



SOUTHERN ORAL HISTORY PROGRAM

UNDERGRADUATE INTERNSHIP PROGRAM

THE AIM OF THE SOHP INTERNSHIP PROGRAM IS TO PROVIDE EXPERIENTIAL EDUCATION IN THE INTELLECTUAL, ORGANIZATIONAL, AND PRACTICAL WORK OF ORAL HISTORY AT ONE OF THE NATION'S MOST ESTEEMED CENTERS FOR ORAL HISTORY SCHOLARSHIP.

THE SOUTHERN ORAL HISTORY PROGRAM



“YOU DON’T HAVE TO BE FAMOUS FOR YOUR LIFE TO BE HISTORY.”

NELL SIGMON, MILLWORKER, 1979

WWW.SOHP.ORG

SINCE 1973, THE SOHP HAS WORKED TO PRESERVE THE VOICES OF THE SOUTHERN PAST. UNC STUDENTS AND FACULTY HAVE INTERVIEWED MORE THAN 6,000 MEN AND WOMEN – FROM MILL WORKERS TO CIVIL RIGHTS ACTIVISTS TO FUTURE PRESIDENTS OF THE UNITED STATES. MADE AVAILABLE THROUGH UNC’S RENOWNED SOUTHERN HISTORICAL COLLECTION, AND INCREASINGLY, THROUGH THE INNOVATIVE USE OF WEB-BASED TECHNOLOGIES, THESE INTERVIEWS CAPTURE THE VIVID PERSONALITIES, POIGNANT PERSONAL STORIES, AND BEHIND-THE-SCENES DECISION-MAKING THAT BRINGS HISTORY TO LIFE. THE SOHP HAS ALWAYS BEEN STRENGTHENED AND ENLIVENED BY THE WORK OF GRADUATE STUDENTS; NOW, WE AIM TO CONNECT WITH OTHER SECTORS OF THE CAROLINA COMMUNITY, ESPECIALLY OUR UNDERGRADUATES.

INTERNSHIP STRUCTURE AND GOALS

THE AIM OF THE **SOHP** INTERNSHIP PROGRAM IS TO PROVIDE EXPERIENTIAL EDUCATION IN THE INTELLECTUAL, ORGANIZATIONAL, AND PRACTICAL WORK OF ORAL HISTORY AT ONE OF THE NATION'S MOST ESTEEMED CENTERS FOR ORAL HISTORY SCHOLARSHIP. THIS INTERNSHIP IS DESIGNED IN A THREE PART STRUCTURE THAT INCLUDES A RESEARCH PROJECT IN WHICH STUDENTS LEARN TO CONDUCT INTERVIEWS AND ENGAGE WITH THE PRACTICE OF ORAL HISTORIES (IN SPRING **2018**, INTERNS WILL INTERVIEW NATIVE AMERICAN ACTIVISTS PART OF THE UNIVERSITY COMMUNITY); ASSIST WITH ONGOING PROJECTS, INCLUDING MANAGEMENT OF COLLECTIONS, OUTREACH, PROCESSING OF INTERVIEWS, AND PUBLIC ENGAGEMENT; AND PARTICIPATION IN THE WEEKLY INTERN SEMINAR. EVALUATION WILL BE BASED ON COMPLETE, THOROUGH, RESPONSIBLE, AND CREATIVE ENGAGEMENT IN ALL ASPECTS OF THE INTERNSHIP PROGRAM. ALL INTERNS WILL BE ASKED TO HELP DEVELOP OUR UNDERGRADUATE PROGRAMMING THROUGH THEIR IDEAS, FEEDBACK, AND INITIATIVES AS WELL AS TO SUPPORT **SOHP** PROJECTS AND EVENTS AS PART OF OUR TEAM.

