

DIGITAL URBAN AND PUBLIC HISTORY
 Section 1 21:512:363, cross-listed as 21:525:252:02
 Fall 2019
 Tuesdays & Thursday 4:00 PM - 5:20 Hill Hall, room 217
 Professor Singer
 Office: 326 Conklin Hall
 Office Hours: Mondays, Wednesdays 11:30-12:30 and by appointment
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Course Description

Students will learn history through the stories of people who lived it by listening to and studying the Krueger-Scott Oral History Collection, the Jazz Oral History Project, the Queer Newark Oral History Project, the Rutgers-Newark in the '60s and 70s oral histories and the Latino Oral histories.

Learning Goals

Students will use this knowledge to perform their own oral history interviews and create a multimedia narrative about the intersection of life in Newark and their own histories. The narrators in the interviews contained in these collections cover wide-ranging subjects - from church, to sports, to race, to entertainment to family, neighborhood and civic history. Honing skills through archival research, questionnaire development, listening to existing oral histories, studying and interpreting various methods, students will choose a topic of interest within urban studies and become minor experts in those topics by the end of the semester, turning their work into a multimedia final project.

Academic Integrity

Included in plagiarism is: cutting and pasting from the web without citing; leaving out in-text citations; submitting substantial portions of your past work for credit without prior approval. Engaging in plagiarism will result in a failing grade. If you are unsure if something needs to be cited – just cite it, ask questions and we can discuss it. You can access the web page regarding Rutgers' policy using the following link or on our Sakai menu.

<http://academicintegrity.rutgers.edu/>

***The department REQUIRES that the following honor pledge is written and signed on examinations and major course assignments submitted for grading: "On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment)."

Grades:

Annotations/journal = **25%**

Attendance/Participation = **15%**

Miscellaneous assignments = **25%**

Final Presentation = **25%**

Methods paper = **10%**

Grading Scale:

| | | |
|----|--------|-------------|
| A | (4.0) | OUTSTANDING |
| B+ | (3.33) | VERY GOOD |
| B | (3.0) | GOOD |
| C+ | (2.33) | ALRIGHT |
| C | (2.0) | ACCEPTABLE |
| D | (1.0) | POOR |
| F | (0) | FAILURE |

The Writing Center: The Writing Center (<http://www.ncas.rutgers.edu/writingcenter>), located in Room 126 of Conklin Hall, offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers-Newark campus. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. Please inform your students that The Writing Center is available to them free of charge and encourage them to take advantage of their services to strengthen their reading, writing, and research skills.

Students with Disabilities

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS website at <https://ods.rutgers.edu/students/registration-form>. For more information, please visit the Office of Disability Services in the Paul Robeson Campus Center, Suite 219 or contact odsnewark@rutgers.edu.

Violence Prevention and Victim Assistance

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or 4 (Rev. 6/19) harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak with a staff member who is confidential and does not have this reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)-353-1918, or at run.vpva@rutgers.edu. Learn more about the office here: <http://counseling.newark.rutgers.edu/vpva>

*Start keeping track right away of everything you read and think; record in a notebook or computer file. And always have a notebook in class. I prefer you don't use laptops in class but if you must then please use them only as needed for class.

Schedule of Reading and Assignments

Please bring all readings to class – electronically or on paper - along with your annotations. Make sure you have a library account or you will not have access to many of these readings.

If any tech issues arise, please let me know immediately. Please don't come to class unprepared because "the link didn't work." You can often Google the item and find it somewhere else on the web as well.

Note: When the syllabus says "Discussion of..." you should have watched, listened or read said items and come to class prepared to *discuss* them. One tool for preparation will be your **annotations**. These are required notes that you take on everything you read, listen to, and watch, then post on Sakai's Chat Room by 3pm the day of class, and then bring to class. You'll first want to take notes as you read, and then you can organize those notes so you have something to post and ultimately contribute to class.

Your annotation post will take the form of 3 sentences for each assignment (minimum – please go further if you’d like!):

1. something you found appealing about what you read/heard/saw; 2. something you found upsetting/silly/disagreeable; 3. something you didn’t know until you experienced the piece in question.

You will receive an A for each class that you perform this task fully; a C for minimal effort; and an F if you don’t “show up.”

Required text:

Doing Oral History (Oxford Oral History Series) 3rd Edition by Donald A. Ritchie

Need a notebook for use as journal throughout semester with weekly log

Frequently Asked Questions:

1. If the syllabus reads for example, “Feb: 14 Discussion of *Bugs Bunny Does Dallas*” what does that mean?

It means that when you walk through the classroom door on that lovely afternoon of February 14th you will be prepared to discuss said oeuvre. If a writing assignment is due, then that has to come into the classroom with you as well.

