Harnessing the power of primary sources: How libraries empower innovative teaching strategies
Harnessing the power of primary sources: How libraries empower innovative teaching strategies

From historical records to tee-shirts, this session presents innovative strategies for harnessing the strengths of both traditional and non-traditional primary sources to enrich interdisciplinary curriculum and enhance learning opportunities for a new generation of students.

Our presenters will share:

- **Strategies** for academics to tap into library resources and archives to create digital histories
- **Innovative approaches** to engage and inspire students with creative assignments using primary sources
- **Techniques** for integrating unique, overlooked non-traditional sources into scholarly research, unlocking fresh perspectives and enriching academic discourse.
Presenters

Kathleen Hilliard
Associate Professor and Director of Graduate Education
Department of History, Iowa State University

Susie Woo
Professor of American Studies, California State University, Fullerton

Lisa Arellano
Visiting professor at Mills College at Northeastern University

Jodi Johnson
Moderator and Product Marketing Manager for Primary Source Historical Collections

Also joined by:
Daniel Lewis
Sr. Product Manager for Primary Source Historical Collections at ProQuest, part of Clarivate
Harnessing the power of primary sources: How libraries empower innovative teaching strategies
"Do Your Own Research"
Using Primary Sources to Develop Expertise and Skills in College Classrooms

Iowa State University

Presented by Kathleen Hilliard
Fostering Critical Thinking and Inquiry Skills: Empowering Students to Navigate Information

Do your own research!

Iowa State student Crystal Brandenburgh researching the women's suffrage movement at the New York Public Library.

Listen to the experts!

Expert Crystal Brandenburgh giving a public talk based on her findings.
Nurturing Data Literacy

How can we help students develop the skills, judgement, and expertise to navigate their data rich worlds?
Primary Sources: Opportunities and Challenges

- Abundance ... and assumptions of comprehensiveness
- Individual investigation ... and the dangers of confirmation bias
- Evidence-based judgments ... and the dangers of simple decoration
What Does it Mean to Think Historically?

Change over Time

Context

Causality

Contingency

Complexity

INTRODUCTION

When we started working on Teachers for a New Era, a Carnegie-sponsored initiative designed to strengthen teacher training, we thought we knew a thing or two about our discipline. As we began reading such works as Sam Wineburg’s *Historical Thinking and Other Unnatural Acts*, however, we encountered an unexpected challenge. If our understandings of the past constituted a sort of craft knowledge, how could we distill and communicate habits of mind we and our colleagues had developed through years of apprenticeship, guild membership, and daily practice to university students so that they, in turn, could impart these habits in K–12 classrooms?

In response, we developed an approach we call the “five C’s of historical thinking.” The concepts of change over time, causality, context, complexity, and contingency, we believe, together describe the shared foundations of our discipline. They stand at the heart of the questions historians seek to answer, the arguments we make, and the debates in which we engage. These ideas are hardly new to professional historians. But that is precisely their value: They make our implicit ways of thought explicit to the students and teachers whom we train. The five C’s do not encompass the universe of historical thinking, yet they do provide a remarkably useful tool for helping students at practically any level learn how to formulate and support arguments based on primary sources, as well as to understand and challenge historical interpretations related in secondary sources. In this article, we define the five C’s, explain how each concept helps us to understand the past, and provide some brief examples of how we have employed the five C’s when teaching teachers. Our approach is necessarily broad and basic, characteristics well suited
Bringing Students into the Digital Archive

Presented by Susie Woo
California State University, Fullerton
# Courses Overview

## American Studies

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMST 324</td>
<td>American Immigrant Cultures</td>
<td>100 students. GE class. Mostly non-AMST majors.</td>
</tr>
<tr>
<td>AMST 401T</td>
<td>Seminar on Race in American Studies</td>
<td>20 students. Capstone research seminar for AMST majors and minors.</td>
</tr>
</tbody>
</table>
INS Records

1. Before they are scanned, the records are housed in boxes and folders.
2. Researchers request boxes that they want to look at.
3. The boxes are pulled from the shelves and delivered on carts.
4. The PDFs in History Vault correspond to folders of documents.
A-Z Databases

Find the best library databases for your research.

14 Databases found

IBISWorld

IBISWorld provides in-depth analysis on over 700 industries in the United States. Reports are updated annually and include information on the industry's performance, outlook, products & markets, competition, and industry statistics.

