

CASE #3

Fostering Historical Empathy in Unusual Times: A Case Study of the Course “OSU, Women and Oral History: An Exploration of 150 Years”

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LEARNING OBJECTIVES ENGAGED BY THIS CASE STUDY

4F. Demonstrate historical empathy, curiosity about the past, and appreciation for historical sources and historical actors.

LOCATION OF CASE STUDY

Special Collections and Archives Research Center (SCARC)

Oregon State University Libraries

121 The Valley Library

Corvallis, Oregon

<http://scarc.library.oregonstate.edu>

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Introduction and Institutional Context

In addition to more than 1,300 processed archival collections, the Special Collections and Archives Research Center (SCARC) at Oregon State University Libraries is home to very active and well-regarded programs in instruction and oral history. Both of these components of SCARC's mission were brought to bear through a colloquium class taught in Winter 2018 by two SCARC faculty members¹ and housed within the University Honors College (UHC) at OSU. The class was titled "OSU, Women and Oral History: An Exploration of 150 Years," hereafter referred to by its course designator, HC 407.

This case study tells the story of HC 407 with particular emphasis on Primary Source Literacy Objective 4F. By using a wide array of primary sources documenting themes in women's history at OSU, the class built students' historical empathy, prompted their curiosity about the past, and fostered their appreciation for historical sources and historical actors, some of whom the students ultimately met as a component of their coursework.

HC 407 was born of an ambition, shared by its instructors, to explore the ways in which oral history might be applied in a classroom setting and used to explore the history of OSU on the occasion of a major anniversary.² Originally conceived as a broad survey of important events in university history, the focus of the class was narrowed to women's history partly as a result of an intensive workshopping exercise conducted by Chris Petersen within a UHC Learning Community convened in Spring 2017. The theme of the class also emerged within the context of, and perhaps in reaction to, the unsettled political and cultural environment permeating the United States during the early months of the Trump presidency.

In Summer 2017, with the basic framework of the class established, Tiah Edmunson-Morton attended the Berkeley Advanced Oral History Institute³, which included on-site lectures and a take-home reading packet, and used the opportunity to review oral history theory and methodology publications. Because the course focused on the history of women, this survey necessarily incorporated a focus on feminist and gender studies-specific oral history literature. However, because the HC 407 students would need a grounding in practical theory, Edmunson-Morton also reviewed publications on memory and remembering, silences, and professional best practices.⁴

¹ Chris Petersen is Senior Faculty Research Assistant in SCARC and administrator of the SCARC Oral History Program. Tiah Edmunson-Morton is Archivist for Instruction and Outreach, and Curator of the Oregon Hops and Brewing Archives. Combined, the two have conducted more than 275 oral history interviews since 2011.

² Oregon State University, founded as Corvallis College in 1868, celebrated its sesquicentennial in 2018.

³ More about the Berkeley Institute is available here: <http://www.lib.berkeley.edu/libraries/bancroft-library/oral-history-center/summer-institute>

⁴ Selections used in HC 407 included: Thomson, Alistair. "Memory and Remembering in Oral History," *The Oxford Handbook of Oral History*, 2010; Freund, Alexander. "Toward an Ethics of Silence? Negotiating Off-the-Record Events and Identity in Oral History," *The Oral History Reader*, 3rd ed., 2016; and Yow, Valerie. "Interviewing Techniques and Strategies," *The Oral History Reader*, 3rd ed., 2016.

The release of a history of the university -*The People's School*, written by OSU distinguished professor emeritus William G. Robbins in honor of the sesquicentennial anniversary - coincided with the preparation of HC 407. Both Edmunson-Morton and Petersen received advance copies, a stroke of good fortune that proved helpful in pinpointing points of administrative change and other major themes in OSU's history. Another very useful background text was *A School for the People*, a pictorial history of OSU authored by SCARC director Lawrence A. Landis in 2015. In addition to complementing much of the historical data presented in Robbins' text, the Landis volume provided references for visual aids that were directly implemented in multiple course lectures.

Finally, the instructors consulted other programs that taught oral history classes or hosted interns, as well as professional association websites for guidance on training new oral historians.

The University Honors College at OSU was established in 1995 and prides itself on serving as an academic home to dedicated and accomplished students who are attracted to the small class sizes and experiential learning opportunities that are the hallmark of the college. Each year, faculty from across campus are invited to apply to teach UHC colloquium classes, which incorporate high-impact pedagogical approaches through experimentation and unique content. These classes provide an opportunity for students to explore a subject lying outside their academic comfort zone, and often serve as an introduction to a potential area for research and scholarship. UHC students are required to complete six credits of honors colloquia, which are generally taught in a seminar style, with a maximum of twelve students in each class.

Because of the Land Grant disciplinary focus of the university and the STEM majors to which most UHC students gravitate, HC 407 was designed with highly motivated, non-History students in mind. The seven students who enrolled in the course - one Liberal Arts student, two Public Health students, and four Science students - confirmed this assumption. The instructors - one male and one female - also assumed that more women would elect to take the course, but selected course material and discussion topics to make all students comfortable in their learning environment. Six of the seven students who enrolled were females.

As HC 407 was listed as an upper-division course, the instructors also assumed that enrollees would mostly be further along in their college careers. Surprisingly, three of the seven students were freshmen, one was a sophomore, two were juniors, and one was a senior. Most students had not encountered theoretical academic writing, and all of them knew very little about campus history. From the outset then, a key question for the instructors was whether these students had enough life experience to connect with the past in deep and meaningful ways. From this vantage point, the course planning emphasized fostering historical empathy as a primary learning outcome.

Age, experience, and academic focus aside, the remaining outcomes set for the class were meant to be attainable by all the students. These outcomes included:

- Engaging non-history majors in historical themes and oral history practice.
- Asking students to think about bigger questions, including the advantages and limitations associated with oral history.
- Thinking intentionally about why stories are compelling, how they are useful, and the ways in which memory and remembering are influenced by time or retelling.

