

CASE #26

Teaching the History of Higher Ed through Primary Sources and Digital Exhibits

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LEARNING OBJECTIVES ENGAGED FROM [GUIDELINES FOR PRIMARY SOURCE LITERACY](#) BY THIS CASE STUDY

- 1A. Distinguish primary from secondary sources for a given research question. Demonstrate an understanding of the interrelatedness of primary and secondary sources for research.
- 1C. Draw on primary sources to generate and refine research questions.
- 1D. Understand that research is an iterative process and that as primary sources are found and analyzed the research question(s) may change.
- 2A. Identify the possible locations of primary sources.
- 2B. Use appropriate, efficient, and effective search strategies in order to locate primary sources. Be familiar with the most common ways primary sources are described, such as catalog records and archival

finding aids.

- 2D. Understand that historical records may never have existed, may not have survived, or may not be collected and/or publicly accessible. Existing records may have been shaped by the selectivity and mediation of individuals such as collectors, archivists, librarians, donors, and/or publishers, potentially limiting the sources available for research.
- 4A. Assess the appropriateness of a primary source for meeting the goals of a specific research or creative project.
- 4.B. Critically evaluate the perspective of the creator(s) of a primary source, including tone, subjectivity, and biases, and consider how these relate to the original purpose(s) and audience(s) of the source.
- 4.D. 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.
- 5.A. Examine and synthesize a variety of sources in order to construct, support, or dispute a research argument.

CASE STUDY LOCATION Florida International University Libraries
Miami, Florida
library.fiu.edu

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Introduction and Institutional Context

This case study describes a collaboration between several library departments at Florida International University (FIU) to provide instruction and consultation to the History of Higher Education graduate seminar taught by Dr. Ashley Floyd Kuntz. The aim of the collaboration was for students to use primary sources to explore specific concepts in higher education administration through the lens of the university records and historical resources of FIU, the largest Hispanic serving institution (HSI) in the United States.

FIU is an urban, public R1 research institution located in Miami, Florida. It is a relatively young institution, first opening its doors to students in 1972. It has grown in that time from having just over 5,000 students to over 56,000 today. FIU's student body reflects the Miami community with a population of 67% Hispanic students. FIU began as an upper division state university offering bachelor's degree and master's degree programs to serve the South Florida urban population. In just under 10 years, FIU became a four-year institution accepting its first freshman class in 1981.

The Special Collections and University Archives of the FIU Libraries bring together rare and unique resources for research and scholarship. Founded by FIU's first President, Charles E. Perry, as an integral part of the University Library, it has a charge to serve and reflect the research interests of the faculty and students. Specifically, the University Archives serves as the depository of the official records relating to the founding, development of, and future plans for Florida International University. Services offered by the Special Collections and University Archives include tailored instruction sessions on topics such as primary source research, collections highlights, and special collections and library orientation. The reading room seats 30 and can be used as an instructional space equipped with internet access and a multimedia projector and screen. In the fall of 2022, the department was staffed by two Librarians, one Digital Archivist, and one Records Manager. The class described in this case study was assisted by one of the librarians, Annia Gonzalez, and the Digital Archivist, Rhia Rae. They partnered with an additional librarian from outside of the department, Digital Humanities Librarian Molly Castro.

Narrative

In the Spring of 2021, Kuntz, Clinical Assistant Professor of Educational Policy Studies, reached out to the Special Collections Department to discuss the possibility of collaborating on a History of Higher Education Graduate seminar in the fall, a required course for the MS in Higher Education Administration in the Department of Educational Leadership and Professional Studies Program at FIU. Kuntz contacted the archive looking for resources that addressed the "institution's history using the lens of DEI and or working with her class to create a resource." Realizing the possibilities, the archivists seized the opportunity to collaborate with Kuntz to work toward expanding the accessibility of historical data, including primary sources, available to students to support Diversity Equity and Inclusion (DEI) in educational resources.

Kuntz had very specific goals in relation to the history of the institution and how to leverage the historical record available in the archive to both accentuate omissions in scholarship and expand teaching opportunities. Her objectives in collaborating with the archivists and in the archive were

for students to have a unique learning experience and gain concrete research skills. Students were to formulate questions, locate materials, analyze available and “unavailable” historical records and implement innovative presentation tools to effectively use primary sources. After just one consultation with Kuntz, archivist Rae suggested incorporating a digital project into the class as a way for students to showcase their work. With Rae and Special Collections Librarian Gonzalez focusing on practical and theoretical concepts of engaging with primary sources, and Kuntz’s pedagogical goals, they formed a plan that would teach students how to find and analyze primary sources to present a visual digital project on the impact of their findings, all the while gaining an understanding of FIU’s institutional history as a Hispanic serving institution within the framework of the history of higher education in the United States. Gonzalez and Rae suggested a consultation with Digital Humanities Librarian Castro to support work on the digital project.

