

Samuel Proctor Oral History Program Internship
Fall 2020 Syllabus
Mondays, 11:45-1:40 pm
Seminar Meetings will be conducted live via Zoom
<https://ufl.zoom.us/j/92485464168>

Founded by Dr. Samuel Proctor in 1967, the Samuel Proctor Oral History Program (SPOHP) is one of the premier centers of oral history learning. In a 2020 external review of the program, the Doris Duke Charitable Foundation noted that “The program’s social justice research methodologies are the focus of scholars and oral history programs across the globe.” A good portion of this semester’s course materials have been produced by SPOHP alumni as well as by scholars who have studied and promoted “The SPOHP Way” of doing oral history, ethnographic field work, social action research, racial truth and reconciliation as well as digital humanities production. Playwrights, K-12 teachers, film makers, museum professionals, university professors, radio producers and many others rely on the Proctor Program to set the standard in conducting life history interviews. In turn, SPOHP interviews have been transformed into internationally-acclaimed plays, audio podcasts, documentary films, academia symposia, public history panels, senior theses, dissertations, books, eulogies, remembrances and many other outcomes. Our teams of student researchers, interns, volunteers, and staff are dedicated to gathering, preserving, and promoting living histories of individuals from all walks of life. Interns will have the opportunity to contribute to the building of a collection of 8,500+ oral history interviews.

Objective: The goal of this internship is to provide students with an introduction to community-based oral history methodologies through hands-on experiences in research, conducting and processing oral interviews. Students will learn best oral history practices, digital production techniques, and public outreach methods.

Community Partners: Working in collaboration with St. Patrick Catholic Church this semester, students will contribute to the creation of an oral history archive centering on the struggles and experiences of Catholic institutions in North-Central Florida. The project will incorporate the history of the St. Patrick’s Church and school, the Epiphany School in Lake City—one of the first centers of religious education in north-central Florida—and the Sisters of St. Joseph (whose convent was once located on the UF campus).

Catholics have historically faced discrimination in Florida. In 1924, Father John Francis Conoley, the founder of Catholic Campus Ministry at the University of Florida, was kidnapped from St. Patrick Church and brutalized by members of the Ku Klux Klan: <https://catholicgators.org/our-founder>. This experience with repression, runs parallel to a long and storied Catholic commitment to social justice and community activism. The Sisters of St. Joseph, for instance, have championed social justice causes across the South for well over a century. During the early twentieth century, the order campaigned for an end to the death penalty and, during the height of Jim Crow segregation, many sisters risked arrest and vigilante violence to teach African American students at segregated schools. The Sisters of St. Joseph marched with Martin Luther King Jr. at Selma in 1965. Later in the century, members of the Catholic community, including Father (later Professor) Michael Gannon played critical roles in supporting student activism at the University of Florida and championed causes such as the anti-war movement, divestment from Apartheid South Africa, as well as the Central American Solidarity and Sanctuary movements.

This project will explore the history of the Catholic community in Gainesville and across the region, giving voice to stories of faith-based engagement with the world while documenting how Catholics have sought to construct more equitable and diverse communities. Interns will follow their own research interests in developing individual contributions to the finished research project that will be shared with St. Patrick Catholic Church. Possible areas of interest include (but are not limited to): individual life histories; biographies of the faith and concern about the world, activism of the Civil Rights era, the working-class history of the parish, and women’s history as viewed through the often-overlooked perspective of nuns.

The Field of Oral History: Interns will learn, discuss, and engage with theories and practices of oral history in a mutually supportive intellectual environment. Together, we will consider how oral history is a dialogical process (the mutual construction of knowledge), a tangible product (the audio/video envelope); a document (a historical source) and a text (a creation of language, memory and meaning). As interns work with each other and members of the community to complete the semester project, they will explore the diverse applications and unique challenges posed by the burgeoning fields of oral history and digital humanities.

Students will also consider their own role in the process of oral history and promoting new ways of understanding history in K-12 classrooms and other venues. In the words of Michel-Rolph Trouillot, “we are all amateur historians with various degrees of awareness about our production.” Who participates in the production of oral histories and how? What is the relationship between interviewer and narrator? What are the responsibilities of practitioners of oral history to those they interview and to the community? These questions will guide interns as they pursue the semester project.

