

## River Stories – an Overview

**Your Mission:** Assist in documenting and archiving the rich cultural history of the McKenzie River and develop a public installation to share this history with the public.

**Your Team:** A rich group of 8 upper division undergraduates, coming from varied backgrounds in ENVIS, PPPM, Cinema Studies and more. In spring term your team will also include a GTF (Project Manager), Morgan Peach, who will provide support and guidance to help you develop and implement high quality products for your community partner.

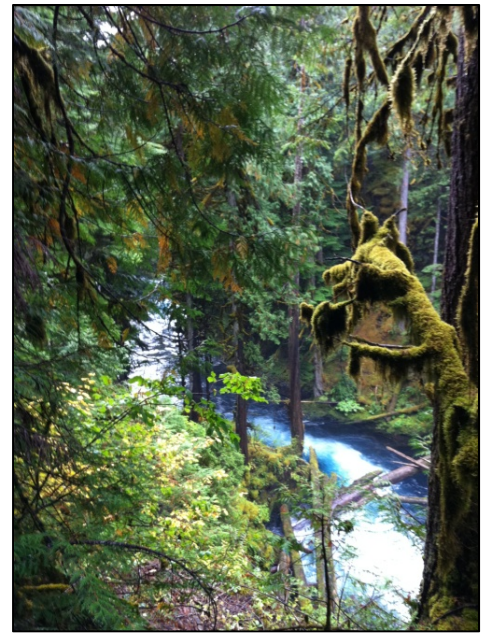
**Community Partner:** McKenzie River Drift Boat Museum, Randy Dersham, director. [randy.dersham@gmail.com](mailto:randy.dersham@gmail.com); 650.417.5868

**Audience:** Residents of and visitors to the McKenzie River valley.

**Time line:** Winter- Spring terms, 2013

**Mission details:** Your project entails the following four components:

1. **Preparation** (early winter term) – to prepare for field work you will receive training regarding:
  - a. Research methods from different disciplinary approaches
  - b. Human Subjects approval process (and then complete the CITI training)
  - c. Developing an interview guide and selecting interviewees
  - d. Video interviewing: multi camera collection via audio and video equipment
  - e. Audio interviewing: recorded phone interviews via Call Trunk  
<https://www.calltrunk.com/us/en/sign-in.html>
  - f. Project management in the cloud
  - g. Photography (and management of images)
  - h. Photographic scanning
  - i. Photographic editing via Photoshop <http://www.photoshop.com/>
  - j. Transcription of interview/video materials
  - k. Online museum cataloging via eHive <http://ehive.com/>
  - l. Website development via Wordpress <http://wordpress.org/download/>
2. **Field work** (late winter, early spring terms) – you will interview residents to document their experiences and knowledge about the river.
  - a. The team will be divided into three subgroups. Once field work begins, two subgroups will conduct video interviews while the third group scans images and captures the accompanying digital audio stories for each photograph. Each week you will rotate tasks.
  - b. While in the field conducting interviews, you will always work in groups of 2 or 3.
  - c. Each subgroup doing interviews should aim to do two interviews each field day (one Friday morning, one Friday afternoon).



- d. You are also responsible for taking high quality photographs to support your interview – including photographs of the informant, and any relevant material culture or place they discuss. These photos must be high resolution and of publishable quality.
3. **Data Management** – this involves transcribing the interviews you’ve conducted and entering them into the museum archiving software.
    - a. Each subgroup is responsible for transcribing the interviews they conducted as they are conducted. We are aiming to have transcriptions completed no later than one week after the interview is conducted, but will check in as we go on this.
    - b. Each subgroup is also responsible for managing their photographs and audio files using the protocols discussed in class.
  4. **Public Art Installation** (winter/spring term).
    - a. Winter term: you will prepare a set of photographs and stories to hang in the Columbia Hall Gallery. Opening night is set for Friday night of Week 10, March 15, 2012, 4-6 pm.
    - b. Spring term: final outreach product to be determined as a team, depending on strengths, interests, themes and opportunities that arise in interviews, etc. Maybe something along the lines of Sierra Story booth. <http://www.savingthesierra.org/storybooth>, or the Latino Roots project <http://cllas.uoregon.edu/latino-roots/>, or the Vets Oral History project at UO, <http://library.uoregon.edu/tools/exhibits/uovets/>

