



## PROTOCOLE D'ENTRÉE DE DONNÉES SUR STORIES MATTER *STORIES MATTER DATABASE BUILDING PROTOCOL*

**\*\*\*Nota bene\*\*\***

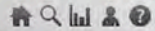
**Il est essentiel de suivre ce protocole à la lettre et de respecter chaque consigne. Toutes les entrevues doivent être traitées de la même façon pour que la base de données soit utilisable. Référez-vous aux entrevues de Hourig Attarian et Deborah Simon (Histoire orale et représentation artistique) à titre d'exemples.**

***It is essential to respect this protocol and every single instruction as all the interviews should be processed in the same way for the database to be usable. Please refer to Hourig Attarian and Deborah Simon (Oral History and Performance working group) interviews as examples.***

\* While watching the interview and proceeding through the following steps, note all information to be included in the **Interviewee Biographical Information**. Eg: the interviewee's *date and place of birth, age and occupation at the time of the interview, important aspects of their family history, education and career milestones, and change of place* (eg. between countries, provinces/states, or neighbourhoods), and any other important themes.

# 1. SESSION LEVEL

Stories Matter

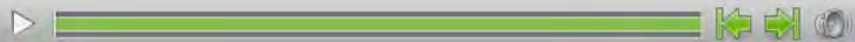
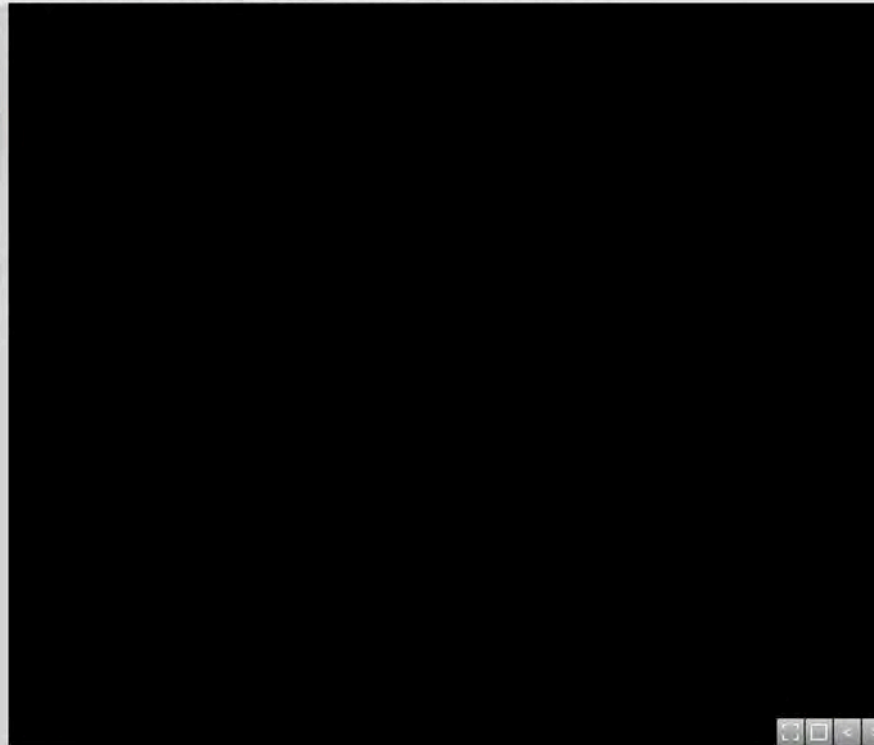


PROJECTS PLAYLISTS

- Histoire de vie Montréal - Cambodge / Montreal Life
- Histoires de vie Montréal - Expériences de jeunes r
- Histoires de vie Montréal - Haïti / Montreal Life Stori
- Histoires de vie Montréal - Histoire orale et représe
- ATTARIAN, Hourig**
  - ATTARIAN\_Hourig\_Session 1 & Session 2
  - ATTARIAN\_Hourig\_Session 3
- BENAHMANDI, Khosro
- BUZIAK, Milena
- GASANA, Sandra
- GUTIEREZ, Orlando
- HOFFMAN, K@th

TAG CLOUD CLIPS

Histoires de vie Montréal - Histoire orale et représentation artistique / Montreal Life Stories - Oral History and Performance | ATTARIAN, Hourig | ATTARIAN\_Hourig\_Session 1 & Session 2



CREATE SESSION THUMBNAIL EDIT SESSION DELETE SESSION CREATE CLIP 00:00:00:00 / 04:04:38:00

Session transcript interviewer interviewee reflection meta-narrative attachments

Summary

Location  [Google Maps](#)

Date

Language

Original medium

CREATE SPACE SAVE SPACE

Interviewee biographical information

SAVE

Session notes

SAVE NOTES

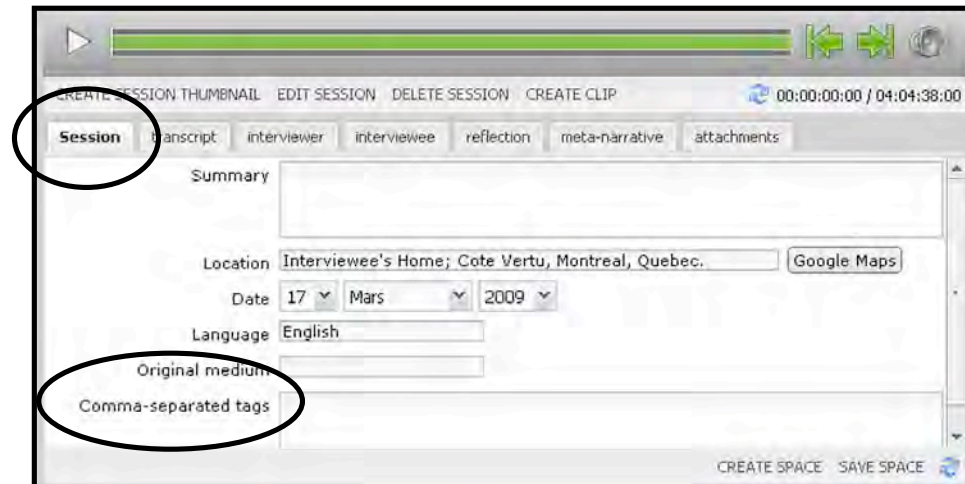
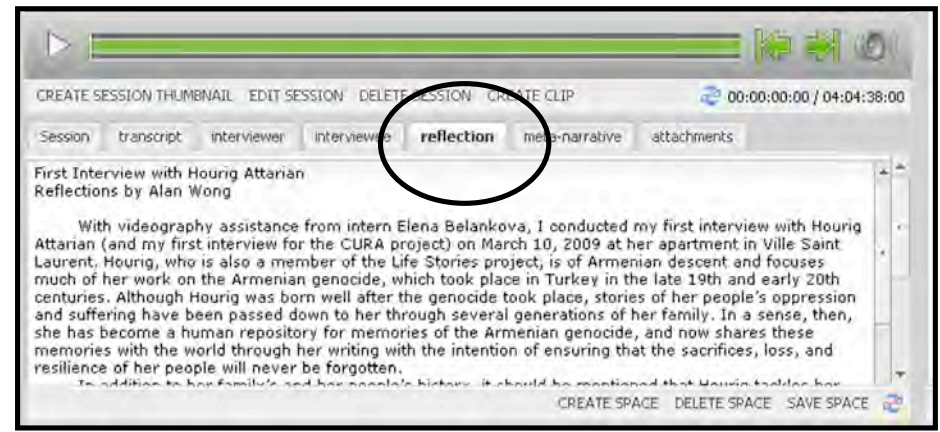
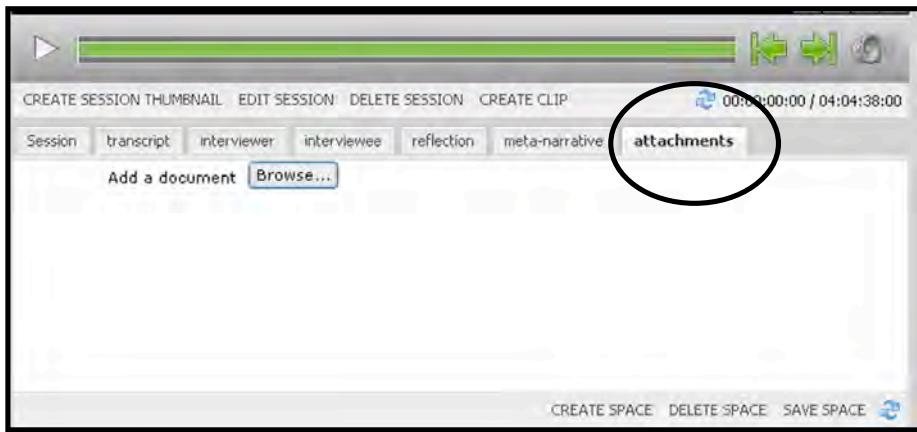
**1a)** Before beginning the interview, locate and read through all of the documents associated with the interview you are working on. These include:

- The **Interviewer's Blog(s)**: Search *Basecamp* > *Rapports des intervieweurs (blogs)*.
- The interview **Chronology**: Search *Basecamp* > *Transcriptions and Chronologies*.
- Interview Consent Forms.

