**UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL**

Electronically submit this completed form with PDF attachments to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>Business</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Submitted By:</td>
<td>Jess Rigelhaupt</td>
<td>Date Prepared: October 8, 2012</td>
<td></td>
</tr>
<tr>
<td>Course Title:</td>
<td>Oral History</td>
<td></td>
<td></td>
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<tr>
<td>Department/discipline and course number*:</td>
<td>HIST 441</td>
<td></td>
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*This course number must be approved by the Office of the Registrar before the proposal is submitted.

<table>
<thead>
<tr>
<th>Number of credits proposed:</th>
<th>3</th>
<th>Prerequisites:</th>
<th>HIST 298 / POI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?)</td>
<td>NO</td>
<td>X</td>
<td>YES</td>
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<thead>
<tr>
<th>Date of first offering of this new course:</th>
<th>FALL SEMESTER, year 2013</th>
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<tbody>
<tr>
<td>Proposed frequency of offering of the course:</td>
<td>Annual or bi-annual</td>
</tr>
<tr>
<td>List the faculty who will likely teach the course:</td>
<td>Jess Rigelhaupt</td>
</tr>
<tr>
<td>Are ANY new resources required?</td>
<td>NO</td>
</tr>
</tbody>
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<tr>
<th>This new course will be (check all that apply):</th>
<th>Required in the major</th>
<th>General Elective</th>
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<tbody>
<tr>
<td></td>
<td>Elective in the major</td>
<td>General Education**</td>
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**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.**

**Catalog Description:**

Study of oral history methodology; explores how oral history and narration of the past generates distinctive information about people's lives and political, social, and cultural change; students receive training in oral history methods for conducting and analyzing interviews.

**Course History**

<table>
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<tr>
<th>Course Number and Title of Previous Course</th>
<th>Semester Offered</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>HIST 471D3</td>
<td>Fall 2012</td>
<td>13</td>
</tr>
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</table>

X CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C- grade or lower in the earlier course.

**NOTE:** If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

**REQUIRED ATTACHMENTS:**

1. **Rationale Statement** (Why is this course needed? What purposes will it serve?)
2. **Impact Statement** (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. **Sample Syllabus**

Department Chair Approval: [Signature]

CCC Chair Approval: Bradley Hansen

UCC Chair Approval: [Signature]

New Course Proposal Cover Sheet (July 2012)
New Course Proposal - Oral History (HIST 441)

1. **Rationale Statement (Why is this course needed? What purposes will it serve?)**

This course will augment the history curriculum and add to the diversity of elective offerings. Oral history is an important and collaborative methodology: it allows students first-hand experience in historical research and promotes student involvement in professional and public research. I envision oral history interviews conducted by students becoming part of the historical record and public history projects. I encourage students to consider how their interviews could be integrated into exhibitions or web-based public history projects. Students' interviews can be deposited in a special collections library on campus or in a local historical library, thus becoming available to future researchers. In the course, students receive training in oral history methods, public history practices, digital audio/video recording, and digital audio/video editing. In the first two iterations of this course (fall 2009 and fall 2010), students created web-based public history projects and made their interviews widely accessible. Oral history facilitates community-based research and can build links between UMW and communities and institutions in the region.

2. **Impact Statement (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)**

The resources on campus have been sufficient to support this course. This course will not require new library resources; the print and electronic resources already in the library have served this course effectively. The course will not require new space or funding. The Department of History and American Studies has a sufficient number audio recorders and video cameras for students in the course.
Oral History
History 471D3 / Fall 2012
Monday, 6:00-8:45pm / 211 Monroe

Professor Jess Rigelhaupt
Office: 231 Monroe Hall
Office Phone: 540.654.1480
Office Hours: Mon., 3:30-5:30pm; Wed., 2:30-4:30pm; Tue. & Thur., 1:15-1:45pm; and by appointment
Email: jmr@umw.edu
Course Website: oralhistoryf12.umwblogs.org

Course Description
This course provides an introduction to oral history as a research method. We will explore how oral history and narration of the past generates distinctive information about people's lives and social change. We will examine the ways in which memory and identity are continually made and re-made in relation to social, cultural, political, and historical change. In examining how people narrate their lived experiences and memories, we will inquire into how they are simultaneously personal and collective. Students will receive training in oral history methods for preparing, conducting, and analyzing interviews. Students will conduct oral history interviews for the course. In addition, this course will explore how oral history can generate information about the United States home front during World War II. This course is an elective, a 400-level seminar, in the major in the History Major.

