

Fall 2016

ANT 4464 Oral History

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Fall 2016--ANT 4465/ANG 6495—ORAL HISTORY
Monday/Wed. 9:30-10:45, SOC 285

INSTRUCTOR: Dr. Robbie Baer
OFFICE: SOC 138
OFFICE HRS: Monday 11-12, or by appointment
EMAIL: baer@usf.edu Note: This is the only email account I have—I do **not** have a *mail.usf.edu* account. This may come up automatically on your *mail* account, but it is not a real account.

If you need to contact me, please use my email. I do not check Canvas for messages, so if you contact me that way, I will NOT receive your message.

COURSE OBJECTIVES:

Students will learn:

1. The history and methods of oral history research.
2. The practical applications of oral history.
3. The cultural and other challenges facing contemporary refugees.

These themes will be explored in reading, lectures, as well as a service learning project interviewing people from the Tampa refugee community, and then using these oral histories to prepare instructional materials for use in ESL classes for refugees.

LEARNING OUTCOMES:

1. Students will understand the tradition of oral history research, and the methods of doing this type of research. **By interviewing the refugees, students will be able to practice collecting this type of data.**
2. Students will understand how to use oral history material to create culturally appropriate educational materials. **By re-writing the oral histories and creating materials for adult refugee ESL classes, students will learn the applied value of this type of research, and contribute towards the success of these programs.**
3. Students will become more aware of refugee issues, as well as the cultural and other challenges faced by refugees in our community. **By interviewing refugees, students will learn about why people have to flee their home countries and the challenges of re-settling in a new cultural environment.**

CLASS SERVICE LEARNING PROJECT--The goal of this project is to collect oral histories from an ethnically diverse group of refugees in Florida. These will be then re-written at 4th grade reading level for use as supplementary reading materials in the local adult learning programs run by CARIBE. The CARIBE Program is a free program, funded by the Florida Department of Children and Family Services which helps refugees learn English with the goal of finding employment.

Refugees will be asked to tell a story from their lives that will be taped. The transcription will be given to them for their approval and/or any changes they wish to see in it. They will choose the name to use, their own or a pseudonym. The stories will then be re-written at 4th grade reading level and made into booklets to be used in CARIBE ESL classes. Each participant will be given a copy of the long version of their own story and the completed curriculum booklet of all of the stories.

Students will work in pairs—and each interview will involve 2-3 visits to the interviewee.

Project dates:

Visit CARIBE teachers and classes—

Teacher planning time—8:30-9 am M-Th.

Classes 9-1 M-Th.

First Baptist Church of Temple Terrace, 3rd fl, 10002 N. 56th St. Temple Terrace, 33617

Interviews—

Data collection—Sept. 26 - Oct.6

Transcript review and correction—Nov. 7-16

CARIBE Lois, 5630 N. Lois Av, Tampa 33614 Sat. 9-12:30.

Ervin Technical College, 5410 N. 20th St. Tampa 33610 5-8 pm T-Th., 8am-4pm M-F

First Baptist 8:30am-1 pm Monday, 8:30am-3:30 pm T-Th.

INCOMPLETE AND S/U GRADES: Incomplete grades will be given only under highly unusual circumstances. Students should refer to university policy regarding conditions and procedures for incomplete. S/U can only be taken by non-majors. Deadline for choosing S/U is no later than one week after the last day to add classes.

ABSENCE FOR ATTENDANCE PROFESSIONAL MEETINGS: The instructor will attend conferences at times during the semester. Students will be notified in advance and guest lectures or films will be scheduled for those class periods.

BOMB THREATS: In case of a bomb threat, class will meet in front of the Faculty Office Building at the regularly scheduled time. From there, we will proceed to an alternate

location. Bomb threats will not affect dates of examinations or due dates of assignments.

ACADEMIC HONESTY/DISHONESTY: You are required to commit yourself to academic honesty including abstaining from cheating, plagiarism, and other acts of academic dishonesty including misrepresentation and fabrication. There will be no excuses accepted for any form of cheating. The USF policy is: **USF REGULATION - 3.026 ACADEMIC INTEGRITY OF STUDENTS.**

It can also be found at:

<http://www.ugs.usf.edu/catalogs/0708/adadap.htm..>

If you are caught participating in any act of academic dishonesty, you will be reported to the Chair of the Anthropology Department. You will receive an *F* for the assignment and possibly an *FF* grade for the course.

