

**Historical Methodology MA**

**Oral history**

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| **Study phase: MA** |  |
| **Course code: LGX048M05.2022 2023.1** |  |
| **Lecturers:** | Name: Hannah Malone  E-mail: h.o.malone@rug.nl |
|  | Name: Yuliya Hilevych  E-mail: y.o.hilevych@rug.nl |
| **Time and place of lecture:** | Monday, 17:00-19:00, in 1312.0018  Wednesday, 13:00-15:00, in A902 |
| **Sources:** Groninger Archieven via [www.beeldbankgroningen.nl/](http://www.beeldbankgroningen.nl/); Elza Maters [all images are in open domain] | |

**1a. Course unit: Elective Core Module**

**1b. 5 ECTS credit points**

**1c. Admission requirements: BA**

**2. Content of the course unit**

This course will explore the theory and practice of oral history. As a historical method that emerged in the mid-twentieth century, and which favours oral over textual sources, Oral History can offer a unique perspective on the past. It also presents opportunities to access lives and experiences that have often been hidden from written records. In this course, students will learn techniques and methods of Oral History, and will put them to use in conducting an interview. They will acquire methodological skills by selecting an interview partner, writing an interview guide, and transcribing the interview. They will also engage with the interview as a historical source by exploring theory relating to oral history and collective memory. In 2022, the course will pivot on a theme: that is, the collective memory, which is defined as a memory shared by a group or community. This theme will allow us to explore key questions around the nature of memory, the distinction between personal and collective memories, and differences in how people remember events of the past.

**3. Position of the course unit in the degree programme**

This course builds on Sources and Methods (HO and HV) in the second year of the BA programme.

**4. Learning outcomes of the course unit**

Upon successful completion of the course unit, students will have acquired:

2. advanced knowledge and understanding of theories, methods and techniques (including interdisciplinary ones) of the historical sciences

4. knowledge and understanding of how historical research is conducted and which research strategies can be successfully deployed;6. the ability, independently and in an academically grounded way, to draw up a problem definition and research question, select the relevant theories and methods, and to gather and critically analyse various, possibly complex textual, visual, audio-visual, material and/or quantitative sources and literature

10. the ability to effectively deploy at least one of the following historical skills:

a. the ability to independently find records in archives and via the internet

b. the ability to find and analyse a variety of textual sources

c. the ability to find and analyse sources of pictorial and material culture

d. the ability to find, analyse and construct life stories via oral history, interviews and biographical analysis

e. the ability to create a radio or television documentary or a scenario for such a documentary, or an exhibition or exhibition plan

f. the ability to conduct quantitative, organizational and policy analyses

g. the ability to find and analyse other specific historical sources and other research skills needed to conduct historical research

15. the ability to actively participate in oral discussions on the results of their own research and that of others, with both colleagues and the general public, and to defend these while showing respect for other people's opinions

**5. Modes of instruction and learning activities**

This course is designed as a research seminar, which means that it requires prior preparation and active participation in class. In smaller or larger groups, we will together discuss ideas, sources, and practices, as well as the outcomes of the assignments and presentations.

The students will all work on the same research project with a common topic, goal, and interview guide. Each student will conduct, transcribe (verbatim), and anonymise one interview. Each individual transcript may be held by the student who collected the interview. Students may use their transcripts in essays and theses written for the study programme. All anonymised transcripts will be part of the Oral History Collection at the Department of History and may be used for research and teaching purposes by the students and lecturers at the Department.

**6. Assessment**

***a. Mode of assessment***

1. Interim assignments during the course (graded sufficient/insufficient)
2. Presentation of the final assignment (graded sufficient/insufficient)
3. Peer review report on the final assignment of another student (graded sufficient/insufficient)

These three elements must all be sufficient (one resit in case of insufficiency)

1. The final assignment (portfolio) as described below must also be sufficient (one resit in case of insufficiency).

*Final assignment (portfolio):*

Each student will conduct, record, and transcribe verbatim an interview between 40 to 90 minutes in length (excluding hello/goodbye). The interview will be part of the research project (see under 7). The final assignment will consist of a portfolio containing four parts:

1. An adapted interview guide (1000-1500 words)
2. An anonymised transcript of the interview, together with the recording(s)
3. A reflection (1000-1500 words) on the interview process and findings
4. A 500-word summary of the interview

Draft portfolios are to be submitted to two locations on Brightspace (as an assessment and as a group file) by the deadline of **Friday 6 January at 9am**. Each student will submit a peer review report on one draft portfolio by **Monday 9 January at 9am**. In the seminars on **Monday 9 January** and **Wednesday 11 January**, the students will present their final assignment. In preparation for this seminar, in addition to peer reviewing a draft portfolio, each student will also read the interview summaries of all students in the course.

