

Group 1 Scenario

Class title: American Voices: Indians In/As Literature

Level: Primarily upper division English and humanities majors

Main project:

1. Find one primary source relating to Native Americans and write a 1-page paper that contains the following three components: a descriptive account of the source, a discussion of your reason for choosing the source, and preliminary observations about how the material connects to course readings.
2. Using the primary source you assessed in the first short paper as one possible source, write a thesis-driven essay of 10-12 pages about Lydia Maria Child's *Hobomok*, a historical romance written in 1827.

Session timing: One 1-hour and 50-minute session during class time.

Course overview: What role did Native peoples play in shaping American literature?

How does that literature reflect—or reject—their influence? To answer these questions, this course will explore both Euroamerican- and Native-authored texts from the colonial period through the nineteenth century. We will examine how these literatures both contest and create one another through their portrayals of Native history, identity, tradition, land, and sovereignty. Throughout, we will engage with the claim that Native peoples were not mere subjects in American literature; their writings were a constitutive element in that literary heritage.

Pedagogical aims: I want students to develop a sense of how to approach finding and evaluating primary sources to use in their research. I also want to make sure they have a very broad sense of the kinds of materials that are available throughout the libraries collections and databases that can serve as primary sources for a research project evaluating a 19th century historical romance with a theme of cultural interplay between Americans of European and native descent.

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)?

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- 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)

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