IDS 2935: Finding Lost Stories

SUMMER B 2025
QUEST 1; WR 2000
https://ufl.instructure.com/courses/534792

Instructional Team

Instructor: **Dr. Jennifer Coenen**
Email: jcoenen@ufl.edu (Canvas Inbox preferred)
Office: Turlington 2215
Office Hours: Tuesdays 9:00-10:00 a.m., Thursdays 2:00-3:00 p.m., and by appointment (office hours held on Zoom; in-person appointments by request)

TAs

Section	14180/1JC7	14180/1JC7 & 15060/UFO3	15060/UFO3
Groups	Groups 1-9	Groups 10-18	Groups 19-27
Name	**William Littlejohn-Oram**	**Nicholas Orlando**	**Sophia Pan**
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Office Hours & Link			

Course Communications

Your instructor and TAs check e-mail everyday M-F except for university holidays.

Students should read the Friday announcement every week. This announcement discusses the upcoming week's assignments and tips for success. Those who fail to keep up with posted announcements risk missing important information related to the course.

Course Description

This course explores why stories from the past matter. Stories from the past come from the things that have been documented, collected, and curated—the records that have been archived. They provide evidence of our political, cultural, social, and personal lives, telling stories from the past that help us understand systems of power and the perspectives, values, and experiences that have built our world.

Using concepts, research methods, and analytical skills from history, cultural studies, and philosophy, we will explore stories as evidence of the past in three ways: How an object evokes the human connections to it, how collections work as archival spaces that determine how and what stories are told, and how archival research reveals stories from the past to expand our understanding of the world today.

Textbooks

No textbook is required for this course. Required readings for each module are linked in Canvas.

Recommended writing handbook:

The Little Seagull Handbook, 5th ed. (2024) by Richard Bullock, Mical Brody, and Francine Weinberg (ebook ISBN: 978-1-324-06008-6; paperback ISBN: 978-1-324-06000-0)

Prerequisite Knowledge and Skills

There are no prerequisite knowledge or skills for this course.

Minimum Technology Requirements

The University of Florida expects students entering an online program or program with online components to acquire computer hardware and software appropriate to their degree program.
- Per UF policy, using Canvas is required in this class.
- The UWP adheres to the UF Student Computing Requirements.
    - We strongly recommend headphones with a microphone for office hours and conferences.
    - All students should have access to a webcam and audio recording capability.
    - All students will need to use the GatorCloud MS Collaboration Tools.

Minimum Technical Skills

To complete your tasks for this course, you will need a basic understanding of operating a computer and using word processing software. Online database research is also required.

Materials and Supply Fees

There are no materials and supply fees for this course.

Inclusive Learning Statement

Your success in this class—and at UF and beyond—is important to me. I strive to provide an equitable and conducive environment for all students. I ask that we all be respectful of diverse opinions and of all class members.

If there are circumstances that may affect your performance in this class, please tell me as soon as possible so that we can work together to develop strategies to meet both your and the course's needs. I recognize there are many reasons students may need to adjust their pace, style, or method of learning, including disability, temporary or ongoing personal life circumstances, unexpected emergencies, or other learning differences. You need not have a specific reason or diagnosis to talk to me about your needs; everyone deserves to learn in the way that makes the most sense for them at any point in time. Every

possible effort will be made to accommodate you to help you succeed.

Course & Quest 1 Objectives, Goals, and Student Learning Outcomes

	Content Content is knowledge of the terminology, concepts, methodologies and theories used within the subject area.	**Critical Thinking** Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	**Communication** Communication is the development and expression of ideas in written and oral forms.	**Connection** (Quest only)

Course SLOs	Identify, describe, and explain how archives function. Identify the characteristics of archival records Explain the role, currently and historically, of archives in a democracy. Distinguish primary from secondary sources and describe how they interrelate within research. Employ specialized research techniques which include use of archival databases, finding aids, and other research tools.	Analyze and research objects to understand multiple facets that contribute to a full understanding of their stories. Connect the political, social, and economic dynamics of an organization with their archival repository's goals and objectives. Identify the reasons for silences, contradictions, and power relationships within archival collections and articulate how these may impact both the value of the source and the archival research process. Analyze primary documents for historical, sociological, philosophical, and artistic content and context. Synthesize primary and secondary sources to construct, support, or dispute a research argument.	In a written essay, communicate an object's practical, artistic, personal, and collective meaning, supported by research and critical analysis. In a written paper, communicate an analysis of a biographical collection supported by facts and scholarly perspectives on archival systems. In an audiovisual presentation, communicate the story of a UF experience, an American experience, or an historical figure supported by synthesizing primary sources found through archival research. Follow scholarly research writing processes through idea development, drafting, workshopping, and finalizing written work.	Connect course themes of evocative objects, the archival system, and archival research to their own intellectual, personal, and professional development at UF and beyond. Reflect on their own experience(s) collecting, curating, and archiving records for their intellectual, personal, and professional lives. Reflect on the role of archives in democracy.

