



**Please note:** Information on the pages linked below is from the course offered Spring 2005, when the course was LIB399. Major assignments and readings have been revamped for Spring 2006 when the course will be LIB323.

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## Lib 399 Spring 2005



Professors:

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Office: 142 Knight Library

Term: Spring 2005

Time: 10:00-11:50 Tuesdays & Thursdays

Class Location: [Proctor 42](#), Knight Library except where noted

## Welcome to Lib 399: Primary Sources from the Inside Out

Using archives and special collections can be intimidating to the uninitiated, yet these collections contain the richest concentration of primary sources in almost any library. More and more, students are expected to use primary sources in their research. In order to help them gain a better understanding of what kinds of sources are available, how they are organized and where they are located, this course will allow students to work directly with primary source materials held in the [Special Collections and University](#)

[Archives](#) at the University of Oregon.

In this course students will learn:

- the definition of primary and secondary sources
- the relevance of primary sources to everyday life
- strategies for finding primary sources
- how manuscript and archival collections are organized both at UO and elsewhere
- how to handle and describe archival materials
- what is archived and why
- how to select and assess relevant sources
- how to place primary sources in their historical context

<http://libweb.uoregon.edu/courses/lib399heather/>  
Maintained by Heather Ward, [hward@uoregon.edu](mailto:hward@uoregon.edu)  
Last revision: 15 July, 2005



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## LIB399 Assignment Calendar

### Due Class #1 Intro & Definitions 3/29

**Reading:** None

**Assign:** None

### Due Class #2 Intro to Spec. Colls. 3/31

**Reading:** Fischer "Introduction" pp.ix-xii, Williams Ch.9 pp.58-80

**Assign:** [Evidence of your life](#)

**Extra:** Primary Sources in the News

### Due Class #3 Finding 2ndary Sources 4/5

**Reading:** McDowell Ch.5 pp.54-76, Ch.8 pp.109-125

**Assign:** Signed up for Spec Coll before class;  
[Read UO History professor article of choice and come prepared to share with class](#)

**Extra:** Primary Sources in the News

### Due Class #4 Visit to Spec Coll/Treat a Mss Right 4/7

**Reading:** O'Toole Ch.1 pp.7-25

**Assign:** [Find secondary sources on potential topic](#)

### Due Class #5 Accessing Archives 4/12

**Reading:** Burke *Research* pp.1-15, 65-67, 76-80, 91-94

**Assign:** [Evaluating archival web sites](#)

**Extra:** Primary Sources in the News

### Due Class #7 Finding Aids 4/19

**Reading:** Miller in Cohen "Archival Description" pp.55-65, Burke *Research & the Manuscript Tradition* pp.156-66

**Assign:** [Finding Primary Sources tied to project](#); Sign up for meeting to review topic

**Other:** Preliminary topics returned

### Due Class #9 Hands On in Special Collections 4/26

### Due Class #11 Art & Architecture—Guest Speaker, Cara List 5/3

**Reading:** Burke *Eyewitnessing* Ch.1 pp.21-33, Card "Picturing Place" pp.16-20

**Assign:** [Detailed topics due](#); Post questions or comments on readings to BB by Sunday 11:00PM

### Due Class #6 Hands on in Spec Coll 4/14

**Reading:**

**Assign:** [Preliminary topics Due](#)

Sign up for presentation slot

### Due Class #8 Collective Memory/Writing 4/21

**Reading:** Bastian Ch.1 "A Community of Records" pp.1-17; Packer & Timpane pp.26-34; Linenthal pp.1-7, 199-210

**Assign:** Post a paragraph on Blackboard regarding readings and collective memory by Wed. 11:00PM

**Extra:** Primary Sources in the News

### Due Class #10 Telling "My" Story 4/28

**Reading:** Bloom "I write for myself..." in Bunkers pp.23-37; Symmes Ch.2 pp.34-39, Ch.5 pp.129-134, Ch.8 pp.261-265; Guevara pp.11-15, 45-49; Grenado pp.3-7, 44-47

**Assign:** [Narrative of collection due](#)

**Extra:** Primary Sources in the News

### Due Class #12 Primary Src in Research—Guest Speakers, Professors Clark and Frank and Sarah Freeland 5/5

**Reading:** Davidson pp.xv-xxxv; HC421 paper by Sarah Freeland linked as 2nd item under Reading List, Faculty profiles for Clark and Frank linked under Staff Information, Browse [Selections from the Office of the President Records](#) and the [Honors College President Clark site](#)

**Assign:** [Examine diary in Spec Coll](#); Post at least one question on readings and one for guest speakers to BB by Wed. 11:00PM

**Extra:** Primary Sources in the News

### Due Class # 13 Access & Censorship 5/10

**Reading:** Glee's "Introduction" pp.1-25, Garton Ash pp.7-12, 13-24, 242-248, Cox "Introduction" pp.1-18

#### Assign:

1. Complete [Assignment on Access & Censorship](#)
2. Post two questions about the readings to Blackboard by Sunday at 11:00PM—This is part of your participation grade, you won't receive full participation credit without posting questions.

