

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Semester B 2017/18**

Part I Course Overview

Course Title: Oral History and Field Study

Course Code: CAH3862

Course Duration: 1 Semester

Credit Units: 3

Level: B3

Proposed Area:
(for GE courses only)

Arts and Humanities
 Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: Chinese

Medium of Assessment: Chinese

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course explores the ethics, politics, and practices of oral history and, in general, fieldwork as an important research methodology. Through introducing the importance of oral history in historical and ethnographic studies, it engages closely with discussions and debates about field study, its ethical norms, and issues about memory and representation. By using multimedia tools, it will also focus on the practices of oral history and field study, including training on how to conduct ethnographic observations and oral interviews, how to transcribe interview reports and fieldnotes, how to assess and contextualize the field data, and what the products of fieldwork are. Students will not only acquire skills for conducting oral history and field research, but also develop a cultural understanding of the informants, locales, and historical objects.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate a solid understanding of the key concepts and methodologies used in oral history and field study	20%	✓		
2.	Demonstrate fundamental skills to place oral history in historical and ethnographic studies	20%		✓	
3.	Develop a cultural understanding of the people and place under study based on critical insights	20%			✓
4.	Assess the complexity and context of the information acquired from interviews	20%	✓	✓	
5.	Apply scholarly oral and written skills to produce original materials from fieldwork practice	20%		✓	✓
* If weighting is assigned to CILOs, they should add up to 100%.		100%			

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5		
Lecture	In order to promote active learning and encourage new discovery, besides normal lectures, students will be engaged in in-class group activities, e.g. group discussions, simple quizzes and debates.	✓	✓	✓	✓			
Reading and Weekly Discussion Question	Based on reading books and articles related to the topic, students are expected to raise questions for class discussion. On each day that the class meets, each student will post an open-ended question online prior to the class. These questions collected will be addressed in class or during tutorials. Students should read all of the discussion questions and be prepared to engage in active discussion.		✓	✓	✓			
Tutorial Presentation and Discussion	All tutorials are topic-oriented. There will be sufficient teacher-learner interaction and peer discussion. Group presentations and discussions will be conducted during tutorials. Students are expected to study the assigned readings in advance, and all will take turns to be the presenter and lead the discussion throughout the course. Students' analytical skills and their understandings of assigned readings will be assessed. Students assigned as discussants should actively take part in discussions right after the presentation.	✓	✓	✓	✓			
Interviews and Interview Reports	Students have to conduct two interviews with a topical focus of their own choosing and submit the interview reports during the semester.	✓	✓	✓	✓	✓		
Final Reflection Paper	Students have to finish a final reflection paper in order to demonstrate what they have learned both in classes and during interviews and be able to analyse the social/cultural contexts based on their interview and field experience.	✓	✓	✓	✓	✓		