Assignments

- **Attendance, Participation, and Office Work Schedule** — Beyond attending our weekly class meeting, each intern is required to work 5 hours a week at SPOHP. Time spent in community meetings and public programs at SPOHP can count toward weekly hours, whereas time spent on assigned readings does not.

Grading Will Be Based on the Following Activities:

- ***Weekly internship activities:*** *Each student will be given the option of working remotely and/or be assigned a desk/computer five hours weekly at SPOHP’s offices in Pugh Hall.* These schedules will be based on the availability provided by each student. It is important that we keep an organized schedule to accommodate our interns, staff, and volunteers. Remember: at the end of each shift, update your progress in the Work Log and Project Log (instructions at each computer). **(30%)**

Seminar Participation: Weekly Readings and Discussion: Readings will be assigned each week and will be discussed as a group during the following internship meeting. These readings will explore the process of oral history and offer context for the final project. You will be expected to have read the assignment before arriving to class and be prepared to participate in a discussion about the text.
Attendance & participation grade **(10%)**

- ***Synthesis Essays*** — Over the course of the semester, interns will write three (3) 3-page essays in response to a given prompt or topic. You are encouraged to reference any previous course readings in order to address the given prompt. These papers will allow you to reflect on your experiences with oral history, any interviews you have conducted or transcribed, workshops attended, or readings you found particularly compelling. We will discuss each essay assignment in advance. **(10%)**
- **Oral History Interviews:**
 - ***Conducted Interviews:*** Each intern will arrange and conduct their own oral history interviews throughout the semester. Students will plan, conduct, and process—**2 interviews** with members of the St. Patrick Parish or other relevant individuals over the course of the semester. These interviews will be compiled and made available for the parish to document the Catholic history of the region. Students will use these interviews to complete the other half of the semester project: their outreach tool. Along with the practice interviews, the staff will facilitate a research/interview training session to prepare each student for this task **(30% of grade).**

- *Final Project:* One of SPOHP's primary goals is to make history accessible to the public. Interns will create a final outreach tool that will make the content of the semester project accessible to the public. **This will include a final presentation organized in honor of our narrators where each student will present on what they learned during the interviews.** We will discuss this aspect of the internship throughout the semester and work together to create a final project customized to your strengths and interests. Though this project is collaborative, each intern will make individual contributions to the finished product. Individual work will include oral interviews and an outreach tool using the skills and information they have learned as SPOHP interns. (20 % of grade).

Office Hours and Contact Information (Zoom), Paul Ortiz (portiz@ufl.edu), M/W 2:00 to 3:30 & via appt.
 Co-Instructor, Deborah Hendrix, weluvmittie@yahoo.com Tuesdays, 10-Noon; Thursdays, 10-noon.
 Co-Instructor: Adolfo Romero, adolforomero@ufl.edu Mondays, 9-10am/ & Thursdays 3-4pm
 Office Manager, Tamarra Jenkins (tamjenk04@gmail.com) Tuesdays, 2-4 & Thursdays, 1-3pm

Senior Advisor: Rev. Lawrence Peck, Pastor, Diocese of St. Augustine, St. Patrick Catholic Church
frlawrence@saintpatricksparish.org

Required Texts: Valerie Yow, *Recording Oral History: A Guide for the Humanities and Social Sciences* (2014)
 Katrina Srigley, *Beyond Women's Words* (2018) (Available @ Campus Bookstore & Library West Reserves)

Internship Schedule:

Week of August 31: Introductions to SPOHP and to Each Other

Monday Discussion: Introduction to SPOHP, each other and main themes of internship. Getting share drive access. Work Logs/Project Logs Setting up internship work schedules. Cell phone numbers, Pairing off for practice interviews

Lecture: Adolfo Romero, UF Center for Latin American Studies, "Catholicism, the Sisters of St. Joseph, and Educational Activism"

Week of September 7: Transcribing, Practice Interviews; Learning "The SPOHP Way"

Monday: No class meeting. Labor Day! This week's readings and audio oral histories will be discussed in depth in class on 9/14 when we will meet with Father Lawrence Peck and Professor Lillian Guerra to discuss the history of Saint Patrick Church.

Transcribing workshops led by Sandra Romero, senior SPOHP research staff. Mandatory attendance. Either: Wednesday, September 9, noon to 1 pm or Thursday, September 10, noon to 1 pm.

