

CONVERGENTLY DIVERGENT APPROACHES TO TEACHING WITH PRIMARY SOURCES

WORKING WITH ARCHIVAL RECORDS TO TELL LOCAL AND COMMUNITY-ORIENTED STORIES

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University of Ottawa

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WHO ARE WE?

JAMES ROUSSAIN

OUTREACH AND INSTRUCTION ARCHIVIST

- Library reference and research consultations
- Interpret special collection in-class or in the reading room
- Information literacy instruction

WHO ARE WE?

SARAH SIMPKIN

HEAD, RESEARCH SUPPORT (ARTS & SPECIAL COLLECTIONS)

- Newly created department of Arts Librarians and Archivists
- Research support for Faculty of Arts researchers (and beyond!)
- Part-time Digital Humanities instructor
- Lately: Wrestling with digital preservation, getting started with web archiving, and developing RDM training materials for humanities researchers

AGENDA

1. **CONVERGENT** course descriptions and goals
 - goals
 - delivery of content
2. **DIVERGENT** assignment structure
 - assignment descriptions
 - did it work?
3. **CONVERGENT** methodology
 - a shared approach
4. **ACRL *FRAMES***
 - do the *Frames* support our approach to teaching?

ONE

CONVERGENCE

COURSE DESCRIPTIONS AND GOALS

COURSE CONTEXT

UNIVERSITY OF TORONTO

SMC300: Libraries, Special Collections, and Archives

Book and Media Studies program

- 1,600 students across 10 courses
- An “interdisciplinary and historical investigation of the role of printing, books, and reading in cultures past and present”
- Course launched in 2012 focusing on special collections and archival research

PURPOSE OF THE CLASS

UNIVERSITY OF TORONTO

SMC300: Libraries, Special Collections, and Archives

COURSE OBJECTIVES

1. Define and apply foundational concepts in library and archival science
2. Apply critical thinking and research skills in the evaluation of primary sources to create a new work

Incoming students have little experience working with primary sources

DIVISION OF CONTENT

UNIVERSITY OF TORONTO

SMC300: Libraries, Special Collections, and Archives

FOUNDATIONAL CONCEPTS

1. Define and evaluate primary sources
2. Understand archival theory and practices
3. Apply archival theory to the use and preservation of materials

CRITICAL THINKING AND RESEARCH

Major research assignment

COURSE CONTEXT

UNIVERSITY OF OTTAWA

DHN 2100: Workshop in Digital Humanities

Digital Humanities minor

- Launched in Fall 2016, slow and steady growth
- Students take three core courses (this is the second), plus electives

Workshop in DH

- Multidisciplinary audience (but mostly Communication and English students so far)
- Co-taught by faculty member (Dr. Constance Crompton) and librarian (me!)
- Small class

PURPOSE OF THE CLASS

UNIVERSITY OF OTTAWA

DHN 2100: Workshop in Digital Humanities

TEACHING OBJECTIVES

1. Introduce students to archival research
2. Focus on materials as data source, not on description
3. Explore DH tools and methods
4. Student-led learning, urged to push beyond existing skillset
5. Troubleshooting as a skill

DIVISION OF CONTENT

UNIVERSITY OF OTTAWA

DHN 2100: Workshop in Digital Humanities

FOUNDATIONAL CONCEPTS

1. DH tools and methods: data visualization, mapping, text analysis
2. Understand archival theory and practices
3. Apply digitization practices to create a collective dataset

CRITICAL THINKING AND RESEARCH

Major research assignment (groups of two)

DIVISION OF CONTENT

UNIVERSITY OF OTTAWA

DHN 2100: Workshop in Digital Humanities

Individual work

Microproject presentation (20%)

Productive failure blog (30%)

Project check-in reflection (10%)

Group work

Project idea and Gantt chart (10%)

Final poster and presentation (30%)

TWO

DIVERGENCE

ASSIGNMENT STRUCTURE

THE ASSIGNMENT

UNIVERSITY OF TORONTO

SMC300: Libraries, Special Collections, and Archives

AN ONLINE OMEKA EXHIBITION TO SHOW RESEARCH FINDINGS

“...read the papers of the person or institution you selected. Your job is to look at the sources and REVEAL A ‘STORY’ HELD WITHIN them that you want to share in an ONLINE EXHIBITION. There is no requirement on what you have to discover: LET THE CONTENTS SPEAK FOR THEMSELVES.”

