

APPENDIX 3

Learning at Work in the Archives: The Impact of Access to Primary Sources on Teaching and Learning

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I. Introduction

The beneficial impact of access to primary sources on student learning and teaching practices in higher education is widely acknowledged, but the role of librarians and archivists in facilitating, enabling, and enhancing that impact is not yet fully understood or acknowledged. Because librarians and archivists are often seen as service or resource providers, their contributions to the education process – providing access to primary sources, teaching research methods, collaborating with faculty on syllabi creation and assignment design, and mentoring student workers – are sometimes overlooked. This study examines the role of student employees in the archives as *learners* and of librarians and archivists as *teachers*.

Student employees are both employees, performing useful work, but also students, developing knowledge and skills in preparation for future careers. Librarians and archivists, who acquire, manage, and preserve information resources, are also facilitating the development of student research skills and of new and existing curricula. By exploring the role that librarians and archivists at colleges and universities play in achieving the educational mission of their institutions, this study sheds light on how interactions between librarians and archivists, student workers, and faculty affect student learning and teaching practices. The result, we hope, is a clearer understanding of the ways libraries and archives can and do promote student learning and success.

The use of student workers in special collections and archives is a widespread phenomenon that brings large numbers of students into direct contact with

primary sources under the guidance of librarians and archivists. There is a wide range of opinions about what students contribute to such projects, what they gain from the experience, and the advantages and disadvantages of using temporary student workers to process and catalog collections. We were interested in learning about the impact of this work experience on students themselves: What disciplines were they studying? Were their studies related to the collections they were processing? How did working in libraries and archives influence their studies? Did their academic advisors view their work as part of their academic training? Did working in libraries or archives influence their career paths? Our goal was to gather data from both the students and archivists about how the experience of working on these projects affects students' education and career paths.

This study is part of a larger project, sponsored by the Council on Library and Information Resources (CLIR), entitled "[Observations on Scholarly Engagement with Hidden Special Collections and Archives](#)." The goal of the study is to better understand the ways that librarians and archivists are structuring and developing relationships with scholars in [Cataloging Hidden Special Collections and Archives](#) grant projects, which are funded by the Andrew W. Mellon Foundation. The Scholarly Engagement project focuses on identifying and describing current practices, while also encouraging substantive conversation between librarians, archivists, and expert users about those practices. Among other observations, the Scholarly Engagement project has found that students – as project employees, emerging scholars and professionals, and citizens in their local communities – are playing a significant role in Hidden Collections projects, and that librarians and archivists are increasingly working with teaching faculty to incorporate primary sources into university and college curricula.

To explore these topics in greater depth, we examined a subset of six Hidden Collections projects focused on civil rights-related materials. These projects were located at a diverse group of institutions, directly connected to local communities, and relevant to contemporary issues and curricula:

1. Emory University/Auburn Avenue Research Library on African American Culture and History: Archives from Atlanta, Cradle of the Civil Rights Movement (2008);
2. Robert W. Woodruff Library: Processing the Voter Education Project Collection (2008);
3. Amistad Research Center: Working for Freedom: Documenting Civil Rights

- Organizations (2008);
4. Arizona State University Libraries: Labor Rights are Civil Rights/*Los Derechos de Trabajo son Derechos Civiles* (2010);
 5. Stanford University: Documenting Mexican American and Latino Civil Rights (2010);
 6. University of Chicago/Black Metropolis Research Consortium: The “Color Curtain” Processing Project (2010).

Methodology

We first created and conducted an online survey aimed at gathering information from student workers about their own experiences and views on the educational impact of their work in special collections and archives. This survey was sent to student workers at the projects listed above. Seventeen students responded to this survey. Concurrently, CLIR conducted another survey of archivists to collect information about the extent of student involvement in Hidden Collections projects overall and about the project archivists’ views on the role of students in the projects. The survey was sent to project archivists in all of the Hidden Collections projects, from the inception of the Hidden Collections program in 2008 through the 2011-2012 grant cycle. Thirty-one project archivists responded to the survey. In this article, we discuss the results of both surveys.

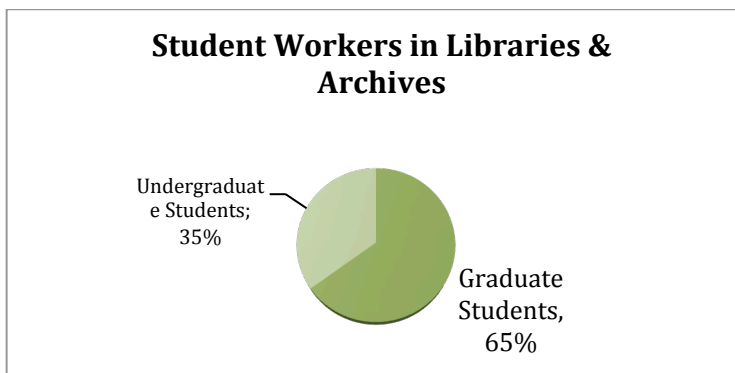
In addition to conducting the survey of student workers and comparing that data with the larger survey of project archivists, we conducted on-site interviews with students, archivists, and faculty involved with the projects. Finally, we facilitated an online meeting of project archivists to share strategies for managing student workers, collaborating with faculty, and networking Hidden Collections projects nationally.

Data collection was completed in the spring of 2012, and we published a preview of our findings in the journal *Archive*. The entire [fall 2012 issue](#) of *Archive* was devoted to [Undergraduates in the Archives](#), and our article was entitled “Hidden Learning: Undergraduates at Work in the Archives.” This “undergraduates in the archives” *zeitgeist* produced other publications, including Eleanor Mitchell’s, Peggy Seiden’s, and Suzy Taraba’s wonderful edited volume *Past or Portal? Enhancing Undergraduate Learning through Special Collections and Archives* (ACRL, 2012), which offers nearly fifty different examples of ways that special collections libraries and archives are engaging with undergraduates. Contributing authors include Christopher Harter, Director of Library and Reference Services at the Amistad Research Center and one of the CLIR Scholarly Engagement project

team members, and Gabrielle Dean, Curator for Modern Literary Rare Books and Manuscripts and the Librarian for English and The Writing Seminars at Johns Hopkins University. Harter's and Dean's essays both describe curricular engagements with undergraduates. On the topic of student employees in special collections libraries and archives, we recommend the article, "Finding Value and Meaning through Work/Study in the Archives," by James W. Gerencser of Dickinson College, whose model survey of student employees resulted in findings that correlate very well with those we describe below.

II. Survey Data

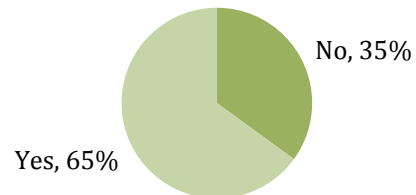
The Student View: Survey of Student Experience at Work in Hidden Collections Projects Related to Civil Rights



We surveyed student workers involved in Hidden Collections projects related to civil rights. Of the seventeen students who responded to our survey, eleven were graduate students and six were undergraduates.

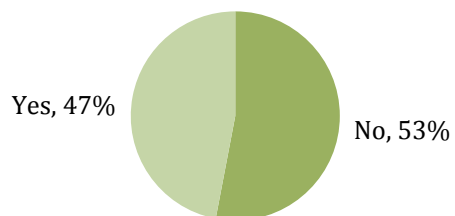
Seven students came from library or archive programs, seven from history or public history departments, and the remaining students came from the fields of law, English, public health, public policy, sociology, psychology, international studies, and Spanish linguistics and translation. A number of students were double majoring (in, for example, history and public health, or history and psychology) or enrolled in a dual MA program (such as MLIS and public history).

Did you receive any training in research methods outside of your library job?



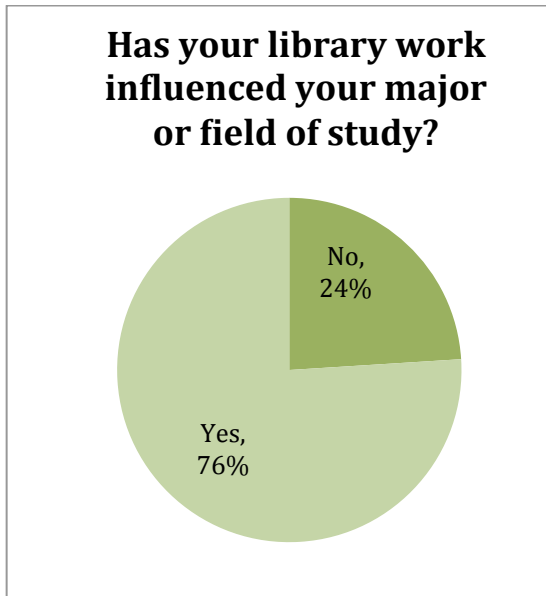
Most students (65%) received training in research methods outside their current library position via coursework, working as research assistants, or professional experience (e.g., working as a journalist).

Did you receive any training in working with primary sources outside of your library job?



