



Embedded Archivists: Exploring New Depths in Teaching with Primary Sources



Society of American Archivists 2016
Session 709



#saa16 #s709

Themes

Role of the Archivist & the Archives

Working with Faculty/Teachers

Training & Preparation to Teach

Selecting Collections

Course Design

Managing the Classroom

Supporting Student Scholarship & Engagement

Learning Outside the Classroom

Assessment

Impact on the Archives

Challenges & Opportunities (Or What We Wish We'd Known Then...)

Case Study Levitt

Marc Levitt

National Naval Aviation Museum (formerly Shepherd University)

vaxtang2010@yahoo.com

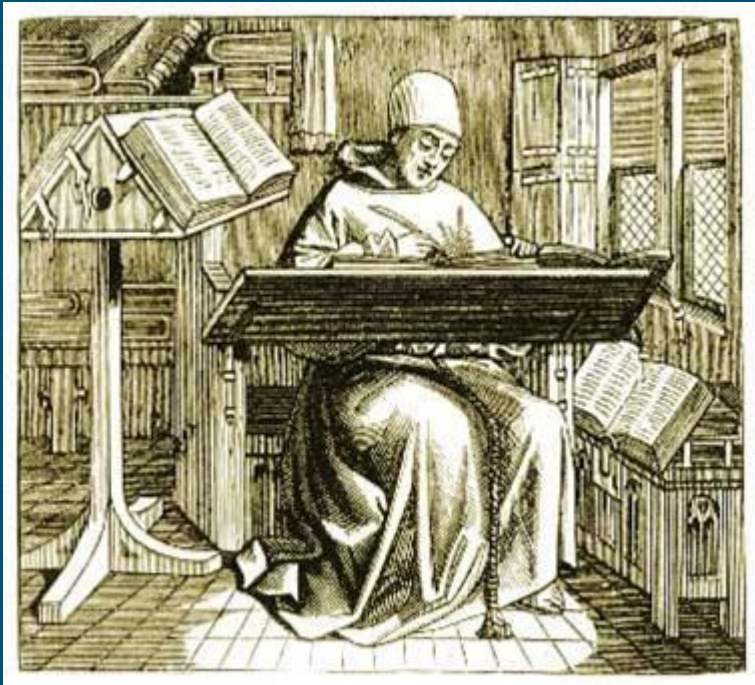
Course: *HPPH 315: Introduction to Archives* (Undergraduate)

Taught With: Solo! (Adjunct Professor)

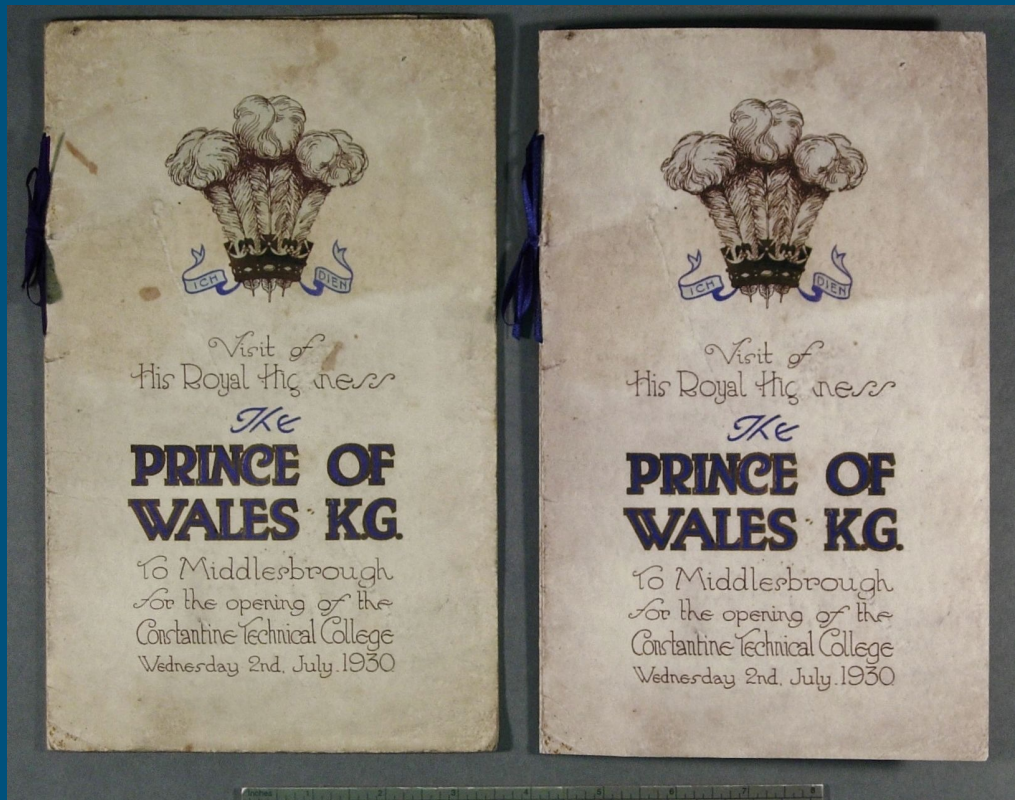
Themes: Role of the archivist, facsimiles--to fake it or not to fake it

Challenges and Opportunities: Balancing workloads as an adjunct professor and full time archivist; showing the relevance of archives to students' lives

Archivist 2.0



To fake or not to fake...



One bit of advice...Relevance!