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
1. Class participation and performance: Students should be able to ask critical questions, bring in relevant knowledge, move the discussion along, and identify key issues. Students should use appropriate terminology and are expected to indicate gaps or extensions to the topics. Students need to report to the whole class on a small-group discussion. They need to summarise the course contents in lectures and make comments about the readings and group discussions in tutorials.	✓	✓					10%
2. Presentation: Based on class readings and lectures, students need to develop their own points and express their ideas in a creative and fluent manner. They are also encouraged to bring in relevant academic and empirical knowledge.	✓	✓	✓				20%
3. Two Interview Reports (20% each) (around 2000 words each): Students have to conduct face-to-face interviews with two Hong Kong people with a topical focus of their own choosing. They should finish two interview reports rigorously based on their field observation and knowledge of oral history in order to produce original materials.	✓	✓	✓	✓	✓		40%
4. Final Reflection Paper (around 3000 words): Students are required to write a reflection paper by the end of the semester based on the out-of-classroom interview as well as class materials. They are expected to construct a reflection narrative based on the methods and theories of oral history.		✓	✓	✓	✓		30%
Examination: - (duration: -)							
* The weightings should add up to 100%.							100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class participation and performance	Students actively participate in discussions, debates and other class activities in tutorials and lectures (including submitting weekly open-ended questions). They should demonstrate an ability to interpret and criticize both insightfully and innovatively.	<p>Strong evidence of:</p> <ul style="list-style-type: none"> Active in-class participation, positive listening, able to stimulate class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer feedback and other materials. 	<p>Some evidence of :</p> <ul style="list-style-type: none"> Active in-class participation, positive listening, able to initiate class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer feedback and other materials. 	<p>Limited evidence of :</p> <ul style="list-style-type: none"> Active in-class participation, listening comprehension, able to participate in class discussion and comment on other points. Sufficient pre-class preparation and familiarity with peer feedback and other materials. 	Marginally satisfies the basic requirements of the participation.	Fail to meet minimum requirements of participation
2. Presentation	This assessment will grade on content and fluency of presentation as well as the organisation and coherence of the assignment. The group delivering the presentation must have thoroughly studied and researched their topic and worked as	<p>Strong evidence of:</p> <ul style="list-style-type: none"> Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; Rigorous organization, coherent structure, balanced 	<p>Some evidence of:</p> <ul style="list-style-type: none"> Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; Rigorous organization, coherent structure, balanced 	<p>Limited evidence of:</p> <ul style="list-style-type: none"> Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; Rigorous organization, coherent structure, balanced 	<ul style="list-style-type: none"> Loose organization, but acceptable identified content. Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of 	<ul style="list-style-type: none"> Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes; Loose organization, without distinct

	<p>a team on the collection, reading, selection, integration, analysis of the resources. They should lead classmates into the discussion, explain with in-depth or extensive knowledge of the subject matter, present rich content and show excellent grasp of the materials. They should demonstrate rigorous organization, coherent structure, balanced composition and an ability to criticize and analyse with cogent arguments and creative comments.</p>	<p>composition;</p> <ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management 	<p>composition;</p> <ul style="list-style-type: none"> •Critical analysis, convincing statement and creative comment; •Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<p>composition;</p> <ul style="list-style-type: none"> • Critical analysis, convincing statement and creative comment; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management. 	<p>reading materials;</p> <ul style="list-style-type: none"> • Simple and unilateral comments, without clear explanation; • Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery. 	<p>primary and secondary structure;</p> <ul style="list-style-type: none"> • Devoid of personal comment and/or unreasonable opinion; • Overly soft voice, indistinct pronunciation and improper diction, seriously over time.
3. Interview report	<p>This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, deliver argument and analyse critically, apply research methods skilfully, as</p>	<p>Strong evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand; • Rigorous organization, coherent 	<p>Some evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand; • Rigorous organization, coherent structure, 	<p>Limited evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand; • Rigorous organization, coherent structure, systematic 	<ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; • Loose organization; 	<ul style="list-style-type: none"> • Vague and devoid of content, weak ability to integrate limited resources; • Loose organization, without distinct primary and secondary levels; • Unsystematic ideas which cannot

	well as making a conclusion in a convincing and creative manner.	<p>structure, systematic composition;</p> <ul style="list-style-type: none"> • Creative and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, able to use various research methods and writing skills to make the paper convincing with proper diction. 	<p>systematic composition;</p> <ul style="list-style-type: none"> • Creative and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction. 	<p>composition;</p> <ul style="list-style-type: none"> • Creative and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction. 	<ul style="list-style-type: none"> • Able to express relevant points to the subject matter; • References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; • Sentence fluency and diction is acceptable. 	<p>express the subject matter or relevant themes;</p> <ul style="list-style-type: none"> • Summary of references, no personal idea and/or unreasonable comment; • Seriously insufficient/no reference; • Although expression is not clear, part of the idea can be identified; over-use of existing quotations and relevant research.
4. Final Reflection Paper	This assessment will grade on content, organization and fluency. Students are expected to reflect on out-of-classroom interviews and make connection with class materials. Students should demonstrate the ability to utilize	<p>Strong evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, 	<p>Some evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent 	<p>Limited evidence of :</p> <ul style="list-style-type: none"> • Rich content, ability to integrate various resources into primary and secondary levels based on demand ; • Rigorous organization, coherent structure, systematic 	<ul style="list-style-type: none"> • Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources; • Loose organization; 	<ul style="list-style-type: none"> • Vague and devoid of content, weak ability to integrate limited resources; • Loose organization, without distinct primary and secondary levels; • Unsystematic ideas which cannot

