

An Examination of Oral History and Archival Practices among Graduate Students in Select Canadian Comprehensive Research Universities

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Preserving oral history interviews is an important aspect of oral history practice. This article examines a sample of theses published by Canadian graduate students and asks two questions: first, how many researchers who conducted oral histories archived their interviews; second, how many researchers consulted oral history interviews as a secondary data source? Thirty-six theses from five universities were examined. 81% of the theses applied oral history as a methodology; 41% examined oral history interviews previously recorded; 22% conducted original interviews in addition to consulting previously recorded interviews. The archival rate of original interviews was 28%. Possible reasons for the low archival rate are discussed. Recent Tri-Agency funding agencies requiring Canadian scholars to adhere to new open access policies could result in higher preservation rates of oral history interviews.

Introduction

Oral historians universally acknowledge the truth that oral history interviews should be accessible in a public archive. Indeed, the first objective of the Canadian Oral History Association is to “encourage and support the creation and *preservation* [italics mine] of sound recordings which document the history and culture of Canada.”¹ Donald Ritchie devotes an entire chapter on preserving oral histories in his most recent edition of *Doing Oral History*, and goes further by stating that preservation is a “professional obligation” of researchers.² Alexander Freund agrees: “Although this ideal of archiving is not always met, the idea of archiving the interviews has been a fundamental principle of the practice of oral history for over half a century.”³

This article examines how oral history is being practiced and utilized among graduate students in a sample of Canadian universities. To what degree have graduate students made their oral history interviews publicly accessible and

¹ Canadian Oral History Association, “About,” *Canadian Oral History Association*, June 24, 2015, <http://canoha.ca/about/>.

² Donald A. Ritchie, *Doing Oral History*, 3rd ed. (NY: Oxford University Press, 2014), 106.

³ Alexander Freund, “Oral History as Process-Generated Data,” *Historical Social Research/Historische Sozialforschung* 34, 1 (127) (January 2009): 23.

to what degree have they relied on oral history interviews archived by previous researchers? My examination of the issue, based on content analysis of theses at a sample of Canadian universities, offers evidence that graduate students' interviews are rarely preserved. In addition to reporting these findings, I examine the obstacles that prevent graduate students from meeting the "ideal" practice of archiving their interviews. I conclude on a hopeful note, however, noting that federal funding agencies' open access and open data policies will result in improved repository infrastructure and support.

Importance of Graduate Student Research

For this research I focused on Masters and Doctor of Philosophy students because graduate students are "the faces of the future."⁴ They have a large presence on campus: according to the Social Sciences and Humanities Research Council, there are 67 000 graduate students currently enrolled in social sciences and humanities graduate programs in Canada: 21 000 in doctoral programs; 46 000 in master's programs.⁵ The data that these students collect and analyze should be preserved and protected, not only for future use by other scholars but to also allow the evidence presented to be verified by others.

I acknowledge that the primary reason for most graduate students to conduct an oral history is to answer a research question. The oral history is the means to an end, where the goal is the successful defense of a master's thesis or dissertation. Theses are not written for a general audience; they are intended primarily for the student's committee, and their function is to report on the researcher's investigation. With the thesis, "[t]he candidate is really demonstrating his or her ability to carry on research."⁶ I argue that the complete oral history interviews should be preserved in conjunction to the thesis. While a thesis contains quotes from interviews to support the author's arguments, they are mere fractions of the entire interview. A publicly accessible thesis is not a substitute for a publicly accessible interview.

⁴ Marilyn Rose, *Graduate Student Professional Development: A Survey with Recommendations* (Ottawa: Social Sciences and Humanities Research Council of Canada, 2012), 6.

⁵ Social Sciences and Humanities Research Council Government of Canada, "Facts and Figures," May 11, 2012, http://www.sshrc-crsh.gc.ca/about-au_sujet/facts-faits/index-eng.aspx.

⁶ Frances G. Halpenny, "The Thesis and the Book," in *The Thesis and the Book: A Guide for First-Time Academic Authors*, ed. Eleanor Harman, 2nd ed (Toronto: University of Toronto Press, 2003), 4.