Through reading, writing, and class discussion, the students were likewise asked to consider the ways in which the structured interaction of the traditional oral history interview provides a unique opportunity to consider individual emotions, the importance of personal stories, and the value of empathy for historical actors.

Narrative

The colloquium class discussed in this case study met for a single 110-minute class session once a week over ten weeks. No grades were assigned; rather, students were evaluated on a pass/no pass basis.

HC 407 took a hybrid approach in engaging with three major themes: the practice of oral history, the theory of oral history, and the history of women at Oregon State University. The focus of the class was also roughly divided into three modules as the term moved forward: skill building, historical inquiry, and reflection.⁵

During the first third of the term, the class emphasized secondary source readings and lecture presentations on interviewing methods and other practical considerations crucial to the oral history process. The HC 407 students were also asked to prepare and conduct ten-minute interviews with one another on topics with which all the students were familiar: music, high school, and the University Honors College. These practice interviews were meant, as a primary outcome, to introduce the students to the more structured, and unequal, pattern of communication stressed by traditional oral history interviewing methods.

The class did not delve as deeply into the theory of oral history, but did touch upon a handful of topics of critical importance to a fuller understanding of the discipline. In particular, students were asked to read and discuss academic writing on the nature of memory, interviewing ethics, and feminist perspectives on the oral history enterprise.

Readings on OSU history consisted almost entirely of primary sources selected by the instructors from archival collections held in SCARC. These sources came in multiple formats including oral history interview transcripts, digitized scrapbooks, internal reports, student

⁵ The syllabus and bibliography of readings for HC 407 are included as Appendix 1 and Appendix 2.

handbooks, feature articles published in the university's alumni magazine, and annual yearbooks. Topically, the sources engaged with important subjects critical to the building of historical empathy. These topics included:

- *In loco parentis* and changes in the social and cultural milieu for women at Oregon State.
- The concept of “marriageability” and the role that it has played in shaping women’s attitudes and behaviors at Oregon State.
- The built environment for women, including rules governing student behavior in gender-segregated dormitories and physical education spaces.
- Tools used to enforce behavioral norms on campus including, for men, physical abuse.
- Gendered fields of study, with a particular emphasis on radical shifts in the importance of Home Economics at a Land Grant university. The histories of Secretarial Science and Food Technology were included as secondary topics.
- Gender-specific roles traditionally assigned to faculty and staff, including differences in responsibilities for the Dean of Women versus the Dean of Men.
- The impact of Title IX as it applied to athletics, academics and social norms, and the difficulties that OSU faced in fully implementing Title IX once it became law.
- Sexism and sexual violence on campus, and the crucial role played by the OSU Women’s Center in effecting change following its creation in 1973.

Nearly every class also incorporated a discussion of specific issues as illustrated by historic images and film clips that the instructors selected from SCARC’s collections.

In the first class of the term, the instructors presented a modified Describe-Interpret-Evaluate (D-I-E) model developed by Paige, et al.⁶ and used primarily in intercultural communication to pause automatic judgments to unfamiliar situations. Simply stated, this model asks one to consider the following questions when engaging with a source: What happened? Why do you think it happened? And how did it make you feel?⁷

The primary aim of using the D-I-E framework was to encourage students who were not practiced at working with historical documents to use different analytic lenses in thinking about potentially upsetting material about, for example, sexism, gender discrimination, or sexual violence.

Nearly every week, the HC 407 students submitted short papers that made use of the D-I-E model for specific class readings. On other occasions, the students were assigned transcripts of completed oral history interviews and instructed to briefly retell the narrator’s⁸ story,

⁶ Paige, R. Michael, Andrew D. Cohen, Barbara Kappler, Margaret Demmessie, Susan J. Weaver, Julie C. Chi, and James P. Lassegard. *Maximizing study abroad: a language instructors’ guide to strategies for language and culture learning and use*. Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota, 2003.

⁷ See Appendix 3 for the specific ways in which the D-I-E model was adapted and presented to the HC 407 students.

⁸ The term “narrator” is used throughout this article to refer to interviewees.

speculate on the purpose of the interview, and reflect on the ways in which the interview added to or conflicted with their previous understanding of a given historical topic or time period.⁹

For their term project, the HC 407 students were tasked with conducting a video-recorded oral history interview with a woman associated in some way with Oregon State University. Once completed, the students then described the interviews by writing interview abstracts and biographical sketches, and by segmenting and indexing their interview within SCARC's instance of the Oral History Metadata Synchronizer (OHMS).¹⁰ Once done, the completed interviews were released as a package on a dedicated website created by the instructors.¹¹

The narrators chosen by the seven HC 407 students for their term project included:

- One student's grandmother, who attended Oregon State in the 1950s, studying Business.
- Another student's mother, who graduated from OSU's Veterinary Medicine program in the 1980s.
- A third student's roommate, an undergraduate in Economics and the daughter of Vietnamese immigrants.
- An instructor in the biosciences.
- A staff member in OSU's counseling and psychological services.
- The manager of a campus dining hall.
- A recently graduated student body president.

Near the conclusion of the term, a panel of three influential OSU women who, in total, had served the university for a combined 106 years, agreed to meet with the class and to have their perspectives recorded by the HC 407 students in the form of a group oral history interview.

The final class of the term consisted of presentations made by each of the seven students who were asked to tell the story of the narrator that they had selected for their term project and to provide their own impressions of the interviewing process. The students also submitted written reflections in which they shared the story of their project, considered its potential impact, and discussed the ways in which their process, in retrospect, might have been modified.¹²

⁹ See Appendix 4 for more details on the "interview interrogation" exercise.

¹⁰ The Oral History Metadata Synchronizer is a web-based metadata editing and creation tool developed by the University of Kentucky Libraries. In addition to item-level description of interviews as distinct digital objects, OHMS provides the ability to describe segments of a given interview using partial transcripts, segment synopses, free text keywords, and Library of Congress subject headings. For more, see: <http://www.oralhistoryonline.org/>

¹¹ See Voices of OSU Women: <http://scarc.library.oregonstate.edu/omeka/exhibits/show/womensvoices/main/>

¹² The instructors provided the HC 407 students with guidance on preparing their reflections -- see Appendix 5 for the handout used.

