

Please note: Information on the pages linked below is from the course offered Spring 2004, when the course was LIB399. Major assignments and readings have been revamped for Fall 2005 when the course will be LIB323.

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Lib 399 Spring 2004



Professors:

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Office: Special Collections Knight Library

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Telephone: (541) 346-3047

Office Hours: By Appointment

Office: 142 Knight Library

Term: Spring 2004

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

Class Location: [Edmiston Classroom](#) 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

Last revision: 15 July, 2005



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Lib 399 Spring 2004 Announcements



April 13 , 2004

Resources for personal Archival supplies

One of you asked where you might find archival supplies for some of your personal collections at home. The main companies are:

- [Metal Edge, Inc.](#)
- [Gaylord](#)
- [Light Impressions](#)
- [University Products: The Archival Company](#)



March 10, 2004

A Note on Special collections reading room hours

Much of the work for your final project will need to be done in the Special Collections Reading Room.

Please note that the Reading Room has more limited hours than the rest of the library. So, you will need to plan ahead and manage your workload accordingly. Check the [Special Collections & University Archives home page](#) for current hours.

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

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Lib 399 Spring 2004 Course Outline

A Note on Special Collections Hours: Much of the work for your final project will need to be done in the Special Collections Reading Room. Please note that the Reading Room has more limited hours than the rest of the library. So, you will need to plan ahead and manage your workload accordingly.

Week 1

Tues 03/30/04

Introductions & Definitions

- Hello!
- Aims & expectations of the course
- What is a primary source?
- "Secrets of the Dead"
- [Assignment #1](#)

| | |
|--|--|
| Thur 04/01/04 | <p><i>Intro to Special Collections</i></p> <ul style="list-style-type: none"> • Discuss Assignment #1 • Primary sources outside Special Collections • What are archives? • Types of collections & repositories • What are manuscripts & university archives • Terminology • Extra Credit—Archives in the news |
| <p>Week 2</p> <p>Tues 04/06/04</p> | <p><i>Accessing Archives</i></p> <ul style="list-style-type: none"> • Varieties of access • Finding collections & what is in them • How do collections get to a repository? • Assignment #2 |
| Thur 04/08/04 | <p><i>How to Treat a Manuscript Right</i></p> <ul style="list-style-type: none"> • Handling rare and archival materials • Using Special Collections • Extra Credit—Archives in the news |
| <p>Week 3</p> <p>Tues 04/13/04</p> | <p><i>Getting the Word Out</i></p> <ul style="list-style-type: none"> • Arrangement & description • How to process a collection |
| Thur 04/15/04 | <p><i>Hands On in Special Collections</i></p> <ul style="list-style-type: none"> • Note: Class meets in Special Collections • Work Plan explained • Extra Credit—Archives in the news • Assignment #3 |
| <p>Week 4</p> <p>Tues 04/20/04</p> | <p><i>"Finding aids" & Secondary Research</i></p> <ul style="list-style-type: none"> • What are they? • How do you interpret them? • Finding Secondary Sources • Levels of description |

| | |
|---|---|
| Thur 04/22/04 | <p><i>Getting the Word Out & Finding Aids: the Good, the Bad, the Ugly</i></p> <ul style="list-style-type: none"> • Where do you find them? • Elements of good finding aids • Electronic access • Extra Credit—Archives in the news • Assignment #4 |
| Week 5 Tues 04/27/04 | <p><i>Ethics</i></p> <ul style="list-style-type: none"> • The winner writes history • Examples: Indigenous groups • Discuss SAA Code of Ethics • ALA-SAA Joint Statement on Access • AHA Standards of Professional Conduct |
| Thur 04/29/04 | <p><i>Using Primary Sources in Research</i></p> <ul style="list-style-type: none"> • Guest Speakers • Extra Credit—Archives in the news • Assignment #5 |
| Week 6 Tues 05/04/04 | <p><i>Telling "My" Story</i></p> <ul style="list-style-type: none"> • Archives & collective memory • Memoirs, autobiographies, diaries, etc |
| Thur 05/06/04 | <p><i>Into the Future</i></p> <ul style="list-style-type: none"> • Watch "Into the Future" • Discuss digital materials & electronic records • Extra Credit—Archives in the news |
| Week 7 Tues 05/11/04 | <p><i>Photographs</i></p> |
| Thur 05/13/04 | <p><i>Funky Formats</i></p> <ul style="list-style-type: none"> • Guest speakers • Video & audio sources • Architectural drawings • Maps • Extra Credit—Archives in the news |

