

Undergraduates in the Archives:  
The UM Experience  
“Let’s Break Some Rules”

Kendall Aughenbaugh, Laura Cleary, Doug McElrath

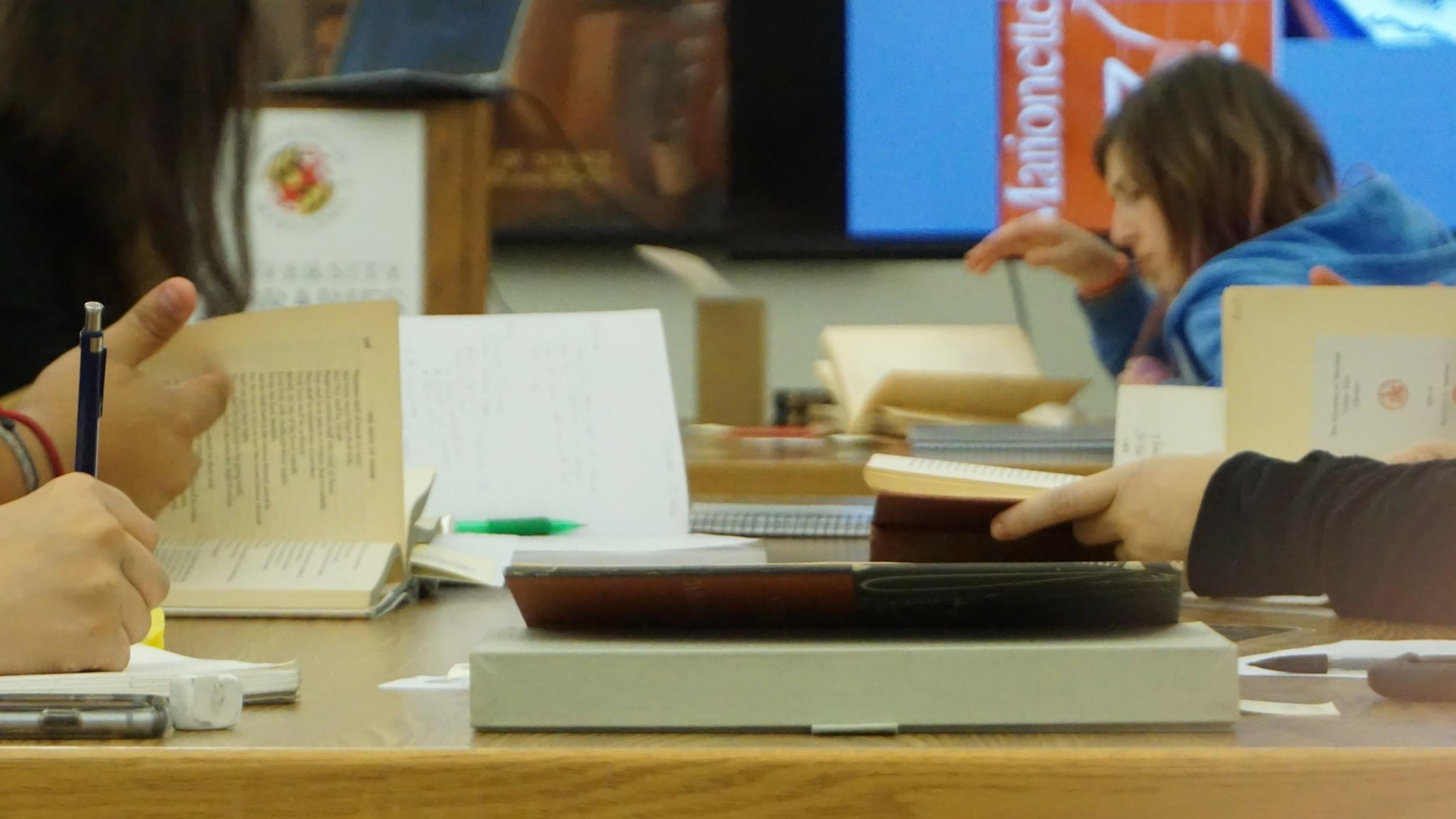
MARAC, Newark NJ, April 21, 2017

## Themes:

- Administrative Perspective: Doug
- Archival Instructor Perspective: Laura
- Student Perspective: Kendall

# Archives & Universities: A Changing Dynamic

- Where do we fit in higher education?
- Making the case for archivists as educators.
- Messy reading rooms, broken rules, new skill sets.



