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Cover Page Footnote

Many thanks to Dr. Michael Childers, assistant professor of history at Colorado State University, who was a generous partner in this collaboration and a model advocate for primary source literacy in the undergraduate classroom.

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Jaycie Vos
Yadira Guzman

ABSTRACT

The archival profession is currently embracing primary source literacy in significant ways and fostering important conversations about diversity, inclusion, and affect in libraries and archives. This all contributes to concrete steps toward change and a more open conception of who uses archives and how, and what the impact could be. Taking one student's experience from a series of assignments designed to encourage archival research and discovery of community history, the authors encourage the serious consideration of the emotional impact of primary source materials, particularly those that reveal underrepresented historical narratives, and their power to connect students to complex, larger narratives that can inform their understanding of their place in the world and within broader cultural contexts. As conversations about primary source literacy, diversity and inclusion, and affect continue to grow and inspire new standards, archivists should consider the ways these areas overlap and can inform one another. Intentionally and explicitly including affective impact and cultural competence in primary source literacy guidelines could guide priorities and practices toward better teaching students and better serving users and communities.

Introduction

The University of Northern Iowa's student population is historically and overwhelmingly homogenous, with student enrollment rates recently averaging about 80% white and 90% Iowa residents.¹ But UNI is mere miles from Waterloo, one of Iowa's most racially diverse cities boasting a complex, rich history of immigration, civil rights, and labor activism.² Many UNI students graduate without ever learning

1. University of Northern Iowa, "2017-2018 Fact Book: Institutional Research & Effectiveness," 21-25, <https://ir.uni.edu/sites/default/files/2017-18unifactbook.pdf> (accessed January 29, 2019).
2. Iowa State Data Center, "Iowa County Population and Percent Change," State Library of Iowa, 2018, <http://www.iowadatecenter.org/data/acs/demo> (accessed January 29, 2019).

about the range of experiences reflecting racial, ethnic, socioeconomic, and religious diversity right down the road in Waterloo, but Special Collections & University Archives (SC&UA) at Rod Library aims to change this. Though the collections and services are not yet truly diverse and inclusive, archival instruction rooted in locally-focused manuscript collections illuminates this diversity in ways that resonate deeply with students and helps them gain a stronger sense of place and community.

UNI is a regional comprehensive university, offering a variety of undergraduate and graduate degree programs, with a total student population over 11,900 in fall 2017.³ The university has currently prioritized diversity and inclusion as a supporting goal toward its unifying goal of student success in its 2017-2022 strategic plan. The diversity and inclusion goal is to “provide a campus culture that reflects and values the evolving diversity of society and promotes inclusion,” and includes the following strategic initiatives:

1. Attract and retain diverse students, faculty, and staff who are integrated into the campus community.
2. Build and strengthen relationships with underrepresented populations in Waterloo, the Cedar Valley, and Iowa to increase diversity.
3. Build and strengthen multicultural and international relationships in the United States and abroad.
4. Provide a diversity experience for all students and deliver programs, services, and events to educate for and celebrate diversity on campus.
5. Provide an inclusive decision-making process with broad communication and discussion.⁴

UNI is home to Rod Library, which serves the campus and surrounding community, and contains several specialized collections, including SC&UA. In alignment with the university strategic plan, Rod Library also prioritizes diversity and inclusion as one of four primary goals that all library faculty and staff strive to support and achieve.⁵

This case study explores primary source literacy instruction and a series of assignments in an introductory history course designed to introduce history majors to archival research practices and sources. Besides the research and works of the primary author, and UNI university archivist, the article also includes a personal account by a UNI student who was part of the introductory history course, exploring the unexpected emotional impact and increased cultural awareness she experienced. Guided by the question of how archival research can help students better understand their community and how their own experiences and identities relate to larger historical narratives and cultural contexts, the case study details this student’s

3. University of Northern Iowa, “2017-2018 Fact Book,” 17.

4. University of Northern Iowa, “University of Northern Iowa Strategic Plan, 2017-2022,” <https://strategicplan.uni.edu/2017-2022-strategic-plan> (accessed January 29, 2019).

5. Rod Library, “2018-2023 Strategic Plan,” University of Northern Iowa, <https://library.uni.edu/about-us/library-reports/strategic-plan> (accessed January 29, 2019).

particular experience conducting research using the Waterloo Urban Ministry (WUM) records. WUM was a religiously-affiliated civic organization active in the 1960s and 1970s that worked to raise awareness and advocate for Waterloo's black community in areas such as school desegregation, housing, and economic development. The student is originally from Waterloo and a graduate from East High, which is one of the state's most diverse public high schools.⁶ She developed a deep academic and personal interest in these materials and this history, particularly around the WUM's civil rights activism, the broader community's various perspectives about this activism, and the changing and lasting impacts of this history in Waterloo. While her experience may not be directly replicable, there is value in closely examining one student's interactions with locally-focused primary sources because of the positive, meaningful academic and personal outcomes and the detailed insight it provides to the undergraduate student perspective.

The authors' experiences also led to further discussion and thinking about the current state of primary source literacy, diversity and inclusion in archives and libraries, and emotional impact and transformational experiences as an outcome or a measure of success. They consider ways to nurture continued growth in these areas at UNI and in the broader field in order to support diverse populations and to encourage open thinking about the use and impact of archives.

Literature Review

The archives profession has taken several exciting, significant turns over the past decade in considering the primary function of collections, who they are (and could be) by and for, the impact of archival research on various communities, and priorities within the profession. Shifting focus toward access and instruction—and slightly away from preservation and rights management, for example—means that archivists are increasingly interested in bringing primary sources and archival research skills into the undergraduate classroom.⁷ The field has recently fostered critical conversations around affect, diversity, and inclusion, largely centered around questions of impact, representation in collections, the user audience, increasing staff diversity, and power and objectivity in practices and policies. Archivists have also shown an increased interest in connecting with underrepresented communities and

6. Iowa Department of Education, "Iowa School Report Card," 2017, <http://reports.educateiowa.gov/schoolreportcard> (accessed January 29, 2019).
7. Wendy Duff and Joan Cherry, "Archival Orientation for Undergraduate Students: An Exploratory Study of Impact," *The American Archivist* 71, no. 2 (2008): 499-500; Lucy Mulrone and Patrick Williams, "Doing It Yourself: Special Collections as a Springboard for Personal, Critical Approaches to Information," in *Not Just Where to Click: Teaching Students How to Think about Information*, ed. Troy A. Swanson and Heather Jagman (Chicago: ACRL, 2015), 372-374.

patrons beyond academe.⁸ While there is significant work to be done on all fronts, the literature and professional conversations raise nuanced ideas and continue to move toward embracing primary source literacy, emotional impact, and diversity and inclusion as professional values. This contributes to a movement toward increased use of collections by wider audiences, and toward a more open conception of how to use archives and what their impact might be.

