Librarian-Faculty Teamwork: How Understanding Constraints Led to Critical Literacy Breakthrough

Mohsin Ali
February 2024
Takeaways

1. Digital reading skills
2. Needs Analysis
3. Social annotation
<table>
<thead>
<tr>
<th>CLUSTER</th>
<th>SCIENTIFIC INQUIRY</th>
<th>SOCIETY &amp; CULTURE</th>
<th>ARTS &amp; HUMANITIES</th>
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<tbody>
<tr>
<td>REQUIRED NUMBER OF GE COURSES</td>
<td>4</td>
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<tr>
<td>FOOD - A Lens for Environment and Sustainability</td>
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<td>(Cluster M1A,B,CW)</td>
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<td>DATA, JUSTICE, AND SOCIETY</td>
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<td>RACE - Race and Indigeneity in the US</td>
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<td>GLOBAL ISLAM</td>
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<td>(Cluster 27A,B,CW)</td>
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<td>VIOLENCE - Political Violence in the Modern World: Causes,</td>
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<td>Cases and Consequences (Cluster 48A,B,CW)</td>
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<td>AMERICA IN THE ’60S - Politics, Society, and Culture, 1954-1974</td>
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<td>EVOLUTION - Evolution of the Cosmos and Life</td>
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<td>SEX - From Biology To Gendered Society</td>
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<td>BRAIN - Brain, Bodymind, and Society: All in Your Head?</td>
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<td>AGING - Frontiers in Human Aging</td>
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Political Violence in the Modern World: Causes, Cases, and Consequences
## Political Violence in the Modern World: Causes, Cases, and Consequences

- 4 Faculty
- 2 Library Liaisons
- 1 Peer Research & Writing Specialists

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<tr>
<th>Instructor Information</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Extra Credit</th>
<th>Timelines</th>
<th>Library Resources</th>
<th>Campus Resources</th>
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Political Violence in the Modern World: Causes, Cases, and Consequences

- Response papers weeks 2-5
- Final paper utilizing curated readings
- No research paper

- Instructor Information
- Week 0
- Week 1
- Week 2
- Week 3
- Week 4
- Week 5
- Week 6
- Week 7
- Week 8
- Week 9
- Week 10
- Extra Credit
- Timelines
- Library Resources
- Campus Resources
Needs Analysis

1. What are students doing?
2. What do you want students doing?
3. Why aren't students doing it?
4. If a learning solution is needed, what are limitations to implementing it?
Needs Analysis

1. Student Struggles - analysis vs summary
2. A.I. Chatbots
3. Course Structure
4. TAs
Needs Analysis

1. What are students doing?
   a. Summarizing
   b. Not reading

2. What do you want students doing?
   a. Reading
   b. Analyzing

3. Why aren't students doing it?
   a. Digital reading?
Digital Reading
They’ve Found It. Can They Read It? Adding Academic Reading Strategies to Your IL Toolkit

Margy MacMillan and Stephanie Rosenblatt
College students struggle with reading academic texts.

They Found It—Now Do They Bother? An Analysis of First-Year Synthesis

Michael J. Carlozzi
Digital Reading

1. College students struggle with reading academic texts.
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Learning Solution: Social Annotation

1. Students collectively annotate at least 2 readings from the week.

2. Students select annotations from one of the readings and expand upon it in their response paper.
Learning Solution:

1. Students collectively annotate at least 2 readings from the week.
2. Students select annotations from one of the readings and expand upon it in their response paper.

Week 2

Lectures

October 10: Case Study 2: What Was the Guatemalan Genocide... (Arroyo)
October 12: Case Study 3: What were the Croatian War of Independence and the Bosnian War? (Gilliland)

Readings

Remember to choose 2 readings to annotate. You can consult the instructions page if you need to review how to use Hypothesis.is and make annotations.

- Tuesday
  - 500 Years: Life in Resistance (dir. Pamela Yates, 2017), available to watch in Kanopy (VPN needed):
  - Read the poem Genocides (by Miguel Ángel Oxlaj Cúmez).

