

**DEREE COLLEGE SYLLABUS FOR:  
HHU 2211 LE Private Stories, Public Stories: Personal Narratives in Social/Historical Perspectives**

(same as HSS 2211)

**US CREDITS: 3/0/3**

Honors Seminar  
Revised Spring 2016

**PREREQUISITES:**

WP 1010 Introduction to Academic Writing  
WP 1111 Integrated Academic Writing and Ethics

**CATALOG  
DESCRIPTION:**

The course explores the interrelationship of private stories and public experience through study of the characteristics and function of story-telling (i.e. of a minority group). Focus is placed on the connection between story-telling, (collective) memory, and social/historical experience. Students are exposed to the techniques and processes of oral history and biographical research, such as researching the subject; conducting interviews; handling materials ethically and responsibly; preserving personal narratives; and composing and editing research documents and projects.

**RATIONALE:**

Private stories matter as expressions of social experience and repositories of collective memory. Using an interdisciplinary approach (that combines history with sociology and communication) and a variety of different texts (theoretical, oral, visual), the course aims to sensitize students to the functions and significance of orality as a means of articulating as well as shaping history and social experience, both private and public. Major emphasis is placed on experiential learning of the subject, as much of the course will involve on-site instruction and service work. Students will work under the guidance of the instructor on specified **subjects that will vary from semester to semester.**

**LEARNING OUTCOMES:**

Upon completion of the course, students will be able to:

1. Demonstrate knowledge of the theory and practice of oral history;
2. Analyze the relationship between 'giving voice' to the powerless and their social integration;
3. Identify ways in which personal narratives reflect perspectives on reality and are products of social construction in particular historical contexts;
4. Plan and develop research work in an ethical and responsible manner that reflects not only sound scholarly skills, but also understanding of the "Other";

5. Take part in a service project that will reflect their contribution to community.

**METHOD OF TEACHING AND LEARNING:**

In congruence with the teaching and learning strategy of the college, the following tools are used:

- Textual analysis, class discussion, workshop-style pair work and group work during class meetings or through BB..
- Active student-centered teaching approach in the presentation of course material to engage learners.
- Field-trips (and service work) that will allow students to have first-hand experience of concepts discussed in class.
- Critical thinking exercises and learning activities designed to help students acquire confidence and benefit from independent study.
- Student presentations of learning material to encourage involvement in the learning process.
- Co-curricular activities, ranging from collaboration with student clubs and societies to debates and event organizing, to encourage students' creative engagement with the material.
- Extensive instructor feedback on assignments and activities.
- Individualized assistance during office hours for further discussion of lecture material, additional reading, and assignments.
- Additional print and audiovisual educational material posted on the Blackboard course template.
- Other relevant educational material placed on reserve in the library.
- Possible guest lectures by researchers specializing in oral history and personal narratives

**ASSESSMENT:**

**Research-based Critical Essay 40%**

A **1,500-2,000-word** essay that will be based on material derived from field work and interviews. The essay needs to display a firm grasp of relevant theoretical and methodological materials and should involve the use of **at least 5 scholarly sources**.

**Creative Project 30%**

Students will deploy a creative medium of their choice to apply their insights on concepts and ideas explored in the course. There will be an **oral presentation** of the creative project.

**Service Project 20%**

Each student will be evaluated on the basis of his/her contribution in a Service Project (**15 hrs of service work**). The service project will directly related to the research and creative projects.

**Participation 10%**

Students will also be evaluated on the basis of their participation in group activities and discussions (in-class and on-line through BB)

The Research-based Critical Essay tests learning outcomes **1 and 4**.  
The Creative Project tests learning outcomes **2 and 3**.  
Participation is tested by learning outcome **5**.

**INDICATIVE READING:**

**REQUIRED READING:**

Perks, R. and Thomson, A. eds (2006), *The Oral History Reader*, 2nd edition. London: Routledge.

Plummer, Ken (2001) *Documents of Life 2: An Invitation to a Critical Humanism*, London: Sage.

Ritchie, Donald ed. (2011), *The Oxford Handbook of Oral History*. Oxford: Oxford University Press.

ADDITIONAL READING:

A selection of readings from the list of recommended materials

**RECOMMENDED READING:**

Abrams, Lynn (2010), *Oral History Theory*, London: Routledge.

Bennett, Julia (2015), "Narrating Family Histories: Negotiating Identity and Belonging through Nostalgia and Authenticity" *Current Sociology*, 5:

Bertaux, Daniel. ed. (1981), *Biography and Society: The Life History: The Life History Approach in the Social Sciences*, Beverly Hills, Calif.: Sage

Charlton, Thomas, Myers, E. Lois, and Rebecca Sharpless. eds (2006), *The Handbook of Oral History*, Lanham, MD: AltaMira Press..

Confino, Alon (1997), "Collective Memory and Cultural History: Problems of Method." *The American Historical Review* 102 (5): 1386-1403.

Crane, S.A. (1997), "Writing the Individual Back to Collective Memory" *The American Historical Review*, 102 (5): 1372-1385.

Creswell, John. (2007), *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, Thousand Oaks, CA: Sage.

DeBlasio, Donna M. et al. (2009), *Catching Stories: A Practical Guide to Oral History*. Athens, OH: Swallow Press.

