

Course: HIST 14

Also Listed As:

Term Effective: 199870, CURRICULUM APPROVAL DATE: 12/14/1998

Short Title: US ORAL HISTORY

Full Title: U.S. In the 20th Century: An Oral History Approach

<u>Contact Hours/Week</u>	<u>Units</u>	<u>Number of Weeks</u>	<u>Total Contact Hours</u>
Lecture: 3	3	17	Lecture: 51
Lab: 0			Lab: 0
Other: 0			Other: 0
Total: 3			Total: 51

Credit Status: D - Credit - Degree Applicable

Grading Modes: L - Standard Letter Grade

Repeatability: N

Schedule Types: 02 Lecture and/or discussion

Course Description:

Students in this course will use oral history and traditional research methods to develop a collection of oral histories on family, community and twentieth century topics. Students will learn oral history skills, ethics, and applications. The course will also survey political, economic, social, and cultural history of the past century to provide interviewers with a context for their work.  
ADVISORY: History 2, 5, or 12

## ARTICULATION and CERTIFICATE INFORMATION

### Associate Degree:

GAV C2, effective 199870

GAV D2, effective 199870

### CSU GE:

CSU C2, effective 199870

CSU D6, effective 199870

### IGETC:

IGETC 3B, effective 199870

IGETC 4F, effective 199870

### CSU TRANSFER:

Transferable CSU, effective 199870

### UC TRANSFER:

Transferable UC, effective 199870

## PREREQUISITES:

## COREQUISITES:

## STUDENT LEARNING OUTCOMES:

At the conclusion of the course:

Students will be able to design an oral history project from start to finish, identifying the purpose and end-use of their work, and planning how to best approach their interviewees and subjects.

Students will learn and practice oral history interviewing skills.

Students will apply research skills to specific relevant events and circumstances.

Students will learn and apply oral history ethics.

Students will learn to organize and categorize information gathered in oral history settings.

Students will learn the advantages and disadvantages of oral vs. video history, and will experiment with each.

Students will learn to index and transcribe oral history for future use.

Students will learn to evaluate the credibility of an interviewee and will learn to verify factual information gathered through oral historiography. By completing two interviews, students will learn to compare the value of different oral history approaches.

Students will learn about major social, political, and cultural issues of the 20th century, and explore how those issues affected the lives of individuals and the development of families and communities, including the local communities.

Students will read the oral histories of others to develop critical skills that will help them evaluate oral and other history.

Students may contribute their oral histories to a Gavilan College Oral History Project to be housed in the college library and cross listed in the Santa Clara County Library system.

## TOPICS AND SCOPE:

Curriculum Approval Date: 12/14/1998

1 3 Introduction to oral history. Oral and written traditions, electronic possibilities, and the history of oral history. The uses of oral history.

The value of oral history to various participants.

Types of oral histories. What it takes to be a good oral historian. ASSIGNMENTS: Students will read and evaluate oral histories done by others.

2 3 Planning the purpose of an oral history. Professional standards for oral historians. Finding an oral history source. History of the United States, 1900-1920--major events and changes shaping everyday life. Gender, ethnicity, and class. What life was like in small Gavilan community towns. ASSIGNMENTS: Students will generate lists of people they may wish to interview, and evaluate those subjects. Students will read about history in the period 1900-1920.

3 3 Interview preparation, research, and legal consents. History of the US in the Great Depression. Self help and government help. Recovery and the failure to recover. How gender, ethnicity, and class shaped peoples' experiences of the Great Depression. ASSIGNMENTS: Students will read Studs Terkel's *Hard Times*. Students will prepare for a preliminary interview of their chosen subject and begin research on topics relevant to the subject's life.

4 3 Preliminary interview and related research. Students will conduct a non-taped preliminary interview and assess the suitability of their chosen interviewee. Students will pick three topics raised by the preliminary interview for further research, and will design and implement a research plan using traditional library and Internet resources. Students will learn about the causes of World War II and consider its effects on various domestic groups, including some in our area. ASSIGNMENTS: Students will research three relevant topics raised by the interviewee, and will prepare a synopsis of what was learned from the preliminary interview.

5 3 Research and evaluation. Students will share their research in panel discussions with the rest of the class in an effort to generate questions and help others with related interests. Students will practice using video and tape equipment and will evaluate the pros and cons of each. Students will consider the effects of World War II upon various domestic groups and upon the postwar world order. ASSIGNMENTS: Students will prepare panel presentations.

6 3 Effective interviewing and organization. Students will learn effective interviewing techniques and approaches. Students will practice asking open-ended questions based upon their interviews. Students will learn about the political and social forces affecting life in the 1950s. ASSIGNMENTS: Students will begin their taped oral history interviews. Students will hand in copies of the questions they use to guide their work.

7 3 Handling problems and secrets. Oral history ethics.

Students will share ideas for solutions to common oral history problems. Students will study the Vietnam war's causes and effects. ASSIGNMENTS: Students will read experts' views on oral history ethics and apply those views to situations they find arising.

8 3 Indexing material for library and on-line research. Students will index their oral history tapes using standard indexing practices. Students will use the Internet to determine how indices of various kinds can be used by scholars. Students will look at demographic, social, and ideological changes affecting the country and our local area in the 1960s and 1970s. ASSIGNMENTS: Indexing of first oral history, and explanation of indexing scheme chosen and why.

9 3 Transcription. Students will familiarize themselves with arguments for tapes vs. transcribed oral history collections. Students will learn to transcribe oral history, and will choose a significant segment of their work for transcription. Students will study the changes in US economic and social life brought about during the Reagan-Bush era, including the Persian Gulf war. Students will put local trends into a national context. ASSIGNMENTS: Transcription of a significant segment, readings.

10 3 Verification and the use of oral history in research. Students will learn to work with sources and with traditional research resources to verify facts raised in an oral history. ASSIGNMENT: Students will write an essay about their process of doing the first oral history. Students will read one other student's end-product and will offer process evaluations.

11-12 6 Finding a second source, interview preparations and consent, research, and preliminary interview. Students will consider changes in the workplace that have occurred in this century. ASSIGNMENTS: Students will find a second interviewee, do preliminary research and interviews. Students will complete readings on the changing nature of the workplace and of work.

13-15 9 Extended oral history interviews with second source. Students will consider changes in the home that have occurred in this century. ASSIGNMENTS: Students will complete extended interviews with a second source. Students will complete readings on domestic life and family dynamics.

16 3 Indexing and transcription of second interview. ASSIGNMENTS: Indexing and transcription for second interview. Students will complete readings on changes that have occurred in the environment and political sphere in the past century.

17 3 Evaluating oral history. Students will work in

groups to evaluate their transcribed and indexed oral histories, and will write synopsis for future scholars highlighting areas of particular interest. Students will assess their own oral history interviewing process and improvements. Students will discuss ways in which they and others may use the materials gathered. ASSIGNMENTS: Group work and synopses.

18 2 Final Exam  
Included in content.

**METHODS OF INSTRUCTION:**

Lecture, practice and real interviews, readings, hands-on exercises, research assignments, and class/panel discussions.

**REPRESENTATIVE TEXTBOOKS:**

Studs Tenkel: <sup>u</sup>Hard Times<sup>s</sup> or comparable college level text

**SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: A

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000241593

Sports/Physical Education Course: N

Taxonomy of Program: 220500