- Thursday
  - Overview of the Croatian and Bosnian wars provided by the ICTY
Annotations on Guatemala's Commission for Historical Clarification about Genocide

10 Quiroa Genocide

3202. Finally, the Convention establishes that the protected groups or potential victims of genocide must be national, ethnic, racial or religious groups, as such.

3203. The subjective element of the intent to destroy the group has been interpreted through international jurisprudence: “the intentionality that is particular to the crime of genocide does not need to be expressed clearly [and] can be inferred through a number of issues, such as ‘the general political doctrine’ that arises from the actions contemplated in Article 4 – the realization of destructive and discriminatory acts’ (Interpretation of the International Criminal Tribunal for ex-Yugoslavia).

3204. It is very important to distinguish between “the intent to destroy a group in whole or in part” (that is, the positive determination to do so), and the motives behind such an intent. In order to determine genocide, it is only necessary to demonstrate that there exists an intent to destroy the group, regardless of motives. For example, the motive to destroy an ethnic group is not a racial one but rather a military objective, the crime may nevertheless be understood to be genocide.

3205. An act falls into the category of genocide as defined by the Convention even if it forms part of a more extensive policy that was not strictly aimed at physical extermination. In this sense it is significant to distinguish between a genocide policy and acts of genocide. A genocide policy exists when the final objective of the actions is the extermination of a group, in whole or in part. Acts of genocide exist when the final objective is not the extermination of a group but other alternate goals of a political, economic, military or other nature—but the means used to achieve these final goals involve the extermination of a group in whole or in part.

3206. Those elements of jurisprudence, which are becoming doctrine and are also sources of law, have been helpful in the analysis that follows.

Methodology

3207. In order to determine if acts committed were indeed genocide, the CEH reviewed the legal basis of the Convention and previously cited jurisprudence, and analyzed the following:

Genocide 19

Analysis of the general policies of the state, particularly the Doctrine of National Security supporting the Guatemalan state’s counterinsurgency strategies, that helped shape the context and the intents behind actions.

Diagnostic analysis (relating time with acts and places) as well as synthesized analysis (relating acts and places with the perpetrators and victims). This analysis was modeled on sections “a”, “b”, “c”, “d” and “e” of Article II of the Convention. The analysis was carried out chronologically, examining links between acts and the intent underlying those acts, and the Convention. The sequence of actions and their common characteristics were then examined, with the ultimate goal of establishing that the acts of violence committed by the State or its agents occurred in a repetitive manner, and were discriminatively directed against a specific group or groups within the population.

Analysis of acts that violate, or that the perpetrator considers to violate, the integrity of the group, recruiting simultaneously with acts of physical destruction and arising from the same operation. This last form of analysis included acts indicating an attack on the integrity of the group such as rape and sexual mutilation, torture, public executions, the execution of elders, the destruction of material remnants of culture, etc.

3208. The period of analysis is between 1981 and 1983, which is when most violence was recorded. Similarly the analysis focuses on set regions and certain ethnic groups. The CEH has verified that these groups and regions were located where the majority of human rights violations were concentrated. Based upon these criteria and available analytical methods, it has been possible to conduct an investigation of what took place among four selected ethnic groups, in four regions of the country:

- Maya Q’eqchi’ and Maya Chuj, located in northern Huehuetenango in Barillas, Norton, and San Mateo Lliteras.
- Maya K’iche’ located in Nebaj, Cotzal and Chajul, in the department of Quiche.
- Maya K’iche’ in Zacapa, department of Quiche.
- Maya Achi in Rabilal, Dajay Yaxaj.

The selection criteria were the following:

- Intensity of violence (large number of victims);
- Patterns of violence (indiscriminate violence);
- Composition of victims (identifiable groups);
- Quantity of information

According to this passage, genocide can exist even without intent targeted towards a specific group, accidently or by unintended effect, only the actual harm or destruction of a group determines if genocide actually occurred. Thus, are actions such as the US dropping the atomic bomb on Japan considered genocide?

I have similar questions. How is intent identified? There have been many instances, including modern and colonial examples, that bring up the question of intent. As for the example of the US and Japan, would intent be identified differently due to presence of war and war acts?