No content requirements. Focus on process over product.

“
**...DEVISE WAYS OF CONVEYING THE
INTENSE PLEASURE WHICH CAN BE
EXPERIENCED WHEN HANDLING
MANUSCRIPT AND RECORD GROUPS...**

Hugh Taylor, “Clio in the Raw: Archival Materials and the Teaching of History,” *The American Archivist* 35, no. 3-4 (July 1972): 329.

WHY DO IT LIKE THAT?

UNIVERSITY OF TORONTO

SMC300: Libraries, Special Collections, and Archives

NEW GOALS

1. Reinvent the assignment to better use technology to engage students
2. Show that archival research can produce a variety of products
 - Rethink how to present findings in a visual medium
 - Ask new research questions
 - Write for an online audience

DID IT WORK?

AN ENTIRELY UNMEDIATED EXPERIENCE

THE ASSIGNMENT

UNIVERSITY OF OTTAWA

DHN 2100: Workshop in Digital Humanities

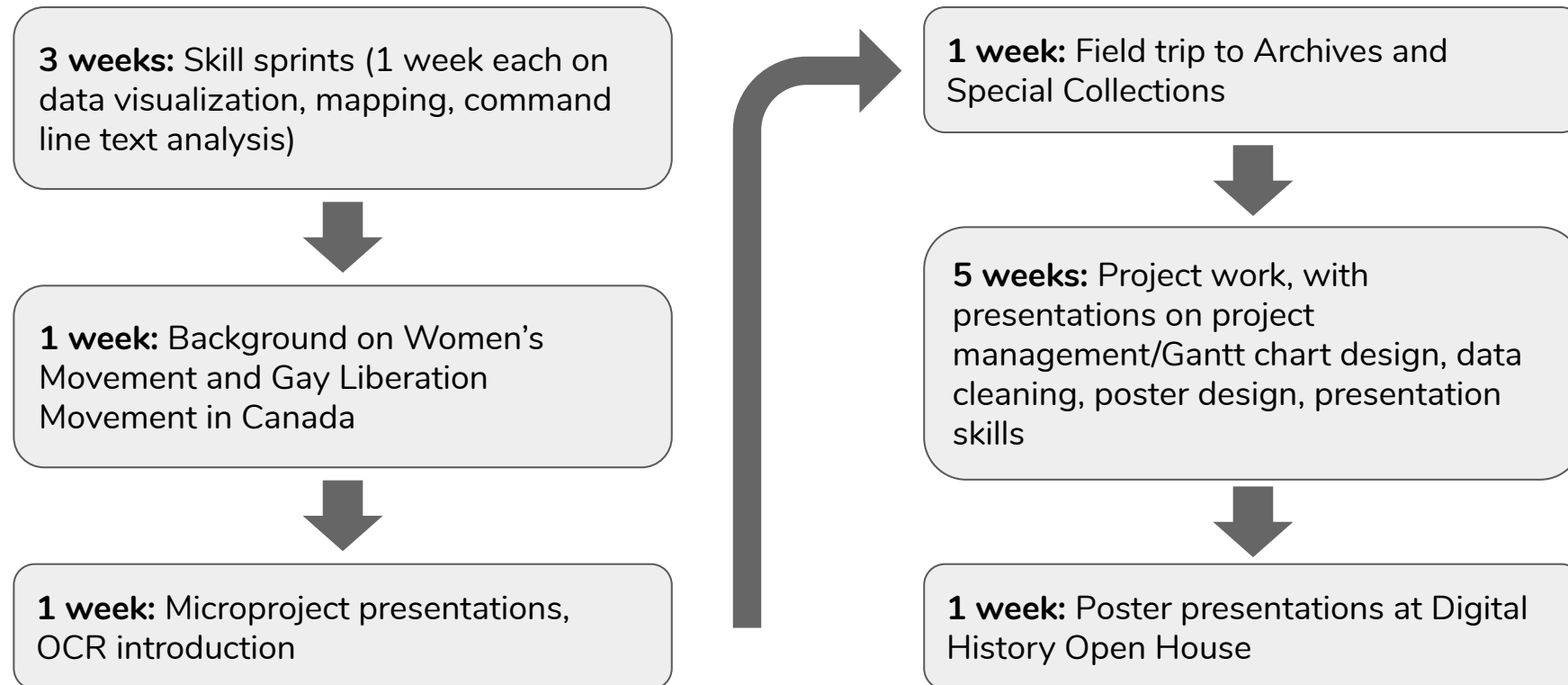
CONTENT ANALYSIS AND POSTER PRESENTATION

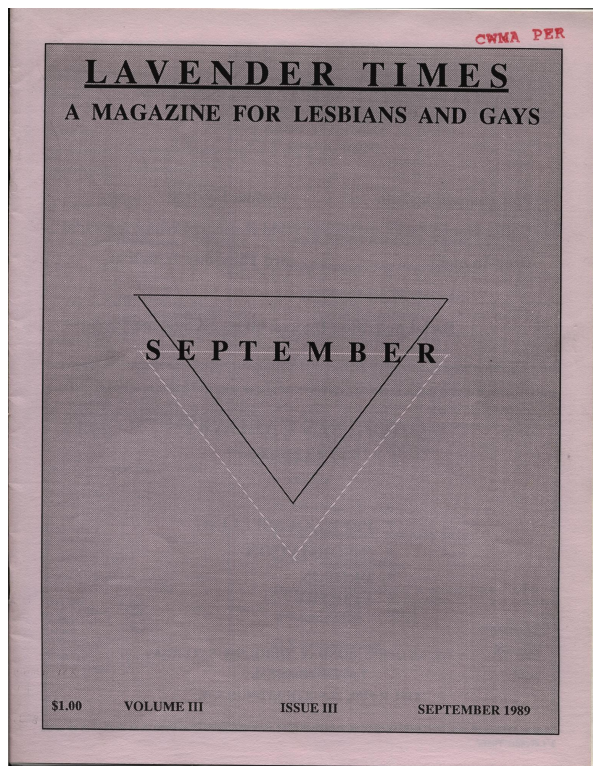
1. Common collection, different outputs
2. Each student digitized an issue of the *Lavender Times*, a lesbian community periodical from Calgary (1987-1989), held by uOttawa's Archives and Special Collections unit
3. Students OCRed the text and contributed to a shared document of the full text

COURSE FLOW

UNIVERSITY OF OTTAWA

DHN 2100: Workshop in Digital Humanities





EDITORIAL

WELCOME TO SEPTEMBER'S ISSUE!

We're full of interesting reading this month. We range in topics from incest to feminism in academia to transsexuals to drag kings. Something for everyone. We are also pleased to introduce a new restaurant review column that should give you some ideas for dining out.

We are also pleased with the reader feedback from the last issue. It's nice to know that someone out there is stirred enough by what they've read to actually pick up pen and paper and respond. Keep those cards and letters coming in!

