

Archives, Race, and Justice

Project Instructions

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Introduction

For this project you will be creating a digital resource that can be used to help teach about the Southern California Library's mission and materials, how to work with archival materials, and, in general, how to work with and research primary sources. (See STEP THREE for final project details).

Collaboration

You will be working in groups. To help facilitate collaboration, and so that you can receive feedback from multiple people, you will be doing much of your work in Google Docs. Each group will have its own.

Technology

This project is going to involve the use of technology, which we know can be intimidating. You will be assisted with learning the various tools, but you will also be expected to take initiative to learn on your own, e.g., watch video tutorials and read instructions.

Time Management

There will be a number of opportunities to work on various parts of the project in class. That said, you will have to budget a fair amount of time outside of class to meet all of the assignment's requirements.

STEP ONE: OBJECT ANALYSIS

Choose one or more objects from your archival materials and respond to the following questions and prompts in your group's Google Doc.

1. General

a. Title/name your object(s)

b. Provide 5 keywords that could be used to help researchers find your object(s) in a database.

2. The Physical Object

a. Describe the physicality of the object(s) (size/measurements, color, quality, condition, etc.)

b. How does the physicality of the object(s) help inform your understanding of them?

3. Historical Context

a. Consider the creator of the object(s). Where was it made? What does the object(s) tell you about the person who made it?

b. Consider the user/recipient of the object(s). How was it used and why? What does the object(s) tell you about the person who used or received it?

c. When was the object(s) created? What were the circumstances of its creation? How does the object(s) inform our understanding of specific historical events or institutions?

d. What gap in “the archive” does the object(s) fill? In other words, what story does it tell that might otherwise be overlooked in traditional narratives or histories?

4. Relationship to the Southern California Library (SCL)

a. What is the Southern California Library’s Mission?

b. How does your object(s) speak to or reflect the SCL’s mission?

c. How does the SCL’s mission inform your reading of the object(s)?

5. Annotated Bibliography

Create an annotated bibliography of the sources used to contextualize the object(s). Use MLA citation style and write a 4 to 6 sentence annotation that explains how the resource contributed to your understanding of the object. 5 resources minimum. At least two of the resources must be easily accessible to the general public, i.e., they are open access, meaning not behind a “paywall.”

STEP TWO: PLANNING

In this step, you will be articulating your project plans (see STEP THREE for the project instructions). The purpose of this assignment is to make you narrow down your focus and to create a project plan. While we are asking you to articulate your ideas, please know that you are not locked into anything. We expect that your thinking will develop and change as you create your projects. You will be given about an hour of class time to work on this. The odds are you will need to devote more time outside of class to

complete it. Respond to the following questions and prompts in your group's Google Doc:

1. Physical Object Analysis

- a. What specific objects are you going to focus on?
- b. Explain why you chose those objects.
- c. What specific details on the objects are you going to focus on? For each detail you are focusing on, explain why.
- d. Articulate how you plan to illustrate your object analysis, e.g., showing a series of close up still images of the object(s).

2. Putting the Object(s) into Context

- a. What contextual information do you want to focus on and why?
- b. How does that information relate to/reflect the SCL's mission?

3. Group Work Plan

- a. Explain how you plan to work as a group. Who is going to be responsible for what? Why is each person responsible for the specified task? How often do you plan to meet?
- b. What can make group work stressful and what steps can you take to help reduce those stresses?

4. Technology Plan

- a. Explain what technology you plan to use (e.g. iMovie, Timeline JS, the library's Canon video camera, an iPhone) and explain why you chose the tools you did.

STEP THREE: CREATING YOUR PROJECT

For this step, you will be creating your group's digital resource. Assuming your work is of quality and meets all of the requirements, it will be made publicly available through such sites as ds.lmu.edu. Completing STEP ONE and STEP TWO should have helped prepare you for the project creation stage and should have given you a foundation upon which to build. You must complete all three parts:

Part 1: Demonstrate an Object Analysis

Create a video that demonstrates how you conducted an analysis of your objects, the observations you have made about your specific object(s), and how those observations informed how your approach.

Part 2: Putting the Object into Context

Create either a video, Story Map, TimelineJS (timeline only), TimeMap (timeline & map), or some other digital presentation (propose your own idea) that puts the object(s) into a greater historical context and explains how that context relates to the mission of the SCL.

Part 3: Annotated Bibliography

Finalize the Annotated Bib you created in STEP ONE. This means double-checking the writing quality, the content, citation accuracy, etc. The bibliography will be included as part of the resource.

Additional Requirements

- For any voice over/ person speaking in your videos, you must provide a transcript in Word Doc form.
- You must turn in your original movie files so that necessary changes can be made later, e.g, errors can be fixed.
- You must credit all of the media (images, video, music, etc.) used in your project.