

HERITAGE RESOURCES' INSTRUCTION PROGRAM

SUMMARY

Every student who graduates from Western should be able to find, interpret, write, and present about a wide variety of information sources in various contexts throughout their lives. These skills comprise critical academic literacies that allow for life-long learning and informed, engaged citizenship. The rare and primary source materials collected by Heritage Resources are valuable teaching and learning tools that can enrich and enliven research on a variety of topics, and our staff have developed curriculum that supports the development of these literacies. The Heritage Resources instruction program is intended to provide a consistent experience for students and faculty across all academic fields; however, it is also flexible and may be tailored to suit specific class needs. Staff will work closely with faculty, instructors and students to ensure that course goals and objectives are established and met.

Engaging with Heritage Resources' collections allows students to:

- Become familiar with primary source research and understand its importance
- Enhance knowledge of course material through hands-on, active learning
- Directly encounter sources from other time periods and world cultures
- Find inspiration for creative and innovative projects
- Improve critical-thinking, communication, and collaboration skills
- Acquire investigative skills essential to future study, employment, and decision-making

WESTERN WASHINGTON UNIVERSITY STRATEGIC GOALS

- Western will provide a transformational liberal arts education informed by innovative scholarship and research to foster the development of engaged members of 21st-century global society
- Western acknowledges and honors the richness and plurality of place, promotes knowledge and engagement grounded in an understanding of the region and its communities, and sets them in a global context
- Western will be a caring community where all members are supported, where everyone has a voice and the ability to be heard, and where the definition of community is broad and inclusive
- Western is committed to justice and equity

WESTERN LIBRARIES & THE LEARNING COMMONS SHARED LEARNING OBJECTIVES

- **Inquiry:** to use and value inquiry for gaining and sharing knowledge
- **Collaboration:** to collaborate as respectful, productive, and ethical members of a diverse and inclusive intellectual community
- **Agency:** to demonstrate a sense of agency for managing own learning

GENERAL OUTLINE OF CLASS SESSIONS & ACTIVITIES

We invite instructors to work with us in selecting materials, developing lesson plans, and designing sessions as appropriate for their particular course(s). Instructional activities may include in-class presentations and onsite visits to our facilities, during which students can work directly with collection materials and engage in hands-on exercises emphasizing active learning, group discussion, and reflection. Through a combination of these activities students will be able to:

- Understand the three Heritage Resources units and the scope of their collections
- Know basic rules for using unique materials and be comfortable communicating with staff to facilitate research requests
- Articulate what rare and primary sources are, and develop an awareness of why certain unique materials are collected and preserved
- Critically approach sources, considering why they were created, whether or not they contain bias or a particular points-of-view, and how relevant/reliable they are

Classes typically need to physically visit Heritage Resources' facilities to access original collection materials. A possible framework for on-site activities includes:

- Instructors define a topic or series of topics appropriate to the theme of a class, and work with Heritage Resources staff to choose a selection of relevant materials (see below for examples of potential topics).
- Following a tour of or general orientation to Heritage Resources' facilities, students work in groups at tables/workstations containing a selection of materials. These workstations could include items relating to a particular topic or representing a certain format.
- Students collaborate to find information or "clues" on a given topic, or to answer a set of guidance questions. Alternatively, students could be assigned topics before visiting the facilities and develop their own questions based on their interests in the subject.
- Instructor facilitates a closing group discussion and/or follow-up assignment analyzing the resources and information found, addressing challenges encountered, as well as any remaining questions students wish to address.

Heritage Resources faculty and staff are also available to deliver presentations in the classroom, which will often include an introduction to our programs and collections, as well as some instruction on how to find description about our holdings both online and elsewhere. Depending on the size of the class and timeframe, staff may also be able to provide one-on-one or individualized consultations during these in-class visits.

SUGGESTED TOPICS SUPPORTED BY HERITAGE RESOURCES' COLLECTIONS

Below is a preliminary list of topics that may connect to or be supported by Heritage Resources' holdings. It is intended to provide instructors with an idea of the scope of our resources and is not exhaustive.

- Art and photography
- Artists' books and books as material culture
- Campus history and Western's build environment
- Children's poetry
- Commix and graphic novels
- Communication, journalism, and media studies
- Cultural resource management
- Early history of the Pacific Northwest
- Environmentalism and sustainability
- Extractive industries and natural resources development
- Film and TV in the Pacific Northwest
- Great Depression (The)
- Historical attitudes toward gender, class, race, and ethnicity
- History of American education
- History of books and printing
- Holocaust (The)
- Indigenous perspectives of place
- Industrial and economic development along Bellingham's waterfront
- LGBTQA+ experiences
- Medieval manuscripts
- Mongolian Studies
- Pacific exploration narratives
- Place-based learning
- Recreation and mountaineering
- Research methods and historiography
- Student activities and club participation
- Student and community activism/protest
- Transportation history
- Women, gender, and sexuality studies
- World War I, World War II and the Cold War

If you are curious about other potential topics, would like more information about specific collections supporting those topics, and/or are interested in discussing or scheduling a class session, please contact us directly at Heritage.Resources@wwu.edu .

PRIMARY SOURCE ANALYSIS WORKSHEET

INSTRUCTIONS: Use the questions on this sheet to help you analyze the resources provided. You may wish to discuss your ideas with your classmates.

- What is your general topic? What kinds of resources are at your workstation?

- Consider one of the items at your workstation. Who authored or created the resource and why might they have created it? Who was the intended audience?

- What time period was the resource created? (If no date is obvious, consider approximating e.g. “circa 1900-1910”, otherwise mark as “undated.”)

- What evidence does the resource provide and what is missing? Is there information you expect that isn’t there? Consider where else you might go to find or supplement that information.

- What are the strengths and weaknesses of these resources as evidence? What do you know versus what can you infer? What conclusions or speculations about the topic you make?

- How might you continue research related to your topic? What would your next steps be?