

# WINTHROP UNIVERSITY

## Department of History Fall 2020

### HIST 602/603: History Colloquium I Course Section: 001 Credit Hours: 3 Online

#### **Instructor: Dr. O. Jennifer Dixon-McKnight**

Office Location: 370 Bancroft

**\*Virtual Office Hours:** Monday & Wednesday 12:45-1:45pm  
Tuesday 12:30-1:30pm  
Thursday 11:00am-12:00pm  
Or By Appointment

**\*I am only meeting with students virtually for Fall 2020.**

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"I'm called an oral historian, which is something of a joke. Oral history was here long before the pen, long before Gutenberg and the printing press. The difference is I have a tape recorder in my hand."

- Studs Terkel

"Oral history interviews allow us to document and chronicle people's stories; stories that might otherwise not be included in the historical record."

- Patricia Leavy

### **The Course**

This course is designed to give you a deeper understanding of Oral History as a discipline and methodology. Firsthand accounts offer us a more inclusive perspective where in addition to the traditional timelines, organizations, and individuals, we will have the opportunity to examine key moments throughout history beyond our typical discourse. This semester, we will explore Oral History as a course of study and historical method. Considering the enormity of the course's scope, we will approach it thematically and chronologically. The major overarching themes for the course are: evolution of the discipline, evolution of the methodology, and practical application.

Oral History, as a discipline and as a methodology, is complex but yet a valuable approach to historical inquiry. The readings for this course reflect the complexity of the discipline/methodology and are essential to your ability to understand the lectures and

participate in discussion. The course materials come from two general categories. The materials that offer you context for understanding the discipline and guidance for the practical application of the methodology. Other materials such as interviews and websites will allow us to explore how Oral History is being utilized.

Finally, this course is about certain processes of thinking that that you will practice. By the end of the semester I expect you to have greater skill in interpreting facts, discerning historical contexts, placing oral histories within the broader historical narrative, and successfully conducting oral interviews. Over the course of the term you will also hone your writing skills.

### **University-Level Competencies (ULCs)**

This course contributes to the mastery of the following university-level competencies (ULCs):

#### **Competency 1: Winthrop graduates think critically and solve problems.**

Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

#### **Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live.**

Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

#### **Competency 4: Winthrop graduates communicate effectively.**

Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

### **History Department Student Learning Outcomes**

**Student Learning Outcome 1:** Students will be able to communicate effectively core themes, ideas, and subject matter, in both written and oral form.

**Student Learning Outcome 3:** Students will demonstrate a professional historian's ability to conduct independent research, applying research methods in history such as using search tools, finding primary and secondary sources, and assessing critically those sources.

**Student Learning Outcome 4:** Students will be able to identify and master the historical literature of a specified field.

### **Required Texts**

Dunaway, David and Willa Baum. *Oral History: An Interdisciplinary Anthology*. 2<sup>nd</sup> ed. Lanham: AltaMira Press, 1996.

Ritchie, Donald. *Doing Oral History*. 3<sup>rd</sup> ed. New York: Oxford University Press, 2015.

Thompson, Paul. *The Voice of the Past: Oral History*. 3<sup>rd</sup> ed. New York: Oxford University Press, 2000.

## Resources

### Chicago/Turabian Style Citation

- UNC-CH Library - <https://guides.lib.unc.edu/citing-information>
- Purdue OWL - [https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_17th\\_edition/chicago\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/chicago_style_introduction.html)
- Chicago Manual of Style - <https://www.chicagomanualofstyle.org/turabian/citation-guide.html>

### Writing Resources

- History Writing - <https://writingcenter.unc.edu/tips-and-tools/history/>
- Thesis Statements - <https://writingcenter.unc.edu/tips-and-tools/thesis-statements/>
- Concise Writing - [https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/conciseness/index.html](https://owl.purdue.edu/owl/general_writing/academic_writing/conciseness/index.html)
- Appropriate Language - [https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/using\\_appropriate\\_language/index.html](https://owl.purdue.edu/owl/general_writing/academic_writing/using_appropriate_language/index.html)

### Oral History Resources

- Southern Oral History Program - <https://sohp.org/resources-2/>
- Oral History Association - <https://www.oralhistory.org/resources/>
- Rutgers University - <https://libguides.rutgers.edu/c.php?g=933713&p=6738251>

## Attendance/Participation

Blackboard and Zoom will be the main platforms for this course. Students should check Blackboard and student email accounts daily. You are responsible for any information and/or communication that is posted on Blackboard and/or sent via email. Any announcements pertaining to this class will be posted on Blackboard and/or sent via email.

This course includes mandatory Zoom sessions. The best way to access your Zoom account is to go to Winthrop's Zoom landing page at <https://winthrop-edu.zoom.us>. (Note the dash between "winthrop" and "edu".) Use your Winthrop username and password to sign in.

