CAH3862: ORAL HISTORY AND FIELD STUDY

Effective Term
Semester A 2024/25

Part I Course Overview

Course Title
Oral History and Field Study

Subject Code
CAH - Chinese and History
Course Number
3862

Academic Unit
Chinese and History (CAH)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
Chinese

Medium of Assessment
Chinese

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract
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.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify a solid understanding of the key concepts and methodologies used in oral history and field study	20	x		
2	Explain fundamental skills to place oral history in historical and ethnographic studies	20		x	
3	Develop a cultural understanding of the people and place under study based on critical insights	20			x
4	Assess the complexity and context of the information acquired from interviews	20	x	x	
5	Apply scholarly oral and written skills to produce original materials from fieldwork practice	20		x	x

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 real-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.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	In order to promote active learning and encourage new discovery, besides normal lectures, students will engaged with in-class group activities, e.g. group discussions, simple quizzes and debates.	1, 2, 3, 4	

2	Reading and Weekly Discussion Question	Based on reading books and articles related to the topic, students are required to raise questions for class discussion. On each day that the class meets, each student will required to post an open-ended question online prior to the class. These questions collected will be addressed in class or during tutorials. Students are required to read all of the discussion questions and be prepared to engage in active discussion.	2, 3, 4	
3	Presentation and Discussion	Students will engaged with group presentations and discussions. Students are required 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. There will be sufficient teacher-learner interaction during the process.	1, 2, 3, 4	
4	Interviews and Interview Reports	Students are required to conduct interviews with a topical focus of their own choosing and submit the interview reports during the semester, in oder to deepen and borden their knowleadge and skill in field work and research.	1, 2, 3, 4, 5	

5	Final Reflection Paper	Students are required to carry out 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.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Classroom 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.	1, 2	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.	1, 2, 3	20	

3	Oral History and Ethnographic Report (around 3000 words): Students have to conduct ethnographic and oral history interviews with two Hong Kong people with a topical focus that we will decide in the course. They should finish the report rigorously based on their field observation and knowledge of oral history and other related ethnographic research methods in order to produce original materials.	1, 2, 3, 4, 5	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.	2, 3, 4, 5	30	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Classroom performance

Criterion

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.

Excellent (A+, A, A-)

Strong evidence of:
- 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.

Good (B+, B, B-)

Some evidence of :

- 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.

Fair (C+, C, C-)

Limited evidence of :
- 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.

Marginal (D)

Marginally satisfies the basic requirements of the participation.

Failure (F)

Fail to meet minimum requirements of participation

Assessment Task

Presentation

Criterion

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 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.

Excellent (A+, A, A-)

Strong evidence of:
- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management

Good (B+, B, B-)

Some evidence of:
- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Fair (C+, C, C-)

Limited evidence of:
- Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Critical analysis, convincing statement and creative comment;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Marginal (D)

- Loose organization, but acceptable identified content.
- Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials;
- Simple and unilateral comments, without clear explanation;
- Acceptable pronunciation and expression; few of mistakes in diction, but no influence to general delivery.

Failure (F)

- 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 primary and secondary structure;
- Devoid of personal comment and/or unreasonable opinion;
- Overly soft voice, indistinct pronunciation and improper diction, seriously over time.

Assessment Task

Oral History and Ethnographic report

Criterion

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 well as making a conclusion in a convincing and creative manner.

Excellent (A+, A, A-)

Strong evidence of :
- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- 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.

Good (B+, B, B-)

Some evidence of :
- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- 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.

Fair (C+, C, C-)

Limited evidence of :
- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- 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.

Marginal (D)

- Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;
- Loose organization;
- 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.

Failure (F)

- Vague and devoid of content, weak ability to integrate limited resources;

- Loose organization, without distinct primary and secondary levels;
- Unsystematic ideas which cannot express the subject matter or relevant themes;
- 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.

Assessment Task

Final Reflection Paper

Criterion

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 primary and secondary sources properly, analyse critically, apply research methods skilfully, deliver argument and conclude in a convincing and creative manner.

Excellent (A+, A, A-)

Strong evidence of :
- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- 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.

Good (B+, B, B-)

Some evidence of :
- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- 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.

Fair (C+, C, C-)

Limited evidence of :
- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
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- 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.

Marginal (D)

- Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;
- Loose organization;
- 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.

Failure (F)

- Vague and devoid of content, weak ability to integrate limited resources;

- Loose organization, without distinct primary and secondary levels;
- Unsystematic ideas which cannot express the subject matter or relevant themes;
- 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.

Part III Other Information

Keyword Syllabus

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

Reading List

Compulsory Readings

	Title
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. Doing Oral History (3rd Edition). Oxford: Oxford University Press.

Additional Readings

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