HC 407 was designed with many objectives in mind, a primary one being to build historical empathy. Each of the historical readings was selected to provide insight into the climate that existed for women at Oregon State at varying moments in the past, and to provide the class with anchor points in evaluating the ways in which this climate has or hasn't changed. These tools were then utilized by the students to thoughtfully prepare and conduct an oral history interview unique to the historical record, and to participate in a group interview with three icons of women's history at OSU.

The impact of the course content and term project was, by the students' own admission, reinforced by their daily contact with OSU as a campus and community. The historical framing that the class developed over the course of ten weeks also emerged as a useful lens for students to use in wrestling with issues related to gender and power on a local and national level.

Results

After each honors course, all UHC students are required to complete an evaluation form unique to the Honors College. In this form, students are asked to supply both quantitative and qualitative feedback assessing multiple characteristics about a given course.

The assessment data supplied for HC 407 was extremely positive; the only significant, and consistent, complaint about the course was that too much reading had been assigned. The quantitative responses were tabulated as follows, with a score of 1 indicating strong disagreement with a given statement and a score of 5 denoting strong agreement:

My level of interest in the material studied in this course was high.	4.7
Student interaction and participation were encouraged in this course	5.0
I would recommend that other students take this course with this professor	4.9
The number of hours needed to prepare properly for this course was appropriate	4.0
The grading procedures were adequately explained	4.7
The grading procedures were applied fairly	4.9
On the whole, and in comparison with other OSU courses, this was a valuable course, worthy of Honors credit	5.0
The professors were dedicated to teaching and Honors-level learning	5.0
I would recommend that these professors teach this course again for Honors	5.0
Total average	4.8

The qualitative feedback was also complimentary in its overall evaluation of the class and provided useful insight into the ways in which historical empathy had been built over the term. The following are representative excerpts from the qualitative feedback received:

- During the interview, I found that [the narrator's] constant positive viewpoint was actually a barrier at times. When I asked questions like whether she ever felt that she was treated unequally because she is a woman, her responses were somewhat dismissive. She consistently insisted that she never felt as though she was treated unequally, which made it more difficult to dive into some of the topics I had planned on talking more about. I was a bit surprised by her responses relating to this and after the interview I reflected on this more. I am curious as to whether this insistence comes from her overall positive attitude towards unhappy topics or whether this would be a common viewpoint of women her age. [the narrator was in her late 70s] For instance, perhaps society has steered her more towards keeping her mouth shut, smiling and nodding in the face of sexism rather than getting angry or upset about the issue. Or maybe the way women students were treated at the time was so normalized that she never even considered how unfair it was.
- When I first signed up for this class, I was a little hesitant because I did not know what "Women in Oral History" entailed, or how much women's history there actually was at Oregon State. Turns out there is quite a bit to digest! I have really enjoyed learning all of the material in this class. In addition to...learning about the historical lives of women, I have also enjoyed being able to draw parallels between what has happened in history to what is happening in society today. A divide in gender is still apparent; while the university has continually made strides towards equalizing the roles of both men and women, there is definitely work that still needs to be done.
- Overall the lessons I gained from this class and my interview were invaluable. As a freshman I didn't feel connected to this university; however, as a result of taking this class I have learned so much about this institution as well as the influential women that have shaped Oregon State University into what it is today. During the majority of this class, I was campaigning for ASOSU Senate so reading a myriad of articles about amazing women at Oregon State was very inspiring and uplifting and was what I needed during the stressful campaign season...Overall, this class was a pivotal moment in my college career and I hope I can positively contribute to this university just as the women we studied accomplished.
- Oral history provides a very human look at what is sometimes not the most personal subject. We often view history as having one or maybe two points of view; oral histories can provide other views we did not even consider.

Perhaps the strongest testament to the efficacy of this class is the fact that one of the HC 407 students, a biology/pre-dentistry major and the daughter of Cambodian refugees, subsequently decided to fashion her honors thesis project as an oral history initiative. Just

months after the class was completed, this student began to collect accounts of the impact of the Khmer Rouge regime on family dynamics prevailing within Cambodian and Cambodian-American households, the beginning of a three-year project.

Lessons Learned

On the whole the term projects were completed without significant difficulty, which may be a testament to the ability of the honors students enrolled in the course. Minor technical glitches associated with lack of familiarity with the available recording equipment arose in more than one instance. Narrator anxiety also emerged as a consequential theme for multiple students. The complexities associated with interviewing a narrator whom one knows well were likewise noted and commented upon in several cases. The quality of the metadata and contextual writing developed within OHMS and for the resulting public web platform varied from student to student but was generally strong.

Within the context of the classroom, the D-I-E writing approach did not translate to group discussion as effectively as the instructors had hoped. While these writing exercises likely contributed to the students' capacity for critical analysis of primary and secondary source materials, the flexibility of the assignment proved overly broad with respect to building and channeling conversations on often complicated texts.

Discussion and "group processing" was an important piece of the learning outcomes for the class, but at times it was a challenge to stimulate robust and reflective discussion on the readings or to get the students to openly share potentially problematic or unpleasant reactions. Given the age and experience level of the students, this was not entirely surprising; they may not have been practiced at processing and talking about their opinions on difficult topics. Additionally, because the class focused on gender inequalities and asked students to be cognizant of problematic patterns of words and communication, it's possible they were hyper-aware of what they said and stifled by concern over offending their classmates or instructors.

HC 407 emerged out of two archivists' desire to share their love of oral history and university history with a group of motivated and ambitious students. Blessed with a very rich archival record and the skills to navigate it efficiently, the instructors were well-equipped to compile a set of readings and visual aids that built historical empathy within a group of students who could be counted upon to complete their required assignments. Once built, this body of knowledge necessarily informed the thoughtful completion of eight oral history interviews that are now available to researchers interested in developing a deeper understanding of Oregon State University and its history.

