



LIBR 588 - SPECIALIZED LITERATURES: THEORY AND PRACTICE OF ORAL HISTORY

We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əŋ̓ speaking Musqueam people.

iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

Program:	Master of Library and Information Studies
Year:	Winter Session 2019/20, Term 2
Course Schedule:	Thursdays, 2:00 – 4:50 pm
Location:	IKBLC 155
Instructors:	Dr. Hannah Turner
Office location:	IKLBC 483
Office phone:	604.827.3927
Office hours:	Tuesday 12:00 – 2:00 pm
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Learning Management Site:	https://canvas.ubc.ca

Course Goal: The goal of this course is to introduce you to the history, theory, and practical implementation of oral history projects in memory institutions. It will build a foundation in the theoretical issues surrounding the use of oral history as historical evidence and as a research methodology, understanding of project management and planning issues and strategies, experience conducting and transcribing oral history interviews, comprehension of preservation and access issues for oral history collections, and the ability to articulate the value of oral history collections to archives and libraries.

FNCC specialization: The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact the instructor to discuss this option.

Course Objectives:

Upon completion of this course students will be able to:

1. Analyze the theoretical issues related to oral history and its use as historical evidence in a variety of contexts, including in archival and library settings. (1.4)
2. Assess the problems of validity and bias surrounding all forms of historical evidence, including oral history. (1.1; 1.3)
3. Understand project planning issues, processes and strategies in the context of oral history projects. (1.4; 3.2)
4. Conduct oral history interviews, including completing background research, recruiting narrator, formulating questions, and interviewing narrator (4.1, 5.1, 5.3).
5. Apply current best practice standards for audio and visual recording of oral history interviews (4.2, 5.1, 5.3)
6. Apply current best practice ethical standards and legal standards to planning and conducting oral history interviews. (4.2, 5.1, 5.3).



7. Discuss the legal and ethical issues surrounding the sharing and dissemination of oral history materials in a variety of contexts, including as legal evidence. (2.1)
8. Apply current best practice standards for transcribing and indexing recorded oral history interviews. (2.2)
9. Describe issues surrounding preservation of materials created during oral history interviews, including audio recordings, photographs, video recordings, and other associated materials. (1.3, 3.2)
10. Explain issues surrounding access to oral history materials in a library or archival setting. (3.2)
11. Identify issues surrounding outreach using oral history materials in a library or archival setting. (2.3)
12. Consider the impact of cultural, social and economic difference on planning and implementing oral history projects, as well as processing and using oral history collections. (4.1, 4.2)
13. Analyze the theoretical issues related to oral history and its use as historical evidence in a variety of contexts, including in archival and library settings. (1.1, 1.3, 1.4).

Course Topics:

This course will be divided into three sections: theory and methodology, planning and implementing oral history projects, and curating oral history. The course will cover:

- Theory and Methodology
- Theory
- Methodology: oral history and related methods
- Ethical and legal issues
- Background research, identifying potential interviewees, and formulating questions
- Recording equipment and standards
- Conducting interviews
- Transcription and Indexing
- Preservation Issues
- Access Issues
- Outreach using oral history materials
- Conclusions: writing history and culture using oral history materials

* *Course objectives are stated in terms of student learning outcomes and reference the iSchool Statement on Graduate Competencies: <http://slais.ubc.ca/programs/about-department/graduate-competencies/>*

Co-requisite: MLIS and Dual students: LIBR 509. Core courses in the MLIS program can only be taken by students registered in the MLIS program.

Format of the course: Throughout the term, students will attend lectures and studios. Students will be planning and implementing their own oral history projects in small groups. There will be seven studio sessions, that will either take place in the lecture room or at another location (detailed schedule on canvas). In studio time, students may be asked to complete an exercise or to actively conduct work on your final oral history project.

Required and Recommended Reading:

These will be listed in the course learning management system (i.e. Canvas) and will be available directly through links or through UBC Library (e.g., electronic and/or print formats). Students will also be required, during and outside of class time, to familiarize themselves with the tools required for oral history recording.

We will also be relying on two course text books, both available in full online at the UBC library:



Thomson, Alistair, and Robert Perks. 2015. *The Oral History Reader*. Routledge Readers in History. Taylor and Francis. (Online UBC Library).

