• What can primary source literacy look like on this campus?

• Can we develop a holistic approach to teaching with/about primary sources? SC + I and IS? SC + I and IS + faculty?

• Practice. Can/should SC develop customizable exercises/sessions that help students work with primary sources and address primary source literacy? Pilot with an I and IS librarian and a faculty member? OSU History Labs example:

http://ir.library.oregonstate.edu/xmlui/bitstream/handle/1957/52458/BahdeAnneLibraryHistoryLabIntegrating.pdf;jsessionid=37253C27F11F8042288ABC7DBE5DB1EB?sequence=4

• LibGuide(s). Could we revise the two currently offered? Create collaboratively? Across subjects, as appropriate?
  o Primary Sources for Humanities and Social Sciences (Wisconsin)
    http://researchguides.library.wisc.edu/primarysources
  o Primary and Secondary Sources in the Sciences (Albany)
    http://library.albany.edu/infolit/prisci
  o Primary Sources in the Sciences (MSU)
    http://libguides.lib.msu.edu/scienceprimarysources

• How to bring librarians together? Is a reading group a good idea? If so, perhaps read some of the best case studies from archivists and special collections librarians? And look for articles by disciplinary faculty?

Context

1. Teaching with/about Primary Sources
Reference, Access and Outreach Section, Society of American Archivists

http://www2.archivists.org/groups/reference-access-and-outreach-section/teaching-withabout-primary-sources-committee

“advocate for the active and interactive use of primary sources in teaching and learning as a core component of archival work”

Duties and responsibilities include:

• Developing and/or identifying techniques for creating interactive instruction experiences, including concrete examples, case studies, and resources, that will help archivists create high-value instructional sessions without “reinventing the wheel.” Resources supporting instruction should cover a range of topics in the whole spectrum of archival research, including navigating archives spaces and policies, identifying and finding materials, and analyzing primary sources.

• Identifying strategies for connecting with faculty/instructors and engaging them in the instruction planning process recognizing that every relationship and every institution is unique.

2. Teaching with Primary Sources
One Book, One Profession, Society for American Archivists
Teaching with Primary Sources is edited by Christopher J. Prom and Lisa Janicke Hinchliffe and consists of three modules:

- **Module 9: Contextualizing Archival Literacy**
  by Elizabeth Yakel and Doris Malkmus
- **Module 10: Teaching with Archives—A Guide for Archivists, Librarians, and Educators**
  by Sammie L. Morris, Tamar Chute, and Ellen Swain
- **Module 11: Connecting Students and Primary Sources—Cases and Examples**
  by Tamar Chute, Ellen Swain, and Sammie L. Morris

3. ACRL/RBMS*-SAA Joint Task Force on the Development of Guidelines for Primary Source Literacy

*Rare Books and Manuscripts Section


4. Information Literacy Guidelines and Competencies for Undergraduate History Students
ACRL RUSA History Section


1.1 Understands the difference between primary and secondary sources.
1.2 Understands that primary sources exist in a variety of formats, including books, periodicals, manuscripts, audio, still images, maps, and moving images. Primary sources can be in digital and/or analog or physical formats, and some unique materials can only be accessed at specific locations.
2.3 Applies specific search strategies to locate primary sources.
2.3.1 Uses appropriate subject headings such as “sources” or “diaries,” or searches by a corporate author, such as “Great Britain. Parliament,” in online or print catalogs or databases.
2.3.2 Utilizes print indexes to identify sources when appropriate.
2.3.3 Identifies archives that may contain useful sources and uses finding aids to identify material in archival or manuscript collections.
2.3.4 Recognizes the need to use historically appropriate terms when searching fulltext primary source databases.
3.1 Evaluates each source and determines if it is primary or secondary, scholarly or popular.
3.2 Recognizes that there are gaps in the historical record.
3.3 Thinks critically about the credibility of sources.
3.4 Determines and considers the credentials and intent of all authors before using any source.
3.5 Considers how the historical context in which the information was originally created, accessed, and distributed affects its message.
3.6 Contextualizes primary and secondary source materials within the larger historiographical debate.

Resources

SAA RAO Teaching with Primary Sources - Bibliography
https://www.zotero.org/groups/teaching_with_primary_sources/items/collectionKey/2BKBTH8/

and more...