FLORIDA ATLANTIC UNIVERSITY

NEW COURSE PROPOSAL
Undergraduate Programs

Department HISTORY

College Dorothy F. Schmidt College of Arts and Letters

*(To obtain a course number, contact **erudolph@fau.edu**)*

UUPC Approval 3-30-26
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

Prefix HIS

Number 4074

(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)

Lab Code

Type of Course Lecture

Course Title Oral History

Credits *(See Definition of a Credit Hour)* 3

Effective Date *(TERM & YEAR)* Fall 2026

Grading *(Select One Option)*

Regular (●)

Sat/UnSat ( )

Course Description *(Syllabus must be attached; see Template and Guidelines)*
This course provides methodological training in oral history on how to review, plan, conduct, edit, and interpret oral history interviews using digital technology. Focusing on collaboration and community engagement, students learn new public history and digital skills and work on presenting the past for-and with-publics beyond the university. Through readings and class discussions, they will learn about the theory and ethics of oral history and its impact on current historiography and public history practice.

Prerequisites, with minimum grade* N/A

Corequisites N/A

Registration Controls *(Major, College, Level)*

***Default minimum passing grade is D-.** **Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course**

WAC/Gordon Rule Course

☐ **Yes** ☑ **No**

WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.

Intellectual Foundations Program (General Education) Requirement *(Select One Option)*

None

General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines.

Minimum qualifications to teach course

PhD in History

Faculty Contact/Email/Phone

Douglas Kanter/dkanter1@fau.edu/7-3841

List/Attach comments from departments affected by new course

Approved by	***Date***
Department Chair	3/2/26
College Curriculum Chair Robin Larson	03/16/2026
College Dean	03/16/2026
UUPC Chair Korey Sorge	3-30-26
Undergraduate Studies Dean Dan Mecroff	3-30-26
UFS President	
Provost	

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



HIS 4074-001

Oral History

W/F 9:30-10:50
3 credits

Spring 2026
Dr. Laura Fretwell
Office: ~~XXXXXX~~AL 150
Office hours:
Classroom:
Telephone: 561-297-~~xxxx~~2687
Email: lfretwell@fau.edu

Course Description

In this course, students will gain methodological training in oral history and learn how to review, plan, conduct, edit, and interpret oral history interviews using digital technology. With a focus on collaboration and community engagement, students will learn new public history and digital skills and work on presenting the past for-and with-publics beyond the university. Students will gain firsthand experience conducting interviews and build practical skills through collaborative in-class exercises related to audio and video editing, digital preservation, and community engagement. Through readings and class discussions, they will learn about the theory and ethics of oral history and its impact on current historiography and public history practice.

Instructional Method

In-Person. There is no remote option for this course.

Prerequisites/Corequisites:

None

Course Objectives/Student Learning Outcomes

1. Students will learn how to review, plan, conduct, edit, and interpret oral history interviews.
2. Students will learn collaborative skills, such as working with others and community engagement.
3. Students will learn and use digital technology to conduct and share oral histories including editing audio, video, and text.
4. Students will learn about the theory and ethics of oral history and its impact on current historiography and public history practice.

Course Evaluation Method

Attendance & Participation (10%): This includes attendance and active participation in class discussions. Attendance is mandatory for every class session. If you are unable to attend one of the classes for university related reasons, you should contact Dr. Fretwell right away to provide documentation. Because the class is so hands-on and practical, you are expected to catch up on the content, readings, and methods learned during the class session you missed. Active participation means students contribute consistently and insightfully to the class, demonstrate engagement with the reading and the class discussion, and ask questions that advance the conversation.

Reading Reflections (10%): Over the course of the semester, you must post a total of five reading reflections in Canvas the day that reading is due. You can describe what you learned from the assigned texts and/or use the texts to connect to larger course themes.

Oral History Review (10%): You will review a previously conducted oral history project and describe what you learned by listening and reviewing several interviews within the project.

Oral History Interview Portfolio (55%): Over the course of the semester, you will conduct an oral history interview that will be represented in a final portfolio submitted at the end of the semester. The portfolio will include:

-test interview (5%)
-pre-interview communication and questionnaire (10%)
-interview transcript (20%)
-consent forms and informational pages (5%)
-abstract (5%)
-audio index (5%)
-subject headings/key words (5%)

Reflection paper (15%): You will submit a short paper reflecting on what you learned about the historical period your interviewee discussed. This is due during Finals Week.

Course Grading Scale

Letter Grade	Percentage
A	100 - 94%
A-	< 94 - 90%
B+	< 90 - 87%
B	< 87 - 83%
B-	< 83 - 80%
C+	< 80 - 77%
C	< 77 - 73%
C-	< 73 - 70%
D+	< 70 - 67%
D	< 67 - 63%
D-	< 63 - 60%
F	< 60 - 0%

Required Texts/Readings

All course readings are available and posted in Canvas.

Course Sessions

Readings are to be completed before class time on the date they are listed.

WEEK 1: Introduction and What is Oral History?