Course Goals and Objectives
• Understanding of oral history research skills, methods, and theory
• Explore interconnections between oral history and public history
• Enhance public speaking skills through interviews and seminar discussion

Course Requirements
Students are required to attend class, participate in discussion, complete all the assigned reading, and complete all of the written assignments. No late papers will be accepted. Students are required to facilitate class discussion once during the semester. Students who miss two (2) or more class meetings with unexcused absences will receive no credit for class participation. Any student who appears to be failing the course will be reported as unsatisfactory on mid-semester reports. All student work must adhere to the University of Mary Washington Honor System and guidelines for academic integrity. Your final grade will be earned based on the following:

- Class Participation and Facilitation: 25%
- Reading Journal: 10%
- Oral History Transcripts: 5%
- WWII Home Front Essay (5 pages): 10%
- WWII Home Front Website: 15%
- WWII Home Front Public History Project: 15%
- WWII Home Front Oral History Research Paper: 20%
Required Reading
Valerie Yow, *Recording Oral History*
Studs Terkel, *The Studs Terkel Reader: My American Century*
Lewis A. Erenberg and Susan E. Hirsch, eds., *The War in American Culture: Society and Consciousness during World War II*
Katherine Archibald, Eric Arnesen and Alex Lichtenstein (Introduction), *Wartime Shipyard: A Study in Social Disunity*
Additional reading will be available online.

Attendance and Participation
This class is a seminar and every class member is expected to participate actively. Most class discussions will be led by students. It is imperative that students complete the assigned reading before each class meeting. The reading journal should prepare students for class discussion. If you have difficulty speaking during class discussion, please see me to talk about ways that you can supplement your class participation grade. The classroom is a forum for inquiry and the exchange of different ideas. I expect that students will bring a range of ideological and disciplinary commitments to class discussions. I also expect that different viewpoints will be aired in a thoughtful and respectful manner. If any student does not feel that they can express their opinions freely or if he or she feels that they are not being treated respectfully, they should see me immediately.

I expect all students to participate actively, which includes listening. Any behaviors that prevent students from participating actively—either listening or contributing to class discussion—will affect students' participation grades. I expect that the classroom will be free of disruptions and distractions. If your electronic equipment (cell phone or laptop) becomes disruptive or distracting it will affect your participation grade.

Students are required to write a self-evaluation of their class participation. This is a two-part assignment. After the first class meeting, but before the second class meeting on Monday, September 3, 2012, students must email Professor Rigelhaupt with their class participation goals and plan. The email (approximately a paragraph) should explain how the student will prepare to be successful in class discussion, what they seek to accomplish in class discussion, and goals for improving their class participation over the course of the semester. The email should, if applicable, discuss any apprehension about class discussion and plans to address the apprehension. Within twenty-four (24) hours after class on Monday, November 19, 2012, students must submit via email a self-evaluation of their class participation. The self-evaluation should assess the student’s class participation and reflect on their plans and goals from the beginning of the semester. Students should explain where they were successful and how they improved in class participation over the course of the semester. In areas where students did not find as much success, they should reflect on why that occurred and how they can make improvements in the future. At the conclusion of the self-evaluation, students must write a proposed grade for their class participation and a brief justification. In total, the self-evaluation should be approximately a single double-spaced page (300 words). Professor Rigelhaupt will utilize the self-evaluation in his determination of students’ class participation grades.

Class Facilitation
Students are required to facilitate discussion once during the semester. The facilitators should develop questions and focus discussion with the goals of understanding the reading and the authors’ arguments, critically analyzing the reading, and relating it to questions on oral history. I will be available to meet with students before they facilitate class discussion. Within twenty-four hours after facilitating class discussion students are required to email the instructor a facilitation self-evaluation report. The report (approximately
a double-spaced page) must include a grade students would give themselves, an explanation for the grade, a self-evaluation of the students' facilitation in class, an assessment of how the class discussion went, and a summary of how the student prepared for facilitating. Students must include the questions and topics they prepared for the class meetings. After receiving students' facilitation self-evaluation, Professor Rigelhaupt will reply to the email and include the facilitation grade that will be recorded.