Quest SLOs	Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.	Analyze and evaluate essential questions about the human condition, using established practices appropriate for the arts and humanities disciplines incorporated into the course.	Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course.	Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.

Assignments & Grading

Assignments & Grade Value

Prep Sheets (6) As part of your preparation for the week's work, you will answer questions that indicate you have read/viewed and engaged with the lesson materials (lecture, readings) and that urge you to explore the ideas you encountered in those materials.	10%
Group Discussion Posts (4) You will engage in two-part discussions with a small group of your classmates regarding the information from the week's lesson materials. There are three styles of discussions: "Simple" ones require a post and some responses; "Engaged" ones require a conversation among group members; "Collaborative" ones require the group work together to create a deliverable.	10%
Writing Workshops (4) Workshops 1 & 3 include exercises for developing ideas for your papers and a lecture and exercise about writing skills. Workshops 2 & 4 include peer review of the papers.	10%
Reflections (3) At the end of the unit on objects and the unit on archives, you will submit a prompt-based reflection on the material covered in the unit, your experience of the unit, and how the unit's topic applies to your life. In the final reflection, you will respond to prompts asking you to consider ideas and experiences from the final unit and the whole course and how you will move forward with those ideas and experiences beyond the course.	10%
Object Story (Satisfies 1000 words of the Word Requirement) For this essay, you will combine objective information about an object with yours and others' subjective experience with it to produce and comprehensive explanation of the object and its meaning.	30%
Archive Analysis (Satisfies 500 words of the Word Requirement) For this paper, you will research a collection and analyze that collection according to our understanding of an archive, archival systems, and the role of the archive.	10%
Story in the Archives Primary Source Set (Satisfies 500 words of the Word Requirement) For this project, you will research archives to develop a primary source set on a topic within the realm of the UF experience or the American experience. Along with the source set, you will write short guide synthesizing the sources in the set.	20%
(Optional) Extra Credit Presentation	*(+3%)*

For this **optional extra credit opportunity,** you can create a documentary-style presentation of a story that sources from your primary source set tell.	
TOTAL	100%

Grading

A minimum grade of C is required for Quest 1 and Writing Requirement credit.

Information on current UF grading policies can be found at https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

A	94 – 100%		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		E	<60

Course Rubrics

Prep Sheets, Group Discussion Posts, Writing Workshops, and Reflections are graded on levels of engagement, thought, and completion according to these designations:

    Excellent – full points (high engagement and robust, critical, and creative thinking)
    Satisfactory – approx. 80% (engagement and thoughtful responses)
    Unsatisfactory – 50% (lack of engagement, significant misunderstanding of ideas, and/or superficial and/or unoriginal thinking)
    No Response/No Participation – 0%

The Object Story, Archive Analysis, Primary Source Set are graded on content, organization and coherence, effectiveness, style, grammar, and punctuation. Below is the UF composition rubric that guides the specific rubric for these assignments. (See the assignments in Canvas for the specific rubrics for each paper.)

Grading for the Writing Requirement

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

Please note the following:
- Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.
- The instructor or graduate teaching assistant (under the direction of the instructor) will evaluate and provide feedback before the end of the course on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

UF Composition Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Late Submissions & Penalties

These activities will receive a zero if submitted late:

Writing Workshops 2 & 4, Discussion Posts , Primary Source Set, Reflection 3

These activities have a 24-hour grace period with no penalty. After 24 hours, they will receive a zero:

Prep Sheets, Writing Workshops 1 & 3, Reflections 1 & 2, Object Story, Archive Analysis

Grade Return Policy

Learning activities will generally be graded within 48 hours of the due date. Papers will generally be graded within 4-5 days after the due date. If there are delays, I will post an announcement in Canvas.

Course Schedule

For updates to the schedule and advice for success each week, read the weekly announcement posted on Canvas on Friday.