Although the instructors are confident that the students left the course with a deeper sense of empathy and greater understanding of the story of their university, some activities will

change in the next iteration the class.¹³ One major change will be the elimination of the Describe-Interpret-Evaluate exercises. Instead, students will be given topical questions ahead of time to focus class discussion and provide a framework for them to think about session content. Another change related to discussion is a plan to talk explicitly about expectations for what “deeper” discussion looks like and to model it early and often. Class sessions will also include recording equipment demonstrations and opportunities for the students to practice using equipment in interview settings with the hope of reducing interviewer anxiety and the potential for technical malfunctions.

The broader institutional impact of this class was felt even before the term ended. As word spread about the subject matter and intentions of HC 407, the instructors met with representatives of the OSU President’s Commission on the Status of Women, who subsequently provided funding for a major physical exhibit and companion website to be created by SCARC. Titled *Women’s Work, Women’s Words: Spaces of Community, Change, Tradition, Resistance at Oregon State University*, the exhibit and website¹⁴ launched in June 2018 and served as the nexus for additional programming related to women’s history at OSU.

Similarly, the Voices of OSU Women website created as a platform for the students’ interviews will continue to be populated with new interviews created by future cohorts of this class as well as legacy interviews digitized from SCARC’s existing oral history collections.

Finally, the experience of teaching HC 407 has also matured the instructors’ practices as archivists, oral historians, and teachers. This evolution will undoubtedly continue through future offerings of the course and amidst broader cultural changes, both on campus and off.

¹³ The course has been accepted for inclusion in the UHC’s Winter 2019 catalog.

¹⁴ See <http://scarc.library.oregonstate.edu/omeka/exhibits/show/womenswords>.

APPENDIX 1: SYLLABUS FOR HC 407

“OSU, Women and Oral History: An Exploration of 150 Years”

HC 407 * Winter 2018

Tiah Edmunson-Morton: edmunso@oregonstate.edu * Chris Petersen: chris.petersen@oregonstate.edu

Class Locations: LINC 360; Barnard Classroom (Valley Library 5420)

Office Hours

- Fridays, 10:00 to 12:00, LINC 435 (Inside Rm. 450)

Course Description

Oral history interviews offer a unique perspective for social science researchers, historians, educators, social activists, archives and museum practitioners, and an engaged general public. They capture a variety of voices that might otherwise not be recorded and preserved in the archival record. They also offer a powerful mechanism for individuals to connect to their communities, save the stories of their families, and celebrate or reflect on important milestones. In 2018, Oregon State University will be celebrating the 150th year of its founding, and this anniversary has inspired many to engage in the practice of storytelling and saving.

This class will focus primarily on women’s experiences at OSU, exploring themes, moments and, yes, problems in OSU’s 150 years through the use of oral history as a primary point of focus. As a participant in the class, you will be asked to prepare, conduct, and make available an in-depth oral history interview with a woman who works or studies on this campus. (or who once did) These interviews will then be made available to the public through a dedicated web portal that you will help to create.

The class will take a hybrid approach to instruction, making use of lectures, historic images, discussion and document analysis as we explore topics related to women’s history, as well as the practice and theory of oral history. Along the way, we will grapple with issues of ethics and representation; examine themes of social and personal memory; and use historical perspective to gain context on the current campus environment.

Students will also receive training on best practices for conducting oral history interviews; learn more about the technical principles that archivists used to preserve and provide access to born digital records; and receive hands-on exposure to the Oral History Metadata Synchronizer, a web application designed to enhance online access to oral history interviews.

Learning Outcomes

- Through readings and class activities, you will broaden your grasp of OSU’s history and apply what you have learned to class discussions on the weight of history in shaping the contemporary climate at OSU.
- You will evaluate the concept of social memory from the perspective of the archivist and the oral historian, particularly as it relates to issues of custody, access, accountability, and ethics.
- You will build your understanding of oral history best practices and apply them to an actual oral interview that both documents an individual’s life and sheds light on OSU’s institutional history.

- You will acquaint yourself with the technical workflows and preservation strategies that are unique to the archival custody and care of born-digital audio and video formats.
- You will come to understand and apply the tools enabled by the Oral History Metadata Synchronizer to create a digital object that is both preserved as an archival item and is made freely available to the scholarly community.

Instructors' Expectations

- Throughout the term, you will be expected to make steady progress on your term project.
- Each week, you will be assigned about three to five hours' worth of reading and writing. You are expected to have completed these assignments prior to each week's class and to be ready to discuss what you have read.
- Most classes will also involve a variety of exercises and small assignments meant to build your interviewing skills and your base of knowledge about OSU history and oral history in practice and in theory. You will be expected to participate in and complete all of these activities, as directed.

Instructors' Hopes

- That you will complete the class having created something of which you are proud.
- That you will have grown to know your classmates and perhaps made a friend or two in the process.
- That your appreciation of OSU will broaden through an improved understanding of its history, warts and all.

Grading

- Pass/No Pass: criteria:
 - Come to every class.
 - Student contributions constitute a significant component of the learning process for our class and because important content related to the final project presented in each class success depends on attendance. The maximum number of allowed absences for this class is TWO.
 - If you absolutely cannot make it to a class, you need to notify us by email within 24 hours of the missed class. You will also need to coordinate with us to make up the work you missed.
 - Be prepared for every class:
 - Do the reading in advance, participate in class discussions, and share your point of view.
 - Complete written assignments by the due date.
 - Complete and present the term project by March 13, 2018.

Required Class Materials

The required readings are noted in the syllabus and will be available in Canvas or online.

Communication

If you have a question or have an issue come up, email is the most efficient way to get in touch. Please be courteous and professional in your communications with classmates and instructors alike. We will generally be able to respond to emails within 24 hours.