Writing Assignments

Journal Responses
The journal responses should be approximately two-thirds of a page in length (about 250 words). The journal post must be categorized as journal. I expect formal and concise writing. The journal responses will allow students to engage with the reading and prepare for class discussion. Students must include a word count (in parentheses) at the end of each journal response. In addition, students must write one discussion question or discussion topic that will be posted with their journal response to their blog. Students may choose to have their journal response engage their discussion question or topic. I highly recommend that students write their response in a word processing program and then post the specific response to the blog. The journal responses and question or topic must be posted by 3:00pm on each day that they are assigned. The journal responses will receive full credit if they are completed on-time and meet the guidelines. Students are encouraged to comment on one another's posts and make the class website a forum for exchanging ideas on oral history and the reading. Regular comments will augment the evaluation of a student's class participation and journal.

Primary Source Collection
Along with the weekly journal response, students are required to locate a primary source or primary source database on the World War II home front. There are numerous sources, for example, on archive.org or historians.org. Other sources to consider are magazine and newspaper articles, archival collections (especially with digital access), or photographs. Students may aim their primary source research in such a way that it focuses on the region of their narrators' residence or on key events discussed in their interviews. Alternatively, it could focus on a particular interest of the student, such as film, music, radio, or art. Students should consider how the primary sources help us understand regional and national history during World War II. Along with citation information, students must write a brief introduction of the source and post it at the same time as the journal responses. The post should embed the primary source, if possible, and it must be categorized primary source.

WWII Home Front Essay (5 pages)
Students are required to select and read closely an oral history transcript on Rosie the Riveter/World War II Home Front from the Regional Oral History Office website <bancroft.berkeley.edu/ROHO/projects//rosie/>. Then students must write a critical analytic essay that engages the following questions. What unique information about the World War II home front is learned in this interview? How might this interview (and interviews in general) change what historians have written? What can we learn from firsthand accounts that are different? How does the information in interviews relate to what we can learn from other sources? How would you evaluate the role of the interviewer? Are there patterns, repeated phrases, distinct information conveyed in how the interviewee narrated their experiences or told stories? This essay does not need to address all of these questions or require outside research. It must be focused on a close reading of interview transcript. Students will be partnered with a colleague who will read the same interview. Students must email the essay to Professor Rigelhaupt by 6:00pm on September 17, 2012 and bring a paper copy to class. During class on September 17, 2012, students will read each their partner's essay and discuss their findings and arguments about the interview. By 8:45pm on September 17, 2012, students will email Professor Rigelhaupt a 1-2 page essay.
recapping their response to their partner’s essay, the conversation they had in class, and critical evaluation how and why they arrived at similar or different points of focus and analysis on the interview.

*Oral History Research Essay*

Students are required to write a ten (10) page essay based on the life history interviews they will conduct. The interviews could be with a family member(s) or other people who can provide insights on the World War II home front. In preparation for the interview, students will write a project proposal. Students' annotated bibliography may be researched before the interview or focus on historical subjects that are discussed in the interview. More detailed information on this research project will be distributed during the semester.

*World War II Home Front Oral History Website and Public History Project*

The members of this course will construct a public website on the World War II home front based on the oral history research. This website is intended to make the information and insights recorded by the class accessible to a wide audience. All members of the course are expected to contribute equally to the development of the website. In addition to building the website, students will form four (4) groups and create a multimedia public history project. This could include a short documentary film, a radio program/podcast, or a website that interprets intersections between photography and oral history. The projects will be driven by the oral history research and student interests. More information on the website and the public history project will be distributed during the semester.

*Accommodations*

The Office of Disability Services has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you already receive services through the Office of Disability Services and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Please bring your accommodation letter with you to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise. If you have not contacted the Office of Disability Services and need accommodations (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability. Their phone number is 540.654.1266. If there is anything about yourself that you think I should know, please see me in office hours or before/after class.

