

COURSE OUTLINE

(1) GENERAL

SCHOOL	Social Sciences		
ACADEMIC UNIT	Department of Social Anthropology and History		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	H-208	SEMESTER	C
COURSE TITLE	Oral History		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Compulsory-general background		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	http://www.sah.aegean.gr/course/i-208/ https://eclass.aegean.gr/courses/SA156/ (registration required)		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>Students are expected to familiarize with the basic theoretical and methodological tools of oral history and to organize their own project bases on oral testimonies. Furthermore they are expected to acquire knowledge of the peculiarity of oral history and understand the concept and function of memory as a source of knowledge about the past. More specifically are expected to:</p> <ul style="list-style-type: none"> • Understand oral testimonies as sources of knowledge about the past • Specify the peculiarities of oral testimony as a historical source • Apply oral history methodology to their own research • Use testimony as a source and be able to evaluate their evidence

- Create and implement an oral history project

The course is an introduction to the major theoretical question and to the methodology of oral history. It deals with questions such as: Is oral history a different kind of history? What kind of documents are the oral sources? Why oral history constitutes a challenge for the historian of the recent past? Which aspects of human history are illuminated by oral sources? The course introduces students to the practice of oral history, to the planning of interviews and their interpretation and finally to learning how to plan an oral history project. The learning of these skills is combined with familiarization with paradigmatic texts of oral history that apply oral history methodology.

The course aims at familiarizing students with the theoretical and methodological approaches of oral history through specific historical paradigms, such as the history of the Shoah, the civil war in Greece and in Spain, the South African apartheid, etc. Furthermore, it aims to provide students with the skills of doing an oral history project in all stages: collecting, recording, interpreting, classifying, and indexing testimonies.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

Respect for difference and multiculturalism

Criticism and self-criticism

Working independently

Team work

Showing social, professional and ethical responsibility and sensitivity to gender, and ethnic and religious difference

Production of free, creative and inductive thinking

Development of democratic consciousness

(3) SYLLABUS

1. Introduction

- What is oral history
- Oral history as evidence
- Oral history as a source of knowledge about the past
- Relationship between history and memory

2. The use of oral testimony as a source for acquiring knowledge of the past

3. The social role of oral history

4. Oral history as a discrete historical field and source. Planning an oral history project.

5. The interview: the relationship between researcher and informant

6. The formation of cultural identities in the field of labour history

7. The specificity of oral history as compared to other discourses about the self

8. Memory, history, testimony

9. Subjectivity and intersubjectivity

10. Testimony and subjectivity in the history of migration

11. The importance of affect for the formation of subjectivity

12. Interpreting oral testimonies and the writing of history

13. After the interview: transcribing, creating data bases, moral issues.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face to face	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of video testimonies, electronic sources of oral history. Use of power point and documentaries. Learning how to use data bases of oral sources and bibliographical sources. Student have access on EClass.	
<p style="text-align: center;">TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Lectures	40
	Practice in class	20
	Autonomous study and exam preparation	62
	Examination	3
	Course total	125
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Language of evaluation: Greek Method of evaluation: Written examination at the end of the semester Specifically-defined evaluation criteria are given in the beginning of the semester.</p>	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Lynn Abrams, Θεωρία Προφορικής Ιστορίας (μτφ. Λουκάς Ρινόπουλος), Αθήνα: Πλέθρον 2016.
- Paul Thompson, 2002. *Voices of the Past* (Φωνές από το παρελθόν, Greek transl. R.V.Boeschoten-N. Potamianos), Athens: Plethron.
- Zeese Papanikolas, 2002. *Buried Unsong: Louis Tikas and the Ludlow Massacre* (Αμοιρολόιτος: Ο Λούις Τίκας και η σφαγή στο Λάντλοου, μετάφραση Πελαγία Μαρκέτου) Papazisis.

- Nicholas Doumanis, 1997. *Myth and Memory in the Mediterranean: Remembering Fascism's Empire*. Macmillan.
- T. Vervenioti, D. Lambropoulou, P.V. Boeschoten, P. Hantzaroula (eds), *Η μνήμη αφηγείται την πόλη: Προφορική ιστορία και μνήμη του αστικού χώρου*, Πλέθρον 2016.
- Maurice Halbwachs, *Τα κοινωνικά πλαίσια της μνήμης* (μτφ. Ε. Ζέη-πρόλογος Ρ. Μπενβενίστε). Νεφέλη 2013.
- A. Gazi and E. Nakou, *Προφορική ιστορία στα μουσεία και στην εκπαίδευση*. Πλέθρον 2015.
- Rothiti Hantzaroula, 2012. *Σμιλεύοντας την υποταγή: Οι έμμισθες οικιακές εργάτριες στην Ελλάδα το πρώτο μισό του 20ού αιώνα* [Sculpting Subordination: Domestic Workers in Greece, 1900-1950]. Papazisis.
- Alessandro Portelli, *The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral History* (SUNY Series in Oral & Public History), 1991, State University of New York Press.
- Luisa Passerini, 2011. "A Passion for Memory", *History Workshop Journal*, 72: 241-250.
- Riki Van Boeschoten, 1997. *Ανάποδα χρόνια: συλλογική μνήμη και ιστορία στο Ζιάκα Γρεβενών (1900-1950)*, Πλέθρον.
- Rena Molho. 2002. «Το αρχείο οπτικοακουστικών μαρτυριών των επιζώντων της ναζιστικής γενοκτονίας Shoah: Στόχοι, οργάνωση και διαδικασία συνεντεύξεων», *Επιθεώρηση Κοινωνικών Ερευνών*, 107: 199-217.
- Dimitra Lambropoulou, 2009. *Οικοδόμοι: οι άνθρωποι που έχτισαν την Αθήνα, 1950-1967*. Αθήνα: Βιβλιόραμα.
- Kerwin Lee Klein, 2000. "On the Emergence of Memory in Historical Discourse", *Representations* 60: 127-150.
- Valerie Yow, 2005. *Recording Oral History. A Guide for the Humanities and Social Sciences* 2nd ed. Walnut Creek: AltaMira Press.
- Pierre Nora. 1984. "Entre mémoire et histoire", *Les Lieux de Mémoire*, τ.1, επιμ.Ρ. Nora, Παρίσι.
- Anna Reading. 2002. *The Social Inheritance of the Holocaust: Gender, Culture and Memory*. London: Palgrave Macmillan.
- Amin Shahid, 1995. *Event, Metaphor, Memory, Chauri Chaura, 1922-1992*. Μπέρκλεϊ, University of California Press.
- Anne E. Goldman, 1983. "Is That What She Said?", *Cultural Critique*, no. 25, Fall.

- Related academic journals:

[Oral History](#)

[Oral History Review](#)