Case Study Donovan

Kate Donovan

Houghton Library, Harvard University

(formerly Tamiment Library & Wagner Labor Archives, New York University)

kate_donovan@harvard.edu

Course: War, Hunger, and Surveillance: The United States and the Global Cold War (NYU HIST-UA 536)

Taught With: Monica Kim, History Department

Themes: Building relationships with faculty

Challenges and Opportunities: Developing a shared pedagogy; structured learning; effective communication

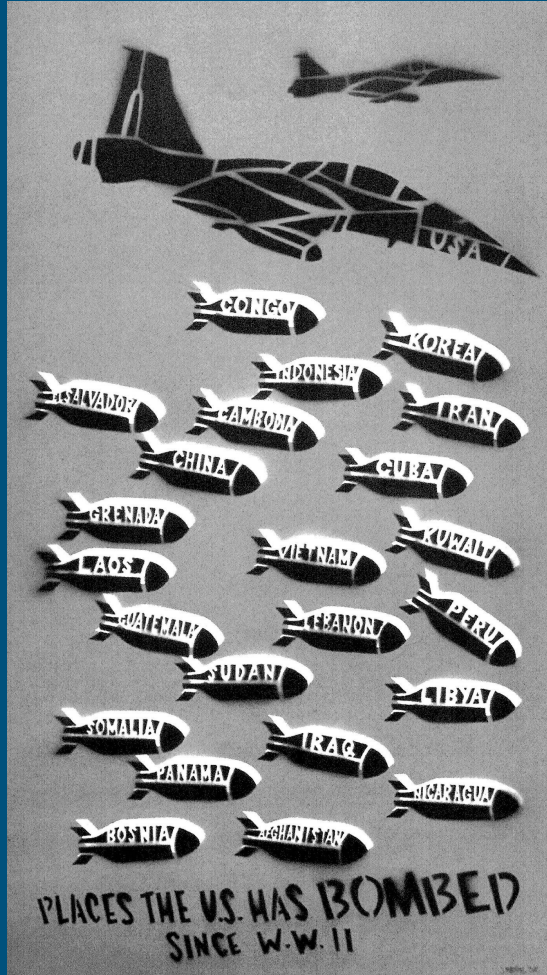
War, Hunger, and Surveillance: The United States and the Global Cold War

15 students

5 class visits to the archives

2 archives “office hours” sessions

2 archivist classroom visits



Communication and Consistency



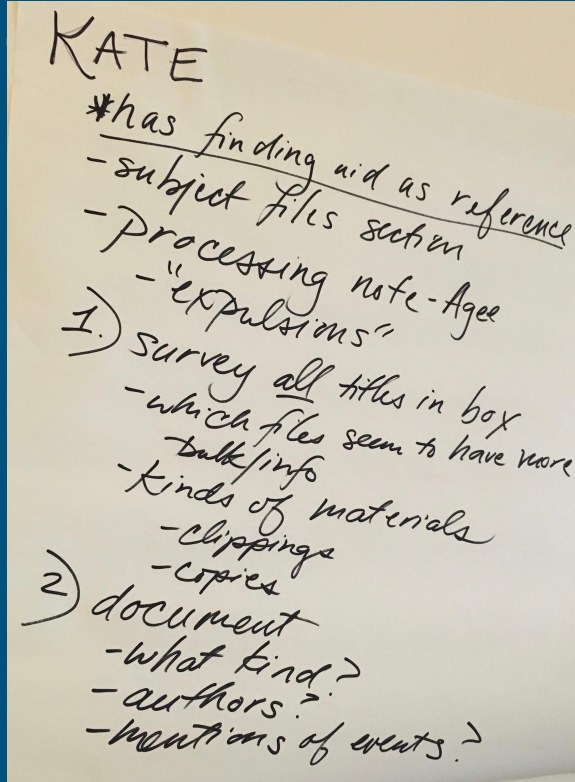
Box 1, Philip Agee Papers (TAM 517), Tamiment Library and Wagner Labor Archives, New York University

Shared Philosophy and Pedagogy



Philip Agee [on left], Box A005, Philip Agee Papers (TAM 517), Tamiment Library and Wagner Labor Archives, New York University

Structured Learning



Case Study Bleyer

Christina Bleyer

University of Texas at Austin, Benson Latin American Collection
(Formerly Southern Illinois University Carbondale)

c.bleyer@austin.utexas.edu

Course: SIUC Curriculum and Instruction CI 500: Introduction to Research Methods in Education, Graduate Level Course

Taught With: Dr. Grant Miller, SIUC Department of Curriculum and Instruction

Themes: Building relationships with faculty; Working with Faculty who have received grants where students are doing projects using collections

Challenges and Opportunities: Collaboration on digital humanities projects; Engagement of K-12 teachers; Outreach and access; Digitization assistance

Case Study Stecklein

Heather Stecklein ([Twitter: @hjstecklein](#))
University of Wisconsin-Stout
steckleinh@uwstout.edu

Courses: 3-D Modeling and Animation, Digital Cinema, and Digital Humanities Capstone

Taught With: Dave Beck and Kevin Pontuti, Art and Design; Mitch Ogden, English and Philosophy

Themes: Digital Humanities projects, Multiple courses working together on a cooperative project, Addressing the needs of researchers during course-related reading room surges, Embedded student researchers

Case Study Stecklein

Challenges and Opportunities:

Opportunities: Student research applied toward creative, artistic work. Video game re-creation of people and places from the past.

Challenges: Facilitating communication between multiple sets of student researchers in multiple courses, the tremendous amount of detail necessary to accurately create interactive digital representations of events and building interiors of the past.