Technology Use Policy

Unless we are using technology in a class activity, please leave your phone and other technology in your bag.

Equity Statement

As your instructors, we are dedicated to establishing a learning environment that promotes diversity of students' races, cultures, genders, sexual orientations, physical abilities, and other identities. Anyone noticing discriminatory behavior in this class - or if you feel discriminated against - should bring it to our attention.

Disability Access Services Statement

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Academic Honesty Statement

We take the issue of academic honesty very seriously. Plagiarism and other forms of cheating will result in serious repercussions. In this class, you will be referring to many resources to get information, and if you use that information in an assignment, it is important to acknowledge the original source. We encourage you to share ideas and work collaboratively, but the assignments you hand in should ultimately be yours. If you have questions about this at any point, please speak with Chris or Tiah. For a more in-depth definition of academic dishonesty, see the Student Conduct and Community Standards website: <http://studentlife.oregonstate.edu/studentconduct/>

Religious Accommodation Statement

As instructors, we are required to provide reasonable accommodations for sincerely held religious beliefs. It is incumbent on you to make us aware of the request as soon as possible prior to the need for the accommodation. The link to the full policy can be found here:

http://oregonstate.edu/oei/sites/default/files/religious_accommodations_for_student_policy_05_17_2012_v2.pdf

Useful Websites

- SCARC department website: <http://scarc.library.oregonstate.edu/index.html>
- SCARC Oral History Program: <http://scarc.library.oregonstate.edu/oralhistory.html>
 - OSU Sesquicentennial Oral History Project: <http://scarc.library.oregonstate.edu/oh150/index.html>
 - Voices of Oregon Agricultural College: <http://scarc.library.oregonstate.edu/omeka/exhibits/show/oacvoices/main/>
 - Voices of Northwest Brewing: <http://scarc.library.oregonstate.edu/omeka/exhibits/show/brewingvoices/main/>
 - Multicultural Voices of Oregon: <http://scarc.library.oregonstate.edu/omeka/exhibits/show/multiculturalvoices/main/>
- Chronological History of OSU website: <http://scarc.library.oregonstate.edu/omeka/exhibits/show/chronologicalhistory>
- SCARC Oregon Digital Set: <https://oregondigital.org/sets/osu-scarc>
- Historical Publications of OSU Oregon Digital Set:

<https://oregondigital.org/sets/osu-historical-publications>

- OSU MediaSpace: <https://media.oregonstate.edu/>
- OHMS Login page: <https://ohms.uky.edu/>

Term Project

- Coordinate, research and conduct an oral history interview of about 90 minutes. The interview must be with a woman who is or was affiliated with OSU on some level.
- Create a detailed interview index within OHMS.
- Deposit the interview with SCARC.
- Prepare a biographical sketch of your narrator as well as an abstract of your interview. [1 page each]
- Prepare a written reflection on your fieldwork experience. [2-4 pages]
- Present the interviewee's story to the class at the conclusion of the term. [Weeks 9-10]
- All written assignments due by March 13 class session.

Term Project Checklist

What	When
Make a decision on your narrator and contact them to inquire into their interest	Weeks 1 or 2! Do this soon! Navigating logistics and calendars is often the most difficult part of the process. By week 3 class you need to have an interview scheduled. Try to get on your narrator's calendar sometime during weeks 4-6.
Sharpen your interviewing skills and develop your interview topics	Weeks 2-5. We will be honing our interview technique in weeks 2-4 and will talk about research methods in weeks 1-2.
Check out recording equipment from Student Multimedia Services (Valley Library – 2 nd floor). You will need a video camera, a tripod, and a digital audio recorder.	Do this at least two days before your interview so that you can be sure that you know how to operate the equipment properly. Do a test with the camera and audio equipment.
Conduct your interview	Weeks 4-6, with the interview complete for week 7 class. Target this time period if at all possible! If you decide to meet in the library, let Chris or Tiah know the date and time so that we can reserve a room for you.
Get your interview files to Chris, ideally by bringing the actual recording equipment into SCARC. Files will include: born digital raw video files; born digital raw audio files; signed permission form; interview topics/questions	As soon as you can once the interview is completed. We will need to process your files and upload them into MediaSpace. This can take up to 24 hours. We will send you a link to your interview once it is live in MediaSpace.
Watch your interview and think intentionally about the points at which topics changed or important new subjects were broached.	Prior to week 8 class meeting. This is your only assignment heading into the week 8 class session. We will spend the entire session

	working on OHMS indexing, but you will need to have done this prep work in advance.
Prepare your interview abstract, biographical sketch and fieldwork reflection.	Prior to week 10 class meeting. Student presentations will begin during week 9, but all written assignments are due day of week 10 class session. [March 13]

Class Breakdown

Week One – January 9: Class Introduction

Reading:

Optional and Reference: “An Overview History of Oregon State University,” Larry Landis, *A School for the People: A Photographic History of Oregon State University*, 2015. [18 pp.]

Class plan

- Introduction
- Discussion: Class objectives
- Discussion: What’s your OSU story?
- Discussion: Roles played by women at OSU
- Instruction on Interviewing Technique
- Film: Four generations of OSU Alumnae

Week Two – January 16: Interviewing Techniques and Strategies

Readings/Assignments:

1. “Interviewing Techniques and Strategies” – Valerie Yow
2. “Memory and Remembering in Oral History,” Alistair Thomson
3. Students self-select and read an interview from SCARC’s oral history collections. Using the “Interview Interrogation” handout, prepare the following (2 pages)
 - a. A brief retelling of the oral history in your own words.
 - b. What do you think the person telling the story, and the person recording it, expected it to accomplish? Do you think it succeeded? Explain why you think so.
 - c. Think about what you already know about the time period, events, or circumstances described in this oral history. How does this oral history support, contradict, or add to your current understanding of the period, events, or circumstances? How could you verify this account?
4. Prepare at least five written questions for a 10-minute practice oral history interview on the topic of MUSIC.