Reading: Paul Ortiz, “Tearing up the Master’s Narrative: Stetson Kennedy and Oral History,” *Oral History Review* (2014), 279-289. (Canvas)

Benji de la Piedra, “Dispatch from Florida: A Celebration of African American Oral History in Gainesville,” *Columbia Oral History Program Master of Arts Blog* (2019), <http://oralhistory.columbia.edu/blog-posts/dispatch-from-florida-a-celebration-of-african-american-oral-history-in-gainesville>

Oral History Interview: Sister St. Anthony, 8-28-1976, (By Tom King, St. Augustine, Florida)

Father Walter Furan, “The History of St. Patrick,” April 12, 1973,
https://drive.google.com/file/d/1PFwGbTZk6S34x-PVrVTPRPx_HinQj3lX/view

Samuel Proctor, “Catholicism and the University of Florida,” Interview excerpts

“Learning to Transcribe Oral History the SPOHP Way,” a workshop by Proctor Program Master Transcriber Sandra Romero, https://www.youtube.com/watch?v=_aKXmOLQINw

Valerie Yow, *Recording Oral History*, Chapter 1: “Introduction to the In-Depth Interview”

SPOHP Style Guide (Canvas)

SPOHP Creative Customs/Deed of Gift (Canvas)

Week of September 14: Oral History and Saint Patrick Catholic Church

Monday Discussion: Guest Lecturer, Rev. Lawrence Peck, Pastor, Diocese of St. Augustine, St. Patrick Catholic Church & Professor Lillian Guerra, Department of History, University of Florida

Discussion of 9/7 readings.

St. Patrick Catholic Church, <http://saintpatricksparishgmv.org/>

Diocese of St. Augustine, “Addressing Racism,” <http://www.dosafl.com/racism/>

Viewing/Listing/Readings: Stephen R. Prescott, “White Robes and Crosses: Father John Conoley, the Ku Klux Klan, and the University of Florida,” *The Florida Historical Quarterly*, Vol. 71, No. 1 (Jul., 1992), pp. 18-40

2016 Documentary project by WJCT/PBS on the Sisters of St. Joseph of St. Augustine:
<https://www.wjct.org/sisters/sisters-video-archive/>

“The Impact of Oral History on Scholarship” *UF Segregation to Black Live Matter Symposium panel:*
<https://mediasite.video.ufl.edu/Mediasite/Catalog/catalogs/segregation-to-black-lives-matter-symposium>

Paul Ortiz, "Behind the Veil," in *Special Issue of Radical History Review*: "Truth Commissions: State Terror, History, and Memory (Winter 2007). (Canvas)

Ortiz, "Truth and Reconciliation and Oral History," <https://www.youtube.com/watch?v=vsZjndcc7Pk&t=180s>

Valerie Yow, *Recording Oral History*, 42-76

Week of September 21: Forged in Battle: Interviewing in Times of Struggle

Monday Discussion: *Guest Lecturers: Ray Eberling and Don Obrist, SPOHP's Veterans' History Project*

Viewing/Reading:

SPOHP Veterans Oral History Workshop, https://www.youtube.com/watch?v=H5RADX2n_a0&t=318s

Beyond Women's Words, preface to 74.

Valerie Yow, *Recording Oral History*, 77-140.

Paul Ortiz, "Oral History in the Age of Black Lives Matter," *Columbia University Oral History Program Lecture* (2018), <https://www.youtube.com/watch?v=DrnJPggsCy0>

Oral History, It's a Process <https://www.youtube.com/watch?v=i0zSwE8Njtk&t=211s>

8 Steps to Oral History & Oral History Workshop Outline (Canvas Oral History Primer Folder)

Friday, 9/25: First synthesis essay due: "Preparing for an Oral History Interview"

Week of September 28: Framing an Oral History Project Today: "Listen and Then Play"

Monday Discussion: *Guest Lecturer, Professor Erin Conlin, Indiana University of Pennsylvania*

Reading/Viewing/Listening: Beyond Women's Words, 75-148.