It was decided that ArcGIS StoryMaps was the most appealing platform for the digital project, for a few reasons. While it is a Geographic Information Systems (GIS) product built to tell stories around geographic information, the maps are optional, allowing the user to instead present digitized or born-digital primary sources in an interactive and visually engaging manner. Additionally, the platform is relatively intuitive to use, limiting overwhelming menus and options for story creation that can sometimes bog down new learners. StoryMaps also allows for collaboration and easy sharing, making it an ideal tool for group projects or classroom assignments. Finally, FIU has GIS research associates in the Library who give regular StoryMaps workshops. We were able to connect Kuntz with the GIS Center to set up a time for an in-class workshop on StoryMaps, as well as to set up her class “groups” in the system.

Additionally, Kuntz was also connected with an FIU History Professor who had assigned a similar semester-long project to an undergraduate class. He shared his scaffolded assignments, and from these, as well as from additional resources shared by Castro, Kuntz developed a scaffolded project plan: students were to use primary source material from the University Archives to tell stories about the History of FIU using ArcGIS StoryMaps.

Two specific learning objectives for the project were stated in Kuntz’s course syllabus (see Appendix 1):

- 1) To demonstrate research competencies (e.g., develop a research question, identify appropriate sources, analyze digital and print materials) (1.C) and
- 2) To collaborate with peers to produce a public-facing educational resource.

Although a myriad of primary source learning objectives was reinforced throughout the course, Gonzalez and Rae relied on their prior teaching experience to plan for students with a variety of levels of experience with primary source literacy. In conjunction with the professor’s goals in regard to the history of the institution and the course learning objectives, Gonzalez and Rae focused on four primary source literacy learning objectives to structure instruction sessions and consultations in the archive:

- 2.A. Identify the possible locations of primary sources.

2.B. Use appropriate, efficient, and effective search strategies in order to locate primary sources. Be familiar with the most common ways primary sources are described, such as catalog records and archival finding aids.

2.D. Understand that historical records may never have existed, may not have survived, or may not be collected and/or publicly accessible. Existing records may have been shaped by the selectivity and mediation of individuals such as collectors, archivists, librarians, donors, and/or publishers, potentially limiting the sources available for research.

4.D. 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.

The 18-student graduate-level course met once per week for 2 hour and 50-minute sessions, giving plenty of time for discussion and collaboration with groups, as well as with library staff. The project consisted of four mini-assignments, scaffolding the students to build a successful digital storytelling project over the course of the semester. Each of these assignments, “Research Question” (Appendix 2), “Archival List” (Appendix 3), “Project Design” (Appendix 4), and “Digital Exhibit” (Appendix 5), were folded into classroom instruction with part of an additional class meeting dedicated to an overview of ArcGIS StoryMaps given by Dr. Diana Ter-Ghazaryan, Research Associate from the FIU Libraries GIS Center (Fig. 1).

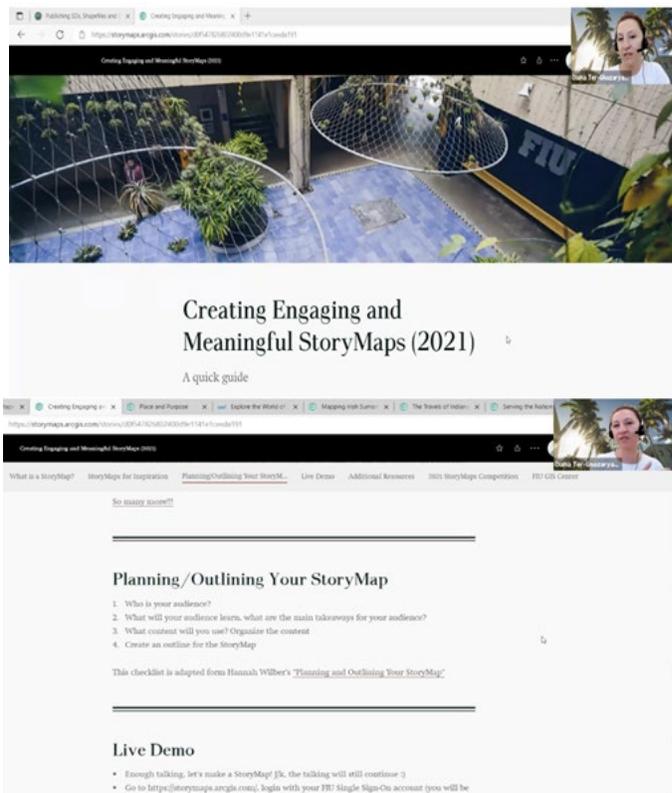


Figure 1. PowerPoint presentation by Diana Ter-Ghazaryan, Creating Engaging and Meaningful StoryMaps, 2021.

