HIS/STO-279
Creating and Telling Fact-based and Historical Stories

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Office Hours:	5:00 – 6:00 p.m. Tuesday and Thursday, and by appointment
Text:	Online and other resources provided
Class Time and Place:	Tuesdays from August 25 to December 15, 2020

Welcome to Creating and Telling Fact-based and Historical Stories!
I am very much looking forward to spending the semester with you
as we explore methods of identifying, researching, crafting, and telling real-life
stories of the past and present.

Official Information:
- **You are responsible** for the information contained in this syllabus. Please let me know if you require clarification of anything contained in this document. Please note that this document December change as the semester progresses. I will notify you in writing of any changes in course requirements, policies, or schedules.
- **You are responsible** for the college policies included in the college catalog and the student handbook. The catalog can be accessed at http://enroll.southmountaincc.edu/otherresources/collegecatalog/. The student handbook is available at http://students.southmountaincc.edu/NR/rdonlyres/2871199E-1C86-4DCE-8929-7DC5E8B6AC87/0/StudentHandbook0607.pdf .
- **For students requiring special accommodations**: SMCC's office of Disability Resources and Services (DRS) provides qualified, self-identifying students with disabilities equal access to a quality postsecondary educational experience by administering reasonable accommodations as needed. If you would like their support, please contact them in SES 130, or call at 602.243.8027, or email them at drs@smcmail.maricopa.edu. It is the student's responsibility to speak to the instructor concerning any requested accommodations.

SMCC Annual Non-Discrimination Statement:
The Maricopa County Community College District (MCCCD) is an EEO/AA institution and an equal opportunity employer of protected veterans and individuals with disabilities. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, age, or national origin. A lack of English language skills will not be a barrier to admission and participation in the career and technical education programs of the District. The Maricopa County Community College District does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. For Title IX/504 concerns, call the following number to reach the appointed coordinator: (480) 731-8499. For additional information, as well as a listing of all coordinators within the Maricopa College system, visit **http://www.maricopa.edu/non-discrimination.**

El distrito de Los Colegios Comunitarios de Maricopa (cuyas siglas en inglés son MCCCD) es una institución EEO/AA y un empleador con igualdad de oportunidades para veteranos protegidos y personas con discapacidades. Todos los solicitantes calificados recibirán consideración para empleo sin considerar raza, color, religión, sexo, orientación sexual, identidad de género, u origen nacional. La falta de destrezas del idioma inglés no es un impedimento para admisión y participación en programas de educación Técnica del distrito. El distrito de Los Colegios Comunitarios de Maricopa no discriminan con base a raza, color, origen nacional, sexo, discapacidad o edad en sus programas o actividades. Sí tiene preguntas sobre título IX/504, llama al siguiente número para comunicarse con el coordinador designado: **(480) 731-8499**. Para obtener información adicional, así como una lista de todos los coordinadores dentro del sistema de Colegios Comunitarios de Maricopa, visite: **http://www.maricopa.edu/non-discrimination**.

Official Course Description: Creating and telling fact-based stories and stories from history.

Official Course Competencies:
1. Explain the importance and application of fact-based stories. (I)
2. Demonstrate various methods of identifying potential topics for fact-based stories. (II)
3. Describe the types of fact-based stories. (III)
4. Shape and develop fact-based stories, paying attention to structure, point of view, dialogue, sense description, context, and symbolic representation. (IV)
5. Demonstrate an understanding of the five languages of storytelling. (V)
6. Explain the importance of the emotional dimension of fact-based stories on the teller, the listener, and the community. (VI)
7. Demonstrate an understanding of the role of ethics in researching, crafting, and telling fact-based stories. (VII)
8. Research fact-based stories. (VII)
9. Demonstrate the importance of oral testimony and oral history to oral storytelling performance. (VIII)
10. Demonstrate best practices for archiving, preserving, and sharing fact-based stories and stories from history. (IX)
11. Utilize digital media to find and research primary and secondary sources for stories. (X)
    Tell and utilize fact-based stories in a variety of venues and contexts. (XI)

Official Course Outline:

I. Introduction: Importance of fact-based stories
   a. Stories to fill historical gaps
   b. Telling stories of overlooked people and communities
   c. Reclaiming stories of family heritage and history

II. Mining for stories
   a. Notebooks of people and places
   b. Story prompts on experiences, people, and places
   c. Visualization exercises
   d. Free writing and journaling
   e. Utilizing oral histories

III. Types of fact-based stories
   a. Stories about living people and people from history
   b. Stories about family and other relatives
   c. Stories about community
   d. Stories about significant, historical places and events
   e. Stories where family and history intersect

IV. Crafting the stories
   a. Structuring and shaping
   b. Building to the turning point of the story
   c. Establishing point of view
   d. Adding dialogue
   e. Describing using the five senses
   f. Creating strong images

V. The five languages of oral storytelling
   a. Gesture
   b. Sound
   c. Attitude
   d. Feedback
   e. Words

VI. The emotional dimension of crafting and telling fact-based stories and stories from history
   a. Finding resolution to difficult stories
   b. Knowing when a story is ready to be told
   c. Handling emotions when telling
   d. Keeping the audience safe

VII. Ethics
   a. Truth in fact-based and family stories, and oral histories
   b. Research ethics, Institutional Review Board (IRB) protocols
   c. Permissions from living people to tell their stories

VIII. Oral history and oral testimony
   a. Oral tradition in tribal and traditional communities
   b. Crafting questions for interviews and oral histories
   c. Indexing and analysis of oral histories

IX. Archiving, preserving, and sharing
   a. Techniques for analyzing and archiving stories
   b. Techniques for preserving materials and stories gathered
   c. Techniques for sharing stories
      i. Podcasts
      ii. Social media
      iii. Publications
      iv. Other