**Class Schedule**

*Week 1 — Course Introduction / Narration of History and the Past*
Monday, August 27, 2012
Course Introduction / Narration of History and the Past

*Week 2 — What Does Oral History Record?*
Monday, September 3, 2012
**Required Reading:** Thompson, *The Voice of the Past*, chapters 1-2 [online]; Alistair Thomson, "Four Paradigm Transformations in Oral History" [online]
* Journal Response and Primary Source*
Week 3 — Re-Telling History in Telling the Past / Community and Family History
Monday, September 10, 2012
* Journal Response and Primary Source *
* Proposal for Oral History Research Essay Due *

Week 4 — Critical Analysis of an Interview Transcript
September 17, 2012
Meet in class to discuss and write a response to the five (5) page essay on the World War II Home Front
* WWII Home Front Essay (5 pages) *

Week 5—Narrating Change in World War II and the Making of "The Good War"
Monday, September 24, 2012
Required Reading: Terkel, *The Good War* in *My American Century*; Sherna Berger Gluck, "Interlude or Change: Women and the World War II Experience" [online]; Angelina Alexandre, Rosie the Riveter World War II American Homefront Oral History Project [online]
* Two journal responses due: one will be a video interview on the Alexandre transcript (3-4 minutes); and the second will be a normal response to Terkel and Gluck; and a Primary Source *

Week 6—Dynamics of Interviewing
Monday, October 1, 2012
Required Reading: Yow, chapters 3-6 (just review and skim chapter 5); Thompson, chapter 7 and life history guide [online]; Charles T. Morrissey, "The Two-Sentence Format as an Interviewing Technique in Oral History Fieldwork" [online]; Akemi Kikumura, "Family Life Histories: A Collaborative Venture" [online]; Valerie Yow, "Do I Like Them Too Much?: Effects of the Oral History Interview on the Interviewer and Vice-Versa" [online]; Kathryn Anderson and Dana C. Jack, "Learning to Listen: Interview Techniques and Analyses" [online]
* Journal Response and Primary Source *

Week 7 — Preparing for the Interview / Interrogating What is Hard to Talk About
Monday, October 8, 2012
Required Reading: Alessandro Portelli, "The Death of Luigi Trastulli: Memory and the Event" [online]; Catherine Kohler Riessman, "Making Sense of Marital Violence: One Woman's Narrative" [online]
* Journal Response and Primary Source *
* Prepare Interview Outline and Questions *

Week 8 — Monday, October 15, 2012 — Fall Break

Week 9 — Student Interviews
Monday, October 22, 2012
Students Play a Clip from Their Interview
* Ten (10) Minute Transcript Due *
* Annotated Bibliography Due *
* Primary Source *
Week 10 — The War in American Culture
Monday, October 29, 2012
Required Reading: Selections from Erenberg and Hirsch, *The War in American Culture: Society and Consciousness during World War II*
* Journal Response and Primary Source *

Week 11 — The War in American Culture
Monday, November 5, 2012
Required Reading: Selections from Erenberg and Hirsch, *The War in American Culture: Society and Consciousness during World War II*; Guglielmo, “‘Red Cross, Double Cross’: Race and America's World War II-Era Blood Donor Service, [online]
* Journal Response and Primary Source *

Week 12 — Ethnography, the Workplace, and Disunity
Monday, November 12, 2012
Required Reading: Archibald, Arnesen, Lichtenstein, *Wartime Shipyard: A Study in Social Disunity*
* Journal Response and Primary Source *

Week 13 — Interpretive Conflict
Monday, November 19, 2012
Required Reading: Katherine Borland, "'That's Not What I Said': Interpretive Conflict in Oral History Research"[online]; Richard Cándida Smith, "Analytic Strategies for Oral History Interviews "[online]; Daniel James, "Listening in the Cold," *Doña María's Story* [online]; Lynn Abrams, *Oral History Theory* [online]
* Journal Response and Primary Source *

Week 14 — Project Work on the Website and Public History
Monday, November 26, 2012
Class work on the website
* Complete Transcripts Due *

Week 15 — Project Work on the Website and Public History / Paper Workshops
Monday, December 3, 2012
Class work on the website/ Paper workshop on students' essays for the website
* Complete Essay on Oral History Research Due *
* Complete Public History Project Due *

Final Examination—Monday, December 10, 2012, 7:00-9:30pm
* Revised Essay on Oral History Research Due by 7:00pm *