During the instructional session corresponding to the “Research Question” (Appendix 2) assignment, students were expected to formulate a question about who, and in what ways, a particular person or group participated in the history of FIU over time. Students had to identify both the population concerned, as well as the form of participation they were interested in exploring (e.g., student affairs, tenure and promotion, graduation and retention). To place the assignment in the context of FIU history, students were introduced to the Libraries Special Collections and University Archives, with the primary purpose to acquaint students with the resources available to think historically about FIU (2.B.), develop group contracts for the final project, and collaborate on research questions. (2.D.)

Students were also expected to begin reading sections from the text *Visibility Unlimited: From a Deserted Airport of Yesterday to an Urban University of Tomorrow* by Rafe Gibbs (Fig. 2) and available in the FIU digital repositories. This book is a history of the founding of the university published in 1976, in its very early days as an institution. Gonzalez and Rae participated in the discussion of the reading, which included information on how archives are shaped, how institutional decisions around collecting are made, and how that affects the historical record and perceptions of the historical record. The archivists asked the students to reflect on and look critically at the reading through a series of questions such as “who is the creator? who is the audience? when was it created? what else was happening at the time it was created? what was the creator’s perspective? and whose perspectives are not addressed?” Many of the students made connections to the self-aggrandizing perspective of the author who was employed by the University and suggested that the book was created with the purpose of promoting the new University. (4.B., 4.D.)



Figure 2. Assigned reading, *Visibility Unlimited: from a Deserted Airport of Yesterday to an Urban University of Tomorrow*.¹

Continuing to explore how primary sources may be “shaped by the selectivity and mediation of individuals” (2.D.), Rae introduced another type of primary resource available in FIU digital repositories by playing the University’s 1972 promotional video, *The beginning*. Florida

¹ Rafe Gibbs, *Visibility Unlimited: from a Deserted Airport of Yesterday to an Urban University of Tomorrow*. (Miami, FL: Florida International University, 1976), 1-8.
<http://dpanther.fiu.edu/dpService/dpPurlService/purl/FISC000235/00001>.

International University (Fig. 3). The students' observations led to further discussion and opened the door for the archivists to address “archival silences.”



Figure 3. “Opening scene,” *The beginning. Florida International University, How will it be*, 1972.²

As this was the majority of the student’s first introduction to the FIU Libraries University Archives, Gonzalez and Rae also introduced the following primary source literacy learning objectives:

- 2.A. Identify the possible locations of primary sources.
- 2.B. Use appropriate, efficient, and effective search strategies in order to locate primary sources. Be familiar with the most common ways primary sources are described, such as catalog records and archival finding aids.

To this end Gonzalez gave a PowerPoint presentation with examples on the difference between primary and secondary resources as well as the basics of how to research in the archives, including a demonstration on how to use the archival management system, ArchivesSpace, and the library catalog. Rae visually demonstrated how to perform searches in the FIU Libraries digital repositories and explained the process of creating analog to digital records through scanning so they could be used in digital projects. (2.B.)

The archivists then discussed how to locate additional historical evidence through underrepresented perspectives, discussing examples such as the student newspaper (Fig. 4), the local news media, and community newspapers. (2.D.)

² *The beginning: Florida International University*. VHS. Directed by Bruce Klion. (Miami, FL: Coronado Studios, 1972). <http://dpanther.fiu.edu/dpService/dpPurlService/purl/FIUA001281/00001>.



Figure 4. Other primary sources. *The Good Times, Florida International University Student Newspaper Collection.*³

This served as a jumping off point to formulate research questions. The groups relied on their existing connections to university life through extracurricular activities and employment, such as Greek life, psychological services, and athletics to guide their research. Once the groups were formed, Gonzalez and Rae performed consultations with each group to help the students craft their research questions. They provided guidance on the primary sources available in the University Archives and digital repositories and facilitated exploration of the different types of primary source materials used in research such as the institutional knowledge of current faculty, staff, and alumni. The next instructional session in the archives, “Archival List” (Appendix 3), involved students collecting a list of archival sources for their project, and the class session was dedicated to a group workday to achieve these ends. The instruction in this class centered around finding materials in large archival collections, using finding aids to locate material relevant to their research subject, and prioritizing available resources to rethink research questions. (1.D., 2.B.) Reinforcing the concepts of “use appropriate, efficient, and effective search strategies in order to locate primary sources. Be familiar with the most common ways primary sources are described, such as catalog records and archival finding aids,” Gonzalez and Rae walked the students through searching the FIU University Archives finding aids focusing on a container list organized by University department and the process of requesting materials. (2.B.)

In addition to the instructional sessions, student groups made appointments between class sessions to locate primary source materials, scan materials, discuss theories and ideas, and were advised on collections and repositories outside of the University Archives to find a broader perspective through supporting evidence. The amount of archival material being requested by some of the students indicated that they were struggling to understand how to analyze and select relevant primary source material that supported their research (Fig. 5). Students were encouraged to schedule one-on-one consultations with Gonzalez and Rae in the archives to balance what they expected to find with how they intended to present their findings in a digital story. (2.B.)