• Click on the “**attachments**” tab. If the **consent forms** for the interview have already been scanned and uploaded note the location and date of the interview as well as the interviewee’s personal information such as their date of birth. If the documents do not appear here scan the document, save it as a pdf, and upload it here: Click “**Browse**” to locate the document and “**open**” it to attach.

• **If the Interviewer has given their consent to make their blog public**, copy and paste the interviewer’s blog into the space under the “**reflection**” tab. (Note: Not all interviews have blogs.)

• Under the **Session** tab, fill in the *location, date and language* of the interview. In the **Comma-separated tags field** enter all relevant **Session Level Tag Terms**.



## 1b) Chronology

At the **Session Level** copy and paste the entire **Chronology** into the **Session Notes** space.

\*\*If there is no existing summary, create one as you clip the interview (refer to the **Chronology Protocol** document for format guidelines).

You will need to make slight modifications to the **Chronology** as you clip the interview so that it appears as follows:

The image shows a 'Session notes' form with several fields and a text area. Callout boxes with arrows point to specific parts of the form, providing instructions on how to format the chronology.

**Session notes**

Interview status: Open to Public

Name of Interviewee: \_\_\_\_\_  
Name of Interviewer: \_\_\_\_\_  
Name of Videographer: \_\_\_\_\_

Session # 1 (Part 1 of 2)  
Number of Sessions: 3  
Place of interview: \_\_\_\_\_  
Date of Interview: \_\_\_\_\_

Chronology made by: \_\_\_\_\_  
Date of Chronology: \_\_\_\_\_  
(Minor Edits to chronology made by: \_\_\_\_\_ on \_[Date]\_)

**CLIP 1**  
00:00:24  
Q: Introduce yourself?

A: The interviewee talked about her name, her Armenian heritage, her educational background and the year she relocated to Canada.

**CLIP 2**  
Q: 01:24:00  
When was the first time that you told your life story in public?

A:

[END OF SESSION 1 of 1]  
[END OF INTERVIEW]

SAVE NOTES

**Callout Box 1:** In the case of longer interview sessions, one session may be divided into more than one part. If applicable, include the part number and the total number of parts.

**Callout Box 2:** If you make changes to an existing chronology, add your own name and the date you did so.

**Callout Box 3:** Clip #  
00:00:00 - Time at which the clip begins  
Q: Write out the question asked by the interviewer.  
**\*Leave a single space\***  
A: Summarize the interviewee's response. Use **one continuous paragraph** for this summary.  
**\*Leave a single space between clips.\***

**Callout Box 4:** Clearly indicate the end of a session: **[SESSION 1 of 1]** and **[END OF INTERVIEW]**.

**Callout Box 5:** In cases where multiple sessions are combined write **[END OF SESSION 1 of 2]** in square brackets. In these instances include the **complete header** (as above) at the start of the new session.

### 1c) Create Clips

At the **Session Level** create clips for each question and answer, using the left and right pointing green arrows to mark the beginning and end of each clip, or enter the times codes manually into the **Clip editor** dialogue box after clicking **Create Clip**.

Start the clip about one second before the question and end it right at the end of the answer.

Click on "**Create Clip**" and the "**Clip Editor**" dialogue box will appear.

The screenshot shows a video player interface with a black background and white text. The main title is "Hourig ATTARIAN" in a large serif font. Below it, it says "Interviewed on:" followed by "March 10 and 17, 2009" in a large serif font. Underneath that is "Part. 1" and "4h04min" in a smaller serif font. At the bottom, it says "Life Stories Project - OHCP Working Group". The video player controls are visible at the bottom, including a play button, a progress bar, and several navigation buttons (rewind, play/pause, fast forward, stop). A black arrow points from the right side of the page to the right-pointing green arrow (fast forward) button. Below the progress bar, there are four buttons: "CREATE SESSION THUMBNAIL", "EDIT SESSION", "DELETE SESSION", and "CREATE CLIP". The "CREATE CLIP" button is circled in black. To the right of these buttons is a timestamp "00:00:02:00 / 04:04:38:00".

**Name the clip** as follows:      **LAST NAME, First Name\_Session 1: Main Theme(s) of clip.**  
For Multiple Sessions:      **LAST NAME, First Name\_Session 1/2: Main Theme(s) of clip.**

In the case of longer sessions that have been divided into multiple parts, indicate this as follows:

LAST NAME, First Name\_Session 1 (Part 1/2): Main Theme(s) of clip.  
LAST NAME, First Name\_Session 1/2 (Part 1/2): Main Theme(s) of clip.

\*\*The extension .1 or .2 indicates **part 1** of session 1 and **part 2** of session one respectively.

In the “**Clip Description**” field enter a summary that is one or two sentences long that includes the main themes of the interviewee’s answer.

Enter clip level tag terms in the “**Comma-separated tags**” field. (See Tag Term list and instructions.)

**Clip editor**

Clip name: ATTARIAN, Hourig\_Session 2: Relationship with her Brother

Clip description: Hourig describes aspects of her brother’s life and recalls that the age difference between them impacted how they interacted, and how they did maintain contact in spite of being geographically separated when she was a teenager and young adult.

Comma-separated tags:

Start time: 03 52 35 00

End time: 04 00 24 00

Time Codes

Save Clip Cancel

Click on “**Save Clip.**”

**Double Check** the start and end time codes by playing the clip. Does it start right before the question? Does it end right at the end of the answer? Adjust time codes if needed by clicking on “**Edit Clip.**” (See “Clip Level” illustration p. 6)

Stories Matter v1.5.1c3

**2. CLIP LEVEL**

You are working offline. [LOGIN](#)

**Stories Matter**

PROJECTS PLAYLISTS

- Histoire de vie Montréal - Cambodge / Montreal Life
- Histoires de vie Montréal - Expériences de jeunes r
- Histoires de vie Montréal - Haïti / Montreal Life Stor
- Histoires de vie Montréal - Histoire orale et représe
  - ATTARIAN, Hourig
    - ATTARIAN\_Hourig\_Session 1 & Session 2
    - ATTARIAN\_Hourig\_Session 3
  - BENAHMANDI, Khosro
  - BUZIAK, Milena
  - GASANA, Sandra
  - GUTIEREZ, Orlando
  - HOFFMAN, Kitty


TAG CLOUD CLIPS

Attarian, Hourig\_Session 2: Good Memories of Beirut. 28 / 31

Attarian, Hourig\_Session 2: Exposure to Writing and 29 / 31

Attarian, Hourig\_Session 2: Relationship with her Brother 30 / 31  
 Hourig describes aspects of her brother's life and recalls that the age difference between them impacted how they interacted, and how they did maintain contact in spite of being geographically separated when she was a teenager and young adult. Start time: 03:52:35:00 End time: 04:00:24:00

Histoires de vie Montréal - Histoire orale et représentation artistique / Montreal Life Stories - Oral History and Performance | ATTARIAN, Hourig | ATTARIAN\_Hourig\_Session 1 & Session 2 | Attarian, Hourig\_Session 2: Relationship with her Brother



Interviewee biographical information

SAVE

Clip notes

CREATE CLIP THUMBNAIL EDIT CLIP DELETE CLIP EXPORT CLIP Dur.: 00:07:49:00 | 03:52:35:00 - 04:00:24:00

reflection meta-narrative

CREATE SPACE DELETE SPACE SAVE SPACE

SAVE NOTES

**2a)** Once you have created a clip, copy and paste the same information entered into the **Session Notes** space (from the Chronology) into the **“Clip Notes”** space. Format this information as follows:

**Clip notes**

CLIP 30  
03:52:35  
Q: What was your relationship like with your brother growing up?

A: The war started just as her brother entered university, so he was unable to attend. He then left for Europe to study. He returned briefly to Lebanon in 1984-84 to work.

She quoted her mother's words regarding the abnormality that in wartime, parents wanted their children to be away from their children, because of a desire for them to be away from the conflict.

She described her experience of being excluded from games by her brother and two other childhood friends because of their age difference. When she became a young adult, her brother left, and so she and her brother picked up their relationship and friendship in adulthood.

She also recalled the years (age 12-25) she saw her brother very little; their relationship was mostly through telephone calls, letters and very sporadic visits to each other. She describes this as part of a "black hole" in her life.

SAVE NOTES

**Clip #**  
**Time at which the clip begins**  
**Q:** Write out the question asked by the interviewer.

**\*Leave a single space\***

**A:** Summarize the interviewee's response. Break up longer responses into **topical or thematic paragraphs** about five or six sentences long.