Issues Regarding Secondary Data

The scholarly community does not unanimously endorse the preservation and reuse of secondary qualitative data.⁷ Joanna Bornat is concerned that interviewees' language could be taken out of context, and advises users of archived interviews to be sensitive to the linguistic and cultural norms in place at the time of the original interview.⁸ Elise Chenier raises privacy and safety concerns among interviews with vulnerable groups, and acknowledges the difficulty in finding the ethical balance.⁹ She strives to find a way to safeguard privacy while also preserving the rich material in the oral histories. Parry and Mauthner question whether a researcher who was not present at the time of the interview can properly interpret it; they argue that only oral histories recorded as "oral history" without any further analytic objective should be preserved.¹⁰ While these arguments raise important considerations that should not be overlooked, they should not serve to undermine the value and importance of preserving interviews. Oral history interviews, even those recorded as a methodology in service of answering a research question, are important historical documents worthy of preservation and reuse.

Sarah Evans refutes Mauthner and Parry's argument that one need be present at an interview in order to properly interpret it. She accessed a public archive of oral history interviews of sex workers, and found that listening to interviews that she did not conduct was liberating. Oral historians become "intertwined"¹¹ in the narrative; those who simply listen to the conversations can engage on different levels, similar to relationships one develops with characters in fiction: "It is these alternative dynamics that provide opportunities for drawing out new themes from secondary data in an exciting and engaging way."¹² Lacking the "shared authority" bond that typically exists between interviewer and interviewee enables fresh interpretations of the material.

⁷ Janet Heaton, "Secondary Analysis of Qualitative Data: An Overview," *Historical Social Research/Historische Sozialforschung* 33, 3 (125) (January 2008): 33-45.

⁸ Joanna Bornat, "A Second Take: Revisiting Interviews with a Different Purpose," *Oral History* 31, 1 (2003): 47-53.

⁹ Elise Chenier, "Oral History and Open Access: Fulfilling the Promise of Democratizing Knowledge," *Nano* 5 (July 2014).

¹⁰ Odette Parry and Natasha S. Mauthner, "Whose Data Are They Anyway? Practical, Legal and Ethical Issues in Archiving Qualitative Research Data," *Sociology* 38, 1 (February 1, 2004): 148, doi:10.1177/0038038504039366.

¹¹ Wendy Rickard Nikita et al., "What Are Sex Worker Stories Good for? User Engagement with Archived Data," *Oral History* 39, 1 (2011): 95.

¹² *Ibid.*

Importance of Preserving Oral Histories

Preservation of and access to graduate students' oral history interviews prevents loss on multiple levels. In reference to lesbian oral history, Elise Chenier notes that the experiences of the interviewees are valuable to both future researchers and the lesbian community itself. "With the professionalization of the history of sexuality and the waning of the gay liberation movement, young scholars may not feel that their projects are important for community building and may not recognize the full value of their own work. We need to make sure that they do."¹³ Interview subjects are empowered by telling their stories, and the community builds its identity based on its common narratives. Communities stand to benefit from a rich archive of interviews of its members.

Access to interviews by the general public also promotes understanding of the interview group's point of view. Saskia Reeves is an actor who, in researching a part for a play, listened to oral histories of sex workers. She states, "the most powerful thing I realised when I listened to these women talking about their lives and experiences was how little we, the general public, actually realise or know about the realities of prostitution."¹⁴ Reeves could have read any number of books on prostitution, but it was through listening to women directly that she felt that she could play the role of a prostitute with a degree of authenticity.

April Gallwey has noted access to the interviews also provides neophyte oral historians with concrete examples of best practice in interviewing.¹⁵ Listening to interviews can also highlight pitfalls to avoid. One discovers the importance of good acoustics, for instance. Hearing interviews with issues in audio quality reinforces the need for graduate students to locate their own interviews in the quietest place possible. One also learns the importance for the interview to begin with a statement that identifies the speakers to the audience, as well as the date and the location of the interview. Without these oral signposts, the listener feels lost.

Furthermore, openly accessible interviews reveal best practice in cataloguing, indexing, summarizing, and transcriptions. Metadata manuals tend to be written by and for fellow professional cataloguers; the use of technical language in discussions around Dublin Core and MARC fields are daunting. For example, the University of Southern Mississippi's [cataloguing manual for oral](#)

¹³ Elise Chenier, "Hidden from Historians: Preserving Lesbian Oral History in Canada," *Archivaria* 68, no. 68 (January 7, 2010): 260, <http://journals.sfu.ca/archivar/index.php/archivaria/article/view/13239>.