Class plan

- Term project check-in
- Interview practice: MUSIC
- Discussion: “Interviewing Techniques and Strategies” and “Memory and Remembering in Oral History”
- Lecture: Oral History at OSU; Preparing for your Interview
- Student Presentations on oral history interviews that they read and analyzed

Week Three – January 23: Campus History; Interviewing Ethics

[meet in Barnard Classroom – 5th floor of Valley Library]

Readings/Assignments beforehand:

1. “Where’s Waldo? A History of Waldo Hall and the Changing Role of Women at Oregon State,” web resource created by OSU Digital History course students, 2013. [class selections in Canvas]
2. “‘Coed Cheesecake’: The 1959 Wrestling Court and the Politics of the Marriage Market at Oregon State College,” by Brittany Backen, December 2013.
3. “Principles and Best Practices,” The Oral History Association, adopted 2009.
4. “Toward an Ethics of Silence? Negotiating Off-the-Record Events and Identity in Oral History,” Alexander Freund, *The Oral History Reader*, 3rd ed., 2016.
5. Prepare at least five written questions for a 10-minute practice oral history interview on the topic of HIGH SCHOOL.
6. Go for a walk – wander around Waldo Hall and the Women’s Building; see as much of both as you can.

Class plan

- Term project check-in
- Interview practice: HIGH SCHOOL
- Discussion of Ethics readings (Freund and Oral History Association)
- Lecture: The Built Environment for Women at Oregon State
- Exercise: The *Beaver* Yearbook through the generations
 - Short Description, Interpretation, Evaluation exercise

Week Four – January 30: Social and Cultural Expectations of Women

Readings/Assignments beforehand:

1. The Co-Ed Code, Save Your Blushes, Sorority Rush Handbooks [Each student will be assigned a specific text to review]
 - a. D-I-E write-up [1-2 pp.]
2. Student Handbooks, 1934-1975.
 - a. D-I-E write-up [1-2 pp.]
3. “Revelations of the Dean of Women and Her Work” and “Ulysses Grant Dubach, O.A.C.’s First Dean of Men,” *Oregon State Monthly*, January 1925.
4. “Alumnus Recalls Freshman Capers,” by Chris T. Wilde, *Oregon Stater*, April 1981.
5. “Brief Introduction to OHMS Indexing,” nunncenter Youtube video published April 2014, [0:07:02]
 - a. <https://www.youtube.com/watch?v=5rtthdBn8R8>
6. Prepare at least five written questions for a 10-minute practice oral history interview on the topic of HONORS COLLEGE.

Class plan

- Term project check-in
- Interview practice: HONORS COLLEGE
- Lecture: Social and Cultural Norms for Women at Oregon State
- Student Presentations: D-I-E for Student Handbooks and specific assigned texts
- Film: “Rush at OSU”
- Lecture: Introduction to the Oral History Metadata Synchronizer

Week Five – February 6: Academics for Women; Feminist Practice in Oral History

Readings/Assignments beforehand:

1. "A Feminist Frame for the Oral History Interview," Kristina Minister, *Womens' Words: Feminist Practice of Oral History*, 1991
2. *Adventures of a Home Economist*, Ava Milam Clark and J. Kenneth Munford, 1969
 - a. Introduction
 - b. Chapter 4 – "Oregon Pioneers"
 - c. Chapter 5 – "The First Year"
 - i. D-I-E write-up [1-2 pp.]
3. "Successful Careers: Business Managers Get Their Heads of Departments through the Secretarial Route," by H.T. Vance, *Oregon State Monthly*, February 1934.
4. "OSC Food Technology Leads Nation," Jo Schwab, *The Oregon Stater*, December 1946.

Class plan

- Term project check-in
- Lecture: Home Economics, Food Science, Secretarial Science
- Discussion: *Adventures of a Home Economist*
 - D-I-E presentations
- Discussion of Secretarial Science and Food Science articles
- Discussion of "Feminist Frame"
- Lecture: Women in Brewing; talking to women about gender

Week Six – February 13: The Advancement of Women in the Title IX Era

Readings

1. "'Just Another Story': Sports Journalists' Memories of Title IX and Women's Sport," by Duna Antunovic, *Communication & Sport*, 2017.
2. "Sylvia Moore Oral History Interview," conducted by Janice Dilg, March 31, 2015.
3. "Oregon State University – Title IX. Intercollegiate Athletics Self-Evaluation Report," [selections] by Pearl S. Gray, November 1976.
 - a. **Interview/Report Exercise.** Using the Week 6 handout, prepare the following:
 - i. Write a brief retelling of the Moore oral history/Title IX [students will be assigned one or the other] report in your own words.
 - ii. Speculate about why the interview was given/report was written.
 - iii. Thinking about what you already know about the time period events:
 1. How does encountering this story firsthand change its emotional impact?
 2. What else do you wonder about?
4. Clara Pratt Oral History Interview – Abstract and Biographical Sketch

Class plan

- Term project check-in
- Student presentations of interview interrogation on Moore and Gray readings
- Lecture: Intramural Education and Title IX
- "Just Another Story" discussion
- The medium is the message – Clara Pratt

Week Seven – February 20: The Women’s Center and Women Studies; Sexism on Campus;

Archival Topics

Readings

1. “A Word or 2” and “Women Unite,” *The Scab Sheet*, May 5, 1969.
2. OSU Women’s Center Scrapbooks - Part 1, 1976-1991.
3. “Eliminating Sexism in the Classroom,” Oregon State University, ca. 1986.
4. OSU Women’s Center Scrapbooks - Part 2, 1992-2000.
5. “Preserving Your Digital Memories,” National Digital Information Infrastructure and Preservation Program, ca, 2010s.