³ *Good Times*, (Miami: FL), April 24, 1974.
<http://dpanther.fiu.edu/dpService/dpPurlService/purl/FI14041002/00021>.

Subject: EDH 6061 History of Higher Education Archive Requests

Good afternoon,

I am in Dr. Ashley Kuntz History of Higher Education course, and our group is requesting the following archives. Please let me know if we would be able to stop by tomorrow 10/8 after 12PM to review 😊

- Publications Box 11 - Greek Life, 2013-2016
- Business & Finance Box 71 - Greek Housing 4/20/1995
- Student Affairs Box 13 - Greek Life -Fraternities/Sororities, Campus Life- 1997-98
- Student Affairs Box 15 - Greek Life, Campus Life 1999-2000
- We also want to see the missing greek life boxes (11)
- Student Affairs Box 5 - Fraternities/Sororities (Constitution of the Greek Council of FIU), 8/15/1984
- University Archives (UA500) President Office Box 1 Perry, Charles E., -Phi Delta Epsilon Fraternity, Miami Beach, 11/11/1969

Sincerely,

Subject: Re: Archival Sources List

Good afternoon Annia & Rhia,

We would like to request the following box of information from our archival sources: Student Affairs: Counseling Services, 1/1/1979 File — Folder: 18 Identifier Series 1 (President Office) https://archives.fiu.edu/repositories/2/archival_objects/15859. Thank you very much.

Sincerely,

Figure 5. Email communications between EDH-6061 Students and FIU Libraries University Archives staff.

Gonzalez and Rae relied on these consultations to develop connections, build relationships, and exchange ideas. As the entire cohort of students in the course were part of the Department of Educational Policy Studies and working toward a Higher Education Administration degree, they each had a part time job in a University department. While talking about their experiences in the University, Gonzalez and Rae were able to ask leading questions pertinent to each group's employment and educational experiences to reinforce the learning objectives in a present-day context of policy created and primary sources collected in the University Archive. As Gonzalez and Rae highlighted these aspects in consultations, they could see the students primary source literacy develop. For example, while most groups were able to find primary source materials using University Archives' finding aids such as correspondence, photographs, university catalogs, departmental and budget reports, and student newspapers, one particular group was frustrated and could not agree on how to present their primary sources. It wasn't until after the second instructional session and assignment that they expanded their focus from documents in the University Archives to include other types of primary resources such as personal interviews. After an interview with alumnus Joe Toscano, Tau Kappa Epsilon, Senior Director of Student Life and Development, FIU, the group incorporated current-day alumni into their project which gave them more resources with which to tell their story. (2.A.) Another group was overwhelmed by the amount of primary sources available in the Visual Arts Department and realized that their research question was too broad. Many consultations continued through email to assist students with narrowing the scope of their research. (1.D.) The two cases above show how the students were able

to locate primary sources (2.A.) and to adjust their research questions guided by their research in the archives. (1.C.)

The following instructional session in the Archives, “Project Design” (Appendix 4) was an opportunity for students to start creating a draft of their digital story. Students were instructed to begin forming connections between their documents and were required to turn in a draft of their narrative. Another workday was held in FIU’s Special Collections and University Archives, this time with the Digital Humanities Librarian, Castro, present as well. Castro gave a short refresher on the ArcGIS StoryMaps Platform, and all three librarians floated and answered questions as students worked on their project design drafts. The final assignment was the final digital project, incorporating the research question from assignment one (Appendix 2), the sources gathered and refined in assignment two (Appendix 3), and feedback from drafts submitted in assignment three (Appendix 4).

Results

The final instructional session, “Digital Exhibit” (Appendix 5), consisted of in class presentations showcasing the five completed StoryMap digital projects. (Fig. 6)



Figure 6. Digital Projects, EDH 6061: History of Higher Education StoryMaps.

Students invited staff and faculty from the units that were featured in these unique perspectives of institutional history. The final projects were “The Journey of the Visual Arts at FIU,”⁴ “Women’s Athletics at FIU in the 1970s,”⁵ “The Inception of Biscayne Bay Campus,”⁶ “Counseling and

⁴ Madeline Kleinberg, Patricia Santana, Zachary St. Clair, and Hmway Mya Saint Aung, “The Journey of the Visual Arts at FIU,” ArcGIS StoryMaps, December 3, 2021, <https://storymaps.arcgis.com/stories/8801d1e8542741fe89f7b4a4d5e26d21>.

⁵ Carla Bergnes, AnnMarie Cooker, and Rola Hotait, “Women’s Athletics at FIU in the 1970s.” ArcGIS StoryMaps, December 6, 2021. <https://storymaps.arcgis.com/stories/a7ccc37548784ba38d51bbaed57a2d90>.

⁶ Marlee Gordon, Junn Morales, Alex Rioseco, and Destiny Washington, “The Inception of Biscayne Bay Campus,” ArcGIS StoryMaps, December 3, 2021, <https://storymaps.arcgis.com/stories/42a637f009b54b548f920a9a63759697>.

