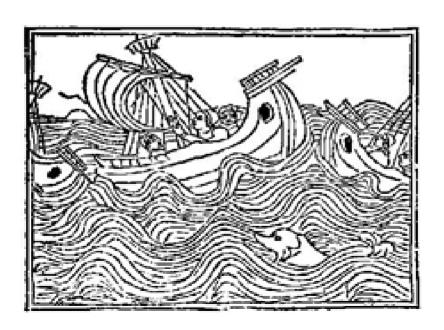
Tale 2: Primary Sources from the Inside Out:

Discovering Uncharted Territory



The Inspiration

- Growth in primary source assignments
 - History—military, medical, women, Oregon, etc.
 - Journalism—early journalism, documentaries
 - Theater—dramaturgy course
 - Honors College—thesis projects, HC421
- Intimidation factor
- Challenging to find

The Idea: Inside

Students become better researchers by studying and practicing basic archival work

- Learn what to expect to find in a collection
- Think about likely repositories for an item
- Understand structure of standard research tools
- Learn how to treat original documents by studying preservation & handling originals

The Idea: Outside

Students become better researchers by practicing research & writing

- Consider different media
- Hear practitioners' stories
- Research strategies
- Assessing sources
- Put them in their historical context

Background Research

- Looked for similar classes
- Library/archival course syllabi
- History course syllabi
- Searched for articles in databases on:
 - Education
 - Library science & archival theory
 - History

Marketing

- Identified relevant departments
- Used department & program e-mail lists
- Created & distributed fliers
- Visited classes
- Word of mouth

The Students

- 12 students
- Sophomore to Senior
- ◆ 1st time—mix of lit, history, journalism, etc.
- ◆ 2nd time—more history majors
- Reasons for taking class varied

Revised Edition

- Reduced archival work
 - Still had hands-on experience with manuscripts
 - Reduced required visits to Special Collections
- Emphasized paper & presentation
 - Greater freedom in selecting research topic
 - More time to focus on research

In Class

Theoretical topics

- Collective memory
- Access & Censorship
- Ethics of primary source research
- The future of primary sources

Select Exercises

- Evidence of your life
 - What will be preserved & how
 - Makes primary sources concrete
- Frémont expedition accounts
 - Different perspectives of writers & their authority
 - Intended audience of a primary source
- Ethical dilemmas
 - Return of stolen artwork
 - Preservation vs. ownership rights

Assignments

- Read history article & analyze use of sources
- Analyze
 - Diary
 - Photo
 - Recording
- Final project in several segments
 - Preliminary topic, final topic, intro/outline, bibliography
 - Final presentation

Student Projects

- All-American Girls Professional Baseball League
- Founding of Astoria, Oregon
- The Black Panthers in Eugene
- ◆ 1st woman sports reporter for *Daily Emerald*
- The real Joseph Lane
- The Rogue River War

Unexpected Issues

- Students had little writing experience
 - Added guides to historical writing
 - Handed out writing tips
- Courseware experience varied widely
 - Profs use at many different levels
 - Some students wanted more online, some less

Student Comments

- My eyes were opened to the abundance of primary document info available...I learned a ton.
- I wish I would have taken this class earlier...it would have helped me with so many projects and papers
- This class would be great for anyone preparing to take Information Gathering [journalism requirement]

What Next

- LIB399 becomes LIB323
- Field trips with lectures
- Continue to revise reading list
- Discuss disciplines outside of history
- Incorporate more teaching effectiveness tips
- Assign students to lead class discussions

Further Information

LIB323 Home Page & Reading List

http://libweb.uoregon.edu/courses/lib323heather/

http://libweb.uoregon.edu/courses/lib323heather/reading.html

NARA Analysis Worksheets

http://www.archives.gov/education/lessons/worksheets/

Research Using Primary Sources

http://libweb.uoregon.edu/guides/history/primary.html

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