Weiner, Morris, and Mykytiuk define archival literacy as “the knowledge, skills, and abilities necessary to effectively and efficiently find, interpret, and use archives, manuscripts, and other types of original unpublished primary source materials,” and they note that it “can be considered a contextual application of information literacy.”⁹ The Joint Task Force between the ALA’s Association of College and Research Libraries’ Rare Book and Manuscript Section (ACRL RBMS) and the Society of American Archivists (SAA) recently published the *Guidelines for Primary Source Literacy*, which expands this definition to include evaluation and the ethical use of primary sources, and to note that these activities happen “within specific disciplinary contexts, in order to create new knowledge or to revise existing understandings.”¹⁰ For the purposes of this paper, the authors conceive of archival literacy, archival research competencies, and primary source literacy broadly and on a continuum, and will refer to these sets of knowledge, skills, and abilities as primary source literacy for the duration of this paper excepting direct quotations in the literature review. In doing so, the authors honor the ACRL RBMS-SAA joint task force’s guidelines, which acknowledge the wide range of what this literacy encompasses.¹¹

The literature suggests that when working with primary sources, students benefit: they hone their critical thinking skills, learn to develop narratives, provide evidence for arguments, and improve their ability to interpret and contextualize materials.¹² Archival materials can inspire lively discussion and thinking about perspectives and lived experiences different from their own, and can increase students’ confidence and motivation, curiosity and desire to learn, and sense of

8. Mulrone and Williams, 374; Michelle Caswell and Marika Cifor, “From Human Rights to Feminist Ethics: Radical Empathy in the Archives,” *Archivaria* 81 (2016): 24.
9. Sharon A. Weiner, Sammie Morris, and Lawrence J. Mykytiuk, “Archival Literacy Competencies for Undergraduate History Majors,” *The American Archivist* 78, no. 1 (2015): 155.
10. ACRL RBMS-SAA Joint Task Force on the Development of Guidelines for Primary Source Literacy, “Guidelines for Primary Source Literacy,” revised January 2018, 1-2, https://www2.archivists.org/sites/all/files/Guidelines_for_Primary_Souce_Literacy-18_January_2018_Revision.pdf (accessed January 29, 2019).
11. *Ibid.*, 2.
12. Peter Carini, “Information Literacy for Archives and Special Collections: Defining Outcomes,” *portal: Libraries and the Academy* 16, no. 1 (2016): 194; Weiner, Morris, and Mykytiuk, 156; ACRL RBMS-SAA Joint Task Force on the Development of Guidelines for Primary Source Literacy, 1; Mulrone and Williams, 374.

connection with the creators of firsthand accounts and past events.¹³ Given archivists' specialized knowledge with primary source materials, they can "play an instrumental role in enhancing the education of young people."¹⁴ However, primary source literacy has not been widely included or taught consistently in undergraduate curriculum across institutions, and students are often exposed to primary sources and learn archival research skills informally.¹⁵

Archivists have done significant work, especially in the past five years, to change this. In 2016, Carini traced the development of information literacy and its influence on archival instruction, beginning with the 1989 ACRL *Presidential Committee on Information Literacy: Final Report up to its Framework for Information Literacy in Higher Education*, which was filed in 2015. ACRL's work has "reshaped library instruction" and inspired archivists and special collections librarians to move away from a show and tell model of instruction to one that actively integrates archival research into pedagogy and curriculum.¹⁶ However, existing information literacy standards do not fully account for the nuances, challenges, and unique characteristics of archival research; nor a need for primary source literacy, which could emphasize aspects like historical context and thinking, physical nature, the creators' intents and biases, and restrictions.¹⁷

Archivists have directly discussed this need as far back as 1993, when Bridges, Hunter, Miller, Thelen, and Weinberg called for systematic efforts for "developing a research strategy; an overview of archival principles and practices; understanding archival principles and practices as a means of locating evidence; and understanding the nature and use of archival evidence."¹⁸ As Carini notes, Yakel and Torres pushed this to the next level when they published "AI: Archival Intelligence and User Expertise" in 2003, offering "subject knowledge, artifactual literacy, and archival intelligence" as the crucial components in conducting primary source research.¹⁹ Carini encouraged further development of these components, and based on his experience at Dartmouth, he offers six standards: know, interpret, evaluate, use,

13. Duff and Cherry, 504; Weiner, Morris, and Mykytiuk, 156 -157; Mulroney and Williams, 374.

14. Duff and Cherry, 501.

15. Weiner, Morris, and Mykytiuk, 155-156.

16. Carini, 191-192.

17. Carini, 193; Weiner, Morris, and Mykytiuk, 155; ACRL RBMS-SAA Joint Task Force on the Development of Guidelines for Primary Source Literacy, 1.

18. Edwin Bridges, Gregory Hunter, Page Miller, David Thelen, and Gerhard Weinberg, "Toward Better Documenting and Interpreting of the Past: What History Graduate Programs in the Twenty-First Century Should Teach about Archival Practices," *The American Archivist* 56, no. 4 (1993): 736.

19. Carini, 192.

access, and follow ethical principles.²⁰ Similarly, in 2015 Weiner, Morris, and Mykytiuk reported on a study designed to develop a list of archival research competencies at Purdue, resulting in the proposed competencies: accurately conceive of primary sources; locate primary sources; use a research question, evidence, and argumentation to advance a thesis; obtain guidance from archivists; demonstrate acculturation to archives; and follow publication protocols.²¹

Such standards and competencies support the ultimate goals of making students better users of primary sources, developing assessment measures for outcomes and success, communicating with teachers about working primary sources into the curriculum, and “strengthen[ing] the quality of teaching” by archivists.²² However, the identified standards and competencies were developed at particular institutions and had not yet been adopted on any large scale, such as by SAA, at the time of their publication. As such, the authors of these standards suggested the creation of practical tools and tutorials for primary source literacy.²³

The ACRL RBMS-SAA Joint Task Force on the Development of Guidelines for Primary Source Literacy made significant progress toward this end, publishing the Guidelines in summer 2017 and a revised edition in January 2018. Again, ACRL RBMS and SAA assert that primary source literacy is broad, complex, and interdisciplinary, emphasizing that the guidelines are not meant to be prescriptive and encourage their application to a wide range of users and their uses.²⁴ The task force asserts that in seeking primary source literacy, users will develop core ideas across analytical, ethical, and theoretical concepts and practical considerations, and they endorse the following learning objectives: conceptualize; find and access; read, examine, and summarize; interpret, analyze, and evaluate; and use and incorporate.²⁵

The literature includes some examples of primary source literacy and the impact of archives instruction in action. In 2008, Duff and Cherry reported on study at Yale, where they found that archives have potential to make social impact through preserving culture and providing space for people to explore personal and community development, which could encourage opportunities for understanding and representing diverse populations.²⁶ In 2018, Crisp reported on a collaboration between a history professor, the history liaison librarian, and the special collections

20. Carini, 197, 200-202.

21. Weiner, Morris, and Mykytiuk, 165-167.

22. Carini, 196, 205.

23. Carini, 205; Weiner, Morris, and Mykytiuk, 169-170.

24. ACRL RBMS-SAA Joint Task Force on the Development of Guidelines for Primary Source Literacy, 2.

25. *Ibid.*, 3-6.

