



# ARL Final Presentation

University of Pittsburgh

Diana Dill, Jeanann Haas, Kathy Haines,  
Berenika Webster, Clare Withers



# Introduction



# Archival Scholar Research Awards (ASRA) 2020

# ASRA 2020 Analysis

Please rate your level of confidence for the following skills:

Finding relevant sources using the following tools:

	Not at all	Very little	Some	Quite a lot	Very much	N/A
Finding aids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Catalogs (for instance: PITTCat, WorldCat, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Databases (for instance: Academic Search Premier)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Websites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## ASRA Lightning Talk

Requesting materials using the following tools:

	Not at all	Very little	Some	Quite a lot
Finding aids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Catalogs (for instance: PITTCat, WorldCat, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Databases (for instance:				

## Lightning Talk

- 5-minute talk
- 3 PowerPoint slides

The *Archival Scholars in Action* Event highlights the research work and progress of the Archival Scholars Research Award (ASRA) recipients through a series of lightning talks and displays of archival materials used in research. Students will present and discuss their research along with content from the archival/library collections that they are consulting for their projects.

## ASRA Students – How Should You Prepare???

Tips for a Lightning Talk:

- Plan a 5-minute progress report about your research.
- Highlight one interesting point, discovery, or aspect of your research that you wish to share.
- Select archival material, books, texts, or materials that you are consulting to enhance your story.

# Archival Scholar Research Awards (ASRA) 2021

## Atsumori 敦盛 (ca. 1897) from Nōgaku zue 能楽圖繪 in the Kōgyo: The Art of Noh Collection

*This post was written by Maxwell Reiver, a recipient of an Archival Scholar Research Award for the 2021 Spring Semester.*



Tsukioka Kōgyo, Atsumori 敦盛, ca. 1897, ukiyo-e 浮世絵 (Japanese color woodblock print), 243 x 363 mm, Tokyo: Daikokuya [Matsuki Heikichi].

From *Kōgyo: The Art of Noh*, Archives & Special Collections, University of

## Detroit's Marxist Black Auto Workers

*This post was written by Liam Sims, a recipient of an Archival Scholar Research Award for the 2021 Spring Semester.*



## Wildcat STRIKE

### CHRYSLER'S SCAPE GOAT

On May 2, 1948, a walkout occurred at the Hamtramck Assembly Plant which stemmed from a gradual speed up of the production line. The facts show production soared from 40 units to 58 units an hour, within the short period of a week. The mobility of the workers was retarded to the extent that it was difficult to keep pace. As a result of the walk out, picket lines were set up around the gates and individual workers began to mass. This situation occurred on the afternoon shift and carried over into the first shift which starts at 6:00 A.M. and 7:00 A.M. respectively. During the initial picketing, the company sent out photographers who photographed some of the pickets. The pictures were used as evidence against some of the pickets and were instrumental in the discharge and disciplining of certain workers who took part in the walk-out and picketing.

discharges and disciplinary action taken against the pickets, the overall administration of punishment was overwhelmingly applied to the Black workers who were held responsible for the walk-out which was directly caused by company indifference towards working conditions.

Three Black workers were fired outright, Ten were given thirty days off, and numerous others were given from one to five days off. Why must the Black worker continue to be utilized and exploited beyond humane reasoning and judged by double standards. It is time for Black workers to concern themselves with malicious tactics used by the White Power structure in its attempt to demoralize the integrity of the Black individual.

We urge all Black workers to rally to the support of our Black brothers. We feel the

# ASRA 2021 Findings

## What should I use and what format?

Your presentation should:

- Be 3 minutes long
- Feature 1-3 PowerPoint slides
- Be in \*.mp4 format.
  - It can be recorded with Panopto ([directions on how to use Panopto](#)) or the video capture software/device of your choosing (such as a cell phone)

Your finished presentation will be uploaded to the OUR Undergraduate Research Days folder in Box.

## What should I prepare for the OUR Undergraduate Research Days?

Tell us about your experience engaging with primary sources as the foundation of your ASRA research process. Share your research question, primary source collections consulted, and discoveries you encountered through this research.

Please consider these prompts and incorporate **one or more** into your presentation as it best relates to your research. You will not have time to cover all the prompts listed below or to be exhaustive in your response, so please be selective in choosing those that relate most to your experience:

- What originally motivated you to pursue this specific research inquiry, and how has your research changed the way you now think of this topic?

1B. Articulate what might serve as primary sources for a specific research project within the framework of an academic discipline or area of study.

1C. Draw on primary sources to generate and refine research questions.

4F. Demonstrate historical empathy, curiosity about the past, and appreciation for historical sources and historical actors.

- Discuss the ways in which primary source engagement contributed, supported, or disputed your original research question(s).

1D. Understand that research is an iterative process and that as primary sources are found and analyzed the research question(s) may change.

4C. Situate a primary source in context by applying knowledge about the time and culture in which it was created; the author or creator; its format, genre, publication history; or related materials in a collection.

4D. 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.



# ASRA 2021 Findings

On average, the students had a 0.7 increase in their scores across Questions 10, 15, 16, and 17. For all questions, there was an increase in the average score as shown below in Figure 1.



Figure 1. Question average comparison for pre-program and post-program

# Instructor and Classroom Learning



# Class Visit Lesson Plan

## LESSON PLAN for A&SC One-short or Multiple Visit Class Sessions

Class: \_\_\_\_\_

Term: Fall 2021

Instructor: \_\_\_\_\_

Librarian/Archivist: Clare Withers, Jeanann Haas

Day and time: \_\_\_\_\_

Number of Students: 32

## INSTRUCTOR LEARNING GOALS FOR THE CLASS VISIT (select up to 3)

Students will be able to:

1. Goal 1: View multiple versions and learn about specific material features (paper, bindings, advertisements, provenance, etc.) that allow one to make inferences about historical audiences and how books might frame readerly expectations;
2. Goal 2: In viewing XXXXXX versions, and how his invention is visualized, uncover how cultural imagery uses/takes over/re-defines a textual representation  
3C, 4B, 4C, 4E

## Methodology

1. Curate materials with instructor and librarian/archivist.

In-class options:

- ☒ Individual Work: Students engage with materials;
- ☐ Group Work: Students engage with materials;
- ☐ Primary source research (finding aids, secondary sources).





## Instructor Interviews

# Focus Groups



[This Photo](#) by Unknown Author is licensed under [CC BY](#)

# Subaward Findings

"I think you have a really nice range of skills and practices represented, and I like the flexibility you've kind of built in here so that courses that have different aims can be evaluated according to different aspects of the rubric."

"And I'm impressed with the things that you decided to focus on. I mean, I think that very accurately captured what I was trying to do in the class. I don't know if that's useful to know."

"[the rubric] It alters my thinking on how to approach visits."

"And part of what I like about this is that it coheres very well with pedagogical structures and a lot of our classroom teaching."





# Conclusion