IEEE Xplore

Subjects covered include aerospace, biomedical technology, computer science, computing and control technology, consumer and industrial electronics, electrical and electronics engineering, information systems, power, robotics, telecommunications. To limit search to full text available to Pollak Library, select "Search subscribed full-text content only" under the Publications heading on the IEEE search page.

Immigration Records of the INS, 1880-1930

Immigration: Records of the INS, 1880-1930 presents the investigations made during the massive immigration wave at the turn of the 20th century. The files cover Asian immigration, especially Japanese and Chinese migration, to California, Hawaii, and other states. Mexican immigration to the U.S. from 1906-1930; and European immigration. There are also extensive files on the INS's regulation of prostitution and white slavery and on suppression of radical aliens.

Import Genius

Shopping manifest databases reveal the shipping histories for the world's importers and exporters.

India, Raj and Empire

Explores the history of South Asia between the foundation of the East India Company in 1615 and the granting of independence to India and Pakistan in 1947, through the wonderfully rich and diverse manuscript collections of the National Library of Scotland.

Available through June 30, 2024

Indian Claims Insight

Indian Claims Insight provides researchers with the opportunity to understand and analyze Native American migration and resettlement throughout U.S. history in the context of U.S. Government Indian removal policies and subsequent actions to address Native American claims.

Available through June 30, 2024

Featured Databases

We haven't yet identified any Featured databases. Check back soon!

New / Trial Databases

The following databases are newly acquired or being evaluated for a future subscription.

IPA Source

IPA Source was developed to assist singers and teachers in the intelligent and well-informed performance of vocal literature. It is the largest collection of literal translations and International Phonetic Alphabet (IPA) transcriptions on the web. The goal of IPA Source is to promote comprehension and accurate pronunciation of foreign language texts in order for the singer to imbue each syllable with the appropriate emotional content.
Immigration and the Records of the INS, 1880-1930
Searching in History Vault

ProQuest History Vault

Home  Advanced Search  Browse  Timeline  About

Chinese  All Fields Including Full Text

Modify

Showing 1-10 of 547

Select all items on this page

1. Newspaper clippings, book reviews, and other information regarding Chinese immigration to United States
   Folder: 001738-017-0432
   Date: Jan 01, 1906 - Dec 31, 1910
   Found in: Records of the Immigration and Naturalization Service, Series A: Subject Correspondence Files, Part 1: Asian Immigration and Exclusion, 1906-1913

2. Complaints by Chinese Chamber of Commerce and Chinese-American League of Justice of Los Angeles, California, of alleged injustice and discrimination by Immigration Service
   Folder: 001738-026-0599
   Date: Jan 01, 1913 - Dec 31, 1914
   Found in: Records of the Immigration and Naturalization Service, Series A: Subject Correspondence Files, Part 1: Asian Immigration and Exclusion, 1906-1913

3. Blanket bonds of various railroads regarding transit of Chinese
affiant then remarked to the said Miller: "You have seen my paper so many times, I ought to be known to you by this time, and, thinking that you would not again molest me, I am having my certificate kept in Los Angeles, for safety."

That the said United States Immigration Inspector Miller then replied to affiant: "It makes no difference how many times I have seen it; you have got to show it to me every time I come."

That affiant then said: "Oh, too many times no good," whereupon, affiant says, the said Miller called him a "Son of a b----" and affiant called him the same in reply; that the said Miller thereupon struck affiant in the eye, almost knocking him to the
Assignment Example

BASIC INFORMATION
1. What is the title of the Collection that you found your document in?
2. Who wrote the document? (i.e. Name of the author? Affiliated with which organization?)
3. Who read or received this document? (i.e. Name of the individual? Affiliated with which organization?)
4. What kind of document is it? (i.e. a letter, a pamphlet, a court case proceeding, etc.)
5. What is the date of the document?
6. Are there any markings on the document? If so, describe them. (i.e. a stamp, postmark, handwritten notes, special letterhead, etc.)
Assignment Example

**CONTENT**

1. In 3 to 5 sentences, describe the main idea of the document. What is the subject matter? Is there a problem presented? Is there a proposed solution?

2. List two quotes from the document that help support the main idea(s).

3. Why do you think this document was written?

4. What more can you say about the content of this document? Is this document related to other documents in this file? Is this part of a larger case, correspondence, or policy? Describe anything else you can about the content of your document. Aim for 3 to 5 sentences here.
Assignment Example

HISTORICAL CONTEXT
1. Is there anything that we have learned about in this Unit that can help contextualize your document? For example, are there immigration laws, policies, or debates that relate to the content of your document? Describe this context here.

