

**SAMUEL PROCTOR ORAL HISTORY INTERNSHIP**  
**SPECIAL TOPIC: EDUCATIONAL EQUITY IN HIGHER EDUCATION**

Spring Semester, 2021 | HIS4944.425G (21121)

Class Location: Virtual/Online

Mondays, 11:45am–1:40pm (Periods 5-6)

**Zoom Information**

Zoom Link:	<a href="https://ufl.zoom.us/j/94783897290?pwd=RnRtM3FFcStsWU16RGdUN3BhSIFDQT09">https://ufl.zoom.us/j/94783897290?pwd=RnRtM3FFcStsWU16RGdUN3BhSIFDQT09</a>
Meeting ID:	947 8389 7290
Passcode:	655915

**Contact Information**

Name	Email	Office Hours
Dr. Paul Ortiz	<a href="mailto:portiz@ufl.edu">portiz@ufl.edu</a>	MW, 3:00–4:30PM, (new link to be sent out weekly)
Adolfho Romero	<a href="mailto:adolforomero@ufl.edu">adolforomero@ufl.edu</a>	TBA, <a href="https://ufl.zoom.us/j/4896834802">https://ufl.zoom.us/j/4896834802</a>
Marianne Quijano	<a href="mailto:mariannequijano@ufl.edu">mariannequijano@ufl.edu</a>	R, 1:00–2:00PM, <a href="https://ufl.zoom.us/j/2325225814">https://ufl.zoom.us/j/2325225814</a>
Marcus Chatfield	<a href="mailto:mchatfield@ufl.edu">mchatfield@ufl.edu</a>	—

**About the Proctor Program**

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.

**Course Description & Objectives**

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. Interns will learn best oral history practices, digital production techniques, and public outreach methods.

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.

### Other Important SPOHP & MFOS Program Contacts

Name	Title	Email
Deborah Hendrix	Digital Humanities Prod. Coordinator	<a href="mailto:hendrixd@ufl.edu">hendrixd@ufl.edu</a>
Tamarra Jenkins	Administrative Specialist I	<a href="mailto:tamarraj@ufl.edu">tamarraj@ufl.edu</a>
Dr. Leslie Pendleton	Senior Director of MFOS Program	<a href="mailto:LPendleton@ufsa.ufl.edu">LPendleton@ufsa.ufl.edu</a>

### Partners: Machen Florida Opportunity Scholars

In honor of the 15<sup>th</sup> anniversary of the Machen Florida Opportunity Scholars (MFOS) Program, SPOHP is working to capture the program's history through the narratives of those who founded and provided resources to make MFOS possible. The MFOS Program has helped first-generation and low-income students by providing first-generation Gators the resources in their paths to earn a degree from UF, profoundly changing their lives forever. The MFOS Program is one of the only university-established initiatives of its kind in the nation. To date, the program has funded and supported more than 5,000 Gators.

Our goal at SPOHP is to create and showcase this program's history as it stands as a testament to our Land Grant mission and our values as an institution. When complete, the interview transcripts will be housed in the University of Florida Digital Collections (UFDC) for student and scholarly use. In addition, SPOHP and the MFOS program will produce a special documentary that we intend to premier in Fall 2021 during UF's celebration of National First-Generation Day.

### Recommended Texts

Assigned readings will be available electronically via Canvas under “Files” as PDF documents. Students who wish to read further on major themes and debates within the field of oral history should consult the works below. The purchase of these texts is recommended but not mandatory for success in this class.

Yow, Valerie Raleigh. *Recording Oral History: A Guide for the Humanities and Social Sciences*. 3rd ed. Rowman & Littlefield Publishers, 2014.  
ISBN: 978-0759122673

Perks, Robert, and Alistair Thomson, eds. *The Oral History Reader*. 3rd ed. London: Routledge, 2015.  
ISBN: 978-0415707336

## **Assignments**

### Attendance, Participation, and Office Work (10%)

Beyond attending our weekly class meeting, each intern is required to work an additional 5 hours a week for the internship. Time spent at SPOHP-sponsored events can also count toward weekly hours, whereas time spent on assigned readings does not.

### Seminar Participation, Weekly Readings, and Discussion (10%)

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.

### Weekly internship activities (30%)

*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).

### Synthesis Essays (10%)

Over the course of the semester, interns will write two (2) three-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.

### Oral History Interviews

#### *Conducted Interviews (30%):*

Each intern will arrange and conduct their own oral history interviews throughout the semester. Students will plan, conduct, and process—**two** interviews with two individuals related to the Machen Opportunity Scholars Program or other relevant individuals over the course of the semester. These interviews will be compiled and made available for communities and researchers who seek to document the history of equity in higher education. 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.

#### *Final Project (20%):*

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.

## **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](#).

### 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](#) 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](#) (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](#). 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](#). Summaries of course evaluation results are available to students at [the public results website](#).

