

Class Outlines/Assignments

Event schedule
History Day workshop
February 9, 2000

IOWA STATE UNIVERSITY

Itinerary

9:30 am

Guides will be waiting at the front door to escort groups to the rotunda, where we will convene briefly before dropping coats off in the Special Collections room and dividing into pre-set groups.

10 am

Each group (of approximately 15 students) will circulate through four stations, spending 20 minutes in each location:

Station 1:

What are primary sources? A discussion of the difference between a primary and a secondary source. In addition to more traditional examples, brief films will be shown from the American Archives for the Factual Film to illustrate this point. [Room 192]

Station 2:

How to use an academic library/How to use the web to find primary resources. A discussion of the primary resources available in the Parks Library, instruction in using the library catalog to locate them, and examples of trustworthy resources available on the Internet. [Room 32]

Station 3:

Behind the scenes tour of the Special Collections Department with examples from the collection. [Room 403]

Station 4:

Care and handling of library books; conservation treatment of library materials. Tour of the Preservation Lab with examples of restoration and reformatting. [Room 441]

11:45 am

Retrieve coats from Special Collections; disperse for lunch, which can be purchased at the Memorial Union Food Court.

1 pm

Students return to Parks Library for independent research in the general collection, microforms, and Special Collections.

NOTE: The Internet will *not* be available other than for searching the library catalog and students wishing to use original documents from the Special Collections Department will be limited to selected items from the following collections until they return later (with an appointment/parent):

- Atanasoff, John V. Papers, 1925-1995 RS 13/20/51
- Hansen, Henry L. Papers, 1942-1969 MS-267
- Mollenhoff, Clark R. Papers, 1968-1990 MS-599
- Carrie Chapman Catt Papers, 1878-1981, RS 21/07/003
- George Washington Carver Papers, 1893-[ongoing], RS 21/7/2



**WOMEN IN SCIENCE AND ENGINEERING
ZOOLOGY/ WOMEN'S STUDIES 383
Course Syllabus Fall Semester 2003
Class meets T-TH 11-12:15 in Room 119 Science II**

August 26 Introductions, course expectations, groups, and grading.

August 28 Video "Women in Science" followed by group discussion.

Sept 2 Women, Minorities, and Persons with Disabilities in Science and Engineering.

Assignment one due. Present your assignment to your group and also hand it in to your instructor.

Assignment one:

Part one. Construct a graph or graphic showing where women are lost from the science or engineering pipeline in a field of your choice. Contrast this with a pipeline graph for men.

Part two. Assess the status of women in that field.

Sources include Valian Chapters 10 and 11 and the National Science Foundation (NSF)

reports entitled Women, Minorities, and Persons with Disabilities in Science and Engineering: 200?. These reports may be viewed on the internet at:

<http://www.nsf.gov/sbe/srs/nsf00327/start.htm>

Sept 4 Women in Science and Engineering Archives tour with Tanya Zanish-Belcher, WISE archivist.

Meet at Room 403 in the Parks Library.

Sept 9 Introducing our web page, its links, and WISE biographic and bibliographic research methods.

Meet in room 32 in the Parks Library.

Sept 11 Oral History Workshop led by Tanya Zanish-Belcher Room 119 Sci II

Sept 16 Diversity and culture in science and engineering.

Assignment two due. Present your assignment to your group and also hand it in to your instructor.

Part one. Present a short biography of a woman scientist or engineer from the United States who is considered to be either from a minority group or who is disabled. Overhead pictures would be nice. Discuss special issues or concerns that these women faced in their lives and careers. The following internet site has useful information:

http://www.mills.edu/ACAD_INFO/MCS/SPERTUS/Gender/wom_and_min.

Grading:

Assignment	Points	Due Date
Assignment one	10	Sept 2
Assignment two	10	Sept 16
Assignment three	10	Sept 18
Assignment four	10	Nov 13
Oral History Presentation	25	Oct 7 or 9
Oral History Paper	25	Oct 21
Term paper topic, description, bibliography	10	Oct 30
Term paper draft, literature cited	15	Nov 18
Term paper completed	25	Dec 4
Personal reflection essay	15	Dec 18
Class participation and attendance	65	
Answers to discussion questions	80	End of each discussion class. Turn in 8 out of 11 or 12 sets of questions.
Total points =	300	

Bonus points 10 max

Instructors:

Eugenia Farrar, Associate Professor, in charge of class
Zoology and Genetics Dept
642 Sci II
294-2404
esf@iastate.edu

Tanya Zanish-Belcher, Director of Special Collections
403 Parks Library
294-6648
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Lora Leigh Chrystal
Program for Women and Science and Engineering
203 Lab of Mechanics
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Karen Zunkel, Program Manager
Program for Women and Science and Engineering
210 Lab of Mechanics
4-4317
kzunkel@iastate.edu

North Carolina Collection Virtual Reference Desk » Blog Archive... <https://intranet.lib.unc.edu/blogs/ncc/index.php/2010/01/22/afam-280>.

