APPLICATION FOR NEW COURSE

1. Submitted by College of Education, Date December 22, 2004
   Department/Division offering course Educational Policy Studies & Evaluation

2. Proposed designation and Bulletin description of this course:
   a. Prefix and Number EPE 669
      b. Title* Oral History
         *NOTE: If the title is longer than 24 characters (including spaces), write
         A sensible title (not exceeding 24 characters) for use on transcripts
   c. Lecture/Discussion hours per week 3.0
   d. Laboratory hours per week
   e. Studio hours per week
   f. Credits 3
   g. Course description
      This course is an introduction to oral history methodology and theory. It is designed for persons intending to use oral and
      life history interviews in historical or other qualitative research. The course examines how: oral history projects are
      initiated, projects are administered, interviews are conducted, and oral history interviews are preserved in archives and
      libraries. The course also explores the reliability of memory and the utilization of oral histories in public presentations.
      Readings in the course focus on the development of oral history as a research methodology. Assignments and discussions
      will provide experience with interviewing, recording and transcribing, editing and publishing oral histories.
   h. Prerequisites (if any)
   i. May be repeated to a maximum of (if applicable)

4. To be cross-listed as
   Prefix and Number
   Signature, Chairman, cross-listing department

5. Effective Date Spring 2006 (semester and year)

6. Course to be offered □ Fall □ Spring □ Summer

7. Will the course be offered each year? (Explain if not annually)
   □ Yes □ No

8. Why is this course needed?
   Oral and life histories are widely used in educational research, particularly as components of historical, sociological,
   anthropological and psychological studies of learners, policy makers, and teacher and administrator development. Conducting,
   interpreting and preserving oral histories is critical to building institutional memory. Oral and life histories are used as a key
   component of numerous master's projects and dissertations completed at UK. Yet at present methods of oral history research
   are only offered as occasional special topics courses; the course is not available as a regular offering at UK despite the
   availability of highly qualified faculty already on the UK faculty to teach the course.
9. a. By whom will the course be taught?  Dr. Terry Birdwhistell

b. Are facilities for teaching the course now available?  
   If not, what plans have been made for providing them?  ☒ Yes ☐ No
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 8-12 graduate students/year

11. Will this course serve students in the Department primarily? ☐ Yes ☐ No
Will it be of service to a significant number of students outside the Department? ☐ Yes ☐ No
If so, explain:

Students in other departments of the College of Education regularly enroll in this course, along with students from Arts & Sciences and from Communications and Information Studies who take this course as a research methods course in preparation for thesis and dissertation research.

12. Will the course serve as a University Studies Program course? ☐ Yes ☐ No
If yes, under what Area?

13. Check the category most applicable to this course:
   ☐ traditional; offered in corresponding departments elsewhere;
   ☐ relatively new, now being widely established
   ☐ not yet to be found in many (or any) other universities

14. Is this course applicable to the requirements for at least one degree or certificate at the
University of Kentucky? ☐ Yes ☐ No

15. Is this course part of a proposed new program?
   If yes, which?
   ☐ Yes ☐ No

15. Will adding this course change the degree requirements in one or more programs?*
   If yes, explain the change(s) below

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16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. ☐ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. ☐ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?
   Name: Dr. Beth L. Goldstein
   Phone Extension: 7-2705

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*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
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Signatures of Approval:

Date: 1-18-05

Date: 2-18-05

Date of Notice to the Faculty

Date

Date

Date

Date

Date

Date

Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

Rev 3/04
Course Description:

This course is an introduction to oral history methodology and theory. It is designed for persons intending to use oral history interviews in historical or other qualitative research. Readings and class discussion focus on the development of oral history as a research methodology. The course examines how oral history projects are initiated, how projects are administered, how interviews are conducted, and how oral history interviews are preserved in archives and libraries. The course will also explore the reliability of memory and the utilization of oral histories in public presentations. Students will gain practical experience in oral history interviewing and related aspects of oral history, such as transcribing, editing, and publishing oral histories.

Course Requirements:

Class participation: (10 percent of grade)"

Students are expected to attend class and participate actively in class discussions.

Project #1: Interview Review (15 percent of grade) (Due February 4"

Choose an oral history interview from an archive and listen to the tape and/or read the transcript. In not more than five double-spaced pages describe the nature of the interview and assess the information the interview provides.

Project #2: Interviewing (15 percent of grade) (Due February 25"

In not more than ten double-spaced typed pages discuss the role of interviewing in the oral history process. Use class readings and discussions as well as outside sources to discuss the role of preparation in interviewing, the importance of interviewing “styles” and the role of the interviewer in the interviewing process.