Please post all assignments by the end of the day they are due on *Discussion Board* under the appropriately titled threads unless directed otherwise.

2. If I’m absent the day an assignment is due am I off the hook?

Nope, the *assignment is still due that day unless you have a true “excused absence.”* **Each class day that an assignment is late, the grade will be lowered.** So, if the assignment that was due the 14th received a B but wasn’t turned in until the next class, it would receive a C+. (No minus grades at Rutgers, folks)! If extenuating circumstances arise, notify me BEFORE the fact. And please don’t email me to ask what you missed. That’s what the syllabus and Announcements on Blackboard are for.

*Rutgers defines “excused absences” as, “illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions”

3. Am I really REQUIRED to check *Announcements* daily?

Yup, it’s an integral part of the class. I will post any updates to assignments there. Consider *Announcements* on Blackboard your ongoing assignment sheet: you need to read it in order to do your assignments correctly. I also post information that might be useful for your particular projects when I find it. And of course, there are my witty comments that you would miss if you neglected to check in ☺

4. Do you really care how my writing assignments *look*?

I care very much. Papers will be in Chicago style format; Times New Roman font, size 12; double spaced; pages numbered; with type of assignment added to information on left of first page, e.g., “Film Review.” This means 1 inch margins and no double space between paragraphs! Tell your computer to “single space” paragraphs. See the *Libraries* menu on our Blackboard shell for a link to a sample Chicago paper and feel free to use <http://citationmachine.net/>

6. So, like, does attendance really count?

It like really does. We discuss things in class that are relevant to your work. Missing a class is missing a lesson and you will fall behind quickly. Any student who misses *eight* or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F. An “excused” absence means you have informed me of the VERY good reason you will be/were absent. It counts subjectively, in that I consider you a student who wants to be in class. That can make a difference. But it is *still* an absence. **By the way, if you are late to class 4 times that will equal 1 absence.**

7. Is the on-line class optional?

Nope. We will hold class once or twice on **Blackboard** using *Discussion Board*. I’ll announce it at least a week in advance. Missing a class on **Blackboard** is an absence, just as if you failed to come to regular ol’ class.

8. When you say I should email you with any questions, do you really want me to?

You may email me about ANYTHING. (Of course you should check *Announcements* first to see whether your question has already been answered in that forum. I will also provide a thread on *Discussion Board* that is just for questions. Sometimes we don’t even know we don’t know something until someone else asks it! You know?). I read my email regularly and will always respond, no matter what, so that you know I received your email. If you haven’t heard from me within a day, then I probably didn’t get your email. Make sure, as well, that you empty your “trash” now and again. It fills up quickly and rejects important emails!

9. Hey, speakin’ of email, can’t we just kinda say whatever when writin’ you. You actually have email rules?

I am afraid so. When you email me you will use full sentences, *nt txt msg* style. You will not address me as, “Hey” or “Yo,” or ask me to do anything ASAP. And you will sign your name to the email. These are common sense rules when communicating with most anyone via email – such as instructors and employers.

11. What's the big deal about talking and texting in class? This is college, don't I get more freedom now? Not really. Not in my class. While you are now free and encouraged to express yourself during class discussion, you are not free to have a private conversation with another student or "text-mate." It is rude and you will miss something in the process. 4

WEEK 1 (9/3, 5)- Some Oral History and some Urban History

Before class 1:

Read "What is Oral History?" <http://historymatters.gmu.edu/mse/oral/what.html>.

Watch *Once and Future Newark* <https://www.youtube.com/playlist?list=PLB2A475FCD4EBAAEE&feature=plcp>

Perform your first annotation exercise in *Chat Room*. Bring annotations to class after posting on *Chat*. (This is what you will do each time for assigned readings and viewings)

In class:

Introduction to the course and each other; review syllabus.

Listen to selected Krueger-Scott oral histories in class; watch Revolution '67 trailer; writing exercise. (So you'll need a way to write things as soon as you come to your first class).

Before class 2:

Read Patterson, "History of the Krueger-Scott Mansion" in *RESOURCES*

View "Castle Newark" parts I & 2

Part 1: <https://www.youtube.com/watch?v=g8W9nY1OUfk>

Part 2: <http://googletune.com/watch?v=g8W9nY1OUfk>

In class:

Discuss reading & viewing assignments. What is the difference between oral history and an interview?