- Denscombe, Martyn (2010), *The Good Research Guide for Small Scale Social Research Projects* (4<sup>th</sup> ed), Maidenhead, UK: Open University Press.
- Denzin, Norman K. and Lincoln, Yvonna S. (2014), *Collecting and Interpreting Qualitative Materials* 4th Edition , Thousand Oaks, CA: Sage.
- Frisch, Michael (1990), *A Shared Authority: Essays on the Craft and Meaning of Oral and Public History*, New York: SUNY Press/
- Franzosi, Roberto (1998), "Narrative Analysis Or Why and How Sociologists should be interested in Narrative," *Annual Review of Sociology*, Vol. 24: 517-554.
- Goodley , Dan, Rebecca Lawthom, Clough , Peter ,and Moore, Michelle (2004) *Researching Life Stories: Method, Theory and Analyses in a Biographical Age*, London: Routledge Falmer.
- Goodson, Ivor (2001) 'The Story of Life History: Origins of the Life History Method in Sociology, *Identity: An International Journal of Theory and Research*, 1(2):121-142.
- Halbwachs, Maurice (1992), *On Collective Memory*, Chicago:, The University of Chicago Press.
- Halbwachs, Maurice (1980), *The Collective Memory*, New York, Harper & Row Colophon Books, pdfs of chapters 1 and 2 available on UCSB Collective Memory seminar website
- Langellier, Kristin M. (1989), "Personal Narratives: Perspectives on Theory and Research." *Text and Performance* 9 (4): 243-276.
- Lummis, Trevor (1987), *Listening to History: The Authenticity of Oral Evidence*. London: Century Hutchinson and Co.
- Merill, Barbara and West, Linden (2009) *Using Biographical Methods in Social Research*, London: Sage.
- O'Neill, Maggie, Roberts, Brian and Sparkes, A (2015) *Advances in Biographical Methods: Creative Applications* (Routledge Advances in Sociology): New York: Routledge
- Popular Memory Group (1982), "Popular memory: Theory, Politics, Method" in R. Johnson et al (eds.), *Making histories: Studies in History-writing and Politics*. London: Centre for Contemporary Cultural Studies. 205-252.
- Portelli, Alessandro (1997), *The Battle of Valle Giulia: Oral History and the Art of Dialogue*. Madison, WI: The University of Wisconsin Press.

[http://psy.au.dk/fileadmin/site\\_files/filer\\_psykologi/dokumenter/KM/NB35/portelli.pdf](http://psy.au.dk/fileadmin/site_files/filer_psykologi/dokumenter/KM/NB35/portelli.pdf)

Purdam, Kingsley (2014), "Citizen social science and citizen data? Methodological and Ethical Challenges for Social Research" *Current Sociology May 2014 62: 374-392.*

Richardson, Laurel (1990), "Narrative and Sociology", *Journal of Contemporary Ethnography*, 19(1): 116-135 *The Battle of Valle Giulia: Oral History and the Art of Dialogue*. Madison, WI: The University of Wisconsin Press.

Ritchie, Donald A. (2003), *Doing Oral History*. New York: Oxford University Press.

Thompson, Paul (1988), *The Voice of the Past: Oral History. 2nd Edition*. New York: Oxford University Press.

Tonkin, Elizabeth (1992). *Narrating Our Past: The Social Construction of Oral History*. Cambridge University Press.

Yow, Valerie (1994) *Recording Oral History: A Practical Guide for Social Scientists*, Thousand Oaks, CA: Sage.

Yow, Valerie (1997) "Do I Like them Too Much? Effects of The Oral History Interview on the Interviewer and Vice-Versa" *Oral History Review*, 24 (2):55-78.

Zinn J. O (2004) "Introduction to Biographical Research SCARR Social Contexts and Responses to Risk, University of Kent, Working Papers 2004/4  
<https://www.kent.ac.uk/scarr/publications/Introduction%20biographical%20research.%20WP%204.04doc.pdf>

**INDICATIVE MATERIAL:**  
(e.g. audiovisual, digital material, etc.)

Will vary from semester to semester, depending on the thematic emphasis of the course.

**COMMUNICATION REQUIREMENTS:**

All written and submitted work must be word-processed and adhere to the APA or Harvard Reference Style.

**SOFTWARE REQUIREMENTS:**

Microsoft Office

**WWW RESOURCES:**

The course will use a number of on-line materials available to the students on Blackboard.

Indicative websites:

<http://www.essexrecordofficeblog.co.uk/tag/oral-history/>

<http://www.history.ucsb.edu/faculty/marcuse/classes/201/CollectiveMemorySeminarHome.html#2>

<http://storytelling.concordia.ca/>

<http://www.oralhistory.org/>

[http://www.history.ac.uk/makinghistory/resources/articles/oral\\_history.html](http://www.history.ac.uk/makinghistory/resources/articles/oral_history.html)

<http://thesocialvoiceproject.blogspot.com/>

<http://oralhistorynoticeboard.wordpress.com/>

<http://www.storiesforsociety.com>

<http://www.bl.uk/collection-guides/oral-history>

[http://dohistory.org/on\\_your\\_own/toolkit/oralHistory.html](http://dohistory.org/on_your_own/toolkit/oralHistory.html)

<http://www.sitesofconscience.org/2015/06/syrian-oral-history-project/>

**INDICATIVE CONTENT:**

1. Personal narratives as a method of Research
2. Introduction to the In-Depth Interview
3. Narrative, Orality, Individual and Collective Memory
4. Collective Memory and (Cultural) Identity
5. Memory, Fact and Fiction
6. Ethics & Responsibilities
7. Oral history as an Advocacy Project
8. Community Service, Civic Engagement and Social Responsibility
9. Fieldwork & Projects
10. Preservation of Oral History