ATTENDANCE POLICY: Attendance will not be taken, but class participation is a part of the student's overall grade (see below). Students who miss a class for whatever reason have the obligation to contact classmates to catch up on material.

SALE OF NOTES OR TAPES: Not permitted.

DISABILITY ISSUES: Any student with a disability is encouraged to meet with me privately during the first week of class to discuss accommodations. Each student must bring a current Memorandum of Accommodations from the Office of Student Disability Services which is prerequisite for receiving accommodations. Students in need of academic accommodations for a disability may consult with the office of Students with Disabilities Services to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting an accommodation. Accommodated examinations through the Office of Student Disability Services require two weeks notice. All course documents are available in alternate format if requested in the student's Memorandum of Accommodations.

RELIGIOUS HOLIDAYS: Any student who will miss class due to a religious holiday must notify the instructor in writing by the end of the second week of classes.

EMERGENCY ISSUES: In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Canvas site for each class for course specific communication, and

the main USF, College, and department websites, emails, and MoBull messages for important general information.

GRADING:

Grades are not posted on Canvas. All papers are graded and returned promptly. The below percentages indicate the weight of each assignment in the final grade. However, if at any point in the semester you have a question about your grade, please contact the instructor.

Only under highly unusual circumstances will late papers be accepted (if these have been discussed in advance with the instructor). Permission for late submission of required work must be substantiated by medical or other appropriate documentation. All papers and essay sets must be typed. Assignments will not be accepted by email unless prior permission from the instructor has been obtained. However, drafts of all assignments will be accepted by email for instructor feedback prior to the due date for submission. Instructor “approval” of an assignment means that it is in the B+ or above range.

Grades in this class will be “A+,” through “F” (i.e., letter grades and “+’s” and “-’s”). Assignment and course letter grades will be based on a standardized score with “A” awarded for 93.4-100; “A-” for 90-93.3; “B+” for 86.7-89.9; “B” for 83.4-86.6, “B-” for 80-83.3; “C+” for 76.7-79.9; “C” for 73.4-76.6; “C-” for 70-73.3; “D+” for 66.7-69.9, “D” for 63.4-66.6; and “D-” for 60-63.3.

UNDERGRAD REQUIREMENTS:

The grade for this course will be based on:

Class participation (includes oral presentation on the ethnic group of the person you will be interviewing, and practice oral history)	20%
Refugee Project (includes written reflection paper (due Dec. 2, by noon, in my box in SOC 100) and participation in class based reflection discussions throughout the semester)	40%
Essay set (due Dec. 2 by noon—in my box in SOC 100)	40%

GRAD REQUIREMENTS:

The grade for this course will be based on:

Class participation (includes oral presentation on the ethnic group of the person you will be interviewing, and practice oral history)	10%
Book Report	25%
Refugee Project (includes written reflection paper (due Dec. 2, by noon, in my box in SOC 100) and participation in class based reflection discussions throughout the semester)	30%
Essay set (due Dec.2 by noon in my box in SOC 100)	35%

Book Report—each group of graduate students will give an oral book report on one of these books. 45 minutes for presentation, then class discussion.

Terrio, Susan J. *Whose child am I?: Unaccompanied, undocumented children in US immigration custody*. Univ of California Press, 2015.

In 2014, the arrest and detention of thousands of desperate young migrants at the southwest border of the United States exposed the U.S. government's shadowy juvenile detention system, which had escaped public scrutiny for years. This book tells the story of six Central American and Mexican children who are driven from their homes by violence and deprivation, and who embark alone, risking their lives, on the perilous journey north. They suffer coercive arrests at the U.S. border, then land in detention, only to be caught up in the battle to obtain legal status. *Whose Child Am I?* looks inside a vast, labyrinthine system by documenting in detail the experiences of these youths, beginning with their arrest by immigration authorities, their subsequent placement in federal detention, followed by their appearance in deportation proceedings and release from custody, and, finally, ending with their struggle to build new lives in the United States. This book shows how the U.S. government got into the business of detaining children and what we can learn from this troubled history.