Psychological Services,”⁷ and “FIU Greek Life.”⁸ The Greek Life StoryMap included newly created, student-led interviews with alumni, faculty, and staff.

Through the course of the semester, students located an additional 31 documents that were not already digitized. These materials were scanned, processed, and ingested into FIU’s dPanther digital repository by Digital Archivist Rae. Not only was this a learning objective for the students to navigate the practical considerations of using the archives, but it also gave the archivists insight into what resources may be overlooked and helped to shine a light on which collections to focus future digitization efforts. A 1974 report titled *A Current Look at Sports at Florida International University*⁹ has received over 1075 views since being added to the online collection.

More importantly, students reported very positively on the project, despite the perception that they were struggling with some features of the assignment. Students were informally surveyed via an email that went out after the end of the semester. Questions pertained to whether students were first- or second-year students in their graduate program, what effect the project had (if any) on their research or professional practice going forward, and any suggestions they have to improve the project for future courses. One student reflected that this project helped orient them to FIU and its place in the broader history of education, as well as strengthened their research skills. Another student stated that: “The project taught me how to research. I think that since I knew it was going to be published, I took it seriously and enjoyed going into the archives to find information. I also think that it will help me do future research because I am aware of the resources we have available.”

Kuntz was also satisfied with the project outcomes, stating: “I wanted students to develop a deeper understanding of FIU’s institutional history, to take an active role in their own learning, and to engage in historical inquiry. I do feel the project was successful in achieving those student learning goals.”

Another more unexpected outcome of the project was an institutional connection that was made between the Master of Fine Arts (MFA) Program and the University Archives. Since one student group decided to investigate the history of the MFA program at FIU, they discovered that 2022 was the 20th anniversary of the program. The student project served as a catalyst, connecting the MFA program with the Archives to organize “First Born,” (Fig. 7) a 20-year anniversary exhibit showcasing artwork from the first graduating class of artists in FIU’s MFA in Visual Art (Fig. 8). This was a great example of how projects like this bring visibility to the Archives and can have impact beyond the classroom.

⁷ Wen-Ju Chien, Indira Reyes, and Ashliegh Stubbs. “Counseling and Psychological Services,” ArcGIS StoryMaps, December 6, 2021.

<https://storymaps.arcgis.com/stories/1c040ab4d00a41039a3155fa19881d6a>.

⁸ Matthew Beck, Shanale Cordero, Patrick Cornejo, and Leslie Mejia-Acevedo, “FIU Greek Life,” ArcGIS StoryMaps, December 1, 2021,

<https://storymaps.arcgis.com/stories/bbccc1692bb04b4abdeaf53be54559f4>.

⁹ Division of Athletics, Florida International University, *A Current Look at Sports at Florida International University 1974* (Miami: Florida International University 1974).

<http://dpanther.fiu.edu/dpService/dpPurlService/purl/FIUA007499/00001>.



Figure 7. “First Born”, Exhibition Postcard, Gallery at Green Library, 2023.¹⁰

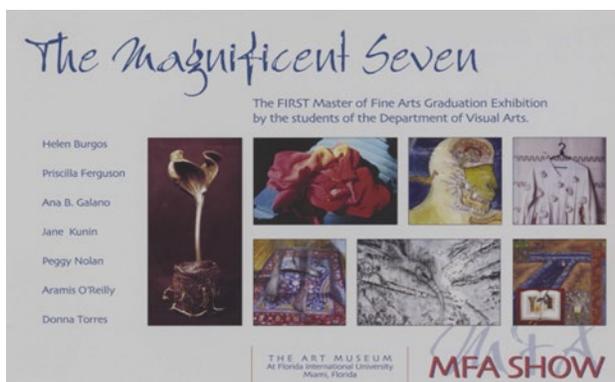


Figure 8. “The Magnificent Seven”, MFA Show, Exhibition Postcard, 2001.¹¹

Finally, the Archives created a cross departmental collaboration with the Department of Educational Policy Studies who had used archival material for reports in the past, but now saw the Archive as not just a source for research material, but also as a partner in classroom instruction for graduate students that may serve as future leaders of higher educational institutions.

Lessons Learned

The five final projects were a success and showed the student’s ability to effectively use primary sources to demonstrate research competencies (e.g., develop a research question, identify appropriate sources, analyze digital and print materials). After a semester of working in the archives, the students were able to find primary resources (2.B.), construct research questions

¹⁰ “First Born”, Special Collections & University Archives, Florida International University, Accessed July 6, 2023, <https://specialcollections.fiu.edu/content/first-born>.

¹¹ MFA Exhibition Invitation, “The Magnificent Seven”, Postcard, 2001, Box 29, Art Museum, University Archives, Florida International University. <https://digitalcommons.fiu.edu/frost-postcards/1>.