MacKay, Nancy. 2015. *Curating Oral Histories: From Interview to Archive*. Vol. Second edition. Practicing Oral History Series. Walnut Creek, CA: Routledge. (Online UBC Library).

COURSE ASSIGNMENTS

Assignment Name	Due Date	Weight	Graduate Competencies
Field Notes Blog	Throughout Term	15%	1.4, 1.3, 2.1
In Class Interviews and Peer Reviews	January 30.	15%	1.1, 2.1, 2.2, 5.1
Project Proposal and Timeline	February 6	25%	3.1, 3.2, 1.3, 1.4
Final Full Project – Museum in a Box	March 26, April 2	45%	5.1, 5.3, 2.1, 2.2, 1.4

Field Notes: (individual)

“Field notes” are written commentary on the readings and your experience conducting interviews, recording audio, and editing your interviews. This must be less than 1000 words each. You must submit them to the weeks marked with an ‘FN’ on the schedule, for a total of 5 with 15% of the final grade. Field notes are due on Canvas the week that the reading is assigned, before the start of class. Field notes will be marked out of 10.

In Class Interview and Peer Review: (individual)

You are expected to conduct one in class interview with a partner; you will both be interviewing each other. In class, you will design the questions, and provide timestamped notes. You will also peer review your interviewer (partner) and submit the peer review in the following Studio, Studio 2 (Week 4).

Project Proposal and Timeline (Group)

In a group of 2 or 3 you will submit the project proposal for your interview including the a) Species/Phenomena name a small description of the species and its history b) the confirmed name(s) of an expert you will speak with including their department and contact information and a tentative interview date and d) a proposed timeline of the project using the Timeline Template. *If you are choosing to do an alternative interview project, we will decide upon the deliverables together.

Final Project: Museums in a Box Archive (Group)

For the final Class, you will produce a short interview/audio project (60-90 SECONDS), a full, edited interview/audio project (15 MINUTES), and accompanying documentation. Detailed assignment instructions are available in Canvas.



Course Schedule [week-by-week]:

Week	Topic	Date
1	Introduction	January 9
2	Oral History Foundations STUDIO 1	January 16 FN
3	Listening and Believing	January 23 FN
4	Oral History for Climate Catastrophe STUDIO 2	January 30 In Class Peer Reviews of Interviews
5	Oral History and Testimony Project Plan Due	February 6 Project Proposal and Timeline
6	Recording Interviews/ Flipped Class STUDIO 3	February 13 FN
	Reading Week - No Class	February 20
7	Oral Histories for Advocacy in Libraries, Archives and Museums	February 27 FN
8	Making Oral Histories Accessible STUDIO 4	March 5 FN
9	Editing Audio/ Flipped Class STUDIO 5	March 12
10	Preserving and Stewarding Oral Histories STUDIO 6	March 19
11	STUDIO 7 – Coding Museum in a Box	March 26 Interview Files Due
12	Project Presentations	April 2 Full Project Due

Attendance: The [UBC calendar](#) states: “Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes. Any request for academic concession must be clearly expressed.” Up to two excused absences are allowed with prior notification to both instructors in this class. Additional absences will require a note from a health professional or Access and Diversity. Failure to provide this documentation could result in a lower course mark.



Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). Assignments will not be accepted late. Consideration will be given to legitimate emergencies. If an extension is granted, a late penalty may be imposed; this will be discussed with both of your instructors when you request an extension.

Required Materials: All required materials are available on Canvas. Students are not required to buy any textbooks or reading material for this course.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

Centre for Accessibility: Centre for Accessibility works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Centre for Accessibility unit: [<https://students.ubc.ca/about-student-services/centre-for-accessibility>]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: <http://equity.ubc.ca/days-of-significance-calendar/>

Academic Integrity

Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: <http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>



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Faculty of Arts

If after reading these materials you still are unsure about how to use sources in your work properly, please ask your instructor for clarification.

Canvas: UBC's e-learning system <https://canvas.ubc.ca> will be used to organize class resources, slides, and additional material. It will also be used to manage assignments, grades, and in-class exercises. Make sure that you check the course space in Canvas constantly for announcements, resources, assignments, feedback and grades.