Erin Conlin, (SPOHP Alumna), "Reports from the Field: Organizing and Executing Meaningful and Manageable Community-Based Oral History Projects, *The Public Historian* (2016) (Canvas)

Listening: Choose Three Proctor Program Podcasts with Farm Workers to discuss in class
<https://oral.history.ufl.edu/2014/04/11/summer-2013-oral-history-seminar-podcasts/>

Jessica Taylor, "Landscapes of Meaning," *Oral History Review Podcast* <https://soundcloud.com/oral-history-review/landscapes-of-meaning-with-jessica-taylor>

Week of October 5: Changing the Historical Narrative: Performance & Ethnic Studies

Monday Discussion: *Guest Lecturers, Georgios Topalidis, SPOHP's Ottoman Greeks of the US Project, Adolfo Romero, Latinx Diaspora in the America's Project*

Viewing/Listening/Reading:

Andrew Viñales, "Oral History for Youth in the Age of #BlackLivesMatter," (2016), *Oxford University Press Blog*, <https://blog.oup.com/2016/07/oral-history-black-lives-matter/>

Beyond Women's Words, 217-276

A.I. Dixie's Narrative: "Go or Die," <https://vimeo.com/digitalworlds/review/323578328/2a4a48c1ad>

Gator Tales: <https://www.youtube.com/watch?v=U6BU6Vfxw1o&t=147s>

"From the Archives: What is Oral History?" https://www.youtube.com/watch?v=p3_BhvfsDtE&t=11s

Week of October 12: Transforming Oral History into Community-Based Public Programs

Monday Discussion: Guest Lecturers: Rachel Hujsa and Megan Sam, SPOHP Social Media

Viewing/Listening/Reading

John Due UF Honorary Doctorate Program (listen to alumni tributes),
<https://www.youtube.com/watch?v=F3fTwHR3ZVU&t=1534s>

SPOHP Public Programs, 2008-2020 Booklet (Canvas)

The John Due Zine

"Oral History and Empathy and the Women's March on Washington," *Oxford University Press Blog*,
<https://blog.oup.com/2017/03/oral-history-womens-march/>

"Voices from the March: A Documentary Play," <https://www.youtube.com/watch?v=Jb3v-OC4Tuc&t=294s>

"Oral History and the Importance of Sharing at Pride in Washington, DC," *Oxford University Press Blog*,
<https://blog.oup.com/2017/07/pride-washington-dc-oral-history/>

"Paul Ortiz on Oral History," *Oxford University Press Blog*, <https://blog.oup.com/2013/06/paul-ortiz-on-oral-history/>

Valerie Yow, *Recording Oral History*, 188-219; 282-310. (indexing) 311-334; and read appendices including Legal Release Forms, interview questions, principles of the Oral History Association; IRB Review.

Week of October 19: Building Curriculum: in Classrooms, Commemorations, and Other Places

Monday Discussion: Guest Lecturer, Professor Jessica Taylor, Virginia Tech University

Viewing/reading/listening

Jessica Taylor, (SPOHP Alumna) “‘We’re on Fire’: Oral History and the Preservation, Commemoration, and Rebirth of Mississippi’s Civil Rights Sites,” *Oral History Review* (2015) (Canvas)

Paul Ortiz, “Making History Matter: Teaching Comparative African American and Latina/o Histories in an Age of Neoliberal Crisis,” *Kalfou*, (Canvas)

“Terry Parker Helps Lead Florida Black History Curriculum Project,” (VIMEO)

<https://www.teamduval.org/2020/03/03/terry-parker-high-helps-lead-florida-black-history-curriculum-project/>

Student Action with Farmworkers: 20 Years of Growing Farm Worker Activists (Canvas)

Week of 10/26: Memory Work: Creating a 1,000+ Interview Collection in African American History

Monday Discussion: Guest Lecturers: Marna Weston, UF, Prof. Justin Hosbey, Emory University; Prof. Justin Dunnivant, UCLA

Viewing/Reading: SPOHP IBC Documentary

Paul Ortiz, “Ocoee, Florida: Remembering ‘the single bloodiest day in modern U.S. Political history,’

<https://www.facingsouth.org/2010/05/ocoe-florida-remembering-the-single-bloodiest-day-in-modern-us-political-history.html>

“From Segregation to Black Lives Matter,” *A Celebration of African American Oral History in Gainesville*, (SPOHP Joel Buchanan African American Oral History Archive Symposium) (Canvas)

Podcast: Justin Hosbey (SPOHP alumnus) and Jared Richardson, “Perils of Privatization in NOLA,”

<https://www.listennotes.com/podcasts/live-from-field/episode-3-perils-of-lzCTFkVcx5P/>

View Joel Buchanan Archive of African American History: <https://ufdc.ufl.edu/ohfb>

2nd Synthesis Essay Due, Friday, 10/30, “Oral History and Historical Narratives”

