

**Division of Academic Affairs
Technology Fee – ITEP Project Proposal
2016**

Project Proposal Type

Instructional Technology Enhancement Project (ITEP)

Focused projects proposed by an individual or small team with the intention of exploring new applications of instructional technology. ITEPs will typically be led by a faculty “principal investigator.” ITEPs are time-limited projects (up to two years in length) and allocations of Technology Fee funds to these projects are non-recurring.

Project Title

American Indian Histories & Cultures Database: Bringing diverse primary sources to the classroom

Total Amount of Funding Requested

\$23,988.00

Primary Project Coordinator

Dr. Angela Calcaterra

Division of Academic Affairs
Instructional Technology Enhancement Project (ITEP) Proposal:
American Indian Histories & Cultures Database
English Department
2016

This is a proposal for the purchase of the American Indian Histories and Cultures database, which offers digital access to the extensive Edward E. Ayer Collection from the Newberry Library in Chicago. This collection represents one of the strongest archival collections in American Indian history in the world. The total one-time cost of this proposal is \$23,988.

Project Description

This project aims to connect students with unique primary source material, the cornerstone of academic research. The American Indian Histories and Cultures database spans four centuries, covering the time period from the earliest interactions of Europeans and American Indians up to the Civil Rights Movement of the mid- to late-twentieth century. The database includes a curated collection from the 130,000 volumes and over 1 million manuscript pages of primary sources in the Edward E. Ayer Collection such as: speeches and petitions written by American Indians, American Indian newspapers, correspondence related to important treaties, and diaries and travel journals of European expeditions.

In literary studies, the primary source or text refers to the work of literature that is being studied. Many times, the primary text will be chosen by the instructor, and students will learn how to close read the text and historically and/or theoretically contextualize the text by using secondary sources. I incorporate a successful alternative to this traditional assignment in my “Early American Poetry, Publics, and Politics” class by having the students find their own primary texts within the database Early American Imprints (Evans), which covers print materials in America from 1639-1800. Students are able to choose their own poems from the database, compare them to more well-known, canonized poems we study in class, and then work to find secondary sources and other primary source material to contextualize them. This freedom allows the students to take a more vested interest in their poems and to rely on their critical thinking skills as English majors to interpret the poems and determine a research focus. Moreover, the students gain confidence in their ability to contribute to scholarship as they create truly original readings of poems from historical and cultural contexts previously unfamiliar to them. With more well-known texts, students often rely more upon secondary sources than their own learned skills.

My vision for incorporating the American Indian Histories & Cultures database is similar in nature. Students will be able to work with primary documents first-hand, contextualize them with secondary sources, and use them, in turn, to contextualize other literature and print media from the time period. So much canonical early and nineteenth-century American literature focuses on Native Americans as a national subject. This database will give students access to a vast array of primary source material to better understand U.S.-Indian relations and Native American perspectives as they study such literature. With access to this database, I will also be able to include students in my own research projects, which will provide students with ample conference

and publishing opportunities. Simply put, this database adds a layer of diversity missing from the other Early American databases the library owns.

Description of Project Alignment with UWF Strategic Plan.

The University of West Florida's current mission statement establishes a commitment to "transmit, apply, and discover knowledge" through teaching, scholarship, and research. This project would directly empower our students to seek out knowledge and to contribute creatively by providing them with access to information that they need to support their education and production of scholarly works while here at UWF. In regards to UWF's enduring values, this project supports quality by "maintaining a dynamic learning . . . environment that fosters the development of individual potential"; inclusiveness by showcasing the diverse peoples and histories of America; and innovation by allowing students to "explore, expand, and enhance learning and knowledge through transforming experiences." In addition, this proposal is in direct alignment with several specific portions of the University of West Florida Strategic Directions (2012-2017), including:

- **Strategic Direction 1: Enhanced Student Access, Progression, and Learning and Development**
 - **UWF Priority 1.1. Foster student learning and development to include the knowledge, skills, and dispositions that optimize students' prospects for personal and professional success.**
Access to such a vast collection of significant primary sources relates directly to enhancing student learning and development. These electronic texts will enrich courses and help students develop intellectually and engage in active learning through the examination and interpretation of primary sources. This kind of research teaches skills that cannot be obtained through research of secondary sources.
- **Strategic Direction 2: Distinctive Teaching, Scholarship, Research, and Professional Contributions**
 - **UWF Priority 2.1. Respond to the changing needs of the region, state, and nation by investing strategically to support innovative instruction and high-quality, relevant, and distinctive academic and research programs.**
High-quality academic programs demand access to unique resources such as the manuscripts in American Indian Histories and Cultures. Access to this database will allow me to create innovative research assignments that strengthen the quality of student scholarship and provide opportunities for them to showcase that scholarship. They will also be able to work alongside me in my own research, preparing them for future, independent studies.