The Virtual Harvey Hall Team

Mission:

Interpret facets of Harvey Hall's history using cross-campus, interdisciplinary voices

Fall 2014

Interactive Environments Workshop Des 256

Design students begin to build the virtual space, creating locations in which to embed digital artifacts.

Spring 2015

Interactive Environments Workshop Des 256

Digital Humanities Seminar Engl 480

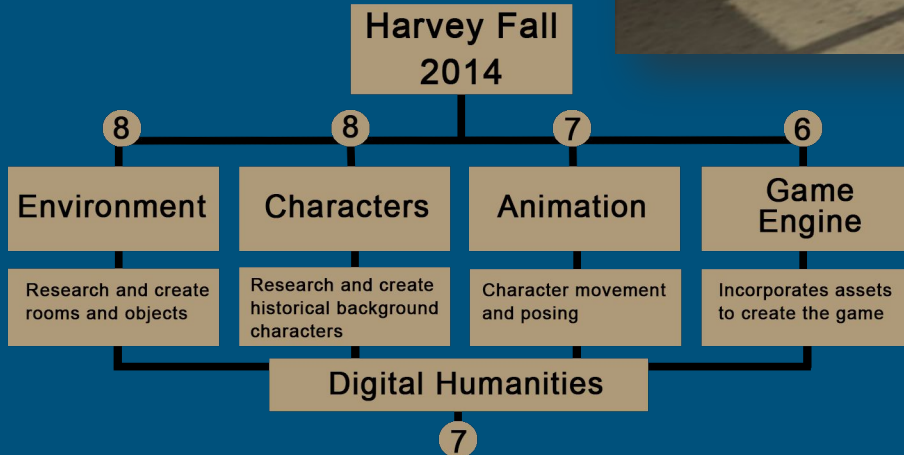
Digital Humanities students collect, research, and curate digital artifacts to incorporate into the virtual space. Students in the two courses collaborated on the design and refinement of the virtual space.

DES 373: 3D Modeling & Animation III (both semesters)

Digital Cinematics Class: Created cinematic introductory and cut scenes



Harvey Game Fall 2014



Major accomplishments

Defined temporal/physical scope

Identified characters who will inhabit the space

Amassed a tremendous amount of data about the animated spaces and people

Spring 2015

Major accomplishments

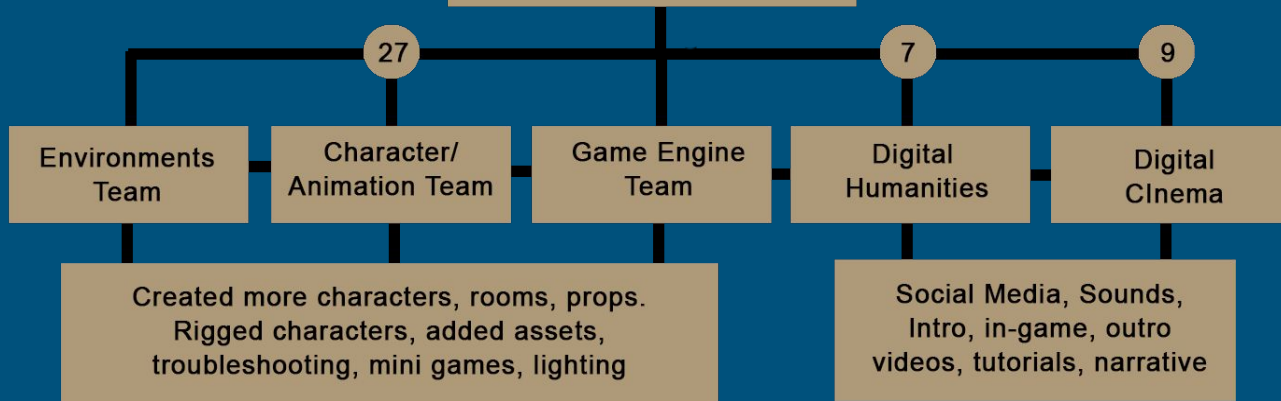
Refined & completed interactive spaces & contents

Created cinematic sequences

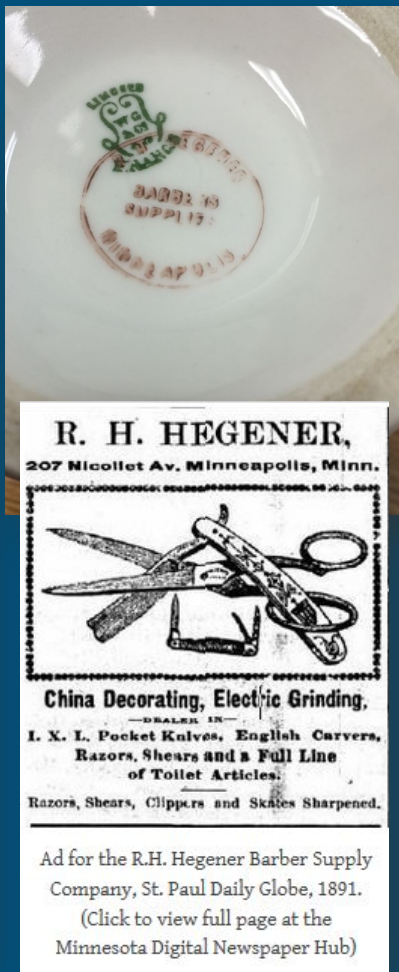
Created mini-games & missions to propel gameplay



Harvey Spring 2015



Students at Work

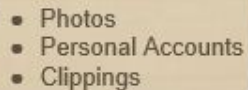


Digital Humanities Students:

Our Resident Researchers!