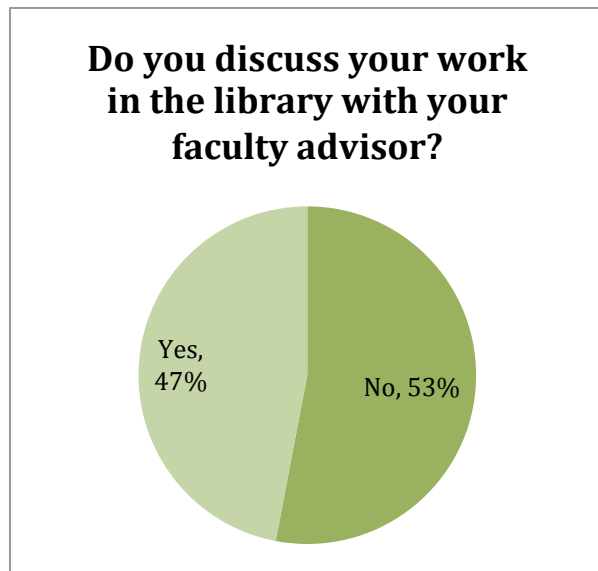
Despite the large number of history students employed as student workers, fewer than half of the respondents (47%) had been trained to work with primary sources outside their current library position. Again, most students had been exposed to primary sources via coursework, but many also cited other library jobs or internships as contexts in which they had been exposed to primary sources.

Most students (76%) said their work in the library had influenced their major or field of study. Examples of influence included:



- Expanding their knowledge of policy and advocacy groups in their field;
- First-hand experience working with historical materials related to the people or groups they studied;
- Seeing the sacrifices made to influence current civil-rights policies;
- Providing historical context to better understand and navigate the field they are working in today (e.g., law);
- Identifying finding aids and materials for their thesis;
- Broadening their understanding of the scope and range of primary sources available beyond a particular assignment, thesis, or field;
- Gaining essential work experience, realizing or confirming that they wanted to work in archives;
- Changing focus within archives (e.g., analog to digital);
- A better understanding of how libraries are organized and how to access resources, honing their skills working with primary sources.

Students commented that “all history majors should take an archive/library course,” and “I believe I have a leg up on my [history] classmates with the library work I am doing.”



Despite the fact that 76% of student respondents believed that working in the library had influenced their major or field of study, most students did not discuss their work in the library with their faculty advisor. Students also commented that their work in the library had influenced their career goals, either by changing those goals, or by giving them experience that helped them get their first job.

Students were also asked the following questions:

- What is the most useful thing about working in the library?
- What is the difficult thing about working in the library?
- What is the most surprising thing about working in the library?

Students commented that the most useful aspect of their work in the library was:

- Access to resources and faculty;
- Gaining a better understanding of the library and its resources: “It also encourages you to use the library resources”;
- Gaining a better understanding of how archives are run and how collections are processed;
- Work experience in an archive, gaining a better understanding of the archival profession;
- Hands-on experience processing, applying MPLP (“More Product, Less Process”) strategies and techniques, creating finding aids, using Archon or Archivists’ Toolkit, dealing with complex problems such as privacy and confidentiality;
- Having an opportunity to network with library administrators;
- Physical – i.e., non-virtual – contact with primary sources;
- Intensive immersion in a primary-source collection;
- Seeing influential people in politics in different historical periods;
- Seeing everyday people in different historical periods;

- Experience communicating with people outside their field: “it’s forced me to practice telling legal stories to non-legal audiences... a vital legal skill...”;
- Providing a community service by making more primary sources available and accessible;
- The simple experience of learning new, unexpected things: “Every day I leave work knowing more than I did when I got there.”

According to our survey respondents, the most difficult things for students working in the library include:

- Learning the software;
- Tedious tasks (e.g., writing folder labels);
- Sorting out which materials were important and which were not;
- Prioritizing tasks;
- Resisting the urge to read everything;
- Learning arrangement – difficult but rewarding;
- Not being overwhelmed by backlogs, the size and scope of the project, the relentless flow of material;
- Confidentiality issues in legal materials;
- Working around school schedules, balancing work and school;
- Working at an off-campus facility;
- Working in a temperature controlled (i.e., cold) climate;
- Being isolated in a basement storage room.

Many students responded that they were surprised by some of the things they enjoyed about their work. Responses about the most surprising thing about working in the library included:

- Discovering how much they enjoyed helping people with their research projects;
- Learning how enjoyable the investigative nature of archival work is;
- Finding out how vivid primary-source documents can be, how much they can bring historical figures and events to life;
- Learning the art and science of archival arrangement: indexing, the organic development of arrangement, the precision and flexibility involved;
- Finding out that, even as students, they were able to contribute so much to the project;

- Learning what goes on behind the scenes in archives: how materials are donated, how projects are funded, what determines processing priorities;
- Performing obsolescent tasks like writing in pencil and rubber-stamping folders;
- Realizing how few people seem to know how to use library resources; Discovering the diversity of the staff and their interests;
- Experiencing a sense of community, support, encouragement among librarians;
- Having more fun than they expected, they loved the people they worked with.

The Project Archivist View: Survey of Student Involvement in Hidden Collections Projects

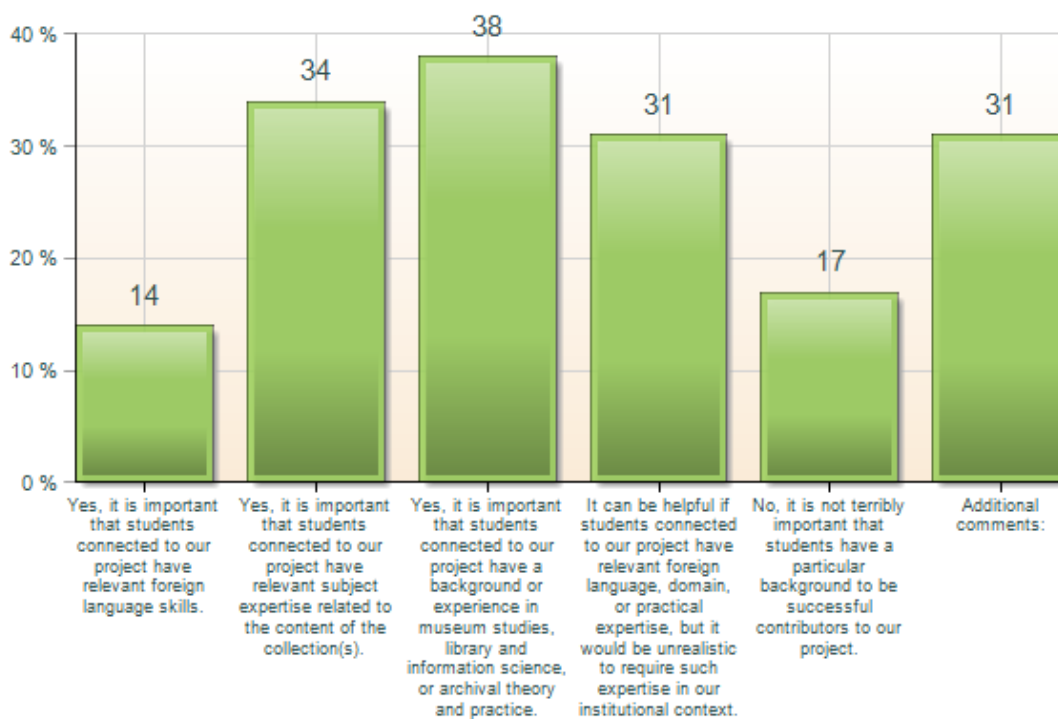
97% of Hidden Collections projects that responded employ student workers. 93% employ graduate students, and 73% employ undergraduates (many projects employ both graduate and undergraduate student workers). The most common student activities included:

- Writing container lists and doing data entry (73%);
- Arranging collections and writing scope and content notes (60%);
- Preservation activities (e.g., removing paper clips, making photocopies) (57%);
- Creating item level records (37%);
- Proofreading (30%).

Students are also involved in outreach activities, such as exhibits, blogs, Flickr, and other social media communication.

Archivists surveyed responded that, ideally, student employees should have experience in museum studies, librarianship, or archives (38%), subject expertise (34%), or language expertise (31%) relevant to the collections they are working with:

If you involve students as workers or volunteers on your project, is it important to you that their work experience, academic background, or major is relevant to your project in some way? Mark all that apply.



Most archivists (93%) provide one-on-one training, as needed, for their students throughout the project. Many provide formal (31%) and informal (37%) training, sometimes including training manuals. In three cases, students receive course credit for their work on the project. In most cases (76%), students work independently with project staff, who are physically situated nearby for easy access.