Recently, a multi-disciplinary graduate program in Early American Studies, directed by the History Department, was created at UWF. This program focuses on early American history and culture, covering North America and the Atlantic World to 1850. The purchase of the American Histories and Cultures database would respond directly to the needs of this new program as well.

Description of Benefits Provided:

a. Ways in which student access to technology will be enhanced:

Some of the most engaging research projects involve students accessing and incorporating primary source materials into their research projects. Unfortunately, primary texts are often limited to our own library holdings or what has been digitized on the open web which does not cover the unique time-period or diverse content of the American Indian Histories and Cultures database. The most diligent students will attempt to acquire microfilm and rare books from other institutions but will often reach a dead-end because either an institution will not lend out their rare and aged materials (and even if they do, it can take up to two weeks) or because the students were ordering microfilm based solely on the information they gleaned from a library record about the material. Hours upon hours are often spent combing a microfilm reel without finding a shred of the relevant material they need for their projects. As a result, most students conduct their research in a secondhand fashion, adopting the conclusions of other scholars in the discipline.

The American Indian Histories and Cultures database provides digital access to a collection housed at the Newberry Library in Chicago, previously only accessible to researchers and fellows within the physical building.

b. How the student experience will be enhanced:

This database will connect students to primary source material and - by doing so - will allow students to develop more creative, original research projects. This type of work truly turns students into authorities on their subjects and empowers them to step out of their comfort zones as scholars. Gaining access to this database will also closely engage students with the authors we study in class. For example, the database contains letters and manuscripts by such authors as Charles Alexander Eastman (Dakota) and Carlos Montezuma (Apache), whom I teach regularly in my Native American literature classes. Such documents bring these authors to life for the students.

Students will also be able to work with me in my research on the Ely S. Parker scrapbooks. I am currently studying twelve large scrapbooks compiled by Tonawanda Seneca leader Ely S. Parker, who at various times in his life served as a civil engineer, head leader of the Six Iroquois Nations, aide-de-camp to Ulysses S. Grant during the Civil War, and the first Native American Commissioner of Indian Affairs. Virtually unacknowledged by scholars, Parker's scrapbooks contain countless newspaper articles about Indian tribes and nations across the United States and Canada, mostly dated from 1870-1894. These scrapbooks provide a valuable archive for understanding Native American agency and creativity in making meaning from nineteenth-century print representations of Indians, which scholars often dismiss as stereotypical and void of information about actual Native people. Students in a course on representations of Indians in nineteenth-century literature and media would be able to analyze these scrapbooks in multiple ways: they might study arrangement and juxtaposition, determine

the original sources of the news articles, compare news media with literary representations, and so on.

I have a forthcoming article that situates nineteenth-century Dakota Sioux author Charles Alexander Eastman's literary work among Plains Indian ledger art and Native mapping practices. I used sources from the Newberry Library's collections for this article. Current scholarly interest in such work suggests conference and publication opportunities for graduate and even undergraduate students working with such materials.

c. How assessment will be conducted.

Since assessment of student learning outcomes that are developed in new assignments will be the best way to measure student success, student work will be analyzed according to a rubric that contains the elements of "quality of research" and "originality/creativity of project approach." Surveys will also be conducted among students to measure the differences in students' research experiences and learning in the past to the ones in assignments using the American Indian Histories and Cultures database.

d. Which and how many students will be impacted.

The American Indian Histories and Cultures database would become a permanent addition to the UWF Libraries collections as an archive, and therefore the number and kind of students using it over time would extend indefinitely. Immediately, American Histories and Cultures will be integral to 2-3 classes of undergraduates and 2 classes of graduate students in the English Department, for a total of approx. 150 students per year. Since the database includes historical documents, artwork, maps, and ephemera, it lends itself to a range of courses in multiple disciplines, especially history, political science, art history, and the multidisciplinary Early American Studies graduate program.

e. How students with special needs or disabilities would be helped.

Students with special needs or disabilities will experience benefits in using the American Indian Histories and Cultures database, if for no other reason than that they can work with primary source materials from venues undoubtedly more friendly to them than physically coming to, and negotiating, a library to take research materials in hand. Indeed certain primary source research is often too cumbersome of an endeavor to pursue for students with special needs, and this database solves that problem by being accessible from anywhere.

f. How training of students and faculty in the use of technology would be enhanced.