### Due Class #14 Sound—Guest Speaker, Nathan Georgitis 5/12

**Reading:** *Hearing History* "Introduction" pp.ix-xxii and chapter of your choice; speaker bio under Staff Information

#### Assign:

1. [Intro and detailed outline of final paper due](#)
2. Post at least one question on readings and one for the guest speaker to BB by Wed. 11:00PM—This is part of your participation grade, you won't receive full participation credit without posting questions.

**Extra:** Primary Sources in the News

### Due Class #15 Maps & Gov Docs—Guest Speaker, Jon Jablonski, Ted Smith 5/17

**Reading:** Cox 91-114, speaker bios under Staff Information

**Assign:** Post at least one question on readings and one for guest speakers to BB by Sunday 11:00PM—This is part of your participation grade, you won't receive full participation credit without posting questions.

### Due Class #16 Into the Future 5/19

**Reading:** O'Shea from Cohen pp.125-146, Brown *Social Life of Info* Ch.7 pp.173-205, Rothenberg *Scientific American* pp.42-47

**Assign:** [Listening analysis due](#)

**Extra:** Primary Sources in the News

### Due Class #17 Film/Photos—Guest Speaker, Lesli Larson 5/24

**Reading:** Levine Ch.3 "Reading Photographs" pp.75-146, Raskin Ch.1 "A Close Look at the Photograph" pp.11-23; speaker bio under Staff Information

#### Assign:

1. Post at least one question on readings and one to guest speaker to BB by Sunday 11:00PM—This is part of your participation grade, you won't receive full participation credit without posting questions.

2. [Mexican War photo analysis due](#)

### Due Class #18 Ethics 5/26

**Reading:** SAA, ALA-SAA, AHA statements on ethics, Danielson in Cohen pp.107-124

**Assign:** Browse FOIA, "About the NSA" and "About the *Digital* NSA" and complete [National Security Archive analysis](#)

**Extra:** Primary Sources in the News

**Due Class #19 Presentations 5/31**

See [Final Assignment](#) for directions

**Due Class #20 Presentations 6/2**

See [Final Assignment](#) for directions

**Due June 9th no later than 5:00PM**

[Final Research Paper](#)

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<http://libweb.uoregon.edu/courses/lib399heather/assignmentcalendar.html>

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## LIB399 Syllabus & Grading

### Grading Options

LIB 399 is a 4-credit course. Students may choose to receive a letter grade or pass/no pass. As stated in the UO Bulletin, those selecting the pass/no pass option must earn the equivalent of a C- or better in order to receive credit.

### Grading

Participation	20%
Assignments	30%
Narrative Assignment	10%
Final Project	40%
<b>Total</b>	<b>100%</b>

### *Attendance & Participation*

Attendance is mandatory. More than three unexcused absences will result in a failing grade. Regular attendance is essential to your understanding. If you anticipate being away, discuss your absence with the professor ahead of time so that you can keep up with your assignments.

The participation grade is based on active participation in group activities, coming to class on time with homework prepared, volunteering, being prepared when called on, etc. Attendance will be taken at the start of class. Students not present when attendance is taken will lose their participation points for the day.

Please show courtesy to your fellow classmates and instructors by shutting off cell phones and refraining from using the computers for personal purposes, such as e-mail, during lectures and discussions.

### *Communication*

When e-mailing, please be sure to send a message to both Heathers and use LIB399 in the subject line so that we recognize your message.

### *Assignments*

Assignments will consist both of in-class activities and of those done outside of class. They will be given on a weekly basis. Assignments should be turned in on time. Late assignments will be marked down by one grade each day after the due date (including weekends). i.e. An assignment that would have received an 'A' turned in on time on Tuesday would receive a 'B' on Wednesday or a 'D' on Friday.

Please note: As a general rule 1 credit = 1 hour in the classroom + 2-3 hours additional time outside the classroom.

*Final Project: Due June 9th by 5:00 PM*

Instructions for the final project will be handed out the second week of class. Written projects will be due on June 9th no later than 5:00PM. They must be turned in to the envelope marked LIB399 at the Knight Library Reference Desk. **No projects will be accepted after that time.**

## Grade Scale

A	100-97%
+	96-93%
A	92-90%
A-	
B	89-87%
+	86-83%
B	82-80%
B-	
C	79-77%
+	76-73%
C	72-70%
C-	
D	69-67%
+	66-63%
D	62-60%
D-	
F	59% or below



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## LIB399 Reading List

"ALA-SAA Joint Statement on Access: Guidelines for Access to Original Research Materials." *SAA Position Statements and Resolutions*. August 1994. <http://www.archivists.org/statements/alasaa.asp>.