**\* Skip one line between paragraphs.**

Stories Matter v1.5.1c3

**3. INTERVIEWEE LEVEL**

You are working offline. [LOGIN](#)

Stories Matter

PROJECTS PLAYLISTS

- IOM, Sakara
- TRY, Meng
- YUN, Bun Korn
- Histoires de vie Montréal - Expériences de jeunes r
- Histoires de vie Montréal - Haïti / Montreal Life Stori
- Histoires de vie Montréal - Histoire orale et represen
- ATTARIAN, Hourig**
  - ATTARIAN\_Hourig\_Session 1 & Session 2**
  - ATTARIAN\_Hourig\_Session 3
- BENAHMANDI, Khosro
- BUZIAK, Milena
- BUZIAK, Milena\_session 1 de 1

TAG CLOUD

Histoires de vie Montréal - Histoire orale et représentation artistique / Montreal Life Stories - Oral History and Performance | ATTARIAN, Hourig

ATTARIAN\_Hourig\_Session 1 & Session 2

Interviewee biographical information

SAVE

ATTARIAN\_Hourig\_Session 3

Interviewee notes

NEW SESSION

interviewee reflection meta-narrative

Summary

Comma-separated tags

Tags Filter: All

CREATE SPACE SAVE SPACE

SAVE NOTES

**3a)** \*Once you have entered all of the clip information and have created clips for the entire interview, use the information you have collected in the process to write the **Interviewee’s Biographical Information** and a **Session Summary** for each interview session.

The **Interviewee’s Biographical Information** should include the interviewee’s *date and place of birth, important aspects of their family history, education and career milestones, and change of place* (eg. between countries, provinces/states, or neighbourhoods). Write this in prose (as opposed to point form).

The **Session Summary(ies)** should be a concise, chronological description of what is talked about in the interview session. Again, write this in prose (as opposed to point form).

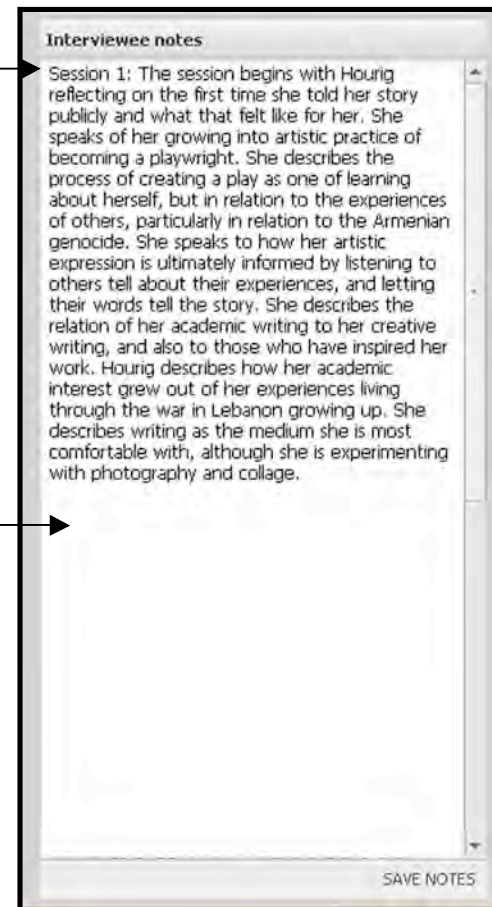
**\*\* You may want to use MS Word or Pages (Mac) to write drafts for both the Biography and the Session Summaries, as Stories Matter is not equipped with a spell-check function.\*\***

- Enter the **Interviewee Bibliographic Information** into the corresponding space.
- Enter the **Session Summary(ies)** in the **Interviewee Notes** space.
- Return to the **Session Level** and enter session summary in the **Summary** field under the **Summary** tab. (See pg. 2 and 19.)



\*If a session has been divided into multiple parts indicate this as follows: **“Session 1 (Part 1 of 2): This session begins...”**

If multiple sessions have been combined, skip one line and enter the next session summary directly below the first.



3b) At the Interviewee Level click once on the session.

Stories Matter v1.5.1c3

Stories Matter

You are working offline. [LOGIN](#)

PROJECTS PLAYLISTS

- IUM, Sakara
- TRY, Meng
- YUN, Bun Korn
- Histoires de vie Montréal - Expériences de jeunes r
- Histoires de vie Montréal - Haiti / Montreal Life Stor
- ATTARIAN, Hourig**
  - ATTARIAN\_Hourig\_Session 1 & Session 2
  - ATTARIAN\_Hourig\_Session 3
- BENAHMANDI, Khosro
- BUZIAK, Milena
  - BUZIAK, Milena\_session 1 de 1

Histoires de vie Montréal - Histoire orale et représentation artistique / Montreal Life Stories - Oral History and Performance | ATTARIAN\_Hourig

ATTARIAN\_Hourig\_Session 1 & Session 2

ATTARIAN\_Hourig\_Session 3

ATTARIAN\_Hourig\_Session 3

Interviewee biographical information

Hourig Attarian was born in 1963 in Beirut, Lebanon. She attended kindergarten in Lebanon, beginning at about the age of three, and continued to live there though her formative years. She began attending an Armenian university in 1982 in Beirut, and completed an undergraduate degree in English Literature in June 1985. After her undergraduate degree she left Lebanon to study in Armenia. She first went there and studied for one term before returning to Lebanon. She subsequently returned to Armenia, this time staying for three years, until 1987. Nearing the end of her stay in Armenia she began the process of applying for immigration to Canada. She applied for immigration through the Canadian Embassy in Moscow, and received her immigration papers.

SAVE

Interviewee notes

Session 1: The session begins with Hourig reflecting on the first time she told her story publicly and what that felt like for her. She speaks of her growing into artistic practice of becoming a playwright. She describes the process of creating a play as one of learning about herself, but in relation to the experiences of others, particularly in relation to the Armenian genocide. She speaks to how her artistic expression is ultimately informed by listening to others tell about their experiences, and letting their words tell the story. She describes the relation of her academic writing to her creative writing, and also to those who have inspired her work. Hourig describes how her academic interest grew out of her experiences living through the war in Lebanon growing up. She describes writing as the medium she is most comfortable with, although she is experimenting with photography and collage.

Session 2: Hourig speaks of growing up in a family that loved to tell stories of the past. She recounts some of her own memories of growing up in Lebanon as well as of the changing uses of different languages among Armenians before and during her childhood. Hourig recounts what she knows about her family history and the story of her own birth. She describes the relationship between her mother and her grandfather, and subsequently she and her grandfather. She recalls some early childhood memories as well as her interests, and what she recalls about her upbringing. Hourig recalls the friends she had as a child, and the activities they engaged in, in particular her closest childhood friend who she now works with in Montreal, and what her good memories of Beirut are. Hourig explains that

