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 firsthand 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:**

**RECOMMENDED READING:**


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


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/
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