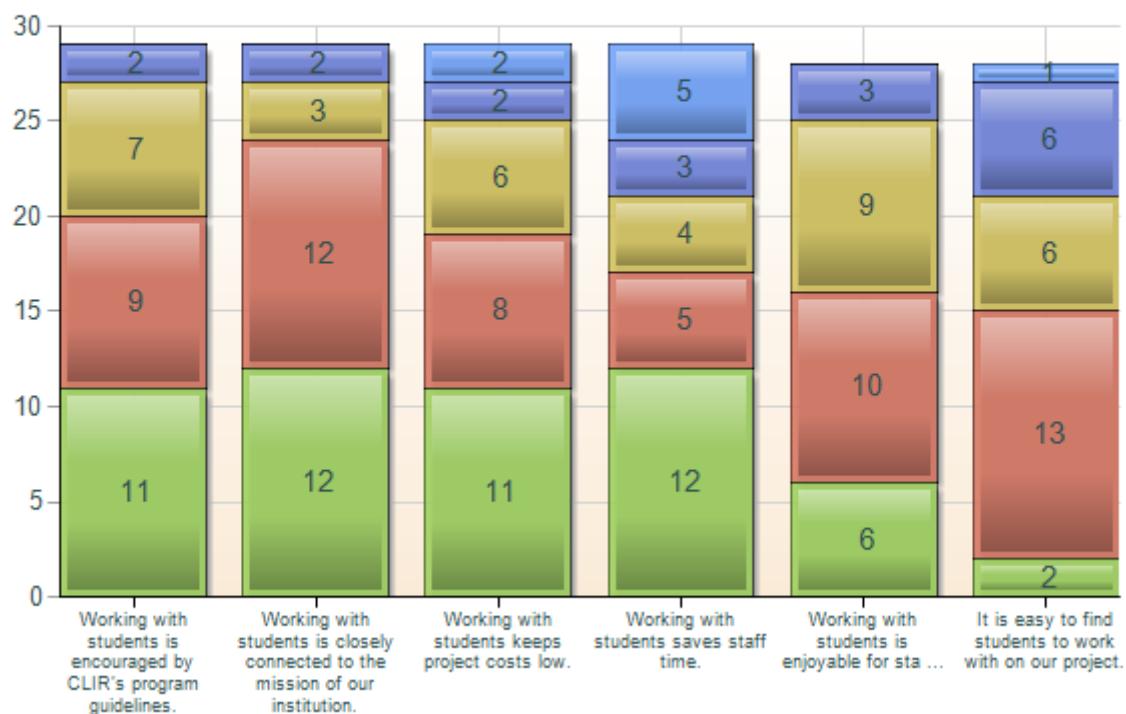
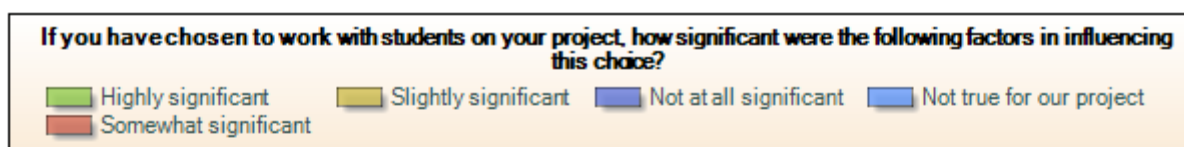
64% of archivists surveyed believe that working on the project has influenced students' academic or career goals. Examples cited included:

- Students are considering librarianship/archives as a career;
- Students are offered a job in a library or archive because of their work experience;
- Students gain experience working with manuscripts (including codicological and paleographic training) in preparation for dissertation research;
- Students gain experience in preparation for degree in museum studies.

Archivists reported that some students change their career goals. In some cases, Ph.D. students hired for their subject expertise have entered the archives field; in others, experience working with archival materials has led students to apply to Ph.D. programs. Many respondents noted that students gained hands-on experience that has helped them gain permanent positions.

The archivists surveyed choose to involve student workers in their projects for five main reasons:

1. Working with students is connected to the mission of their institution;
2. Student workers save staff time;
3. The practice is encouraged by CLIR's program guidelines for Hidden Collections;
4. Student workers keep project costs low;
5. Staff enjoy working with students.



Finally, as principal investigators and project managers, the archivists identified some of the advantages and disadvantages they perceived about employing students. In some instances, the advantages and disadvantages contradict one another (“Students are a never-ending pool of labor” and “It can be hard to find students to hire”):

Advantages	Disadvantages
<ul style="list-style-type: none"> • Staff can concentrate on complex tasks and the overall goals of the project while students focus on daily, repetitive tasks; • Students can do a good deal of routine arrangement and folder-level description; • Team approach – division of labor – speeds up the process; • Potential for mentorship: influencing and training a new generation of librarians and archivists; • Helping students discover their interest in history or archives, discover a research project or materials in their field; • It is incredibly enriching to work with students, and they make valuable contributions to the project; • Students bring a fresh perspective and new energy to the project. Their enthusiasm is infectious; • Students bring a unique blend of subject knowledge, experience, and enthusiasm; they diversify the educational experiences, specialties, and interests of the team; • They bring a high degree of subject expertise and a scholar’s perspective to arrangement decisions; • Students are a never-ending pool of labor; • The hiring process is quick and simple compared to hiring temporary staff; • Students don’t seem to mind repetitive tasks; • Many students are quick, conscientious workers; • Students are often aware of new technologies. 	<ul style="list-style-type: none"> • They require close training and supervision. For some this is their first semi-professional job. This is time consuming, though upfront work can be gained back over time if students stay on the project; • Turnover is a consistent problem; • It can be hard to find students to hire; • Difficult to schedule work around classes and exams; • Difficult to use students when work space is off-campus; • Teaching and mentoring students is time-consuming; • When students make a systematic error doing repetitive tasks it takes ages to undo; • Students are not always invested in the long-term outcome; • Students can be unreliable.

III. Report on Online Meeting of Project Archivists (Wednesday, March 21, 2012)

After collecting survey results and conducting site visits, the study team facilitated an online meeting of project archivists from the six Hidden Collections projects focused on civil rights. The meeting focused on three topics: 1) student workers; 2) collaborating with faculty to support student use of archives; and 3) creating a national network of Hidden Collections projects and project archivists. For each topic, archivists from participating projects led by reporting on their own findings. In this section, we summarize the key points made in each section of the meeting.

Topic 1: Student Workers

Bergis Jules and Lisa Calahan, Black Metropolis Research Consortium (BMRC):

The "Color Curtain" Processing Project: Unveiling the Archives of Chicago's Black Metropolis

Joe Geller, Stanford University: *Documenting Mexican American & Latino Civil*

Rights: Records of the Mexican American Legal Defense and Educational Fund & CA Rural Legal Assistance

Summary of Key Discussion Points

- When hiring student workers, it is important to invest time on the front end by putting some careful thought into the hiring and training process. For example, BMRC asked job applicants for a writing sample, developed a training manual and accompanying PowerPoint presentations, and required attendance at a three-day training program that addressed such topics as arrangement, DACS (Describing Archives: A Content Standard), and MPLP ("More Product, Less Process"). BMRC hired both graduate students and undergraduate students, whose job performance exceeded their expectations;
- BMRC created mini-processing teams, consisting of graduate and undergraduate students. The team members were chosen for their complementary skills. These teams moved from site-to-site, interacting

with liaisons at each site. In this area, BMRC has learned from earlier Hidden Collections consortial projects, such as the Philadelphia Area Consortium of Special Collections Libraries (PACSCL);

- Project archivists observed that students can offer both subject and language expertise that is vital to the success of the project;
- Project archivists observed that the experience of working on the project is having an impact on student learning, career paths, choice and scope of dissertation research. Particularly vital is the students' hands-on experience with primary source material;
- Students sometimes make valuable connections between archives and relevant faculty members and other collections and institutions, as well as conducting outreach via social media sites established for projects;
- Methods for recruiting student workers include conducting outreach to academic departments, faculty members, local and regional institutions, listservs, and university job centers. Rules on hiring student workers vary from institution to institution, depending on whether the institution's status is public or private, for-profit or non-profit, etc. Constraints can include limitations on hours. Types of student employment can range from work study to internships, to fellowships, and graduate assistantships. The meeting participants suggested that it may be helpful to collect student job descriptions on CLIR's Cataloging Hidden Special Collections and Archives website as a resource for other projects;
- BMRC mentioned its upcoming Society of American Archivists (SAA) conference panel presentation: "Engaging Undergraduates, Advancing Archives: Innovative approaches for a 'Forgotten' User Group," (August 2012).

Topic 2: Collaborating with Faculty to Support Student Use of Archives

Laura Thomson and Christopher Harter, Amistad Research Center, Tulane University: *Working for Freedom: Documenting Civil Rights Organizations*

Xaviera Flores and Christine Marín, Arizona State University (ASU) Libraries: *Labor Rights are Civil Rights/Los Derechos de Trabajo Son Derechos Civiles*

Summary of Key Discussion Points

- Project archivists noted that it can be hard for new project archivists to connect with faculty and students. As a result, they suggested that it might be helpful to have a faculty liaison or mentor as a part of the formal project team. This liaison would be already committed and willing to work with archivists. Faculty liaisons at different sites could be helpful for consortial projects, as well;
- At both ASU and Amistad, archivists are working closely with faculty to build course syllabi. Project archivists noted that faculty also sometimes need an orientation to the archives and collections;
- ASU has introduced faculty and graduate students to collections – particularly regional, under-studied collections – that have become central to their research;
- Amistad notes that collaboration with faculty is key: students, whether employed or actively doing course-related research, are more successful when their experience is tied to the curriculum;
- Project archivists noted the increased demand for and use of primary sources in both university and K-12 education. Both Amistad and ASU conduct community outreach and education on archives;
- Undergraduate student research on the collections is being collected and donated back to the archives;
- Tulane University, has a service-learning program, in which Amistad participates as a host institution. Students serve as interns in the archives. Project archivists observed that these internships are often the most valuable part of students' education. Not only do students learn about archives, they also become advocates for them, as well;
- Students sometimes return to the archives as volunteers and employees;
- Archives are often a vehicle for bringing different groups together: students, faculty, community members, K-12 students, parents, etc. Archivists can provide connections and continuity between these groups.