NEW SESSION

interviewee reflection meta-narrative

Summary

Comma-separated tags

Tags Filter: All

CREATE SPACE SAVE SPACE

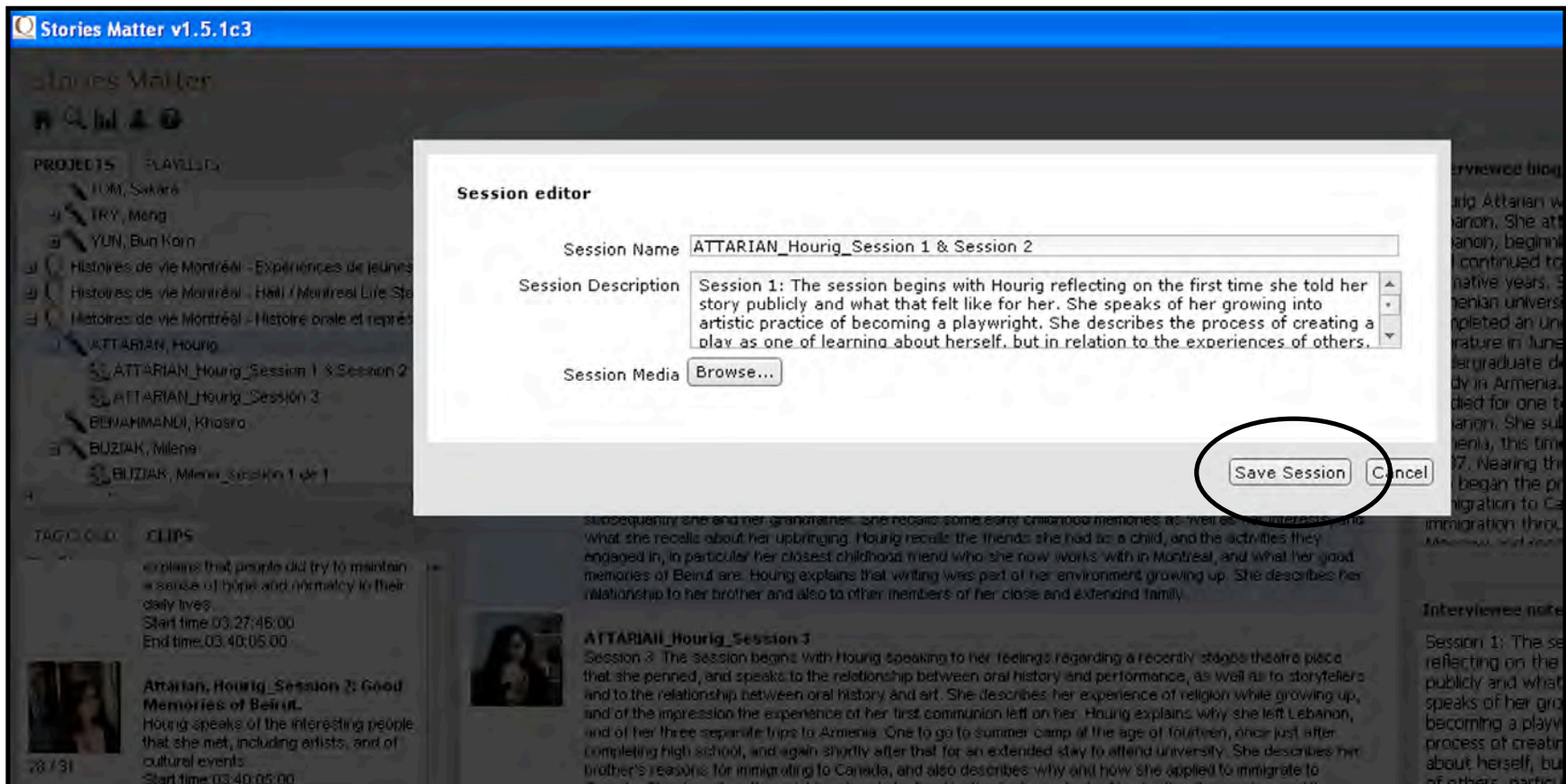
SAVE NOTES

- Enter all interviewee level tags terms in the “Comma-separated tags” field under the interviewee tab.
- Click on “Edit Session.”

The screenshot displays the 'Stories Matter v1.5.1c3' application window. The interface is divided into several sections:

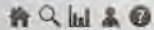
- Top Bar:** Shows the application name and a status message: "You are working offline. LOGIN".
- Left Panel (Navigation):**
  - PROJECTS:** Lists various projects, with "ATTARIAN, Hourig" and its sessions highlighted by a black box.
  - TAG CLOUD:** A list of tags, with "reflection" and "meta-narrative" circled in black.
  - CLIPS:** A list of clips with thumbnails and titles, such as "Attarian, Hourig\_Session 2: Good Memories of Beirut".
- Main Content Area:**
  - Header: "Histoires de vie Montréal - Histoire orale et représentation artistique / Montreal Life Stories - Oral History and Performance | ATTARIAN, Hourig".
  - Session List: "ATTARIAN\_Hourig\_Session 1 & Session 2" and "ATTARIAN\_Hourig Session 3".
  - Buttons: "NEW SESSION", "EDIT SESSION" (circled in black), and "DELETE SESSION".
  - Fields: "interviewee" (containing "reflection", "meta-narrative"), "Summary", and "Comma-separated tags".
- Right Panel (Information):**
  - Interviewee biographical information:** A text box containing details about Hourig Attarian's life, including her birth in Beirut, Lebanon, and her education in Armenia and Canada.
  - Interviewee notes:** A text box containing notes for "Session 1" and "Session 2".

In the “Session Editor” dialogue box, enter the Session Summary in the “Session Description” field and click “Save Session.”



You are working offline. [LOGIN](#)

Stories Matter



PROJECTS PLAYLISTS

- Histoire de vie Montréal - Cambodge / Montreal Life
- Histoires de vie Montréal - Experiences de jeunes r
- Histoires de vie Montréal - Haïti / Montreal Life Story**
- Histoires de vie Montréal - Histoire orale et représen
- ATTARIAN, Hourig
  - ATTARIAN\_Hourig\_Session 1 & Session 2
  - ATTARIAN\_Hourig\_Session 2
- BENAHMANDI, Khosro
- BUZIAK, Milena
- GASANA, Sandra
- GUTIEREZ, Orlando
- HOFFMAN, Kitty

TAG CLOUD

- [Accueil](#) [A propos](#) [Aide](#) [Contact](#)
- [Accueil](#) [A propos](#) [Aide](#) [Contact](#)
- [Ajustement à la vie au Canada](#)
- [Ajustement à la vie au Canada](#) [Bisesero](#) [Bisesero](#)
- [Communauté](#)
- [Education Working Group](#) [Enfants](#) [FPR](#)
- [Fin de la violence](#)
- [Groupe de travail en Education](#)
- [Histoire de Famille](#) [Hutu](#)
- [Immigré au Canada](#) [Kabuga](#) [Kibuye](#)
- [Kiqali](#) [Mariage](#) [Maroc / Morocco](#)
- [Membres de la famille](#) [Membres de la famille](#)
- [Montréal](#) [Mort](#) [Parte](#)
- [Premiers signes de violence](#)
- [Progression de la violence](#)
- [Rwanda](#) [Saint-Paul](#) [Saint-Paul](#)

Tags Filter: All

Histoires de vie Montréal - Histoire orale et représentation artistique / Montreal Life Stories - Oral History and Performance



**ATTARIAN, Hourig**  
(english)



**BENAHMAHDI, Khosro**  
(english)



**BUZIAK, Milena**



**GASANA, Sandra**  
(français)



**GUTIEREZ, Orlando**  
(español)



**HOFFMAN, Kitty**  
(english)



**LEFEBVRE, Jocelyn**  
(français)



**LOYATEF, Ehab**  
(english)



**LUMB, Janet**  
(english)

Janet Lumb is third generation Chinese Canadian and was born in Toronto in a family of 7. She remembers her

NEW INTERVIEWEE

Histoires de vie Montréal - Histoire orale et représentation artistique / Montreal Life Stories - Oral History and Performance



**Histoires de vie Montréal - Histoire orale et représentation artistique / Montreal Life Stories - Oral History and Performance**

(English follows)

Cette base de données contient des entrevues réalisées en anglais et en français par le groupe de travail Histoires de vie en éducation de l'Alliance de recherche université-communauté "Histoires de vie des Montréalais déplacés par la guerre, le génocide et autres violations des droits de la personne".

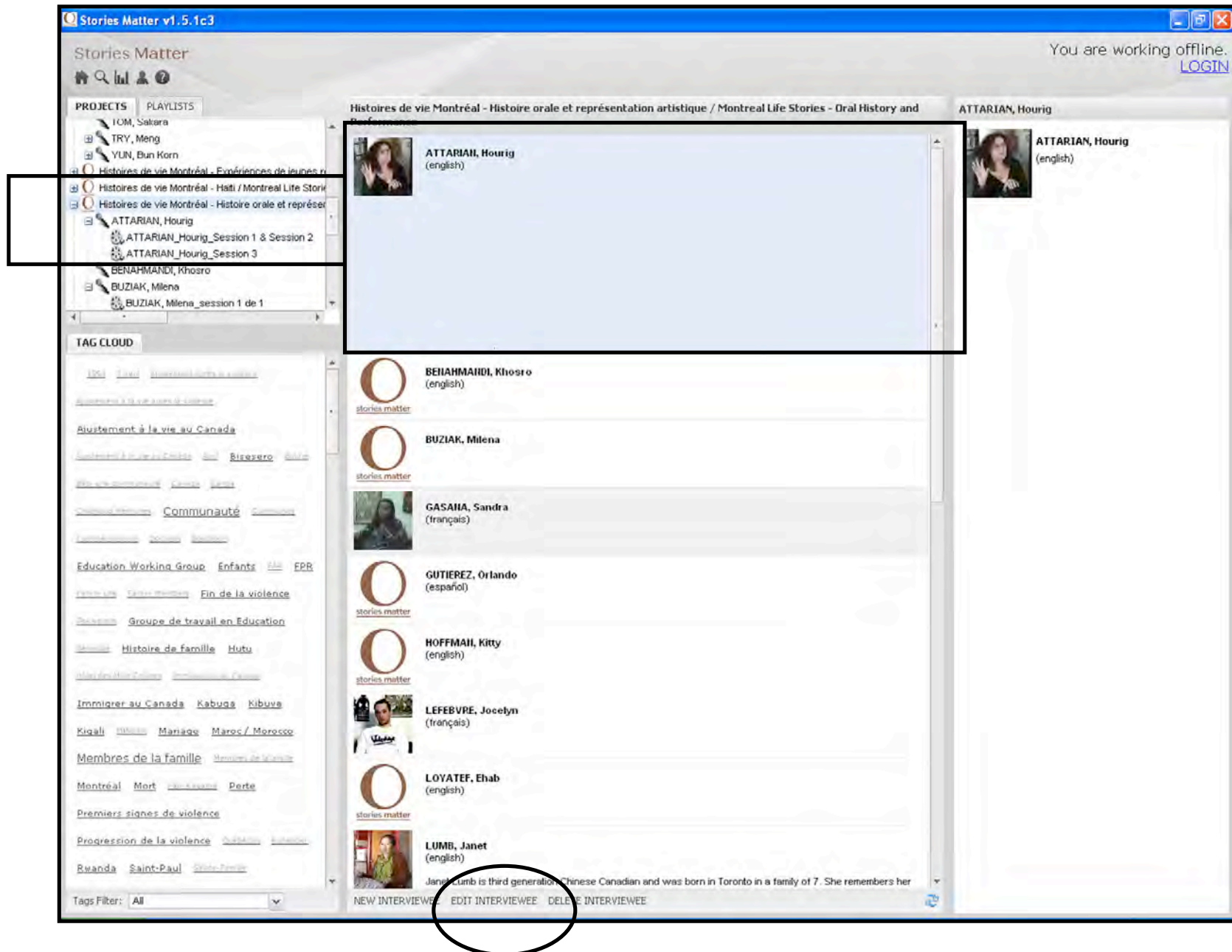
En plus de réaliser des entrevues avec des artistes dont l'histoire personnelle est marquée par le déplacement et/ou la violation des droits de la personne, ce groupe de travail utilise les entrevues d'histoires de vie recueillies par le projet comme base pour des performances théâtrales, de la danse, de la musique, des installations, de la radio et de la vidéo dans le but de mettre en évidence les similarités transculturelles et les différences qui ressortent des expériences de violations des droits de la personne chez ces personnes. Ce faisant, ils visent à créer et documenter une série de lignes directrices sur l'éthique, l'esthétique et la méthodologie qui pourront être disséminés au grand public.