26. Duff and Cherry, 500-501, 504-508.

librarian at Augustana College.²⁷ They used the Guidelines for Primary Source Literacy to design instruction, and Crisp notes that collaborating beyond the walls of the reading room was particularly successful in assisting students with the larger, iterative research process to connect primary and secondary source material with bigger picture historiographical questions since “no single lesson or instructional moment exists in a vacuum.”²⁸ Mulrone and Williams move toward personal objectives and impacts and alternative methodologies in their 2015 book chapter, “Doing It Yourself: Special Collections as a Springboard for Personal, Critical Approaches to Information.” In an assignment that culminated in students creating and sharing their own zines, they found that from primary source literacy instruction, students questioned origins and biases in meaningful ways, made sophisticated decisions about which sources to use and how, “discover[ed] special collections materials that addressed their own interests and eventually [took] ownership of the library as a space where they could think, explore, create, and present their work.”²⁹ Given these positive results, it is worth exploring the impacts of collaboration and of social, personal, and lived experiences further.

In a similar direction, scholars are beginning to write about the emotional impact of archives. In 2016, Caswell, Cifor, and Ramirez published one of the first articles empirically assessing the impact of community archives, and they note that existing work on the social impact of archives largely manifests as the “development of personal and community identity, the preservation of culture, broadening understandings of history, and the positive representation of communities.”³⁰ In their study on the impact of the South Asian American Digital Archive, the authors found deep emotional responses related to feelings of inclusion, active participation in record creation, visibility and representation, and self-discovery.³¹ Interacting with the archives led participants to “transformational moments,” and as several participants noted, archives are “incredibly important in helping raise awareness of this history” and “can affirm a collective sense of being and belonging.”³²

In another article, Caswell and Cifor consider the power of affect and the potential for affective responsibility in the archives profession, using the framework

27. Samantha Crisp, “Collaborating for Impact in Teaching Primary Source Literacy,” part of Society of American Archivists series *Case Studies on Teaching with Primary Sources*, 2017: 2, https://www.archivists.org/sites/all/files/Case_1_Collaborating_for_Impact.pdf (accessed January 29, 2019).

28. Crisp, 3-8.

29. Mulrone and Williams, 368, 381-384.

30. Michelle Caswell, Marika Cifor, and Mario H. Ramirez, “‘To Suddenly Discover Yourself Existing’: Uncovering the Impact of Community Archives,” *The American Archivist* 79, no. 1 (2016): 56-57, 60-64.

31. Caswell, Cifor, and Ramirez, 70-72.

32. *Ibid.*, 72, 74.

of radical empathy and feminist ethics of care.³³ Archives related to human rights or social justice often position their work in a rights-based framework, and the authors urge archivists to expand their role to that of caregivers who are “bound to records creators, subjects, users, and communities through a web of mutual affective responsibility.”³⁴ In each of these relationships, archivists should attempt radical empathy, which places values on the lived experiences of others and is especially radical when it is “directed precisely at those we feel are least worthy, least deserving of it.”³⁵ Prioritizing care encourages archivists to be more inclusive, to consider their connections to others, and to avoid erasing another’s experience.³⁶ In this framework, archivists allow empathy to inform policies, services, and practices on a large scale.³⁷ The archivist’s responsibility, then, extends beyond preservation, description, etc. to social and emotional realms where they fully acknowledge how their work might impact an individual or community’s conception of its past and future identities and place in history.³⁸

Caswell, Cifor, and Ramirez’s work falls into larger conversations about cultural competence, diversity, and inclusion. These efforts have been slow and steady since the 20th century, with an increase in overtly discussing these topics since 2000.³⁹ But as Overall noted in 2009, a lack of cultural competence, defined as “a highly developed ability to understand and respect cultural differences and to address issues of disparity among diverse populations competently”, persists, and it has been a challenge for professionals and institutions to move from good intentions to action.⁴⁰ In developing cultural competence, professionals will embed “empathy, respect, understanding, patience, and nonjudgmental attitudes” in all aspects of work, from training and policies to patron services, which will both improve practices and services and increase diverse populations’ library use.⁴¹ Overall emphasizes the importance of recognizing personal biases, self-awareness, building trust, reflecting on values, acknowledging connections and differences, and providing time and space

33. Caswell and Cifor, 23.

34. *Ibid.*, 24.

35. *Ibid.*, 25.

36. *Ibid.*, 27-32.

37. *Ibid.*, 33-39.

38. *Ibid.*, 41.

39. Mary A. Caldera and Kathryn M. Neal, *Through the Archival Looking Glass: A Reader on Diversity and Inclusion* (Chicago: Society of American Archivists, 2014), xii-xiii.

40. Patricia Montiel Overall, “Cultural Competence: A Conceptual Framework for Library and Information Science Professionals,” *The Library Quarterly* 79, no. 2 (2009): 175-180.

41. Overall, 189-190.

to learn from users on the part of professionals to achieve cultural competence and improve services for diverse populations in libraries.⁴²

Gilliland, McKemmish, White, Lu, and Lau's 2008 article is one early, direct call to include cultural sensitivity in archival education to make archival theory and practice more inclusive.⁴³ The authors assert that there is a professional responsibility to be sensitive and responsive to cultural differences, and to consider ideas beyond traditional, Western notions of archives and records management. In doing so, archives can promote inclusivity, raise consciousness, empower communities, and serve users in new, meaningful ways.⁴⁴ The authors propose new approaches, such as partnerships with indigenous communities to understand their concerns about accessibility to records, and urge others to continue asking questions about cultural sensitivity in archival education and training.⁴⁵

SAA has actively participated in such conversations about diversity, inclusion, and cultural competence. The organization supports a number of roundtables and working groups, such as the Archivists and Archives of Color Section and the Diverse Sexuality and Gender Section, to identify needs, educate, provide resources, and advocate for archivists and collections representing diverse backgrounds and lived experiences.⁴⁶ In a November 2014 meeting, the SAA Council created the Internal Working Group on Diversity and Inclusion to initiate and promote efforts "to increase diversity and inclusion within SAA, the profession, and the historical record."⁴⁷ One such effort is Cultural Diversity Competency training, taught by Helen Wong Smith, which is offered as both an in-person workshop and an online source as part of SAA's continuing education options.⁴⁸

In the 2014 volume edited by Caldera and Neal, *Through the Archival Looking Glass*, Mark Greene issues a charge to archivists of "the so-called majority culture" to

42. Ibid., 190-199.

43. Anne Gilliland, Sue McKemmish, Kelvin White, Yang Lu, and Andrew Lau, "Pluralizing the Archival Paradigm: Can Archival Education in Pacific Rim Communities Address the Challenge?" *The American Archivist* 71, no. 1 (2008): 87.

