Catalog Description
This course is designed to focus on genealogy and local history resources, including print, non-print, visual, electronic, archival, newsprint and digital media and issues related to maintaining genealogy and local history collections.

MLS Program Outcomes:
This course supports the achievement of the following:

- Assist and Educate Users
- Manage and Lead Libraries and Other Information Organizations
- Use Research Effectively
- Approach Professional Issues with Understanding

Principles of Graduate and Professional Learning:
This course addresses the following:

- Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
- Thinking critically, applying good judgment in professional and personal situations
- Communicating effectively to others in the field and to the general public
- Behaving in an ethical way both professionally and personally

Required Readings
Required readings are assigned throughout the summer. There is no assigned textbook.

Rights & Responsibilities:
Indiana University and School of Library and Information Science policies on academic dishonesty will be followed. Students found to be engaging in plagiarism, cheating, and other types of dishonesty will receive a failing grade for each assignment found to be plagiarized.

Academic (e.g. plagiarism) and personal misconduct by students in this class are defined by and dealt with according to the procedures in the Code of Student Rights, Responsibilities, and Conduct (http://www.dsa.indiana.edu/Code).
The entire *IUPUI - Code of Student Rights, Responsibilities, and Conduct* is part of the syllabus. You can find the Code here: [http://life.iupui.edu/conduct/procedures/](http://life.iupui.edu/conduct/procedures/)

Americans with Disabilities Act: Accommodations will be made for qualified students with disabilities registered with Adaptive Educational Services. Please contact them at 317/274-3241.

**Discussions**

All assignments with the exception of the annotated bibliography and final project are submitted via the discussion feature. This is done to increase knowledge sharing. Please e-mail the final project using Canvas. You are required to respond to other posts in order to receive full credit: Late posts will not be counted for these discussions. Students will be assessed points individually based on the extent of their contribution. **You must cite from the class readings for each assignment.**

**Grading**

*Effective Fall 2010:* No course in which a student receives a grade lower than C (2.0) will be counted toward requirements for any SLIS degree.

**Late Work.** *Five points will be deducted from the annotated bibliography and final paper/project assignments if received more than three days after the posted due date.*

All Assignments must be turned in by June 20, 2016.

**Points and Grades**

There are a total of 100 points possible. Minimum points needed for each letter grade:

- 94-100 A
- 90-93 A-
- 87-89 B+
- 83-86 B
- 80-82 B-
- 77-79 C+
- 70-76 C > C-

**Details of Assignments**

**A. Five student discussions**

Students are required to actively participate in the student discussions. Each week each student should critically engage and synthesize the main points of the required readings and reviews for each week. Please try to add relevant information from contemporary issues. Please feel free to include newspaper articles and current news segments. There are posted due dates but please feel free to post as often as you like.

**B. Final Project Proposal**

**Students are required to develop a small local history collection based on a historical building, family, event or person.** The proposal should include the following:

- A working title for your final project
A thesis statement and three brief paragraphs explaining the scope of your project, how it is relevant to the course, and how you will approach your topic.

Discuss the technological components you would like to include in your project. Possible examples include but are not limited to video, audio, documents, links to other resources, an interactive tool for users to contribute content.

C. Annotated Bibliography
Students will need to complete an annotated bibliography of at least ten sources both primary and secondary. These resources do not necessarily have to come from peer-reviewed scholarly sources, and can include examples of projects that inspire your work. Please consider a wide variety of resources and tools that you could provide to amateur historians and beginners. The point of this assignment is to gather useful sources. Please include books and sources that may become part of your collection.

D. Project presentations/Student Feedback
Students may create a PowerPoint presentation and attach an audio file of them presenting the presentation, or students may choose to upload a video of them presenting their projects. Please be creative and potential users. There will be no assigned readings during week six to allow students to critically review the student presentations and to provide constructive feedback.

E. Final Assignment/Paper
Students are required to submit a 10-12 page, double-spaced research paper explicitly detailing:

- the local history research topic
- how you developed your small local history collection based on this topic
- audience

Please email this assignment using Canvas.

Turning in Work

The annotated bibliography final assignment should be turned in via Canvas email. Please put your last name in the file name.

Expectations of Students

Students are expected to complete assignments on time and in the form specified. Students are to inform the instructor before the deadline if unable to complete an assignment. Please use Canvas to email the instructor or the class. Students are expected to be creative and draw on previous research tools.

What You Can Expect from Me

1. I am a public historian/museum curator and will approach this class in the manner in which I approach exhibit development and community research.

2. I will post each week's announcements by Wednesday evenings.

3. I will return assignments as soon as possible but at least within a week of the due date.

4. I usually return emails within 24 hours. If you do not hear from me within that time, please send another message. Please use my personal email or text if you need an immediate response.
### Overview of Assignments, Point Values, and Due Dates

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>5</td>
<td>Week 1: 5/13</td>
</tr>
<tr>
<td>Discussion: The Pursuit of Local History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Project Proposal</td>
<td>5</td>
<td>Week 1:5/16</td>
</tr>
<tr>
<td>Discussion: Genealogy</td>
<td>5</td>
<td>Week 2: 5/20</td>
</tr>
<tr>
<td>Discussion: Research Tools</td>
<td>5</td>
<td>Week 3: 5/23</td>
</tr>
<tr>
<td>Discussion: What is Public History?</td>
<td>5</td>
<td>Week 3: 5/27</td>
</tr>
<tr>
<td>Annotated Bibliography Due</td>
<td>20</td>
<td>Week 4: 6/3</td>
</tr>
<tr>
<td>Project presentations</td>
<td>10</td>
<td>Week 5: 6/10</td>
</tr>
<tr>
<td>Project Student Feedback</td>
<td>10</td>
<td>Week 5: 6/13</td>
</tr>
<tr>
<td>No assigned readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Assignment Due</td>
<td>30</td>
<td>Week 6: 6/20</td>
</tr>
<tr>
<td>No assigned readings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Course Schedule
All readings are available through IUCAT unless otherwise noted.