This database contains a series of interviews conducted in English and French by affiliates of the Oral History and Performance Working Group of the Life Stories of Montrealers Displaced by War, Genocide and Other Human Rights Violations Community-University Research Alliance.

The Oral History and Performance Working Group uses the oral history interviews collected by the Life Stories project as a foundation for performance in theatre, dance, music, installation, radio and video with the goal of highlighting cross-cultural similarities and differences that emerge from people's experiences of human rights violations. In doing so, they aim to develop and document a series of ethical, aesthetic and methodological guidelines which can be disseminated to the wider community.

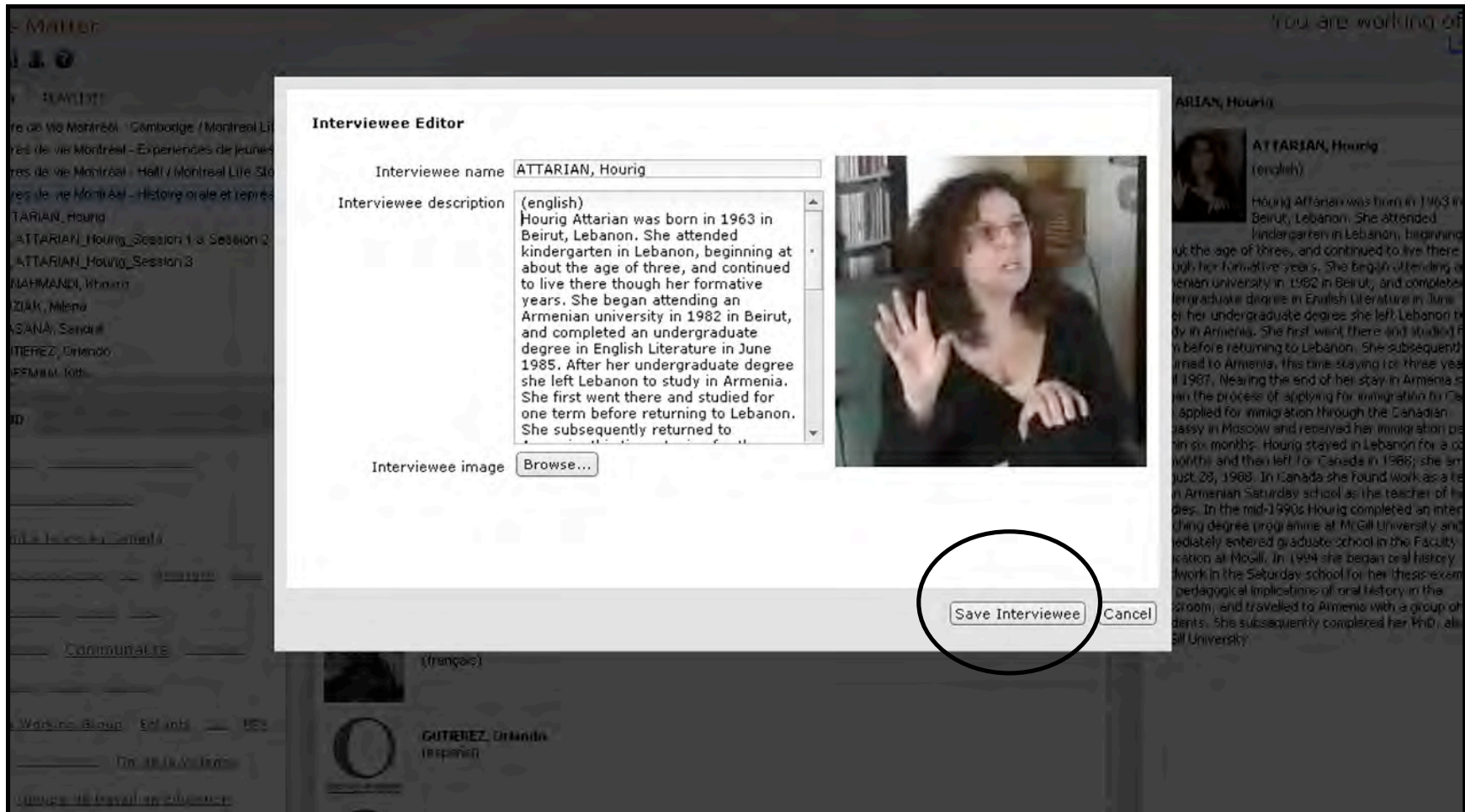
The group is also conducting interviews with artists who are living in Montreal because they were displaced from their places of origin by mass violence.

4a) At the **Project Level** click once on the interviewee and then click **“Edit Interviewee.”**



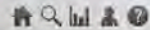
In the **Interviewee Editor** dialogue box in the **Interviewee Description** field enter the **language** of the interview between brackets.

Copy and paste the **Interviewee's Biographical Information** into the same field, directly under the language of the interview and click **"Save interviewee."**



Once you have completed each section of the interview as above, the different levels should appear as follows:

Stories Matter



PROJECTS PLAYLISTS

- Histoire de vie Montréal - Cambodge / Montreal Life
- Histoires de vie Montréal - Expériences de jeunes n
- Histoires de vie Montréal - Haïti / Montreal Life Story
- Histoires de vie Montréal - Histoire orale et représen
  - ATTARIAN, Hourig
  - ATTARIAN\_Hourig\_Session 1 & Session 2
  - ATTARIAN\_Hourig\_Session 3
- BENAHMANDI, Khosro
- BUZIAK, Milena
- GASANA, Sandra
- GUTIEREZ, Orlando
- HOFFMAN, Kitty

TAG CLOUD

- Adaptation à la vie au Canada
- Ajustement à la vie au Canada
- Biseséro
- Communauté
- Education Working Group Enfants FPR
- Fin de la violence
- Groupes de travail en Education
- Histoire de famille Hutu
- Immigrés au Canada Kabuga Kibuga
- Kigali Mariage Maroc / Morocco
- Membres de la famille
- Montréal Mort Parté
- Premiers signes de violence
- Progression de la violence
- Rwanda Saint-Paul

Tags Filter: All

Histoires de vie Montréal - Histoire orale et représentation artistique / Montreal Life Stories - Oral History and Performance



**ATTARIAN, Hourig**  
(english)

Hourig Attarian was born in 1963 in Beirut, Lebanon. She attended kindergarten in Lebanon, beginning at about the age of three, and continued to live there through her formative years. She began attending an Armenian university in 1982 in Beirut, and completed an undergraduate degree in English Literature in June 1985. After her undergraduate degree she left Lebanon to study in Armenia. She first went there and studied for one term before returning to Lebanon. She subsequently returned to Armenia, this time staying for three years, until 1987. Nearing the end of her stay in Armenia she began the process of applying for immigration to Canada. She applied for immigration through the Canadian Embassy in Moscow and received her immigration papers within six months. Hourig stayed in Lebanon for a couple of months and then left for Canada in 1988, she arrived August 28, 1988. In Canada she found work as a teacher in an Armenian Saturday school as the teacher of heritage studies. In the mid-1990s Hourig completed an intensive teaching degree programme at McGill University and immediately entered graduate school in the Faculty of Education at McGill. In 1994 she began oral history fieldwork in the Saturday school for her thesis examining the pedagogical implications of oral history in the classroom, and travelled to Armenia with a group of students. She subsequently completed her PhD, also at McGill University



**BEHAHMAIDI, Khosro**  
(english)



**BUZIAK, Milena**



**GASANA, Sandra**  
(français)



**GUTIEREZ, Orlando**  
(español)



**HOFFMAIL, Kitty**  
(english)



**LEFEBVRE, Jocelyn**  
(français)



**LOYATEF, Ehab**  
(english)



**LUMB, Janet**  
(english)

Janet Lumb is third generation Chinese Canadian and was born in Toronto in a family of 7. She remembers her

NEW INTERVIEWEE

Histoires de vie Montréal - Histoire orale et représentation artistique / Montreal Life Stories - Oral History and Performance



**Histoires de vie Montréal - Histoire orale et représentation artistique / Montreal Life Stories - Oral History and Performance**

(English Follows)

Cette base de données contient des entrevues réalisées en anglais et en français par le groupe de travail Histoires de vie en éducation de l'Alliance de recherche université-communauté "Histoires de vie des Montréalais déplacés par la guerre, le génocide et autres violations des droits de la personne".