Topic 3: National Network of Projects and Project Archivists

Sarah Quigley, Emory University/Auburn Avenue Research Library on African American Culture and History: *Archives from Atlanta, Cradle of the Civil Rights Movement: The Papers of Andrew Young, SCLC, and NAACP-Atlanta Chapter*

Courtney Chartier, Robert W. Woodruff Library, Atlanta University Center: *Processing the Voter Education Project Collection*

Joe Geller, Stanford University: *Documenting Mexican American & Latino Civil Rights: Records of the Mexican American Legal Defense and Educational Fund & CA Rural Legal Assistance,*

Summary of Key Discussion Points

- How can project archivists be better supported? By assisting them in making connections with academic departments and faculty members, and by assisting them in finding positions after the project concludes. New project archivists are doing exemplary work, but in temporary positions;
- CLIR Hidden Collections project archivists have done well on the job market, in part, because project management is particularly valued by prospective employers;
- Ideas for networking project archivists were suggested, such as webinars, private discussion groups and file-sharing on CLIR's website, and an email discussion list. It was noted that an e-mail discussion list does exist, but it has not been well used;
- Some of the projects have made use of digital collaboration tools, including free online meeting tools, online spaces to share documents, and facilitated online discussion spaces. It was suggested that a free online meeting tool be used to connect physically-separated but thematically-related projects;
- Among the topics that could be discussed using such tools is the challenge of identifying and managing unexpected and sensitive legal material;

- Stanford archivist Joe Geller described his upcoming Society of American Archivists (SAA) conference panel sharing Stanford's experience dealing with privacy issues in massive collections with sensitive materials: "Collaborating for Access: Strategies for Processing the Mexican American Legal Defense and Education Fund and California Rural Legal Assistance Records" (August 2012).

IV. Case Studies on Archivists' Collaborating with Faculty to Integrate Primary Sources into the Curriculum

Connecting with faculty and students to promote the use and understanding of collections sounds good to everyone, but how do you actually connect when staff is already stretched thin? We talked to archivists, faculty, and students about effective strategies for connecting with classroom instruction at two institutions with a strong tradition of collaboration.

Case Study 1: Amistad Research Center, Tulane University

In 2008, Amistad Research Center, an independent non-profit special collections library/archives housed on the campus of Tulane University in New Orleans, Louisiana, was awarded a multi-year CLIR Hidden Collections grant for a project entitled, "Working for Freedom: Documenting Civil Rights Organizations." The goal of the project was to process and catalog nine collections of personal papers documenting Civil Rights-era history hidden within the personal papers of individuals who were participants or officers. These included branch and local chapters of Civil Rights organizations such as the Congress of Racial Equality (CORE), National Association for the Advancement of Colored People (NAACP), National Association of Human Rights Workers (NAHRW), Southern Christian Leadership Conference (SCLC), Student Nonviolent Coordinating Committee (SNCC), and the Urban League. Dating roughly from 1950 to 1970, the collections included the papers of James Egert Allen, Lloyd Davis, Arnold DeMille, Rose Carver Fishman, James H. Hargett, Ronnie M. Moore, A. P. Tureaud, and the Marr McGee and John Wesley Dobbs families.

In 2009, the study team visited Amistad and met with Lee Hampton, Executive Director, Christopher Harter, Director of Library and Reference Services, Laura J. Thomson, Director of Processing, staff, interns, and student workers. The

conversations during the site visit revealed the ways that Amistad was recovering after Hurricane Katrina, hiring new staff, developing its local outreach and engagement program, and expanding its donor base, all with the goal of improving access to its collections. The team learned about several specific strategies that Amistad employs to make its hidden collections accessible to researchers, while also better integrating those collections with teaching and learning at local universities and colleges.

One strategy Amistad has deployed is the development of a structured student internship and mentoring program whose aim is to introduce graduate and undergraduate students from underrepresented populations to library and archival work. Students from historically Black colleges and universities (HBCUs) in the New Orleans area, such as Dillard University, Southern University-New Orleans, and Xavier University, have conducted internships and volunteering opportunities at the Center. Amistad also recruits student volunteers through academic departments at Tulane University. By 2010, the Center had hosted eleven individual interns from area colleges and universities.

A second and related strategy is to partner with Tulane University's Center for Public Service, which has overseen the university's service learning program since its inception in 2006. Tulane requires undergraduate students to complete one semester of service-learning course work, followed by another semester in which students choose from a variety of public service options. As Christopher Harter writes in "Amistad Research Center Case Study," Amistad has taken advantage of its role as a community partner in this service-learning program to recruit student volunteers to assist in making its hidden collections accessible to researchers.¹ Tulane's History Department faculty have been essential partners in this strategy of offering course-focused projects that provide students with an introduction to archival studies and instruction in primary sources, while also assisting the Center in processing its collections. As Harter and Thomson reiterated during the 2012 online meeting of project archivists, collaboration with faculty is key, and student projects are more successful when their experience is tied to the curriculum.

One example of this is Amistad's collaboration with Dr. Elisabeth McMahan, Associate Professor of History at Tulane University. In Spring 2009, Dr. McMahan taught a course called "Archiving Africa," which focused on primary

¹ Christopher Harter, "Tulane University: Amistad Research Center Case Study," in *Past or Portal? Enhancing Undergraduate Learning through Special Collections and Archives*, eds. Eleanor Mitchell, Peggy Seiden, and Suzy Taraba (Association of College and Research Libraries, 2012), 283.

source research in contemporary African history. As part of the course, students were trained to assist Amistad staff in the indexing of correspondence from the American Committee on Africa (ACOA) Records and the inventorying of printed ephemera from the collection. The students spent a total of twenty hours each at the Center, working in three- to four-hour blocks of time. At the conclusion of the course, students wrote a fourteen- to twenty-page paper featuring an original, sustained argument using primary sources from their archival work at Amistad. As a result of the partnership with Amistad, Dr. McMahon received the 2010 Primary Source Award for Access from the Center for Research Libraries in recognition of the service-learning project completed by her students. Additionally, as Amistad reported in its newsletter, “[t]he students' work has provided Amistad staff and researchers with the ability to locate letters from various African political leaders and heads of state, including Kwame Nkrumah, George Padmore, Julius Nyerere, Tom Mboya, and others, as well as identify the various rare and unique publications collected by ACOA from various governmental agencies, nationalist organizations, and trade unions throughout the continent.” McMahon is continuing to teach the course and the syllabus is evolving, with a new emphasis on social justice aspects of archives/libraries (See Appendix A).

In Spring 2010, Amistad continued to experiment with this successful model of collaboration with local history faculty, hosting a course on African American History taught by Dr. Rosanne Adderley, Associate Professor of History at Tulane University. Tulane University's 2012-2013 Public Service Course Catalog includes the following courses taught by Dr. McMahon and Dr. Adderley in partnership with Amistad:

HISB 4970: Archiving Africa (Elisabeth McMahon)

This is an advanced course in historical methods that uses a service-learning component to enhance student understanding of historical materials, archives, and how these connect with the larger community. In this course, students will focus in particular on materials related to African history found in New Orleans archives, allowing students to develop an understanding of the historical links between the local community and the continent of Africa. Students produce a detailed guide and bibliography of Africa-related collections in the Amistad Research Center (ARC) archives;

HISB 6970: Gulf South in Africa (Elisabeth McMahon)

This course will explore the 20th-century history and links between people living in the Gulf South and the African continent. The history of Africans

brought to the Gulf South as slaves in the 17th-19th centuries is well documented. However, little work has been done on the modern relationship between the two regions. This class will work to build a community archive of knowledge about 20th century links. Students conduct oral history interviews, transcribed the interviews, confirmed the oral histories with informants, processed the transcriptions for the collection at Amistad, and created a detailed guide and index to the oral histories;

HISU 3690: African American History to 1865 (Laura Adderley)

This class surveys the history of people of African descent in the United States from the 17th century to the end of the Civil War. The course will explore the development of a distinct African-American experience within the context of colonial North America and the early United States. Emphasis will be placed on understanding the origins and nature of slavery not simply as a system of forced labor, but as a system of unique cultural relationships. Students work with historical documents—at Amistad Research Center and Destrehan Plantation—assisting professional staff in review, description, and cataloguing.

A third strategy that Amistad has used to integrate its collections with university curricula is to offer a faculty workshop on “Teaching with Amistad Research Center Materials.” The goal of this workshop is to familiarize faculty with Amistad collections and describe opportunities for developing courses and research activities and assignments in consultation with archivists and staff (See Appendix B). This kind of structured support for faculty offered within their departments and professional venues can support teaching as well as career advancement for faculty.