| | |
|----------------------|--|
| Week 8 | <i>Government Information</i> |
| Tues 05/18/04 | |
| Thur 05/20/04 | <i>Access & Censorship</i> <ul style="list-style-type: none"> • Freedom of Information Act (FOIA) • National Security Archive • International case studies • Extra Credit—Archives in the news |
| Week 9 | <i>No Class Today</i> |
| Tues 05/25/04 | |
| Thur 05/27/04 | <i>Hands On</i> <ul style="list-style-type: none"> • Note: Class meets in Special Collections • Sign up for oral presentations • Extra Credit—Archives in the news |
| Week 10 | <i>Fruits of Our Labor</i> |
| Tues 06/01/04 | <ul style="list-style-type: none"> • Oral presentations |
| Thur 06/03/04 | <i>Fruits of Our Labor Continued</i> <ul style="list-style-type: none"> • Course evaluations • Oral presentations |
| Wed 06/9/04 | **Final written project due at Knight Library Reference Desk no later than 5:00 PM** |
| 06/11/04 | There Will Be No Final |

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

Maintained by Heather Ward, hward@uoregon.edu

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Lib 399 Spring 2004 *Assignments*

Assignments make up 20% of your grade. Homework will be based on the material covered in class and in our readings.

The assignment will be due at the beginning of the next class. Late assignments will have a letter grade deducted for each day late. Thus, what might have been an A on Tuesday, will be a B on Wednesday, and a C on Thursday. If you plan on being absent, please turn in your homework ahead of time to avoid point deduction.

| | |
|--------------------|--|
| Due Thurs 04/01/04 | <ul style="list-style-type: none"> • Assignment #1: <u>Primary Sources—Evidence of Your Life</u> [PDF] • Read: <u>Williams</u>, Ch. 9, pp. 58-80 • Read: Glossary from <u>Williams</u>, <u>Ellis</u> or <u>Bellardo</u> |
| Due Tues 04/06/04 | <ul style="list-style-type: none"> • Read: <u>Jimerson</u>, "Dear Mary Jane," pp. 21-28 • Read: <u>McDowell</u>, Ch. 5, pp. 54-76 |

| | |
|--------------------|---|
| Due Thurs 04/08/04 | <ul style="list-style-type: none"> • Register to use Special Collections: Take your UO I.D. to Special Collections Reading Room and register at the desk • Read: O'Toole, "Recording, Keeping & Using Information," p. 7-25 • Read: Ellis, Ch. 3, "Preservation," pp.80-96 |
| Due Tues 04/13/04 | <ul style="list-style-type: none"> • Assignment #2: Finding Primary Sources [PDF] • Read: Jimerson, "Liberty, Equality, Posterity," pp.101-122 • Read: Introduction to Archival Arrangement, "What is Processing," and "Tutorial: An over-the-shoulder view of an archivist at work." • Turn in: your top three choices for the final assignment |
| Due Thurs 04/15/04 | <ul style="list-style-type: none"> • Extra Credit: Archives in the news—please turn in today in print with a sentence or two of comments |
| Due Tues 04/20/04 | <ul style="list-style-type: none"> • Read: Miller, Ch. 7, "Arrangement: Practices & Procedures," pp. 69-78 and Ch. 8, "Description: The Nature of Archival Information," pp. 79-87 • Read: Ellis, Ch. 8, "Arrangement & Description," pp. 222-247 |
| Due Thurs 04/22/04 | <ul style="list-style-type: none"> • Assignment #3: Work Plan [PDF] • Read: Davidson, pp. xv-xxxv • Read: Ellis, Ch. 9, pp. 248-271 • E-mail before class: Questions [PDF] • Extra Credit—Archives in the news • Review finding aids at the Center for Pacific Northwest Studies and the Online Archive of California |
| Fri 04/23/04 | <p>Group viewing opportunity—Force videos Knight Library MacKinnon Room across from Reserves Desk</p> <ul style="list-style-type: none"> • 2:00-2:30PM "The Founding, 1857-1883" • 2:30-3:00PM "Growing Pains, 1884-1925" • Otherwise view one or the other at another time on your own in Reserves—30 min each |
| Due Tues 04/27/04 | <ul style="list-style-type: none"> • Read: Danielson • Read: Linenthal, pp. 1-7 and pp. 199-210 • Read: SAA Code of Ethics; ALA-SAA Joint Statement on Access; AHA Standards of Professional Conduct—sections on Scholarship, Statement on Interviewing for historical documentation, and Advisory Opinion on Conflict of Interest |
| Due Thurs 04/29/04 | <ul style="list-style-type: none"> • Assignment #4: Document Analysis [PDF with instructions and URLs to online forms] • Watch: Force video 1 or 2 • Read ahead for next class: Slaughter, Ch. 3, pp. 47-64 • Extra Credit—Archives in the news |