En plus de réaliser des entrevues avec des artistes dont l'histoire personnelle est marquée par le déplacement et/ou la violation des droits de la personne, ce groupe de travail utilise les entrevues d'histoires de vie recueillies par le projet comme base pour des performances théâtrales, de la danse, de la musique, des installations, de la radio et de la vidéo dans le but de mettre en évidence les similarités transculturelles et les différences qui ressortent des expériences de violations des droits de la personne chez ces personnes. Ce faisant, ils visent à créer et documenter une série de lignes directrices sur l'éthique, l'esthétique et la méthodologie qui pourront être disséminés au grand public.

This database contains a series of interviews conducted in English and French by affiliates of the Oral History and Performance Working Group of the Life Stories of Montrealers Displaced by War, Genocide and Other Human Rights Violations Community-University Research Alliance.

The Oral History and Performance Working Group uses the oral history interviews collected by the Life Stories project as a foundation for performance in theatre, dance, music, installation, radio and video with the goal of highlighting cross-cultural similarities and differences that emerge from people's experiences of human rights violations. In doing so, they aim to develop and document a series of ethical, aesthetic and methodological guidelines which can be disseminated to the wider community.

The group is also conducting interviews with artists who are living in Montreal because they were displaced from their places of origin by mass violence.

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**INTERVIEWEE LEVEL**

You are working offline. [LOGIN](#)

**PROJECTS** PLAYLISTS

- Histoire de vie Montréal - Cambodge / Montreal Life
- Histoires de vie Montréal - Expériences de jeunes r
- Histoires de vie Montréal - Haiti / Montreal Life Stor
- Histoires de vie Montréal - Histoire orale et représen
  - ATTARIAN, Hourig**
    - ATTARIAN\_Hourig\_Session 1 & Session 2
    - ATTARIAN\_Hourig\_Session 3
  - BENAHMANDI, Khosro
  - BUZIAK, Milena
  - GAŞANA, Sandra
  - GUTIEREZ, Orlando
  - HOEFMAN, Kibv

**TAG CLOUD**

[Ajustement à la vie au Canada](#)

[Bisesero](#)

[Communauté](#)

[Education Working Group](#) [Enfants](#) [FPR](#)

[Fin de la violence](#)

[Groupe de travail en Education](#)

[Histoire de famille](#) [Hutu](#)

[Immigrer au Canada](#) [Kabuga](#) [Kibuye](#)

[Kigali](#) [Mariage](#) [Maroc / Morocco](#)

[Membres de la famille](#) [Mort](#) [Perte](#)

[Premiers signes de violence](#)

[Progression de la violence](#)

[Rwanda](#) [Saint-Paul](#) [Soudan / Sudan](#)

Tags Filter: All

Histoires de vie Montréal - Histoire orale et représentation artistique / Montreal Life Stories - Oral History and Performance | ATTARIAN, Hourig

**ATTARIAN\_Hourig\_Session 1 & Session 2**

Session 1: The session begins with Hourig reflecting on the first time she told her story publicly and what that felt like for her. She speaks of her growing into artistic practice of becoming a playwright. She describes the process of creating a play as one of learning about herself, but in relation to the experiences of others, particularly in relation to the Armenian genocide. She speaks to how her artistic expression is ultimately informed by listening to others tell about their experiences, and letting their words tell the story. She describes the relation of her academic writing to her creative writing, and also to those who have inspired her work. Hourig describes how her academic interest grew out of her experiences living through the war in Lebanon growing up. She describes writing as the medium she is most comfortable with, although she is experimenting with photography and collage.

Session 2: Hourig speaks of growing up in a family that loved to tell stories of the past. She recounts some of her own memories of growing up in Lebanon as well as of the changing uses of different languages among Armenians before and during her childhood. Hourig recounts what she knows about her family history and the story of her own birth. She describes the relationship between her mother and her grandfather, and subsequently she and her grandfather. She recalls some early childhood memories as well as her interests, and what she recalls about her upbringing. Hourig recalls the friends she had as a child, and the activities they engaged in, in particular her closest childhood friend who she now works with in Montreal, and what her good memories of Beirut are. Hourig explains that writing was part of her environment growing up. She describes her relationship to her brother and also to other members of her close and extended family.

**ATTARIAN\_Hourig\_Session 3**

Session 3: The session begins with Hourig speaking to her feelings regarding a recently stages theatre piece that she penned, and speaks to the relationship between oral history and performance, as well as to storytellers and to the relationship between oral history and art. She describes her experience of religion while growing up, and of the impression the experience of her first communion left on her. Hourig explains why she left Lebanon, and of her three separate trips to Armenia: One to go to summer camp at the age of fourteen, once just after completing high school, and again shortly after that for an extended stay to attend university. She describes her brother's reasons for immigrating to Canada, and also describes why and how she applied to immigrate to Canada. She describes the neighbourhood she lived in, the feelings she had in shortly after moving, and the gradual process of coming to think of Montreal as her home. She describes her teaching jobs as well as her return to university at McGill University, and her foray in to oral history in relation to education.

NEW SESSION

interviewee: reflection meta-narrative

Summary

Comma-separated tags

**Interviewee biographical information**

Hourig Attarian was born in 1963 in Beirut, Lebanon. She attended kindergarten in Lebanon, beginning at about the age of three, and continued to live there though her formative years. She began attending an Armenian university in 1982 in Beirut, and completed an undergraduate degree in English Literature in June 1985. After her undergraduate degree she left Lebanon to study in Armenia. She first went there and studied for one term before returning to Lebanon. She subsequently returned to Armenia, this time staying for three years, until 1987. Nearing the end of her stay in Armenia she began the process of applying for immigration to Canada. She applied for immigration through the Canadian Embassy in Moscow, and received her immigration papers.

SAVE

**Interviewee notes**

Session 1: The session begins with Hourig reflecting on the first time she told her story publicly and what that felt like for her. She speaks of her growing into artistic practice of becoming a playwright. She describes the process of creating a play as one of learning about herself, but in relation to the experiences of others, particularly in relation to the Armenian genocide. She speaks to how her artistic expression is ultimately informed by listening to others tell about their experiences, and letting their words tell the story. She describes the relation of her academic writing to her creative writing, and also to those who have inspired her work. Hourig describes how her academic interest grew out of her experiences living through the war in Lebanon growing up. She describes writing as the medium she is most comfortable with, although she is experimenting with photography and collage.

Session 2: Hourig speaks of growing up in a family that loved to tell stories of the past. She recounts some of her own memories of growing up in Lebanon as well as of the changing uses of different languages among Armenians before and during her childhood. Hourig recounts what she knows about her family history and the story of her own birth. She describes the relationship between her mother and her grandfather, and subsequently she and her grandfather. She recalls some early childhood memories as well as her interests, and what she recalls about her upbringing. Hourig recalls the friends she had as a child, and the activities they engaged in, in particular her closest childhood friend who she now works with in Montreal, and what her good memories of Beirut are. Hourig explains that

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SESSION LEVEL

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**PROJECTS** | **PLAYLISTS**

- Histoire de vie Montréal - Cambodge / Montreal Life
- Histoires de vie Montréal - Expériences de jeunes r
- Histoires de vie Montréal - Haïti / Montreal Life Storie
- Histoires de vie Montréal - Histoire orale et représen
- ATTARIAN, Hourig
  - ATTARIAN\_Hourig\_Session 1 & Session 2
  - ATTARIAN\_Hourig\_Session 3
- BENAHMANDI, Khosro
- BUZIAK, Milena
- GASANA, Sandra
- GUTIEREZ, Orlando
- HOFFMAN, Kéty