44. Ibid., 88-94.

45. Ibid., 109-111.

46. "SAA Diversity and Inclusion Initiatives," Society of American Archivists, last modified November 7, 2017, <https://www2.archivists.org/advocacy/diversity-and-inclusion-initiatives> (accessed January 29, 2019).

47. Society of American Archivists, "SAA Diversity and Inclusion Initiatives."

48. Society of American Archivists, "Helen Wong Smith," <https://www2.archivists.org/prof-education/faculty/helen-wong-smith> (accessed January 29, 2019); Society of American Archivists, "Cultural Diversity Competency," <https://www2.archivists.org/prof-education/course-catalog/cultural-diversity-competency> (accessed January 29, 2019).

do the work of seeing, acknowledging, and taking concrete steps toward change related to diversity issues so that the profession can truly achieve multiculturalism.⁴⁹ Underrepresentation is not the result of records not existing, and to address this, collecting and partnering should be active priorities.⁵⁰ Multiple authors in this volume call for everyone to reflect and recognize the biases and constructs they carry and to listen to others express their needs and preferences, letting this inform and change policies and practices to best serve diverse populations, such as empowering communities to participate in processing their own records.⁵¹ Authors of other case studies in this volume offer concrete steps towards reaching diversity and inclusion, such as recognizing when communities value the spoken word over text when documenting cultural memory.⁵²

Waddell and Clariza apply these ideas and explore critical pedagogy in the library classroom, where they aim to make students aware of power structures and cultural dynamics in information-production and information-seeking environments.⁵³ The authors teach students alternative knowledge-production communication and methods often used in minority cultures, finding resources and tools that support this. They note that this pedagogical approach is “a method of empowerment” and that students were able to learn and think critically about their own personal histories and cultures in relation to power structures.⁵⁴

In his 2016 Joint Annual Meeting of the Council of State Archivists and the Society of American Archivists keynote address, Chris Taylor makes a similar case to Greene, Caldera, and Neal by asserting that the dominant culture should make changes and that each archivist should be accountable in actively, intentionally

49. Mark A. Greene, “Into the Deep End: One Archivist’s Struggles with Diversity, Community, Collaboration, and Their Implications for Our Profession,” in *Through the Archival Looking Glass: A Reader on Diversity and Inclusion*, ed. Mary A. Caldera and Kathryn M. Neal (Chicago: Society of American Archivists, 2014), 25.

50. *Ibid.*, 44, 47.

51. Greene, 42-44; Valerie Love and Marisol Ramos, “Identity and Inclusion in the Archives: Challenges of Documenting One’s Own Community,” in *Through the Archival Looking Glass: A Reader on Diversity and Inclusion*, ed. Mary A. Caldera and Kathryn M. Neal (Chicago: Society of American Archivists, 2014), 11-17.

52. T-Kay Sanwand, “Revolutionizing the Archival Record through Rap: Cuban Hip Hop and Its Implications for Reorienting the Archival Paradigm” in *Through the Archival Looking Glass: A Reader on Diversity and Inclusion*, ed. Mary A. Caldera and Kathryn M. Neal (Chicago: Society of American Archivists, 2014), 93.

53. Myra Waddell and Elena Clariza, “Critical Digital Pedagogy and Cultural Sensitivity in the Library Classroom: Infographics and Digital Storytelling,” *College & Research Libraries News* 79, no. 5 (2018): 228.

54. *Ibid.*, 230-231.

making archives inclusive.⁵⁵ It is not enough to count heads at events and call that a success in diversity; there must be concrete steps toward changing the culture through practice, resource allocation, building “authentic transformational partnerships,” engaging on terms defined by communities, and valuing community partners as true stakeholders with influence.⁵⁶ He specifically encourages a “head, heart, and hand approach” where self-awareness, knowledge, affect, and skill development are all part of cultural competence training to increase inclusivity in day-to-day organizational functions.⁵⁷

Similarly, Dennis Meissner’s presidential address at the aforementioned 2016 Joint Annual Meeting is centered on changing and growing the professional culture through inclusivity, advocacy, and giving. Rather than focus energy on the fact of diversity, Meissner encourages archivists to focus on behaving in more inclusive ways to get to the “point of comfort, curiosity, and engagement with our many differences.”⁵⁸ He conceives of cultural competence on a continuum, acknowledging that everybody fits somewhere along it and always has room for improvement, and he suggests that empathy begins in the “adaptation to difference” stage.⁵⁹ Embracing educational opportunities, such as the training offered by Helen Wong Smith, and changes to regular practices, such as hiring and retention, are critical steps toward behaving in inclusive ways.⁶⁰

This work indicates shifting priorities toward use, audience, and new conceptions of the purpose, function, and impact of archives. Archivists are actively ruminating on primary source literacy, emotional impact, and diversity and inclusion, which are all in various stages of development in terms of assessment, tangible actions and examples, and guidelines and standards. As the field embraces the potential for transformational experiences in archives for students and underrepresented groups alike, perhaps all three should be considered together, both in day-to-day practice and in theoretical frameworks and guidelines.

Overview of Assignments

Late in fall 2017, the special collections coordinator and university archivist (hereinafter archivist) met with the history professor responsible for teaching HIST

55. Chris Taylor, “Getting Our House in Order: Moving from Diversity to Inclusion,” *The American Archivist* 80, no. 1 (2017): 21, 23.

56. Greene, 23; Taylor, 23-25.

57. Taylor, 27-28.

58. Dennis Meissner, “Bare Necessities,” *The American Archivist* 80, no. 1 (2017): 6-7.

59. *Ibid.*, 9.

60. *Ibid.*, 10-11.

1010: Introduction to the Study of History at the University of Northern Iowa during the spring 2018 semester. HIST 1010 is a required class for undergraduate history majors, who must take it as soon as they declare the major. The university offered two sections of HIST 1010 in spring 2018, and 31 students total enrolled in the course. The primary objective of the course is to introduce students to “basic concepts and techniques of historical investigation and writing,” particularly to historical research methodologies and practices.⁶¹ The professor and archivist wanted to develop a series of assignments calling for collaboration and student research using primary source materials. They came to the meeting with the shared understanding of the powerful, positive impact of students engaging with primary source materials, and the shared goal of increasing student research using sources from Rod Library SC&UA for this class and throughout their undergraduate careers.

Both the professor and the archivist also wanted to encourage students to focus on local, community, and regional history. This was in part because of the collections’ strengths in local and regional history, and it could also provide opportunities for students to engage with historical narratives that might resonate on a personal level, since most UNI students are from the surrounding area.⁶² As such, this focus could provide students with an opportunity to recognize the ways that history impacts or connects with their daily lived experiences. The professor also wanted to encourage his students to research lesser-known histories and underrepresented communities or narratives. This made community histories and local sources an appealing option since students could investigate events, people, organizations, and activities that took place in the Cedar Valley and in Iowa that had scarcely been studied, or they could uncover new threads about larger events or movements that unraveled in Iowa in ways that enhance, complicate, or challenge the national narrative.