X. Utilize digital media to find and research primary and secondary sources for stories
   a. Developing a research strategy for online resources
   b. Techniques for validating online resources
   c. Techniques for finding reliable primary and secondary sources

XI. Venues and contexts for fact-based stories and stories from history
   a. Family gatherings, history and milestone celebrations, community events
   b. Academic publications
   c. Websites, podcasts, blogs

Course Requirements:

1. **Attendance:** Attend all classes and participate fully. (160 points)

2. **Goal Statement:** Write a set of goals for yourself that contain both your broad, long term goals for yourself as a storyteller and/or historian as well as some specific short-term ones for this semester. (25 points)

3. **Responses to Readings, Videos, and Podcasts:** Each week you will have chapters and articles to read, videos to watch, and podcasts to listen to. You will be asked to reflect on what you observed and learned from these resources on Canvas. (30 points each week)

4. **In-Class Telling:** Each person will tell five prepared stories during the semester. Please plan on preparing stories of 3-5 minutes in length. Your stories will be told as part of the following units:

    I. **First Unit: Moments versus Millennia**
       Objectives:
       a. Researching, Crafting, and Telling a Short Biographical Story
       b. Playing with Story Structure, Voice, and Point of View
       c. Integrating the five-languages of oral storytelling

    II. **Second Unit: Family and Friends – The Personal is Historical**
       Objectives:
       a. Identifying, researching, crafting and telling the story of someone you know
       b. Becoming familiar with oral-history interview best-practices
       c. Understanding the ethics of telling stories about other people

    III. **Third Unit: Living History – Telling the Stories of the South Phoenix Oral History Project**
       Objectives:
       a. How to find, craft, and tell stories from an oral history project
       b. Deepening experience with oral-history best practices
       c. Archiving and sharing fact-based and historical stories

    IV. **Fourth Unit: Putting the Facts in Fact-based – Places, Events, and Science Stories**
       Objectives:
       a. Identifying, researching, crafting, and telling the story of a place, event, or scientific phenomenon
       b. Playing with eye-witness perspective and point of view for telling
       c. Integrating storytelling best-practices to make facts come alive

    V. **Fifth Unit: The Historical is Personal**
       For this unit, students will be asked to focus on one of three historical topics: Women's suffrage in America, the Covid-19 epidemic, and the founding of South Mountain Community College.
       Objectives:
       a. Identifying, researching, crafting, and telling a story where the personal and historical intersect
       b. Establishing a context of historical analysis to support the development of a specific historical story.

       c.   Maintaining sensitivity to the emotions of the teller and listeners.

After each story, please write a short paper describing your process for preparing the story and your reflection on the experience, including the following:
       a.   How you chose the subject of the story.
       b.   The sources of information you used to research and develop the story. Include a minimum of three sources.
       c.   How you managed any ethical considerations there were in telling this story.
       d.   What you learned about yourself as a storyteller in the process of finding, crafting and telling the story, and anything, you would do differently the next time you tell it.
       e.   Submit on Canvas before class period. (100 points x five = 500)

5. **Blog Post:** Each person will write a post for the Tell Me Something Good Blog. This should be a 3-5 paragraph mini-essay on some aspect of what you have learned about fact-based and historical stories. I'll provide you with more information about how to prepare a blog post. (50 points)

6. **Final paper:** Your final paper will give you an opportunity to synthesize what you have learned this semester. Please include
       a.   Your assessment of your progress on your initial goals for the semester.
       b.   A summary of what you learned about fact-based and historical stories.
       c.   Your favorite story that you developed this semester and why.
       d.   What you have learned about yourself as a storyteller by participating in the class. (100 points).

7. **Extra Credit:** Each student may earn up to **100 points** of Extra Credit as follows:
   - Attend any public storytelling event during the semester and write a 1/2-page review of your experience. Check out the events calendar at www.storytellermark.com (50 points)
   - Write an additional post for the Tell Me Something Good blog. (50 points)
   - Conduct ½ an hour of storytelling in the community and writing a 1-page report on that experience (100 points)
   - All extra credit must be submitted by December 1, 2020.

8. **Grading:** Everything you turn in has a point value. At the end of the semester, I will compute grades on a straight percentage basis: 90% - 100% equals an A, etc.

Creating and Telling Fact-based & Historical Stories – F20

Week	Units and Tellers:	Blogs Posts Due From:
August 25	• Introductions and Overview • What are Fact-based and Historical Stories? • What is the difference between a story and an oral history?	
September 1	First Unit: Moments versus Millennia	
September 8	First Unit: Moments versus Millennia	
September 15	Second Unit: Family and Friends – The Personal is Historical Prep and Practice	
September 22	Second Unit: Family and Friends – The Personal is Historical Tellers:	
September 29	Second Unit: Family and Friends – The Personal is Historical Tellers:	
October 6	Third Unit: Living History – Telling the Stories of the South Phoenix Oral History Project Prep and Practice	
October 13	Third Unit: Living History – Telling the Stories of the South Phoenix Oral History Project Tellers:	
October 20	Third Unit: Living History – Telling the Stories of the South Phoenix Oral History Project Tellers:	
October 27	Fourth Unit: Putting the Facts in Fact-based – Places, Events, and Science Stories Prep and Practice	
November 3	Fourth Unit: Putting the Facts in Fact-based – Places, Events, and Science Stories Tellers:	
November 10	Fourth Unit: Putting the Facts in Fact-based – Places, Events, and Science Stories Tellers:	
November 17	Fifth Unit: The Historical is Personal Prep and Practice	
November 24	Fifth Unit: The Historical is Personal Practice	
December 1	Fifth Unit: The Historical is Personal Tellers:	
December 8	Fifth Unit: The Historical is Personal Tellers:	
December15	Final Class	