Albahari, Maurizio. *Crimes of peace: Mediterranean migrations at the world's deadliest border*. University of Pennsylvania Press, 2015.

Among the world's hotly contested, obsessively controlled, and often dangerous borders, none is deadlier than the Mediterranean Sea. Since 2000, at least 25,000 people have lost their lives attempting to reach Italy and the rest of Europe, most by drowning in the Mediterranean. Every day, unauthorized migrants and refugees bound for Europe put their lives in the hands of maritime smugglers, while fishermen, diplomats, priests, bureaucrats, armed forces sailors, and hesitant bystanders waver between indifference and intervention—with harrowing results. In *Crimes of Peace*, Maurizio Albahari investigates why the Mediterranean Sea is the world's deadliest border, and what alternatives could improve this state of affairs. He also examines the dismal conditions of migrants in transit and the institutional framework in which they

move or are physically confined. Drawing on his intimate knowledge of places, people, and European politics, Albahari supplements fieldwork in coastal southern Italy and neighboring Mediterranean locales with a meticulous documentary investigation, transforming abstract statistics into names and narratives that place the responsibility for the Mediterranean migration crisis in the very heart of liberal democracy. Global fault lines are scrutinized: between Europe, Africa, and the Middle East; military and humanitarian governance; detention and hospitality; transnational crime and statecraft; the universal law of the sea and the thresholds of a globalized yet parochial world. *Crimes of Peace* illuminates crucial questions of sovereignty and rights: for migrants trying to enter Europe along the Mediterranean shore, the answers are a matter of life or death.

Oral Presentation (grad and undergrads)—Each student will present an oral report on the issues for refugees from the ethnic group of the person they will be interviewing. 15 minutes.

Helpful materials (all on canvas):

ACAPS documents and reports

COR Center references and reports

Baer et al. 2015 A Volunteers Guide to Working with Refugees

Graduate students will also have more responsibilities on the project, and will be graded by graduate standards on all assignments.

TEXTS—available in the bookstore:

Angrosino, Michael V. *Exploring oral history: a window on the past*. Waveland Press, 2008.

McKirdy, Carol. *Practicing Oral History with Immigrant Narrators*. Vol. 3. Left Coast Press, 2015.

All other readings are on Canvas.

COURSE OUTLINE

Aug. 22

1. Overview of the syllabus and class project

--Ebbert, Stephanie, "In Maine, Trump takes aim at Somali refugees". *Boston Globe*, August 4, 2016 <https://www.bostonglobe.com/metro/2016/08/04/donald-trump-speak-portland-maine/8V0I1INbzelYh3cgo7NPLN/story.html>

--MacQuarrie, Brian, "Somali transplants put down roots in Maine", *Boston Globe*, August 16, 2015, <https://www.bostonglobe.com/metro/2015/08/16/somali-refugees-find-farming-oasis-maine/Q8LwE2N7eKRD1ygmtIU2I/story.html>

--MacQuarrie, Brian and Vivian Wang, "Mainers defend Somali neighbors against Trump", *Boston Globe*, August 6, 2016,
<https://www.bostonglobe.com/metro/2016/08/05/maine-sees-somalian-community-starkly-different-than-what-donald-trump-portrayed/qOh4IjKY3VYYcxNG7zkcBM/story.html>

Aug. 24

2. **Refugee Project background, visit to CARIBE** First Baptist Church of Temple Terrace, 3rd fl, 10002 N. 56th St. Temple Terrace, 33617 9:30-10:30

--Cultural Orientation Research Center. --"About Refugees."
<http://www.culturalorientation.net/learning/about-refugees>

Aug. 29, Aug. 31

3. **History and types of oral histories, theoretical and methodological issues, ethics, IRB**

--Angrosino Ch. 2-5, 7-8. p. 87

--Oral History Association, "Principles and Best Practices."
<http://www.oralhistory.org/about/principles-and-practices/>