Because the professor had never taught HIST 1010 at UNI before, and the archivist joined the library faculty less than six months prior, this was a new collaboration conceived specifically for this class in spring 2018. As such, they were free to try new approaches, giving them the opportunity to learn how best to meet their goals. This was particularly useful for the archivist, who was developing the first primary source literacy initiative at UNI. After much discussion, the professor included “hands-on experiences in the archives” and “exploration of source materials” in historical research and writing as course objectives and outcomes, and designed a series of three connected assignments rooted in research in the archives: a source analysis, a research prospectus, and a term paper requiring original research.⁶³

During the “historical research” unit, the archivist led an instruction session in the reading room during a regular class period for each HIST 1010 section.

61. “History 1010 Section 1—Introduction to the Study of History syllabus,” 2018, 1.

62. University of Northern Iowa, “2017-2018 Fact Book,” 22.

63. See Appendix A for a copy of the assignments.

Beforehand, she prepared a LibGuide and selected a sample of eleven different manuscripts and university archives collections meant to showcase a diverse array of communities, time periods, organizations, activities, and format types represented in the archives. In consultation with the professor, the archivist broke the session into two parts: an introduction to Rod Library SC&UA, and hands-on time with primary sources. For the introduction, the archivist led a discussion about primary sources and the types of materials students might find in the archives, as well as shared the LibGuide, which included information about SC&UA policies, collection descriptions, links to online resources and tools, and descriptions of the selected collections with links to their finding aids. She showed them how to navigate the SC&UA website and the physical reading room, and explained how to access the collections, usage policies, basic materials handling protocols, and search and discovery strategies for sources. Few collections at Rod Library have been digitized to date, so it was especially important for students to learn how to use finding aids and to request access to materials for use in the reading room. Because this was the first time nearly all of these students had engaged with primary sources directly or been in an archives, the archivist spent considerable time on the “conceptualize” and “find and access” learning objectives as defined in the ACRL RBMS-SAA Guidelines for Primary Source Literacy.

For the second part of the session, the archivist introduced students to materials from the pre-selected collections, such as a report by the Waterloo Urban Ministry records from the 1960s, correspondence related to the 1970 African American student sit in, and student handbooks from the Women’s League student organization from the 1940s. Again, these materials were selected to highlight diversity of form and content within SC&UA, and to especially highlight representations of local communities and histories. The archivist and professor asked students about the creators, original purpose, intended audience, and other contextual information about the materials, then gave students time to browse the materials and fielded questions from students about particular items. During this time, they discussed initial ideas for research projects based on these items with the students, pointing students to related collections and additional sources as appropriate. This session directly aligned with the students’ upcoming source analysis assignment and supported later assignments throughout the remainder of the semester, and this second part of this session initiated the “interpret, analyze, and evaluate” and “use and incorporate” learning objectives from the Guidelines for Primary Source Literacy.

Following this session in SC&UA, the archivist met with the history liaison librarian to discuss what she covered, and they brainstormed resources to feature to support the research the students began in the archives in the librarian’s session with the HIST 1010 students, which occurred the following week.

In the source analysis, students identified a primary source from Rod Library SC&UA, analyzed its origins, content, and context, and suggested its potential historical use. The assignment encouraged consultation with the archivist as well. For the research prospectus, which included an annotated bibliography and research

plan, students identified a topic, hypothesis, and formalized plan of investigation drawing on primary and secondary sources. Students were encouraged but not required to draw from SC&UA sources for this assignment. For the final assignment of the semester, students wrote a 10-15 page paper rooted in original research to “demonstrate basic understanding of historical research and thinking” and “use of primary and secondary sources.”⁶⁴ Again, students were required to draw from SC&UA sources and encouraged to build on their initial work from the source analysis and prospectus. This assignment was the culmination of the skills and knowledge gained over the course of the semester as students identified key research questions, constructed an argument, interpreted, and synthesized findings from primary and secondary sources to support it.

In the weeks following the initial instruction session, students returned to the reading room to request materials, carefully study them, and meet with the archivist to finesse their research questions and to identify and interpret additional primary sources. The vast majority of these students had never set foot in SC&UA prior to the instruction session, so it was particularly heartening to see them return regularly to conduct their research and further explore the resources available. The professor reported that “the students left super pumped about working in the archives,” and from the student co-author’s perspective, the archives introductory session and the assignments laid the foundation for rigorous historical research and poised her to research and write like a historian.⁶⁵ This pushed her to use primary sources to develop original research questions, to understand the primary source and its overall context in a deeper way on her own, and then to make her own connections and extend her research to secondary sources that could aid in interpretation and analysis, rather than starting with secondary sources that primarily offer summarized knowledge. Not only did the assignment help the student deeply understand a particular topic, but it taught her to more fully understand the scholarly research process and how to write original research in a more sophisticated way. In the student’s words, the combination of assignments and the focus on using primary sources made her truly understand what it means to study history. Beyond the academic impact, the student also notes that this connection to her background and experience in the Cedar Valley region of Iowa was powerful. As a recent graduate from East High in Waterloo, one of the most diverse high schools in Iowa, she was particularly drawn to the Waterloo Urban Ministry records because of its connection to school desegregation and the civil rights movement. For her, finding a topic that directly corresponded to her own life made the research process flow easily, and she quickly saw its potential to enhance and shape her understanding and perspective of the place where she grew up.

64. “History 1010 Section 1—Introduction to the Study of History syllabus,” 8.

65. Email message to the author, February 14, 2018.

A Personal Account

The student co-author first encountered SC&UA during the instruction session, where she learned about the Waterloo Urban Ministry records. As a native Waterloo resident, these materials piqued her interest, and she returned several times to investigate them for the source analysis assignment. She had a research consultation with the archivist, and at this meeting, she exuded excitement and curiosity around learning about the community where she has lived her whole life. The two continued to discuss her topic, locate additional sources, and reflect on the significance of this research on a personal level throughout the semester.

What follows is the student's reflections on her experience in the archives, her research, its emotional impact, the unexpected and meaningful discoveries she made, and the longer-term effects of this work.