1. Investigated potential rooms and characters
2. Collaborated with design students to refine the scope
3. Investigated, substantiated, and illustrated the objects and individuals that populated each room
4. Used the Stout Archives and external resources

Character Bio Sheets



**Enomin Mural
Now Completed
In Auditorium**

Felers, Artful, Napkin
Moral With Puns
Some Of Life

lency, which cloaks with red-
dish tints of the hollows and rim-
mings their fluffy billions, re-
sults in a gleam, now-fringed like
the newly-completed nylon space-
parachute, Gal Pines, which grows
around slanters from the hollows
and rimings of the throat and
rim.

"Slight, unruly haired"

¹⁰ There is the only artist that came to Hong Kong that had his own studio (from 2 in the basement of Spring Hall). It was concluded that the paintings would only take a year to complete.

1. Taking notes (It is important only after completion of a task that in the end, revision it will be used as a reference point)

...disposition, imagination, and fancy in poetry (44 passages) for the record of his "last writings." Today we will know of these new books more in the library, and other various passages from various his books in the context of his work (44).

about the same time that the United States
decided that some of the figures in its story about the war
in Iraq, namely, that the figures are depicted that the
Iraqis say have been killed with (Major Andrew, who
is the commander, and that the number of "Iraqis
in the Iranian industrial areas
destruction, is the only person who died with weapons only

- Audio Recordings
- Paintings

2D Concepting



Character Sheet - Clarence 'Cal' Peters

3D Components



- 3D Model
- Color and Texture
- Lighting & Shadows



In Game Results



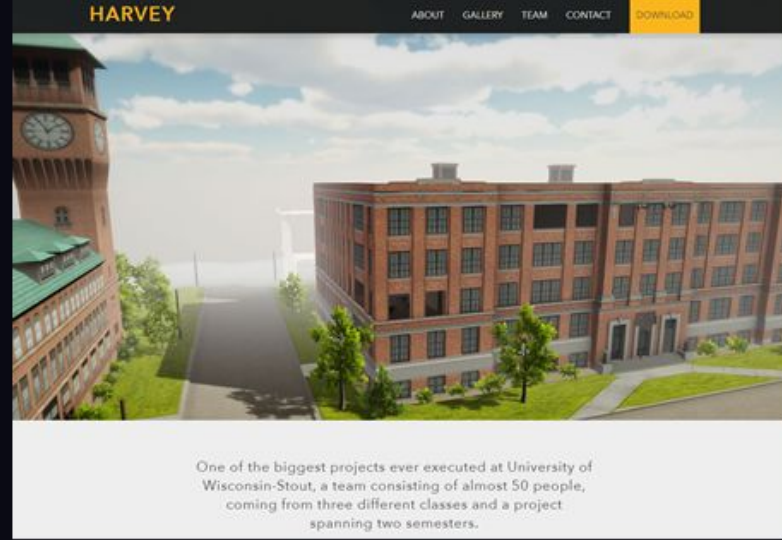
In Game Cal Peters



The Harvey Game

Interactive views of classrooms, individuals,
and activities from throughout the building's
100 year history

View and download at
Harveygame.com



The Harvey Game

Harveygame.com



Case Study: Speck & Turkos

Jason Speck and Anne Turkos
University of Maryland, College Park
jgspeck/aturkos @umd.edu

Course: HIST429F: *History of the University of Maryland* (Undergraduate & Graduate Levels)

Taught With: Jointly--we are adjunct History Dept. faculty

Themes: Course Design, Student Scholarship, Impact on the Archives

Challenges and Opportunities: Strengthen awareness of Archives, history of the campus; increased workload, difficulties dealing with an academic department

Case Study: Christian-Lamb

Name: Caitlin Christian-Lamb (Twitter: @christianlamb)

Davidson College

cachristianlamb@davidson.edu

Courses: *DIG 350: The History and Future of the Book (Fall 2014), HIS/GER 433: The Holocaust and Representation (Spring 2016), and EDU 290: Oral History (Fall 2016) (Undergraduate)*

Taught With: Jointly, with departmental faculty (I'm adjunct faculty in Educational Studies)

Themes: Role of the Archivist and the Archives, Supporting Student Scholarship and Engagement, Digital Humanities Work with Students

Challenges and Opportunities: Defining the role of the archivist in a variety of courses, increased archival outreach, filling gaps in curriculum & supporting original student research, balancing increased instruction time with departmental obligations, increased digital collecting leading to preservation challenges

The Role of the Archivist & Archives



Case Study: Youngblood

Joshua Youngblood

University of Arkansas Libraries, Special Collections

jcyoun gb@uark.edu

Course: History of the Old South, History of the New South, and Agricultural History

Taught With: Dr. Jeannie Whayne, University Professor in the Department of History

Themes: Working with teaching faculty; redesigning courses & adjusting syllabi & assignments; impact on the archives.

Challenges and Opportunities: Engaging undergraduate students with transcription and making mid-19th century documents accessible to every student; making digital surrogates available when appropriate while working with teaching faculty to get students into the room; facilitating the students' work while maintaining the line between research service and student learning.

Amanda Trulock and Teaching Complexities

Collections varied from 20th century environmental policy to New South-era store ledgers for different classes.

The two accessions of the Trulock Papers illustrate traditional Old South narratives: westward migration, institutional slavery, sickness and financial struggles, Civil War turmoil.