--Shopes, Linda, "What is Oral History?" in "Making Sense of Oral History", *History Matters: The U.S. Survey Course on the Web*, February, 2002,
<http://historymatters.gmu.edu/mse/oral/what.html>

4. **TBD—meeting with CARIBE teachers, observation of CARIBE class**

5. **Sept. 5—no class**

6. **Sept. 7**
Volunteer orientation

Sept. 12, 14

7. **Listening**

--Anderson, Kathryn and Dana C. Jack. "Learning to listen: Interview techniques and analyses." In *The Oral History Reader*, edited by Robert Perks and Alistair Thomson, 129-142. Routledge, 1998.

8. **Anthropology and oral history**
--Consent statements

--Shostak, Marjorie. "What the Wind Won't Take Away': The Genesis of Nisa - The Life and Words of a !Kung Woman." In *The Oral History Reader*, edited by Robert Perks and Alistair Thomson, 382-392. Routledge, 1998.

9. **Homework—Practice oral history

Sept. 19

--Baer Oral history reading

10. **Practice oral history due—discussion of it

Sept. 21, 26

11. Refugees and oral history

--McKirdy Ch 1, 2, 3, 4, 5, 8, 9, Appendix C

12. **Conduct interviews (Sept. 26-Oct.6). Recordings due by email Oct. 6.

Sept. 28, Oct. 3, 5, 10

13. Oral reports on the ethnic groups with which we will be working

14. Oct 12--films

Escaping Syria 27”

Faces of Resettlement 10”

Oct. 17

15. Book Report—1

Oct. 19

16. Book Report—2

Oct. 24

17. Contemporary Refugee Issues

--<http://www.bbc.com/news/world-36573082>

BBC. “Refugees at highest ever level, reaching 65m, says UN” June 20, 2016.

<http://www.bbc.com/news/world-36573082>

--Adams, Paul, “Migration: Are more people on the move than ever before?”

BBC, May 28, 2015. <http://www.bbc.com/news/world-32912867>

--Rudolf, John. "The Place Called Nowhere." *Notre Dame Magazine*, Autumn 2014. <http://magazine.nd.edu/news/49966/>

--Gilbertson, Ashley, "The Child Migrants of Africa." *The New York Times*, June 10, 2016. http://www.nytimes.com/2016/06/12/opinion/sunday/the-child-migrants-of-africa.html?_r=0

--ACAPS. "Refugee/Migrant Crisis in Europe Situation Analysis – March 2016." March 2016. http://www.acaps.org/sites/acaps/files/products/files/report_3_situation_analysis_europe_march_2016.pdf

--Silverman, Rena, "Once Upon a Greek Island, Migrants and Tourists." *Lens: The New York Times*, February 29, 2016. <http://lens.blogs.nytimes.com/2016/02/29/lesbos-greece-marieke-van-der-velden-philip-brink/>

--Griswold, Eliza, "Why Is It So Difficult for Syrian Refugees to Get Into the US." *The New York Times Magazine*, January 20, 2016. <http://www.nytimes.com/2016/01/24/magazine/why-is-it-so-difficult-for-syrian-refugees-to-get-into-the-us.html?>

--New York Times. "Western leaders use financial incentives to keep refugees in Jordan." *Tampa Bay Times*, July 9, 2016. <http://www.tampabay.com/news/world/western-leaders-use-financial-incentives-to-keep-refugees-in-jordan/2284804>

--BBC. "Australia Asylum: Why is it controversial?" August 3, 2016. <http://www.bbc.com/news/world-asia-28189608>

--BBC. "Australia Government Denies Asylum Seeker Abuse Claims." August 4, 2016. <http://www.bbc.com/news/world-australia-36962388>

Oct. 26, Oct. 31

18. Local Refugee Service Providers

Nov. 2

19. Data analysis discussions

20. Transcript review and correction—Nov. 7-16

Nov. 7, 9, 14, 16 (no formal class), 21, 23

21. Data analysis/creation of curriculum materials and presentation

Nov. 28

22. Project presentation, final “stories” due

Dec. 2

23. Essay sets and reflection papers due by noon in my box in SOC 100