North Carolina Collection Virtual Reference Desk

« [AMST 53 Family History and Social Change](#)
[Library User Survey—Information from Judy](#) »

AFAM 280 Blacks in North Carolina

All:

We are starting to see lots of students researching African American history in particular towns across North Carolina. I assume that they are coming from Tim McMillan's AFAM 280, Blacks in North Carolina Class, but I haven't talked to him about this project.

I'll email him to see if he can share the syllabus, which I will then share with everyone else!

JT

Update: 1/27/2010

Here is the syllabus and project assignment:

AFRO-AMERICAN STUDIES 280
BLACKS IN NORTH CAROLINA
SPRING SEMESTER 2010
Timothy McMillan Phone 966-5496
Office: Battle Hall 107 email: tjm1@email.unc.edu
Office Hours: MWF 9:30-10/11-11:30 web: <http://www.unc.edu/~tjm1>
Wed 2-3 and by appointment

DESCRIPTION: From slavery in New Bern, to the Wilmington riots in 1898, from the origins of SNCC to the election of the first black mayor in a predominately white southern town, from the sit ins in Chapel Hill to school desegregation (and resegregation) in Charlotte, North Carolina has been a central place in the development of the ideology of race and the political consequences of racism and anti-racism in the United States.. This course is an overview of the history and culture of North Carolina focusing on the place that race, especially blackness, has played in creating our current society. The significance on North Carolina's relatively small black population in relation to white inhabitants, the very significant place that gender played in both slave and free black society (e.g. slave breeding, forced sterilization of black women , and the significant role that black and white women played in the civil rights struggles.) We will examine the historical foundations of North Carolina's black populations, the development of black cultures in ante-bellum North Carolina, the rise of white supremacy, regional variations in the North Carolina, and inter-ethnic relations (particularly Native American and Black as illustrated among the Cherokee and Lumbee.) A central focus of the course will be an analysis of the political, social, and artistic strategies used by black Carolinians to achieve equality in the face of slavery, racial discrimination, and economic instability. Additionally we will explore notions of ethnicity and identity as seen in the writings of black and white Carolinians.

Class assignment:

AFRO-AMERICAN STUDIES 280
SPRING 2010
McMillan

ESSAY TOPIC- YOUR HOMETOWN

GENERAL REQUIREMENTS: Using local newspapers, magazines, tv news segments, US census data, tourist literature and anything else you can find (including interviews with local people) describe the state of black North Carolina as seen in your hometown. The North Carolina collection in Wilson Library and the newspaper collection in Davis Library will both be very useful in completing this project.

NOTE FOR NON-NORTH CAROLINIANS — if you do not have a hometown in North Carolina you may choose to write on any city in North Carolina that interests you. Chapel Hill has a lot of information available as do Charlotte, Durham, and Greensboro.

SPECIFIC REQUIREMENTS: Describe the role(s) that race, particularly blackness, plays in your hometown or county. Consider the following questions as guidelines but please go beyond what is asked here. What is the racial breakdown of your hometown and county? (Use the US census at www.census.gov) How does this relate to the population breakdown of North Carolina as a whole? Are black and white people evenly distributed in your town/county? What sorts of black businesses/institutions exist in your town/county? How has blackness affected the development of your town? Are the schools racially balanced? Are there any monuments or memorials to black people or events that black people participated in? How well known is the black history of your community?

**Looking Assignment
Illuminated Manuscripts in the UO Special Collections**

The Staff of the UO Special Collections Department has set out several Renaissance manuscripts, as well as our copy of the Nuremburg Chronicle (one of the most important early German printed books). Your assignment is to visit the display, look at the pages and think about them in light of the trends and ideas we've discussed in the course.

Hours are Monday-Friday between 10:00 am and 4:30 pm. The books will be visible from today through the due date (Wednesday March 10). Bring your University ID, and be prepared to take your notes in pencil rather than pen.

Examine the pages carefully, considering the integration of text and image, and think about how the 15th c. viewer/reader would have experienced these pictures. Think also about how these compare to the manuscripts that we have studied in class and in our textbook, in terms of style, content and function. You may also find comparisons between the style of the illustrations and some of the paintings that we have studied. If you choose to write up this assignment as one of your two response papers, you should certainly consider questions that will arise from the comparison between the Italian example (MS #1) and the northern examples (MSS 38 & 41): are there details that you can point to that reveal the contrast of the Italian Renaissance and the Northern Renaissance? Looking at the Nuremburg Chronicle, consider how the manuscript tradition might have influenced the appearance of early luxury printed books. Be sure to ground your observations in references to specific details.

