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

UCLA Library

Mohsin Ali
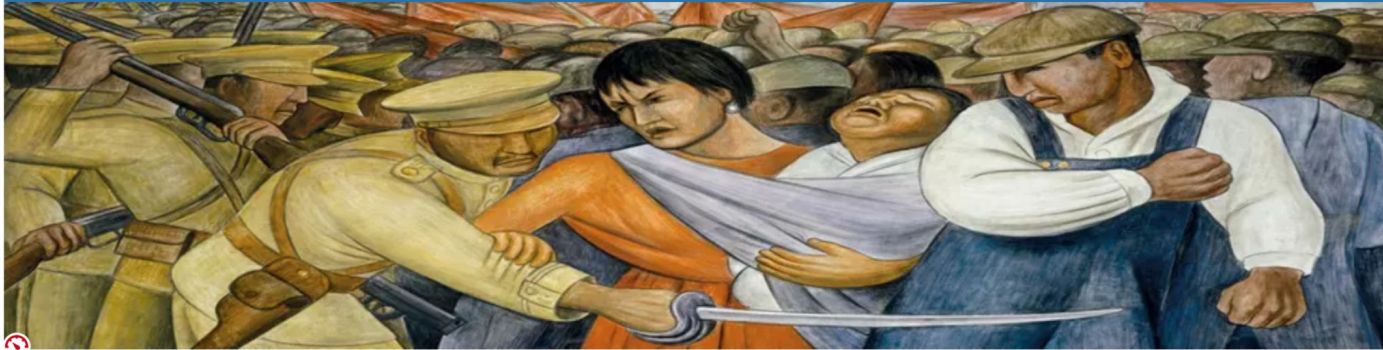February 2024

Takeaways

1. Digital reading skills

2. Needs Analysis

3. Social annotation

UCLA Cluster Program

	FOUNDATION AREA		
CLUSTER	SCIENTIFIC INQUIRY	SOCIETY & CULTURE	ARTS & HUMANITIES
REQUIRED NUMBER OF GE COURSES	4	3	3
FOOD - A Lens for Environment and Sustainability (Cluster M1A,B,CW)	2 or 3	1 or 2	
DATA, JUSTICE, AND SOCIETY (Cluster 10A,B,CW)		3	1
RACE - Race and Indigeneity in the US (Cluster 20A,B,CW)		2	2
GLOBAL ISLAM (Cluster 27A,B,CW)		3	1
VIOLENCE - Political Violence in the Modern World: Causes, Cases and Consequences (Cluster 48A,B,CW)		3	1
AMERICA IN THE '60S - Politics, Society, and Culture, 1954-1974 (Cluster 60A,B,CW)		2	2
EVOLUTION - Evolution of the Cosmos and Life (Cluster 70A,B,CW)	4		
BIOTECHNOLOGY AND SOCIETY (Cluster M71A,B,CW)	1	2	1
SEX - From Biology To Gendered Society (Cluster 72A,B,CW)	1	3	
BRAIN - Brain, Bodymind, and Society: All in Your Head? (Cluster 73A, B, CW)	1	1	2
AGING - Frontiers in Human Aging (Cluster 80A,B,CW)	1	3	

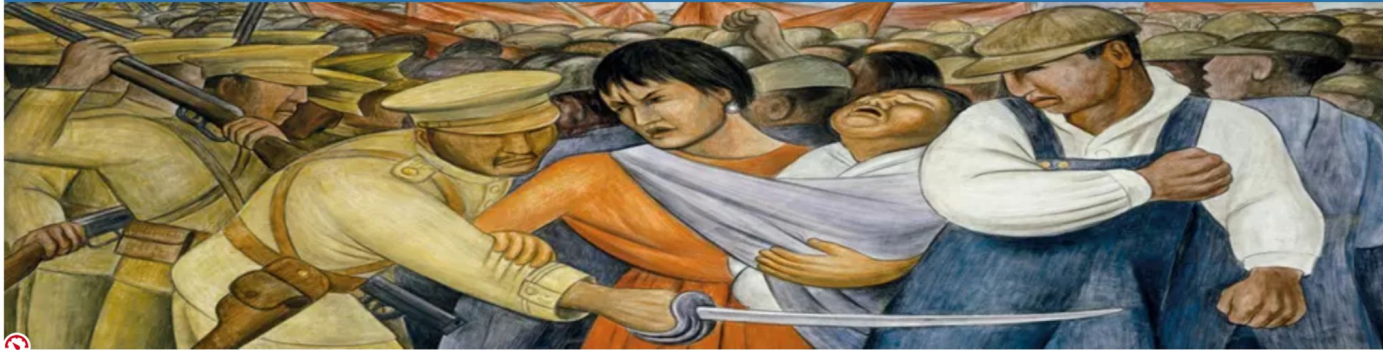# Political Violence in the Modern World: Causes, Cases, and Consequences