They also document a woman planter's life and include correspondence between African Americans and white landowners in the antebellum South.

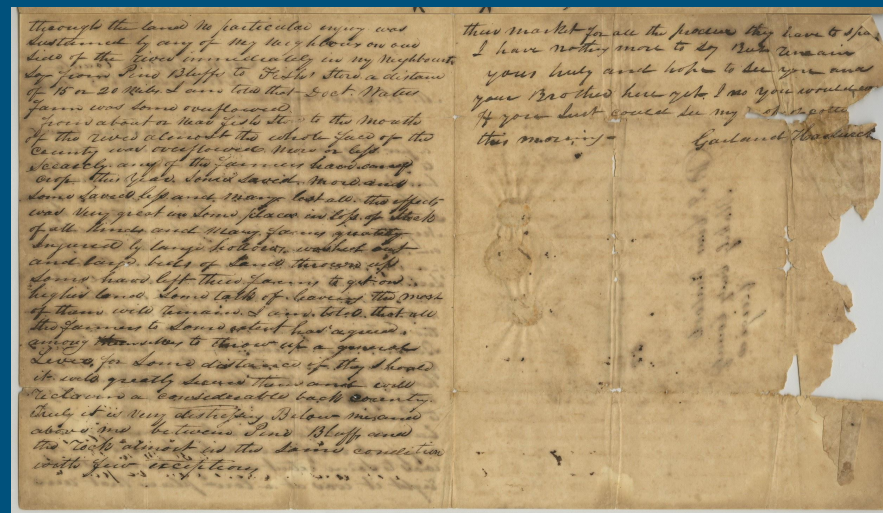
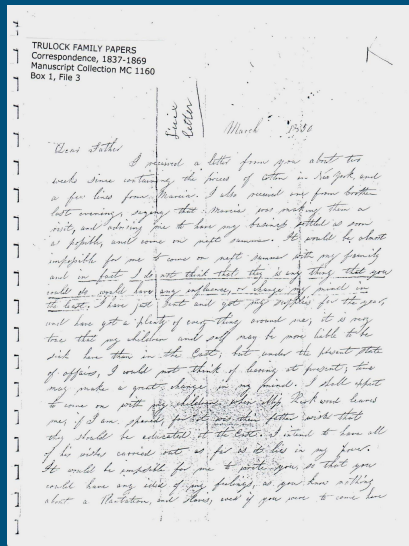
Tweaks and adjustments each semester.

Hands-on use and adaptable digitization.



Pushing it forward

Amanda
Trulock
writing to to
her father,
March 1850
(MC1160).



Mr. Garland Hardwick to J. Hines Trulock discussing the receding flood water and lack of amenities in an otherwise bountiful farming area, September 8, 1844 p 4 (MC1965).

Working with Professor Whayne has entailed keeping pace with her continual innovation.

We have tried new ways to challenge the students and empower their research of the old stuff they are reinterpreting with fresh eyes.

Case Study Grimm

Tracy Grimm (**Twitter:** @flightarchivist)

Purdue University

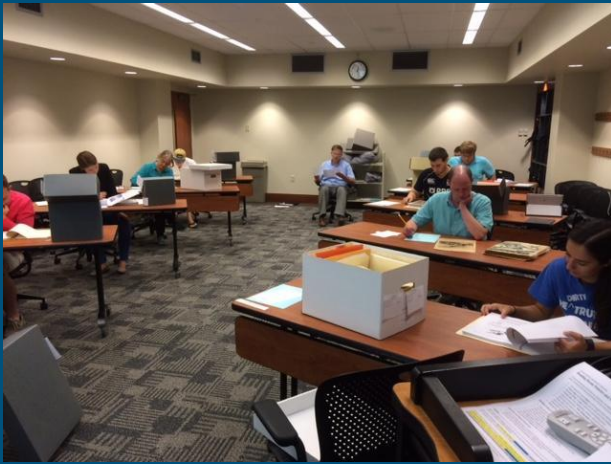
grimm3@purdue.edu

Courses: The Technology and Culture of Flight; Flight and Space Exploration: Archival Research Seminar; Flight Path: Purdue University's Aerospace Pioneers (Honors/freshman)

Taught With: Michael G. Smith, Department of History

Themes: Student learning opportunities outside the classroom; Supporting student scholarship and engagement

Challenges and Opportunities: Defining the role of the non-faculty archivist in the university classroom; Adapting instruction to serve non-History majors; Using the Archives Department as a laboratory for deep learning.



Swaim
Instruction
Room

Learning in the classroom

- Archival literacy
- Historical research methods & writing



Archives &
Special
Collections
Reading Room

Engagement outside the classroom

- Opportunities with donors
- Opportunities with campus partners
- Opportunities with outreach initiatives

Deep Learning & Engagement Extra Credit Outside the Classroom



Volunteer chaperones (security guards).
*2015 Libraries Distinguished
Lecture Series*



Volunteer instructor.
2015 Purdue Space Day



Volunteer exhibit docents.
2016 Purdue Aviation Day

Learning Outside the Classroom - Authentic Encounters



HIST 395 extra credit: Reception with Archives donor and last person to walk on the moon, retired Apollo astronaut Capt. Eugene Cernan. *2014 Steps to the Moon exhibit reception*



HIST 495 extra credit: Luncheon with Mark Geyer, Deputy Director Johnson Space Center & Michael Hawes, Orion Project Manager, Lockheed Martin Space Systems. *2015 Purdue Libraries Distinguished Lecture luncheon*

Tapping into Outreach: Field Trips, Student Employment & Launching Summer Internships of their Dreams



Purdue Airport field trip.
HIST 495, 2014.