And speaking of cards and letters coming in, there's something that we would like to ask of our readership. Lavender Times has always been a non-profit (and I mean non-profit organization). We always have enough money to get the issue out, but there is never anything left over. Well, we have a problem. Some of the advertising that was placed in the issue in the four months between December 1988 and March 1989 was never paid for, and it seems that short of sending Bruno out with his baseball bat to collect, it never will be. These are not our regular advertisers, but one time placements (so don't go picketing our regulars, PLEASE, they have been very good with their financial support).

So when we don't get paid, we have to steal from Peter to pay Paul. This has been okay, but it's getting a little tight now, and we'd like to clear up this debt and pay some of our own off. We won't fold, but it sure would take the pressure off our beleaguered editorial coop.

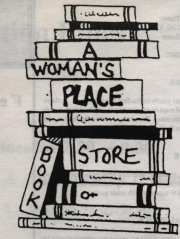
What we're asking is that those of you who subscribe to Lavender Times, read it on an occasional basis, or just support the idea of a magazine that strives to put the word out on just what our community is about, if you fall into this category could you PLEASE send us a donation? We'd like to raise \$2000 by the end of the year, enough to pay off our debts, and have enough in the bank to cover two month's worth of production costs. We are not asking for any specific sum as a donation. Donate as you are able. Any amount would be appreciated. We will be having some fundraising events in the future, as soon as we can get them organized. We will keep you posted.