# President Loh says University of Maryland must confront racism after party incident



"This incident compels us to confront the reality that African-Americans, and other persons of color, experience bias and unequal treatment in everyday life," Wallace Loh wrote. (Cassidy Johnson / Baltimore Sun)



By **Carrie Wells** - Contact Reporter  
The Baltimore Sun



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## Wallace Loh recommends renaming Byrd Stadium as Maryland Stadium

By (dcastellodbk@gmail.com)

Published December 7, 2015



University President Wallace Loh announced his recommendation that the University System of Maryland Board of Regents change the name of Byrd Stadium to Maryland Stadium in a letter sent to the campus community Monday.

The stadium's current namesake, Harry Clifton "Curley" Byrd, earned the title "Father and Builder" of the university during his decades-long

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CAMPUS

## “Protect this house”: UMD members stage walkout to support minorities after the election



# DEMOCRACY THEN AND NOW: CITIZENSHIP AND PUBLIC EDUCATION

## *OBJECTIVE*

A campus-wide **initiative to educate students on the central role of public education in the development of American democracy**, especially as conceived by the founders as an instrument for shaping the political citizen.

## *FOCUS*

The **University of Maryland's historical role** in imagining and creating political subjects and democratizing elite education.

## *METHOD*

Trace the shifting educational fortunes of various subjects within the American polity—the white elite, the poor, women, people of color, Native Americans, LGBTQIA, immigrants—through the optic of the **inclusions and exclusions of our own university over its history.**





## COMM 360: The Rhetoric of Black America

This guide is to help students in COMM 360 identify and use primary sources.

[Home](#)

### Using these collections

## Using Special Collections and University Archives

Materials held in the UMD Special Collections and University Archives can be accessed by visiting the [Maryland Room in the Hornbake Library](#). Because these materials are rare and often fragile the Maryland Room has policies about what can be brought in with you when researching.

Before arriving to the Maryland Room, consider setting up a [Special Collections](#)

[Account](#). This will allow you to request materials in advance of your visit so that they are waiting for you upon arrival.

Check out the following pages about what to [expect on your first visit](#) and to get more information on [using special collections and archival material](#).

- [Plan Your Visit](#)
- [Using Special Collections and University Archives](#)

## Using Primary Sources

The guide for [Research Using Primary Sources](#) will help you answer questions such as:

- [What is a primary source?](#)
- [How do I find a primary source?](#)
- [How do I cite a primary source?](#)

## Subject Guides

These links lead to guides created by UMD librarians to assist with research on a specific topic.

- [African American History - Archives and Manuscripts](#)  
Collections of papers, photographs, pamphlets and other non-book material held at UMD Libraries.
- [African American History in Maryland](#)  
More links to material related to African American History in Maryland on the Special Collections and University Archives website.
- [Civil Rights Movement in Maryland](#)  
Tips for conducting research.
- [Slavery in Maryland](#)  
Tips for conducting research.
- [Frederick Douglass in Maryland](#)  
Tips for conducting research.
- [Historical African American Newspapers](#)  
Elizabeth Clarke at Marist College has compiled this great libguide about black newspapers available on the Internet.

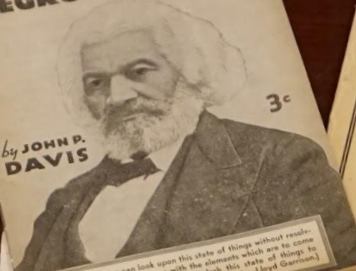
## Materials Viewed in Class

- [Maryland Room, Hornbake Library](#)

Let Us Build a  
**NATIONAL  
NEGRO CONGRESS**

by JOHN P. DAVIS

3c



"What man can look upon the state of things without realizing that his influence with the elements which are to come down in ten-fold thunder and dash this state of things to atoms." (Frederick Douglass, Letter to Wm. Lloyd Garrison)