Project #3: Book/media review (20 percent of grade) (Due March 25"

Choose a book or media production in which oral history plays a prominent role. In not more than five double-spaced typed pages, summarize the primary arguments in the book/media production, analyze the role of oral history in the narrative, make some judgment about the author’s/producer’s oral history expertise (if possible), and make some conclusions regarding the value of the book/media production.
PROJECT #4: Oral history interview and summary (30 percent of grade) (Due April 29)

You are required to conduct at least one tape-recorded oral history interview. The interview may be on a topic of your choice with my approval or I will work with you to identify a prospective interviewee. Following the interview prepare a summary of your interview experience (no more than 10 double-spaced pages) in which you compare and analyze your experience with the information regarding interviewing gleaned from the class readings and discussions. You will also transcribe at least 5 double-spaced pages of what you consider the "best" or "most interesting or informative" portion of your interview. Tape recording, partial transcript, and interview summary are due April 29. You will have the opportunity to discuss your interviewing experience during the last class meeting on April 29.

Journal: (10 percent of grade) (Due April 22)

Each student is responsible for keeping a journal in which you react to the readings, class discussions, and your interaction with oral history. You may raise questions, pursue thoughts regarding specific oral history issues, or comment on your developing understanding of oral history methodology and theory. The instructor reviews journal entries periodically during the semester. All journals will be collected for review April 22.

GRADING SCALE:

A: 90-100 pts.
B: 80-89 pts.
C: 70-79 pts.
E: 69 or below

PLAGARISM: See 6.3.1 under Student Rights and Responsibilities

REQUIRED BOOKS:


REQUIRED ARTICLES/BOOK CHAPTERS: (Provided)


Brinson, Betsy. “An Interview with Governor Ned Breathitt on Civil Rights: ‘The most significant thing that I have ever had a part in,” The Register of the Kentucky Historical Society (Winter 2001) pp. 5-52.

Campbell, Tracy. “Before the Fall: The Early Career of Edward F. Prichard, Jr.,” Kentucky Humanities, (2000, No. 2)


Shireliffe, Barbara. “‘We Got the Best of that World’: A Case for the Study of Nostalgia in the Oral History of School Desegregation,” Oral History Review (September/Fall 2001), 59-84.


CLASS SCHEDULE:

INTRODUCTION:

Class 1:
January 24:
Introduction to course and course requirements.

Class 2:
January 28:
De Hart, Jane Sherron. “Oral Sources and Contemporary History: Dispelling Old Assumptions.”
Ritchie, Doing Oral History, pp. 1-56.

INTERVIEWING:

February 4—(Project #1 due)
Ritchie, Doing Oral History, pp. 57-84.
Yow, “Interviewing Techniques.”


February 11:
Gluck and Patai, Women's Words, pp. 1-58.
Morrissey, “The Two Sentence Format.”
Neuenschwander, Oral History and the Law.

Guest: Eric Moyen, EPE doctoral student and Kentucky Legislature Oral History Project interviewer

TRANSCRIPTION, EDITING, ARCHIVING:

February 18:
Ritchie, Doing Oral History, pp. 131-158.
Gluck and Patai, Women's Words, pp. 59-106.
Allen, “Resisting the Editorial Ego.”
Ritchie, Schulman, Kirkendall, and Birdwhistell, "Interviews As Historical Evidence.”
Wilmis, “For The Record: Editing and the Production of Meaning in Oral History.”

Guest: Jeff Suchanek, Senior Archivist, Ford Public Policy Archives and Assistant Director, UK Oral History Program
VIDEO ORAL HISTORY:

February 25: (Project #2 due)
    Henson and Shorzman, "Videohistory."

    Video samples

March 4: NO CLASS MEETING

ORAL HISTORY THEORY:

March 11:
    Frisch, A Shared Authority, pp. 1-146.
    Blatz, “Craftsmanship and Flexibility in Oral History.”
    Thelin, David. “Memory and American History.”
    Allen, Barbara, “Story in Oral History: Clues to Historical Consciousness.”

March 18: SPRING BREAK

March 25: (Project #3 Due)
    Frisch, A Shared Authority, pp. 147-264.
    Ritchie, Doing Oral History, pp. 185-206.

    Video: "Long Road Back: Vietnam Remembered."

PUBLISHING ORAL HISTORY:

April 1:
    Grele, “Useful Discoveries.”
    Campbell, “Before the Fall: The Early Career of Edward F. Pritchard, Jr.”

    Guest: Dr. Tracy Campbell, UK Professor of History

April 8: NO CLASS MEETING
DOCUMENTING DIVERSITY:

April 15:  
Rogers, “Oral History and the History of the Civil Rights Movement.”  
Brinson, “An Interview with Governor Ned Breathitt on Civil Rights: ‘The most significant thing that I have ever had a part in.’”  

Guest: Kim Lady Smith, Director, Kentucky Oral History Commission  
Video: “Living the Story: The Civil Rights Movement in Kentucky.”

April 22: (Journals Due)  
Blee, “Evidence, Empathy, and Ethics.”  
Shircliff, “‘We Got the Best of that World’: A Case for the Study of Nostalgia in the Oral History of School Desegregation.”

April 29: (Project #4 Due)  
Project Reports and Discussion