PROFESSIONAL PERFORMANCE

Instruction

SLAV 740 Bibliography and Methods (Introduction to Graduate Studies)

7. **ASEEES Conference 2014 – paper and presentation about SLAV 740**
   Giullian, Jon C. "Pathway to Peace and Prosperity: A New Model and Partnership for
   Teaching the Introduction to Graduate Studies Course in French, German, and Slavic
   Languages and Literatures." 46th Annual Convention of the Association for Slavic, East
   European, and Eurasian Studies (ASEEES), San Antonio, TX. November 22, 2014.
   (National)

   - **Contents:** Includes presentation text and slides.

   - **Abstract.** This presentation describes how subject librarians in three disciplines
     (French, German, and Slavic) worked together with teaching faculty to provide a
     robust program of library instructional support for a combined methods course
     for incoming graduate students in French, German, and Slavic Languages and
     Literatures. The presentation explores the rationale behind the various library-
     related components of the course; comments upon the value to students of the
     several of the library components (e.g., rare books assignment, digital humanities,
     open access, and alternative careers, etc.), and reports on the results of an
     experiment into the pedagogy of library instruction using mobile devices in a
     space that fosters collaborative learning. The presentation reports preliminary
     results of this pedagogical experiment with specific emphasis on the interaction
     among Slavic students and Slavic librarian.

   - **The Association for Slavic, East European, and Eurasian Studies
     (ASEEES)** is the leading international society dedicated to the advancement of
     knowledge about Central Asia, the Caucasus, Russia, and Eastern Europe in
     regional and global contexts. The ASEEES Committee on Libraries and
     Information Resources (CLIR) is the premier organization of librarian-scholars
     in the field of Slavic, East European, and Eurasian studies who work on a wide
     range of topics and ventures that include but are not limited to copyright, digital
     projects, microfilming projects, vendor issues, collection development, library
     research education, and the American Bibliography of Slavic and East European
     Studies.

Presentation

Pathway to Peace and Prosperity:
A New Model and Partnership for Teaching the Introduction to Graduate Studies
Course in French, German, and Slavic Languages and Literatures

Conference: 46th Annual Convention of the Association for Slavic, East European, and Eurasian Studies (ASEEES); San Antonio Marriott Rivercenter, San Antonio, TX; November 20-23, 2014

Session 8-36: New Models and Partnerships for Teaching Interdisciplinary Research Methods: Librarians' Tales from the Field, *(Roundtable);* Grand Ballroom Salon M; 3rd Floor; Sat., Nov. 16, 8:00-9:45 AM

Chair: Brad Schaffner, Carleton College
Participants: Angelina Gibson, Oxford U (UK), Jon Giullian, U of Kansas, Erik Zitser, Duke U, Hugh Truslow, Harvard U

Abstract: Even as the networked digital environment continues to transform the research process and scholarship more generally, the role of instruction in library research remains essential. A roundtable of librarians in Slavic studies will share experiences and new initiatives in teaching library research skills and approaches to graduate students and other constituencies, including new models of partnership with faculty members and collaboration with colleagues who focus on other geographic regions. The participants will engage each other and the audience in a discussion of the challenges and opportunities for teaching research skills when evolving priorities in higher education are having an impact on international and area studies programs.

Pathway to Peace and Prosperity:
A New Model and Partnership for Teaching the Introduction to Graduate
Studies Course in French, German, and Slavic Languages and Literatures

SLIDE 1

Describe how the course came about

KU Teaching Summit – presentation by Bruce Hays and Fran Devlin

> I asked a question about the potential for a combined course with other
> languages. The idea occurred simultaneously to colleagues of mine in SLL.
> Discussions ensued, and one thing led to another.

Why a combined methods course?