American Historical Association. *Statement on Standards of Professional Conduct*. May 2003. <http://www.historians.org/pubs/free/professionalstandards.cfm>

Bastian, Jeannette Allis. *Owning Memory: How a Caribbean Community Lost Its Archives and Found Its History*. Westport, CT: Libraries Unlimited. RSRV KNIGHT CD3985.V5 B37 2003

Bellardo, Lewis J. and Lynn Lady Bellardo. *Glossary for Archivists, Manuscript Curators and Records Managers*. Chicago: SAA, 1992. SPEC REF CD945 .B56 1992

Bloom, Lynn Z. "'I Write for Myself and Strangers': Private Diaries as Public Documents." *Inscribing the Daily: Critical Essays on Women's Diaries*. Ed. Suzanne L. Bunkers and Cynthia A. Huff. Amherst: U of Massachusetts P, 1996. 23-37. RSRV KNIGHT PS409 .I57 1996

Brown, John Seely and Paul Duguid. *The Social Life of Information*. Boston: Harvard Business School P, 2000. RSRV KNIGHT HM851 .B76 2000

Bunkers, Suzanne L. and Cynthia A. Huff, eds. *Inscribing the Daily: Critical Essays on Women's Diaries*. Amherst: U of Massachusetts P, 1996. RSRV KNIGHT PS409 .I57 1996

Burke, Frank G. *Research and the manuscript tradition*. Chicago: Society of American Archivists, 1997. RSRV KNIGHT CD3021 .B87 1997

Burke, Peter. *Eyewitnessing : the uses of images as historical evidence*. Ithaca: Cornell UP, 2001. RSRV KNIGHT H61 .H83 2001

Card, Jane. "[Picturing Place: What You Get May Be More Than What You See.](#)" *Teaching History* Sept. 2004: 16-20.

Cohen, Laura B. *Reference Services for Archives & Manuscripts*. New York: Haworth, 1997. RSRV KNIGHT CD971 .R373 1997

Cox, Richard J. and David A. Wallace. *Archives and the Public Good: Accountability and Records in Modern Society*. Westport, Conn.: Quorum, 2002. RSRV KNIGHT CD971 .A73 2002

Danielson, Elena S. "Ethics and Reference Services." *Reference Services for Archives & Manuscripts*. Ed. Laura B. Cohen. New York: Haworth, 1997. pp.107-124 RSRV KNIGHT CD971 .R373 1997

Davidson, James West and Mark Hamilton Lytle. *After the Fact: the Art of Historical Detection*. New York: Knopf, 1986. RSRV KNIGHT E175.D38 1986

Fisher, Steven, ed. *Archival Information: How to Find It, How to Use It*. Westport, CT: Greenwood, 2004.

Freeland, Sarah. "Drug Use Within Vietnam-Era Student Protest: Central or Coincidental?" Paper HC424H. U. of Oregon, Eugene, 2005.

Garton Ash, Timothy. *The File: A Personal History*. New York: Random House, 1997. RSRV KNIGHT DD287.4 .G375 1997x

Georgitis, Nathan. "Audio on the Internet." Handout.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. New York: Modern Language Association of America, 2003. REF KNIGHT LB2369 .G53 2003; also available in Science Reference, Knight. See UO Library Catalog for locations and availability. 1999 edition also okay to use.

Glees, Anthony. *The Stasi Files: East Germany's Secret Operations Against Britain*. London: Free Press, 2003. [e-reserves](#)

"Glossary." *History Detectives*. 4 Oct. 2004 <http://www.pbs.org/opb/historydetectives/classroom/index.html> Note: Click on the Glossary tab at the right hand corner of the page.

Granado, Alberto. *Traveling with Che Guevara: The Making of a Revolutionary*. New York: New Market, 2004. **Call #**

Guevara, Ernesto Che. *The Motorcycle Diaries: a Journey through South America*. New York: Verso, 1995. **Call #**

"Into the Future: On the Preservation of Knowledge in the Electronic Age." American Film Foundation and Sanders & Mock Productions in association with Commission on Preservation and Access and American Council of Learned Societies, 1997. VIDEO COLL VIDEOTAPE 03670

*Introduction to Archival Organization and Description: Access to Cultural Heritage*. Getty Information Institute. 1998. <<http://www.schistory.org/getty/index.html>>

Jimerson, Randall C. *American Archival Studies: Readings in Theory and Practice*. Chicago: SAA, 2000. RSRV KNIGHT CD3021 .A75 2000

Leech-Wilkinson, Daniel. "Using Recordings to Study Musical Performances," in *Aural History: Essays on Recorded Sound*. pp.1-12 RSRV KNIGHT PB Ward H3

Linenthal, Edward T. and Tom Engelhardt. *History Wars: the Enola Gay and Other Battles for the American Past*. New York: Metropolitan, 1996. RSRV KNIGHT E840.4 .H57 1996