Class plan

- Term project check-in
- Student presentations of Women’s Center Scrapbooks 1
- “Ms. OSU”
- Student presentations of Women’s Center Scrapbooks 2
- Archival Topics

Week Eight – February 27: The Oral History Metadata Synchronizer

[meet in Barnard Classroom – 5th floor of Valley Library]

Preparation

1. “Using OHMS to Index Oral History: A Detailed Tutorial,” Nunn Center YouTube video published August 2014, 0:25:50. <https://www.youtube.com/watch?v=PvfweBI586g>
2. Spend some time reviewing your completed interview, which should be live in OSU MediaSpace. Watch the interview and think critically about points of inflection. Analyze the ways in which you might divide the interview up, intellectually. At what point does the narrator raise a new point or shift direction to such a degree that you would need to describe or call out the shift in an intentional way? Make notes about these points of inflection and include in your notes the timestamps where they take place. The more of this that you do in advance, the easier time you will have working within the Oral History Metadata Synchronizer.

Class Plan

- OHMS Lab

Week Nine – March 6: Women’s Panel; Student Presentations

Readings

1. Jo Anne Trow oral history interview, December 13, 2013
2. Beth Rietveld oral history interview, June 11, 2014
3. Janet Nishihara oral history interview, September 2, 2015
 - a. Prepare questions for each of these panelists based on what you read in their interview transcripts and reflecting on the other readings that you have done for this class. Think in particular about further insights that these women might be able to provide about themes or specific moments in women’s history, both at OSU and more broadly as well.

Class Plan

- Women’s Panel
 - Speakers: Janet Nishihara, Beth Rietveld, Jo Anne Trow
- Student presentations or in-class work session.

Week Ten – March 13: Student Presentations; Celebrate the End of the Term!

Class Plan

- Student presentations
- “OSU: The Possible Dream”
- *Term assignment due*

Finals Week – Begins March 19

- As necessary

APPENDIX 2: WEEKLY READINGS

HC 407 Bibliography [Week by Week]

Week 1: Class Introduction

- Optional and for Reference: “An Overview History of Oregon State University,” Lawrence A. Landis, *A School for the People: A Photographic History of Oregon State University*, 2015. [18 pp.]

Week 2: Interviewing Techniques and Strategies

- “Interviewing Techniques and Strategies,” Valerie Yow, *The Oral History Reader*, 3rd ed., 2016. [26 pp.]
- “Memory and Remembering in Oral History,” by Alistair Thomson, *The Oxford Handbook of Oral History*, 2010. [19 pp.]
- A SCARC oral history interview of each student’s choice [various ~20 pp.]
<http://scarc.library.oregonstate.edu/oralhistory.html>

Week 3: Campus History; Interviewing Ethics

- “Where’s Waldo? A History of Waldo Hall and the Changing Role of Women at Oregon State,” web resource created by OSU Digital History course students, 2013. [selections – 37 pp.]
- “‘Coed Cheesecake’: The 1959 Wrestling Court and the Politics of the Marriage Market at Oregon State College,” by Brittany Backen, December 2013. [20 pp.]
- “Principles and Best Practices,” The Oral History Association, adopted 2009. [4 pp.]
- “Toward an Ethics of Silence? Negotiating Off-the-Record Events and Identity in Oral History,” Alexander Freund, *The Oral History Reader*, 3rd ed., 2016. [14 pp.]

Week 4: Social and Cultural Expectations of Women

- The Co-Ed Code; Save Your Blushes; or Sorority Rush Handbook [as assigned]
- Student Handbooks, 1934-1975. [selections – 28 pp.]
- “Revelations of the Dean of Women and Her Work” and “Ulysses Grant Dubach, O.A.C.’s First Dean of Men,” *Oregon State Monthly*, January 1925. [2 pp.]
- “Alumnus Recalls Freshman Capers,” by Chris T. Wilde, *Oregon Stater*, April 1981. [1 p.]
- “Brief Introduction to OHMS Indexing,” nunncenter Youtube video published April 2014, [0:07:02]. <https://www.youtube.com/watch?v=5rtthdBn8R8>

Week 5: Academics for Women; Feminist Practice in Oral History

- “A Feminist Frame for the Oral History Interview,” Kristina Minister, *Womens’ Words: Feminist Practice of Oral History*, 1991 [15 pp.]
- *Adventures of a Home Economist*, Ava Milam Clark and J. Kenneth Munford, 1969
 - Introduction [5 pp.]
 - Chapter 4 – “Oregon Pioneers” [11 pp.]
 - Chapter 5 – “The First Year” [14 pp.]
- “Successful Careers: Business Managers Get Their Heads of Departments Through the Secretarial Route,” by H.T. Vance, *Oregon State Monthly*, February 1934. [2 pp.]
- “OSC Food Technology Leads Nation,” Jo Schwab, *The Oregon Stater*, December 1946. [1 p.]

Week 6: The Advancement of Women in the Title IX Era

- “‘Just Another Story’: Sports Journalists’ Memories of Title IX and Women’s Sport,” by Duna Antunovic, *Communication & Sport*, 2017. [21 pp.]
- “Sylvia Moore Oral History Interview,” conducted by Janice Dilg, March 31, 2015. [20 pp.]
- “Oregon State University – Title IX. Intercollegiate Athletics Self-Evaluation Report,” [selections] by Pearl S. Gray, November 1976. [22 pp.]
- Clara Pratt Oral History Interview – Abstract and Biographical Sketch [2 pp.]

Week 7: The Women’s Center and Women Studies; Sexism on Campus; Archival Topics

- “A Word or 2” and “Women Unite,” *The Scab Sheet*, May 5, 1969. [2 pp.]
- OSU Women’s Center Scrapbooks - Part 1, 1976-1991. [selections – 30 pp.]
- “Eliminating Sexism in the Classroom,” Oregon State University, ca. 1986. [13 pp.]
- OSU Women’s Center Scrapbooks - Part 2, 1992 to 2000. [selections – 32 pp.]
- “Preserving Your Digital Memories,” National Digital Information Infrastructure and Preservation Program, ca, 2010s. [8 pp.]