Week 1: May 10 to May 16
Introductions
The Pursuit of Local History

Read:

Marquis, Kathy and Waggener, Leslie C. “Historical Collections: Is adding One Right for Your Public Library?” *Public Libraries Online*, April 2013
http://publiclibrariesonline.org/2013/04/historical-collections-is-adding-one-right-for-your-public-library/

RUSA Guidelines for Establishing Local History Collections
http://www.ala.org/rusa/resources/guidelines/guidelinesestablishing

Review:
American Association for State Local History
http://about.aaslh.org/home/

“Building a Local History Reference Collection at your library”
ALAnews

Hurricane Digital Memory Bank
http://hurricanearchive.org/

Indiana Bicentennial Commission
Legacy Projects
http://www.in.gov/ibc/3124.htm

Indiana Memory
https://digital.library.in.gov/

Library of Congress
Creating a Primary Source Archive: All History Is Local
http://www.loc.gov/teachers/classroommaterials/lessons/local/

Introduction
Due May 13: Introduction/The Pursuit of Local History

What would you like to get out of this class?

What if any experience do you have in researching or conduction local and oral history?

Due May 16: Final Project Proposal (Collection/Research Topic)

**Week 2: May 17 to May 23**
Genealogy and Family History

**Read:**

PDF provided in Canvas Files


PDF in Canvas Files


**Review:**

Allen County Public Library Genealogy Center Fort Wayne

Indiana Historical Society Family History

Indiana State Library Genealogy
[http://www.in.gov/library/genealogy.htm](http://www.in.gov/library/genealogy.htm)


*Who Do You Think You Are?*

Please watch one episode
Due May 20: Genealogy discussion- please note one item of interest that you have learned about a family tree or family history.

**Week 3: May 24 to May 30**

Research Sources
Public History

Read:


Review:

Ball State University
Digital Media Repository
The Other Side of Middletown

Brigham Young University
Department of History
Careers in History: A General Overview of Public History

Center for History & New Media
[http://chnm.gmu.edu/](http://chnm.gmu.edu/)

Chronicling America
[http://chroniclingamerica.loc.gov/](http://chroniclingamerica.loc.gov/)

Hoosier State Chronicles Blog
[http://blog.newspapers.library.in.gov/](http://blog.newspapers.library.in.gov/)

Institute for Latino Studies
University of Notre Dame
Oral History Interviews
[http://latinostudies.nd.edu/library-archives/oral-history-interviews/](http://latinostudies.nd.edu/library-archives/oral-history-interviews/)

Library of Congress
American Memory
[https://memory.loc.gov/ammem/index.html](https://memory.loc.gov/ammem/index.html)
Library of Congress
Veterans History Project
https://www.loc.gov/vets/

Library of Congress
Other Internet Sources on Local History and Genealogy
https://www.loc.gov/rr/genealogy/other.html

National Park Service
https://www.nps.gov/index.htm

National Council on Public History
http://ncph.org/cms/

The Cleveland Memory Project- please pay special attention to Web Exhibits page
http://www.clevelandmemory.org/

Due May 23: What research sources are you using to develop your local history collection?
Please reference previously reviewed sources.

Due May 27: What is public history?

**Week 4: May 31 to June 6**

Historic Preservation

Anderson, M. m. (2012). Students and Local History: Making the Connection. *Internet@Schools, 19*(2), 20-22. PDF in Canvas files


**Review:**

Indiana Department of Natural Resources
Historic Preservation and Archeology
http://www.in.gov/dnr/historic/

Indiana Landmarks
http://www.indianalandmarks.org/Pages/default.aspx

National Park Service
*Brown v Board of Education* National Historic Site
http://www.nps.gov/brvb/index.htm

National Park Service
Little Rock Central High School National Historic Site
http://www.nps.gov/chsc/index.htm
Due June 3: Annotated Bibliography

Students will need to complete an annotated bibliography of at least ten sources both primary and secondary. These resources do not necessarily have to come from peer-reviewed scholarly sources, and can include examples of projects that inspire your work. Please consider a wide variety of resources and tools that you could provide to amateur historians and beginners. The point of this assignment is to gather useful sources. Please include books and sources that may become part of your collection.

Due June 6: Historic Preservation- what place matters to you?

Week 5: June 7 to June 13

Due June 10: Project Presentations

Due June 13: Student Feedback

Project presentations/Student Feedback
Students may either create a PowerPoint presentation or attach an audio file of them presenting the presentation, or students may choose to upload a video of them presenting their projects. Please be creative and potential users. There will be no assigned readings during week six to allow students to review the student presentations and to provide constructive feedback.

Week 6: June 14 to June 20

Final Assignment/Paper Due

Students are required to submit a 10-12 page, double-spaced research paper explicitly detailing:

- the local history research topic
- how you developed your small local history collection based on this topic
- collection audience
Please email this assignment using Canvas.