Community Potluck Chili

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NUTRITION INFORMATION

A hearty and fulfilling meal can be created using ingredients from libraries, archives, and civic data organizations. Using the University of Baltimore's Special Collections & Archives materials, researchers in an online class environment explore community-led neighborhood redevelopment through the Model Urban Neighborhood Development (MUND) digital collection of images, videos, and community group documentation.[1] Researchers will connect plans and initiatives from the mid-20th century to present-day neighborhood health indicators using civic data made available through Baltimore Neighborhood Indicator Alliance (BNIA).[2]

LEARNING OUTCOMES

- Effectively navigate a discrete digital collection, which demonstrates researcher's comprehension of the information architecture.
- Identify or ascertain keywords and phrases from collection artifacts to use as search terms to effectively and efficiently search for and obtain relevant results.
- Perform iterative searching of library databases and assess sources for relevance, quality, and authority. Assessment of sources will narrow the source list to relevant and authoritative resources, cre-

ating a better foundation for a project or paper.
- Identify primary sources and distinguish between digital collections in libraries and archives. Assessment of sources will build comprehension of attributes of different source types.
- Recognize historical content and connect it to raw data sets from civic data collections to build context and relevance between past, present, and future.

RELEVANT RBMS/SAA JOINT GUIDELINES

1A, 1B, 1C, 1D, 2B, 2D, 4A, 4B, 4C, 4F

COOKING TIME

- preparatory work by librarian and archivist 24 to 48 hours prior to instruction session
- two 90-minute class sessions
- total cooking time: 3 weeks of research, homework, and source exploration

NUMBER SERVED

Approximately 20 to 25 lower level undergraduate researchers, but the recipe can be scaled to feed an upper level or graduate research class size of between 10 and 15 researchers. Scaling for upper level or graduate researchers requires less pre-searching by instructors and more researcher involvement

with the search and retrieval process. The first 3 steps in recipe preparation can be performed by upper level or graduate researchers with guidance from instructors.

INGREDIENTS

- computer and internet access for all researchers
- instruction on
  - library and archival catalog searching and use
  - primary and secondary source classifications and characteristics
  - searching and deciphering civic data sets
  - (MUND) Collection[3]
  - Baltimore Neighborhood Indicator Alliance Vital Signs Reports[4]
  - Baltimore Neighborhood Indicator Alliance Faculty Teaching Resources[5]

PREPARATION
Cooking Method Used by Archivist or Librarian

- Select a digitized archival collection with multiple forms of media or a collection that can be digitized for this recipe. The collection should
  - be regionally specific and able to connect to civic data available for the same region

  Note: Our example recipe uses the

archival collection from the Baltimore Regional Studies Archives at the University of Baltimore's Robert L. Bogomolny Library Special Collections & Archives and data from the Baltimore Neighborhood Indicators Alliance, but you may use local ingredients when selecting your archival collection and open city data.

– include artifacts that demonstrate political, social, economic, or community health developments

• Identify themes that are connected to the previously selected archival collections in a civic data repository.

• Perform preparatory research using the library catalog to determine if supporting sources about various themes and concepts from the archival collections are available to researchers.

• Allow to rest overnight or up to 2 days at room temperature.

Class Session 1

• The day you plan on serving the first course of your meal, provide instruction to researchers on how to understand primary source materials as a resource:
  – Introduce primary sources as a source type.
  – Discuss the impact of a primary source's context (time period, creators, and major historic events) and provide general examples such as a letter, a newspaper article, or a photograph.
  – Collaboratively analyze primary source examples by identifying the source's role in demonstrating time period, creator's biases, or major historical events.

• Use primary sources from the UB's MUND Collection and Aiden Faust, "Neighborhood Matters: What Baltimore Learned from the War on Poverty," to build context.[6] Engage researchers in preliminary source exploration from a curated list of MUND collection documents available through the BNIA Linking Neighborhood Archives and Vital Signs Open Data page, section 1.[7]

Have researchers select a source from the list, then read or view the source to identify themes or topics addressed in that source. For example, the source "Hunter Street Playground" could be tied to the theme "benefits of communal spaces on neighborhood health."[8]

• Teach researchers how to acquire or create a list of keywords or phrases from the primary sources using a low-stakes brainstorming activity that draws on the primary source and the theme or topic they identified.

• Demonstrate how to perform searches using the keywords and phrases. Use the library catalog and employ various search strategies to obtain secondary resources on the theme or topic researchers identified in the MUND collection.

• Have researchers read secondary sources found in the library catalog and write a reflection on their understanding of the topic as homework or an in-class assignment.

• Researchers must then identify potential links between secondary source content and the primary source.

• Researchers should then brainstorm one or several research questions or claims as an outside-class activity. For example, the research performed around the theme "benefits of communal spaces on neighborhood health" could yield a research question that asks *Did the Hunter Street playground positively impact the adjacent neighborhoods?*

Class Session 2

• Use BNIA's tutorials on how to use its open civic data, "How to Use BNIA."[9] Use part 2 of the BNIA Linking Neighborhood Archives and Vital Signs Open Data page to become familiar with the BNIA civic data.[10]

• Complete the Learning Module practice activities and associated assignment.[11]

• Refine the research question or thesis based on reading of secondary and primary sources and understanding of available civic data that can be connected to the previously identified theme or topic.