Week of November 2: Public Programs and Community-Based Oral History

Monday Discussion: Guest Lecturer, Professor Johanna Mellis, Ursinus College

Reading/Viewing/Listening: SPOHP Public Program Booklet (Canvas)

Interview with Prof. Mellis regarding her approaches to oral history:

<https://www.theendofsport.com/episodes/episode-20-communist-vs-capitalist-sport-with-johanna-mellis>

Johanna Mellis (SPOHP Alumna) “From Defectors to Cooperators: The Impact of 1956 on Athletes, Sport Leaders and Sport Policy in Socialist Hungary,” *Contemporary European History*, [Volume 29](#), [Issue February 2020](#), pp. 60-76 (Canvas)

Marjorie L. McLellan, “Case Studies in Oral History and Community Learning,” *Oral History Review* (25 (Summer/Fall 1998), 81-112 (Canvas)

Week of November 9: Ethics, Movement Building and Oral History

Monday Discussion: Guest Lecturer, Dr. Matthew Simmons, University of South Florida

Beth McMurtrie, “Secrets From Belfast: How Boston College’s Oral History of the Troubles Fell Victim to an International Murder Investigation,” *The Chronicle of Higher Education*, 26 January 2014, <https://www.chronicle.com/interactives/belfast>

Matthew Simmons (SPOHP Alumnus), “Courage to Really Stand Up for Our Rights: Movement Building among Lake Apopka Farmworkers, 1971-1998,” *Tampa Bay History* Vol. 29: 1-29.

Valerie Yow, *Recording Oral History*, 141-214.

Week of November 16: Serious Field Work

Monday Discussion: Guest Lecture: Annemarie Nichols Anderson, Southern Foodways Alliance Oral Historian (Annemarie will join us, 1:00-1:40)

Sarah Blanc (SPOHP Alumna), “UF Oral History Program Digs Deep in the Delta,” *Groundswell: Oral History for Social Change* (2013), <http://www.oralhistoryforsocialchange.org/blog/2014/5/13/uf-oral-history-program-digs-deep-in-the-delta>

Beyond Women’s Words: 149-216

2019 Mississippi Freedom Project (MFP) Reflections Booklets (Before and After) in MFP Folder (Canvas)

Week of November 23: Serious Field Work, II

Monday Discussion:

Paul Ortiz, Omar Sanchez, Julian C. Valdivia, “Oral History of the Black Struggle: The Pursuit of Truth in the Delta,” *Against the Current*, January/February 2020 (Canvas)

Final Synthesis Essay Due, Friday, 11/27, “How Has Oral History Changed Your View of the World?”

Week of November 30 Final Projects Preparation

Week of December 7: Final Projects Preparation

Finals Week: December 14

Final Projects due Wednesday, December 16

COURSE POLICIES:

Attendance & makeup policy

Attendance is mandatory, and unexcused absences will adversely affect your grade. Requirements for class attendance and make-up assignments in this course are consistent with university policies that can be found in the online catalog at Attendance Policies (Links to an external site.) <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Academic Honesty

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 (Links to an external site.) <https://sccr.dso.ufl.edu/process/student-conduct-code/> 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 in this class.

Accommodations for Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (Links to an external site.) (Links to an external site.) <https://disability.ufl.edu/students/get-started/> (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from the Gatorevals website (Links to an external site.) <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under

GatorEvals, or via the evaluation system. (Links to an external site.)https://urldefense.proofpoint.com/v2/url?u=https-3A__ufl.bluer.com_ufl_so-2Deng.htm&d=DwIGaQ&c=sJ6xIWYx-zLMB3EPkvcnVg&r=1qtWVKU2uNohMAWR5pYYVu0F_ty9jxk4wI-DcSEfmKub76k8eaDIYyGQkZMpCQZ6&m=k90zsvqBzr1BrLXYzSJ9WljTGV6GJIEBvh8LjARP8bY&s=YKNAqG9bL3euFnYzZGGBWYybkh3EmcfxPCu5jY9w4rA&e=> Summaries of course evaluation results are available to students at the public results website (Links to an external site.)<https://gatorevals.ua.ufl.edu/public-results/>.

Statement Regarding Course Recording

Our class sessions may be audio visually recorded for students in the class to refer back to and for use of enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate verbally are agreeing to have their voices recorded. If you are unwilling to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.