¹⁴ Nikita et al., "What Are Sex Worker Stories Good For?" 97.

¹⁵ April Gallwey, "The Rewards of Using Archived Oral Histories in Research: The Case of the Millennium Memory Bank," *Oral History* 41, 1 (April 2013): 48.

[histories](#)¹⁶ is not useful to non-experts. But seeing an example of a [record](#) in their digital collection provides a quick visual on the important elements that need to be captured to be useful for future researchers. The record includes information on the people involved, a summary of the interview, the date and location of the interview, the time frame discussed, and subject headings.

Most fundamentally, accessible oral history interviews can be very important to future researchers who may lack other sources as suitable or as rich. April Gallwey, researching single mothers in the 1950s and 1960s, had trouble recruiting subjects. She obtained her data from the UK's Millennium Memory Bank, and reports, "[s]econdary analysis of qualitative data has shown to be a constructive method when approaching sensitive topics, where first hand interviewing or observation is problematic."¹⁷ The oral history interviews in graduate theses provide unique insights into their subjects' lives, and future researchers may have no other sources that provide the perspective that comes to light from oral histories. Archiving interviews is a gesture that acknowledges the intellectual freedom rights of future researchers: the rights to unrestrictedly seek and receive information from all points of view.¹⁸

Elise Chenier warns, "Canadians are in danger of losing the source material researchers have worked so hard to collect."¹⁹ Oral histories are indeed hard work: compared to other social science research methods, they are probably among the least efficient. It is immensely time consuming to recruit, schedule, interview, transcribe, and analyze interviews. Graduate students who invest so much time to build an oral history collection that is not shared with other researchers represent a lost opportunity on multiple levels. These unique collections will be enormously valuable when the subjects are no longer alive to provide interviews, or are inaccessible. Graduate students should be aware of all of the reasons why preserving their oral histories is important.

¹⁶ Technical Services Branch University of Southern Mississippi Libraries, "Oral History Sound Recordings (Online Audio) Workform," *The University of Southern Mississippi Libraries*, accessed March 7, 2016, <http://www.lib.usm.edu/techserv/cat/tools/oral-history-sound-rec-online-audio-workform.html>.

¹⁷ Gallwey, "The Rewards of Using Archived Oral Histories in Research," 39.

¹⁸ American Library Association, "Intellectual Freedom and Censorship Q & A | Advocacy, Legislation & Issues," accessed March 28, 2016, <http://www.ala.org/advocacy/intfreedom/censorshipfirstamendmentissues/ifcensorshipqanda-ifpoint1>.

¹⁹ Chenier, "Hidden from Historians," 256.

Methodology

For the purposes of this study, the term “thesis” includes both Doctor of Philosophy dissertations as well as theses published by students in Masters degree programs. I examined theses from a sample of five Canadian universities, geographically dispersed, in the “Research-Comprehensive” category in the [Macleans rankings](#). My sample set of institutions included Simon Fraser University, University of Regina, Carleton University, Concordia University, and Memorial University.

I limited my search to theses that had been published since 2000. I chose this year because it was an interesting time in terms of the established and emerging recording and storage technologies. Oral historians recommended CDs as the preferred medium for storing oral histories,²⁰ but another revolution was already underway: mp3 file sharing via the Internet. In 2000, Napster was in its second year of existence;²¹ technologically savvy users were uploading and sharing their mp3 music files via the World Wide Web. An oral history interview collection had the potential to be packaged like an album on a compact disc or on a mobile device such as a flash drive. In 2000, the likelihood of a graduate student collecting interviews on magnetic tape was very slim; the era of relatively easy digital storage and retrieval had begun.

To establish my sample set, I searched library catalogues, institutional repositories, and ProQuest’s *Digital Dissertations*. In library catalogues, I used the terms “theses” AND (“oral history” OR “oral histories”). In institutional repositories, I searched (“oral history” OR “oral histories”) and where possible, limited the search to the abstract field. In Digital Dissertations, I searched (“oral history” OR “oral histories”) in the Abstract and/or title field, and limited the search to the institution I was researching.