### 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.

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## **Course Schedule**

### **Week I. Jan 11: Orientation and Introductions**

Introduction to SPOHP, each other and main themes of internship; getting share drive access and Work Logs/Project Logs; setting up internship work schedules, sharing cell phone numbers, pairing off for practice interviews

### **Week II. Jan 18: No Class – MLK Jr. Day**

#### Read:

- Alessandro Portelli, “What Makes Oral History Different,” in *The Oral History Reader*, pp. 48–58.
- Paul Ortiz, “Tearing up the Master’s Narrative: Stetson Kennedy and Oral History,” *Oral History Review* (2014), pp. 279–289.
- Valerie Yow, “Introduction to the In-Depth Interview,” in *Recording Oral History*, pp. 1–40.
- SPOHP’s 2018 Mississippi Freedom Project Fieldwork Booklet

#### Watch:

- SPOHP’s Fall 2020 Internship Presentation: “Catholic Institutions of North Central Florida,” (December 15, 2020): <https://youtu.be/2jH0aX98ypE>
- SPOHP’s Oral History Interview with Dr. Leslie Pendleton (Senior Director of MFOS Program), [https://youtu.be/Ko6DtQHEf\\_E](https://youtu.be/Ko6DtQHEf_E)
- SPOHP’s Oral History Interview Ms. Erica Aguiar (MFOS Graduate), <https://youtu.be/eo8DuufVpas>

### **Week III. Jan 25: Introduction to Oral History Methodologies**

#### Watch:

- “Learn to Transcribe Oral History the SPOHP Way,” [https://youtu.be/\\_aKXmOLQINw](https://youtu.be/_aKXmOLQINw).

#### Read:

- Valerie Yow, “Interviewing Strategies and Techniques,” in *The Oral History Reader*, pp. 153–178.
- Kathryn Anderson and Dana C. Jack, “Learning to Listen: Interview Techniques and Analyses,” in *The Oral History Reader*, pp. 179–192
- Look over: *SPOHP Style Guide: Guidelines for Transcribing and Editing Oral Histories* (May 2020).

#### Speakers:

Sandra Romero and Deborah Hendrix (Samuel Proctor Oral History Program)

#### Attend Virtually:

Hosted by SPOHP, “University of Florida in the Mississippi Delta,” January 27, 2021, at 6:30PM ET.

Registration Link:

[https://ufl.zoom.us/webinar/register/WN\\_l0we2a9EQnWJ8FNlvWbH0w](https://ufl.zoom.us/webinar/register/WN_l0we2a9EQnWJ8FNlvWbH0w)

### **Week IV. Feb 1: Documenting First-Generation, McNair and McKnight Scholars**

- Read:
- Ruth Colker, "Affirmative Action," in *American Law in the Age of Hypercapitalism: The Worker, the Family, and the State*, pp. 27–61.
  - Martha E. Casazza and Laura Bauer, "Oral History of Postsecondary Access: Martha Maxwell, a Pioneer," *Journal of Developmental Education* 28, no. 1 (Fall 2004): 20–26.

- Watch:
- Paul Ortiz, "Oral History in the Age of Black Lives Matter," Columbia University Oral History Program Lecture (2018), <https://youtu.be/DrnJPggsCy0>.
  - SPOHP, "Oral History...It's A Process," <https://youtu.be/i0zSwE8Njtk>.

In-Class Panel: Staff from McNair, McKnight, and MFOS, "Administrative Challenges in Tackling Underrepresentation."

Assignment: 1st Synthesis Essay due on Friday, Feb. 5

#### **Week V. Feb 8: Founding the Land-Grant University**

- Read:
- Craig Steven Wilder, "The Edges of the Empire: Colleges in the Arsenal of European Imperialism," in *Ebony and Ivy: Race, Slavery, and the Troubled History of America's Universities*
  - Margaret A. Nash, "Entangled Pasts: Land-Grant Colleges and American Indian Dispossession," *History of Education Quarterly* 59, no. 4 (November 2019): 437–67.

- Listen:
- Interview with Prof. Jessica Taylor, "Landscapes of Meaning," The Oral History Review Podcast (2015), <https://blog.oup.com/2015/10/jessica-taylor-ohr-interview/>.

In-Class Panel: First-Generation Student Panel: "Challenges in First-Generation Programs."

#### **Week VI. Feb 15: Black Students and the University**

- Read:
- Derrick E. White, "From Desegregation to Integration: Race, Football, and 'Dixie' at the University of Florida," *The Florida Historical Quarterly*, Vol. 88, No. 4 (Spring 2010), pp. 469–496.

- Watch:
- *Gator Tales* (dir. Kevin Marshall): <https://youtu.be/U6BU6Vfxw1o>
  - SPOHP documentary, *The Making of the IBC*: <https://youtu.be/hXxJailPGgw>

#### **Week VII. Feb 22: Indigenous Nations, Land, and Reparations**

- Read:
- Vivianne Anguiano, "The Navajo Nation's Diné College Faces the Worst Coronavirus Outbreak in the Country," Center for American Progress, May 21, 2020,

<https://www.americanprogress.org/issues/education-postsecondary/news/2020/05/21/485285/navajo-nations-dine-college-faces-worst-coronavirus-outbreak-country/>.