W January 14: Course Introduction
Read: Syllabus

F January 16: Introduction to History & Oral History
Read: OHA's "Oral History in the Digital Age" article
Explore the list of oral history projects on Canvas

WEEK 2: History of Oral History

W January 21:
Read: Nēpia Mahuika, "Oral History and Indigenous People" in Rethinking Oral History and Tradition: An Indigenous Perspectives (pp. 1-15)
Listen: Interview with Baxter York (1974), Archive of Native American Recorded History

F January 30:
Read: Paul Thompson and Joanna Bornat, The Voice of the Past: Oral History Ch. 1: History and the Community

WEEK 3: Oral History Methods

W February 4:
Read: The Smithsonian Folklife and Oral History Interviewing Guide
Listen: Studs Terkel, "The Working Tapes" on Radio Diaries

F February 6:
Fill out the "Analyze Oral History" sheet (on Canvas) after listening to one oral history interview from FAU's Oral History Collection found here:
https://fau.digital.flvc.org/islandora/object/fau%3Aoralhistories

WEEK 4: Ethics

W February 11:
Oral History Review Assignment Due

F February 13:
Read: Michael Frisch, *A Shared Authority*, Introduction
Read: OHA Oral History Ethics: https://oralhistory.org/oha-statement-on-ethics/

WEEK 5: Digital Technology

W February 18:
Read: Mark Tebeau, "Listening to the City: Oral History and Place in the Digital Era," The Oral History Review 40:1 (2013)
Listen to one oral history interview of your choosing (list of options on Canvas)

F February 20:
Watch Video: Oral History and AI - https://oralhistory.org/ai/
In class practice with equipment

WEEK 6: Community Engagement

W February 25:
Read: Marvin Roger Anderson and Rebecca S. Wingo, "Harvesting History, Remembering Rondo"

F February 27:
Read: History Article based on your Assigned Interviewee (details on Canvas)
Portfolio: Practice Interview Due

WEEK 7: Interpretation and Analysis

W March 4:
Read: Chapter 1 of *Hard Times: An Oral History of the Great Depression*
In class Activity with Voyant Text Analysis Tool

F March 6:
Read: Second History Article based on your Assigned Interviewee (details on Canvas)

[Spring Break March 7-March 13]

WEEK 8: Conducting Oral Histories

W March 18:
Portfolio: Pre-interview communication and Questionnaire Due

F March 20:
Conduct Interview with Assigned Interviewee

WEEK 9: Audio and Video Editing

W March 25:
Watch: How to Edit Audio in Audacity Video
In Class Audio Editing Workshop

F March 27:
Watch: How to Edit Video in iMovies
In Class Video Editing Workshop

WEEK 10: Accessibility and Publication of Oral Histories

W April 1:
Read: W3C Accessibility Standards Article
In Class Activities for Writing Alt Text and Audio INdex

F April 3:
Read and Annotate: Jennifer O'Mahoney, "The Role of Digital and Public Humanities in Confronting the Past: Survivors of Ireland's Magdalene Laundries Truth Telling," in Palgrave Handbook of Digital and Public Humanities, Chapter 9, pp. 149-170.
Listen: Oral History from Waterford Memory Project

WEEK 11: Oral History as Public History

W April 8:
Read and Annotate: Mark Souther, "Oral History as Public History," History@Work Blog

F April 10:
Read and Annotate: Ray Smith, "A race against time: recording oral history at Oak Ridge," History@Work Blog
Portfolio: Transcription Due

WEEK 12: Futures of Oral History

W April 15:
Read: Greenwald and Legg, "Documenting Deaf Lived Experiences: Sign Language and Oral History Methodologies" from Oral History Review

F April 17:
Peer Review of Classmates' Transcriptions

WEEK 13: Final Project Portfolios

W April 22:
Portfolio: Abstract, Audio index, & Subject Headings Due

F April 24:
Final Class Presentations on Portfolio

Final Project Portfolio Due

May 1: Reflection Paper Due

AI Flexible Policy:

The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines.

Policy on Makeup Tests, Late Work, and Incompletes (if applicable)

Late work will not be accepted. Issues that keep you from completing any minor or major assignments must be discussed with the instructor in advance with possible legitimate documentation. In the event of an unavoidable emergency, you should contact Dr. Fretwell right away to discuss arrangements for making up assignments where possible. Be prepared to provide documentation if possible for proof of emergency.

Written assignments are due at the time listed on the syllabus, and will be submitted through Turnitin on the class Canvas site and run through anti-plagiarism software. Students are responsible for ensuring that their assignments have been uploaded to Canvas before the deadline. It is strongly recommended that students take screenshots of their submitted assignments in case of technical issues. If you are ever concerned that a submission has not gone through, you should also immediately email a copy of the assignment to Dr. Fretwell.

~~Special Course Requirements (if applicable)~~

~~State if any requirements are associated with the course, such as mandatory field trips or film viewings, special fees, or purchase of course-related materials.~~

~~Classroom Etiquette Policy (if applicable)~~

~~If you have a particular policy relating to student behavior in the class, such as relating to tardiness or on the use of electronic devices in the classroom, state so here. Recognizing the unique relationship between faculty and student and adhering to the principles of academic responsibility, any such policies must be reasonable, non-discriminatory and not impede the educational mission.~~

Policy on the Recording of Lectures ~~(optional)~~

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:
Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient

history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Attendance is mandatory for every class session. If you are unable to attend one of the classes for university related reasons, you should contact Dr. Fretwell right away to provide documentation if possible and arrange an alternate form of participation in order to ensure you have the opportunity to earn the relevant points. Because the class is so hands-on and practical, you are expected to catch up on the content, readings, and methods learned during the class session you missed.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/.

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

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Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Religious Accomodation Policy~~If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation.~~

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

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~~Required Texts/Readings~~

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