Levine, Robert. *Images of history : nineteenth and early twentieth century Latin American photographs as documents*. Durham, NC: Duke UP, 1989. RSRV KNIGHT F1413 .L66 1989

McDowell, W. H. *Historical Research: a Guide*. New York: Longman, 2002. REF KNIGHT D1625 .M32 2002

Miller, Fredric M. "Archival Description." *Reference Services for Archives & Manuscripts*. Ed. Laura B. Cohen. New York: Haworth, 1997. pp.55-65 RSRV KNIGHT CD971 .R373 1997

Monaco, James. "The Language of Film: Signs & Syntax," in *How to Read a Film*. pp. 121-191. [e-reserves](#)

O'Shea. "Grasping the Nettle: The Evolution of Australian Archives Electronic Records Policy," *Reference Services for Archives & Manuscripts*. Ed. Laura B. Cohen. New York: Haworth, 1997. pp. 125-146 RSRV KNIGHT CD971 .R373 1997

O'Toole, James M. *Understanding Archives & Archivists*. Chicago: SAA, 1990. [e-reserves](#) and SPEC REF CD950 .O88 1990

Packer, Nancy Huddleston and John Timpane. *Writing Worth Reading : A Practical Guide with Handbook*. New York: St. Martin's, 1989 PB BRISTON H 1

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. Boston: Bedford/St. Martin's, 2004 PB WARD H4

Raskin, Richard. *A Child at Gunpoint: A Case Study in the Life of a Photo*. Aarhus: Aarhus UP, 2004. RSRV KNIGHT D804.48 .R37 2004

Rothenberg, Jeff. ["Ensuring the Longevity of Digital Documents."](#) [UO](#) *Scientific American* 272.1 (January 1995): 42-47. Academic Search Premier. EBSCO. Univ. of OR Lib., Eugene.

"Secrets of the Dead II: Witches' Curse." New York: Thirteen/WNET, 2002. VIDEO COLL VIDEOTAPE 06708

Smith, Mark M. *Hearing History : A Reader*. Athens: U of Georgia P, 2004. RSRV KNIGHT D16.166 .H43 2004

Symmes, Patrick. *Chasing Che: A Motorcycle Journey in Search of the Guevara Legend*. New York: Vintage, 2000. RSRV KNIGHT F2225 .S96 2000

Taylor, Hugh A. *Imagining Archives: Essays and Reflections*. Terry Cook and Gordon Dodds, Eds. Lanham, MD: Scarecrow, 2003. RSRV KNIGHT CD950 .T395 2003

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Chicago: U of Chicago P, 1996. REF KNIGHT LB2369 .T8 1996. Check UO Library Catalog for other locations.

UC Berkeley Teaching Library Internet Workshops. "MLA Style Citations." *Style Sheets for Citing Resources (Print & Electronic): Examples & General Rules for MLA, APA, & Chicago & Turabian Styles*. 6 May 2004.

<http://www.lib.berkeley.edu/TeachingLib/Guides/MLAstyle.pdf>

UC Berkeley Teaching Library Internet Workshops. "Turabian & Chicago Style Citations." *Style Sheets for Citing Resources (Print & Electronic): Examples & General Rules for MLA, APA, & Chicago & Turabian Styles*. 7 May 2004.

<http://www.lib.berkeley.edu/TeachingLib/Guides/Chicago-Turabianstyle.pdf>

[University at Peace & War](#) Professor Clark & Franks' class HC421, Read a paper of your choice

Walch, Victoria Irons. "Standards for Archival Description: a Handbook." Society of American Archivists.

1994. 17 Feb. 2004. <http://www.archivists.org/catalog/stds99/index.html>.

Williams, Robert Chadwell. *The Historian's Toolbox: a Student's Guide to the Theory and Craft of History*.

Armonk, NY: Sharpe, 2003. RSRV KNIGHT D16 .W62 2003

Zettl, Herbert. "The Two-Dimensional Field: Forces Within the Screen," in *Sight Sound Motion: Applied*

*Media Aesthetics*, pp. 101-127. [e-reserves](#)

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**LIB399 Spring 2005  
Library Assignment #1**

**Please type your responses to the following questions on a separate page. Don't forget to put your name and the date!**

1. Take 15-20 minutes and think about all the activities you were involved in during the past 24 hours. List as many of these activities as you can remember.
2. For each activity on your list, write down what evidence, if any, your activities might have left behind.
  - Did you create any records of your activities (a diary, notes to yourself, a letter to a friend or relative, an e-mail message, a telephone message)?
  - Would traces of your activities appear in records someone else created (a friend's diary, notes, or calendar entry; a letter or e-mail from a friend or relative)?
  - Would traces of your activities appear in university records? in business records (did you write a check or use a charge card)? in the school or local newspaper? in government records (did you pay your taxes or get a parking ticket)?
  - Would anyone be able to offer testimony (or oral history) about your activities (who and why)?
  - Could someone deduce something about you from the trash you have thrown away?
  - Did you leave behind evidence in material form such as coins, paper money, stamps, computers?
  - What kind of objects do you have at home that would say something about you?
3. If future archaeologists had the materials above—say everything was frozen in time like Pompeii when Mt. Vesuvius erupted—what could they infer or conclude about your life? What might the materials tell archaeologists about your living situation, daily activities, the larger community, region, and/or nation?