#### **A Few Course Logistics:**

1. **Winter term: ENVS 410: River Stories – a social science field course (4 credits)**
  - a. Tues, 9-11 and Fridays 9-3 pm, ENVS Conference Room, 249 Columbia Hall (Please note: on the first Friday of each month, we may get bumped to 111 Lillis)
  - b. TBD: Weekly team meeting. Your team needs to establish a date/time asap! You may use the ELP lab or various other ENVS spaces, just let us know what you need.
  - c. You are expected to put in 12 hrs/week, as per UO policy for a 4 credit course.
  - d. Course fulfils Area 4 requirement for ENVS majors.
2. **Spring term: ENVS 429: Environmental Leadership Program. (4 credits)**
  - a. Mondays, 4 – 5pm: team meetings and some group workshops with ELP as a whole.
  - b. TBD: Weekly meeting, as determined by your team schedules.
  - c. Lab time: Fridays: All day field work .
  - d. You are expected to put in 12 hrs/week, as per UO policy for a 4 credit course.
  - e. Course fulfils Area 5 requirement for ENVS majors.

This is a new project and so you should expect to be adaptable and flexible as we all work together to figure out how to work together to complete our mission in the most efficient, creative, positive, fun way possible! The schedule and readings listed below are thus subject to change!

## Winter Term 2013

Week	Tues (9-11am)	Friday (9-3pm)
1	<p><u>Intros</u> – to each other, the ELP, the Drift Boat Museum. Goals, expectations, technology</p> <p><u>Read/watch for Friday:</u> Whipple, 2007. Pp. 10-11, 22-36, 39-59. Fletcher, 2007. Drift Boats and River Dories, chapters 1-4. <a href="http://www.oregonencyclopedia.org/entry/view/mckenzie_river/">http://www.oregonencyclopedia.org/entry/view/mckenzie_river/</a> <a href="http://visitmckenzieriver.com/new/mckenzie-river/geology">http://visitmckenzieriver.com/new/mckenzie-river/geology</a></p> <p>Cashman, K.V., Deligne, N.I., Gannett, M.W., Grant, G.E., and Jefferson, A. 2009. <u>Fire and water: Volcanology, geomorphology, and hydrogeology of the Cascades Range, central Oregon.</u> <i>Read p. 539-559 (through Stop 10)</i></p>	<p><u>The McKenzie</u> – a quick overview.</p> <p>Guest Lectures: Peg Boulay – McKenzie geohydrology Katie - From Headwaters to Confluence</p> <p>Videos: Louis Polley - Early logging Dave Helfrich - Whitewater Boat Parade</p> <p>Workshop: mapping the McKenzie. Homework - design interview guide</p>
2	<p><u>Guest Lecture:</u> Gabriella Martinez (School of Journalism). Documentary film making – methods and approaches. Latino Roots project case study.</p> <p>Check out these sites, and listen to <i>at least</i> one story from each site, before class:</p> <p>The Latino Roots project: <a href="http://clas.uoregon.edu/latino-roots/">http://clas.uoregon.edu/latino-roots/</a>, The Vets Oral History project at UO: <a href="http://library.uoregon.edu/tools/exhibits/uovets/">http://library.uoregon.edu/tools/exhibits/uovets/</a> Sierra Story booth: <a href="http://www.savingthesierra.org/storybooth">http://www.savingthesierra.org/storybooth</a></p>	<p>AM: <u>Methods Panel:</u> Marsha Weisiger (History), Riki Saltzman and Emily Afanador (Oregon Folklife Network), Steve Rust (Cinema Studies).</p> <p>PM: <u>Methods Panel (cont):</u> Katie Lynch (Anthropology) - Interviews, focus groups, participatory maps, etc. Interview Common Mistakes role play. Sampling, design, reliability, validity, ethics (human subjects) Workshop: Finalize interview guide Homework: Responsible Conduct of Research Training (via CITI)</p>
3	<p><u>Workshop:</u> Intro to interview audio video and scanning (Randy Dersham, facilitator)</p> <p>Watch before class today: <a href="http://vimeo.com/album/203339">http://vimeo.com/album/203339</a> (nine videos to show to use the Canon 7D for video)</p> <p><a href="http://www.makers.com/ruth-bader-ginsburg">http://www.makers.com/ruth-bader-ginsburg</a> <a href="http://www.makers.com/katie-couric">http://www.makers.com/katie-couric</a> <a href="http://www.youtube.com/watch?v=3R0eovEL3uA">http://www.youtube.com/watch?v=3R0eovEL3uA</a> <a href="http://www.youtube.com/watch?v=Rg715mUs0Nw">http://www.youtube.com/watch?v=Rg715mUs0Nw</a> <a href="http://www.youtube.com/watch?v=dBag43sltCU">http://www.youtube.com/watch?v=dBag43sltCU</a></p> <p>Also read this week: Whipple, 2007. Pp. 60 - 125. Lichatowich, J.A., and S. Zuckerman. 2003. Salmon Nation: People, Fish and Our Common Home. <i>Read Ch 2 Muddied Waters, Muddled Thinking</i>, 16-31.</p>	<p><u>Workshop:</u> Selecting interviewees. (Randy Dersham, facilitator).</p> <p>Select 24 people from pre-prepared list and profile place and relevance. Conduct the preliminary phone interview using audio record call-trunk (3 interviews each, ~ 20 minutes each).</p> <p>Homework – pick 5-10 sound bites to share with team next Fri.</p>