Case Study 2: Arizona State University Libraries: Labor Rights are Civil Rights/*Los Derechos de Trabajo son Derechos Civiles* (2010)

Arizona State University Libraries received a Hidden Collections grant to process six bilingual collections of regional labor and immigrants’ rights organizations.² These records form part of the Chicano Research Collection, a collection of primary sources relevant to Mexican Americans in the Southwest in general, and

² League of United Latin American Citizens, Alianza Hispano Americana, SER (Service, Employment, Redevelopment), United Steel Workers of America: Local 616 Clifton-Morenci, Arizona AFL-CIO, and MCOP (Maricopa County Organizing Project).

in Arizona in particular. From the start, the collection was closely aligned with the communities and movements it documented: student demands for a Chicano Studies curriculum and related library collection on campus led to the hiring of the first archivist, former work-study student (and current project consultant), Christine Marín. Marín worked with history professor Manuel Servin to build a collection of primary source materials documenting activism on campus and in local communities. Marín and Servin offered evening and weekend classes for high school students and community members, in which they taught students oral history research methods and assigned them to write histories of their families and neighborhoods.

The focus of the Chicano Research Collection is on local communities, and many students recognize themselves and their communities in the materials. Outreach to local communities and high schools has been active from the inception of the collection. Researchers using the collections come from a range of fields, including history, English, folklore, women's studies, transborder studies, interdisciplinary studies, sociology, and public health. While researchers come from around the world to use the collections, the primary users are the general public (48%), followed by undergraduate students (23%). The practice of actively connecting research collections to the general public, and the local community in particular, connects the Chicano Studies Collection to its origins in political struggle. Similarly, the tradition of recruiting librarians and archivists from underrepresented groups that bring knowledge of, and familiarity with, the cultures represented in the collection also continues: the current curator is a graduate of the Knowledge River Program³ at University of Arizona's School of Information Resources and Library Science and has a strong interest in community education and the preservation of local cultural heritage materials. Outreach to faculty, students, and community has resulted in a variety of significant outcomes: material donations, the trust of labor and community organizations, descriptive information about collections contributed by community members, and high school students who arrive at ASU already familiar with the collection.

The Chicano Research Collection is incorporated into the curriculum in a number of courses. The sampling of courses listed below illustrates the range of departments that make use of the collection and incorporate its sources into

³ The Knowledge River Program, based at the University of Arizona's School of Information Resources and Library Science (SIRLS), "fosters understanding of library and information issues from the perspectives of Latino and Native Americans and advocates for culturally sensitive library and information services to these communities."

course assignments:

Bachelor of Interdisciplinary Studies 302: Interdisciplinary Inquiry

Students are required to design a research assignment, identify relevant primary sources, and develop original research and analysis using primary sources. Students visit the library several times and an archivist visits the classroom (See Appendix C, 1);

Transborder Chicana/o and Latina/o Studies 323: Latino Health Issues

Students are required to conduct ethnographic interviews for an essay on health beliefs. Interview transcripts are donated to the library (See Appendix C, 2);

Justice and Social Inquiry 394: Race, Space, and the Production of Social Inequality

Students are required to contribute to a collaborative class online project entitled, "A People's Guide to Maricopa County" (<http://peoplesguidetomaricopa.blogspot.com/>). Working in groups, students photograph, research, and write about sites in the Phoenix metropolitan area/Maricopa County (See Appendix C, 3);

History 413: Twentieth Century Chicana/o History

Online exhibits of archival sources from the Chicano Research Collection and dissertations and theses from the ASU Libraries are integrated into the syllabus (See Appendix C, 4);

History 498: Eating Cultures: Food and Society

Students are required to identify and work in an archival collection. Their final research project includes original research for an article-length essay using primary and secondary sources (See Appendix C, 5);

Transborder Society and Culture 201: Interdisciplinary Approaches

Students are required to visit the Chicano Research Collection, identify a collection they intend to work with, and make an argument for why the collection is relevant to transborder studies. Their second assignment is an "ethnobiography" in which they analyze primary and secondary sources to consider the significance of one individual or family in a transborder context (See Appendix C, 6);

ASU faculty identified a number of ways that working with archival collections

has influenced their teaching and student learning:

- Archives are a whole new world for most students. Simply being in the archives environment outside the classroom expands their awareness of the possibilities of research;
- Students are excited to see their families, their neighborhoods, and their communities reflected in the materials, and they have a strong response to the collections. Recognizing parallels between past struggles and current events and conditions makes them excited about research;
- Students and archivists agreed that, once students knew about these sources, they would use them in their assignments – the challenge is making students aware of the collections;
- Primary sources speak for themselves: faculty described stepping back and observing students participating actively and forming independent interpretations of historical events;
- The tactile experience of working with primary sources cannot be overestimated. Faculty described students as both “reverent” and “giddy” opening archival boxes and viewing original materials. Faculty observed students experiencing the “the thrill of the treasure hunt,” a feeling they, too, have had when conducting archival research.

ASU faculty also offered practical strategies for orienting students to archival materials and sequencing assignments:

- Give students a common language or vocabulary;
- Read a primary-source document in two different ways to illustrate that primary sources can be read from different perspectives and interpreted in multiple ways;
- Compare scholarly articles that utilize and interpret primary sources in different ways;
- Have students role-play or reenact historical events (such as “courtroom dramas” of decisive Civil Rights cases) or debate different readings of primary source materials;

- Draw on visual materials such as posters and maps;
- Introduce students to archivists (few students are aware that archivists exist and that they can offer new ideas about research methods and scholarship);
- Collaborate or co-teach with archivists. ASU archivists often work with faculty to develop syllabi and assignments. The ASU oral history course, for example, has three archivists working in the classroom. Archivists at both ASU and Amistad emphasized that the most successful student projects were those connected to coursework and integrated into the curriculum;
- Consider logistics: for example, send students to the archives in small groups rather than as an entire class; introduce one document or collection in context rather than conduct a “show and tell” of the highlights; connect documents and collections to class assignments; give students the opportunity to follow up on visits to the archives by composing their own readings of primary source documents. Visiting the archive is often the *last* step in the process of introducing students to archives;
- Remember that archival primary sources are exciting to students – they provide the “aha!” moment, the hook that brings them back to the library.

The archivist frequently provided the catalyst for new research and teaching projects, including book and dissertation topics and approaches to teaching methods, by connecting the collections with potential users. At the site visit, many graduate students commented that working with unprocessed collections helped them identify research projects: people, organizations, and events of interest and import that no one had ever written about before. The students explained that sometimes they wanted to write scholarly articles about the collections themselves, but, in other cases, they chose to share their ideas with other students and colleagues. A Stanford law student working on the Mexican American Legal Defense and Education Fund (MALDEF) collection commented, “I’m trying to push my undergrads toward writing on this collection.” There was often an overlap between teaching and research: classroom projects evolved into research projects. One History Ph.D. student, for example, changed the regional focus of her research on student activism from Los Angeles to Arizona, when she realized how understudied the field was and the depth of the primary sources

available. Her shift in focus was initiated by her contact with the archivist, her work in the archives, and student interest in these materials in the classes she taught. This same student, Karla Alonso, also shared her experience in a presentation at the American Historical Association conference entitled “Archival Research in the Classroom: Teaching the Chicano Movement through the Chicano Research Collection at Arizona State University” (2013). The original archivist, Christine Marín, went on to receive her doctorate in history (her dissertation is entitled *Always A Struggle: Mexican Americans in Miami, Arizona, 1909-1951*) and to teach a number of courses, including “La Chicana,” an interdisciplinary Women’s Studies course (See Appendix D). The archivist’s collaborative work with faculty to build the collection, as well as her own trajectory from work-study student, to archivist, to doctoral student and instructional faculty member, illustrate the value of crossing professional boundaries and integrating distinct areas of the university experience. Archivists also noted, however, that collaborating and building relationships with faculty has become more challenging as adjuncts have replaced tenure track faculty.

Benefits of Outreach and Collaboration

Both Amistad Research Center and Arizona State University Libraries’ Department of Archives and Special Collections are invested in exposing hidden collections not only by processing backlogged collections, but also by actively teaching faculty, graduate and undergraduate students, K-12 students, and community members about archives and how to use them. Both institutions offer impressive examples of collaborating with faculty to develop new courses and syllabi, and faculty and students benefit from the orientation to archives and particular collections that archivists regularly provide. Because of this outreach and collaboration, both institutions see students returning to them at new stages in their education: for instance, users who came first as high-school students return as college students, and users who came first for required undergraduate course assignments return as interns and volunteers. Both institutions also conduct community outreach: helping community members understand the role of archives, raising awareness about the importance of preserving cultural heritage materials, and helping communities learn more about their own history through contact with the archives. As a result, both Amistad and ASU have received new acquisitions donated by community members, who have become aware of the archives. Although our case studies focused on Amistad and ASU, we found no shortage of similar examples of successful engagement at the other

Hidden Collections projects; engagement that connected teaching to research and support for students to support for faculty.

