

**Past Forward! Meeting Stakeholder Needs in 21st Century Special Collections
Workshop Session 3: Public Services: Teaching with Collections | 3 June 2013**

Group 3 Scenario

Class title: The U.S. in the 1950s

Level: Primarily upper-division history majors.

Main project: a 15-20-page paper based on original research using primary sources.

Session timing: Want to schedule one 3-hour special session in the library that I will require that students attend.

Pedagogical aims and course overview: I want students to understand the broad array of primary sources available in publications and printed materials from this era. I'm very interested in having them work during the session with a combination of both physical collections from the library and online resources, including government documents and materials from the National Security Archive. Other kinds of primary source fodder that they should know about include newsreels from the time period and memoirs. A couple sample topics:

- The CIA coup in Iran – what Americans were told in the media vs. what government officials knew.
- The image and reality of women and work in the 1950s.

Group brainstorming guidelines:

- Identify a volunteer note-taker for your group.
- *Approach these scenarios without constraining yourselves to the particular institutions you work in or collections you work with.*
- In no particular order, address the following questions as they relate to your group's scenario (these are not meant to be constraining, so think beyond if your group goes in that direction):
 - What are some options for conducting a library session(s) that would address the faculty member's pedagogical goals?
 - How many sessions and what timeframe would you suggest to the faculty member?
 - What types (special? licensed? general? other?) and amounts of collection materials would be ideal for the library session(s) you are envisioning?
 - What types of student engagement do you envision for the session(s)?
 - What are the major time blocks into which the session(s) you are envisioning would ideally be divided?
- Be prepared to present to everyone else in workshop session 3 a synopsis of your group's discussions, at minimum covering:
 - Summary of your scenario.
 - Overview of the types of collection materials you think it would be important to include to address the pedagogical goals of the faculty member.
 - Options your group envisions for how the library session(s) might proceed.
 - Open questions or issues raised by your group's discussion.

Workshop timetable:

3:30-3:45 – Introductions and group breakouts (distribute scenarios)

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3:45-4:25 – Group brainstorming and preparing for presentation

4:25-5:05 – Each group presents scenario and options/issues

5:05-5:25 – Discussion and questions (succinct summary to report back to larger group)

5:25-5:30 – Walk back to Beinecke Library