THE PROJECT

THE PROJECT FOCUSES ON CONDUCTING ORAL HISTORY AND UNDERSTANDING THE BROAD SCOPE OF ORAL HISTORY WORK, INCLUDING PRIMARY HISTORICAL RESEARCH, INTERVIEWS, ARCHIVING, ETHICS, AND REPRESENTATIONS. INTERNS WILL LEARN HOW TO CONDUCT ORAL HISTORY INTERVIEWS IN THE CONTEXT OF THEIR INTERVIEW PROJECTS AND THROUGH ENGAGEMENT WITH GRADUATE STUDENTS AND FACULTY IN CORE RESEARCH ACTIVITIES OF THE **SOHP**. UPON COMPLETION OF THE RESEARCH PROJECT, OUR INTERNS WILL BE AMBASSADORS OF METHODOLOGICALLY AND ETHICALLY SOUND ORAL HISTORY PRACTICES AND THEORY. INTERNS WILL ALSO BE EDUCATED AND TRAINED IN THE PROCESS OF DEPOSITING INTERVIEWS INTO THE **SOHP**'S WORLD RENOWNED ORAL HISTORY ARCHIVE, AND WILL BE EXPERTS IN NAVIGATING OUR COLLECTION OF MORE THAN **6,000** INTERVIEWS.

IN PAST YEARS, **SOHP** INTERNS FOCUSED ON PROJECTS SUCH AS THE HISTORY OF **BLACK PIONEERS**, THE FIRST **AFRICAN AMERICAN** STUDENTS TO ATTEND **UNC**, AND **MILITARY VETERANS**. THEY INTERVIEWED NUMEROUS INDIVIDUALS WHO HAD SOME ROLE TO PLAY – WHETHER AS STUDENT ACTIVISTS, SUPPORTING FACULTY, OR OTHERS INVOLVED IN THE MOVEMENT. IN THE **2017-18** ACADEMIC YEAR, INTERNS CONTRIBUTE TO GATHERING INTERVIEWS ABOUT THE EXPERIENCE OF NATIVE AMERICAN ACTIVISM AT THE UNIVERSITY.

SOHP ORGANIZATION WORK – (EXAMPLES)

Note: Keep in mind, each of these jobs will evolve in many ways over the semester. Please keep a flexible attitude as duties change in accordance to SOHP needs. And, no job is completely separate from the rest...we expect all interns to work together to accomplish SOHP goals.

1. Mining the Archive /Collections Management

Primary responsibility: Identify interviews in our collection to share with the public in celebration of historical events, anniversaries, and contemporary issues; showcase unique archival “finds” and spotlight relevant interview series or evocative moments in interviews.

- Update featured interviews weekly on the SOHP website. Each week, highlight an interview or two with special significance, whether it is in connection to a holiday or special event, a contemporary issue, relates to the intern research project, or an especially insightful interview of any theme that may be overlooked or underutilized in the archive. Write a short description about the interview and create a link to find it in the database.
- Help research the archive for clips for use in SOHP’s podcast, *Press Record*.
- Take the lead in working on curating clips from interviews in our database for use in K-12 classrooms.

2. Publicity and Public Engagement

Primary responsibility: Use media to promote the SOHP’s projects, collections, and events, and to connect SOHP with individuals and groups. Write op-eds and articles for local media as needed and as appropriate.

- Get the word out regarding SOHP events across campus and the larger community.
- Work with other interns to communicate to the wider community about workshops, blogs, new website features or updates, seminars, events, etc.
- Contribute to the new SOHP quarterly newsletter by writing a short piece on the intern research project and putting in appropriate visual material.
- Document the semester’s internship with images. Photograph seminars, special events, working in archives, interviewees, etc. and manage their storage on the SOHP drive.
- Maintain the calendar for blog posts: each intern and field scholar is responsible to write at least one blog post during the semester, a first-person reflective piece on their personal work at the SOHP. Ensure a blog is being written and uploaded every two weeks. To help coordinate, you will manage a calendar everyone should sign up on early in the semester to indicate when they will post (through Basecamp and bulletin board).