V. Summary of Findings

Hiring students in archives is a common practice, but it is usually driven by economic rather than educational needs: libraries and archives need cheap labor; students need jobs. When viewed strictly as employees, students have significant downsides: lack of professional experience, time involved in hiring and training, scheduling around classes and breaks, and the constant turnover inherent in hiring temporary workers. They cannot do the work of a professional librarian or archivist, and they require that librarians and archivists invest substantial time in training and managing students.

When viewed as students, student employment appears to offer a number of advantages both to students and to libraries and archives. Students improve their skills as researchers, deepen and expand their knowledge of their field of study, work in a professional setting with guidance and mentorship, and gain vital hands-on experience that can help them land their first job. The hands-on learning achieved in these positions amounts to what is commonly recognized as high-impact educational practices, e.g., original research, experiential and project-based learning, field work, and internship experience. Archivists also observed that the students brought needed expertise to the project, such as knowledge of legal history or language skills, and valuable different perspectives to the materials. By encouraging the students to share their ideas and impressions publicly, via social media tools, the students were also viewed as playing an important role in conducting outreach for the project and the collections. The archivists also noted that the students were facilitating connections between the materials they were processing and the academic faculty members, who were their teachers and mentors.⁴

Both students and archivists recognize the educational aspects of student work: 76% of students and 64% of archivists surveyed agreed that working in archives had influenced students' academic and/or career goals. Students acquire tangible job skills in these positions, including digitizing materials, processing, cataloging, creating finding aids, using archival software tools, understanding privacy and

⁴ In 2012, archivists involved in the Black Metropolis Research Consortium Color Curtain Processing Project gave a presentation entitled, "Engaging Undergraduates, Advancing Archives: Innovative Approaches for a 'Forgotten' User Group," at the annual Society of American Archivists conference.

confidentiality issues, conducting original research, working with students and faculty, project planning, and teamwork. This engagement with primary source material and library resources, in general, was identified by students as one of the best things about working in the library and something that had influenced their major or field of study. Many described the value of being immersed in the materiality of objects in their field, of learning about both key figures and everyday people, of providing historical context for their field of study, or the career path they planned to pursue. For some, the advantage was very concrete, such as working with documents related to their dissertation project. For others, it was more general, such as learning the history of policy and advocacy groups in their field. In other words, whether they were a history student writing their dissertation on some aspect of civil rights, or a law student hoping to practice public interest law, intensive immersion in the records and documents of these civil rights organizations and leaders had an educational influence on students.

Project archivists reported that the initial heavy investment of time in training resulted in independent, reliable student processors. For some projects, training and managing students included creating teams that further subdivided the labor among students. At Stanford University, for example, MLIS students focused on arrangement and privacy issues, while law and history graduate students focused on description, providing context and explaining the significance of terms, figures, and cases. Building on the work of the Philadelphia Area Consortium of Special Collections Libraries⁵ on creating and training traveling processing teams, the Black Metropolis Research Consortium created a traveling processing team made up of three undergraduate and three graduate students. These six students were further subdivided into three teams of one graduate and one undergraduate student, selected based on complementary skill sets (e.g., library experience and subject expertise).

While archivists certainly registered the disadvantages of working with students – hiring, scheduling, training, and student errors – they also described the advantages of working with students. These advantages included:

- *Savings in time and money:* team processing – a deliberate division of labor placing employees according to their expertise – speeds up processing. Staff can concentrate on complex tasks and the overall goals of the project while students focus on daily, repetitive tasks. Students are a never-ending labor

⁵ The Philadelphia Area Consortium of Special Collections Libraries was awarded a Hidden Collections grant in 2008.

pool and the hiring process is quick and simple compared to hiring temporary staff. Additionally, students diversify the educational experiences, specialties, and interests of the team;

- *Opportunities for teaching and mentorship:* archivists appreciated the opportunity to mentor a new generation of researchers, teachers, librarians, and archivists. Many commented on how enriching it was to work with students and the unique and valuable contributions they made to projects;
- *Gaining valuable outside perspectives:* Archivists commented that students brought a fresh perspective and new energy to the projects that was inspiring. Often times they had great ideas about outreach, particularly using new technologies and social media. Students also brought valuable subject expertise to projects and introduced the perspective of the emerging scholar into discussions about arrangement.

Archivists involved in this study made a number of recommendations for improving the effectiveness of employing student workers both for students themselves and the archivists who work with them:

- *Mentor archivists:* many archivists directing grant projects are just beginning their careers, and do not have experience in teaching or management. Their proximity in age and experience to students helps them bond with their student employees, but it can make mentoring and managing students a challenge. *New archivists should themselves be mentored in best practices for employing and managing student workers;*
- *Invest on the front end:* archivists repeatedly noted that time invested in careful hiring and training of student employees was beneficial. Often times, this early investment was quite daunting. It involved figuring out where to look for student workers, navigating institutional rules and paperwork for student employment, working around the academic calendar, writing training manuals,⁶ adapting as student employees evolved, and following up as unforeseen problems and possibilities emerged. Deliberate use of space and locating of student workers also had an impact. *Plan carefully how to integrate*

⁶ See, e.g., the BMRC Color Curtain Processing Project “Training Documentation” for examples of training materials: <http://bmrcprocessingproject.uchicago.edu/content/documentation>

students into the team in order to exploit teaching opportunities and improve project efficiency;

- *Remember the “side-benefits” of employing student workers: student workers are worth much more than the number of linear feet they process. They represent future researchers, librarians, archivists, and advocates for special collections. Student workers can also be bridges to current and potential researchers, allowing archivists to make productive and lasting connections with academic departments, faculty, other students, and community members. Take a long and broad view of the benefits of employing student workers, especially in the areas of advocacy and outreach.*

Reconciling the challenges of employing students with the educational benefits to students requires a shift in thinking about archivists’ educational and the potential of cross-campus collaborations and partnerships to facilitate learning. It is notable that, while 76% of students surveyed said that working in the library had influenced their major or field of study, only 53% had ever discussed their work in the library with their faculty advisor. This discrepancy suggests a disconnect between student employment and student learning. Might archivists facilitate increased engagement between student employees and their faculty advisors? Better communication between libraries/archives and academic departments would benefit the students themselves. From their interdisciplinary locations, librarians and archivists have the ability to facilitate conversations between faculty and students, providing a more integrated educational experience for the students.

While pursuing their degrees and working in libraries and archives, student employees are bridging disciplinary divides and developing skills relevant to their future careers. Stanford graduate students working with records from MALDEF illustrated this point: a law student, a history student, and library school students proved a powerful team, writing brief descriptions of the significance of each case. The law student was able to translate legal jargon and interpret technicalities, while the history student was able to articulate historical context and significance. The library school students were able to tackle complex privacy questions and manage arrangement for a massive collection. In addition to making connections across campus – between the law school, history department, and special collections – students benefited from collaboration with archivists and students outside their chosen fields. In this and many other cases, students connected the collections with potential faculty researchers and with other members of the campus and surrounding communities. Graduate school

can be a lonely experience; working in libraries/archives provides community, feedback, and connection to other disciplines. Librarians and archivists can be a key source of intellectual and moral support for graduate students.

Student workers can also be seen as a form of long-term outreach, an investment in the future of special collections libraries and archives: beyond the immediate educational impact of the experience, exposing students to archives – their rich contents, their purpose, and the work that goes into making archival collections accessible – may have repercussions and resonances long after students have graduated and moved into their professional lives. Whether their goal was to work in archives, the academy, education, law, or healthcare, being immersed in primary source material related to civil rights had significant impact on all of the students we surveyed and visited, opening a world most did not previously know existed. Archivists at Amistad and ASU, for instance, commented that students, interns, and volunteers working with their collections often become advocates for their libraries and archives.

Recommendations

For Special Collections Librarians and Archivists on Student Employee Engagement

1. During the hiring process, ask student employees about their choice of major(s), research interests, and relevant skill sets (e.g., language expertise or technology training), in order to match interests and skills with tasks and to facilitate learning to the greatest extent possible;
2. If a student employee has a faculty advisor or mentor, encourage the student to let the faculty advisor or mentor know about his/her work in the special collections library or archive;
3. Invest time and resources in developing student training materials that can help students orient quickly and effectively to work in the special collections library or archive. These training materials can also emphasize the educational benefits of what they are learning, especially in regard to research methods and skills;
4. Network with other archivists to develop best practices and training materials for working with students;

5. When possible, organize students in small teams to conduct their work, maximizing the possibility of sharing expertise and developing community;
6. Place students in physical proximity to knowledgeable staff, with whom they can consult when questions arise;
7. Even when assigning students to do simple, repetitive tasks, make sure that students understand the goals and purpose of such work;
8. Seek feedback from students about ways to streamline or improve training and work processes; students can be sources of improvement and innovation;
9. Invite students to conduct outreach for projects by presenting or sharing the results of their work experience with university and community audiences, through social media or in-person presentations;
10. Develop exit interviews or surveys for student employees to describe the impact of their work on their studies, career paths, etc. This data can then be shared with library, departmental, and campus administrators;
11. To the extent possible, maintain contact with former student employees, who become “alums” of the library or archive.