Because of small numbers of new graduate students in French, German, and Slavic
language and literature departments at the University of Kansas, graduate research
methods courses in these L&L departments were taught every two years.
Unfortunately, this situation puts some graduate students at a disadvantage, beginning
their first year of graduate study without the formal introductory methods course.
Students who enroll in the off-year, when the methods course is not taught, can and
do feel disadvantaged, and this dilemma can impact their graduate experience. For
students, the biennial model is not an ideal way to begin one's graduate study. For
departments this model is bad for business, especially when programs struggle to
remain relevant in a time of dwindling support for small L&L programs.

In an effort to address the aforementioned dilemmas, faculty and subject librarians in
three disciplines (French, German, and Slavic) worked together to create a combined
methods course for new graduate students that is offered every year. From the
syllabus:

> "This course is an introduction to the skills required of students doing graduate
> degrees in languages and literatures; areas covered include:

SLIDE 2

> 1) Introduction to literary theory and criticism,
> 2) Bibliography and research methods, including citation management utilities
> 3) Preparation and presentations of a research/conference paper,
> 4) Technology training, including web design, online portfolio, and digital
> humanities, and

5) Professional ethics, awareness of the academic market, and alternative careers.

We will also be working on practical, professionally useful goals, such as how to (better) make use of technology, how to create a CV and modify it for different positions, how to write an abstract, and how to produce a conference paper. Course requirements will include a variety of smaller assignments and two larger projects, a web-based professional portfolio and an 8 to 10-page conference paper."

The course content and schedule were based upon the French department's graduate student methods course, which had been redesigned the previous year by Bruce Hays (French) and Fran Devlin (Libraries), integrating many aspects of library research education as well as technology training and career development into the course content. In 2013, the course was coordinated and mostly taught by Bruce Hays (French), with assistance from Naomi Marx (German) and Maria Carlson (Slavic). In subsequent years, faculty from the three departments will take turns coordinating and teaching the course. In all, the course brought together the expertise of 3 teaching faculty, 10 librarians, 2 technology trainers, and 4 staff from research centers and other academic offices on campus. The course culminated with an all-day (Saturday) mini-conference, simulating, in which students presented their papers as if they were attending a professional conference in their respective discipline.

In my remarks at the roundtable I will describe how the course was conceived and how it evolved, focusing specifically on the librarians' roles in the course. I will also summarize student feedback and lessons learned during the first iteration of this instructional experiment.

SLIDE 3
Description of librarian presentations
1. Information management: Endnote / Zotero = 2 sessions
2. Library resources by discipline = 3 sessions with respective subject librarians Fran Devlin (French), Brian Moss (German), or Jon Giullian (Slavic)
3. Working with rare books and special collections = 1.5 sessions with KSRL librarians and subject specialists)
4. Digital humanities (introduction and presentation) = 2 sessions with Brian Rosenblum)
5. Open Access and Scholarly Communication = 1 session Ada Emmett

6. Alternative Academic Careers Panel = 1 Session
7. Mini-Conference Presentations = All day Saturday event

SLIDE 4
Slavic Sections

1. Overview of KU Libraries' web site; research guides; databases and search tips, library catalog including LC transliteration, Worldcat, Interlibrary Loan/Document Deliver, tour of Watson Library.
2. SLL journal literature: periodical databases in English, core journals (ABSEES), Citation Linker, theses and dissertations, book reviews (PRIMO).
3. Language tools, periodical databases in vernacular languages; useful websites.

A few lessons learned: Share Feedback from Students
   Changes implemented for the second iteration of the course in Fall 2014
      a. Replaced EndNote training with Zotero b/c learning curve for Endnote was steep, whereas Zotero is easy to learn and manage for the purpose of the course. Students can take their Zotero account wherever they go; whereas once they leave KU, they have to purchase Endnote in order to use it. This is important, especially if they have built a large Endnote library (e.g. for their dissertation). I taught Zotero this time around and had to improve my Zotero skills.
      b. Instead of using a library instruction room, I convened the Slavic library sessions in our IAS seminar room, having students bring their own laptops or tablets, while I used an iPad, a type of research experiment in pedagogy.[1] The results of this experiment demonstrated that using more mobile devices offered several advantages:
         i. Built a stronger rapport among students and the librarian: they were more familiar with the IAS environment, which made a stronger connection to the IAS department; they may have viewed it as "this is our department and our librarian; and they know where to find us and are familiar with the setting.
         ii. Students could share what's on their own screens simply by turning their device, which made it easier to talk about some of the issues that came up as they were searching for items (link