There is a participation component of your overall grade. To do well in this area, students should be actively engaged in the learning process: attend all scheduled meetings, maintain consistent participation, read the assigned materials and complete all assignments. You will not be able to fully grasp the topics or be successful in this course if you do not read, do the work and participate. If you are absent, you are responsible for obtaining any pertinent information.

Every unexcused missed meeting, will result in a **5-point** deduction from your overall Attendance/Participation grade. Each missed meeting will be handled on a case-by-case basis.

Be sure to communicate with the professor if an issue arises that affects any aspects of your participation.

### **Virtual Classroom Expectations**

- This is a virtual classroom, therefore, appropriate **classroom behavior** is expected.
- Log into your class from a distraction-free, quiet environment.
- Keep audio on mute until you want to speak to limit background noise.
- Close unneeded applications on your computer to optimize the video quality.
- If you would like to speak or answer a question, use the chat feature to alert me.
- Unmute yourself after you are called on by your teacher.
- If you use the CHAT, remember that it is public, and a record of the chat is kept and archived.
- Keep paper and a pen or pencil handy to take notes.
- Make sure your video is on (if you have camera capabilities) so your teacher and peers can see you.
- Be mindful of your background lighting.
- Please take care of your personal needs (appropriate dress, basic hygiene, eating, chewing gum, talking to others in your home, etc.) prior to entering a Zoom classroom.
- Please do not use profanity or inappropriate language.
- Remember to sign out or “leave the meeting” when the session is finished

### **Late Work Policy**

**Complete all assignments and exams on time!**

Failure to turn in assignments on the scheduled due date will result in a full letter grade reduction for each day that the assignment is late. **No assignment will be accepted later than three days after the assignment is due.** Exceptions can be made for extenuating circumstances and will be handled on a case-by-case basis. Documentation will be required. The instructor reserves the right to provide limited feedback on assignments turned in late.

Students are expected to take/submit exams on the scheduled date. Make-up exams will only be allowed if you have proper documentation to explain missing the exam. Rescheduling the make-up exam will be handled on a case-by-case basis.

You must communicate with the instructor about late work/exams on or before the due date of the assignment/date of the exam.

**You are responsible for keeping up with due dates and exam dates.**

### **Masking Expectations**

Winthrop requires that all students adhere to safety practices that will minimize the transmission of COVID-19 within the campus community. Accordingly, students are expected to engage in social distancing and wear a cloth face mask while on campus. Failure to comply with this requirement in the classroom will result in dismissal from the current class meeting. Repeated violations will be reported to the Dean of Students as a violation of the Student

Conduct Code. Students with conditions that prohibit the wearing of a face mask should discuss this with their instructor and/or contact the Office of Accessibility to arrange appropriate accommodations.

### **Methods of Evaluating Student Performance**

\*In addition to the general guidelines listed below, there will be detailed instructions available on Blackboard for all assignments with specific expectations for how those must be completed.

\*All writing assignments must include footnotes and a bibliography in Chicago/Turabian style.

**Weekly Virtual Classes** – Each week you will be required to attend **1** one-hour virtual class session via Zoom. **This will be held on Wednesdays, 6:30pm for approximately 2 hours and you will be required to attend the session each week.** Attendance in these sessions is **mandatory** and a part of your overall Attendance/Participation grade.

### **Oral History Project**

You will be required to complete a five-part Oral History project that will culminate with a **12-15 page research paper**. In addition to the research paper, the project will involve preparing for and conducting two oral interviews.

#### **Part 1 – Project Topic and Synopsis**

Choose a topic. This topic can be related to your thesis work or a separate topic entirely.

Write a **2-3 paragraph** introduction to the topic you chose and the oral histories you plan to conduct. In this assignment you will provide a preliminary discussion of your topic and offer a rough draft of your thesis or main argument. Your Project Synopsis is due on **September 8<sup>th</sup>**.

#### **Part 2 – Preliminary Research**

You will be required to use at least **6-8 sources** for preliminary research in preparation for your oral interviews. At this stage it is fine for all of the sources to be secondary. For each source provide: a citation, summary of the source's thesis and main arguments, and a brief discussion of how it provides context for your project. This will be **2-3 paragraphs per source**. Your Preliminary Research Report will be due on **September 30**.

#### **Part 3 – Interview Questions**

Develop a list of **10-15 interview questions for each interviewee**. These are questions that should help you get at the individual's personal history, their perspective of the topic you chose, and how they fit into that particular historical moment. Your Interview Questions will be due on **October 14**.

#### **Part 4 – Oral Interviews/Transcription**

Conduct two recorded oral interviews that are relevant to your topic. In addition to conducting those interviews, you will transcribe two pages of each interview. The interviews must be completed and transcripts due by **November 4**.