4	<p>Workshop: Photography (Randy Dersham, facilitator)</p> <p>Read before class today: <a href="http://sixminutes.dlugan.com/rule-of-thirds-powerpoint/">http://sixminutes.dlugan.com/rule-of-thirds-powerpoint/</a></p> <p>Also read for background this week: Whipple, 2007. Pp. 126-155. A bunch of links posted on blackboard – from EWEB to Register Guard and more regarding water quality on the McKenzie</p>	<p><u>Workshop</u>: Project management - building the plan for the rest of the term.</p> <p>Listen to sound bites from preliminary interviews and identify priority list, and back-up list (if didn't get good stuff, do more calls)</p> <p>If time, do practice interviews with each other. Review.</p>
5	<p>Review day – come with questions Midterm Exam – practice interviews Final prep for field work on Friday. (Randy Dersham, facilitator)</p>	<p>Fieldwork: Group A: Interview 1 and 2 Group B: Interview 3 and 4 Group C: Scanning and stories</p> <p>Process interview audio video and scans Transcribe interviews</p>
6	<p>Review dailies, B roles, make plan for next field session (Randy Dersham, facilitator)</p> <p><u>Read this week</u>: Craig, John. 1984. Peter Finn Tells of Early Days on the McKenzie. Lane County Historian, 29(1):16-19.</p>	<p>Fieldwork: Group A: Interview 5 and 6 Group B: Scanning and stories Group C: Interview 7 and 8</p> <p>Process interview audio video and scans Transcribe interviews</p>
7	<p>Review dailies, B roles, make plan for next field session (Group A facilitates, with Randy Dersham and Katie Lynch)</p> <p><u>Read this week</u>: Inman, L.B. 1996. <i>Beautiful McKenzie</i>. Pp. 109-111, 144- 150, 168-174, and 264.</p>	<p>Fieldwork: Group A: Scanning and stories Group B: Interview 9 and 10 Group C: Interview 11 and 12</p> <p>Process interview audio video and scans Transcribe interviews</p>
8	<p>Review dailies, B roles, make plan for next field session (Group B facilitates, with Randy Dersham and Katie Lynch)</p> <p><u>Read this week</u>: Schwering, Manena. 1984. Changing Times in the Upper McKenzie Valley. Lane County Historian, 29(1):3-15.</p>	<p>Fieldwork: Group A: Interview 13 and 14 Group B: Interview 15 and 16 Group C: Scanning and stories</p> <p>Process interview audio video and scans Transcribe interviews</p>
9	<p>Review dailies, B roles, make plans for final show (Group C facilitates, with Randy Dersham and Katie Lynch)</p>	<p>Final show preparation</p>
10	<p>Final show preparation</p>	<p>Final show preparation, hang show. Friday night – opening, 4-6pm. Gallery outside of 150 Columbia</p>