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CLUSTER 48A

Political Violence in the Modern World: Causes, Cases, and Consequences

- 4 Faculty

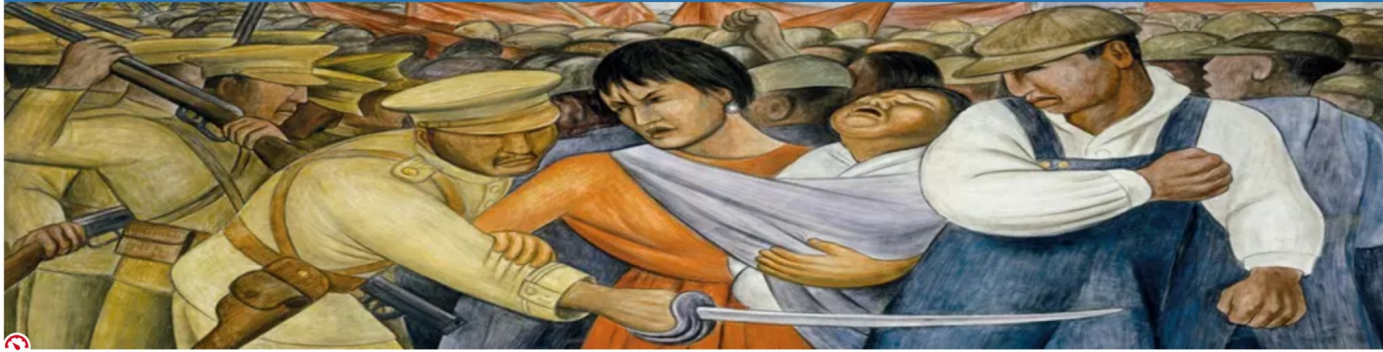- 2 Library Liaisons

- 1 Peer Research & Writing Specialists

❯ 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

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CLUSTER 48A

Political Violence in the Modern World: Causes, Cases, and Consequences

- Response papers weeks 2-5

- Final paper utilizing curated readings

- No research paper

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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