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[1] My use of the iPad in an instructional setting was part of another research project that I am working on with two Colleagues, Fran Devlin and Betsaida Reyes, to explore the most effective use of iPads in librarians' professional work.

        resolver problems; locating e. vs. paper texts; and the implication of using different transliteration systems.

    iii. Students were able to save extensions/apps, bookmarks, sources, and other data directly to their own devices.

    iv. Tablets worked faster than the desktops.

    v. Working in pairs or as a group was much easier because we were all around one table. It was easier to show and work with paper encyclopedias and bibliographies because students could just pass them across the table.

    vi. There was more room to write down notes and answers to the assignment questions.

    vii. Students are more familiar with their own machines, and we were able to draw upon the whole group to solve device problems (e.g. downloading and installing Zotero extensions and add-ons).

SLIDE 5
Working with Rare Books and Special Collections

Instructors and librarians felt it was important to give new graduate students an introduction to working with rare books and special collection at the beginning of their graduate study. Working with rare books and special collections can be one of the most interesting and exciting aspects of graduate study in the humanities. For bibliophiles, there is something special about leafing through the pages of an original edition of Karamzin's *Istoriia Gosudarstva Rossiiskago;*[2] reading the verse of Andrey Bely, Aleksandr Blok, and Fedor Sologub published in the Symbolist journal *Sirin*,[3] or admiring the hand drawn illustrations of the devil in an 18th century Old Believer manuscript.[4] This module of the course included a presentation about rare books and manuscripts in the Kenneth Spencer Research Library (KSRL). Followed by a visit to KSRL for an on-site orientation to Special Collections. One week later, students began working on their project, which required them to explore an artifact in the KSRL collection. Students either chose or were assigned one item from a selection of artifacts which had been previously selected by their instructors and librarians.

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[2] http://catalog.lib.ku.edu/cgi-bin/Pwebrecon.cgi?bbid=3693136

[3] http://catalog.lib.ku.edu/cgi-bin/Pwebrecon.cgi?bbid=4165224

[4] John Chrysostom, Saint, -407. Extracts from the works, in Russian, with some other works. Russia, 16th-17th century. Archival/Manuscript Material Description: orn: miniatures.   http://catalog.lib.ku.edu/cgi-bin/Pwebrecon.cgi?bbid=2958454

The assignment asked students to locate all libraries that hold their artifact using WorldCat and the National Union Catalogue (NUC) and then provide a detailed bibliographic description of the artifact (title, authorship, if known, publication date and place, edition, physical description, including size, number of pages, and if there are any illustrations, etc.). The finished product also included a 2-3 page *précis* describing the artifact's contents and situating the artifact in its historical context. Students in French had to choose one 18th century French political pamphlet from the Melvin bibliography. Students in Slavic were assigned an issue from the pre-revolutionary early 20th century journal Zhar'-ptitsa *(Жаръ-птица)*, with the following instructions:

(1.) Using the bibliographic resources of the University, find the KU holdings of a journal titled *Жаръ-птица*. How many journals with the title *Жаръ-птица* were you able to identify in the KU holdings? Compile complete bibliographic information, including any alternative titles.

(2.) Go to both WorldCat and the National Union Catalogue. Find all libraries that have original copies of the journal/s you have identified (not reprint copies). For each resource, find the number of libraries holding the original (not a reprint); list the first five. Have both been reprinted?

(3.) After completing the exercise to this point, receive your assigned journal and number. Go to Spencer Library, request (at a minimum) that issue, and examine it. Scan or copy the title page.