Students will benefit in using the database by learning how to take advantage of the database's technological features in order to discover and organize sources, as well as keeping a record of their research histories. Unlike other databases, the American Indian Histories and Cultures database includes interactive chronology and interactive maps that will allow students to outline the interaction, conflict, movement, and impact of the contact of Europeans and American Indians from the 15th century to the present day. In

addition to the chronology, students may browse entries specific to a range of thematic categories, empires, commodities, or countries.

Students and faculty may also create an account within the database that will allow them to save and organize their sources in personalized lists. The database includes a feature called “My LightBox,” which allows students to save a record of their research across multiple search sessions (including a history of keyword searches) and group their sources into folders. Finally, source citations are also exportable to citation managers, such as EndNote and RefWorks.

Description of how the initiative has a potential scope within and beyond that of the proposing unit.

While this database will be required in my American Literature courses, it has many uses outside of the field of English. As mentioned before, it will provide support to the new graduate program in Early American Studies, as well as other American History courses, which makes it directly relevant to the History Department. In addition, the database will also be useful to art history and political science students, as it includes a visual resources feature which allows students to view a wealth of maps, photographs, artworks, illustrations, paintings, and portraits. The American Indian newspapers may also prove useful to students in Communication Arts, while the collection as a whole will be valuable to anyone across the university interested in diversity studies, such as the Education Department.

How will success be measured? Provide metrics.

Part of the way success will be measured will be to record the number of courses that have constructed assignments using the American Indian Histories and Cultures database materials. Because this project’s success is dependent on student success, I will be looking for improvement in the quality and originality of student research projects, according to a rubric. With a student survey, I will expect high levels of expressed engagement and confidence in working with primary source materials.

The Libraries will assist in measuring the success of the American Indian Histories and Cultures database by maintaining usage statistics and conducting surveys. In addition, the Libraries will keep track of the number of library instruction workshops that are given to instruct students on the use of American Indian Histories and Cultures, as well as the number of online guides and tutorials that are created as a result of having access to the resource.

Resources for the project and projected ongoing resource needs:

The cost of the database, \$23,750, is a one-time fee for the electronic archive of all of its content. An annual access fee of \$119 is required to view the content. The UWF Libraries have agreed to continue to pay the annual access fee after the second year, subsuming the fee into the materials budget .

Item	Cost
American Indian Histories and	\$23,750

Cultures database	
Annual Access Fee x 2 years	\$238
TOTAL:	\$23,988

Proposed Timeline:

Spring 2016:

The database will be purchased as soon as funds are made available and access is usually available the following week. Students may begin using the database directly or will discover its sources via the Libraries' Ebsco Discovery Service, ONEsearch, upon activation.

The ongoing maintenance fee is due annually, beginning on the first anniversary of purchase.

Plan for Sustainability:

All electronic databases are maintained by the library staff, and this database will be no exception. Specialized databases, like American Histories and Cultures, are also taught and promoted by the librarians involved in the Information Literacy & Library Instruction Program, so librarians will be responsible for teaching its capabilities and features to both faculty and students and promoting it as an online resource.

Provide any resource matching which might be provided by organizations with appropriate commitment authority documentation.

The Libraries have agreed to pay the annual access fee each year after the second year. See appendix.

Individual or group responsible for implementation:

Once funds are received, Shari Johnson, the Electronic Resources Librarian, will initiate the order with our Adam Matthew's database representative and ensure that the link to the American Indian Histories and Cultures database is added to the Libraries' website. The collection should be available within a week placing the order.

Dr. Angela Calcaterra will incorporate the database into her courses, and the English Librarian and Library Instruction Coordinator, Britt McGowan, will be responsible for teaching its features to students and promoting it across the disciplines.

Principal Investigator:

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Appendix

Dr. Calcaterra,

The UWF Libraries are committed to paying the annual access fee for this database perpetually, should you receive this technology fee award. I have spoken to both Shari Johnson, our Electronic Resources Librarian, and Dean Dugan about the small access fee, and they agree that it is a good use of funds. This database has received the distinction as a “Choice Academic Outstanding Title” in 2014, and we agree it is a good use of our materials budget.

Sincerely,
Britt

Britt McGowan
Instruction Coordinator
Humanities Reference Librarian
John C. Pace Library
474-2048

05 ITEP Angela Calcaterra

ITS Review Comments

GENERAL COMMENTS:

None.

COMPLIANCE WITH STANDARDS:

No comments.

INFRASTRUCTURE ISSUES:

No comments.

PRICING/COST ISSUES:

No comments.

OTHER SUPPORT ISSUES:

No comments.

SUGGESTIONS TO PROPOSER:

No comments.

For questions regarding ITS comments, please contact:

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