(1.C.), and examine and synthesize sources into a final digital story (5.A.). The students' struggles to find materials taught them to rethink research questions (1.D.) and to seek out alternative forms of information, namely the institutional knowledge of the staff. This experience reinforced the learning objective of find and access and highlighted "silences" in the archives. (2.D.)

A notable challenge was that staff scheduled classroom instruction and set aside time for research appointments and digitization requests based on dates listed in the syllabus, without realizing that many of the project's phases would take more time than expected. Even though they were able to make this class the number one priority for the semester, they agree that they severely underestimated the amount of time outside of classroom instruction that would be consumed by emails, digitization, metadata, ingest, and pulling boxes. Support from Gonzalez and Rae provided throughout the semester was not limited to the classroom but extended to reading room research visits and Digital Archivist Rae's time digitizing material or supporting students who were digitizing material. While the material was certainly available given the nature of the project (the history of FIU), it was agreed in retrospect that this type of detailed research project may require more time than the department had available to a large group of students in one semester. The archive staff found that supporting 18 students proved to be challenging for time management and existing workload.

A future way to address this might be to limit the research questions to pre-selected topics, or to have one pre-curated list of archival materials from which students could formulate research questions. This would both lessen the overwhelm felt by the students (who had the whole University Archives at their disposal), as well as on the Archives staff, who had to shepherd the students through the research project. However, a downside to this approach is that it may hamper some of the experiential learning and specifically learning objective (2.D.) concerning gaps in the archive. In addition, through their research the students exposed primary resources that the librarians did not know existed in the FIU University Archives and in turn, advanced the librarians' knowledge of their institutional history.

Kuntz expressed that the interdisciplinary nature of the master's program made it difficult for the students to decide on research questions. In an email debriefing the project she wrote that "given that our master's program is interdisciplinary and we draw students from so many disciplinary backgrounds, I could have done much more to help them understand the why behind the what we were doing." Upon reflection Kuntz suggested that office hours could be provided in the Archives with both the professor and archival staff available for consultation.

Finally, recognizing that much of the institutional history of such a young institution as FIU exists with people, many of whom are still alive and employed by the University, Kuntz altered the project in the second semester to an oral history project, still partnering with FIU Libraries to do so. Part of

the aim of the project was to address “archival silences” by building a more inclusive representation of the many underrepresented voices in the University community. This second iteration of the project was built upon the successful partnership with the Special Collections and University Archives and the Digital Humanities librarian but tailored to a graduate student population that worked full-time, met on campus in the evening, and would have had little time to access the archives. These oral history projects were conducted with assistance from librarians Castro and Rebecca Bakker, FIU Digital Collections Librarian, and ingested into the archives by Gonzalez and Rae.

Appendix 1: EDH 6061: History of Higher Education Syllabus– Excerpt covering classroom instruction and assignments in the Special Collections and University Archives

EDH 6061: History of Higher Education

Professor Ashley Floyd Kuntz, PhD

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Course Description

The catalog description for this course states: “This course examines the history of American higher education.” To clarify, this course will focus on the history of higher education within the United States, as opposed to the much larger context of the Americas.

Course Dates and Locations

Our course meets every Thursday from 1:00-3:50 pm. Our primary classroom will be located in Primera Casa (PC) 441. However, several class meetings will take place in Green Library, Special Collections Department, GL 422. Please note the locations listed in the course schedule so you are where you need to be, when you need to be there.

Learning Objectives

By the end of this course, students will be able to:

- Identify formative events and legislation in the development of higher education in the United States
- Discuss college access to U.S. institutions of higher education as they have developed
- Compare and contrast the purposes, roles, and functions of various types of higher education institutions as they have developed
- Demonstrate research competencies (e.g., develop a research question, identify appropriate sources, analyze digital and print materials)
- Collaborate with peers to produce a public-facing educational resource

Digital History Project (50%)

In collaboration with peers, you will produce a public-facing educational resource called a Story Map. This project will combine multimedia content and text into an interactive story-telling platform. Your team will develop a research question and—with the support of FIU librarians and archivists—explore the answer to that question within the context of FIU’s institutional history. You will be provided with 3 DH Work Days; for these class sessions, we will meet in GL 422 (Green Library Special Collections) so that you and your team have access to all the resources you need

and—most importantly—can ask questions of Rhia Rae (Digital Archivist) and Annia Gonzalez (Special Collections Librarian).

More details are provided in the Canvas assignment, but know that your overall grade will be divided as follows:

- Research Question: 5% -- Due: September 16th
- Archival Source List: 10% -- Due: October 14th
- Project Design Report: 10% -- Due: November 11th
- Story Maps Digital Exhibit: 25% -- Due: December 2nd

Timeline JS Submission (5%)

Each student will make an individual contribution to TimelineJS. Your contribution will involve taking material from your Story Maps project, writing a short summary, and adding the relevant details and summary into a Google Doc. Additional details are provided in the Canvas assignment. You must submit your Timeline JS entry no later than December 2 at 11:59 pm, but you are welcome to submit it earlier if you like!