| | |
|--------------------|--|
| Due Tues 05/04/04 | <ul style="list-style-type: none"> • Read: Symmes, Ch. 2, pp.34-39; Ch. 5, pp.129-134; Ch. 8, pp.173-180; pp.261-265 • Read: Guevara, pp. 11-15, 45-49, 118-125, 150-152 • Assignment #5: Statement of proposed paper topic due at beginning of class |
| Due Thurs 05/06/04 | <ul style="list-style-type: none"> • Read: Rothenberg • Extra Credit—Archives in the news |
| Due Tues 05/11/04 | <ul style="list-style-type: none"> • Read: Jimerson, "Archivist and Visual Literacy," pp. 73-97 and Heller, "Visual Images Replace Text as Focal Point for Many Scholars" • Critically Skim: Monaco, Ch. 3, "The Language of Film: Signs & Syntax," pp. 121-191 and Zettl, Ch. 7, "The Two-Dimensional Field: Forces within the Screen," pp. 101-127 |
| Due Thurs 05/13/04 | <ul style="list-style-type: none"> • Read: Ellis, "Managing Special Formats," pp. 385-427 and Leech-Wilkinson, "Using Recordings to Study Musical Performances," in <i>Aural History: Essays on Recorded Sound.</i> pp.1-12 • Listen to: A segment of your choice from Lost & Found Sound and come to class prepared to discuss it. • Extra Credit—Archives in the news • Final project bibliography and refined topic due |
| Due Tues 05/18/04 | <ul style="list-style-type: none"> • Assignment #6: Sound or Motion Picture Analysis [PDF with instructions and URLs to online forms] • Read: Cox, pp. 91-114 |
| Due Thurs 05/20/04 | <ul style="list-style-type: none"> • Read: Cox, pp. 1-18 and pp. 205-228 • Read: Freedom of Information Act (FOIA); About the National Security Archive; and About the Digital National Security Archive • Extra Credit—Archives in the news |
| Due Tues 05/25/04 | <ul style="list-style-type: none"> • No Class—Work on your final project or meet with Heather W. • Extra Credit—Archives in the news by e-mail [text or MSWord attachment] • Draft of Paper due by e-mail [text or MSWord attachment] |
| Due Thurs 05/27/04 | <ul style="list-style-type: none"> • Assignment #7: National Security Archive [PDF with instructions and URLs] • Sign up for oral presentation slot during class |
| Due Tues 06/01/04 | <ul style="list-style-type: none"> • Assignment #8: Primary Sources Outside History [PDF] • First six oral presentations • Come to class prepared to ask questions |

Due Thurs 06/03/04

- Last six oral presentations
- Come to class prepared to ask questions
- Please give some thought to suggestions for the class evaluations

Due Wed 06/09/04

- **Final Project** Due at Knight Library Reference Desk no later than 5:00 PM

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

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LIB399 Spring 2004

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 | 40% |
| Final Project | 40% |
| Total | 100% |

Attendance & Participation

The participation grade is based on active participation in group activities, by coming to class on time with homework prepared, by volunteering, by being prepared when called on, etc. Regular attendance is essential to your understanding. If you anticipate being away, discuss your absence with your instructor ahead of time so that you can keep up with your assignments. 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.

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. 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. Projects received after the time and date due will lose one letter grade per day. No projects will be accepted after June 11th (Friday).

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

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Lib 399 Spring 2004 Reading List

[Off-campus access](#) to some of the electronic resources listed on this page is limited to current UO students, faculty, and staff and is indicated by a UO button .

"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>.