Here are some resources for transcribing:

*Style Guide: A Quick Reference for Editing Oral History Transcripts*, Institute for Oral History, Baylor University <https://www.baylor.edu/oralhistory/doc.php/14142.pdf>

Oral History: Best Practices and Procedures, Hege Library and Learning Technologies, Guilford College <https://library.guilford.edu/c.php?g=111767&p=722621>

The Library of Congress <https://www.loc.gov/vets/transcribe.html>

### Part 5 – Oral History Research Paper

Your research paper should include but is not be limited to the following:

- Identify and discuss the historical context of your topic
- Provide personal history of your interviewees (i.e., date and location of birth, education, details about upbringing, marriage, children, etc.).
- Discuss the connection between your topic and interviewees.
  - Identify and discuss the significance of the individual. What was their contribution?
- Discuss if and how the interviews impact the historical narrative. Do they expand or challenge the traditional narrative?
- Submit your paper via Blackboard on **December 2 by 11:59pm.**

### Oral History Project Grade Components:

- **Topic/Synopsis- 10%**
- **Preliminary Research Report - 20%**
- **Interview Questions - 10%**
- **Oral Interviews/Transcription - 30%**
- **Final Paper - 30%**

### Final Exam – Due Wednesday, December 9 at 6:30pm

You will do a presentation of your research and Oral History experience.

Assignments	Weight
Attendance/Participation	20%
Current Event Discussions/Reponses	20%
Primary Source Analysis	20%
Comparative Essay	20%
Final	20%
<b>TOTAL</b>	<b>100%</b>

### Grading:

**A** 93-100 = A      **Designates work of superior quality**  
90-92 = A-      Class participation is voluntary, frequent, relevant, and reflects you have both read and thought about the material. Performance on exams is consistently strong; demonstrates complete mastery of facts and concepts. Written work is clear, well organized and thought provoking, and free of grammatical or mechanical errors.

**B** 87-89 = B+      **Designates work of high quality**  
83-86 = B

80-82 = B-	Class participation is voluntary, frequent, and reflects you are keeping up with the assigned materials. Performance on exams is strong; demonstrates mastery of facts and concepts. Written work reflects a good understanding of the issues and concepts. Writing is clear with minimal errors.
<b>C</b> 77-79 = C+ 73-76 = C 70-72 = C-	<b>Designates work that minimally meets the course requirements</b> Class participation is occasional and/or rarely voluntary, with comments that reveal only a superficial grasp of issues and concepts. Performance on exams demonstrates acceptable degree of mastery of facts and concepts. Written work may contain arguments that are confusing, with minimal evidence of organization. Writing is marred by errors.
<b>D</b> 67-69 = D+ 63-66 = D 60-62 = D-	<b>Reflects minimal clarity and comprehension</b> Class participation is minimal, never voluntary, and reveals you have either not read the assigned materials or did not understand the readings. Performance on exams demonstrates minimal mastery of facts and concepts. Written work is confusing, contradictory, repetitive, and/or not supported by either your own ideas or your sources. Writing is marred by errors.
<b>F</b> 0-59 = F	<b>Unsatisfactory performance</b> along most (or all) measures.

### **Withdrawal or S/U**

This semester, the deadline to withdraw from or S/U a course is **Thursday, December 3**. *Students may not withdraw from the course after this date without documenting extenuating circumstances to the Registrar*

### **Fall 2020 Grading System**

Access the following link for information regarding grading that only applies to Fall 2020.  
<https://www.winthrop.edu/recandreg/gr-grading-fall2020.aspx>

## **Course Schedule**

### **Introduction**

#### **Week 1 - August 25-30**

**Read:** Course Syllabus

What to expect in this course?

### **Oral History - How and Why It Came to Be?**

#### **Weeks 2 & 3 - August 31-September 13**

**Read:** Oral History - chapters 1 & 2

Voice of the Past - "The Achievement of Oral History"

Doing Oral History - pgs. 1-6

## **Memory**

### **Weeks 4 & 5 - September 14-27**

**Read:** Voices of the Past - "Memory and the Self"

Doing Oral History - pgs. 14-28, 126-129

Oral History - chapter 19

Jeanne Theoharis, "Accidental Matriarchs and Beautiful Helpmates: Rosa Parks, Coretta Scott King, and the Memorialization of the Civil Rights Movement"

## **Validity of Oral History**

### **Weeks 6 & 7 - September 28-October 11**

**Read:** Voices of the Past - "Evidence"

Oral History - chapters 4 & 9

Doing Oral History - pgs. 110-116

"Who Is Pauli Murray," Pauli Murray Center <https://www.paulimurraycenter.com/who-is-pauli>

Oral Interview with Pauli Murray, UNC Doc South

[https://docsouth.unc.edu/sohp/html\\_use/G-0044.html](https://docsouth.unc.edu/sohp/html_use/G-0044.html)