## Lib 399 Spring 2005 *Assignment #2 due 4/5/05*

1. Select an article from the [Secondary Source UO History Faculty Reading List](#).
2. Carefully read the article.
3. Write 2 or 3 sentences on how the author used primary sources.
4. Write 2 or 3 sentences on how the author used secondary sources.
5. Come to class prepared to briefly discuss these issues.

[http://libweb.uoregon.edu/courses/lib399heather/assignment2\\_2005.html](http://libweb.uoregon.edu/courses/lib399heather/assignment2_2005.html)

Maintained by Heather Ward, [hward@uoregon.edu](mailto:hward@uoregon.edu)


Last revision: 25 March, 2005

Name: \_\_\_\_\_

**LIB399 Spring 2005  
Assignment #3 Secondary Sources**

**Please type your responses to the following questions and turn in via the Blackboard Assignments page. Don't forget to put your name!**

This exercise should give you an idea of how to use the different features in America: History & Life or Historical Abstracts to identify and find articles relevant to a topic.

1. Briefly describe a research topic that interests you—This is a great chance to start secondary research on your paper topic.
2. List three or four keywords that describe your topic.
3. Search Historical Abstracts or America: History & Life **by Keyword(s)** for articles related to your topic. To narrow your search, try date or document type limits. How many citations did you find? What were some of the subject headings used in the database?
4. Search the same database **by Subject** using the  (browse button) to find exact headings. How many citations did you find? Were they different than the keyword results?
5. Cite one of the article citations you found. Is the journal available at the UO Libraries in print or online? If in print, what is the call number? If we don't own it, how can you get a copy?



Name: \_\_\_\_\_

**LIB399 Spring 2005**  
**Assignment #4 Repository Web Site Analysis**

**Please type your responses to the following questions and turn in via the Blackboard Assignments page. Don't forget to add your name!**

This exercise should give you an idea of how to use a repository (archive or special library) web site to learn more about their collections.

Using the web site *Repositories of Primary Sources*, <http://www.uidaho.edu/special-collections/Other.Repositories.html> select **two** different repositories in the United States and explore their web sites answering the following questions for each repository.

1. Name of repository and URL.
2. What subjects does the repository collect?
3. Find a description of a single collection that relates to a topic you are interested in and summarize the subject, contents, dates of coverage and size of that collection.
4. How could you use this collection to research your topic?
5. In browsing through collections are there any that seem unusual based on the general collection subjects of the repository?



**LIB399 Spring 2005**  
**Assignment #6**  
**Finding Primary Sources for Your Topic**  
**DUE in class April 19<sup>th</sup>**

**Please type your responses to the following questions and submit via Blackboard Assignments.**

**Remember: Many helpful links can be found on the guide to *Research Using Primary Sources* <http://libweb.uoregon.edu/guides/history/primary.html>**

1. List your preliminary topic for your final paper here. (2 points)
  
2. Using the tools discussed in class, on the Research Using Primary Sources guide, and listed on your handouts, *identify* the following sources. You don't actually need to get your hands on these sources. See citation instructions below.
  - ❑ Two (2) unpublished textual primary sources related to your topic. \*Note, these may be found in a collection or on their own.  
e.g. Correspondence, diaries, minutes, etc.
  
  - ❑ One (1) published textual primary source related to your topic  
e.g. Autobiographies, newspaper or magazine articles, other books
  
  - ❑ One (1) *non-textual* primary source related to your topic  
e.g. Map, photo, audio or video recording, cartoon, etc.
  
3. Each source citation is worth two points and should include the following information.
  1. Title/Identification of the item (if a specific item is chosen)
  2. Collection name
  3. Repository name
  4. Location of collection e.g. city, state or city, country
  5. URL if online and call number/location number
  6. One to two sentences describing how the source relates to your topic

**H. Ward**  
**6 April 2004, HB rev. 4/13/05**

## Assignment #2 Finding Primary Sources

**Sample Topic:** The history of Vanport, Oregon and the 1948 flood that destroyed it.

### Sample Citations:

1. Martin Taylor Pratt Papers, 1888-1962. Oregon Historical Society, Portland, Oregon. Mss. 698.

This collection discusses the police response to the Vanport flood. Because many Vanport residents were African-American, I would be particularly interested in the official response to the flood.

2. Vanport Flood Correspondence and Vanport Flood Reports. Governor John H. Hall Administrative Correspondence. Oregon State Archives, Salem, Oregon. No call number.