Within that initial result list, I needed to ensure that each thesis was an appropriate fit for the study sample. I was looking for oral histories in two different contexts: those in which the researcher recorded and analyzed his or her own oral history interviews, as well as those whose authors used oral history interviews as a secondary data source. To eliminate theses that used the phrase “oral history” in some other context, I examined the theses’ abstracts as well as their introductions and methodology chapters. In order to identify theses whose authors had preserved their interview data or used interviews as a secondary data source, I scanned literature reviews, bibliographies, acknowledgements, research ethics documentation, and appendices. Finally, I searched within theses for

²⁰ Sherna Berger Gluck, Donald A. Ritchie, and Bret Eynon, “Reflections on Oral History in the New Millennium: Roundtable Comments,” *The Oral History Review* 26, 2 (1999): 1-27.

²¹ Ed Dinger, “Napster, Inc,” in *International Directory of Company Histories*, ed. Jay P. Pederson, vol. 69 (Detroit: St. James Press, 2005), 263-66.

mention of the terms “archive,” “repository,” and “preserv*”²² as well as instances of “record*” and (“transcribe or transcript*”).

Results

I located thirty-six theses (see Appendix C for the complete list): seventeen from Simon Fraser University; seven from the University of Regina; three each from Carleton University and Memorial University; and six from Concordia University. Twenty-nine came from Masters of Arts programs; five were Doctor of Philosophy dissertations. One came from a Master of Social Work program.

Oral history by discipline

The results confirm that scholars from a wide range of disciplines use oral history methods as well as utilize previously archived oral history interviews. While a good proportion of the theses originate from departments of History (11), other disciplines such as Archaeology (7) figure prominently. Some theses originate from students in institution-specific programs such as Communications (4 at SFU); Canadian Plains Studies and Indigenous Studies (3 each from Regina) and Folklore (2 at Memorial). Other disciplines include Sociology and Anthropology, Art History, and Religion. One thesis came from a specialized individualized program at Concordia.

Oral History used as methodology and archival rate

Twenty-nine of the thirty-six graduate students (81%) conducted oral histories in their interviews (see Appendix A). Eight (28%) archived their interviews and clearly indicated where they were located. Three others²³ indicated their intention to archive, but did not provide details where they were located, and I was unable to find them.

Oral histories consulted as a secondary data source

Fifteen of the thirty-six researchers (41.6%) used oral histories as secondary data (see Appendix B). Eight researchers (22%) used oral history as a methodology in addition to consulting preserved oral history interviews in their theses. Of those

²² “preserv*” yields “preserve,” “preserved,” and “preservation”; the asterisk is a truncation symbol which replaces the ending of root words.

²³ Pattison, Concordia; Wilson, SFU; Dale, Regina.

eight, three (38%) archived their interviews. One of the researchers²⁴ even provided the transcripts for the oral history interview he used.

Discussion

This study reveals that graduate students in this sample of Canadian comprehensive research universities both conduct oral histories and rely on oral histories archived by previous researchers. Oral history is an important methodology and data source for a wide range of disciplines, and contributes to a great deal of new knowledge on Canadian culture and people. While analyzing the content of the theses is beyond the scope of this project, a quick scan of the theses' titles indicates a predominance of research on First Nations peoples as well as specific immigrant groups. The theses shine new light on Canadian diversity.

The low rate of archiving interviews is concerning, however. Less than one third of the oral history interviews were made accessible to future researchers. This proportion was consistent among all universities in the sample group save Memorial, where two of the three scholars who conducted oral histories archived their data. One would expect the researchers who used interviews as a secondary source in addition to conducting their own interviews, would have a high archival rate. Only 3 of 8 such researchers (37.5%) preserved their interviews for future use.

Explaining the low archival rate

Given the importance of preserving interviews to interviewed communities, the general public, and to the future researcher, why are graduate students preserving their oral history interviews in such low numbers? Nancy Janovicek believes that the [*Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans, 2nd edition*](#) creates a barrier for graduate students to archive their oral histories. "Researchers must ask for consent for the secondary use of data before they conduct the interview. They must ensure that identifiable information will not be disclosed without the consent of the individual and that subsequent research does not lead to harm."²⁵ Should a graduate student omit explicit language regarding subsequent use of the interviews in his or her ethics application, then he or she is prohibited from archiving it. Janovicek thus strongly encourages senior thesis advisors to monitor their students' ethics applications

²⁴ Lapidus, Concordia.