Students will revise their portfolios based on the feedback received in the peer reviewer’s report and in class, and will submit the final version by **18 January at 9am**. This time the portfolios are to be uploaded to only one location on Brightspace: as an assessment, and not as a group file. Students whose portfolios are judged to be insufficient can rework their final assignments on the basis of comments and resubmit by **1 February at 9am.** In case of resubmission, the maximum grade is 6/10, unless exceptional circumstances apply.

If the presentation, peer review report, or final assignment are graded as insufficient, there will be only one opportunity for resubmission.

***b. Main Deadlines***

The interim **assignments for seminars** must be uploaded on Brightspace 24hs before the relevant seminar (unless otherwise stated in lecture or announcements). All documents are submitted as Word documents (not as PDF) and saved with the name of the student. (See also weekly timetable under 14)

**Before 25 November**: finding an interviewee and arranging an interview

**Between 1 and 23 December**: conducting and transcribing the interview

**28-30 November:** adapt interview guide and fill in a short questionnaire about your interviewee

**6 January at 9am:** submitdraftportfolio on Brightspace (under individual assignment and group file)

**9 January at 9am**: submit a report based on the peer review of one portfolio (under group files)

**18 January at 9 am**: submit final portfolio on Brightspace

**1 February at 9am**: resubmission of portfolio on Brightspace (in case of insufficiency)

***c. Assessment criteria***

***The portfolio* is assessed based on the following criteria**:

1. The inclusion of all elements (interview guide, interview transcript, recording, reflection and summary) in the portfolio

2. Assessment of the interview (including the guide, transcript, and audio) will consider:

* The provision of contextual information
* The establishment of clear guidelines:
* the quality of the interaction between student and interviewee (careful listening on the part of the interviewer, the handling of silences, the follow-up questions etc.)
* the provision of background information about the interview (including its time and place)

3. Assessment of the reflection and summary will consider the student’s ability to:

* analyse the content of the interview and draw out ideas and concepts
* relate that content to the literature on oral history and collective memory
* identify connections with the collective memory as the theme of the course
* follow the rules of historical referencing
* write clearly

***The presentations* are assessed based on the following criteria**:

* Does the presentation have a clear and reasoned argument?
* Is that argument well substantiated by the sources (including the literature, the interview transcript, and any ancillary sources)?
* Is the argument well supported by visual media (e.g. a powerpoint)?
* Is the student able to respond to questions and comments?

***The peer review report comments* are assessed based on the following criteria**:

* Has the reviewer studied the portfolio thoroughly?
* Is the report sufficiently critical and constructive?
* Does the reviewer offer suggestions on how to broaden or further the research?

***d. Conditions for taking part in the course***

In that the seminars require active participation. If a student cannot attend, they should inform both lecturers by email as soon as possible, and no later than two hours before the seminar.

***e. Language***

The interview transcripts may be in Dutch or English, but all other materials for this course must be in English. The interviews may be conducted in any language, but, where possible, they should be in the native language of the interviewee.

**7. The research project**

Title:“Collective memories of place, community, and belonging in the northern Netherlands since the 1970s”

Together we will explore the theme of collective memory by conducting oral history interviews, through a life history approach. This year the project focuses on collective memories of space and belonging in the northern Netherlands (Groningen, Drenthe, and Friesland). Students may choose any community in this region: urban, rural, or suburban. They may focus their study on a specific place in that community: which may be big or small; public or private; architecture or landscaped; important or ordinary.

The project’s aim is to examine perceptions and lived experiences of spatial (architecture, memorials etc) and social (community ties, social inequalities) changes in communities (rural, urban, semi-urban) in the northern Netherlands.

Main research questions:

* How have perceptions of living and working in northern Netherlands communities changed since the 1950s?
* How do people perceive and experience spatial/architectural changes in their area?

For the (adaptable) interview guide see Brightspace.