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

Michael J. Carlozzi

They Found It in Both

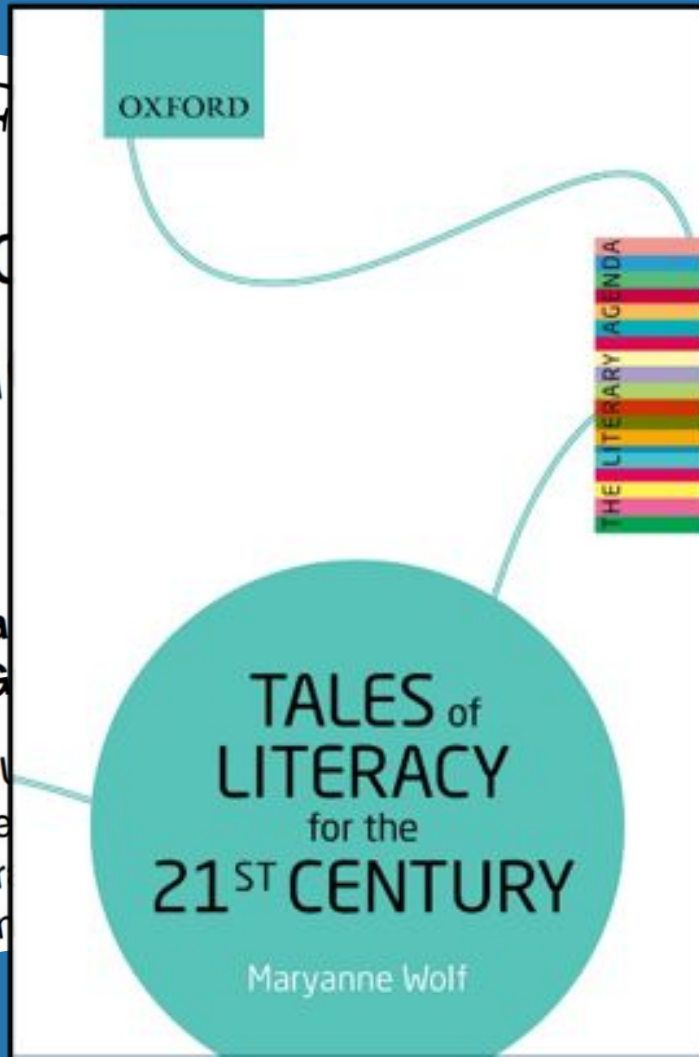## Academic reading format preferences and behaviors among university students worldwide: A comparative survey analysis

Diane Mizrachi[1]*, Alicia M. Salaz[2], Serap Kurbanoglu[3], Joumana Boustany[4], on behalf of the ARFIS Research Group[¶]

1 Charles E. Young Library, University of California, Los Angeles, California, United States of America, 2 University Libraries, Carnegie Mellon University, Doha, Qatar, 3 Information Management Department, Hacettepe University, Ankara, Turkey, 4 Institut Francilien d'Ingénierie des Services, Université Paris-Est Marne-la-Vallée, Paris, France

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of the ARFIS Research G...

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2 University Libraries, Carne...
Hacettepe University, Ankar...
Marne-la-Vallée, Paris, Fran...

OXFORD

THE LITERARY AGENDA

TALES of LITERACY for the 21ST CENTURY

Maryanne Wolf

...rences and
...udents
...vey analysis

...Joumana Boustany[4‡], on behalf

...fornia, United States of America,
...ormation Management Department,
...e des Services, Université Paris-Est

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Diane Mizrachi[1]*, Alicia
of the ARFIS Research Gr

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na Boustany[4]‡, on behalf

United States of America,
on Management Department,
Services, Université Paris-Est

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.

Week 2

Lectures

October 10: 🎧 [Case Study 2- What Was the Guatemalan Genocide... (Arroyo).pdf](#) ⬇

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
  - [CEH (Historical Clarification Commission), "Genocide," in *Quiet Genocide: Guatemala (1981-1983)*, 17-28](#).
  - *500 Years: Life in Resistance* (*dir. Pamela Yates, 2017)*, available to watch in Kanopy (VPN needed): [https://www.kanopy.com/en/ucla/video/617259](#) ⬀
  - [Read the poem *Genocides*](#) (by Miguel Ángel Oxlaj Cúmez).
- Thursday
  - ["The Balkan Vortex: Nationalism, war and NATO, 1989-99" in *The Balkans: Nationalism, War and the Great Powers*, pp.634-652.](#)
  - [Overview of the Croatian and Bosnian wars provided by the ICTY](#)

Annotations on Guatemala's Commission for Historical Clarification about Genocide

18 Quiet 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 or 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 reiteration 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 motive. For example, if the motive to destroy an ethnic group is not pure racism 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 genocidal policy and acts of genocide. A genocidal 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 rather 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. These 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 intent behind actions.