No classes on Friday, July 4 (Independence Day—University Holiday)

Complete the Course Orientation unit before the end of drop/add (Tues. 7/1 at 11:59pm)

Readings	Viewings	Assignments/Due Date
WEEK 1 **6/30-7/4** **Topic: Objects in Our Lives**		
Begin by completing the Course Orientation module *You will not be able to access the course materials until you have completed this module.* • Watch the Introduction Video (11:07). • Read the Syllabus. • Adjust your Canvas Notification Preferences to enable Canvas to send you an email directly. • Read the PlayPosit Student Instructions. • Read the Canvas Peer Review Instructions. • Complete the Syllabus Annotations. • Complete the Canvas Screenshot Annotations.		
• "On Going Down the Rabbit Hole" by Richard Miller and Ann Jurecic (PDF in Canvas; 6 pages) • "Introduction: The Things That Matter" from Evocative Objects (ARES: UF library reserves; 8 pages) • "Shitty First Drafts" from Bird by Bird by Anne	• Unit Lecture: Curiosity & Research (6:33) • Unit Lecture: Objects in Our Lives (5:07) • Writing Workshop Lecture: The Writing Process (8:24) • Writing Workshop Lecture: Crafting Effective Sentence (15:04)	• Prep Sheet 1 (7/1) • Discussion 1 (7/1 Part 1; 7/3 Part 2) • Writing Workshop 1 (7/3)

Lamott (PDF in Canvas; 3 pages)		
WEEK 2 **7/7-7/11** **Topic: Evocative Objects**		
• "What Makes an Object Evocative?" from Evocative Objects (ARES: UF library reserves; 21 pages) • "The Bracelet", "The Archive", and one other object story from Evocative Objects (ARES: UF library reserves; 12 pages + 6-8 pages)	• Unit Lecture: Object Stories (12:45) • Video: In Defense of Overthinking Pop Culture (15:46) • Unit Lecture: A Visit to the UF Archives (47:37) • Writing Workshop Lecture: Peer Review (5:11)	• Prep Sheet 2 (7/8) • Writing Workshop 2 (draft due 7/10; peer review complete by 7/11) • Object Story (7/14) • Reflection 1 (7/14)
WEEK 3 **7/14-7/18** **Topic: What are Archives?**		
• "Why Archives?" presidential address of the 2015 SAA Annual Meeting (PDF in Canvas; 7 pages) • "What are Archives"? (SAA) (PDF in Canvas; 3 pages) • "What's an Archives?" (NARA) (PDF in Canvas; 2 pages) • "What's an Archivist?" (NARA) (PDF in Canvas; 2 pages) • "What's a Record?" (NARA) (PDF in Canvas; 2 pages) • "These Walls Can Talk" (by Rob Crotty, in *Prologue*, Fall 2009) (PDF in Canvas; 4 pages) • A History of the National Archives Building, Washington, DC (NARA) (PDF in Canvas; 7 pages) • *The National Archives Building: Temple to our History* (NARA) (online exhibit)	• What are Archives? (YouTube video link in Canvas; 2:43) • "Archives Change Lives" (YouTube video link in Canvas; 4:58) • Unit Lecture: What is an Archive? (11:17) • Unit Lecture: Democracy and the U. S. National Archives (10:28) • Unit Lecture: What Makes it an Archive? (6:41) • Writing Workshop Lecture: Making Clear Connections (13:42)	• Prep Sheet 2 (7/15) • Discussion 2 (7/16 Part 1; 7/18 Part 2) • Writing Workshop 3 (7/17)

• "Please stop calling things archives: An archivist's plea" by B.M. Watson (web; 4 pages)		
WEEK 4 **7/21-7/25** **Topic: Archival Voices**		
• "archival silence" (web; 1 page) • "Shall Not Be Denied" Exhibition: A Single Image Prompts Further Looking (web; 2 pages) • "Archival Sounds and Silences" by Eduarda Lira Araujo (web; 9 pages)	• Lecture: Silences in the Archives (14:34) • Video: "Archives Have the Power to Amplify Marginalized Voices" by Dominique Luster (YouTube video link in Canvas; 8:24) • Video: "What do historians mean when they talk about historical silences?" by the CHOICES Program of Brown Univ. (YouTube video link in Canvas; 3:27)	• Prep Sheet 4 (7/22) • Writing Workshop 4 (draft due 7/24; peer review complete by 7/25) • Archive Analysis (7/28) • Reflection 2 (7/28)
WEEK 5 **7/28-8/1** **Topic: Stories in the Archives**		
• "Primary Source" (SAA) (web; 1 page) • "Secondary Source" (SAA) (web; 1 page) • "Primary and Secondary Sources" by UF Libraries (web; 2 pages) • "Don't Be Fooled by Primary Sources" by Library of Congress (web; 1 page)	• Lecture: Stories in the Archive (10:08) • Lecture: Primary Sources (16:12) • Lecture: Secondary Sources (11:38) • Lecture: Searching the UF Digital Archives (27:09) • Video: D-day in Documents (YouTube video link in Canvas; 5:43)	• Prep Sheet 5 (7/29) • Discussion 3 (7/30 Part 1; 8/1 Part 2)
WEEK 6 **8/4-8/8** **Topic: Archives in Our Lives**		
• Your personal archiving project: Where do you	• Lecture: Archives in Our Lives (4:32)	• Prep Sheet 6 (8/5)

start? By Mike Ashenfelder (web; 4 pages) • Digital Curation and the Citizen Archivist by Richard Cox (ARES: UF library reserves; 9 pages)		• Discussion 4 (8/6 Part 1; 8/8 Part 2) • Primary Source Set (8/8) • Reflection 3 (8/8) • Optional: Extra Credit Documentary (8/8)