THE SEMINAR

A WEEKLY SEMINAR DIRECTED BY ONE OF THE SOHP'S FIELD SCHOLARS FOCUSES ON REFLECTION AND SYNTHESIS OF THE INTERNSHIP WORK WELL AS DEEPENING ACADEMIC UNDERSTANDING OF ORAL HISTORY. THROUGH THIS CLASS, INTERNS WILL ENGAGE WITH AN INTERDISCIPLINARY COHORT DEDICATED TO REFLECTION, SYNTHESIS, AND CROSS-DISCIPLINARY COMMUNICATION IN A UNIQUE SEMINAR EXPERIENCE. THE SYLLABUS FOR THE SPRING 2017 INTERNSHIP SEMINAR IS INCLUDED BELOW.

SOUTHERN ORAL HISTORY PROGRAM

Internship Seminar

(Sample syllabus from Spring 2016)

Three-Part Goals of the Internship

- Contribute to an ongoing SOHP oral history project by conducting research and completing two oral history interviews for the project. The SOHP staff and graduate students will offer consistent mentorship, training, and space for reflection and synthesis.
- Advancing the mission and goals of the SOHP through organizational work.
- Participate in a weekly seminar led by the internship coordinator through engaged readings, thoughtful discussion, and written assignments.

The internship is a 12-hour/ week commitment worth 3 credit hours through your respective department. Although time allocation may vary and evolve, expect to allot five hours on an SOHP oral history project, two hours in seminar and meetings with fellow interns and SOHP mentors, and five hours on organizational work.

Contributing to an SOHP Oral History Project

As part of the SOHP team, you will engage in an ongoing SOHP oral history project. By the end of the semester, you will have completed two oral history interviews that will be deposited in one of the SOHP's collections in our archive at the Southern Historical Collection (SHC). In preparation for these interviews, you will need to complete readings and conduct background research on your project.

Organizational Work

The SOHP Internship Program seeks to offer students valuable and transferrable organizational experience. As an SOHP intern, you will participate in the SOHP's intellectual and organizational events throughout the semester. Each week, you will also work for the SOHP in a variety of tasks. These roles could include work in communications, publicity, development, event planning, office management, digital humanities, etc.

Seminar

The seminar is designed as a space for collective learning, reflection, and synthesis. As you work through your SOHP beat work and oral history project, the seminar will help to deepen your engagement with oral history and the mission of the SOHP. The first several weeks of the semester are going to be focused on providing a theoretical basis to oral history through readings and reflections. The remainder of the semester will be tailored to supporting your engagement with an ongoing oral history project and encouraging more rigorous engagement with the theory, method, and application of oral history.

(All required readings for the seminar will be provided as a PDF on Dropbox; additional readings will be assigned throughout the semester, tailored to your oral history project and/or SOHP work.)

COURSE REQUIREMENTS:

Oral History Project

- Weekly personal journal entries
- Two oral history interviews:
 - An **Interview Guide** (for each interview) must be submitted to the internship coordinator for feedback **at least one week prior** to the scheduled interview
 - First interview due **Wednesday, March 9th** (complete interview packet; see directions below)
 - Second interview due **Wednesday, April 6th** (complete interview packet)
- Peer Review of a fellow intern's interview:
 - First review due **March 25th** (directions below)
 - Second review due **April 15th**
- Project Presentation: **late April/ early May--TBD**
- Final Paper due **Wednesday, April 27th**
- Formal reflection papers on class readings submitted to internship coordinator periodically
- Active participation in course seminar meetings; we will meet weekly on Fridays from 10:00-11:50 a.m.

SOHP Work

- Five Hours of organizational work for the SOHP each week of the semester
- Mid-semester progress report on beat work, due **March 4th**
- Beat Work Paper, due **April 22nd**
- Regular meetings with SOHP mentors on your work and oral history project
- Participation in SOHP events throughout the semester (roundtables; colloquia; etc.)