Course Schedule

Please note that all readings for a given class should be read prior to class. For example, a reading listed for 9/2 should be read prior to class that day so that we can discuss the reading together during class.

Date	Class Overview	Assignments
<p style="text-align: center;">9/2 (GL 422)</p>	<p>Inquiry and Storytelling</p> <p>Purpose: To begin thinking historically about higher education in the U.S. and to learn about storytelling with StoryMaps</p> <p>Guest: Dr. Diana Ter-Ghazaryan, FIU GIS Center</p>	
<p style="text-align: center;">9/9 (GL 422)</p>	<p>DH Work Day: Introduction to Special Collections & Archives</p> <p>Purpose: To acquaint ourselves with the archival resources</p>	

	<p>available to think historically about FIU, to develop group contracts and collaborate on research questions</p> <p>Readings: Chs. I-IV from <i>Visibility Unlimited</i> (Gibbs)</p>	
<p>10/7 (GL 422)</p>	<p>DH Work Day: Archival Work</p> <p>Purpose: To collaborate on developing and refining your team's archival source list.</p> <p>Readings: Chs. V-VII from <i>Visibility Unlimited</i> (Gibbs)</p>	
<p>11/4 (GL 422)</p>	<p>DH Work Day: Project Design Report</p> <p>Purpose: To collaborate with your peers on developing your project design report.</p> <p>Readings: Chs. VII-X of <i>Visibility Unlimited</i> (Gibbs)</p>	
<p>12/2 (PC 441)</p>	<p>In Class Digital Exhibit!</p>	<p>Digital Exhibit (Due by 11:59 pm)</p> <p>TimelineJS Submission (Due by 11:59 pm)</p>

Appendix 2: EDH 6061: History of Higher Education – Story Map 1 Research Question

EDH 6061: History of Higher Education

Professor Ashley Floyd Kuntz, PhD

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Purpose

The purpose of this assignment is to narrow the focus of your Digital History Project research. Without a clear, feasible research question, you will very likely find yourself (and your group as a whole) overwhelmed and distracted by every new resource you identify. A research question delimits (i.e., determines the boundaries of) your project.

Skills

This assignment will allow you to practice the following skills:

- developing a research question
- writing clearly and concisely
- collaborating with peers

Knowledge

Before completing this assignment, you should read:

- Chapter 1 from *A People's History of Higher Education* by Philo Hutcheson
- Chapters I-IV from *Visibility Unlimited* by Rafe Gibbs
- Review FIU Factbook: <https://opir.fiu.edu/factbook/dash.html> (Links to an external site.)

Hutcheson's text introduces you to historiography and its various approaches. Pay attention to his comments about thinking historically and amateur history. Gibbs's journalistic history of FIU covers the who, what, when, where, and why of how our institution came to be. FIU's factbook gives you a snapshot of who we are today.

Additionally, prior to this assignment, you will receive a brief overview of FIU Special Collections and Digital Archives from our FIU Library staff. This will help you understand what types of sources are available and support your team in brainstorming a question.

Task

With this knowledge in mind, collaborate with your peers to develop a research question for your project. Hutcheson writes, "This book endeavors to examine who participated in what ways at which U.S. institutions of higher education over time" (2019, p. 14). Your research question should align with this endeavor but focus specifically on FIU. Who participated in what ways at FIU over time?

Your research question should address the following:

- the population you will be studying

- the particular form of participation you are interested in exploring (e.g., student affairs, tenure and promotion, graduation and retention)

Criteria for Success

Your group will be awarded full credit if your research question:

- identifies both a population and a form of participation
- is written clearly and concisely
- *and* is submitted on time

Partial credit will be awarded for any lack of clarity, incompleteness, and/or untimeliness.

Appendix 3: EDH 6061: History of Higher Education – Story Map 2 Archival List

EDH 6061: History of Higher Education

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Purpose

The purpose of this assignment is to choose archival collections you will use in your Digital History Project. You will need a listing of 8-10 archival sources for your Story Map.

Skills

In this assignment you will have the opportunity to develop your research competencies, specifically:

- identifying appropriate sources
- writing clearly and concisely
- collaborating with peers

Knowledge

You should read Chs. 5-7 of Gibbs's *Visibility Unlimited* prior to completing this portion of the assignment. As you read, think about what sorts of documents, media, or other archival sources Gibbs might have used to construct this history. What sorts of documents, media, and archival sources would you need to identify to study your topic?

Prior to developing your list of sources, please review the FIU Libraries webpage on evaluating information resources: <https://library.fiu.edu/c.php?g=159967&p=1049237> (Links to an external site.).