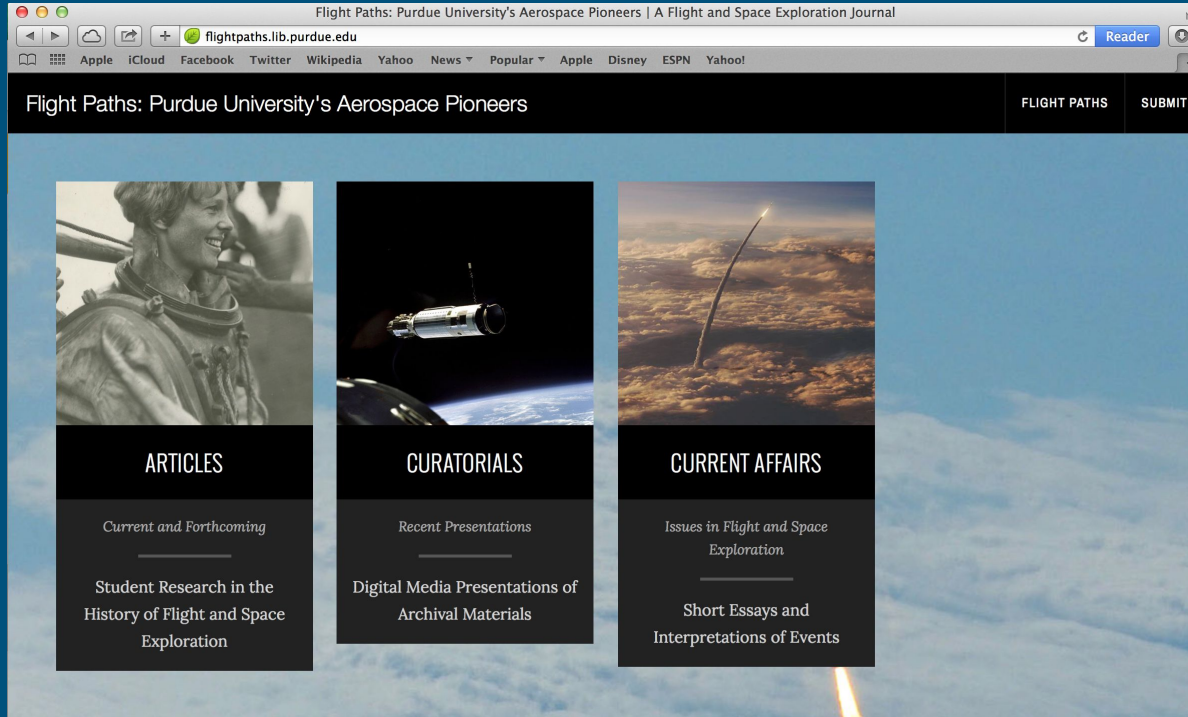


Indianapolis Symphony
Orchestra's *Cosmos*
Festival field trip. HIST
302H, 2016



Purdue Smithsonian Interns.
Summer 2016

Authentic Experiences - Publishing Student Research

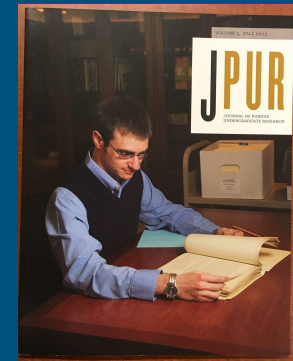


Flight Paths Web Magazine

- Experimental
- College Liberal Arts + Libraries Partnership
- Student run
- Fills niche

Peer Reviewed Journals

- Encourage submissions
- Provide mentorship



Case Study Nofziger

Name: Cinda Nofziger (Twitter: @cindanofziger)

Bentley Historical Library, University of Michigan

cindamn@umich.edu

Course: African American Studies 201: Introduction to African American Studies
(Undergraduate) 15 students Met 2x/wk for 3-hour sessions

Taught With: Professor Stephen Ward

Themes: Assessment

Challenges: What and how to assess? Who decides?--Opportunity: Mixing it up!



Students in Stephen Ward's AAS 201 Class, Spring 2016, in our classroom space

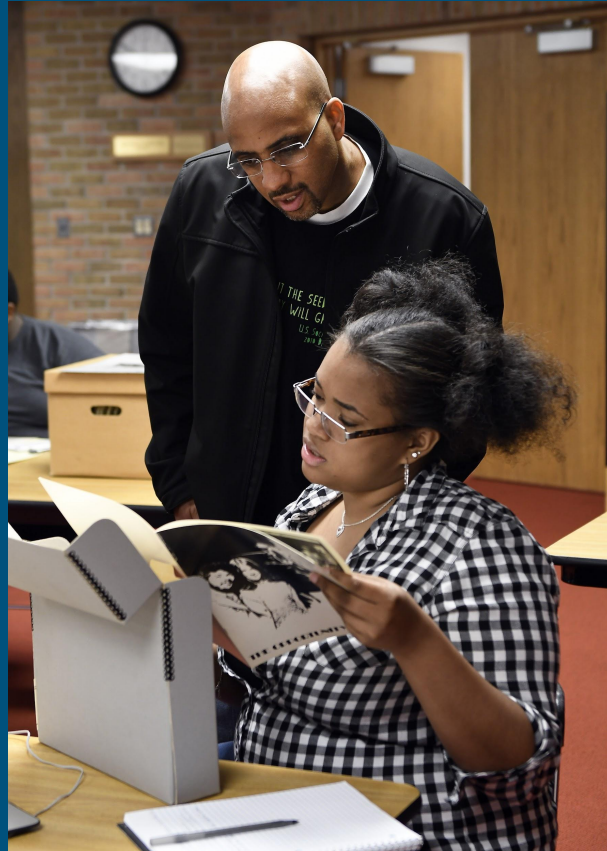
Photos by Lon Horwedell



And in the Reading Room
Photo by Malgosia Myc

Types of Assessment

On the fly check-ins



Professor Ward works with a student

Photo by Lon Horwedel

Evaluation of final projects and papers

FINAL ASSIGNMENT

There are three components to the final assignment. Please submit each one in its place on CTools.