Statement on Standards of Professional Conduct. American Historical Association. May 2003. <http://www.historians.org/pubs/Free/ProfessionalStandards.htm>

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

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. "The Ethics of Access." *American Archivist* 52 (Winter 1989): 52-62. [E-Reserves](#)

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

Ellis, Judith. *Keeping Archives*. Port Melbourne, Aus.: Society of Australian Archivists, 1993. RSRV KNIGHT PB WARD H2

Force, Rebecca, Michael Majdic, and Ward Biaggne. "A History of the University of Oregon." Eugene, OR: Oregon Humanities Center, UO, 2001. VIDEO COLL VIDEOTAPE 05952 pt. 1 & 2

Guevara, Ernesto Che. *The Motorcycle Diaries: a Journey through South America*. New York: Verso, 1995. RSRV KNIGHT F2224 .G7813 1995

Heller, Scott. "Visual Images Replace Text as Focal Point for Many Scholars." *Chronicle of Higher Education* 19 (July 1996: A8-A9, A15.) [E-reserves](#)

"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 H 3

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

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

Miller, Fredric M. *Arranging and Describing Archives and Manuscripts*. Chicago: SAA, 1990. RSRV KNIGHT PB WARD H1 Also SPEC REF Z695.2 .M55 1990

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

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

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. [E-reserves](#)

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

Slaughter, Thomas P. *Exploring Lewis and Clark: Reflections on Men and Wilderness*. New York: Knopf, 2003. RSRV KNIGHT F592.7 .S58 2003

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 ON ORDER

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 2004
Assignment #1
Primary Sources—Evidence of Your Life

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?

LIB399 Spring 2004
Assignment #2
Finding Primary Sources
DUE in class April 13th

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

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

1. Pick a topic and write a brief description of it. This may change after you've done some searching. Please include both your original topic and your revised one, if there is one. (2 points)

2. Using the tools discussed in class and listed on the "Research Using Primary Sources" guide <<http://libweb.uoregon.edu/guides/history/primary.html>>, *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
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

Heather Ward
6 April 2004

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.

Name_____

**LIB399 Spring 2004
Assignment #3
Processing Work Plan
DUE in class April 22nd**

Please type or *neatly* write your responses to the following questions. You can open this document in Word and add your answers.

Collection Title:

Accession #:

Call #:

Current Condition of Papers

Arrangement: Is there an obvious system or systems of organization? If so, please describe them. If not, please note how the collection appears.

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?

Finding aids & cataloging, if any: What description already exists for the collection? Where did we acquire it? Tell us anything you can about the provenance.

Proposed Arrangement & Cataloging:

Arrangement: How do you propose to arrange the collection? Will you maintain original order? Are there obvious categories that you can adopt? Will some materials need to be separated? If so, which ones?

Students assigned:

Division of labor if in a group: How will you divide the work? By box? Some other way? You can continue your answer on the back or on another sheet of paper if needed.

This work plan has been adapted from one created by Linda Long, Manuscripts Curator, UO Libraries Special Collections & University Archives.

LIB399 Questions for April 22nd

E-mail the following questions to hward@uoregon.edu **and** hbriston@uoregon.edu before class is held on April 22nd.

1. Send us a question or brief comment about the readings or finding aids viewed.
2. Send us a question you would ask a student who has done this type of project before. Be prepared to ask this or another question during class on 4/22.

Name_____

**LIB399 Spring 2004
Assignment #4
Document Analysis
DUE in class April 27th**

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

1. Select a photograph or document from your collection.
2. Flag the item location in the folder with a slip of paper from the Special Collections Desk.
3. Print out the appropriate analysis form listed below.
4. Be sure to write your name, the collection name, box number and current folder name somewhere on the form.
5. Complete the form for your selected item and turn in during class on April 27th.

If the selected item is a document, use the form located at
http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/document.html

If the selected item is a photograph use the form located at
http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/photo.html

Name_____

**LIB399 Spring 2004
Assignment #6
Video or Audio Analysis
DUE in class May 13th**

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

1. Select an item under Sound Recordings or Motion Pictures on the American Memory site at <http://memory.loc.gov/ammem/collections/finder.html>
2. Print out the appropriate analysis form listed below.
3. Be sure to write your name somewhere on the form.
4. Complete the form for your selected item and turn in during class on May 13th.

If the selected item is a sound recording, use the form located at
http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/sound.html

If the selected item is a motion picture/video clip use the form located at
http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/movie.html

Name_____

**LIB399 Spring 2004
Assignment #7
National Security Archive
DUE in class May 25th**

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/%7Ensarchiv/nsa/the_archive.html
2. Select a National Security Archive Electronic Briefing Book listed by subject at
<http://www.gwu.edu/%7Ensarchiv/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 2004
Assignment #8
Primary Sources Outside History
DUE in class June 1st**

The purpose of this assignment is for you to consider how disciplines outside history use primary sources.