Correspondence regarding the flood would provide insight into the response to the flood on the state level.

3. Columbia River and Tributaries Below Yakima River: Report on Flood of May-June 1948. University of Oregon Libraries, Eugene, Oregon. SCA OrColl 627.4 Un3

This report, published the Corps of Engineers the year after the flood, would help explain the technical reasons for the flood.

4. Vanport Flood Photographs. Multnomah County Library, Portland, Oregon. Wilson Room O-979.549 V273.

Viewing photos of the flood may create more of an impact than reading descriptions of the devastation it caused.

**LIB399 Spring 2005  
Collection Narrative and Folder List  
April 28<sup>th</sup>**

**\*\*Please submit the assignment via Blackboard Assignments.\*\***

The purpose of this assignment is to illustrate the condition of a collection in its raw state. This is how archives receive many collections. By creating a folder list and description, you will better understand what archivists do to make collections usable and you'll know what structures you'll find in archives to help with your own research in the future.

In this assignment, you will create a folder list and a one-page, double spaced narrative description of your assigned box as described below. Please answer all of the questions below as part of your narrative.

**Collection Title:**

**Accession #:**

**Box #:**

**Folder List:**

To start, make a list of the folder titles you find in the box, or if they are not in folders, group and summarize the materials that you find in the box, e.g. 17 magazines – titles and dates, newspaper clippings – general subject(s), dates. This list will provide you with the basis for your narrative. With this done, you won't need to spend as much time in Special Collections browsing your collection. Turn it in along with your narrative.

**Current Condition of Papers:**

Physical Condition: What types of materials are included? What different media—handwritten items, photos, audio tapes, magazines, etc—are present? Are there obvious preservation problems? If so, what are they?

**Arrangement & Description:**

Arrangement: Is there an obvious system or systems of organization? If so, please describe them. If not, please note how the box appears. Is the material in folders or loose? If it's in folders are they labeled?

Does there seem to be an "original order" in the box? Are there obvious categories that you can adopt? How would you describe the materials to a potential researcher? What date span does the material cover? What subjects does the material cover? What potential research areas would this material be of interest to? Be creative.

Name: \_\_\_\_\_

**LIB399 Spring 2005  
Final Assignment Part II  
Detailed Topic  
Due by class April 26<sup>th</sup>**

**Meet or talk with Heather(s) before finalizing assignment. Please type your responses and return via the Assignments page. Don't forget to add your name!**

1. Write a paragraph describing your chosen topic.
2. Cite the precise primary source(s) that you will be examining using the appropriate citation style.
3. Cite at least three secondary sources that are relevant to your topic using the appropriate citation style.

**Citation format for archival materials**

[Identification of item], [folder title] (if quoting particular document), [name of collection], [collection number], Special Collections and University Archives, University of Oregon, Eugene, Oregon.

**MLA or Turabian Citation styles for footnotes & in-text citations**

<http://libweb.uoregon.edu/guides/citing/>

Please choose MLA or Turabian style and use consistently.

*MLA Handbook for Writers of Research Papers*

6<sup>th</sup> edition, 2003

REF KNIGHT, KNIGHT LB 2369 .G53 2003

*A Manual for Writers of Term Papers, Theses, and Dissertations*

REF KNIGHT, ITC, MUSIC REF, etc. LB2369 .T8 1996

Name \_\_\_\_\_

**LIB399 Spring 2005  
Assignment #9  
Diary/Journal Analysis  
DUE May 5th**

**Please type your responses to the following questions and turn in via the Blackboard Assignments page. Don't forget to add your name!**

The purpose of this assignment is to exercise the analytical skills you'll need to use as a researcher examining primary source materials, especially those used when reviewing a diary or journal. Select a journal or a diary from a collection in Special Collections or a published diary.

1. Cite the journal or diary, noting the name of the collection, collection number, box, and folder number here. If the diary is published, please list author/editor, title, publisher, date, and call number of the book.
2. Note the dates of the journal. What time period does it cover?
3. Note the name of the author of the diary.
4. Location(s) where diary was written, e.g. is this a travel diary, or did the other go on a trip while the person was writing in the diary.
5. Are there any unique physical qualities of the journal, e.g. handwriting, spelling, type of book used?

To answer questions 6-10, skim through all the entries in the journal, or select 3-5 representative entries.

6. List three things that the author of the journal said that you think are important?
7. Why do you think this diary was written?
8. What evidence in the journal helps you know why it was written? Quote from the journal.
9. List two things the diary tells you about life in the country that it was written at the time it was written.
10. Write a question to the author that is left unanswered by the journal.

Name \_\_\_\_\_

**LIB399 Spring 2005  
Access & Censorship  
DUE May 10th under Assignments on Blackboard**

The purpose of this assignment is to raise awareness of specific issues on access and censorship in archives. This will help prepare you to be a more savvy researcher when accessing archival materials in your own work.