For Special Collections Librarians and Archivists on Faculty Engagement

1. Conduct active outreach to faculty teaching courses relevant to collections to determine opportunities for enriching the curriculum with rare and unique primary sources. Target key courses for curriculum development;
2. Partner new archivists with faculty mentors;
3. Provide faculty support for career advancement by integrating syllabi and assignment development into professional development activities within departments and professional organizations;
4. Consider partnering with high-impact curricular areas, such as service-learning programs, to offer opportunities for faculty and student engagement with special collections libraries and archives;

5. Collaborate with academic departments to offer internships and research assistantships;
6. Offer opportunities for faculty to familiarize themselves with your special collections library or archive through consultations, workshops, etc.;
7. Offer mini-grants to faculty and graduate students to develop curriculum collaboratively with librarians and archivists;
8. Showcase successful collaborations at local venues and professional conferences.

For Academic Faculty and Departments on Teaching Research Methods and Engaging with Special Collections Librarians and Archivists

1. Incorporate the teaching of research methods and skills into syllabi and assignments for undergraduates and graduate students, seeking out opportunities for engaging students with primary sources in the discipline;
2. Seek opportunities to collaborate with librarians and archivists when planning research assignments and projects using primary sources;
3. Partner new faculty with librarians and archivists;
4. Integrate librarians and archivists into graduate education;
5. Encourage students to share any work experiences with you that may be relevant to their chosen research project or major(s);
6. Collaborate with libraries and archives to offer internships and research assistantships.

Conclusions

Our primary goal in this study was to learn more about the experience of student employees involved in these Hidden Collections projects, but also to gain insight into the impact of increasing access to rare and unique primary sources on

teaching and learning in higher education. Our study shows that engagement with primary sources, and with the skills necessary to preserve, manage, and study them, is increasing learning, informing choices of major, and altering career paths for student employees. Nevertheless, this informal or “hidden learning” occurring behind the scenes in libraries and archives is treated largely as a side effect, rather than as an integral part of the educational mission of special collections and archives.

Students play a significant role in staffing most libraries and archives, and they serve as a bridge between libraries, archives, and academic departments. How can their work experience be made as meaningful as possible? How can the hands-on experience with cultural heritage materials that they gain be better integrated with their education? How can faculty, librarians, and archivists work more collaboratively to ensure that emerging generations have the research skills they need to be successful? How can we take full advantage of libraries’ and archives’ potential as hubs and intellectual centers bringing different constituencies together? Our hope is that the recommendations included in our report will increase the educational potential of special collections and archives, providing vital support for faculty teaching and research and a more integrated, effective educational experience for students.

Seeing student workers and researchers as central to the mission of libraries and archives means using an equation that goes beyond calculations of the benefits of the initial interaction – the number of linear feet processed by a student or the number of students reached in one class. The true value lies in the relationships established in these interactions that reverberate far beyond the initial contact. These relationships reveal the world of archives to a broader audience, connect archives with the classroom and academic departments, shape students’ career paths, foster lifelong users and advocates for archives, and generally knit archives closer to the educational mission of their institution. It is a form of outreach that requires a deliberate and holistic approach, but can yield long-lasting and far-reaching results.

Acknowledgments

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APPENDIX A

HISB4970 ARCHIVING AFRICA

Professor: Dr. Liz McMahon (email: emcmahon@tulane.edu)

Meeting time & place: Wednesday 1-3:30 Hebert 125

Office: Hebert Hall 117 (phone) 862-8625

Office Hours: by appointment

COURSE DESCRIPTION

This is an advanced course in historical methods that uses a service-learning component to enhance student understanding of historical materials, archives and how these connect with the larger community. In this course, students will focus in particular on materials related to African history found in New Orleans archives, allowing students to develop an understanding of the historical links between the local community and the continent of Africa. Moreover students will consider the methodologies used to preserve the various histories of Africa and consider how these methods can be used for other under-represented communities, such as found in New Orleans.

Our community partner is the Amistad Research Center, an independent, non-profit archive located on the campus of Tulane. The Amistad's mission is to preserve "the history of African Americans and other ethnic groups...[and] preserve America's ethnic heritage by providing a home to the manuscripts, photographs, oral histories, book, periodicals and works of art that contain the history of people" in the U.S. In particular, the Amistad has collections dealing with several significant historical moments when African communities interacted with those in the U.S. in the 19th and 20th centuries. The service component of the course will be to create a detailed guide of the materials held in the Amistad that record the historical encounters of communities in the U.S. and Africa. The guide will give the Amistad staff a deeper and more contextualized understanding of their collections and how they can showcase these materials to the greater New Orleans community and researchers from around the world.

COURSE GOALS & OBJECTIVES

- 1) Introduce students to the practice of history through work in archives, archival methods and archival research. *Students will demonstrate an understanding of basic archival practices through their work journals.*
- 2) Introduce students to the methodology of historical practice and the methods in particular of African history. *Students will display an understanding of historical methods through their research papers.*
- 3) Allow students to consider the methods necessary to preserve the history of ordinary individuals and non-elite institutions. *Students will demonstrate an understanding of preservation choice in their reflection journals.*

- 4) Link students with the archival community of New Orleans, giving them experience within archives.
- 5) Help students see the value of archives for building community identity. *Students will explore concepts of community identity in their reflection journals.*
- 6) Help students explore the larger historical significance of global linkages between Africa and the United States. *Students will demonstrate a historical knowledge of African and U.S. history through their research papers.*
- 7) Consider the best practices for archives, especially understanding collection development. *Students will display knowledge of archival practices in their work and reflection journals.*
- 8) Create a detailed guide and bibliography of Africa-related collections in New Orleans archives which will be made available to the archives patrons.

SERVICE LEARNING COMPONENT

Students will spend a total of 20 hours in a **mandatory** orientation and service at the Amistad Research Center during the spring semester. Service is a **required** component of the course and failure to complete your service will cause a failure of the course. Students will need to work in 3-4 hour blocks of time at the Amistad. During week 4 of the semester, in consultation with Mr. Harter of the Amistad library, students will sign up for a weekly scheduled time to work in the archives. The archives have limited space so no more than two students can work at the Center at a time. There will be several “open” spots each week to allow a limited flexibility in schedules. Students will need to register for a companion public service credit for this course (HISB4890).

ASSIGNMENTS

Reading responses – 18%
 Class participation – 32%
 Presentation – 5%
 Bibliography – 5%
 Research paper – 40%

REQUIRED BOOKS

Museveni's Uganda: Paradoxes of Power in a Hybrid Regime, Aili Mari Tripp
The Assassination of Herbert Chitepo: Texts and Politics in Zimbabwe, Luise White
I write what I like: Selected Writings, Steve Biko
Africa's Freedom Railway: How a Chinese Development Project Changed Lives and Livelihoods in Tanzania, Jamie Monson
Race, Revolution, and the Struggle for Human Rights in Zanzibar: The Memoirs of Ali Sultan Issa and Seif Sharif Hamad, G. Thomas Burgess
There was this goat: Investigating the Truth Commission Testimony of Notrose Nobomvu Konile, Antjie Krog, Nosisi Mpolweni, & Kopano Ratele

Africa since 1940: The past of the present, Frederick Cooper

Kwame Nkrumah: The Father of African Nationalism, David Birmingham

Mobilizing the Masses: Gender, Ethnicity, and Class in the Nationalist Movement in Guinea, 1939-1958, Elizabeth Schmidt

PAPER ASSIGNMENTS REQUIREMENTS

Paper assignments must be in 12-point Times New Roman font, double-spaced, 1" margins, black ink, with page numbers and stapled or paper clipped together – papers outside of these parameters will be returned ungraded. Assignments turned in late will be docked one grade for each day late – thus if you turn in your paper one day late and earn a “C” grade, you will receive a “D” for the paper.

READING RESPONSE PAPERS (6): 18%

Students will write a total of six short (2 page) response papers to the weekly readings. Eight weeks have response papers due, students should write six of the eight. Response papers should ONLY be written for the weeks marked with a ▲ symbol in the syllabus. Writing response papers for weeks not marked in the syllabus will not be accepted for credit. Response papers should briefly explain the book author(s) key arguments.

CLASS PARTICIPATION: 32%

This grade will be based on participation in the classroom, through asking questions and the discussions of the readings assigned for the week. Students will be expected to bring questions and thoughts about the readings assigned for the week to class. We will use the response papers as a springboard for discussions. See discussion of a seminar below.

RESEARCH PAPER: 40%

This 15-20 page paper should be the culmination of your primary research, with an original, sustained argument using primary sources from your work at Amistad. The primary source research and original argument should be placed in the context of the larger literature on the topic. Students will be expected to explore a historical topic that links the documents held in the Amistad archives with the larger history of African-U.S. relations.

BIBLIOGRAPHY: 5%

This should be a preliminary bibliography of scholarly readings and primary sources related to your paper topic.

PRESENTATION: 5%

Each student will be expected to give a brief (10 minute) presentation of their research paper. Students will fill out a critique form for each presentation made by a classmate. The critiques should constructively engage with the work being presented. These critiques will be anonymous and given to each presenter to help them with any final revisions on their papers.