As a first-generation Mexican-American, for the majority of my life, I have had a unique outlook on what diversity means. My parents were born and raised in a small town in Mexico, so growing up in Waterloo, Iowa, I have been exposed to a very different world than that of my parents. Because of their background, they instilled a strong sense of culture and tradition in me. For me, it is important to know the place you call home well because it can lead to important realizations about yourself, your perspectives, and outlooks on life. I believe this is where those intriguing questions that I have about Waterloo's diversity stem from, and this is why I found this research so fascinating. Waterloo has a complex, rich history of diversity, but many residents do not know it. All my life, I have lived on the East side of Waterloo, which is commonly known by the community as the "bad side" or the "ghetto," yet growing up, I never understood why it had these labels. I realize now that many of these stereotypes are likely the result of historically complicated race relations as the African American and other minority populations increased in this part of Waterloo over many decades. Unfortunately, these stereotypes have been ingrained in cultural memory and are passed down to younger generations.⁶⁶

East High School is located near downtown in a highly diverse district, and in my experience, the teachers and students truly embrace its diversity. As a graduate of East High, I observed a sense of pride and community within the school that I never fully understood. Taking a step back further, I recognized some racial biases in the city, but I did not understand their origins, and I did not understand why or how the place where I grew up had formed into what it is today. And beginning in high school, I developed many questions about

66. "Report of Study Committee on: School Crisis in Waterloo," Waterloo Urban Ministry Records, 1968-1978, MsC-4, box 8 folder 1, Special Collections & University Archives, Rod Library, University of Northern Iowa, 68-71; finding aid at <https://library.uni.edu/collections/special-collections/finding-aids/waterloo-urban-ministry-records-1968-1978> (accessed January 29, 2019).

diversity and acceptance that I wanted to explore. To my surprise, during my first year at the University of Northern Iowa, I seized an opportunity to study Waterloo's history when I discovered the Waterloo Urban Ministry (WUM) records in SC&UA. My history class went to SC&UA to learn about primary sources and research skills for upcoming assignments, and I initially thought that identifying a topic for a research paper would be really difficult. I had no idea that I would end up researching my own local history, but when I found the WUM records and began reading through reports, I started to feel an overwhelming sense of understanding about the place I call home. It was in that moment, handling the actual documents from Waterloo's history, that I realized that many of my questions about my community could be answered, and my decision for my research topic became clear. I gravitated toward the WUM records especially because they contained many materials related to East High and reports about school desegregation. I was excited because the deeper I could dive into the WUM's activities, the more I would not only discover but also understand.

This was my first experience conducting research with primary sources, so I initially found it challenging to locate sources and understand exactly how they are managed, organized, and what they could offer. I learned more about this when my class visited the archives, and the archivist taught me how collections are organized and how to locate materials by using an online finding aid. After this, it was much easier to pick out the most appropriate and interesting materials from the collection for my assignments. I met with the archivist for a research consultation, and after that, I talked with her about my research and asked questions almost every time I returned to the reading room to continue working with the WUM records. This made the whole process much less stressful. She helped me navigate, analyze, and interpret the most relevant records for my research, and it was because of her assistance that I truly gained a deeper interest in the WUM. This experience made me realize the value of hands-on research in the archives in understanding history.

I focused my research between 1967 and 1973, with the intent of tying it back to the civil rights movement because of the racial tensions and stereotypes in Waterloo. I wanted to explore questions about the origins and perceptions of racially-charged issues in a town as diverse as Waterloo. The research process required for my assignments was extensive, and I set out to find sources that provided great depth and multiple perspectives about Waterloo's history. From various reports and correspondence, I quickly got the idea that East High played an important role in shaping the social and cultural history in Waterloo, and if I wanted to understand Waterloo and its evolution in a fuller way, it was critical for me to dive into East High's history. Though my research was just beginning, I started to gain a deeper realization of the long journey of my community's formation, and I began to understand the sense of pride and community I experienced at East High. I also started realizing the

personal impact that individuals within the community have made on Waterloo, and the personal accounts resonated with me.

For this research, I used a combination of secondary sources and the WUM records, which I found to be most impactful. The records included many reports, maps, documentation on hearings, letters, pamphlets, and many other sources that gave the actual outlook of the process that Waterloo underwent in the late 1960s and early 1970s and the ways the civil rights movement impacted the city. Many of the reports gave intriguing perspectives on issues, actions, and decisions during this time, not only by the local government, but also by the community. The reports, when taken as a whole, gave me a deeper understanding of the relationships between the people and government officials.

Much of Waterloo's history of relatively high racial diversity in Iowa can be traced to labor and manufacturing in the early twentieth century, and segregation and discrimination shortly followed. African American workers were brought in to work on the railroad, and they initially moved to the east side of Waterloo due to affordable housing and proximity to the job site.⁶⁷ As factory jobs opened up with John Deere and the Rath Packing Company, African Americans continued to move to the city.⁶⁸ As more black people moved in, white residents moved to the west side of the city.⁶⁹ As stated later in a 1967 hearing, this came to be known as "white fleeing," where the population fled the so-called "ghetto" and "criminal" stereotyped East side.⁷⁰ Over time, the city's minority residents continued to make their homes on the east side.⁷¹

During the tumultuous 1960s as the nation dealt with segregation and integration, Waterloo grappled with it on the local level. The local government assigned great importance to envisioning the future of Waterloo during this time, and the school board emphasized the public schools' potential impact on

67. Tracy J. Schuster, "Desegregation through a Magnet School: The Voices of Parents and Teachers of the Bridgeway Project, Waterloo, Iowa" (dissertation, University of South Carolina, 2002), 1-15.
68. Schuster, 1-15; Kathryn A. Schumaker, "The Politics of Youth: Civil Rights Reform in the Waterloo Public Schools," *The Annals of Iowa* 4 (2013): 357-358.
69. Schumaker, 359-360.
70. "Hearing before the Waterloo Commission on Human Rights," Waterloo Urban Ministry Records, 1968-1978, MsC-4, box 7 folder 3, Special Collections & University Archives, Rod Library, University of Northern Iowa, 20-38.
71. "Technical Assistance Report on School Desegregation and Integration Waterloo Community School District," Waterloo Urban Ministry Records, 1968-1978, MsC-4, box 8 folder 4, Special Collections & University Archives, Rod Library, University of Northern Iowa, 34-66.

Waterloo's future, both on an individual and community level.⁷² Because of the segregation between the east and west sides of town, the public schools faced many challenges related to integration.⁷³ Of course, such issues impacted the entire community as well.⁷⁴ I had a general sense of this history, but I was especially moved when I read the "Report of Study Committee on: School Crisis in Waterloo", prepared by the State of Iowa Department of Public Instruction dated February 1969. This document detailed the temporary closure of East High School in the fall of 1968 due to riots and interpersonal problems between students and faculty and the broader education system. For example, many students at East High were upset by the low employment rate of black teachers since the student body itself had a high population of black students. In the report, the issues presented centered on problems of discrimination and acceptance.⁷⁵ I learned that many parents pushed for the board to hire more black teachers at East High and other schools, since integration could not be truly achieved if only one school in the city complied.⁷⁶ For instance, the report School Desegregation in Waterloo, Iowa by the U.S. Commission on Civil Rights from August 1977 states that between 1970 and 1974, East High had more than twice as many minority faculty members than nearly every other school in the district.⁷⁷

During this time, students at East High fought to include studies of their heritage in the curriculum, such as petitioning to add courses on black history.⁷⁸ The students were very persistent and they won, and East High added such courses.⁷⁹ Today, black history is an important part of the culture of East High, with activities like potlucks sponsored by student groups and black history trivia throughout the school during black history month. I always felt a sense of pride from my teachers in high school because East High views diversity as a strength, but now my sense of pride has intensified since I learned how East High's history fits within the civil rights movement and the victories students, parents, and the community fought hard to win. It is

72. "Report of Study Committee on: School Crisis in Waterloo," Waterloo Urban Ministry Records, 50-60.
73. United States Commission on Civil Rights, "School Desegregation in Waterloo, Iowa: A Staff Report of the United States Commission on Civil Rights," August 1977, 1-3.
74. "Technical Assistance Report on School Desegregation," Waterloo Urban Ministry Records, 34-66.
75. "Report of Study Committee on: School Crisis in Waterloo," Waterloo Urban Ministry Records, 50-60.
76. "Hearing before the Waterloo Commission on Human Rights," Waterloo Urban Ministry Records, 20-38.
77. United States Commission on Civil Rights, "School Desegregation in Waterloo, Iowa," 25.
78. Schumaker, 360-361.
79. *Ibid.*, 370.

incredibly special to me to know that people in my community strove for equality and supported the rights of African Americans.