1. Select ONE of the following topics.
  - a. The secret FBI files on Puerto Rico.
  - b. Stasi files on former German Chancellor, Helmut Kohl
  - c. The removal of U.S. government documents from library collections and/or the web.
  - d. Limited access to the Sigmund Freud papers.
  - e. South African Truth and Reconciliation Commission records and access.
  
2. Find ONE magazine, journal or newspaper article on the topic. Search using Academic Search Premier, Lexis Nexis, Library Literature, or another library database.
  
3. Cite your article here.
  
4. Read the entire article, type your responses to the following to turn in via Blackboard and come to class prepared to discuss them.
  - a. A summary of the main issues described in the article.
  - b. Questions you have about the issues.
  - c. Your opinion on how the matter should be resolved and why.



Name: \_\_\_\_\_

**LIB399 Spring 2005  
Final Assignment Part III  
Detailed Introduction & Outline  
Due by class May 12<sup>th</sup>**

**Please type your responses and return via the Blackboard Assignments Page. Don't forget to add your name!**

Create an outline of your final paper with the following elements:

1. Write an introductory paragraph with a **clear thesis statement**.
2. Write several sentences on each major point in your introductory paragraph describing how you will address each issue.
3. Include your bibliography so far using the appropriate citation style.

**Citation format for archival materials**

[Identification of item], [folder title] (if quoting particular document), [name of collection], [collection number], Special Collections and University Archives, University of Oregon, Eugene, Oregon.

**MLA or Turabian Citation styles for footnotes & in-text citations**

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Name \_\_\_\_\_

**LIB399 Spring 2005  
Listening Analysis  
DUE May 19th under Assignments on Blackboard**

Answer the questions below using more space if needed. Return the assignment via Blackboard.

The purpose of this assignment is to exercise the analytical skills you'll need to use as a researcher examining primary source materials.

**I. Pre-Listening**

1. Select an item under Sound Recordings on the American Memory site at <http://memory.loc.gov/ammem/collections/finder.html> or from Lost & Found Sound <http://www.npr.org/programs/Infsound/stories/index.html>
2. Whose voices will you hear on this recording?
3. What is the date of this recording?
4. Where was this recording made?

**II. Listening**

1. Type of sound recording (check one):
  - Policy speech
  - Congressional testimony
  - News report
  - Interview
  - Entertainment broadcast
  - Press conference
  - Convention proceedings
  - Campaign speech
  - Arguments before a court
  - Panel discussion
  - Other

2. Unique physical qualities of the recording

- Music
- Live broadcast
- Narrated
- Special sound effects
- Background sound

3. What is the tone or mood of this recording?

### III. Post Listening

1. List three things in this sound recording that you think are important:
  
2. Why do you think the original broadcast was made and for what audience?
  
3. What evidence in the recording helps you to know why it was made?
  
4. List two things this sound recording tells you about life in the United States at the time it was made:
  
5. Write a question to the broadcaster that is left unanswered by this sound recording.
  
6. What information do you gain about this event that would not be conveyed by a written transcript? Be specific.

Name \_\_\_\_\_

**LIB399 Spring 2005  
National Security Archives  
DUE May 26th**

**Please type your responses to the following questions and turn in via the Blackboard Assignments page. Don't forget to add your name!**

The purpose of this assignment is for you to explore the different types of information available through the Freedom of Information Act and to consider how someone might use such information in their research.

1. Read about the National Security Archive at [http://www.gwu.edu/%7Eensarchiv/nsa/the\\_archive.html](http://www.gwu.edu/%7Eensarchiv/nsa/the_archive.html)
2. Select a National Security Archive Electronic Briefing Book listed by subject at <http://www.gwu.edu/%7Eensarchiv/NSAEBB/index.html>
3. Cite the title and URL for the selected Briefing Book.
4. Read the introduction and browse some of the documents within the Briefing Book.
5. Write a few sentences about how someone might incorporate such sources in their scholarly research?
6. Write a few sentences about what you learned from the National Security Archive, the Briefing Book or the documents that surprised you?

Name \_\_\_\_\_

**LIB399 Spring 2005  
Photograph Analysis  
DUE May 24th**

**Please type your responses to the following questions and turn in via the Blackboard Assignments page. Don't forget to add your name!**

The purpose of this assignment is to exercise the analytical skills you'll need to use as a researcher examining primary source materials, especially those used when reviewing photographs. Select a photograph from the Mexican War photo album contained in the Vance Joseph Hoyt Papers, Ax 312, Box 6, or select the Dawson City, Klondike stereoscope photograph found in the Joseph Hoyt Papers, Ax 312, Box 4, Special Collections and University Archives, University of Oregon. These boxes have been placed on Manuscripts Hold under "LIB 399" for this class. Note if you have found a photograph related to your final paper, you may substitute that photograph.