**TAG CLOUD** | **CLIPS**

- violence in Beirut, and describes how at times she became fatalistic. She explains that people did try to maintain a sense of hope and normalcy in their daily lives. Start time: 03:27:46:00 End time: 03:40:05:00
- ATTARIAN, Hourig\_Session 2: Good Memories of Beirut.** Hourig speaks of the interesting people that she met in Beirut, including artists, and of cultural events. Start time: 03:40:05:00 End time: 03:48:17:00
- ATTARIAN, Hourig\_Session 2: Exposure to Writing** Hourig recalls that her early exposure to the practice of writing was through her father who owned a publishing house and was an author. Start time: 03:48:17:00 End time: 03:52:34:00
- ATTARIAN, Hourig\_Session 2: Relationship with her Brother** Hourig describes aspects of her brother's life and recalls that their age difference as well as living in different locations impacted how they interacted. Start time: 03:52:35:00 End time: 04:00:24:00
- ATTARIAN, Hourig\_Session 2: Extended Family** Hourig describes her maternal and paternal extended families, and that she formed relationships with some family members as an adult. She explains the impact of the war and emigration on these relationships. Start time: 04:00:24:00 End time: 04:04:38:00

Histoires de vie Montréal - Histoire orale et représentation artistique / Montreal Life Stories - Oral History and Performance | ATTARIAN, Hourig | ATTARIAN\_Hourig\_Session 1 & Session 2

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CREATE SESSION THUMBNAIL EDIT SESSION DELETE SESSION CREATE CLIP 00:00:00:00 / 04:04:38:00

**Session** transcript interviewer interviewee reflection meta-narrative attachments

Summary ▶  
 Session 1: The session begins with Hourig reflecting on the first time she told her story publicly and what that felt like for her. She speaks of her growing into artistic practice of becoming a playwright. She describes the process of creating a play as one of learning about herself, but in relation to the

Location  Google Maps

Date

Language

Original medium

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**Interviewee biographical information**

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SAVE

**Session notes**

Interview status: Open to Public

Name of Interviewee: Hourig Attarian  
 Name of Interviewer: Alan Wong  
 Name of Videographer: Elena Benevakov

Session # 1  
 Number of Sessions: 3  
 Place of interview: Interviewee's Home  
 Date of Interview: march 10, 2009

Chronology made by: Jun Luo  
 Date of Chronology: April 6, 2009  
 (Minor Edits to chronology made by: K. Moore, May, 2009.)

CLIP 1  
 00:00:24  
 Q: Introduce yourself?

A: The interviewee talked about her name, her Armenian heritage, her educational background and the year she relocated to Canada.

CLIP 2  
 Q: 01:24:00  
 When was the first time that you told your life story in public?

A: She talked about her doctorate journey in which she did a lot of research on genocide survivors. Then she started look at life stories research as well as autobiographical inquiry. She also said that her interview with a 95-year-old genocide survivor inspired her to tell her own story in public.

CLIP 3

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CLIP LEVEL

Stories Matter

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**PROJECTS** | **PLAYLISTS**

- Histoire de vie Montréal - Cambodge / Montreal Life
- Histoires de vie Montréal - Expériences de jeunes r
- Histoires de vie Montréal - Haïti / Montreal Life Stori
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- GUTIEREZ, Orlando
- HOFFEMAN, Kéty

**TAG CLOUD** | **CLIPS**

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**Attarian, Hourig\_Session 2: Good Memories of Beirut.**  
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**Attarian, Hourig\_Session 2: Exposure to Writing and**  
Recalls her early exposure to the practice of writing was through her father who owned a publishing house and was an author.  
Start time: 03:48:17:00  
End time: 03:52:34:00

**Attarian, Hourig\_Session 2: Relationship with her Brother**  
Hourig describes aspects of her brother's life and recalls that the age difference between them impacted how they interacted, and how they did maintain contact in spite of being geographically separated when she was a teenager and young adult.  
Start time: 03:52:35:00  
End time: 04:00:24:00

**Attarian, Hourig\_Session2: Extended Family**  
Hourig describes her maternal and paternal extended families, and that she formed relationships with some family members as an adult. She explains the impact of the war and emigration on these relationships.  
Start time: 04:00:24:00  
End time: 04:04:38:00

Histoires de vie Montréal - Histoire orale et représentation artistique / Montreal Life Stories - Oral History and Performance | ATTARIAN, Hourig | ATTARIAN\_Hourig\_Session 1 & Session 2 | Attarian, Hourig\_Session2: Extended Family

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CREATE CLIP THUMBNAIL | EDIT CLIP | DELETE CLIP | EXPORT CLIP
 Dur.: 00:04:14:00 | 04:04:34:00 - 04:04:38:00

reflection
meta-narrative

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 SAVE NOTES

**Interviewee biographical information**

Hourig Attarian was born in 1963 in Beirut, Lebanon. She attended kindergarten in Lebanon, beginning at about the age of three, and continued to live there though her formative years. She began attending an Armenian university in 1982 in Beirut, and completed an undergraduate degree in English Literature in June 1985. After her undergraduate degree she left Lebanon to study in Armenia. She first went there and studied for one term before returning to Lebanon. She subsequently returned to Armenia, this time staying for three years, until 1987. Nearing the end of her stay in Armenia she began the process of applying for immigration to Canada. She applied for immigration through the Canadian Embassy in Moscow and received her immigration papers.

[SAVE](#)

**Clip notes**

CLIP 30  
04:00:24  
Q: How big was your extended family in terms of who you have been in contact with? Who was your circle?

A: She described her extended families both on mother side and on father side. She recalls that her extended family shrunk before and during the war. She said that she picked up the relationship with extended family members as an adult.

She also told about the extended families coming from ethno cultural origins other than Armenian and described the interrupted relationship with them because of the war.

She indicated that on her father's side there is a huge extended family in the U.S. She has met a few who visited in Lebanon, and a few when she visited the U.S., but a lot of them she doesn't know.

[SAVE NOTES](#)

## **Appendix » Tags Terms/ Mots-clés**

\*\*\* Inscrivez les mots-clés en français ET en anglais, exactement comme ils apparaissent dans la liste ci-dessous. Utilisez des virgules (sans espace) pour les séparer. \*\*\*

\*\*\* Use both the English AND the French tag terms exactly as they appear on the list below. Use commas (without leaving a space) to separate them.\*\*\*

Ex : famille / family, communauté / community, tension / tension

### **Mots-clés – Niveau session et clip / Session and Clip Levels Tag Terms**

<p><b><u>famille / family</u></b></p> <p>-Description des grands-parents, des parents, des frères et sœurs, de la vie de famille, des relations entre les membres de la famille, de souvenirs des fêtes de famille et autres célébrations. -Descriptions of the interviewee's grandparents, parents, siblings, of their family life, relations among family members, memories of family holidays and celebrations.</p>
<p><b><u>communauté / community</u></b></p> <p>-Descriptions des relations sociales dans le quartier, le village ou la ville de l'interviewé(e) ainsi qu'au sein de certains groupes. -Descriptions of social relations in the interviewee's neighborhood, town or city, or among different groups.</p>
<p><b><u>souvenirs d'enfance / childhood memories</u></b></p> <p>-Descriptions de la maison familiale, de la vie quotidienne en tant qu'enfant, des amis, des activités des jeux, etc. -Descriptions of the family home, daily life, being a child, friends, play activities, games, etc.</p>
<p><b><u>éducation / education</u></b></p> <p>-Descriptions de l'éducation familiale reçue par l'interviewé(e), de son parcours scolaire, de sa formation religieuse, descriptions de la façon dont l'interviewé(e) transmet ses connaissances et valeurs, etc. -Descriptions of the interviewee's education through family, school, religious teachings, and how the interviewees transmit their knowledge and values.</p>
<p><b><u>passage à l'âge adulte / coming of age</u></b></p> <p>- Descriptions de la perception de l'interviewé(e) de son passage de l'enfance à l'âge adulte, de son adolescence, etc. - Descriptions of the interviewee's perception of their transition from childhood to adulthood.</p>
<p><b><u>travail/work</u></b></p> <p>-Descriptions of both paid employment and volunteer activities.</p>

