>

Technology and Resources

Each student must acquire an e-mail account if he/she does not already have one. For those who do not, information is available at

http://www.csulb.edu/divisions/aa/academic_technology/thd/email/beachmail/. Make sure you have your csulb.edu email directed toward your preferred email address in order to receive class news via BeachBoard. I will contact you through BeachBoard by using the email address on record. It is your responsibility to make the appropriate change immediately after the first class. Each student must also acquire a PIN number to order materials through Interlibrary Loan Services. This may be done at any library terminal on campus by going through “View My Library Record.”

Writing and skill development resources are available through the Department’s Graduate Student Writing Tutors. Their office hours are available at the Department office. Also available: Writing and skill development resources are available through Writer’s Resource Lab (LAB-206, 985-4329, <http://www.csulb.edu/colleges/cla/departments/english/wrl/>) and LAC (Horn Center 104, 985-5350, http://www.csulb.edu/divisions/aa/grad_undergrad/lac/).