The  
**Next Emancipation**

By JAMES LORRAE



Price 15 cents

Published by THE EMANCIPATION PUBL. CO. New York City

We Righteous Builders  
Of Black Nations

APR 1964  
\$1.25



BY STERLING X

PYRAMID PUBLICATIONS  
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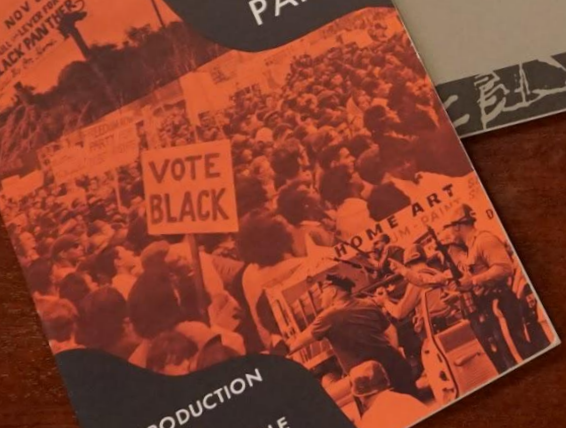


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## This is how it works



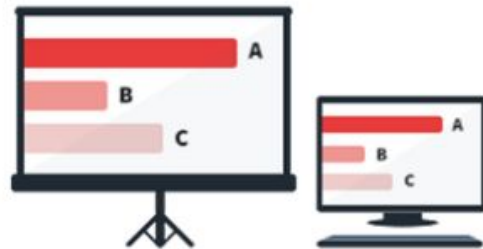
### Step 1

Ask your audience a question with the Poll Everywhere app



### Step 2

Audience answers in real time using mobile phones, Twitter, or web browsers



### Step 3

See your response live on the web or in a PowerPoint presentation

## Poll - Archives

From Laura Cleary

3 questions

Start survey

### Poll - Archives

Question 1 of 3

- 1. List some ways that items end up in archives or special collections. (Take a guess if you don't know)**

You have not responded

Enter a response

Next

### Poll - Archives

Question 2 of 3

- 2. List some reasons why minority groups might be under represented in archives and special collections.**

You have not responded

Enter a response

Previous

Next

### Poll - Archives

Question 3 of 3

- 3. Suggest some ideas for how librarians can remedy under representation of minorities.**

You have not responded

Enter a response

Previous

Finish

## Describe your item in one sentence.

"This item is a map of the college park campus."  
about 1 month ago

"Informative"  
about 1 month ago

"A postcard from Marjoree to a Miss Frances McKnight"  
about 1 month ago

"A guide to campus buildings; outlining t  
and layout."

about 1 month ago

## Who was this created for?

"University students and tourists"  
about 1 month ago

"Prospective students."  
about 1 month ago

"Miss Frances M  
about 1 month ago

"Students/visitors"  
about 1 month ago

"People who came to visit the garden in honor of the veterans and two students who  
about 1 month ago

"For those researching about specific buildings on campus."  
about 1 month ago

"Anyone with an interest in the university of  
about 1 month ago

## Who created this?

"Journ  
about 1 m

"A historian who knows the history of each building on campus. They know when the buildi  
about 1 month ago

"Either a person within the college park university facu  
their campus"  
about 1 month ago

"Made in collaboration  
history professor) and  
Resident Life staff"

about 1 month ago

## What was the intended purpose?

"To inform others when the buildings on the UMD campus were built and rebuilt."  
about 1 month ago

"To convey a brief history of certain buildings on UMD  
campus"

about 1 month ago

"The instruct people on how to efficiently move around the campus, where all the major buildings are, and what the fastest way to move between  
them is"  
about 1 month ago

"A place for campus citizens to reflect and remember quietly on the tragedies of the two students and veterans"  
about 1 month ago

"To raise awareness"  
about 1 month ago

**Suggest some ideas for how librarians can remedy under representation of minorities.**

“Provide newer information if there isn't any older things”

about 1 month ago

“If librarians take

about 1 month ago

**List some reasons why minority groups might be under represented in archives and special collections.**

“Not many publications or displays for minority groups”

about 1 month ago

“Because the people who create these are usually creating them for the majority, and only include what they want from history.”