I think what this paragraph is trying to say that genocide itself means that the intent is to exterminate a group however, an act of genocide is the extermination of a group regardless of any other motive. Can this definition apply the crime of genocide to the countries that made the original UN guidelines for genocide? For example, the westward expansion of the United States displaced and also killed many natives due to war and disease. Based on this definition, even though the people of the US may have not intended to wipe out the native population, their actions were still an act of genocide.
Learning Solution: Social Annotation

1. Learning Goal(s)

2. Outcome(s)

3. Communicating Expectations
   a. Quantity and length of annotations
   b. Guidance for annotations
   c. Interactions with classmates?
   d. Outcomes

4. Building in time for students to struggle with technology and practice
Assessment and Feedback
Learning Solution for Graphic Novel Analysis (Designed by Chris Gilman)
Learning Solution for Graphic Novel Analysis
Learning Solution for Graphic Novel Analysis
Description:

The two selected panels depict Art Spiegelman sitting in a sofa across from his therapist. His therapist has a human form and is wearing a mouse mask. Although it is not visible in these particular panels, Spiegelman is also in human form and wearing a mouse mask.

Observation:

In the rest of the novel, character’s uses of masks represent pretending to be another race/nationality. This section of the book concerns Art Spiegelman’s memory of Vladek’s story and how it has been interpreted by the world. These masks seem to imply that memory of the holocaust can feel ingenuine, and that identity may make people feel as if they have to act a certain way in regards to holocaust memory.

I also found the animal masks extremely interesting. I also think it is important to note how people of different races/nationalities are portrayed with different masks (eg. Nazis were portrayed as cats and Jewish people as mice). I agree that the masks relate to the forceful identities placed on people under Nazism.
Learning Solution for
Film Analysis
Basic Terms and considerations:

- **Diegesis.** The diegesis includes objects, events, spaces and the characters that inhabit them, including things, actions, and attitudes not explicitly presented in the film but inferred by the audience. That audience constructs a diegetic world from the material presented in a narrative film.

- **Editing.** The joining together of clips of film into a single filmstrip. The cut is a simple edit but there are many other possible ways to transition from one shot to another.

- **Flashbacks / flashforwards.** A jump backwards or forwards in diegetic time. With the use of flashback / flashforward the order of events in the plot no longer matches the order of events in the story.

- **Focus.** Focus refers to the degree to which light rays coming from any particular part of an object pass through the lens and reconverge at the same point on a frame of the film negative, creating sharp outlines and distinct textures that match the original object. Alternatively, what the camera is focusing on, and what the camera is deliberately blurring.

- **Genres.** Types of film recognized by audiences and/or producers, sometimes retrospectively.

- **Mise-en-scene.** All the things that are “put in the scene”: the setting, the decor, the lighting, the costumes, the performance etc. Narrative films often manipulate the elements of mise-en-scene, such as decor, costume, and acting to intensify or undermine the ostensible significance of a particular scene.
Basic Terms and considerations:

- **Story / plot.** The order, duration, and setting of those events, as well as the relation between them, all constitute elements of the plot.

- **Scene / sequence.** A scene is a segment of a narrative film that usually takes place in a single time and place, often with the same characters. Scene and sequence can usually be used interchangeably, though the latter term can also refer to a longer segment of film that does not obey the spatial and temporal unities of a single scene. For example, a montage sequence that shows in a few shots a process that occurs over a period of time.

- **Shot.** A single stream of images, uninterrupted by editing. The shot can use a static or a mobile framing, a standard or a non-standard frame rate, but it must be continuous.
  - There are many types of shots. The most usual ones are longshot, a medium longshot, a medium close-up, and closeup. You can find other types of shots [here](#).

- **Image.** The way a scene, sequence or film is presented has a lot of information regarding the content. What tone of color is it? What is the contrast level? Is the cinematographer using a specific palette?

- **Movement.** There are different movements the camera can make to convey the dynamics of the scene (slower, steady, fast, etc). We have the crane shot, the handheld camera, pan, tilt, and tracking shot.
Learning Solution for Film Analysis: H5P
Learning Solution for Film Analysis: H5P
1. Digital reading skills
2. Needs Analysis
3. Social annotation