WEEK 2 (9/10, 12) – "Family" History

Before class 1:

Read "Black History, Oral History, and Genealogy" by Alex Haley, in *RESOURCES*

Listen to one interview from Queer Newark History Project's "CHOOSING FAMILY, CREATING COMMUNITY: FROM BALLS TO BARS"

<https://queer.newark.rutgers.edu/athomeinnewark>

In class:

Discuss reading and listening and concept of family.

Group work: writing someone else's "family" history; 1 page informal interviews conducted between students to be submitted to Dropbox.

Before class 2:

Watch "We Came and We Stayed" <https://www.youtube.com/watch?v=IaprXvD6EGs>

In class:

Listen to Coyt Jones interview in Krueger-Scott OH project. <https://doi.org/doi:10.7282/T3KP844R>

Watch Amiri Baraka interview with Gil Noble <https://www.youtube.com/watch?v=JWWM6BxNQgQ>

WEEK 3 – (9/17, 19) Activism ONLINE CLASSES THIS WEEK

Before class 1:

Read chapter 12, “Countering Corporate Narratives” in *Oral History and Public Memories*, pp. 231-253. in *RESOURCES*.

Listen to one interview from “The Justice Project” page of the Newark Public Library’s Latino Oral History site: <http://www.npl.org/Pages/Collections/njhrhc/Justice.html>

In class:

Discuss reading and listening.

Group work: begin brainstorming group projects and papers. (See assignments for guidelines).

Before class 2:

Read “Over My Dead Body” <http://newestamericans.com/over-my-dead-body/>

Bring in one article on activism that you have read and annotated.

In class:

Discuss readings, viewings and the definition of activism

WEEK 4 – Writing (9/24, 26)

In class 1:

Rough draft workshop. So bring your rough drafts, as per assignment, as a HARD COPY.

In Class 2:

Review of writing issues.

WEEK 5 - (10/1, 3) Getting Started

Before class 1:

Read Introduction and Chapter One, Ritchie in *RESOURCES*

Annotations to answer following question: “Why do you think the field has changed over the decades?” Consider cultural, social, political, and economic issues. This is a history class after all!

In class:

Share responses to questions

Before class 2:

Read Chapter Two, Ritchie in *RESOURCES*

Make sure to visit the Institute of Jazz Studies by Week 6 to listen to and annotate one interview segment from the Jazz Oral History Project. Make sure you listen to the artist’s music as well as interview.

<https://www.libraries.rutgers.edu/jazz/jazz-oral-history-project>.

In class:

Show Krueger-Scott OH transcripts on screen while playing oral history recording to listen for errors/questionable transcription.

Listen to oral histories and transcribe; each student practices her hand. (Not so easy)!

WEEK 6 – (10/8, 10) Applying Theory

Before class 1:

Read Chapters Three and Four, Ritchie in *RESOURCES*

In class:

Questionnaire writing and applying theory. Revisit past interview subject/peer and apply theoretical concepts. Based upon new knowledge, write a 10-question form for your follow-up interview applying theory in practice.
Feedback from prof in class.

WEEK 7 – (10/15, 17) Podcast Workshop 1In class:

Instructor from the Rutgers Oral History Archive will instruct the class in creating OH podcast or videocast materials.

WEEK 8 - (10/22, 24) Podcast Workshop 2 and Beginning EditingBefore class:

Read Chapter Five, Ritchie in *RESOURCES*

In class:

Instructor from the Rutgers Oral History Archive will conclude the pod/videocasting workshop and provide tips for editing.

In class 2:

Possible editing practice; using audio or video from week 8 create short pieces that would go on promotional websites, presentations, etc.

WEEK 9 – (10/29, 31) Nvivo Workshop/ArchivingBefore class 1:

Read Chapter 6, Ritchie in *RESOURCES*

In class 1:

Nvivo workshop to learn to annotate text, audio and video

In class 2:

Work with Nvivo to annotate oral history interviews, using previous interview texts, audio and video

WEEK 10- (11/5, 7) Final OH projects beginBefore class 1:

Read Chapter 7, Ritchie in *RESOURCES*

In class:

Discussion of prepping for an interview. (Research, initial questions, etc.).

Before class 2:

Set up interview with family member or acquaintance who “feels like family.” Have Deeds of Gift signed. (See text for templates).

In class:

Share questionnaires, subjects researched, other prep process

WEEK 11 - (11/12, 14) OH collectingBefore class 1:

Research an oral history collection, one that deals with urban community.

Begin by listening to Dr. Clement Price interview in the “Rutgers-Newark in the 1960s and 1970s Oral History Collection” at <http://www2.scc.rutgers.edu/ead/uarchives/newark60s70sf.html>

Ultimately choose what most interests you. Spend some time with the interviews. In your annotations for this week please post 1. Why you chose that collection, 2. Who you listened to (at least 2 interviews). 3. What you heard. (Whatever that questions means to you).