- Melanie Shell-Weiss, "Good Intentions: Grappling with Legacies of Conflict and Distrust Surrounding a Native American Oral History Project One Generation Later," *The Oral History Review* 46, no. 1 (March 1, 2019): 104–33.

### **Week VIII. March 1: Latinx Students and the (Hispanic-Serving) University**

Read:

- Nicholas Vargas and Julio Villa-Palomino, "Racing to Serve or Race-Ing for Money? Hispanic-Serving Institutions and the Colorblind Allocation of Racialized Federal Funding," *Sociology of Race and Ethnicity* 5, no. 3 (July 1, 2019): 401–15.
- Lindsay French, "Refugee Narratives; Oral History and Ethnography; Stories and Silence," *The Oral History Review* 46, no. 2 (August 1, 2019): 267–76.

Watch:

- SPOHP documentary, *The Making of La Casita*:  
<https://youtu.be/yNg0JLYP1Ac>

Speaker:

Prof. Nicholas Vargas (Associate Professor, UF Center for Latin American Studies and Department of Sociology and Criminology & Law)

### **Week IX. March 8: The Counter-Narratives of Asian American Students**

Read:

- Tracy Lachina Buenavista and Angela Chuan-Ru Chen, "A Counter-Story of an Undocumented Asian American College Student," in *The Misrepresented Minority*
- Loretta Ross, "Excerpts from the Voices of Feminism Oral History Project: Interview with Peggy Saika," *Meridians: Feminism, Race, Transnationalism* 10, no. 2 (September 22, 2010): 163–98.

Assignment:

2nd Synthesis Essay due on Friday, March 12

### **Week X. March 15: Student Movements & Intergenerational Activism**

Read:

- SPOHP Interview with Scott Camil, February 23, 2005,  
<https://ufdc.ufl.edu/UF00093179/00001>.
- Amy Starecheski, "Squatting History: The Power of Oral History as a History-Making Practice," *The Oral History Review* 41, no. 2 (September 1, 2014): 187–216.

Listen:

- *The Gainesville Eight: A Three-Part Series*:  
<https://oral.history.ufl.edu/the-spoHP-podcast-presents-the-gainesville-eight-a-three-part-series/>

Watch:

- SPOHP documentary, *Nuestras Historias*:  
<https://youtu.be/JdgZQ851AIQ>

**Week XI. March 22: Veterans, the GI Bill, and the University**

Read:

- Todd McCardle, "A Promise Deferred: Black Veterans' Access to Higher Education Through the GI Bill at the University of Florida, 1944–1962," *Educational Studies* 53, no. 2 (March 4, 2017): 122–34.

Watch:

- SPOHP Documentary, *Telling Gainesville: A Play About Veterans*,  
<https://youtu.be/2pQZjTBqkWM>

Speakers:

- Ray Eberling and Don Obrist (UF Samuel Proctor Oral History Program)
- Prof. Paul Ortiz, "Experiences of a third-generation military veteran and a first-generation college student from community college to a PhD."

**Week XII. March 29: Athletes and Student Labor**

Read:

- Excerpts from Billy Hawkins, *The New Plantation: Black Athletes, College Sports, and Predominantly White NCAA Institutions* (Palgrave Macmillan, 2010).
- Meghan Brophy, "Undergraduates Are Workers, Too," *Jacobin*, August 2017.

Listen:

- Raja Rahim, "Sport in History Podcast, Episode 37,"  
<https://alondonjournal.net/2020/04/12/sport-in-history-podcast-37-raja-rahim/>

Speaker:

Raja Rahim (Ph.D. Candidate, UF Department of History; Visiting Professor, Kenyon College)

**Week XIII. April 5: The Community College**

Read:

- Adrienne L. Provost and Angela M. Kohnen, "A Full Spectrum of Interpretation: A Discourse-Historical Analysis of One Community College's Mission Statement," *Community College Journal of Research and Practice*, November 5, 2020, 1–17.



Speaker: Adrienne Provost (Ph.D. Candidate, University of Florida; Director of TRIO Programs and Director of the College Achievement Program, Santa Fe College)

**Week XIV. April 12: Mass Incarceration, Disability, and Critical University Studies**

Read:

- Jay Timothy Dolmage, "Introduction," in *Academic Ableism: Disability and Higher Education*.
- Jeffrey J. Williams, "Deconstructing Academe: The Birth of Critical University Studies," *The Chronicle of Higher Education* (2012).

Watch:

- Episode 1, "'No One Ever Taught Me Any of That,'" of *College Behind Bars*, <https://www.pbs.org/video/college-behind-bars-part-1-no-one-ever-taught-me-any-of-that/>

Speaker: TBD

**Week XV. April 19: Revisiting Myths on Diversity & Wrapping Up**

TBD