	<p>primary and secondary sources properly, analyse critically, apply research methods skilfully, deliver argument and conclude in a convincing and creative manner.</p>	<p>coherent structure, systematic composition;</p> <ul style="list-style-type: none"> • Creative and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, able to use various research methods and writing skills to make the paper convincing with proper diction. 	<p>structure, systematic composition;</p> <ul style="list-style-type: none"> • Creative and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction. 	<p>composition;</p> <ul style="list-style-type: none"> • Creative and insightful ideas • Able to interpret the opinions originally; • Sufficient and organized references which can be utilized in accordance with the topic. • Exact and fluent expression, good sense of context, able to use various writing skills to make the paper convincing with proper diction. 	<ul style="list-style-type: none"> • Able to express relevant points to the subject matter; • References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration; • Sentence fluency and diction is acceptable. 	<p>express the subject matter or relevant themes;</p> <ul style="list-style-type: none"> • Summary of references, no personal idea and/or unreasonable comment; • Seriously insufficient/no reference; • Although expression is not clear, part of the idea can be identified; over-use of existing quotations and relevant research.
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Oral history, fieldwork, ethnography, interview, qualitative research, memory, representation, narrative, fieldnote and interview report, listening, speaking, writing, participant observation, social skills, multimedia, audio and visual record, transcribe, history, anthropology, autobiography, ethical norms, community engagement

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Chapters taken from the following books

1.	當代上海研究所編：《口述歷史的理論與實務》，上海：上海人民出版社，2007。
2.	張慧真：《從十一萬到三千：淪陷時期香港教育口述歷史》，香港：牛津大學出版社，2005。
3.	罗伯特·埃默森、雷切尔·弗雷兹、琳达·肖：《如何做田野笔记》，上海：上海译文出版社，2012。
4.	Ritchie, Donald. 2015. <i>Doing Oral History</i> (3 rd Edition). Oxford: Oxford University Press.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Perks, Robert and Alistair Thomson (eds.). 2006. <i>The Oral History Reader</i> . London: Routledge.
2.	Leavy, Patricia. 2011. <i>Oral History: Understanding Qualitative Research</i> , Oxford: Oxford University Press.
3.	Tracy, Sarah. 2013. <i>Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact</i> . Oxford: Wiley-Blackwell.
4.	Paula Hamilton and Linda Shopes (eds.). 2003. <i>Oral History and Public Memories</i> . Philadelphia: Temple University Press.
5.	Kim, Jeong-Hee. 2015. <i>Understanding Narrative Inquiry: The Crafting and Analysis of Stories as Research</i> . Thousand Oaks, CA: Sage Publications.
6.	Rossmann, Gretchen B. and Sharon F. Rallis. 2017. <i>Learning in the Field: An Introduction to Qualitative Research</i> (4 th Edition). Thousand Oaks, CA: Sage Publications.
7.	Angrosino, Michael V. 2008. <i>Exploring Oral History: A Window on the Past</i> . Long Grove, IL: Waveland.
8.	Kah-seng Loh et al. (eds.). 2013. <i>Oral History in Southeast Asia: Memories and Fragments</i> , New York: Palgrave,
9.	Crapanzano, Vincent. 1977. "The Life History in Anthropological Field Work." <i>Anthropology and Humanism</i> 2(2-3): 3-7.
10.	Oral History Association. 2009. "Principles for Oral History and Best Practices for Oral History." < http://www.oralhistory.org/do-oral-history/principles-and-practices >