**8. The interviews**

**a. Finding interview partners**

Students should contact their interview partner as soon as possible, and no later than **25 November 2022**, in order to set up an appointment for an interview before the December holidays. When choosing an interviewee, preferably think about someone you do not know very well. You may think of people aged 30-90 (provided they are in good mental and physical health) and who have lived in a community in the northern Netherlands for *at least ten years*, so as to be able to comment on change in this region. It is preferable that you conduct your interview in person, but you can also conduct it online.

**b. Conducting interviews and ethical guidance**

The project [see under 7] received ethical approval from the Research Ethics Committee (CETO) at the Faculty of Arts [CETO ID 90766280]. This means that you can use the interview that you conducted as a source in a thesis or essay for another course. The data we collect in the course will also form part of the Oral History archive of the Department of History.

Students must adhere to specific ethical guidelines in conducting interviews, which will be outlined in the initial phase of the course. These will include informed consent, anonymisation of interview transcripts, and other practicalities that will be covered in the course.

**10. Cheating and plagiarism**

Cheating and plagiarism are subject to the provisions set down in Article 8.17 of Part A of the BA OER. The Board of Examiners will be informed in cases of suspected cheating or plagiarism.

**11. Creating a safe atmosphere**

The aim during this course is to create a safe environment for all participants, regardless of their religion, ethnicity, race, socio-economic background, gender, sexual orientation, linguistic background.

**12. Calculation of the student workload**

a total of 5 ECT = 140 hours

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| Number of contact hours: 12 seminars x 2 = | 24h |
| Preparation for the seminars: readings, other material and interim assignments: | 25h |
| *Executing final assignment:* |  |
| Adapting the interview guide, information sheet and consent form | 4h |
| Preparing and conducting the interview | 6h |
| Transcribing the interview, and writing the reflection and summary | 75h |
| Studying the summaries of all other students; preparing questions and a written peer review report for one other student | 4h |
| Preparing the presentation | 2h |

**13. Literature**

Core literature:

Perks, Robert and Alistair Thomson. *The Oral History Reader*. 2nd Edition. New York: Routledge Press, 2006.

Thompson, Paul. *The Voice of the Past: Oral History*. 3rd Edition. New York: Oxford University Press, 2000.

Yow, Valerie Raleigh. *Recording oral history: A guide for the humanities and social sciences*. Rowman & Littlefield, 2014.

There is also an extensive Oral History Bibliography available on Brightspace

For the seminar readings, please see weekly timetable (under 14)

**14. Weekly timetable**

**Week 1 (46): Introduction**

**Seminar 1, 14/11: Introduction to Oral History**

**Lecturers: Yuliya Hilevych and Hannah Malone**

***Before the seminar:***

* Read the syllabus. If anything is not clear, prepare questions to ask in class.
* Explore the British Library Collection ‘Oral history of Oral history’ <https://sounds.bl.uk/Oral-history/Oral-historians> and address the following questions.

*First*, what is the purpose of the collection, how can it be used, and what research questions can possibly be addressed with it?

*Second*, listen to an interview either with Paul Thompson (part 1: <https://sounds.bl.uk/Oral-history/Oral-historians/021M-C1149X0029XX-0001V0> ) or Elizabeth Roberts (part 1: <https://sounds.bl.uk/Oral-history/Oral-historians/021M-C1149X0008XX-0001V0> ), or both. What makes this interview similar to/different from a journalist interview? What types of questions does the interviewer ask? How are they formulated (‘open-ended’, ‘closed’, memory-stimulating, ‘leading questions’)? Is there a script that s/he follows? Note down any particular moments in the interview interaction that you find interesting and why (e.g. Are there moments of silence/awkward moments in the interview?)

*Third*, who is Thompson/Roberts? What is his/her life story? What are the main themes emerging in this interview excerpt? What does it tell you about oral history as a field and method, and its origins?

* Think of possible people about who you might like to interview for our project on “Collective memories of place, community and belonging in the northern Netherlands since the 1970s” (see project description under 7). We will talk about this in class.

***During the seminar:***

In this first seminar, we will introduce ourselves, and examine the purpose, content, and scope of the course, while look through the curriculum and assignments. We will explore what Oral History is and how it relates to the disciplines of history and sociology. We will also start discussing your plans for the interview.