²⁵ Nancy Janovicek, "Oral History and Ethical Practice after TCPS2," in *The Canadian Oral History Reader*, ed. Kristina R. Llewellyn, Alexander Freund, and Nolan Reilly (Montreal and Kingston: McGill-Queen's University Press, 2015), 82.

and encourage the inclusion of language in the consent forms that attempts a balance between the privacy rights of the interviewees and the ability for future scholars to access their interviews.

Some graduate students who conducted oral histories might misunderstand the difference between interviews collected for qualitative data analysis and oral history interviews. Donald Grele rails against the practice of conflating the two practices: “When interviewing is done for one's own purposes with no intent to make the interviews public, to share them, and when they are kept from public scrutiny, it is not oral history.”²⁶ The researchers might have simply misused the phrase “oral history” when they should have simply said “interview.” Researchers who never intended to share their interviews most likely regard them as their own intellectual property rather than common property.

Graduate students might also lack knowledge regarding options available for archiving data. Memorial University was one institution that achieved a high repository rate. A local archive, the Memorial University of Newfoundland Folklore and Language Archive, was the obvious choice for deposit. Furthermore, most oral history interviews conducted by First Nations scholars were deposited in their respective band's archives. Interestingly, the SFU scholars who archived their data included it with their theses themselves. The BC Archives are located on Vancouver Island, which is inconvenient to reach from the Lower Mainland. But if graduate students are unaware of where and how to archive their interviews, a low archival rate is to be expected.

Finally, graduate students could suffer from a lack of time, support, or training in applying metadata to their interviews. Graduate students are highly focused on researching and writing their theses and their end goal is to successfully defend them. Once completed, they move on to the next stage of their lives. Preserving their interviews for future use is probably not their highest priority. It takes a skilled cataloguer of oral histories thirty minutes to create an oral history record of a transcript;²⁷ graduate students who are expected to create their own bibliographic records could find this an onerous task among their other priorities.

²⁶ Ronald J Grele, “Why Call It Oral History? Some Ruminations From the Field,” *Pennsylvania History* 60, 4 (October 1993): 508.

²⁷ Susan C. Wynne, “Cataloging Oral Histories: Creating MARC Records for Individual Oral History Interviews,” *Cataloging & Classification Quarterly* 47, 6 (July 7, 2009): 561-82, doi:10.1080/01639370902935471.

Suggestions for further research

This study could be replicated among the larger Canadian research universities to determine whether the 28 percent archival rate is consistent. Another research project could replicate and extend Elise Chenier's survey,²⁸ which asked oral historians where their research material was housed. One could take it further by asking researchers the reasons why they did or did not archive. Finally, researchers could study the training and support systems in place for graduate students interested in oral history. Which universities have high interview preservation rates, and why?

Conclusion

While this study reveals that the rate of archiving interviews conducted by graduate students is relatively low, I see three reasons to be hopeful for an improvement. First is some movement in the United States regarding consent obligations for oral histories: a federal agency – the US Department of Health and Human Services – has exempted oral histories from human subject regulation.²⁹ While this ruling does not affect Canadian policy, nevertheless it provides support for Canadian researchers in their efforts to tip the balance away from the default of privacy when it comes to oral history interviews.

The recent [Tri-Agency Open Access Policy on Publications](#) could also improve the accessibility of oral history interviews. Since May 1, 2015, all faculty research funded by NSERC, CIHR, or SSHRC must be made publicly accessible within one year of publication. Authors must submit preprints of their articles to institutional repositories if their findings are published in journals that remain behind paywalls after a one-year embargo period. The Canadian Association of Research Libraries began its Institutional Repository program in 2003, and member libraries built their capacity to house their scholars' output, which includes "article pre-prints and e-prints, as well as dissertations, theses, research reports, images, maps, **audio and video files**...."³⁰ With the Tri-Agency's Open Access mandate in place, faculty members will become more familiar with the process of depositing content into their local repositories. These repositories can be easily purposed to house oral history interviews or transcripts.

²⁸ Chenier, "Hidden from Historians," 268.