Week 8: The Oral History Metadata Synchronizer

- Students review and analyze the interviews that they have conducted
- “Using OHMS to Index Oral History: A Detailed Tutorial,” nunccenter Youtube video published August 2014, [0:25:50]. <https://www.youtube.com/watch?v=PvfweBI586g>

Week 9: Women’s Panel; Student Presentations

- Jo Anne Trow oral history interview, December 13, 2013 [18 pp.]
- Beth Rietveld oral history interview, June 11, 2014 [23 pp.]
- Janet Nishihara oral history interview, September 2, 2015 [21 pp.]

Week 10: Student Presentations; Celebrate the End of the Term!

- Term assignments due!

APPENDIX 3: D.I.E. WORKSHEET

DESCRIBE/INTERPRET/EVALUATE (D.I.E)

- One strategy for deconstructing something unfamiliar or emotionally challenging, is to shift your frame of reference by asking different types of questions, observing at different levels, cultivating curiosity, and interrupting automatic judgments.
- These skills can help us look at historical materials with different perspectives and consider historical contexts before evaluating from our 21st century perspective.

DESCRIBE: WHAT DO YOU SEE?

- *Some questions to ask: What do I see? What are the elements I observe? What are some of the words people use?*
- Descriptive questions start a dialogue without introducing values into your analysis. Through descriptive questions you find out more information to form interpretations or evaluate the item/event.
- Imagine you are describing a picture to help someone who has never seen it visualize it. Describe what you see: the forms, structures, arrangement of things.
- Use concrete, observable words – be as objective as possible – avoid feelings or interpretations – use your 5 senses.
- This isn't the time to speculate on participant motivation (that's interpretation) or how you feel (that's evaluation).

INTERPRET: WHAT DO YOU THINK THEY THINK?

- *Some questions to ask: Is there a story behind this? What do you think is happening? What does it mean to the people involved? What is motivating them to do what they are doing?*
- Interpretation is where you move from objective description to subjective interpretation. And your goal for this line of questioning is to focus on the actions of the people and on the environment in which the action takes place.
- Think of various explanations or interpretations for the situation you have observed or experienced. Try to find at least three different interpretations. Also ask yourself what information you used to produce these interpretations.
- As you wonder about the meaning in behavior, one ideal approach is to ask the person to explain what they do, how, or why. Since this isn't always possible or sufficient, we can use research methodologies, theories and historical context to help us understand these more complicated, personal questions on a more generalized, impersonal level.

EVALUATION: WHAT DO YOU FEEL?

- *Some questions to ask: What do you feel about this? Do you agree with the behavior/action? Do you have positive or negative feelings? What is your opinion of the usefulness/appropriateness? What would you have done?*
- *Other questions to ask: Can you come up with both positive and negative evaluations? Can you practice shifting perspective? Can you make your standards for comparison or evaluation transparent?*

- Passing judgments involves your opinions and explanations about what has happened, ought to happen, want or think should/shouldn't happen. This is also where you consider how cultural and personal elements impact your evaluations.
- Remember that the focus is on us; it is about the meaning **we** invest in behavior we've observed.
- This is where you evaluate what you observed or experienced and add your own feelings and judgments.
- It is perfectly fine to conclude that you observed, interpreted, evaluated, and still went with your initial gut reaction. You don't **have** to change your mind.

Sample D.I.E. Schema

Description: What I See

Interpretation: What I Think (About What I See)

Evaluation: What I Feel (About What I Think)

Description:

Interpretation #1:

Evaluation (positive) of Interpretation #1:

Evaluation (negative) of Interpretation #1:

Interpretation #2:

Evaluation (positive) of Interpretation #2:

Evaluation (negative) of Interpretation #2:

Interpretation #3:

Evaluation (positive) of Interpretation #3:

Evaluation (negative) of Interpretation #3:

APPENDIX 4: EXERCISE

INTERROGATE AN INTERVIEW EXERCISE

Find an interview in the SCARC collections

- <http://scarc.library.oregonstate.edu/oralhistory.html>

Read the transcript * be prepared to do this in-class activity

- *Beginning*: Write a brief retelling of the oral history in your own words.
- *Intermediate*: Speculate about the purpose of the oral history.
 - What do you think the person telling the story, and the person recording it, expected it to accomplish?
 - Do you think it succeeded?
 - Explain why you think so?
- *Advanced*: Think about what you already know about the time period events described in this oral history.
 - How does this oral history support, contradict, or add to your current understanding of the period or events?
 - How could you verify this account?

APPENDIX 5: FINAL REFLECTION PAPER PROMPT

Final reflection paper: questions to ask and ideas to consider.

You will be turning in a reflection paper, in which you will think about things such as interview preparation, the interview itself, how the class readings intersected with the interview, how the interview informed your understanding of the history, things you learned, things you would have done differently, etc., etc., etc.

You do not need to answer all these questions! But a solid paper will focus on elements from these areas and will show that you reflected on the interview experience and how it related to class materials/discussion.

Interview preparation:

- How did you decide who to interview?
- What was your process for preparation, research, and question development?
- What sources did you consult to prepare?
- What challenges did you encounter?

The interview:

- How did the interview unfold?
- What were the key moments you remember from the interview?
- Did you improvise questions?
- What questions do you wish you'd asked?
- How did the location effect the interview?
- What would you have done differently or wish had gone differently?
- What did you learn about the narrator that wasn't revealed during the preparatory research?
- What new lines of inquiry were opened up by the content of your interview?
 - What are some things you'd ask in a second interview?

Class readings v. interview experiences

- What new knowledge did you gain about your topic and the history?
- How did creating your own oral history enhance your learning regarding a particular time period?
- How did the class readings (both theoretical and historical) intersect with the reality of the interview?
 - How did this person's experience confirm, conflict with, or complicate what you learned about the period from written sources?

General

- What skills did you learn?
- How can you apply what you learned to your life or your studies?
- What did you learn about your topic, your interviewee, or about interviewing?
- What do you think is the value of oral history for learning about history?