about 1 month ago

“Minorities are usually under represented especially in history.”

about 1 month ago



*James Cook*  
**TRAVELS**  
*IN TWO VOYAGES TO*  
*RUSSIA, NORWAY AND THE WORLD*  
*BY*  
*JAMES COOK*  
*WITH ILLUSTRATIONS AND ANNOTATIONS BY*  
*W.A. DEGOSSÉ*  
*1843-1844 (1771-1781)*  
*Mount Kinnelon, New York*

Swift





# MARAC 2017

## Presentation Outline and Notes

### Presentation

#### **SLIDES**

Doug's presentation

#### ***SLIDE - President Loh says UMD must confront racism...***

Over the past few years, a variety of social justice issues have been raised by the campus community, many of which required a response from the University President. Racial incidents began receiving more attention as they erupted at parties, between student groups, and involved police.

#### ***SLIDE - Renaming Byrd Stadium...***

Student groups and student activists were taking a critical look at our campus history and questioning some of those that have been honored and remembered across the University.

#### ***SLIDE - Protect this house....***

Beyond the campus, social justice issues were fueled throughout the presidential elections and inauguration, sparking protest responses on campus.

#### ***SLIDE - Democracy then and now overview***

Teaching faculty saw an opportunity and developed a cross-discipline initiative to explore social justice issues and politics called Democracy Then and Now. Faculty participating in this project developed courses that would encourage students to consider social justice issues throughout history and how they played out on our campus. Students were encouraged to use primary source material from our archive and as a result, we worked with numerous classes.

Outside of this program, other faculty have been reorienting their courses in response to our country's growing focus on social justice issues.

Given the context of these classes and their assignments, we were able to explore some new opportunities to engage students in critical thinking in relation to archival material.

On our side, we also wanted to test some new active learning techniques so these classes provided the perfect test bed.

### ***SLIDE - LibGuide***

Given our very limited time with students (most classes last only 50 minutes), we decided to move a lot of our instruction on tools to a LibGuide. We created a single page guide for each class with links to various resources. At the end of class, they were able to use the tool so it wouldn't be completely unfamiliar when they used it weeks later to complete their assignment.

This freed us up to engage with material and start to ask tough questions.

For one of the Democracy Then and Now classes, we were able to select material from our University Archives collection that related to various discriminatory practices and showed where the University held conservative or progressive practices in regards to inclusion and exclusion.

### ***SLIDE - Photo of pamphlets***

Other recent classes also provided opportunities to use some really wonderful resources from our collections.

For a class on Black and African-American rhetoric we used a collection called African-American and African Pamphlet Collection. The collection spans most of the 20th century, although the majority of the pamphlets date from the 1960s and 1970s. Pamphlets are in various languages and were published all over the world. The African American pamphlets cover many of the issues that have become a bigger part of the national conversation with the Black Lives Matter movement.

### ***SLIDE - Poll Everywhere (overview)***

We are lucky to have a number of iPads available for teaching, and were able to load up some questions that encouraged critical thinking. We created some surveys for students using the web program "Poll Everywhere". This is a free online tool that allows users to create and share surveys and embed live results into slide presentations.

### ***SLIDE - Poll Everywhere (questions)***

These are screenshots of how the poll appears on mobile devices. Here we asked students to think about how archives acquire collections and why certain groups might be underrepresented.

At certain points during instruction, students were asked to work in pairs or small groups to respond to a few survey questions. After they took the time to work together, responses are shared with the rest of the class and we began to discuss some of the responses more deeply.

***SLIDE - Poll Everywhere (responses - 4)***

These are screenshots from my presentation of the results to poll questions. Each question would be its own slide. These show responses to a pretty traditional document analysis exercise.

These types of questions, encourage students to look past the printed text, consider the time in which it was created, and for what purpose.

***SLIDE - Poll Everywhere (responses - 2)***

Our hope is that after completing these exercises, students can replicate this type of analysis and critical thinking with other types of material. So that they are able to consider the context of other types of material that they might encounter, even outside of their formal education setting? Our hope is that as they consume information, including information created at this moment in time, they can ask the same types of questions and hopefully become better consumers of information.