²⁹ Oral History Association, "Information about IRBs," *Oral History Association*, accessed March 28, 2016, <http://www.oralhistory.org/information-about-irbs/>.

³⁰ Canadian Association of Research Libraries, "Institutional Repositories Position Statement," 2003, <http://www.carl-abrc.ca/uploads/pdfs/selfarchiving-e.pdf>. Emphasis mine.

Finally, the preservation rate of oral history interviews could be improved with developments on data management as mandated by Tri-Agency funding bodies. Their [Statement of Principles on Digital Data Management](#) reads:

Research data – recorded material that validates research findings and results, and enables reuse or replication... – are increasingly created or translated into digital formats. When properly managed and responsibly shared, these digital resources enable researchers to ask new questions, pursue novel research programmes, test alternative hypotheses, deploy innovative methodologies and collaborate across geographic and disciplinary boundaries.³¹

Canadian academic libraries, whose institutions all belong to the [Canadian Research Data Network](#), are now building data repositories and support services for their faculty. Scholars have control over their data, and can choose open or restricted access. Researchers can establish protocols for access to their oral history interviews where privacy and ethical concerns preclude uploading to the World Wide Web. Researchers could tailor access to their interviews, and remain confident that the data is preserved in a stable repository.

While not all graduate students who conduct oral history will be Tri-Agency funding recipients, they can only benefit from an improved open access research infrastructure within their institutions. Their faculty supervisors, mentors, and librarians will become better versed in these supports as they adjust to the new policies and practices. I am hopeful that the open access movement will lead to an improvement in the preservation rate of oral histories among graduate students.

The last word goes to a graduate student herself, Maureen Pederson. She consulted previously recorded oral histories for her thesis on Finnish settlers in Saskatchewan, who have all since passed away. She writes, “[f]ortunately in a few cases interviews conducted with early pioneers while they were still alive have been captured on audiotape and are available for research purposes.”³² Fortunately, indeed. But access to Canadian oral histories should be the norm, rather than the exception. Sound policy and support should facilitate access, rather than good fortune. Tri-Agency funders who are mandating open access policies are moving us in the right direction.

³¹ Government of Canada, “Science.gc.ca - Draft Tri-Agency Statement of Principles on Digital Data Management,” July 9, 2015, <http://www.science.gc.ca/default.asp?lang=En&n=83F7624E-1>.

³² Maureen A. Pedersen, “‘Wherever Two or Three Are Gathered’: A Study of the Finnish Settlement at New Finland, Saskatchewan, 1888-1945,” M.A. thesis, University of Regina, 2004, 3.

Appendix A: Oral History used as methodology and archival rate

Date	Thesis Title/Institution	Level	Department	Repository
<i>Simon Fraser University</i>				
2013	Listening to a sense of place: acoustic ethnography with Billy Proctor in the Broughton Archipelago, British Columbia	M.A.	Communication	yes
2012	Colombian and Mexican youth migration and acculturation experiences: the shaping of identities in Metropolitan Vancouver	M.A.	Sociology and Anthropology	no
2012	Narrating Palestinian refugees in Lebanon: space, civil society and the moral economy of refugees	M.A.	History	no
2010	Journeys to the "North Country Fair": Exploring the American Vietnam War migration to Vancouver	M.A.	History	no
2009	My voice, my space, our community: a Vancouver DTES community action project	M.A.	Communication	no
2008	Zancouver: the History of Iranian women migrants in Vancouver 1978-2007	M.A.	History	no
2008	Our oral histories are our iron posts: Secwepemc stories and historical consciousness	Ph.D.	Sociology and Anthropology	yes
2008	Heiltsuk stone fish traps: products of my ancestors' labour	M.A.	Archaeology	yes
2007	Making space for rural lesbians: Homosexuality and rurality in British Columbia, 1950-1970s	M.A.	History	no
2005	The control of social space in Mennonite housebarns of Manitoba, 1874-1940	Ph.D.	Archaeology	no
2004	Soundscape composition project on Bowen Island, British Columbia	M.A.	Communication	yes