• Use the research question to guide assessment of sources for relevance to the research question. For all sources determined to be relevant, perform lateral reading to assess the source authority on the topic. Use one Lateral Reading Worksheet for each source (see figure 1).

• Identify gaps in research or shortcomings of sources after lateral reading is

Figure 1. Lateral Reading Worksheet

MATERIALS
- Researcher citations
- Computers with internet connection
- Pens/pencils
- Personalized worksheets

INSTRUCTIONS FOR INSTRUCTORS
Researchers will submit a source citation related to their research prior to activity. Instructor will collect sources citations and insert researcher's name and citation into the bolded section below. Each researcher source will have its own lateral reading worksheet. (i.e.. if there are 20 researchers and each researcher submits 1 citation, there will be 20 different copies of the worksheet below.)

On the day of class, instructor randomly distributes worksheet with researcher name and citation written at the top of the worksheet. Each researcher is assigned the task of researching the source on the top of their worksheet (researchers will investigate other researchers' sources). *Specify that researchers must first attempt to find the source. If the source can't be found, troubleshoot on as-needed basis and ask questions about source citation clarity, access, and how to use library search function.

As researchers investigate the sources, circulate around classroom to help researchers find reviews of sources, discuss researching alternate sources on the topic of the source to verify the "expertness" of the author or institution, and discuss the influence funding has on the way sources are written or conveyed to readership. Encourage researchers to write down sources they read on the topic to provide additional resources to citation author during subsequent discussion.

Once lateral research is complete, have researchers meet with each other to explain what they found as well as their final assessment about the source and the credentials of the author. Because citations were randomly circulated, researchers will meet twice—once with the author of the citation they researched, and once with the person who researched their citation.

Time commitment:

Introduction—5 minutes

Research—40–50 minutes

Reflection/meeting—10 minutes

Researcher Name _____

FIRST, Find this source → Insert Source Citation HERE
Who is the author? Are they affiliated with an institution, organization, group?

Has the author or the organization published other content? Y/N

Are any of the other publications related to the topic of the source you're researching for this activity, either by the author or the institution, or by other authors and institutions? Y/N

Explain how.

If not, is there a trend in the type of content? Is there a theme for that content? What is it?

What was the most recent piece the author published on the topic of the source you're researching? Name and date of publication.

Are there any reviews of this author's work? What do the reviews say?

Who funds the author or the affiliated institution, organization, group?

Can you see the influence of this funding in the type of content the author, organization, affiliation, or group publishes?

If you found this source online, do you trust the "look" of the website? What makes you trust or distrust it based on looks, layout, or your interaction with it? Poke around.

Based on this information, would you trust the author to be an expert on the topic they wrote about? Why or why not? Explain.

complete to move into the second phase of research that encompasses the primary source time period and contemporary neighborhood data acquired from BNIA. The second phase of research is completed outside of class.

TASTE TEST

Have researchers build a draft annotated bibliography of the sources acquired, using appropriate citation styles. Annotations consist of summaries that are 3 to 5 sentences. The summaries are a brief overview of the source content as it relates to the theme topic and the source authority as determined by the lateral reading.

The draft is submitted for review and feedback by archivist and librarian.

The archivist and librarian will collaboratively assess sources in draft annotated bibliography for correct citation and relevance to research question.

Additional submission of revised final copy is reviewed and assessed collaboratively by the archivist and librarian.

NOTES

1. Aiden Faust, "Imaging a Model Urban Neighborhood," Exhibits from the Archives, University of Baltimore, last modified September 2019, https://ubarchives.omeka.net/exhibits/show/images-mund-program/exhibit-about.

2. "Who We Are," Baltimore Neighborhood Indicators Alliance, Jacob France Institute, accessed November 25, 2019, https://bniajfi.org/.

3. "Model Urban Neighborhood Demonstration Records," University of Baltimore, Robert L. Bogomolny Library Special Collections & Archives, accessed November 25, 2019, https://archivesspace.ubalt.edu/repositories/2/resources/139.

4. "Who We Are."

5. "Linking Neighborhood Archives with Vital Signs Open Data," Baltimore Neighborhood Indicators Alliance, Jacob France Institute, accessed November 25, 2019, https://bniajfi.org/resources/learning-community/for-instructors/faculty-resources/archives-and-indicators.

6. Aiden Faust, "Neighborhood Matters: What Baltimore Learned from the War on Poverty" (master's thesis, University of Maryland, Baltimore County, 2015), ProQuest Dissertations Publishing.

7. "Linking Neighborhood Archives."

8. Model Urban Neighborhood Demonstration (Baltimore, Md.), "Hunter Street Playground," Exhibits from the Archives, University of Baltimore, accessed December 13, 2019, https://ubarchives.omeka.net/items/show/15787.

9. "How to Use BNIA," Baltimore Neighborhood Indicators Alliance, Jacob Frances Institute, accessed November 25, 2019, https://youtu.be/qJFWVEUlqaA (video now unavailable).

10. "Linking Neighborhood Archives."

11. "Learning Module—Vital Signs for the MUND Collection," Baltimore Neighborhood Indicators Alliance, Jacob Frances Institute, accessed November 25, 2019, https://bniajfi.org/wp-content/uploads/2019/02/Learning-Module_HowTo_MUND_CSAs.pdf.