Please note that Special Collections has its own set of rules the full set of which is available at <http://libweb.uoregon.edu/speccoll/use.html>. The most relevant ones for this assignment are:

1. **All users of Special Collections must register (bring I.D.)**
2. **Turn off your cell phones**
3. **Food, or drink are allowed in the Paulson Reading Room**
4. **Use Pencils or laptops to take notes—no ink or pens allowed**
5. **Backpacks, briefcases, computer cases/covers are not allowed in the Paulson Reading Room, but laptops are allowed.**
6. **Respect other researchers by keeping noise to a minimum.**

The works on view are:

MS Burgess #1, Lucius Annaeus Florus, [Epitome of Roman History](#) and Sextus Ruffus, [Contents of Livy's History of Rome](#) (bound together as a single volume), Italy, mid 15th c.

MS Burgess # 38, [Book of Hours](#) (Flemish/Netherlandish, 1484)

MS Burgess # 41, [Book of Hours](#) (Burgundian, late 15th c.)

The Nuremburg Chronicle, Hartmann Schedel, Anton Koberger & collaborators (German, 1493)

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The Knight Library has a website on the Burgess Collection, which includes all manuscripts on display and others as well.

<http://libweb.uoregon.edu/ec/exhibits/burgess/index.html>

Beloit College maintains an excellent scholarly website on the Chronicle:

<http://www.beloit.edu/nuremberg/inside/about/index.htm>

Popular Protest in Cold War America

Fall 2001, History Seminar

506:401:02

Professor Dee Garrison

Van Dyck, Room 003

732 846 3234

dgarriso@rci.rutgers.edu

This seminar will consider the period from 1945 to the early 1990s. Using several books and a variety of articles, we will examine the general history of the "Sixties Movement"-the struggle for civil rights including its later more militant stages, the anti-war movement, the women's movement, and the gay and lesbian movement. We will also survey the massive anti-nuclear protest of the period from 1945 to the present-the long popular fight against bomb testing, against the building of vast numbers of nuclear weapons, and against the operation of nuclear reactors. The environmental movement of this era will also be studied.

In this seminar, students will learn how to research and write a paper (20-30 pages) based upon primary documents that will study an individually chosen portion of this protest history. The original research paper may perhaps focus on some local event of the past, or rest on a series of oral interviews, or may rely on less traditional documents such as fiction or music. Throughout the semester, seminar members will help each other to choose a topic of intense interest to the author, to form appropriate research questions, and to find primary documents relevant to their historical project. Students will share their research discoveries in the last weeks of the course.

Required Reading: Xeroxed selections from guide book and one xeroxed article to be purchased from instructor. Three articles on Electronic Reserve.

Please do not hesitate to call or email if have a question during the time you are forming your topics and plans of study. Also let me know at once if you are ill or cannot come to your class or independent meeting.

Carefully read all the reading assigned before you come to class. Study the introduction and conclusion, the use of sources, and the order and content of the main points in the body of the paper. Be prepared to discuss this with the other seminar members.

CLASS SCHEDULE

September 4 Introduction

September 11 Library: Be in Alexander promptly at 11:30, for introduction to University Archives Material and for introduction in the use of the electronic research data bases, as well as other sources.

September 18 One page Topic Statement Due

Read: A. Swerdlow, "Ladies Day At The Capitol..."

T. Tyson, "Robert F. Williams, Black Power..."

Selections, A Pocket Guide to Writing in History...

September 25 Prospectus Due: One copy for every seminar member.

Read: Thomas Wellock, "Stick It in L.A.! Community Control and Nuclear Power in California's Central Valley,"

T. Kissack, "Freaking fag revolutionaries..."

October 2 Discuss Prospectus, Problem Session
Independent meetings

October 9 Independent meetings. First group during class and others scheduled

October 16 Independent meetings Last group during class and others scheduled

October 23 Problem Session
Independent meetings. During class and others scheduled.

October 30 Independent Meetings During class and others scheduled

November 6 Turn in copy of first draft, or very full outline, to all members of the seminar

November 13 Discuss outline

November 27 Independent Meetings
First half of class, turn in complete final draft of paper

December 4 Discuss final draft
Last half of class, , turn in complete final draft of paper

December 11 Discuss final draft of last half of class

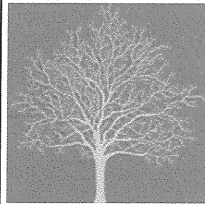
All final papers, in revised form, must be turned in to me by 11pm on December 18.