2003	Ceramicists at the Convención del 45 neighbourhood: contemporary Ecuadorian artisans and their Material culture	M.A.	Archaeology	no
<i>University of Regina</i>				
2009	Fiddlers' journey: The perseverance of one Metis family's identity	M.A.	Canadian Plains Studies	no
2009	The Ochapowace Reserve: The impact of colonialism	M.A.	Indigenous Studies	no
2005	Exploring Cree narrative memory	Ph.D.	Canadian Plains Studies	yes
2002	Agricultural change and farmer adaptation in the Palliser Triangle, Saskatchewan, 1900--1960	Ph.D.	Canadian Plains Studies	no
2001	Revisiting the meaning of Treaty Number Four in southern Saskatchewan	M.A.	Indian Studies	no
2000	Disability and well-being? The story of an Aboriginal woman	MSW	Social Work	no
<i>Carleton University</i>				
2008	Propaganda and persuasion in the Cold War: The Canadian Soviet Friendship Society, 1949--1960	Ph.D.	History	no
2006	Prairie pots and beyond: An examination of Saskatchewan ceramics from the 1960s to present	M.A.	Art History	yes
2002	They brought us Eaton's catalogues': Issues of gender, consumerism, and citizenship in the stories of Second World War British war brides	M.A.	History	no

<i>Concordia University</i>				
2012	Fragmented memories in the graphic novel: Miriam Katin, Bernice Eisenstein, and Miriam Libicki	M.A.	History	no
2011	The dynamics of the disc': ultimate (frisbee), community, & memory, 1968-2011	Ph.D.	History	no
2011	Cultural diversity in Mile End: everyday interactions between Hasidim and non-Hasidim	M.A.	History	no
2011	Finding Meaning in Oral History Sources through Storytelling and Religion : Case Study of Three Cambodian Refugees	M.A.	History	yes
2009	Reclaiming the Darling Foundry: From post-industrial landscape to Quartier Ephemere	M.A.	Special Individualized Program	no
<i>Memorial University</i>				
2011	The Inuit-Metis of Sandwich Bay: Oral histories and Archaeology	M.A.	Archaeology	no
2009	The place of the Labrador fishery in the folklife of a Newfoundland community	M.A.	Folklore	yes
2008	How a community understands its past: Oral History, archaeology and identity in Placentia, Newfoundland and Labrador	M.A.	Folklore	yes

Appendix B: Oral histories consulted as a secondary data source

Date	Thesis Title by Institution	Level	Department
<i>Simon Fraser University</i>			
2015	"Memory is a River" : Imbert Orchard and the Sound of Time and Place	M.A.	Communication
2012	Narrating Palestinian refugees in Lebanon : space, civil society and the moral economy of refugees	M.A.	History
2012	On the edge of change : shifting land use in the Piikani Timber Limit, Porcupine Hills, Alberta	M.A.	Archaeology
2012	Weaving the histories of Klehkwahnnohm : a Tla'amin community in southwest British Columbia	M.A.	Archaeology
2009	Tracking identity in a Harrison Valley pithouse	M.A.	Archaeology
2008	Our oral histories are our iron posts : Secwepemc stories and historical consciousness	Ph.D.	Sociology and Anthropology
2005	The control of social space in Mennonite housebarns of Manitoba, 1874-1940	Ph.D.	Archaeology
<i>University of Regina</i>			
2009	The Ochapowace Reserve: The impact of colonialism	M.A..	Indigenous studies
2006	Understanding the roles of Aboriginal women in Cree traditional narratives	M.A.	Indigenous studies
2005	Exploring Cree narrative memory	Ph.D.	Canadian Plains studies
2004	"Wherever two or three are gathered": A study of the Finnish settlement at New Finland, Saskatchewan, 1888--1945	M.A.	History
2001	Revisiting the meaning of Treaty Number Four in southern Saskatchewan	M.A..	Indian Studies

Carleton University

2002 They brought us Eaton's catalogues': Issues of gender, consumerism, and citizenship in the stories of Second World War British war brides M.A. History

Concordia University

2000 Kitaigorod: A profile of a Jewish shtetl in the Ukraine M.A. Religion

Memorial University

2009 The place of the Labrador fishery in the folklife of a Newfoundland community M.A. Folklore

Appendix C: Bibliography of theses consulted

A. Simon Fraser University

- Bailey, Nicole. "Zancouver: The History of Iranian Women Migrants in Vancouver 1978-2007." M.A., Simon Fraser University, 2008. <http://summit.sfu.ca/item/9017>.
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