(4.) Prepare your assignment for submission:
  (a) Insert the scan of the title page into your document.
  (b) Provide a page with all of the bibliographical information about your assigned journal number (title and variations, editorship, publication data [place, publisher, date], how many numbers appeared, physical description, including size, number of pages, illustrations).

  (c) Provide the information you found about the holdings of the journal assigned to you in other libraries, reprints, etc. (as requested in item 3, above).

  (d)Distinguish your journal from other journals with the same title (what should readers know to avoid confusion?)

(e) Write a 2-3 page précis describing the number's contents. What are the articles about? Who are the authors? What do we know about them? Who is the audience? Situate the journal in a broader historical context: Why is the journal published where it is? What is the role of the dates? What does the quality of publication tell you? What is interesting about the journal?

(f) Were you able to find any secondary sources about the journal? If yes, give a bibliography of what you found.

The Slavic rare books library assignment (modeled after Bruce Hayes' assignment for French students) was designed by Maria Carlson, Professor of Slavic Languages and Literatures (SLL), with input from Slavic librarians, Jon Giullian and Sally Haines. Jon Giullian, then tested the assignment to help work out any bugs.

SLIDE 6
Digital humanities (2 sessions with Brian Rosenblum)
In addition to the traditional expertise that graduate students in the field of language and literature studies must develop, the digital humanities are quickly becoming more than just an elective skill. Practical experience and a portfolio of projects in digital humanities can give the new graduates with a Ph.D. an edge over colleagues who are competing for the coveted tenure-track position. Or for those who chose an alternative career track (such as librarianship, technology training, etc.) practical skills with digital tools can be invaluable. Therefore this course includes an introduction to the digital humanities, in which students choose from a suite of digital tools or design their own project in consultation with librarians for digital humanities. For this module, KU's digital initiatives librarian presented a handful of software tools that have specific application to language and literature. Some of these include Cirrus, Links, and Lava.

SLIDES 7-8
Open Access and Scholarly Communication (1 session Ada Emmett)
OA: Recent graduates with PhDs need to have at least a basic understanding of Open Access new platforms of scholarly communication and especially the potential that OA has for drawing attention to their work.

Academic Networking Tools such as Academia.edu, LinkedIn, Orchid ID, etc. are also becoming increasingly important tools of the trade as a way to make professional connections and to broaden exposure to one's work. They can be used in tandem with Open Access tools such as institutional repositories. For example (talk about

how you link to KU ScholarWorks from Academia.edu; I also receive notices of new papers uploaded by Erik Zitser b/c he's in my network)

SLIDE 9
Alternative Academic Career Panel
Librarianship, Language labs, Grant writing, International programs, Academic offices, Study abroad

SLIDE 10
A recent article in the Chronicle of Higher Education "Proposal to Offer Job-Friendly English Ph.D. Draws Criticism" describes a new Ph.D. program in English at Georgetown University which was created "specifically to train students for employment both inside and outside academe."[5] One interesting component of this program is the requirement that students "complete an internship related to the humanities as a nonprofit, business, or government organization."[6] Even before students enroll in the program, they are expected to think about "possible careers outside of academe and to have a 'plan of professional development in hand.'"[7] This article reflects a trend or a need among programs to meet the changing needs of students as they move into the workplace. KU's new joint methods course for graduate students in French, German, and Slavic Languages and Literatures at KU is designed to meet this growing need.

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[5] Vimal Patel, "Proposal to Offer Job-Friendly English Ph.D. Draws Criticism," *The Chronicle of Higher Education*, September 15, 2014, http://chronicle.com/article/Proposal-to-Offer-Job-Friendly/148779/?key.
[6] Ibid.
[7] Ibid.