Task

Collaborate with your peers to construct an archival list for your Digital History Project. Your archival list should include:

- 8-10 archival sources you plan to use to build your digital exhibit (e.g., images, text, videos, documents)
- a citation for each source
- a 1-2 sentence description of each source and why you chose it
- a brief overview (1 page) outlining the topic of your Story Map--What links all the sources together? Why might these sources be particularly useful for educating the public? What story are you going to tell?

Please note: If you want to use a source that has not yet been digitized, please consult Rhia Rae, FIU Digital Archivist, first to determine if doing so is feasible for your project.

Appendix 4: EDH 6061: History of Higher Education – Story Map 3 Project Design

EDH 6061: History of Higher Education

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Purpose

The purpose of this assignment is to construct a working draft of your Digital History Project and receive feedback prior to producing your public-facing digital exhibit. You will identify a visual layout, discuss your educational aims, and draft the text for your digital exhibit.

Skills

This portion of the assignment will provide you with an opportunity to sharpen your research skills, especially:

- forming connections across sources
- developing a cohesive narrative
- writing for the web
- collaborating with peers

Knowledge

Prior to completing this portion of the assignment, you will need to:

- Read Chs. 8-10 of *Visibility Unlimited* -- Pay attention to the ways in which FIU leaders attempted to educate the public on the university's mission and vision using both conventional and unconventional methods. What worked from a public education perspective? What didn't? Think about the implications for your own research project. You are attempting to educate the public on a particular population's participation in FIU's institutional history. What communication approaches might help you accomplish this goal?
- Meet with FIU Libraries staff as a team -- Time will be provided *in class* for you to consult the librarian and/or digital archivist.

Task

Each team will submit one copy of a project plan that consists of the following elements:

1. An **overview** describing the project and the proposed visual layout of the objects you selected

The overview should describe the narrative or theme of your StoryMap, offer an overview of the collection and objects you selected for display, and briefly describe the proposed visual layout of your StoryMap. In this section you will explain in broad terms what your StoryMap is about, how your sources fit into it, and what you want it to look like.

2. An **educational aims** section that explains the lesson or insight that your display intends to teach the public using the objects you selected

This section challenges you to think like an educator. Who is your audience? What do you hope to teach them? How will the documents you selected help you achieve this goal? This section should include the following:

- a description of your intended audience
- a bulleted listing of your specific aims/objectives
- a summary of how the documents/sources you've selected will support these aims (e.g., "This audio recording will support aim #2 by doing XYZ...").

3. A **rough draft of the Texts** that you intend to include within your StoryMap

This section is a rough draft of the majority (~80%) of the text that will appear in the StoryMap itself, along with an explanation of where. In other words, you need to draft the text boxes that will appear alongside the archival sources you're presenting in your digital exhibit. Remember that this is the only text your audience will read, so you need to communicate clearly, comprehensively, and concisely.

Length: Your design report should be between 4-5 pages in length (2,000 to 2,500 words) single-spaced. Please use a 12 pt. font size. Pay close attention to academic integrity. If you incorporate direct quotes, do so sparingly and with quotation marks.

Appendix 5: EDH 6061: History of Higher Education – Story Map 4 Digital Exhibit

EDH 6061: History of Higher Education

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Purpose

The purpose of this portion of the assignment is to create a public-facing educational resource on a population's participation in FIU's institutional history.

Skills

This portion of the assignment will provide you with opportunities to practice:

- thinking historically about institutions of higher education
- communicating clearly, comprehensively, and concisely
- writing for the web
- collaborating with peers

Knowledge

Prior to submitting your digital exhibit, please read:

- Chs. 11-13 of *Visibility Unlimited* -- Take a critical eye to Gibbs's institutional history and think about the implications for your team's digital exhibit. For example, Gibbs uses language that--while common or "acceptable" at the time--has not aged well. Take a look through your digital exhibit. Are there any passages you want to edit further? Think also about the tone of his project. Is it even-handed? Appropriately positive or overly effusive with praise? Do you suspect he's whitewashing details? Whose stories is he emphasizing (and thus de-emphasizing others)? What tone do you think your overall digital exhibit conveys? Does your tone align with the sources you've chosen?
- ProTips on creating your StoryMap –
 - [9 Steps to Great Storytelling \(Links to an external site.\)](#)
 - [How to Make an awful ArcGIS StoryMap \(Links to an external site.\)](#)

Additionally, please review this excellent example you can emulate in terms of length, content, and narrative in this Library of Congress StoryMap on [The History of Pride \(Links to an external site.\)](#).

Task

Create your digital exhibit! You are free to be as creative as you like with the design, but your final submission should include the following elements:

- A title
- 8 or more archival objects, documents, or sources
- An opening that introduces your audience to the project

- A concise narrative that works to meet the educational goals you outlined in your report
- An explanation or caption for each of the objects, documents, sources
- A list of sources with APA citations at the end of your StoryMap
- Design elements that make your story dynamic, appealing, and easy to read
- Useful alt-text for each image (accessibility purposes)A transcript for any audio or video (accessibility purposes)