Policies

Attendance

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

> https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx
> and https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

Notification Letter from Dean of Students Required for Personal Emergency

Students who experience a family or personal emergency (death in the family, unplanned hospitalization, etc.) should contact the Dean of Students Office and request notification letters be sent to their professors. Students are required to provide faculty members with appropriate documentation to support their absence unless, due to the nature of the issue, the information is provided to and verified by the Dean of Students' Office.

Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting our Get Started page. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Student Conduct: Academic Honesty, Behavior, and AI

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Student Honor Code and Conduct Code (Regulation 4.040) specifies behaviors in violation of this code and the process for reporting allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course.

The Orange Book, the Student Code of Conduct, can be found at:
https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

Behavior

You are expected to maintain decorum and respect in interactions with other students, the graduate teaching assistants, and the instructor.

You will be interacting with other students through discussion board activities that require different levels of engagement and collaboration. Repercussions for engaging in uncooperative or hostile behavior with group members could include earning a zero on the activity, being removed from the group for this or other future discussions (including and earning a zero on the activity and possibly affect grades on future discussion requiring interactions), and/or being reported to the Dean of Students Office for violating the student conduct code.

If you are having issues with another student in class, please contact your instructor right away.

Netiquette
All members of the class are expected to follow rules of common courtesy in email messages, threaded discussions, and chats. UF has provided a netiquette guide.

Artificial Intelligence (AI)

For this course, you may not use LLMs (Large Language Models, like ChatGPT) or other AI programs to write your papers or develop images used for coursework.

If you would like to use LLM/AI programs to help you develop or brainstorm any part of your work, I require you to be **transparent** and **proactive**. That means meeting with me to discuss what you would like to do, how you will use the technology, and what the implications of doing so are. Transparency may involve sharing your chatbot discussions with me or conducting the work under my observation.

If you use LLM or AI programs to complete any work without being transparent or without discussing it ahead of time, your work may violate the UF Honor Code and be subject to the sanctions and procedures thereof.

You may use grammar and spell checkers. You may use LLMs (like ChatGPT) to check grammar and spelling.

If you are unsure whether you are violating these policies, talk to your instructor before submitting work.

Accessibility and Privacy Policies for Course Tools

For information about the privacy policies of the tools used in this course, see below.

- Adobe
  - [Adobe Privacy Policy](#)
  - [Adobe Accessibility](#)
- Instructure (Canvas)
  - [Instructure Privacy Policy](#)
  - [Instructure Accessibility](#)
- Microsoft
  - [Microsoft Privacy Policy](#)
  - [Microsoft Accessibility](#)
- PlayPosit
  - [PlayPosit Privacy Policy](#)
  - [PlayPosit Accessibility](#)
- Sonic Foundry (Mediasite Streaming Video Player)
  - [Sonic Foundry Privacy Policy](#)
  - [Sonic Foundry Accessibility](#) (PDF)
- YouTube (Google)
  - [YouTube (Google) Privacy Policy](#)
  - [YouTube (Google) Accessibility](#)
- Zoom
  - [Zoom Privacy Policy](#)
  - [Zoom Accessibility](#)

Academic Resources

[UF Computing Help Desk](#), 352-392-4357, helpdesk@ufl.edu.

[UF Online](#) Student Resources, [OneStop](#), 352-294-3290

[Career Connections Center](#), Reitz Union Suite 1300, 352-392-1601

[Library Support](#), 866-281-6309, email [ask@ufl.libanswers.com](#), [Using the Libraries Overview](#)

[Teaching Center](#): 1317 Turlington Hall, 352-392-2010, 352- 392-6420

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138

Campus Resources

[Campus Assistance & Resources for Empowerment (CARE)](#), 352-392-1261

[Counseling & Wellness Center (CWC)](#), 352-392-1515

Student Health Care Center (SHCC), 352-392-1161

Disability Resource Center (DRC), 352-392-8565

Alan and Cathy Hitchcock Field & Fork Food Pantry, 352-294-3601

More resources through the "Canvas Resources" Canvas link or here: https://one.uf.edu/whole-gator/topics