ORAL TRADITIONS AND HISTORY

Sep  4  Introduction

11  The Historical Turn: The Construction of the Subject

18  Theoretical Foundations in Oral Tradition and Oral History Studies

25  Oral Traditions and Memory

Oct  2  Land Claims: Historical Memory and Indigenous Identity
     Student presentation-1

9   Oral Testimonies
     Student presentation-1

16  Life History or Autobiography?
     Student Presentation 1

23  Auto-Ethnography Defined
     Student Presentations-2
     Paper Due

30  Auto/Ethnography, Photo-Ethnography and Oral History Film

Nov  6  Documenting Social Activism (Film)

13  Contesting State Representations
     Student Presentation-2

20  Thanksgiving-Whose Voice is in the Archive

27  Whose Voice is in the Archive?: Historical Distortion
     Student Presentations-2

Dec  4  Oral Poetry and Oral History
     Student Presentations-2, Paper due
Course Requirements

Required Readings

You will be expected to read parts of the following books: Liffman, Huichol Territory and the Mexican Nation, Menchú /Burgos-Debray, I, Rigoberta Menchú, Dirks, Autobiography of an Archive: A Passage to India, Garcia and Castro, Blowout (electronic text), Behar, An Island Called Home: Returning to Jewish Cuba, and Gibbler, I Couldn’t Even Imagine that they Would Kill US. These books are available in the University Co-op at 2246 Guadalupe St. You will also be required to read a few articles available in a class reader. The reader may be purchased at Jenn’s Copy & Binding (512-482-0779, 2518 Guadalupe St.). The books are also available at PCL.

Essays

Two essay papers are required (approximately 7 pages). Class readings and course lectures must be integrated in the conceptualization of the essays. I will provide topical questions.

Presentation

Students are required to give a presentation. There are 3 options.

1. Select your own reading. The presentation can be based on an article, book, poetry, or music.
2. Present your analysis of an oral history interview or oral tradition research project. Your presentation may be based on an oral history that you will conduct for this course, or on current or past research (reflection). If you conduct an oral history interview for this class, it cannot be used for your thesis or dissertation. If you plan to use it for your thesis or dissertation you must have IRB approval.
   If you choose to present when an assigned essay is due, you may turn in your paper the following week.
3. An analysis of on-line web material.

Attendance and Discussion Participation

Attendance is required. Participating in discussion is also required. Excessive absences or never participating in class discussion will lower your grade. Grade breakdown (grade distribution is required by university): 40% each paper, 10% presentation, and 10% class participation and attendance.
Office Hours

Office hours will be held on Thursday 1pm to 3pm and by appointment (SAC 5.158).

Anthropology 391

Oral Traditions and History

Location of Readings and Codes:

(T) Text/Bookstore  (L) Library  (S) Suggested only  (R) Reader  (P) For Presenter only

The Historical Turn: The Construction of the Subject


Theoretical Foundations in Oral Tradition and Oral History Studies


Film: Lemon Grove Incident vc 6716

Oral Traditions and Memory²


Land Claims: Historical Memory and Indigenous Identity


Oral Testimonies


Life History or Autobiography?


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Autoethnography Defined


Student Presentations and **Paper due**

Autoethnography, Photo-Ethnography, and Oral History


**Film: Adio Kerida, Goodbye Dear Love DVD 6842 Fine Arts.**

Documenting Social Activism: Combining Academic Autobiography and Life History


*(Oral History Film: Chicano: History of the Mexican American Civil Rights Movement, Volume 3: Taking Back the Schools).*

Contesting State Representations


*(Reading suggestions: The testimonies from 1 to 82: provide repeated discussions of the students’ backgrounds (1-50) and commandeering the buses (51-82)-(may skip some testimonies); 82 –100: the attack, and testimonies of those who escaped; 100-107: attacking the soccer team bus by mistake; other witnesses (important); 107-160: more information on the attack and non-student testimonies, reporters; 160-184: the next day and the federal investigation begins; 184-211: parents (may skip some testimonies); 213-257: Afterwards, Gibbler-Why the cover up (do not skip).*

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Thanksgiving-Whose Voice is in the Archive?


We will discuss attendance for this week.

Whose Voice is in the Archive?: Historical Distortion

(R) Dirks, Nicholas. 2015. Autobiography of an Archive: A Passage to India. New York: Columbia University. Chapters: 1 (critical inspection of archives), 4-6 (what the archives tell us how colonials authorities reinforced local hierarchies), 12-15 (decolonization of knowledge).

Oral Poetry and Oral History


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