In class:

Discuss collections.

View *History Makers*. Words from transcript highlighted alongside oral interview. Bernie Casey:

<https://rutgers.thehistorymakers.org/story/475285?type=2;pgS=30;pg=1;spec=---;q=Bernie%20Casey;sT=0;sS=0>

Methodology discussion via Krueger-Scott collection and student experience

Before class 2:

Read: Tucker, “Not One to Toot Her Own Horn(?): Melba Liston's Oral Histories and Classroom Presentations” in *RESOURCES*

In class:

Discuss reading, Develop final oral history Pod/videocast projects

WEEK 12 – (11/19, 21) UrbanityBefore class 1:

Watch interview with Ron Grele, “The History of OH” <https://www.youtube.com/watch?v=voPIGiv3sIQ>

Read Miller, “Whose History, Whose Culture...” in *RESOURCES*

In class:

Discuss interview

Discuss article: what is the point of museums?

Group work: final projects or final papers

Before class 2:

Find a published, written interview with someone who represents the/a city. Read – annotate as usual – and bring to class. Be prepared to say how this person represents. (Make sure it is a long enough interview to gain some info – say 2 pages minimum).

In class:

Discuss interviews brought in

WEEK 13 – (11/ 26, THANKSGIVING) In-persons

One on one meetings with professor about final projects

Interviews conducted

WEEK 14 – (12/3, 5) Presentations of Final Projects**WEEK 15 – (12/10) Presentations of Final Projects**

Final Exam week begins December 16

<https://tls.newark.rutgers.edu/academic-scheduling/academic-scheduling-resources/final-exam-schedule-fall-2019>

Papers to be submitted at final exam, Tuesday the 17th between 3 & 6 pm

RESOURCES:

“CASTLE NEWARK Part 1: The Krueger-Scott Mansion.” [Video]. Directed by Boardman, Samantha J. YouTube: Clementine Productions, 2009. <https://www.youtube.com/watch?v=g8W9nY1OUfk>

“CASTLE NEWARK Part 2: The Krueger-Scott Mansion.” [Video]. Directed by Boardman, Samantha J. YouTube:Clementine Productions, 2009. <http://googletune.com/watch?v=g8W9nY1OUfk>

"Choosing Family, Creating Community: From Balls to Bars." In, "At Home in Newark: Queer Newark Oral History Project." Queer Newark Oral History Project -Rutgers, The State University of New Jersey. Accessed 02/24, 2018. <https://queer.newark.rutgers.edu/athomeinnewark>.

Kerr, Daniel. "Countering Corporate Narratives" in *Oral History and Public Memories*, edited by Paula Hamilton and Linda Shopes, 231-253. Philadelphia: Temple University Press, 2008.

Miller, Karen R. "Whose History, Whose Culture?: The Museum of African American History, the Detroit Institute of Arts, and Urban Politics at the End of the Twentieth Century." *Michigan Quarterly Review* Volume XLI, no. Issue 1 (Winter 2002, 2002).

Patterson, Mary Jo. 1997. "History of the Krueger-Scott Mansion." *Star-Ledger, the (Newark, NJ)*: 17.

Ritchie, Donald A., 1945-. *Doing Oral History*. Third edition. ed. New York, NY: Oxford University Press, 2014.

Tucker, Sherrie, --. "Not One to Toot Her Own Horn(?): Melba Liston's Oral Histories and Classroom Presentations." *Black Music Research Journal* no. 1 (2014): 121

BIBLIOGRAPHY:

Casey, Bernie. (2005, October). "An oral history with Bernie Casey/Interviewer Paul Block, . Session 1, tape 1, story 1." [Audio and Transcript]. The The HistoryMakers Digital Archive, accessed 02/24, 2018. <https://rutgers.thehistorymakers.org/story/475285?type=2;pgS=30;pg=1;spec=---;q=Bernie%20Casey;sT=0;sS=0>

"Choosing Family, Creating Community: From Balls to Bars." In, "At Home in Newark: Queer Newark Oral History Project." Queer Newark Oral History Project -Rutgers, The State University of New Jersey. Accessed 02/24, 2018. <https://queer.newark.rutgers.edu/athomeinnewark>.