<p><b><u>politique / politics</u></b></p> <p>-Descriptions des expériences et/ou opinions de l'interviewé(e) par rapport à des idées et organisations politiques.          -Descriptions of the interviewees' experiences and/or opinions regarding political ideas and organizations.</p>
<p><b><u>religion et croyances / religion and beliefs</u></b></p> <p>-Descriptions des expériences et/ou opinions de l'interviewé(e) par rapport à des croyances et/ou à une/des religion(s).          -Descriptions of the interviewees' experiences and/or opinions regarding spiritual beliefs and/or of religion(s).</p>
<p><b><u>tension / tension</u></b></p> <p>-Descriptions de tensions perçues par l'interviewé(e) entre des groupes sociaux, politiques ou religieux.          -Descriptions of tensions perceived by the interviewee between social, political or religious groups.</p>
<p><b><u>actes de violence / acts of violence</u></b></p> <p>-Descriptions d'émeutes, de disparitions, de torture, d'exécutions et de blessures de combattants ou de civils, à l'intérieur ou près de la communauté de l'interviewé(e), de l'évolution de la violence dans le temps, de l'émergence de groupes militaires, etc.          -Descriptions of riots, disappearances, torture, executions, and injury to combatants and civilians within or near to the interviewee's community, how the violence changed over time, the emergence of new military groups, etc.</p>
<p><b><u>réponse à la violence / response to violence</u></b></p> <p>-Descriptions de comment l'interviewé(e) et sa famille ont répondu à la violence, tactiques et décisions prises pour assurer leur survie, pourquoi l'interviewé(e) pense qu'il/elle a survécu..          -Descriptions of how the interviewee and his/her family responded to the violence, tactics used and decisions people made to try to ensure their survival, why an interviewee thinks they survived.</p>
<p><b><u>vie de soldat(e) / life as a soldier</u></b></p> <p>-Descriptions de la formation pour devenir un combattant, participation à des affrontements militaires ou des luttes armées, etc.          -Descriptions of training to become a combatant, battles fought, etc.</p>
<p><b><u>déplacement / displacement</u></b></p> <p>-Descriptions du départ du domicile en raison de la violence, recherche d'un lieu de refuge, vie dans un camp de personnes déplacées ou de réfugiés, installation temporaire ou à long terme dans une autre ville ou à l'étranger.          -Descriptions of fleeing home because of violence, finding refuge, living in a displaced persons or refugee camp, temporary or long term settlement in a foreign place.</p>

<p><b><u>détention / internment</u></b></p> <p>-Descriptions de la vie en prison, dans les camps de concentration ou de prisonniers de guerre, d'une détention contraire à la volonté de l'individu.</p> <p>-Descriptions of life in prison, concentration camps or prisoner of war camps, being interned against one's will.</p>
<p><b><u>mort / death</u></b></p> <p>-Descriptions des expériences et réactions de l'interviewé(e) face à la menace de la mort ou à la mort elle-même, tant la sienne que celle de ses proches ou d'autres personnes.</p> <p>-Descriptions of how the interviewee responded to the threat of death or death itself as it impacted them personally, those close to them or others.</p>
<p><b><u>fin de la violence organisée / end of organized violence</u></b></p> <p>-Descriptions des événements qui ont causé la fin d'une période de violence organisée, d'un régime politique, description de la transition vers un relatif retour au calme, etc.</p> <p>-Descriptions of the events that caused the violence to cease, end of a political regime, transition to a relative calm, etc.</p>
<p><b><u>la vie après la violence / life after violence</u></b></p> <p>-Descriptions du processus par lequel l'interviewé(e) a repris le cours de sa vie après une période de violence organisée.</p> <p>-Descriptions of how people came to terms with their lives in the aftermath of a period of organized violence.</p>
<p><b><u>immigration au canada / immigrating to canada</u></b></p> <p>-Descriptions du processus par lequel l'interviewé(e) a immigré au Canada et de sa trajectoire migratoire.</p> <p>-Descriptions of the process that led the interviewees to immigrate to Canada, route of migration, etc.</p>
<p><b><u>adaptation à la vie au canada / adjusting to life in canada</u></b></p> <p>-Descriptions de la vie au Canada à l'arrivée de l'interviewé(e), des relations avec la(les) communauté(s) d'accueil, du processus d'adaptation culturelle, etc.</p> <p>-Descriptions of what life in Canada was like when interviewees first arrived, relationships with local community(ies), cultural adjustment(s), etc.</p>
<p><b><u>relations amoureuses et vie de couple / romantic relationships and partnerships</u></b></p> <p>-Descriptions de(s) relation(s) amoureuse(s), conjoint(s), mariage(s), etc.</p> <p>-Descriptions of romantic relationship(s), partner(s), marriage(s), etc.</p>

**se souvenir publiquement / public remembering**

- Descriptions de comment et pourquoi l'interviewé(e) partage publiquement ses expériences et son histoire tout en apprenant de celles des autres.
- Descriptions of how and why interviewees share their experiences and stories publicly and how they learn from others.

**se souvenir en privé / private remembering**

- Descriptions de comment et pourquoi l'interviewé(e) échange avec sa famille et ses proches à propos de ses expériences et de son histoire.
- Descriptions of how and why interviewees exchange their experiences and stories with close family and friends.

**construction de la communauté / community building**

- Descriptions de comment les personnes ont cherché à construire des relations sociales dans leur nouveau lieu de vie: implication, organismes communautaires, etc.
- Descriptions of how people seek to build social relations in their new environment: community involvement, organizations, etc.

**vie actuelle / life today**

- Descriptions de la vie à Montréal aujourd'hui.
- Descriptions of life in Montreal today.

**relations au pays d'origine / relationship with country of origin**

- Descriptions des relations de l'interviewé(e) au pays d'origine de son groupe ethnique, national ou familial.
- Descriptions of the interviewee's relationship to their country of ethnic, national or familial origin.

## **Mots-clés – Niveau interviewé(e) / Interviewee Level Tag Terms**

·Les mots-clés suivants doivent être entrés au « niveau interviewé(e) », dans le champ « mots-clés,séparés par des virgules », au niveau session. Copiez et collez les mots-clés en entier, dans les deuxlangues, séparés par la barre oblique.

·The following list contains index terms that should be tagged for each interviewee whenever possible.Copy and paste the entire tag terms, in both languages, slash separated.

<b>Groupe de travail / Working Group :</b>
groupe de travail shoah et autres persécutions contre les juifs / holocaust and other persecutions against jews working group
groupe de travail haïti / haiti working group
groupe de travail rwanda / rwandan working group
groupe de travail cambodge / cambodian working group
groupe de travail histoires de vie en éducation / life stories in education working group
groupe de travail histoire orale et représentation artistique / oral history and performance working group
groupe de travail expériences de jeunes réfugiés à montréal / experiences of refugee youth in montreal working group

<b>Sexe / Gender:</b>
homme / male
femme / female
transgenre / transgendered

<b>Âge (au moment de l'entrevue) / Age Range (at time of interview):</b>	
enfant / child	(0-12 ans / years old)
adolescent(e) / teenager	(13-17 ans/years old)
adulte / adult	(18-59 ans/years old)
personne âgée / elderly	(60 ans et plus/ 60 years old and over)

<b>Pays de naissance / Country of Birth:</b>
le rwanda / rwanda
haïti / haiti
le cambodge / cambodia
la république tchèque / czech republic
autre pays / other country: *** Vérifier systématiquement l'orthographe du nom de pays sur le site suivant: <a href="http://www.culture.gouv.fr/culture/dglf/ressources/pays/FRANCAIS.HTM">http://www.culture.gouv.fr/culture/dglf/ressources/pays/FRANCAIS.HTM</a> *** ***Always verify the exact spelling of the country's name on this website: <a href="http://www.culture.gouv.fr/culture/dglf/ressources/pays/ANGLAIS.HTM">http://www.culture.gouv.fr/culture/dglf/ressources/pays/ANGLAIS.HTM</a> ***

<b>Identité religieuse, ethnique, nationale / Religious, Ethnic, National Identity :</b>
juif(ve) / jewish
tutsi / tutsi
cambodgien(ne) / cambodian
autre / other : au besoin, créer le mot-clé approprié / create a new tag if needed ***Vérifier l'orthographe et la signification exacte ici : <a href="http://atilf.atilf.fr/tif.htm">http://atilf.atilf.fr/tif.htm</a> *** ***Always verify the exact spelling and definition here: <a href="http://oxforddictionaries.com">http://oxforddictionaries.com</a> ***

<b>Occupation(s) (aujourd'hui et avant / now and before) :</b>
<u>gestion / management</u>
<u>affaires - finance - administration / business - finance - administration</u>
<u>sciences naturelles et appliquées et domaines apparentés / natural and applied sciences and related occupations</u>
<u>secteur de la santé / health occupations</u>
<u>enseignement - droit - services sociaux - services communautaires - services gouvernementaux / education - law - social services - community services - government services</u>
<u>arts - culture - sports et loisirs / art - culture - recreation and sport</u>
<u>vente et services / sales and service occupations</u>
<u>métiers - transport - machinerie et domaines apparentés / trades - transport - equipment operators and related occupations</u>
<u>ressources naturelles - agriculture et production connexe / natural resources - agriculture and related production occupations</u>
<u>fabrication et services d'utilité publique / manufacturing and utilities</u>

\*\*This occupational categorization was created by Human Resources and Skills Development Canada. For further details concerning the occupations listed, consult the website at: <http://www.statcan.gc.ca/subjects-sujets/standard-norme/soc-cnp/2011/noc-cnp-structure-eng.htm>

Occupational Tag Terms that are relevant to the Montreal Life Stories Project may also include:

au foyer / homemaker
activist(e) / activist

guide de musée / docent
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