***Further reading*s:** see Oral History Bibliography on Brightspace

**Seminar 2, 16/11: Collective memory and place**

**Lecturer: Hannah Malone**

***Before the seminar:***

* Read: Alistair Thomson, ‘Memory and remembering in oral history’, in D. A. Ritchie (ed.), [*The Oxford Handbook to Oral History*](https://rug.on.worldcat.org/oclc/838127244). New York: Oxford University Press, 2011, pp. 77–95 (ebook on Smartcat).

*Reading questions*

Prepare brief answers to the following questions for discussion in class:

1. How did oral history emerge?
2. Both positivist historians on the Right and socialist historians of the Left have criticized oral history. Explain these two critiques.
3. How did a group of oral historians re-evaluate memory in the 1970s?
4. In the words of Donald Ritchie, “interviewers must be aware of the peculiarities of memory, adept in their methods of dealing with it, conscious of its limitations, and open to its treasures” (p. 91). In your view, which peculiarities of memory should oral historians consider? How can oral historians deal with those peculiarities?

* Think of an example of a place that is tied to a collective memory (a memory shared by group). The collective memory might relate to major historical event (e.g. the fall of Berlin wall or 9/11 attacks) or everyday life experience (e.g. the opening of a new supermarket). Be prepared to discuss your example in class, perhaps with an image.

***During the seminar:***

We will uncover the collective memory and place as the focus of this course. What is collective memory? How is collective memory tied to place? What does this mean for oral history?

***Further readings:*** see Oral History Bibliography on Brightspace

**Week 2 (47): Oral History as source and method**

**NOTE**: It is important to make an appointment with your interviewee this week (by 25 November) in order to conduct your interview before the December break. See above for information about how to find an interview partner. When making appointments with an interviewee, remember to:

* collect the necessary factual information about your interviewee (name, nationality, date of birth etc.) before the interview starts. It is also a good idea to ask your interviewee for basic factual details when you first contact them and to start your conversation with easy factual questions
* indicate that the interview will take around 90 minutes (quarter of an hour for an introduction of the project and yourself; quarter of an hour afterwards for asking/looking for other material such as pictures, documents etc.). Do not exceed two hours in length for the sake of focus.

**Seminar 3, 21/11: The power of oral sources**

**Lecturer: Hannah Malone**

***Before the seminar:***

* Read: Alessandro Portelli, What makes oral history different’, in: R. Perks & A. Thomson (ed.), [*The Oral History Reader*](https://rug.on.worldcat.org/oclc/934271257). London New York: Routledge, 2016, pp. 48-58 (ebook on Smartcat).

*Reading questions*

Prepare brief answers to the following questions for discussion in class:

1. Why did Portelli write this essay (first published in 1981)?

2. What makes oral history different from other forms of history?

3. What is lost when an oral interview is transcribed?

4. What can oral history do that other forms of history cannot (or not as well)?

5. What does Portelli meanwhen he writes that oral sources have a ‘different credibility’?

***During the seminar:***

The aim for this seminar is to uncover the power of oral sources as a unique way to shed light on the past. We will look at what oral history can do that other forms of history cannot. We will also address the challenges of dealing with oral sources and how they might be overcome.

***Further readings:*** see Oral History Bibliography on Brightspace

**Seminar 4: 23/11: Life (hi)story interviewing**

**Lecturer: Yuliya Hilevych**

***Before the seminar:***

* *Read:* Ben-Ezer, Gadi. "Trauma signals in life stories." In [*Trauma and life stories*](https://rug.on.worldcat.org/oclc/560069235). London: Routledge, [1999] 2002, pp. 29-44 (ebook on Smartcat).
* *Submit an assignment (before 22 Nov. 13:00. Graded 1/0):* Based on Ben-Ezer’s chapter and his list of trauma signals in life story interviewing, prepare a short reflection (ca 300-500 words). In your reflection, consider how you would approach an interview situation if the participant in your study is (unexpectedly) experiencing one or more of the trauma signals listed by Ben-Ezer. Consider if you would pause, stop, or continue the interview, and explain how you would proceed and why. You may give an imaginary example of a topic or situation, and how you would react.

Note: the topic of a study does not have to be traumatic per se for your interlocutor to experience traumatic memories. Some memories may become traumatic in the course of an interview.