GRADE BREAKDOWN:

| | |
|--|-----|
| Participation (reflections, peer reviews, work, final presentation) | 15% |
| 1 st Interview and all supporting documents | 20% |
| 2 nd Interview and all supporting documents | 30% |
| Final Paper | 35% |

Detailed Course Schedule

13 January Introductions and the Internship

The first day of the seminar is focused on familiarizing you with the Love House, the Southern Oral History Program, and getting to know each other. We will tour the building and meet the SOHP staff. We will discuss the structure of the internship program: expectations of the seminar, mapping intern SOHP roles and their “beat” overlap, and diving into the oral history assignments for next week. Also, **each of you will need to plan when you want to work your 5 weekly beat hours on site in the Love House. As much as possible, it is essential for all interns to work together and schedule their times to correspond to everyone else’s.** You will also be introduced to the SOHP drive on the computers in the workroom, to which you will need access during some beat hours and uploading project materials. You will also be paired with a Field Scholar who will give feedback on your work throughout the semester.

20 January Introduction to SOHP and Oral History

Listening and Learning from Interviews:

1. Spend some time listening to interviews with Mark Sullivan, Sage Ken, and Grier Martin from last semester’s SOHP interns. As you listen, take notes in your personal journal. What kinds of topics are discussed? What did you learn about the interviewing process itself? Were there times when different questions could have been asked? What worked well in the interview, and what could be improved? Were there any surprising or emotional moments? Come prepared to the seminar to discuss what you heard.
2. **Listening Activity:** Any solid training in oral history requires learning to be an active and careful listener. It is a skill (an art, even?) that will serve you well in all areas of life and that you can always sharpen and hone. **Pick one of the following two** listening exercises to do with a friend, family member, or peer (but not with a fellow SOHP intern or staffer). Reflect on the assignment in your field journal. Remember that your field journal is personal: but it also your reference when sharing your thoughts with the class.
 - **“This is what I thought you said”:** Sit down for 20-30 minutes with a friend. Ask them an open-ended question that is personal and complex enough to warrant a response that is more than a couple of sentences. (i.e., “Do you consider yourself a religious or spiritual person? Why or why not? Or, “What was a time in your life when you felt really good about yourself and why?”). After listening to their response, repeat back to them their story as your heart it and recall it and choose to retell it. Then ask them if that is what they thought they said to you. Do the exercise again, reversing roles.
 - **“Measuring Silence”:** Draw up a list of about five questions to ask a friend. (Questions about childhood are good ones to use here.) Tell them that you are going to ask a question and that they should count to 10 in their head before answering. After they finish answering you, count to 10 in your head before asking the next question. Note how the moments of silence affect the conversation and how you feel during the interview. Pay attention to eye contact, body language, and changes in the rhythm and velocity of speech. Do the exercise again, reversing roles.

The History and Mission of the SOHP

1. Read about the foundation and evolution of the SOHP: “Case Study: The Southern Oral History Program,” in *The Oxford Handbook of Oral History* (Oxford University Press, 2011), 409-416. Take notes in your fieldwork journal on any questions or comments you have during the reading.
2. Visit our website at www.sohp.org and find the database holding over 5,000 interviews. Check out the database and familiarize yourself with its contents. Spend at least an hour browsing. Also explore all parts of the website to see what content is already up and to get a sense of how you’ll contribute during the semester.

27 January

Trip to the University Archives

3 February

The Art and Method of Oral History

Readings and Assignments:

These articles examine oral history as a resource in understanding and shaping historical narratives as well as addressing technical questions about oral history as a craft. Take extensive notes and come prepared to discuss and ask questions.

- “What Makes Oral History Different” by Alessandro Portelli, in *The Oral History Readers*, eds. Perks and Thomson (2006): 32-42
- Kathleen Blee, “Evidence, Empathy, and Ethics: Lessons from Oral Histories of the Klan,” *The Journal of American History*, Vol. 80, No. 2 (Sep, 1993), pp. 596-606.
- SOHP Guidelines for Student Interviewers

1. What are the particular values to using oral history as pieces of historical evidence? What are the particular obstacles?
2. Do the readings for this week help you to think more clearly or more deeply about the way that the past and the present interact in oral history projects? (If so, how?) What lingering or new questions do you have about the way past, present, and future interact in oral history?
3. How can oral histories benefit what historians or other academics research?
4. Were there parts of the readings/interviews that particularly resonated with any of the ideas or anxieties that you’ve had about embarking on an oral history project? (If so, how? If not, what ideas or anxieties were not addressed?)