Jean and Alexander Heard
LIBRARY

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Staff • Search

Vanderbilt Visions



- Home
- **Class of 1912**
- Great Race on Campus
- What the C.R.A.P.?

MEET THE CLASS OF 1912



Photo courtesy of Vanderbilt University Special Collections & University Archives

Welcome! As members of the Class of 2013 you are now part of the rich tapestry that is Vanderbilt. When you graduate and go off into the world you will leave your mark on the university just as the Class of 1912 did over 100 years ago. Explore our collection of images, student publications, and newspaper articles to learn about the life and times of the Class of 1912.

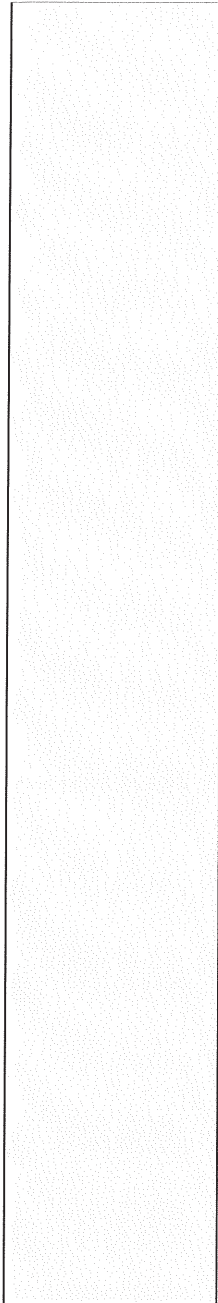
VUceptor Module Guide (PDF)

**You will need at least one computer with projection screen and Internet connection for this activity. For a more dynamic session, ask five students to bring their laptops so that smaller groups of students can work different aspects of the topic simultaneously. Alternatively, for this session you can schedule the Electron Classroom in the main library building by contacting Sue Erickson (2-0155) at least two days before the session, or reserve the Peabody Library Learning Commons by emailing peabodyref@vanderbilt.edu.

MODULE RESOURCES

- **Exploring the World of the Class of 1912**

When members of the Class of 1912 first arrived at Vanderbilt University in the fall of 1908,



the University was only 33 years old, and still under the auspices of the Methodist Episcopal Church, South. Teddy Roosevelt was finishing out his last presidential term while William Taft and William Jennings Bryan were gearing up for the 1908 presidential election in November. Nashville was a prosperous, bustling city of approximately 110,000 people, but it still had not earned its title "Music City, USA." What would it be like to live in a time where Ford had just introduced the Model T and a gallon of gas only set you back between 18-22¢, but most people used street cars to get around town?

◦ **DISCUSSION MODULE OPTIONS**

◦ Getting into Vanderbilt

Congratulations! You have been admitted to Vanderbilt University. As members of the Class of 2013 you had to go through a rigorous application process that included taking either the SAT or ACT. The Class of 1912 had to work just as hard to get admitted to Vanderbilt. Before the SAT and the ACT there was the written entrance exam; **four days** of testing in a variety of subjects including Latin, Greek, Mathematics, English, and History or Science. Check out some of the exams hopeful students had to successfully pass in order to become members of the Class of 1912. We know you are Class of 2013 material, but are you Class of 1912 material, too?

◦ Hazing and the Freshman Experience in 1908 at Vanderbilt

Your first year at Vanderbilt is all about new experiences and adventures, but it can also be a period of upheaval in your life. You're leaving home for the first time, making new friends, and struggling through all the readings and homework assignments that professors keep handing out every time you turn around. Imagine having to deal with all of this, and also being subjected to constant "pranks" by the upperclassmen. Freshman hazing by upperclassmen was a common occurrence, and was even considered a tradition during the early 20th century. Today, Vanderbilt has a strict policy against hazing in all forms. Clearly attitudes towards hazing have changed. What role did the Class of 1912 play in changing these attitudes?

◦ Women at Vanderbilt

During the planning stages of Vanderbilt's founding everyone assumed that it would be an all-male institution, but the board of trust never enacted rules prohibiting women. At least one woman attended Vanderbilt classes every year from 1875 on, and by 1887 a faculty committee was already exploring the possibility of coeducation at Vanderbilt. This move towards coeducation was not necessarily an endorsement, but perhaps driven by financial interests. Faculty salaries were subsidized by one-half of the realized tuition; tuition which women were not required pay since they could not matriculate. From 1892 to 1901 women gained full legal equality at Vanderbilt except with respect to access to dorms. Women remained a small minority on campus during those early years, but they definitely had an impact. Come explore the life and times of a Vanderbilt coed.

updated 08/2