Pathway to Peace & Prosperity:

A New Model and Partnership for Teaching the Introduction to Graduate Studies Course in French, German, and Slavic Languages and Literatures

Jon Giullian
ASEEES National Convention
San Antonio, TX
Saturday, November 22, 2014

1. Introduction to literary theory and criticism,

2. Bibliography, research methods, and citation management utilities

3. Preparation and presentation of a conference paper

4. Technology training, including web design, on-line portfolio, and digital humanities

5. Professional ethics, awareness of the academic market, and alternative careers

- Textbooks: *The Craft of Research* (Booth), *Theory of Literature* (Fry), *Graduate Study for the 21st Century: How to Build and Academic Career in the Humanities* (Semenza)

- Information Management (Endnote, Zotero) = 2 Sessions

- Library Resources (break out session by discipline) = 3 Sessions

- Working with Rare Books and Special Collections = 1.5 Sessions

- Digital Humanities (introduction and presentation) = 2 Sessions

- Open Access and Scholarly Communication = 1 Session

- Alternative Academic Careers Panel = 1 Session

- Mini-Conference Presentations = All day Saturday event

LIBRARY RESOURCES

Session 1: Overview of KU Libraries and its services; Subject/Research Guides; Boolean search techniques; Tour of Watson Library (10 min.) Library Catalog, LC Transliteration, Worldcat, Interlibrary Loan/Document Delivery – PRIMO

Session 2: SLL journal literature: periodical databases in English, Core Journals (ABSEES), E-Journals, Citation Linker, Theses and Dissertations, book reviews

Session 3: Language tools, periodical databases in vernacular languages; useful websites

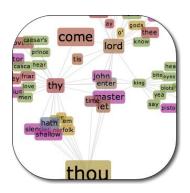# Working with Rare Books and Special Collections

1. Find the KU holdings of a journal titled *Жар-птица*

2. Find all libraries that have original copies of the journal

3. Go to Spencer Library, request your specifit issue, and examine it.

4. Prepare your assignment for submission:

1. The cover of the "Zhar-Ptitsa" magazine (1922, 9) features reproduction of "The Merchant's Wife at the Samovar" by Boris Kustoviev.
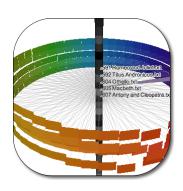
Digital Humanities

[Cirrus](#) is a word cloud displaying the frequency of words appearing in a corpus. Words occurring more frequently appear larger.

[Links](#) represents the collocation of terms in a corpus by depicting them in a network through the use of a force directed graph. In this graph the frequency of the word is indicate by relative size of the term.

[Lava](#) displays multiple levels of a corpus in a three-dimensional environment. Clicking on a document within the corpus expands the Lava visualization in a ring to further explore terms within their context.

Open Access and Scholarly Communication

Jon Giullian

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Libraries

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Watson Library

As Librarian for Slavic and Eurasian studies, I acquire
materials from and about Russia, Belarus, Ukraine, Poland,
Czech Republic, Slovakia, Latvia, Lithuania, Estonia, and the
Caucasus; provide research and instructional services to KU
faculty, staff, students, visiting scholars, K-12 community,
and the general public; and serve as library liaison to related
academic departments and areas studies centers. I also
engage in research and professional service and provide
support for programs in Global & International Studies and
European Studies.

CV (pdf)

Academia.edu

LinkedIn

KU ScholarWorks

Open Access and Scholarly Communication

Jon Giullian

University of Kansas, Libraries, Faculty Member

Research Interests: Slavic and East European Libraries and Libraries

MAJOR ARTICLES

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Where Library Meets Vendor: A Comparison of Six Vendors of Russian Books more 👁 10

Slavic Folklore, the Library, and the Web: A Case Study of Subject-Specific Collaborative Information Literacy at the University of Kansas more 👁 6

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Alternative Academic Career Panel

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- Language labs
- Grant writing
- International programs
- Academic offices
- Study abroad
- …

Graduate Students

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September 15, 2014

Proposal to Offer Job-Friendly English Ph.D. Draws Criticism

Greg Kahn, Grain, for The Chronicle

Ricardo Ortiz and Kathryn Temple, chair of the English department at Georgetown U., are among the professors backing the creation of a Ph.D. program there that would integrate career preparation into the curriculum.