10 February

Introduction to the Oral History Project (North Carolina and UNC Veterans)

Readings and Assignments

These readings will lay groundwork for what you should expect when conducting oral histories with veterans, including potential problems with using veteran narratives as primary sources, how to deploy these stories in the classroom and other settings, and how the research agendas of military historians and other academics could benefit from veteran narratives.

- Michael Lynch, "Every Soldier Has a Story: Creating a Veterans Oral History Project," *OAH Magazine of History*, Vol. 22, No. 4 (2008), pp. 37-40.
- Patrick Hagopian, "Voices from Vietnam: Veterans' Oral Histories in the Classroom," *The Journal of American History*, Vol. 87, No. 2 (2000), pp. 593-601.
- Richard H. Kohn, "The Social History of the American Soldier: A Review and Prospectus for Research," *The American Historical Review*, Vol. 22, No. 3 (1981), pp. 553-567.
- TED Talk by Wes Moore: How to Talk to Veterans About the War

By **Wednesday, February 21st**: you should have made **contact with your interviewees and scheduled your first interview.**

Turn in your Interview Guide at least one week prior to the scheduled interview. You will also need to conduct a mock interview using this interview guide with your field scholar mentor. This must be completed before class on February 23rd.

Josh and your field scholar mentor will review this document with you and provide feedback. An Interview Guide can be in any format that is useful for you, but should contain the following core components:

1. A short biographical sketch of your interviewee (summarizing what you know about them, their role in the broader topic and their significance to the project)
2. A couple of paragraphs or bullet points about what you hope to learn from the interview.

17 February Oral History Project: Part I (The Experiences of Women Veterans)

Readings and Assignments

Today Amber Mathwig, the UNC Student Veteran's Assistant Coordinator will visit our class to run a "Green Zone" workshop and presentation that will familiarize you with issues and concerns that UNC's student veterans face and care about. We also having readings that specifically describe the challenges faced by women veterans.

- Alison Parr, "Breaking the Silence: Traumatized War Veterans and Oral History" *Oral History*, Vol. 35, No. 1 (2007), pp. 61-70.
- Gina Maiocco and Mary Jane Smith, "The Experience of Women Veterans Coming Back from War," *Archives of Psychiatric Nursing*, Vol. 30 (2016), pp. 393-399.

24 February
Oral History Project: Part II & Developing Interview Questions

Readings and Assignments

This week, based on everyone's research, we will examine our findings and use them to develop interview questions. This seminar also serves as a check-point for your interview scheduling and personal research of your interviewee.

- Donald Ritchie, "Chapter 3: Conducting Interviews," from *Doing Oral History*, Oxford University Press (2003)
- Kathryn Anderson and Dana Jack, "Learning to Listen: Interview Techniques and Analyses," in *Women's Words: The Feminist Practice of Oral History*, eds. Gluck and Patai (1991), 11-26.
- Charles Morrissey, "The Two-Sentence Format as Interviewing Technique for Oral History Fieldwork." *Oral History Review* 15 (Spring 1987): 43-53.

3 March
Mid-Semester Reflection

Jaycie Vos will come to the seminar and walk everyone through the SOHP documents that accompany the interview into the archive (abstract, field notes, etc.).

Readings and Assignments

This is the week for your interviews and processing. I will allot time to discuss questions about this. We will also discuss your mock interviews.