***During the seminar:***

In this seminar, we will discuss the distinction between life history and life story, and the main principles of life history interviewing. We also discuss challenges of life history interviewing, such as silences and traumas, and how to deal with them in a sensitive way in the interview situation.

**Further readings:** see Oral History Bibliography on Brightspace

**Week 3 (48): The interview as a dialogue and performance**

**NOTE:** After this week’s seminars, you should be well prepared to conduct your interview.

**Seminar 5, 28/11, Interviewing techniques and practice session**

**Lecturer: Yuliya Hilevych**

***Before the seminar:***

* *Prepare:* Conduct some preliminary context research on the project topic (e.g. history of a specific place; information about your interview in relation to the place; any media discussions on the topic; and any scholarly publications). Review the draft interview guide and ethics forms available for week 3 (on Brightspace). Make any amendments to the interview guide based on your preliminary context research (e.g. add probes or extra questions you think are necessary; consider if you are going to use any of the research context materials during the interview etc). Bring your amended interview guide with you to the class (NB: you may want to print it).
* *Explore*: ‘Conducting an Oral History Interview’: <https://www.youtube.com/watch?v=mVv_QAFhm1A> . If you are planning to conduct your oral history interview online, please also consult: Oral History Society, ‘Remote oral history interviewing’ <https://www.ohs.org.uk/covid-19-remote-recording/>
* *Read*: Yow, Valerie. [*Recording oral history: A guide for the humanities and social sciences*.](https://rug.on.worldcat.org/oclc/900027143) Rowman & Littlefield, 2014: Chapter 4 *(*pp. 92-120), especially sections on Using Skills in Questioning (pp. 102-108) and Checklist for critiquing interview skills (p. 115) (ebook on Smartcat).

***During the seminar:***

Our aim during this seminar will be to increase awareness of different interview techniques, with attention to *ALS*: asking questions, listening (allowing silence) and summarising. We will do this based on the tips for Oral History Interviews as shown in the video, and Yow’s Checklist for critiquing interview skills. We will also discuss your adapted versions of the interview guides, and we will trial them with each other in small groups.

**Further readings:** see Oral History Bibliography on Brightspace

**Seminar 6, 30/11: Interpreting oral histories**

**Lecturer: Yuliya Hilevych**

***Before the seminar:***

* *Read*: Yow, Valerie. [*Recording oral history: A guide for the humanities and social sciences*](https://rug.on.worldcat.org/oclc/900027143). Rowman & Littlefield, 2014: Chapter 4 *(pp*. 282-310), especially section Reflections on This Interview (p.299-307) (ebook on smartcat).
* *Explore:*

ORAL HISTORY TRANSCRIPTION STYLE GUIDE (2022), especially section Editing & Review (pp. 15-23):

<https://static1.squarespace.com/static/575a10ba27d4bd5d7300a207/t/621cf621281bcd63d23a3dde/1646065186028/CCOHR+Transcript+Style+Guide+2022.pdf>

The art of anonymisation: Preparing qualitative data for archiving: <https://timescapes-archive.leeds.ac.uk/the-art-of-anonymisation-preparing-qualitative-data-for-archiving/>

* *Submit an assignment (before 29 Nov. 13:00. Graded 1/0):* Complete and submit the questionnaire for week 3 (see Brightspace) with information that you have gathered about your interviewee, such as place and year of birth, link to the northern Netherlands (e.g. city, village, community), and other personal experiences relating to our project (e.g. on the basis of which you selected this interviewee).

***During the seminar:***

During this seminar, we will discuss the main principles of transcribing, anonymising, and interpreting oral histories. We will reflect on the background of the participants and what needs potentially to be anonymised. We will also discuss strategies to reflect upon the interview, after it is conducted.

**Further readings:** see Oral History Bibliography on Brightspace

**Week 4 (49): Oral History in practice**

**Seminar 7, 5/12, 9:30-11:30 (note time!): Visit to the Fries Verzetsmuseum in Leeuwarden**

**Lecturer: Hannah Malone**

The Fries Verzetsmuseum tells the story of Frisians who resisted German occupation of the Netherlands during the Second World War through oral and other sources. It is an excellent example of how oral history can be used to uncover memories of ordinary (and not so ordinary) life in the northern Netherlands. The museum is easily accessible from Groningen by train. As part of the study expenses for the MA, students must cover their own costs (e.g. train and entrance tickets), but the visit is not mandatory. Please note that the visit will take place in the morning instead of our evening seminar.