2. Use at least one of the lectures or assigned readings from Unit 1 to help contextualize your document. Specifically describe how the content of that lecture or reading applies to the content of your document.

CLOSE-READING & ANALYSIS
1. List specific words or phrases from your document that stand out to you. What does the language tell you about the perspective of the author? What does the language reveal about how immigrants were produced/viewed/viewed themselves?

2. Based on your findings, provide an analysis of how this document expands one or more of the topics that we learned about in Unit 1 of this class.

REFLECTION
1. What did you learn from the process of researching the INS archival database? What did you learn from process of analyzing original source documents?
It's interesting to know that there are so many documents at our disposal rich in history. They allow us to get an insight into the types of experiences people were having in those times. I was able to see a report of violence towards a Chinese immigrant on another folder. It shared the experience of that man and what he had been enduring while he was constantly being visited by immigration officers. I was also able to see a contract that someone would have to sign in order to work in the United States if they were to be immigrating for labor purposes only. There is so much rich history that doesn’t get covered or talked about as it’s maybe deemed not as important. I liked that this assignment has opened new perspectives for myself as my parents also immigrated from Central America and that was the only real perspective I had. I’m glad that I was able to come out a little more knowledgeable on the experiences of other races and how they struggled to get to this country.
I was admittedly nervous to research INS documents because I assumed the access to an entire history of information would be overwhelming. I thought it would be difficult to understand much older styles of language, especially pertaining to legal terminology. It did take quite a while to read and reread to gain accurate understanding of what I was reading, however I really enjoyed diving in and found myself reading multiple documents that related to what we had been learning. After this exercise, I look at research more as building blocks or puzzle pieces that fit together. Each article linked to another and so on. I was able to expand my understanding of each concept as I stitched each story together.
Scaffolded research project

- Reading and analysis of various topics in class
- Develop their own proposal with secondary source bibliography
- Library instruction. Will have their topic and search terms to help narrow down archival materials and databases
American Studies: Home

This subject guide showcases resources for American Studies research. Multidisciplinary databases also support research in a variety of subject areas.

Welcome Students!

This resource guide is meant to highlight library collections and databases as well as online discovery tools recommended for conducting American Studies research. If you have any questions on how to use something, how to locate something, or need additional research assistance, feel free to email me, use calendly to book a consultation, or chat anytime with a librarian using our 24/7 IM chat service. -Megan

Exploring Source Types

Primary Sources & Secondary Sources Infographic

This infographic provides help with distinguishing between primary and secondary source material. It includes examples of various sources and strategies for considering your research question.

Library Makerspace

Makerspace now open on the 2nd Floor North! Come try the button maker, sewing machines, podcast studio, vinyl cutter, and more!

