

For Instructors: Assignment & Reflection Prompts for use with Personal Archive Assignment

Overview

The following prompts were developed by Krista Grensavitch, Ph.D. and Abbi Nye, MLIS for use in the Introduction to the Personal Archive Assignment, Midterm, Final, and/or other Personal Archive assessments.

Discussion: Introduction to the Personal Archive Assignment

First, instruct students to watch [this video](#), created by Krista Grensavitch and Abbi Nye. The video is about 20 minutes long and introduces students to the Personal Archive Assignment.

YouTube link: <https://youtu.be/tFLcfztcuqk>

[This video](#) introduces you to our semester-long project, the **Personal Archive Assignment**.

In this video, you'll learn more about what an archive is (and isn't!), how voices are systematically silenced and excluded from the archives, and what we'll do about that.

After you watch the video and review the document [Introduction for Students: The Personal Archive Assignment], please post a comment or question to this discussion board on our learning management system. If you have any clarifying questions, be sure to post them to the board, as well!

Critical Reflection Prompts: Reading & Evaluating Own Papers

Reflecting on Symbolic Annihilation: Early in the semester, you watched the video introduction to the Personal Archive Assignment. In this video (which you're welcome to review!), Abbi Nye and Krista Grensavitch introduced you to the term/concept *symbolic annihilation*.

- First, explain what symbolic annihilation is.
- Then, discuss why this term is important for us to consider in our Ethnic Studies classroom.
- Finally, share how you believe your Personal Archive can address symbolic annihilation. Be as specific as possible!

Course Texts: Assigned course texts so far this semester span from articles, to chapters, to podcasts, to documentary films, etc.

- First, choose **at least one assigned course text** (of any type mentioned above) that you believe is useful to consider when reviewing the items in your Personal Archive.
- Then, explain how the text provides useful information or framing or inspiration for the creation of one of your Personal Archive Items and associated metadata.
- *Tip: Citing relevant passages would be very useful here!



Self-Evaluation [Direct students to view the evaluation rubric/list/schema/etc. for this submission.]

- Using the evaluation schema for this submission, what grade would you give yourself for your Personal Archive submission? Why?
- What feedback do you have for yourself?
- (If applicable) Would you suggest a different way of or rubric for evaluating your submission for Items 1-5?

For Consideration: Share with me other important information about how you created your Papers.

- What was the experience like for you?
- Did anything surprise or challenge or otherwise impact you as you were identifying or creating your items and creating the associated metadata?
- What should I take into consideration when evaluating your submission?

Critical Reflection Prompts: Reading & Evaluating a Classmate's Papers

How has your understanding the historical events of the past x months shifted after engaging with your classmate's Personal Archive?

How has reading your classmate's Personal Archive (considering both their metadata and items) contributed to your understanding of yourself and the identities you occupy?

After engaging with your classmate's Personal Archive, in what ways do you see your own chosen items and metadata differently?

