

Questions 1-6 and 15-19

1. Have you personally taught Microhistory at university level? What kind of courses they were? What was the students' response to this course or these courses?

No, I have not taught Microhistory at university level. All my teaching has been within the fields of Archaeology and Critical Heritage Studies. It is my belief, however, that Archaeology and Microhistory have much in common and that many of the perspectives pursued and methods used in archaeological contexts would be applicable to Microhistorical approaches, and vice versa.

2. These courses formed parts of what module or unit of education? Were they compulsory or optional for students?

These courses were/are optional for students in BA and MA programs in archaeology and related fields (anthropology, human geography, history, urban planning).

3. In which languages have you taught these courses?

In Norwegian and English

4. Do you think that there is interest from the part of students in being enrolled in an MA in Microhistory in English?

I believe there might be.

5. Do you personally intend to take part in teaching a joint international MA in Microhistory in English?

I would certainly be interested in taking part in such a project.

6. Have you got colleagues who would take part in teaching in a joint international MA in Microhistory?

Apart from the fine group of Icelandic scholars attending this workshop I also have other colleagues that could contribute to such a project. My mentor, professor Bjørnar Olsen (UiT The Arctic University of Norway) would be one of them. I have only briefly discussed the matter with him, but he was positive to the idea.

15. According to you, which courses should form parts of a joint international MA in Microhistory? Which subject areas should not be omitted from the curriculum?

As a patriotic archaeologist I feel the urge to respond to this question by underlining that it is my belief that archaeology is one of the subject areas that should not be omitted from the curriculum. Archaeology is the discipline of things and its long commitment to materiality – to our material being and relation with things – is of significance to a broad Microhistorical approach. Furthermore, I believe that archaeology's traditional attentiveness to minute detail, to fragments, "to non-history" (or "*pre-history*"), to the unspoken and ineffable, is of great value to a Microhistorical perspective.

16. Are you personally willing to teach any of these courses? Which one? And have you got colleagues in your university who are willing to teach any?

I would consider involvement in any course that had to do with archaeology.

17. If so, would you teach an online course? Have you got experience in that? Is your institution technically prepared to make this possible?

I do not have experience with this.

18. Could you be personally involved in teaching a course (for example an online course or an intensive course, as a guest lecturer or in any other way) even if your institution abstains from this future cooperation?

Does not apply.

19. Which are the courses that your institution would be willing to take the responsibility for?

Does not apply.