Library Lockers
<table>
<thead>
<tr>
<th>Historical Newspapers</th>
<th>Primary Source Digital Collections</th>
</tr>
</thead>
<tbody>
<tr>
<td>America's Historical Newspapers</td>
<td>Indigenous Histories &amp; Cultures in North America</td>
</tr>
<tr>
<td>Newspapers from all 50 states from the late 17th up to early 20th centuries. Search by date, article type, and place of publication.</td>
<td>Discover a unique insight into interactions between American Indians and Europeans from their earliest contact through the civil rights movement of the mid-twentieth century.</td>
</tr>
<tr>
<td>Hispanic American Newspapers, 1808-1980</td>
<td>Popular Culture in Britain &amp; America, 1950-1975</td>
</tr>
<tr>
<td>Digital collection of Spanish-language newspapers printed in the U.S. during the 19th and 20th centuries.</td>
<td>Documents from the U.S. and Britain covering a wide range of popular culture topics such as Women's Liberation, the Civil Rights Movement, Youth culture, Music, Fashion, and more.</td>
</tr>
<tr>
<td>Indigenous Newspapers in North America</td>
<td>Refugees and Relief: Forced Migration and World War II</td>
</tr>
<tr>
<td>Late Qing and Republican-Era Chinese Newspapers</td>
<td>Political Extremism and Radicalism in the 20th Century</td>
</tr>
<tr>
<td>Chinese Newspaper collection covering more than twenty cities in the mainland China from the collapse of the Qing Dynasty to the founding of the Peoples Republic of China.</td>
<td>Contains over 600k pages of content including oral histories, campaign materials, propaganda, government records, and ephemera on the political viewpoints from extremist movements.</td>
</tr>
<tr>
<td>Rafu Shimpo</td>
<td>American Civil Liberties Union Papers: 1912-1990</td>
</tr>
<tr>
<td>Began in 1903, the Rafu Shimpo is the preeminent Japanese American newspaper in the United States.</td>
<td>Draws from 2 million records of the ACLU, focusing on civil rights, race, gender, and more. Covers the years from before the ACLU's official founding in 1920 through the 20th century.</td>
</tr>
<tr>
<td>American Indian Newspapers</td>
<td>Archives of Sexuality &amp; Gender</td>
</tr>
<tr>
<td>200 years of Indigenous print journalism from U.S. &amp; Canadian newspapers representing a variety of publishers, audiences, and eras.</td>
<td>Primary sources on social, political, health, and legal issues impacting LGBTQ communities around the world.</td>
</tr>
<tr>
<td>American Underworld: Flash Press Collection</td>
<td>LGBT Thought &amp; Culture</td>
</tr>
<tr>
<td>Find Archives &amp; Collections</td>
<td></td>
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<tr>
<td>----------------------------</td>
<td></td>
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<tr>
<td><strong>Online Archive of California</strong></td>
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<tr>
<td>OAC provides free public access to descriptions of primary collections maintained by more than 200 contributing institutions throughout California.</td>
<td></td>
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<tr>
<td><strong>Callisphere</strong></td>
<td></td>
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<tr>
<td>More than 200,000 digitized items including photographs, documents, newspaper pages, political cartoons, art, diaries, oral histories, advertising.</td>
<td></td>
</tr>
<tr>
<td><strong>ArchiveGrid</strong></td>
<td></td>
</tr>
<tr>
<td>Descriptions of archival collections held by libraries, museums, historical societies, and archives worldwide.</td>
<td></td>
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<tr>
<td><strong>Worldcat</strong></td>
<td></td>
</tr>
<tr>
<td>Searches the collections of libraries in your community and thousands more around the world. Helpful for locating newspapers held locally.</td>
<td></td>
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</tbody>
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<thead>
<tr>
<th>More Online Resources</th>
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<tbody>
<tr>
<td><strong>Smithsonian Digital Collections</strong></td>
</tr>
<tr>
<td>The Smithsonian's collections represent our nation's rich heritage, art from across the globe, and the immense diversity of the natural and cultural world.</td>
</tr>
<tr>
<td><strong>HathiTrust Digital Library</strong></td>
</tr>
<tr>
<td>HathiTrust is a partnership of academic &amp; research institutions,</td>
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<th>Digital Collections</th>
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</thead>
<tbody>
<tr>
<td><strong>American Presidency Project</strong></td>
</tr>
<tr>
<td>Documents from Messages &amp; Papers of the Presidents, The Public Papers of the Presidents, and materials provided by the White House media office, GPO, and NARA.</td>
</tr>
<tr>
<td><strong>Black Freedom Struggle in the United States</strong></td>
</tr>
<tr>
<td>Online primary sources covering the Slavery &amp; Abolition Era, Civil War &amp; Reconstruction Era, Jim Crow Era, the New Deal &amp; WWII, Civil Rights &amp; Black Power Movements, and more.</td>
</tr>
<tr>
<td><strong>American Memory</strong></td>
</tr>
<tr>
<td>Sound recordings, photographs, prints, maps, and sheet music that document the American experience, hosted by the Library of Congress.</td>
</tr>
<tr>
<td><strong>National Archives World War II Records</strong></td>
</tr>
<tr>
<td>National Archives digital collection of WWII records, including finding aids.</td>
</tr>
<tr>
<td><strong>September 11, 2001, Documentary Project</strong></td>
</tr>
<tr>
<td>Captures eyewitness accounts and diverse opinions following the terrorist attacks on the World Trade Center, the Pentagon, and United Flight 93.</td>
</tr>
<tr>
<td><strong>LOC Prints &amp; Photographs Catalog</strong></td>
</tr>
<tr>
<td>Search all the images in the Library of Congress Prints and Photographs division.</td>
</tr>
<tr>
<td><strong>Our Documents</strong></td>
</tr>
<tr>
<td>Compilation of 400 million US documents by the National...</td>
</tr>
</tbody>
</table>
Scaffolded research project