At the same time, the Waterloo I grew up in still has many similar issues with racial discrimination, stereotyping, and socioeconomic inequality as during the time I studied with the WUM records. Even after forty years, the city has not fully embraced or even accepted the diversity that makes it what it is. This is troubling because, as I learned in a document titled “Waterloo’s Unfinished Business” from the WUM records, many African Americans left the South to escape racism and a history of slavery, yet they still experience inequality.⁸⁰ This report left a big impact on me because it made me see the problems that persist even after the many victories of the civil rights movement. After doing this research, I think one key reason for continued problems is the lack of education within the public schools and in the broader community about Waterloo’s own history. Residents should seek to learn about the evolution of Waterloo’s racial, social, and cultural makeup and the ways this has impacted Waterloo’s identity. This is especially true when considering the ways Waterloo has changed and stayed the same since the 1970s. For example, the East side is still predominantly African-American, and the West side is still predominantly white.⁸¹ One change, however, is a shift in minority populations. In the 1970s, Waterloo’s population was approximately 74,545, with African Americans making up 8.5 percent of the population and Hispanics making up 1 percent.⁸² In 2017, Waterloo had an estimated population of over 67,500, with over 15 percent African American and over 6 percent Hispanic.⁸³ Additionally, within the past two decades, Waterloo has become home to a large number of refugees, most notably from Bosnia and Burma, further adding to the city’s diversity.⁸⁴

Doing this research has made me reflect on my experience in Waterloo. I have relatives who live in smaller towns, and in some ways, their lives are very different from mine. I believe this is because they might be the only non-white people in their school or in a certain community group, and they often feel

80. “Waterloo’s Unfinished Business,” Waterloo Urban Ministry Records, 1968-1978, MsC-4, box 7 folder 1, Special Collections & University Archives, Rod Library, University of Northern Iowa, 7-12.
81. Community Planning and Development, “City of Waterloo Housing Needs Assessment,” Fall 2011, 2, http://www.cityofwaterlooiowa.com/document_center/Comm%20Dev/Reports/Housing%20Needs%20Assessment%20-%20City%20of%20Waterloo%20-%20Fall%202011.pdf (accessed January 29, 2019).
82. United States Commission on Civil Rights, “School Desegregation in Waterloo, Iowa,” 1-2.
83. United States Census Bureau, “Waterloo city, Iowa,” July 1, 2017, <https://www.census.gov/quickfacts/fact/table/waterloocityiowa/PST045217> (accessed January 29, 2019).
84. Holly Hudson, “Progress Edition; Thriving Bosnian Community Marks 15 Years in Iowa,” *Courier* (Waterloo), Feb. 15, 2011; Lee Rood, “Support Crucial for Burmese Refugees in Waterloo,” *Des Moines Register*, June 13, 2015.

singled out as a result. I have experienced this somewhat when I have traveled through more rural parts of Iowa, but I can only imagine how difficult it must be to go to a high school where everyone refers to you as “the” Mexican, Asian, or African-American student and not by your own name. In this way, I feel grateful to live in Waterloo, where I have somewhat of a built-in community of racially and ethnically diverse peers. And I feel grateful to the people who came before me to fight for greater equality in the schools and throughout the city, and who actively worked to make African American residents feel like they belonged.⁸⁵ Even though Waterloo is not perfect, there is a greater awareness, empathy towards, and acceptance of people who come from different backgrounds than in other towns.

As somebody who is currently pursuing a degree in history education, I especially support this reflective, historical thinking that stemmed from researching with primary sources from a local organization. Again, I predict that learning about your community’s history, how your own heritage fits in, and the ways that its history has shaped the current social and political structures would increase tolerance, understanding, and acceptance. It was certainly the case for me, and I think it could be true for others. Especially in the current political climate where the country is very polarized on issues related to the treatment of minorities, this sort of education could encourage empathy and remind people that different experiences and points of view are valid and meaningful. Rather than encourage sameness, we should embrace diversity and listen to others.

Going through the WUM records, I learned so much about how and why Waterloo has evolved into its current state, and it has given me a deeper understanding of my own home. This research gave me many new questions to ask that I never could have imagined before, and it has given me new perspectives on acceptance and working toward unity and true integration in the community. Moving forward, I hope to share the knowledge that I now have about the historical context of Waterloo’s makeup and stereotypes. This rich history is often overlooked, in Waterloo and at UNI, and in my future career as an educator, I want to change that and help people accept their home in a positive way. For me, when history directly correlates to somebody’s heritage, it is that much richer and more compelling. Reports like these provided me with a greater understanding of the racial integration history of East High in the 1970s. I learned personal details, such as how parents pushed and fought for many changes because of the injustices that their children saw in their own school. These details and bigger histories have shaped and informed my own understanding of the diversity I see day to day in Waterloo, and it makes me believe that communities should place a higher value on

85. “Waterloo’s Unfinished Business,” Waterloo Urban Ministry Records, 7-12.

diversity. Now, knowing the history and having a better understanding of the sense of community I find in Waterloo, I have a deeper sense of pride in my high school and the place I call home.

Future Implications

Taking lessons from the first semester of collaboration with HIST 1010 students; the especially impactful experience of one student; and reflections on existing literature about primary source literacy, affect, and diversity and inclusion in archives; there are several key implications for archival instruction and other practices at UNI and the broader field.

The UNI university archivist plans to continue and expand these types of collaborations with other faculty members in history and in other disciplines. As stated, she is laying the groundwork for offering primary source literacy and archival instruction sessions in a structured, consistent way for the first time at the university, and these types of introductory sessions and relatively straightforward assignments will be essential as students and faculty members alike learn that these resources and services are available to them.

In this particular case, the professor left the final paper topic open for students so long as they used primary sources from SC&UA. Similarly, the UNI university archivist selected eleven collections to highlight in the instruction session in the reading room. Both the professor and archivist did this in an attempt to help all students find something that specifically spoke to them, but it prevented the archivist and professor from facilitating in-depth discussion about the perspectives of the creators of each source, any meaning the physical formats might signify, and other key questions that support primary source literacy. While they did discuss some of these things, they kept the discussion at a more general level during the session, and many of these conversations then needed to take place in later one-on-one consultations with the archivist. While these additional consultations are welcome, this approach is likely not very sustainable from a staffing and scheduling perspective as more classes across disciplines will carry out similar assignments. The archivist anticipates setting some parameters around topics or contents in sessions and assignments, in consultation with the faculty member, to better facilitate meaningful instruction and consultations on a reasonable scale.