***Before the seminar:***

*Prepare:* explorethe collections through the website of the [Fries Verzetsmuseum](https://www.friesverzetsmuseum.nl/en) and think of questions that you would like to ask the curator, and which might help your own oral history project.

***During the seminar:***

The curator of the Verzetsmuseum, Marre Faber-Sloots, will give us a private tour, focusing on the role of oral history.

***Further readings:*** Anna Green, “The exhibition that speaks for itself: Oral history and museums”, in: R. Perks and A. Thomson (Eds.), [*The Oral History Reader*](https://rug.on.worldcat.org/oclc/934271257) (London New York: Routledge, 2016), pp. 48-58 (ebook on Smartcat).See also the Oral History Bibliography on Brightspace

**Seminar 8, 7/12: Guest lecture by Iva Peša on “Making mining communities, Oral histories from the Central African Copperbelt”**

**Lecturer: Hannah Malone**

Iva Peša uses oral history to uncover how people in Nigeria, Zambia and South Africa have responded to catastrophic changes in the environment caused by resource extraction.

***Before the seminar:***Think about any questions you may like to ask the guest lecturer.

***During the seminar:*** An introductory talk by the guest lecturer will be followed by a discussion.

**Week 5 (50): The experience of oral history**

**NOTE:** Students should conduct their interviews this week at the latest in order to have enough time to write the transcript and reflection for the final assignment.

**Seminar 9, 12/12: No class; Instead, drop in, 1.30-3.30 pm in 1311 0533** (Harmonie building)

There will be no seminar: instead, please attend the Centre for Historical Studies lecture by Thomas Dixon (17:00-18:30), location TBC.

For our course, there is also the possibility for a drop-in troubleshooting session in Yuliya Hilevych’s office (1311 – 0533), 1.30-3.30pm.

**Seminar 10: 14/12: Guest lecture by Iain Johnston-White, editor of *A Forgotten British War: The Accounts of Korean War Veterans***

**Lecturer: Hannah Malone**

Iain Johnston-White conducted an oral history project with some of the last surviving British veterans of the Korean War, uncovering stories of friendship, hardship, loss of innocence, and perseverance of humanity in the face of violence.

***Before the seminar:*** Think about any questions you may like to ask the guest lecturer.

***During the seminar:***An introductory talk by the guest lecturer will be followed by a discussion.

**Week 6 (51): Finalising your oral history project**

**Seminar 11: 19/12**: **Q&A session**

**Lecturer: Hannah Malone**

By this seminar, you are expected to have already conducted your oral history interview and to be working on the transcript and reflection. This is an occasion to address any questions or problems that may have arisen during the preparation of your final assignment.

**Seminar 12: 21/12 No class**

This is to give you extra time to work on your assignment.

By **6 January at 9am**, upload your draft portfolio to two locations on Brightspace: 1. as an assignment (go to Assessment > Draft portfolios), 2. as a group file (go to Tools > Groups > Group files> Draft portfolios). See 6 for details of what your portfolio should comprise. Each student will be assigned an assignment to study in depth and will write a one-page report commenting on its strengths, while offering suggestions for improvement. Please submit your report as a group file on Brightspace by **9 January 2023 at 9am**.

**Week 7 (2): The final assignment**

**Seminar 13, 9/1: Presentations**

**Lecturers: Yuliya Hilevych and Hannah Malone**

***Before the seminar:***

* Read the summaries of all assignments in order to be able to comment on them in class
* Read the peer review report on your assignment
* Prepare a short presentation (max 7 minutes) that outlines the main point(s) of your final assignment. Reflect on how your work contributes to our understanding of collective memory and place

***During the seminar:*** We will use this session to reflect on your experiences conducing an oral history interview. Each student’s presentation will be followed by a short Q&A.

**Seminar 12: 11/1 Presentations**

**Lecturers: Yuliya Hilevych and Hannah Malone**

***Before the seminar:***

* Read the summaries of all assignments in order to be able to comment on them in class
* Read the peer review report on your assignment
* Prepare a short presentation (max 7 minutes) that outlines the main point(s) of your final assignment. Reflect on how your work contributes to our understanding of collective memory and place

***During the seminar:*** We will use this session to reflect on your experiences conducing an oral history interview. Each student’s presentation will be followed by a short Q&A.