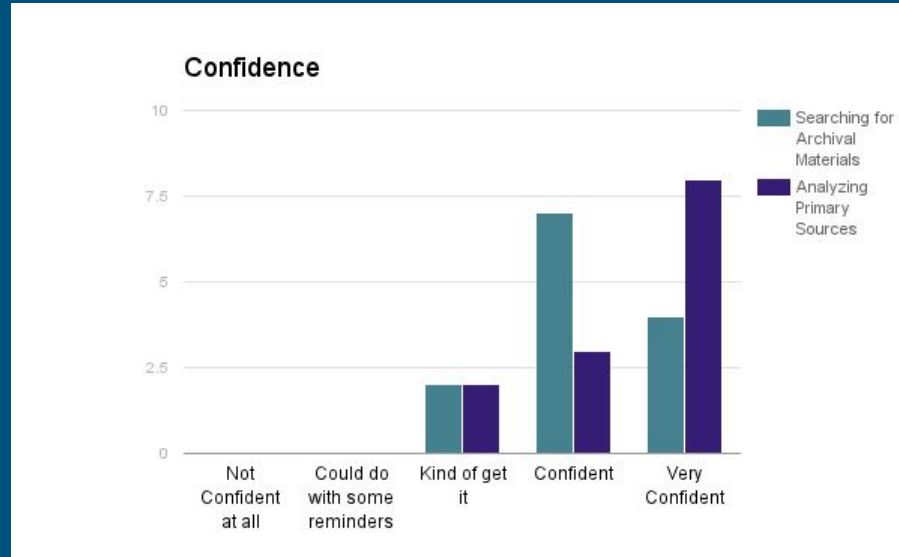
1. Letter--Write a letter to a person of your choosing (alive or deceased) in which you discuss what you learned about African American Studies, the Trotter House, and any related topics from this class. You may focus most of your letter on what you learned from our work at the Bentley and your specific research.
2. Research Note--Describe your the research you did for this class. This should be a narrative (not bullet points or notes) in which you share the process by which you went about your research. Explain the steps you took, name the archival collections you worked with (including collections you looked at but did not find anything or use any information from), and share your thoughts and discoveries along the way.
3. Research Presentation--Submit your presentation (all slides, text, images, etc.). Here it is OK to submit notes, if that is what you have.

Parts 1 and 2 are to be a minimum of four (4) combined pages. This could be two pages for each, or one page for one and three pages for the other. But don't limit yourself, if you find that you have more to say, going beyond four pages, go ahead and say it. (There is, of course, no length requirement for your presentation, simply submit what you prepared for June 16.)

This assignment is to be submitted here (on CTools) and is due on Wednesday, June 22 by 5:00.