The archivist will continue to emphasize collections with strengths in local community and regional history, given the powerful student feedback, and to prioritize highlighting sources that represent the diversity of the local community during instruction, as well as encouraging faculty members to develop assignments that utilize these sources. The archivist also plans to explore partnerships with faculty members and community groups in Waterloo who are interested in working together with students. As noted, while SC&UA does have a selection of sources reflecting the diverse population in Waterloo, there is ample room for growth. The archivist is interested in exploring opportunities to work with students and community members

on collecting initiatives and oral history projects, or other activities as preferred, defined, and suggested by community members. Though yet largely undefined, such activities could promote direct student and archivist engagement with a diverse array of community members, increase community members' awareness of the archives and the available services offered, encourage greater community use of the archives, encourage greater student awareness of the complex local history, and begin work toward more and better representation in the collections.

This case study presents one student's response to encountering primary sources rooted in her home community and the layers of diversity therein, and the emotional impact and her personal revelation are deeply compelling. Caswell and Cifor write, "Multiple case studies are needed to explore how an archival ethics of care has been or can be enacted in real world environments."⁸⁶ This case study offers one small step in this direction and acknowledges that there is significant room to continue and grow. To prioritize serious consideration of an ethics of care, affective impact, and cultural sensitivity, this study proposes integrating affective impact and cultural competence into primary source literacy guidelines, learning objectives, and measures of success in archival instruction. The issue seems particularly germane; with increasing focus on assessment and data-driven decision-making in libraries and archives, these guidelines and competencies for primary source literacy and research are in need of large-scale testing and fine tuning. Archivists appear to be in agreement that becoming a diverse and inclusive profession across the spectrum of activities and policies is crucial, and there is movement toward embracing emotional impact as a serious value. As the profession shifts priorities to instruction, access, and openness to new considerations of potential uses and impacts of archives, explicitly building both affect and cultural competence into primary source literacy guidelines could be a concrete step toward change.

The introduction to Guidelines for Primary Source Literacy states:

*Instructors who are teaching these skills may be simultaneously concerned with conveying the excitement of research with primary sources, or giving students a memorable or transformative experience while using such sources. Although important goals, these are abstract qualities that resist assessment and are not explicitly covered as part of these guidelines.*⁸⁷

While affect is not easily measurable, it is still significant enough to be included in assessment of student success. Including transformative experience and emotional impact in these guidelines will acknowledge them as serious goals, worthy of intentional effort and consideration. This reinforces the work of leaders in the field, such as Michelle Caswell and Chris Taylor, who write about transformational

86. Caswell and Cifor, 42.

87. ACRL RBMS-SAA Joint Task Force on the Development of Guidelines for Primary Source Literacy, 2.

experiences and partnerships as a desirable outcome of community archives and concrete steps toward addressing diversity and inclusion in the profession.⁸⁸

The Guidelines for Primary Source Literacy do acknowledge power, silences, bias, and cultural context in the ethical and theoretical concepts sections, and the following learning objectives touch on cultural competence: “demonstrate historical empathy, curiosity about the past, and appreciation for historical sources and historical actors,” “use primary sources in a manner that respects privacy rights and cultural contexts,” and “as part of the analysis of available resources, identify, interrogate, and consider the reasons for silences, gaps, contradictions, or evidence of power relationships in the documentary record and how they impact the research process.”⁸⁹ However, no explicit mention of diversity, inclusion, cultural sensitivity, representation, belonging, identity, or visibility exists in the guidelines. If archivists are to devote energy to teaching others how to use and interpret primary sources, and if the Guidelines for Primary Source Literacy are to be used by archivists to prepare to teach primary source literacy and to “develop significant learning experiences” for students, then the Guidelines must include more direct discussion of these concepts.⁹⁰ Helping students develop cultural sensitivity can be an important outcome of archival instruction, and explicitly stating such outcomes in the Guidelines and in other professional standards in primary source literacy will be a strong move toward prioritizing diversity and inclusion in the archival profession.

Conclusion

As seen from the student’s personal account of her experience in the archives, conducting historical research, there is great potential in primary source literacy for affective impact and engagement and reflection on diversity and inclusion matters. Though this student’s particular experience may not be directly replicable, it suggests the importance of meaningful interaction with local and community-based historical documents for personal and academic growth and understanding, centered on an undergraduate student perspective.

The archival profession is currently embracing primary source literacy in significant ways and fostering important conversations about diversity, inclusion, and affect in libraries and archives. This all contributes to concrete steps toward change and a more open conception of who uses archives and how, and what the impact could be. Taking one student’s experience from a series of assignments designed to encourage archival research and discovery of community history, serious

88. Caswell, Cifor, and Ramirez, 74; Taylor, 24.

89. ACRL RBMS-SAA Joint Task Force on the Development of Guidelines for Primary Source Literacy, 3, 5, 6, 8-10, 13.

90. ACRL RBMS-SAA Joint Task Force on the Development of Guidelines for Primary Source Literacy, 2.

consideration of the emotional impact of primary source materials is encouraged, particularly those that reveal underrepresented historical narratives, and their power to connect students to complex, larger narratives that can inform their understanding of their place in the world and within broader cultural contexts. As conversations about primary source literacy, diversity and inclusion, and affect continue to grow and inspire new standards, archivists should consider the ways these areas overlap and can inform one another. Intentionally and explicitly including affective impact and cultural competence in primary source literacy guidelines could guide priorities and practices toward better teaching students and better serving users and communities.

Appendix A

Language from HIST 1010 Course Assignments, provided by Dr. Michael Childers

Source Analysis Essay

Goal: Students will identify a primary source, or collection, from UNI's Special Collections. They then will write a 1000 to 1500 word analysis of their chosen source/collection explaining its origins, content, and context. Papers will have an eye towards the source/collection's potential historical use/narrative, and will be written in consultation with the archivist and professor.

Prospectus with Abstract, Annotated Bibliography, and Research Plan

Goal: Students will have a better understanding of the research process and will practice developing a project prospectus. Instructions: This essay is a research prospectus designed to communicate a research topic and corresponding hypothesis in an abstract, an annotated bibliography, and a research plan. This document is part of the formalized historical research and writing process and should be produced in advance of the actual research paper, thesis, or dissertation to ensure students are appropriately guided through their project. For this essay, most of the work will be done in stages before the beginning of each class and discussed in the class meeting. Students will then stitch the sections together in order to produce a final product.

Final Essay

Goal: Students will write a 10-15 page original historical paper based upon their research in UNI's special collections. The paper will demonstrate basic understanding of historical research and thinking, use of primary and secondary sources, and grammar.

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