1. Pick a topic in a discipline other than history—psychology, sociology, anthropology, international studies, journalism, education, music, literature, etc.— and write it down.
Note: The topic may still be “historical,” but needs to have a different subject focus.

2. Find a primary source of any kind on that topic and cite it.

3. Write an explanation of at least 3-4 sentences about why it's a primary source and how it might be used in research. You can be creative; you just need to make a convincing argument.

Lib399 Final Assignment

Due no later than 5:00PM, 9 June 2004

The final assignment is made up of three components—a finding aid, a research essay and an oral presentation. The finding aid and essay will vary in detail and length depending on the type of collection you decide to work on.

I. Choose Your Emphasis

If you would like to place more emphasis on the research essay, you should choose to work on a collection with a group of other students. This way the work of arranging and describing the collection is spread out over a larger number of people freeing you up to write a more detailed (and longer) essay—around 8-10 pages. **With this emphasis, the finding aid would be worth 25% and the essay would be worth 45% of your final assignment grade**

OR

If you would like to place more emphasis on the finding aid, you should choose to work on a collection alone or with fewer people. In this case, we expect you to put more time into creating a detailed finding aid and you may write a shorter paper—around 5 pages. **With this emphasis, the finding aid would be worth 45% and the essay would be worth 25% of your final assignment grade**

II. Finding Aid Instructions

Each individual or group, depending on your emphasis from section (I) is expected to create a finding aid for their collection. Required elements include a description of the scope and content, notes on the arrangement, and a detailed inventory of the collection. Finding Aids are intended to give the viewer information to help determine whether the collection is likely to satisfy his or her research needs.

Instructions will be given in more detail during class on 4/13/04 and 4/22/04.

See some examples from:

The Center for Pacific Northwest Studies
<http://www.acadweb.wvu.edu/cpnws/findingaids.htm>

The Online Archive of California—search for finding aids
<http://www.oac.cdlib.org/>

III. Choose the Focus of Your Research Essay

Once you've begun to review your collection, you can decide among three options to focus your research essay.

- A. Critically examine a single source or set of sources from your collection
- B. Choosing a topic centered on or related to your collection
- C. Use an item or items from your collection to explore an existing debate or issue

IV. Essay Instructions

See item (I) for length of paper.

The paper is to be a critical, reflective essay based on your collection and assigned and additional reading. For **Option (A)**, the student must develop a bibliography of sources to be used in the paper, in addition to the primary source itself. This bibliography must include at least **two books and two more sources**, which may be books or scholarly articles or book chapters. The bibliography must be approved by the instructors, along with the thematic focus of the paper - that is, how the paper will use the primary source to develop a specific theme. For **Options (B & C)**, the normal requirement is the use of at least **five sources, at least two of which are book-length studies**. This "normal requirement" may be modified, with the instructors' approval, in certain circumstances - as, for instance, for a paper based heavily on primary sources (documents), in which the reliance on these sources may justify a reduction in the quantity of sources used. Topic and bibliography must be approved by the instructors. For both options, the student will submit, according to a schedule (see below), a statement of topic and a bibliography for research which the instructors will review and on which he will provide feedback.

The research essay will be written in stages, with submission dates for each stage. **A research paper is not complete unless every stage of the process is completed.**

The deadline dates for each stage of the research paper process are as follows:

April 13: Top three choices of collections due at beginning of class

May 4: Statement of proposed paper topic due at beginning of class

May 13: Bibliography (list of books and other sources) submitted, along with notes articulating a more exact specification of thematic focus

May 25: First draft of paper due (entire paper or as much of the paper as the student can complete by this date). Instructors will provide detailed feedback on this first draft

June 9: Final draft of paper due at Knight Library Reference Desk

V. Oral Presentation

During the last week of class, each of you will give a 10 to 15-minute oral presentation on observations you've made in working with your collection and on your findings in researching your essay. This will be your classmates' opportunity to learn more about your collection and your interpretations and to ask questions. This accounts for **30% of your final assignment grade**.

Everyone is expected to attend and participate. Please be prepared to ask at least two questions overall of the other speakers.

Please let us know ahead of time if you would like to use visual aids so that we can reserve the appropriate projection equipment.