Due in class:
Mid-Semester Reflection Paper (2-3 pages)
Beat Work Paper (1-2 pages)
[See Details for Assignments Below]

Wednesday, March 8th, Complete Packet of First Interview Due by 5PM at Love House

***Deliver a manila envelope with a checklist clipped to the outside to a folder on Josh's desk.**

1. **The envelope** should contain: Hard copies of the following supporting documents for your interview: a tape log; abstract; field notes; a transcript of 15 minutes of audio from any moment in your interview you choose; the originals of the consent form and life history form; a proper word form for transcribers; and a reflection paper of your experience. Note that if all proper words are included and properly spelled in your sound recording log or transcript, you do not need to include a proper word form. If you have any other supporting documents in print form (photographs, clippings, etc), include them in the folder with a note attached to the document explaining what it is and where it came from.

2. In your **transcript**, focus on the most interesting or surprising and/or the most problematic or disappointing moments in the interview.

3. Your **reflection paper** will be a **1-2 page paper** on the interview (the substance and content of the interview; the process of preparing for and doing the interview; what you learned about your topic, your interview, and about interviewing). Questions to consider: What seemed to be key moments in the interview? What challenges did you encounter? What would you do differently next time? What did you learn about the past, about memory, about yourself? What questions about your topic were answered and what new questions emerged?

4. **Create a Digital Copy** of your interview documents by logging on to one of the computers in the Love House workroom. Open the “Internship” folder in SOHP admin (sometimes referred to as “Shared drive X”) and find your folder under the subfolder called “Fall 2014 internship.” Within your folder, create a new folder that is named “Interview 1” and in that folder, save copies of the complete audio of the interview (in both wav and mp3 format). Please also save all your supporting documents here, too. You can also save any photos or other digital documents related to your interview. Please save all of your documents with a uniform file name system (E.G. Tape_Log_YOURLASTNAME_03_08_2017).

5. Scan the **signed consent form** (also known as the “Deed of Gift”) and include a digital copy with your materials in your SOHP admin folder.

10 March

Discussion of First Interviews

This seminar we will learn from listening to individual interview experiences. It will also be a space to ask questions and reflect on your own interview. We can also begin to discuss how you might use your first interview to answer specific research questions in your final paper.

In this seminar, you will be assigned a fellow intern’s interview to review. We will decide partners in class, and a paper of response is due (two copies: one copy to internship coordinators and one to your partner in both digital and hard copy). This 3-4 page paper should include appreciation and critique, general suggestions and comments on specific questions and exchanges and is due **March 24**.

17 March: No Class! Spring Break!

24 March

Oral History as Activism

Readings and Assignments

This week we are connecting our work with oral history to the broader world. We will read articles that invite us to think about how oral history functions not only as historical research, but social activism and community engagement as well.

- Donald Richie, *Doing Oral History: Using Interviews to uncover the past and preserve it for the future* (Oxford Univ. Press, 2003, 2nd Edition): Chapter 8 (pages 222-251).

- **Peer Review Paper Due (3-4 Pages)**

Wednesday, March 29th, Complete Packet of Second Interview Due by 5PM at Love House

31 March: Discussion of Second Interviews

This seminar we will again listen to individual interview experiences. It will also be a space to ask questions and reflection on your own interview. We want to start discussing how we can use both of your interviews to answer specific research questions in your final paper.

- In this seminar, just as last time, you will be assigned a fellow intern's interview to review. The 3-4 page paper will be due next class. Please bring two copies to class next week, one for the coordinator (digital and hard copy) and one for your partner.

7 April: Performance and Presentation

Readings and Assignments

This week we will delve into the power of performance in exploring and sharing oral history.

- We will watch some examples of video-taped interviews of veterans telling poignant stories in their own words at: <http://www.witnesstowar.org/> Please visit the website and watch several of the interviews from the time period or conflict that involved your interviewee(s). Bring an example to class for us to screen together. Be prepared to explain how this particular interview was effective in communicating an essential truth about the veteran's story and why.
- Natalie M. Fousekis, "Experiencing History: A Journey from Oral History to Performance," in *Remembering: Oral History Performance*, ed. Della Pollock (2005), pp. 167-186.

Consider the Following Questions:

- What do we gain by using performance to stress the interaction between past and present and between interviewer and interviewee in oral history interviews?
- In what sense is performance a form of political practice?