CREATING AN IDEAL SEMINAR

Seminars are unlike lecture courses in atmosphere, expectations of students and the production of knowledge in the classroom. In a lecture course, faculty are the primary producers of knowledge and ideas. In a seminar course, faculty are facilitators for students to produce knowledge and ideas in the classroom. Seminars should be a constructive conversation between the members of the course that push everyone to think in new ways. No two students will approach the readings and course content in the same way (nor should they) thus everyone brings something unique to the seminar. There is no need for students to raise their hands to participate, but students should also be aware of others interest in participating in the class. Seminars should encourage students to expand both their speaking and listening abilities.

In preparing for each seminar, students should:

1. Write up the central theses of the readings (in many cases this will be your response papers).
2. Note quotations or ideas from the texts that you would like to explore more deeply within the seminar. This could be something you found particular profound, or something that was not clear to you.
3. Think of a question you would pose to your classmates that you think would get them discussing the readings.
4. Consider how the readings have shaped your thinking about the topic under study. Do they contradict or reinforce or add to your knowledge? What questions do the readings not answer for you?
5. Do you see themes coming through in the various readings? If so, what are they?
6. Scholarly authors use evidence to make their arguments (just as you will for your research papers). What kinds of evidence do the authors use? How do they use their evidence? Do they offer particular methodological approaches?
7. As you come to work with primary materials in the archives, are there issues (evidentiary, interpretive, etc) that you have considered in the readings?

HONOR CODE & PLAGIARISM

Tulane University takes the honor code very seriously. Any examples of plagiarism or academic dishonesty are automatically presented to the Honor Board for disciplinary action. If you can google it – so can I. Don't waste our time. Please see

the Student Handbook content for further details about the Honor Code.

<http://college.tulane.edu/honorcode.htm>

Definition of Plagiarism:

Plagiarism is representing the words or ideas of another as one's own. Submitting papers not written by the student is only the most blatant form of plagiarism. Plagiarism also includes, but is not limited to: copying another student's work in exams, papers, or other exercises; inappropriate collaboration with another student; and verbatim copying, close paraphrasing, pasting in, or recombining published materials, including materials from the internet, without appropriate citation.

A NOTE ON GRADES

A wise man once said that a grade is not a gauge of your intelligence but rather an evaluation of your work in the course. The scale for work in this course is standard for other courses at a research university, this means that the baseline for average work will earn a "C". Grades will follow: A=excellent work; B=good work; C=average work; D=below average work; F=failing work.

ETIQUETTE

A seminar is a small class, where we sit around a table and have a conversation with one another. Laptops should not be open in the seminar. Almost all of our readings are from books so there is no need to use laptops, students should print out article readings and bring them to class with them. Texting during class is also unacceptable because it is rude to your classmates and shows them a lack of respect. Whispered conversations between two members of the classroom are also distracting for the rest of the class. This kind of behavior is not conducive to an effective seminar and it will be graded accordingly in the class participation portion of the overall grade.

	Dates	Topic	Reading due <i>this week</i>
1	1/18	Course introduction: methodologies, archives, & our community partner	In class writing assignment: Reflection on student interests & goals for the course
2	1/25	Imagining Africa is the post-World War II era	Reading: Cooper, chs 1-4; Houser, "Story of ACoA"
3	2/1 ▲	African nationalism & anti-colonial struggles in Anglophone Africa	Reading: <i>Kwame Nkrumah</i> , Birmingham; Falola & Heaton, ch. 6 Assignment: Response paper to the readings
4	2/8 ▲	Fighting the French: gender & ethnicity in anti-colonial struggles	Reading: <i>Mobilizing the Masses</i> , Schmidt Assignment: Response paper to the readings
5	2/15 ▲	The Zanzibar Revolution & post-colonial society	Reading: <i>Race, Revolution, and the Struggle for Human Rights in Zanzibar</i> , Burgess

			Assignment: Response paper to the readings
6	2/22 Day after MG	Politics, violence & archives – the power of history; Introduction to Archives (in conjunction with Head of Library at Amistad Research Center)	Reading: Randall C. Jimerson, “Archives for All: Professional Responsibility and Social Justice”; Christopher Harter, “Amistad Case Study”; “Primary Award for Access” (hyperlink on BB); Pohlandt-McCormick, “In Good Hands: Researching the 1976 Soweto Uprising in the state archives of South Africa”; John Gravois, “A Tug of War for Iraq’s Memory” Will go to ARC for orientation to work site MANDATORY SESSION AT AMISTAD
7	2/29	Access and Finding Aids (in conjunction with Head of Library at Amistad Research Center)	Reading: Ann Schmiesing and Deborah Hollis, “The Role of Special Collections Departments in Humanities Undergraduate and Graduate Teaching: A Case Study”; Greg Johnson, “Introducing Undergraduate Students to Archives and Special Collections”; Michelle McCoy, “The Manuscript as Question: Teaching Primary Sources in the Archives – The China Missions Project.” MANDATORY SESSION AT AMISTAD
8	3/7	Individual Meetings	Research topics DUE in Individual meetings
9	3/14	SPRING BREAK	NO CLASS
10	3/21 ▲	Development & the Cold War in Africa	Reading: Cooper, ch.5; <i>African’s Freedom Railway</i> , Monson Assignment: Response paper to the readings Bibliography DUE in class
11	3/28 ▲	Ideologies of Oppression in Southern Africa	Reading: Chs from Magaziner; <i>I write what I like</i> , Biko Assignment: Response paper to the readings
12	4/4 ▲	Post-apartheid history & the position of the researcher	Reading: <i>There was this Goat</i> , Krog, Mpolweni & Ratele Assignment: Response paper to the readings
13	4/11 ▲	Political Haunting	Readings: <i>The Assassination of Herbert Chitepo</i> , White Assignment: Response paper to the readings
14	4/18 ▲	Democracy & Dictatorship	Readings: <i>Museveni’s Uganda</i> , Tripp Assignment: Response paper to the readings
15	4/25	Presentations	
16	5/10	Final paper	Final Paper Due 5pm

APPENDIX B



TEACHING WITH AMISTAD RESEARCH CENTER MATERIALS

Tilton Memorial Hall | Monday-Friday 8:30-4:30
www.amistadresearchcenter.org

The primary mission of the Amistad Research Center is to collect, preserve, and provide open access to original materials that reference the social and cultural importance of America's ethnic and racial history, the African Diaspora, human relations, and civil rights. The Center is available to users regardless of academic affiliation and serves a diverse constituency of teachers, students, international scholars, genealogists, and the media. However, as a private, non-profit organization housed on the campus of Tulane University, the Center prides itself on its ability to serve as a resource for Tulane faculty and students.

The Center's staff strives to introduce students to manuscripts, works of art, rare and early editions, photographs, and other media that relate to their coursework and research projects. In addition to class presentations, Amistad's staff is happy to place selected materials on hold for students to consult during a course or assignment.

Class Presentations/Tours

Tours of the Amistad Research Center or class presentations of Center materials may be arranged by calling the Reference Desk at (504) 862-3222 or emailing reference@amistadresearchcenter.org.

While the Center does not have dedicated seminar rooms and our public space is limited, we do strive to accommodate class presentations and tours as much as possible. Generally, we require at least two weeks' notice for scheduling tours and presentations. General tours are limited to 25 students, while class presentations (and viewing of materials in a group setting) are limited to 15 students.

Faculty can also inquire about Amistad staff visiting classes outside the Center. However, no collection materials can be removed from the Center. We may also be able to supply digital images for our course site.

Placing Materials on Hold

Materials may be placed on hold for personal use. To do so, simply inform the Reference Desk attendant. If the item is a book (with the exception of secure area books), it will be placed on a hold shelf in the Reading Room and may be requested during subsequent visits. Manuscripts, photographs, and other media placed on hold may be requested at the Reference Desk.

Materials may also be placed on hold for class use after consultation with Amistad staff. It is ESSENTIAL that staff be informed that the item on hold will be used by a class. Some items may not withstand frequent handling and the staff may be able to suggest alternatives or other arrangements to suit the assignment.

Use of Materials for Class Assignments

The Amistad Research Center houses important primary and secondary source materials in many areas, including history, literature, art history, and the sciences. In many cases these items are unique or may exist in no other venue on campus. Use of these materials is contingent upon consultation with Library staff who will be able to make suggestions regarding the appropriateness of materials for certain assignments and/or suggest alternatives.

Appendix C

A. Sample Syllabus, Tulane University, HISB4970 Archiving Africa

B. Sample Faculty Workshop Handout, "Teaching with Amistad Research Center Materials," Amistad Research Center

C. Sample Syllabi, Arizona State University

1. BIS 302: Interdisciplinary Inquiry, Reconstructing the Past 1, Reconstructing the Past 2
2. TCL 323: Latino Health Issues
3. JUS 394: Race, Space, and the Production of Inequality, A People's Guide to Maricopa County
4. HIST 413: Twentieth Century Chicana/o History
5. HIST 498: Eating Cultures: Food and Society
6. TCL 201: Transborder Society and Culture I: Interdisciplinary Approaches