Baraka, Amiri. (ca. 2000) "Interview with Gil Noble - Early 2000s"/Interviewer Gil Noble. [Video]. YouTube, accessed 02/24, 2018. <https://www.youtube.com/watch?v=JWWM6BxNQgQ>

CASTLE NEWARK Part 1: The Krueger-Scott Mansion. video. Directed by Boardman, Samantha J. YouTube: Clementine Productions, 2009. <https://www.youtube.com/watch?v=g8W9nY1OUfk>

CASTLE NEWARK Part 2: The Krueger-Scott Mansion. video. Directed by Boardman, Samantha J. YouTube: Clementine Productions, 2009. <http://googletune.com/watch?v=g8W9nY1OUfk>

Haley, Alex. "Black History, Oral History, and Genealogy." *The Oral History Review* vol. 1 (1973): 1-25.

"History Makers." The History Makers. Accessed 02/24, 2018. <http://www.thehistorymakers.org/>.

"Jazz Oral History Project." Jazz Oral History Project. Rutgers University-Newark, Institute of Jazz Studies, accessed 02/24, 2018, <https://www.libraries.rutgers.edu/jazz/jazz-oral-history-project>.

Jones, Coyt L. (1996, January). "An oral history with Coyt L. Jones/Interviewer Pauline Blount." [Audio]. The Krueger-Scott African American Oral History Collection. Rutgers University Libraries, accessed 02/24, 2018. <https://doi.org/doi:10.7282/T3KP844R>

Kerr, Daniel. "Countering Corporate Narratives" in *Oral History and Public Memories*, edited by Paula Hamilton and Linda Shopes, 231-253. Philadelphia: Temple University Press, 2008.

The Krueger-Scott African American Oral History Collection. Rutgers University Libraries, accessed 02/24, 2018 <https://kruegerscott.libraries.rutgers.edu/>

The Latino Oral History Collection. Newark Public Library, accessed 02/24, 2018. <https://www.npl.org/Pages/Collections/njhrhc/LatinoOralHistory.html>.

Miller, Karen R. "Whose History, Whose Culture?: The Museum of African American History, the Detroit Institute of Arts, and Urban Politics at the End of the Twentieth Century." *Michigan Quarterly Review* Volume XLI, no. Issue 1 (Winter 2002, 2002).

Once and Future Newark: With Clement Alexander Price: Chapters 1-8, [Video], edited by Price, Clement Alexander, Michael Podolski, Henry Martin, and Lewis Porter, Rutgers--Newark. Office of Communications and Rutgers--Newark. Newark, New Jersey: Rutgers University-Newark Office of Communications, 2015. <https://www.youtube.com/playlist?list=PLB2A475FCD4EBAAEE&feature=plcp>

Oral History and Public Memories. Critical Perspectives on the Past., edited by Paula Hamilton and Linda Shopes. Philadelphia: Temple University Press, 2008.

Over My Dead Body. Video. Directed by Winokur, Julie. Written by Katie Singer. Rutgers University – Newark: Newest Americans, 2013, accessed 02/24, 2018. <http://newestamericans.com/over-my-dead-body/>

Patterson, Mary Jo. 1997. "History of the Krueger-Scott Mansion." *Star-Ledger, the (Newark, NJ)*: 17.

Price, Clement A. (1991, September). "An oral history with Clement A. Price/Interviewer Gilbert Cohen." [Transcript]. In "Rutgers-Newark in the 1960s and 1970s Oral History Collection, 1990-1992." Rutgers University Libraries, accessed 02/24, 2018. <https://doi.org/doi:10.7282/T3C24TCK>

Ritchie, Donald A., 1945-. *Doing Oral History*. Third edition. ed. New York, NY: Oxford University Press, 2014.

Ronald J. Grele, "*The History of Oral History*". video. Anonymous You Tube: Columbia University, 2010, accessed 02/24, 2018. <https://www.youtube.com/watch?v=voPIGiv3sIQ>

Rutgers-Newark in the 1960s and 1970s Oral History Collection, 1990-1992. Special Collections and University Archives, Rutgers University Libraries, last modified June 2013, accessed 02/24, 2018, <http://www2.scc.rutgers.edu/ead/uarchives/newark60s70sf.html>.

Tucker, Sherrie, --. "Not One to Toot Her Own Horn(?): Melba Liston's Oral Histories and Classroom Presentations." *Black Music Research Journal* no. 1 (2014): 121.

We Came and Stayed: Coyt Jones/Ras Baraka. video. Directed by Winokur, Julie, Ashley Gilbertson and Ed Kashi. Rutgers University - Newark: Newest Americans, 2015, accessed 2/24/2018. <https://www.youtube.com/watch?v=IaprXvD6EGs>

"What is Oral History." George Mason University. Accessed 02/24, 2018. <http://historymatters.gmu.edu/mse/oral/what.html>.