Peer Review Paper Due (3-4 pages)

14 April: No Class! Holiday Break!

21 April: Work on Final Presentation, Part I

Readings and Assignments

We will learn from each other again as we share experiences from our second interviews. We will also discuss your final papers and performance. How do you want to publically present your hard work to your colleagues, peers, and the wider community?

Art from Listening: Creative Engagement with the words of your Interviewee

Feel the expanse of full creative range here. Select a passage from your first or second interview. Be prepared to represent it in class through a different medium: ethnopoetry, audio-doc with pictures, collage, song, painting, etc. etc. Come to seminar prepared to share.

28 April: Evaluations AND Work on Final Presentation, Part 2

Readings and Assignments

Over the past week, you have worked together to create a polished and practiced draft of the final presentation. Time for dress rehearsal! Bring a rough draft, or a very detailed outline.

FINAL PAPERS DUE, WEDNESDAY, MAY 3RD BY 5.P.M. IN LOVE HOUSE

(Hard copy and emailed to internship coordinator)

Final Presentation

Date TBA

Culminating presentation of your research for CSAS and SOHP, your advisors, and other friends in our oral history community.

Grades:

| | |
|--|------------|
| Participation (Papers, Beat Work, Final Presentation) | 20% |
| Interview 1 (And all supporting documents) | 20% |
| Interview 2 (And all supporting documents) | 30% |
| Final Paper | 30% |

Paper Guidelines

Interview Guide (1-2 pages):

An interview guide for each interview must be submitted to the internship coordinator for feedback **at least one week prior** to your scheduled interview.

These documents should contain (1) a short, biographical sketch about your interviewee: What do you know about them already? What is their significance to our oral history project? (2) 1-2 paragraphs explaining what you hope to learn from your interview; and (3) sample interview questions. Your field scholar mentors will discuss these guides with you in greater detail.

Mid-Semester Reflection Paper (2-3 pages):

In this paper, you will reflect on your progress so far during the internship. What have you accomplished during the first half of the semester? What do you hope to accomplish by the end of the semester? How can we, as a group, improve the internship? What would you like to see during the final internship presentation?

Beat Work Paper (1-2 pages):

In this paper, you will reflect on and assess your beat work. Describe what you have done so far and what you hope to accomplish. Attach any relevant documents to this paper.

Peer Review Papers (3-4 pages):

In this paper, you will reflect on and critique a fellow intern's interview. Consider the following questions as you write your paper: What was the most compelling part of the interview? Does the interviewer ask open-ended questions? Did the interviewer show evidence of preparedness? Is there an overall theme in the interview? Does the interviewer ask good follow-up questions? Do the follow-up questions demonstrate active listening?

Final Paper (15 pages):

This paper will either be one long (15 pg.) paper or three short (5 pg.) papers. We will decide on this as a group, and the paper topic will be given to you later in the semester.

Interview Packets

Each of your interviews should be accompanied by:

1. **A consent form:** Remember to explain the purpose of the consent form **before** the interview, but have the interviewee sign the consent form **after the interview is completed.**)
2. **Life history form**
3. **Abstract**
4. **A tape log:** the purpose of the tape log is to help guide you and other researchers through the transcript. It should briefly detail main points of discussion chronologically.
5. **Proper word form:** The purpose of this form is to ensure that you are spelling proper nouns correctly, e.g., a politician's name. Only worry about this for the section of the interview you are transcribing.
6. **Fieldnotes**
7. **A transcript of 15 minutes of audio from any moment in your interview.** I suggest focusing on the most interesting/surprising/disappointing moments from your interview.
8. **A reflection on the interview experience** (1-2 typed pages): What did you learn about your topic/your interviewee/about interviewing? What were key moments from the interview? What challenges did you encounter? What would you do differently?
9. **A photograph of the interviewee or interview scene** (historical and/or contemporary)

***You will find examples of all of these documents uploaded to Dropbox.**