• Reading and analysis of various topics in class
• Develop their own proposal with secondary source bibliography
• Library instruction. Will have their topic and search terms to help narrow down archival materials and databases
• Meet with me or research librarian
• Primary analysis workshop in small groups
The History Project 6’s C’s of Primary Source Analysis

Content
Citation
Context
Connections
Communications
Conclusions
Scaffolded research project

• Reading and analysis of various topics in class
• Develop their own proposal with secondary source bibliography
• Library instruction. Will have their topic and search terms to help narrow down archival materials and databases
• Meet with me or research librarian
• Primary analysis workshop in small groups
• Peer Writing Group including instructor (5-page draft)
• Submit final research paper
Queer Pasts and Student Futures: Special Archival Projects

Presented by Lisa Arellano
Mills College at Northeastern University
Queer Pasts is a collection of primary source exhibits for students and scholars of queer history and culture.
SECRET FILE
The non-existent confidential file as student non-Student activities won dis- covered yesterday by the Wayne University police department.

Student Leaders Plan Mass Protest
For Involvement in Decision Making

A mass demonstration by the Student Senate of the Wayne Student Government (WSG) is planned for next Tuesday (May 4) at Wayne State University. The demonstration is expected to bring together hundreds of students from all over the campus.

Student leaders have organized a series of activities leading up to the protest, including a rally on Monday afternoon and a sit-in on Tuesday morning. The demonstration will take place in front of the administration building and will be directed against decisions made by university administrators without involving students.

Saddened misconception that people can have the stereotyped homosexual

The Daily Collegian
Vol. 37 - No. 123
Wayne State University, Detroit, Michigan
Thursday, May 4, 1967

Committee to Study Spying Charges

Recent Use Denied

By THOMAS W. O'KANE
Wayne State

President William R. Keast said a special committee was appointed Tuesday to investigate alleged charges that the University used a concealed movie camera in the Secret Laboratory to study campus activity.

"We do not know if it has been used," Keast said. "And I do not think it was ever used.

The committee is composed of six members, two of whom are students. The students are representatives from the Student Body, Ad- ministration, and Faculty.

The charge was made by a group of students who said they had been spied on by the "hidden camera." Keast said the committee will look into the matter further.

The Daily Collegian
Vol. 37 - No. 123
Wayne State University, Detroit, Michigan
Tuesday, May 1, 1967

WSM Dissatisfied With Keast Talk

By BLAINE CHURCH
Wayne State

The WSM Radio Network was dissatisfied with President William R. Keast's talk at the University last week. The network said the speech was too lengthy and not well-structured.

Keast's talk was on "The Future of Higher Education." The speech was delivered to a packed audience in the University's auditorium.

The network said the speech was not well-organized and that Keast was not clear in his delivery. The network also said the speech was too long and not well-structured.

The Daily Collegian
Vol. 37 - No. 123
Wayne State University, Detroit, Michigan
Thursday, May 4, 1967
QUEER PASTS

Queer Pasts and Student Futures: Special Archival Projects

Are They Really?: Queer Life at Mills, 1900-1980
Faculty Creator: Lisa Arellano, Mills at Northeastern

Striking Out against the Conspiracy of Silence: 1970’s LGBTQ Campus Organizing in the Michigan Student Press
Faculty Creator: Tim Retzloff

Unfolding Our History: Exploring Post-Stonewall LGBTQ History with T-shirts
Faculty Creator: Eric Gonzaba, Cal State Fullerton

Forthcoming:
UT Austin’s LGBTQ+ History
Faculty Creator: Lauren Gutterman, University of Texas at Austin

LGBTQ Student Group Recognition in the 1970s
Faculty Creator: Marc Stein, San Francisco State University
Harnessing the power of primary sources: How libraries empower innovative teaching strategies
Primary Source Collections from ProQuest

Six centuries of essential documents that engage, inspire and inform researchers at every level with unmatched historical collections.

Why ProQuest?

365M+ 325 Years
Pages of world class collections Historical periodical content

350 Years 600 Years+
Global, national and regional newspapers that deliver in-the-moment insights Historically chronicled from multiple perspectives

Request your trial here:
https://bit.ly/Request_trial_Primary_Sources
Thank you for attending this webinar.

Request your free trial here: https://bit.ly/Request_trial_Primary_Sources

Or contact ProQuest Primary Sources product team directly at:
Jodi.johnson@clarivate.com
Daniel.Lewis@clarivate.com