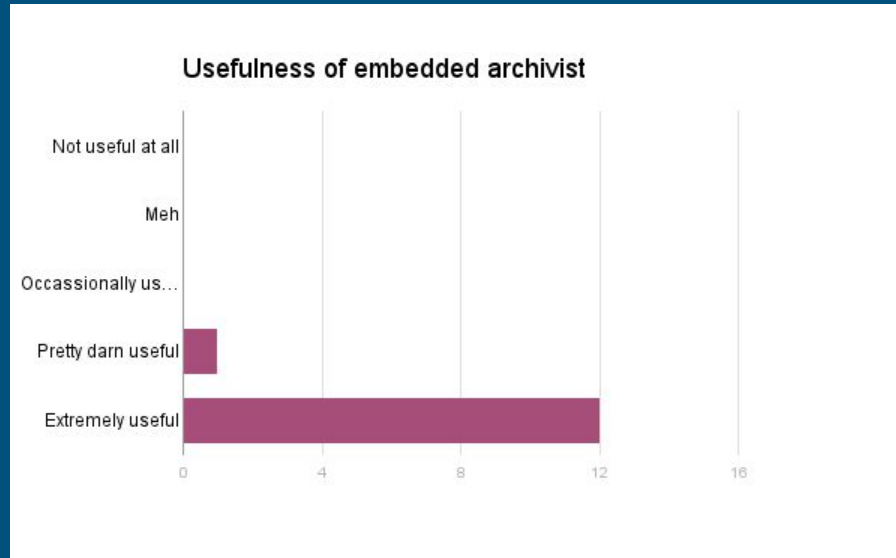
Conversation(s) with faculty

Survey



N=13

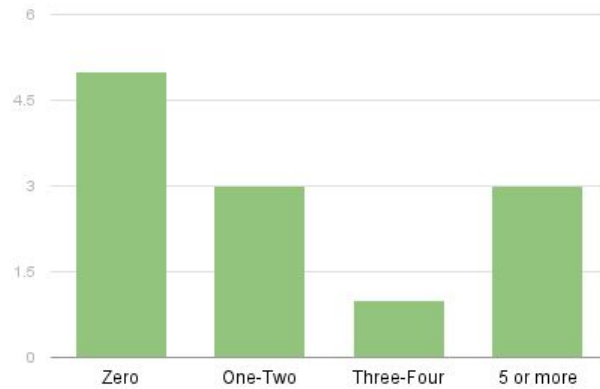
Total number of students in class=15



N=13

Total number of students in class=15

Visits to Reading Room outside of Class



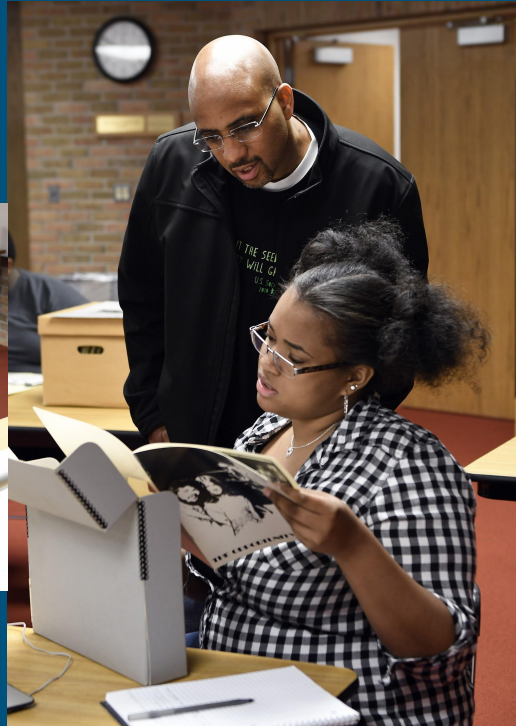
N=13

Total number of students in class=15

Multiple types of assessment as needed!

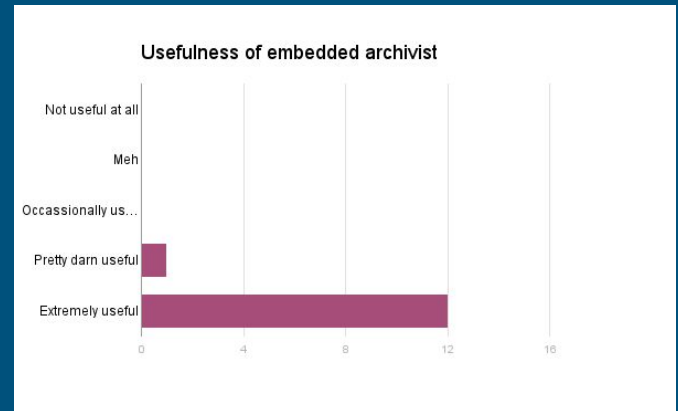


Photos by Lon Horwedel



“As I dove deeper into the topic of responses, I realized that the topic that I was truly interested was the activism that took place during BAM. The letters indicated the social environment, as did the varied findings of newspaper clippings (online and in hardcopy) and even some hand made flyer, which either called for the rallying of support for BAM and its demands or criticized the movement in its entirety. I later conversed with my peer who was looking more into #BBUM and we realized that we could compare and contrast the two movements to better understand the outcomes of each movement.”

From a student's Research Note, part 2 of the final assignment



Case Study Grove Rohrbaugh

Rachel M. Grove Rohrbaugh (**Twitter:** @RMarieGrove)
Elizabethtown College
grover@etown.edu

Course: Elizabethtown History: Campus & Community (Honors, Undergraduate)

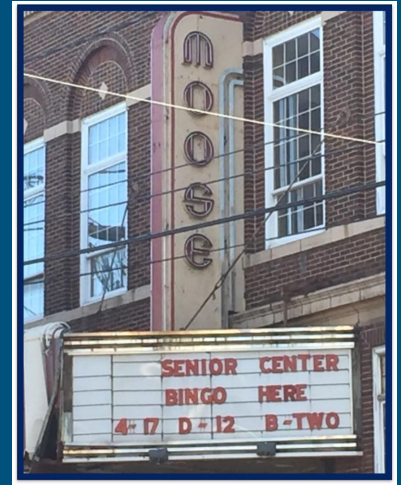
Taught With: Jean-Paul Benowitz, History/Transition Programs

Themes: What we wish we had known

Challenges and Opportunities: Pros/cons of co-teaching a whole course/relationship with faculty; Keeping students engaged

“Educate for Service”

- Civic Engagement
- Dynamic Collaboration
- Break Down Barriers



Questions

Thank You!

[Christina Bleyer](#), University of Texas at Austin, Benson Latin American Collection, c.bleyer@austin.utexas.edu

Caitlin Christian-Lamb, Davidson College cachristianlamb@davidson.edu

[Kate Donovan](#), Houghton Library, Harvard University, kate_donovan@harvard.edu

Tracy Grimm, Purdue University grimm3@purdue.edu

[Marc Levitt](#), National Naval Aviation Museum vaxtang2010@yahoo.com

Sammie Morris, Purdue University morris18@purdue.edu

[Cinda Nofziger](#), University of Michigan cindamn@umich.edu

Rachel Grove Rohrbaugh, Elizabethtown College grover@etown.edu

[Jason Speck](#), University of Maryland jgspeck@umd.edu

Heather Stecklein, University of Wisconsin-Stout steckleinh@uwstout.edu

[Anne Turkos](#), University of Maryland aturkos@umd.edu

Joshua Youngblood, University of Arkansas jcyoung@uark.edu