## **Things to Consider Prior to Doing Oral History**

### **Weeks 8 & 9 - October 12-25**

**Read:** Oral History - chapters 3, 13, 16, & 20

## **Conducting Interviews**

### **Weeks 10 & 11 - October 26-November 8**

**Read:** Oral History - chapter 6 & 17

Voice of the Past - "Projects" and "The Interview"

Doing Oral History - chapters 4 & 5

## **Interpreting and Preserving What You Gathered**

### **Weeks 12 & 13 - November 9-22**

**Read:** Doing Oral History - chapter 8

Voice of the Past - "Storing and Sifting" and "Interpretation"

## **Looking Back and Moving Forward**

### **Week 14 - November 30-December 3**

**Last Day of Class - December 3**

**Study Day - December 4**

**Final Exam - Due Wednesday, December 9 at 6:30pm**



## Additional Information

### Students with Disabilities/Need of Accommodations for Access

Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290 or [accessibility@winthrop.edu](mailto:accessibility@winthrop.edu), as early as possible to discuss your concerns.

If you need to utilize the **Testing Center**, it is your responsibility to initiate contact and seek their assistance in making the necessary arrangements. Follow this link for Testing Center guidelines <https://www.winthrop.edu/hcs/default.aspx?id=23199>. For further information call (803) 323-3290 or via email at [testcenter@winthrop.edu](mailto:testcenter@winthrop.edu).

### Code of Conduct

Students are expected to abide by the Winthrop Code of Conduct. Follow this link for more details: <https://www.winthrop.edu/studentconduct/>.

This includes academic integrity. Any academic misconduct such as cheating, plagiarism, or any other academic-related infraction is serious. Significant issues with documentation or plagiarism in your assignments will result in a zero.

### Dacus Library

Use of Dacus Library will be an integral part of this course. Dacus houses a wide array of scholarly materials in print and digital. Not everything can be found online. You will need to actually go to the library for this course. For information call (803) 323-2362 or visit their website <http://libguides.library.winthrop.edu/dacus>.

### The Writing Center

This course is writing intensive. I urge students to utilize the Writing Center located in **242 Bancroft Hall** to hone your writing skills. The center has staff that can work with you on writing assignments in any discipline and at any phase of your writing process. For information call (803) 323-2138 or visit their website <https://www.winthrop.edu/writingcenter/>.

### Academic Success Center

Winthrop's Academic Success Center is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as virtual tutoring and academic coaching. The ASC is located on the first floor of Dinkins, Suite 106. Please contact the ASC at 803-323-3929 or [success@winthrop.edu](mailto:success@winthrop.edu). For more information on ASC services, please visit [www.winthrop.edu/success](http://www.winthrop.edu/success).

To utilize ASC Peer Tutoring during the 2020-2021 semester, students must enroll in and complete the Tutee Seminar on Blackboard. A two minute video on how to enroll so can be found on the bottom of the [www.winthrop.edu/asc](http://www.winthrop.edu/asc) webpage. Upon completing the Tutee

Seminar, students can register for up to two ASC Peer Tutors each semester via Tutor Trac ([www.winthrop.go-redrock.com](http://www.winthrop.go-redrock.com)). Students who experience any difficulty with the registration process can contact the ASC at 803-323-3929 or [success@winthrop.edu](mailto:success@winthrop.edu) .

### **Syllabus Updates**

The syllabus and/or course schedule could change based on the progression of the course. These changes are at the discretion of the instructor; however, students will be notified via in-class announcements, email, and/or blackboard announcements when any changes/additions are made to the syllabus and/or course schedule.  
syllabus and/or course schedule.

### **Confidentiality of Course Discussion Statement**

With the availability of hardware and software enabling audio and video capturing of material, lectures, courses, etc., and the use of social media, it is essential to be mindful of the following policies and considerations:

- Faculty and students need a safe space in which to discuss topics that can be difficult due to differing experiences and points of view. Students and faculty must agree that course discussions in any format are safe from the fear of being posted or shared with individuals outside of the course section.
- No recordings of any format (audio and/or video) may be captured without direct permission from the instructor.
- Recordings, even those approved by the instructor, may not be posted to any internet hosted location, copied/duplicated, or shared with others.
- Any approved recording is to be used as a learning resource only by the students in the specific section.
- At the end of the semester, any and all personal copies of recordings must be destroyed (deleted and removed from trash) from either university-provided storage resources or student-owned storage devices.
- Faculty should notify students prior to recording any in person or online class sessions, and allow students to disable video feed if desired.

*\*Any student enrolled in courses at Winthrop regardless of modality (traditional in-person, online, hybrid, telepathy, ...) is entitled access to all campus resources. These resources include, but are not limited to, admissions counseling, recreational facilities, and health, library, and academic services. Questions regarding access to these resources should be directed to the assigned academic advisor.*