Now that the plea for money is over, and after you've written out your envelope, enclosed your donation, and mailed it off to us, I think you'll like what's in this month's issue.

SO KICK BACK AND ENJOY!

SUSAN HIGH

4 Lavender Times



**A WOMAN'S PLACE
BOOKSTORE LTD.**

1412 CENTRE ST. S.
CALGARY, ALBERTA
T2G 2E4
PH. 263-5256

HOURS
MON. - SAT. 10 A.M. - 6 P.M.

- * HEALTH
- * FICTION
- * NEW AGE
- * ADDITIONS
- * CHILD ABUSE
- * SELF DEVELOPMENT
- * WOMEN'S STUDIES

after Moseley had visited his then estranged wife's home, she filed a sexual assault complaint. He was arrested on two counts of rape, two counts of aggravated oral sodomy and two counts of aggravated anal sodomy ("Aggravated" under Georgia law, indicates the act was forced and carried out without consent).

But at his trial three months later the jury did not believe his wife, whose own sister testified that her motives were vengeful and designed to head off a custody fight over the couple's young boys. The jury found Moseley not guilty on the assault charges. But in the course of his testimony, he admitted having oral sex with his wife, but with her consent.

Moseley was convicted.


His attorney, Steven Lister, said he advised his client not to appeal. "I told him he couldn't be considered for parole as long as the case was appealed and that he would probably be out in four or five months."

"The big surprise was the Pardons and Parole Board," Lister said. "They said he must serve at least two years. It's pretty unbelievable."

LESBIAN MOTHERS DEFENCE FUND
GENERAL MEETING (SEPT. 21)
HAS BEEN CANCELLED.
WE HAVE REBOOKED FOR:
TUESDAY, OCTOBER 17 AT 7 PM
OLD Y COMMON ROOM
BRING YOUR THOUGHTS, IDEAS, AND A
CALENDAR FOR 1990

ALL LESBIANS ARE WELCOME!

WOMEN UNITE!
Take Back The Night
Calgary's 8th Annual Women
Take Back the Night March



Memorial Park
12 Avenue and 4th St. S.W.
JOIN US AT 7:00 P.M.
FRIDAY, SEPT. 18, 1989

Theme:
Sexual Harassment in the Workplace

• To help with banners or putting up posters
call 262-1873.

-organized by the dedicated women of the
Calgary Status of Women Action Committee

Lavender Times 19

Lavender Times sample issue, September 1989

DID IT WORK?

SAME MATERIAL, MULTIPLE ANGLES

FINAL ASSIGNMENTS

1. An analysis of the ad space in each issue, and the revenue of the magazine
2. A map of the businesses that supported the *Lavender Times*, with information about which ones still exist, to see if a particular geographic district emerged.
3. Graphs of the business types that supported the *Lavender Times*
4. Keyword-in-context analysis of the terms *gay* and *lesbian* in the text as the magazine's mandate changed

THREE

CONVERGENCE

ASSIGNMENT METHODOLOGY

A SHARED APPROACH

COURSES STRUCTURED IN A SIMILAR WAY

- Constructivist information literacy focus
- Use of primary sources to create new content
- Indirect development of archival literacy
- Need to mediate student struggles
- We are both librarian-instructors with access to collections

HELP 'EM OUT!

A LITTLE HAND-HOLDING WAS NECESSARY

- Scaffold the assignment over several weeks
- Offer in-class tech training
- Be available to answer lots of questions
- Work with reading room staff

FOUR

ACRL's *FRAMES*

SUPPORTED BY THE *FRAMEWORK FOR INFORMATION LITERACY*

FRAMED BY THE ACRL

FRAMEWORK FOR INFORMATION LITERACY

INFORMATION CREATION AS PROCESS

- The process of research, revising, and disseminating information varies, and the resulting product reflects these differences

RESEARCH AS INQUIRY

- Research is iterative and depends on asking increasingly complex or new questions whose answers, in turn, develop additional questions

THANK YOU

Questions?

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uOttawa



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ST MICHAEL'S COLLEGE
IN THE UNIVERSITY OF TORONTO