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Bringing Students to the Archives

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Bringing Students to the Archives



UNIVERSITY *of*
DAYTON



University of Dayton

Total enrollment = 10,899 students

- 8,515 undergraduates
- 2,384 graduate and law students

University Libraries:

- 19 faculty, 31 staff
- 3 special collections: Marian Library;
University Archives and Special Collections;
U.S. Catholic Special Collection



Spring 2018 Semester

UDI 204

This is UD: Archival and Primary Source Research

Learn about the campus, community, Catholic and Marianist past with this hands-on research course. Students will connect to the past by analyzing the University Libraries collections and by researching individual artifacts.

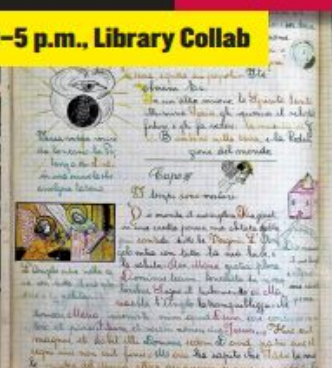
1 Hour

Fridays, 3:30-5 p.m., Library Collab



UNIVERSITY OF DAYTON LIBRARY ARCHIVAL COLLECTIONS
POPULATION SCHEDULES

Year	Population	Male	Female	Total
1850	1,000	500	500	1,000
1860	1,200	600	600	1,200
1870	1,500	750	750	1,500
1880	1,800	900	900	1,800
1890	2,000	1,000	1,000	2,000
1900	2,200	1,100	1,100	2,200
1910	2,500	1,250	1,250	2,500
1920	2,800	1,400	1,400	2,800
1930	3,000	1,500	1,500	3,000
1940	3,200	1,600	1,600	3,200
1950	3,500	1,750	1,750	3,500
1960	3,800	1,900	1,900	3,800
1970	4,000	2,000	2,000	4,000
1980	4,200	2,100	2,100	4,200
1990	4,500	2,250	2,250	4,500
2000	4,800	2,400	2,400	4,800
2010	5,000	2,500	2,500	5,000





Planning

6 instructors + 1
guest lecturer

SAA – ACRL/RBMS
Guidelines for
Primary Source
Literacy

8 Learning
Objectives



Highlighting our Catholic, Marian and University Special Collections and Programs

- Increase the use of rare and unique materials in the undergraduate and graduate curricula
- Develop strategies to increase the visibility of special collections.
- Improve capacity for the use of special collections and archival materials in teaching and learning.



Learning Objectives

Students will be able to...

- List and **find the locations**/departments for University Libraries archival and primary source collections
- Define and **identify primary sources**/resources in the University Libraries archival and primary source collections
- **Develop confidence** in their ability to navigate special collections protocols



- Utilize appropriate techniques in order to **save personal digital resources**
- **Successfully search** finding aids and databases in order to locate materials for a particular purpose
- **Analyze** a primary source for context and relevance
- **Communicate** the context and relevance of a primary source to an audience
- **Connect** their present campus experiences with the Catholic, Marianist, campus and/or community past



The Students

- Students: 2 history majors, 1 mechanical engineering major, 1 psychology major
- No experience in archives
- Varying levels of comfort with historical research and thinking historically



Historical Document Analysis

- First class activity
- Worksheet created by NARA
- Helped us understand what skills students already had



Archival Themes

- Visual literacy
- Historical empathy
- Silences in the archives
- Constructing a narrative / privacy
- Personal digital archiving



Archival Speed Dating





Final Projects

“For your final assignment, you will create a digital poster. Working with a specific artifact, you will research the time in which the artifact was created and connect the item to existing scholarship. You will need to find scholarly articles to help explain the value and importance of your research topic/item to the past. You may also use additional primary sources to help explain context.”

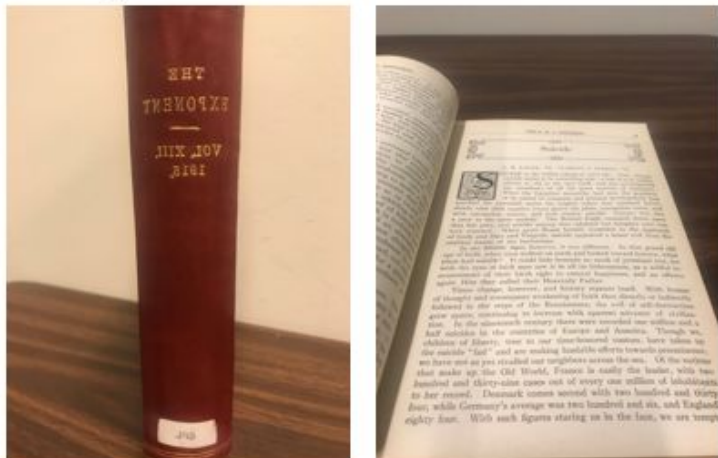
The Challenge of Historical Empathy: Suicide Awareness on UD's Campus

Ryan H. Reed

UDI 204 – Jennifer Brancato

The Artifact: The Exponent Vol. XIII January, 1915

A periodical full of unique student and faculty writings



A. B. Linger '16 and Clarence Schmitt '15 on Suicide:

"Pride is unable to bear, so like a cowardly thief he slinks away and steals his own life."

"...undoubtedly lack of faith in the existence of a God..."

"But is he not rather to be pitied who when clouds overhang, faces the storms of life, bearing the winds and the rain with a confidence that patiently waits for a sunbeam to pierce the gathering gloom?"

A Coward, A Rogue, A Scoundrel-foolish and impious

What is Historical Empathy?

Yilmaz: "I define empathy...as the ability the mentality, frames of reference, beliefs, values, intentions, and actions of historical agents using a variety of historical evidence."

My Definition: "The ability of an historian to utilize evidence-based contextualization to understand the perspective of people of the past."



Historical Empathy is **NOT** :

Sympathy

Psychological Empathy

Imagination

Suicide- Then vs Now :

Then: Catholic teaching based on Thomas Aquinas. Suicide as unnatural, antisocial, and a mortal sin that usurps God's power.

Council of Toledo (693 AD) – established excommunication for those who commit suicide.

For hundreds of years this notion of suicide as sin contributed to Western view.

Now: "a multidimensional mental health problem that can be reduced."

Introduction of psychological and psychiatric study.

Catholic Teaching: Stewardship vs Ownership, Mercy for "grave psychological disturbances", Leaves door open for "salutary repentance"

Breaking the taboo of mental health on UD's campus:

Students encourage discussion, acceptance, and breaking the stigma: Flyer News Articles, Student Groups such as REACH and Active Minds, Festivals such as M-Fest, Counseling Center, Campus Ministry, Housing and Residence Life





Challenges

- Communication
- Continuity
- Embracing silences
- Gaps in the syllabus



For the Future

- Reconsider class scheduling
- Reconsider team size/communication protocols
- Reorder lessons



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Questions?