1. Cite the image, noting the name of the collection, collection number, box, the page number and general location of the image on the page, in the case of an album. If you are using a photograph that is loose in a folder, also note the folder number.

**Photograph Citation:**

**Observation**

Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

Use the space below to list people, objects, and activities in the photograph.

**People**

**Objects**

**Activities**

**Inference**

Based on what you observed above, list three things you might infer from this photograph.

**Questions**

A. What questions does this photograph raise in your mind - note at least two.

B. Where could you find the answers to them?

**LIB399 Spring 2005**  
**Final Assignment Part IV**  
**Oral Presentation**

During the last week or two of class, each of you will give a 10 to 15-minute oral presentation on observations you've made in working with your selected primary sources and on your findings in researching your final paper. This will be your classmates' opportunity to learn more about your collection and your interpretations and to ask questions.

Everyone is expected to attend and participate. Please be prepared to ask at least two questions overall of the other speakers. **Your presentation, attendance and questions for classmates account for 15% of your final grade.**

**Please let us know by May 24<sup>th</sup> about the materials you plan to use as visual aids so that we can reserve the appropriate equipment or bring the items from the collection.**

**Required elements of oral presentation**

- I. 10 to 15-minute presentation
- II. Ask questions of classmates
- III. Attend all oral presentation sessions
- IV. At least one visual aid

**LIB399 Spring 2005**  
**Final Assignment Part V**  
**Research Paper**

**Due under Final Assignment on BB no later than 5:00PM June 9th**

This assignment is to write a 10-15-page research paper. You will be graded on proper grammar and spelling, the correct use of MLA or Turabian citation style and a logical narrative flow as well as on the subject content of your paper. It is to be a critical, reflective paper based on your selected sources and assigned readings as well as additional resources you discover in your research.

It must fill all the following requirements:

- It has a good historical question  
([http://darkwing.uoregon.edu/~ppascoe/407/what\\_is\\_a\\_good\\_question.htm](http://darkwing.uoregon.edu/~ppascoe/407/what_is_a_good_question.htm))
- It is based on primary sources
- It tells you how its interpretation connects to previous work
- It offers a persuasive argument of its own

Your paper should include all of these elements:

1. An introduction that sets out the historical question you asked in your research.
2. A clear description of the primary sources you used in your research.
3. A discussion of how your work relates to previous work by other historians.
4. Your own argument, backed up by examples from primary sources, some of which include exact quotations. For more information, see Quotations (<http://darkwing.uoregon.edu/~ppascoe/407/quotations.htm>).
5. A conclusion in which you put your findings in perspective.
6. Footnotes, in proper footnote form. For more information, see note on Footnotes below.
7. A bibliography of primary and secondary sources used in the paper, presented in proper bibliographic form.

For more information about organizing your paper (and tests to see if your paper is well-organized), see Writing Your Paper ([http://darkwing.uoregon.edu/~ppascoe/407/writing\\_your\\_paper.htm](http://darkwing.uoregon.edu/~ppascoe/407/writing_your_paper.htm)).

This paper is your chance to go beyond reading history books and articles to write histories of your own. Using the skills you've developed in class as a guide, make your paper as clear, interesting, and persuasive as you can.

**Warning:** Academic dishonesty of any sort (plagiarism, fabrication, or other forms of misconduct) is cause for severe sanction by the University of Oregon. For more



information, and for useful definitions and discussion of what does and doesn't constitute Academic dishonesty, see the UO Policy on Academic Dishonesty (<http://darkwing.uoregon.edu/~conduct/sai.htm>)

If you've read this material, and still have any doubt about when and how to use citations, be sure to ask the professor before you submit your paper.

**Due Dates: Your paper is due on or before 5:00 p.m. on Thursday, June 9**. Send via Final Assignment page in Blackboard. Clearly label the file with your name and "Final Paper". e.g. Smith Final Paper.doc (And as you would with any other important paper, be sure to have a backup copy for safekeeping).

### **Advice on Writing**

What is a Good Historical Question

[http://darkwing.uoregon.edu/~ppascoe/407/what\\_is\\_a\\_good\\_question.htm](http://darkwing.uoregon.edu/~ppascoe/407/what_is_a_good_question.htm)

How to Organize a Paper [http://darkwing.uoregon.edu/~ppascoe/407/how\\_to\\_organize.htm](http://darkwing.uoregon.edu/~ppascoe/407/how_to_organize.htm)

Writing your Paper [http://darkwing.uoregon.edu/~ppascoe/407/writing\\_your\\_paper.htm](http://darkwing.uoregon.edu/~ppascoe/407/writing_your_paper.htm)

### **Note on Footnotes**

Peggy Pascoe's Footnotes page <http://darkwing.uoregon.edu/~ppascoe/407/footnotes1.htm>  
Focuses on Turabian style footnotes and not bibliography.

Heather & Heathers' Footnotes & Bibliography

### **Citation format for archival materials**

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