Diachronic analysis (relating time with acts and places) as well as synchronic 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 actions and the intent underlying those actions, 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 discriminatorily 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, occurring 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 exhibition of cadavers, the destruction of material elements 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'anjob'al and Maya Chuj, located in northern Huehuetenango in Barillas, Nenton, and San Mateo Ixtatan;
> Maya Ixil located in Nebaj, Cotzal and Chajul, in the department of Quiche;
> Maya K'iche' in Zacualpa, department of Quiche;
> Maya Achi in Rabinal, Baja Verapaz

The selection criteria were the following:

> Intensity of violence (largest number of victims);
> Patterns of violence (indiscriminate violence);
> Composition of victims (identifiable groups)
> Quantity of information

23F-CLUSTER-48A

(edited) Oct 9, 2023

> *but the means used to achieve these final goals involve the extermination of a group in whole or in part.*

According to this passage, genocide can exist even without intent targeted towards a specific group, accidentally 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 of the atomic bomb on Japan considered genocide?

Hide replies (2)

Oct 9, 2023

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?

Oct 13, 2023

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 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
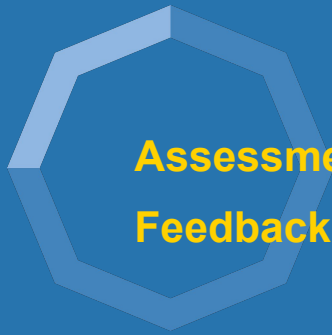
Assessment and Feedback

Learning Solution for Graphic Novel Analysis (Designed by Chris Gilman)

UCLA Library

Learning Solution for Graphic Novel Analysis

UCLA Library

Learning Solution for Graphic Novel Analysis

UCLA Library

Jan 16, 2024

Maisly I remember ARGUING with him... and being told that I couldn't do anything as well as he could.

And now that you're becoming successful, you feel bad about proving your father wrong.

No matter what I accomplish, it doesn't seem like much compared to surviving Auschwitz.

But you weren't in Auschwitz...you were in Rego Park.

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.

Edited by ~~~~~~~~~~ on Jan 16 at 8:34pm

↩ Reply

Jan 18, 2024

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.

↩ Reply

Learning Solution for

Film Analysis

Visual Studies Paper

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.

Visual Studies Paper

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
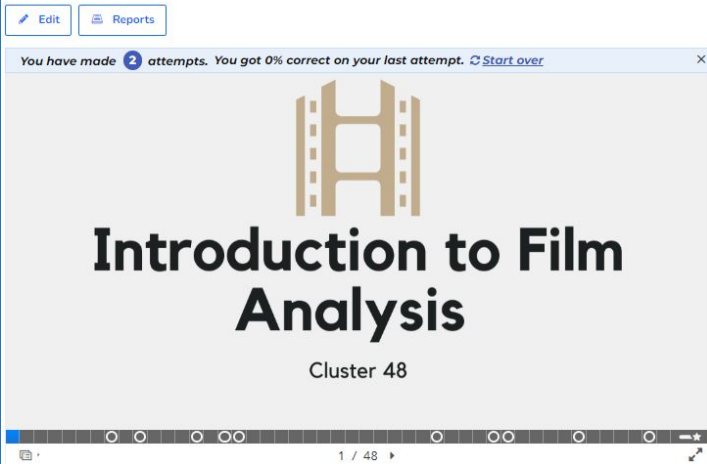
Introduction to Film Analysis Introduction

📋 Instructions

The tutorial below will introduce you to some basic concepts of film analysis to help you write your Visual Analysis Paper on the *La Llorona* and *Nuestras Madres*. After completing the tutorial and watching at least one of the films, you will have to post to a discussion forum drawing on what you learned in this tutorial.

- You should complete the tutorial prior to watching the films.
- This is an interactive activity with audio-visual components. If you complete the tutorial by answering all questions, you will receive a "Complete." Otherwise, you will receive an "Incomplete."
- The activity should take about 40 minutes to complete. You do not have to complete it all in one sitting, however. Bruin Learn will save your progress. If you close the page in the middle, your answers will be saved and the next time you reopen the page, the tutorial will load the slide you last had open.

Complete the tutorial by Monday of Week 8, February 26, 11:59 pm.

👓 Activity

✏️ Edit   🖨️ Reports

You have made **2** attempts. You got 0% correct on your last attempt. ↻ Start over   ✕
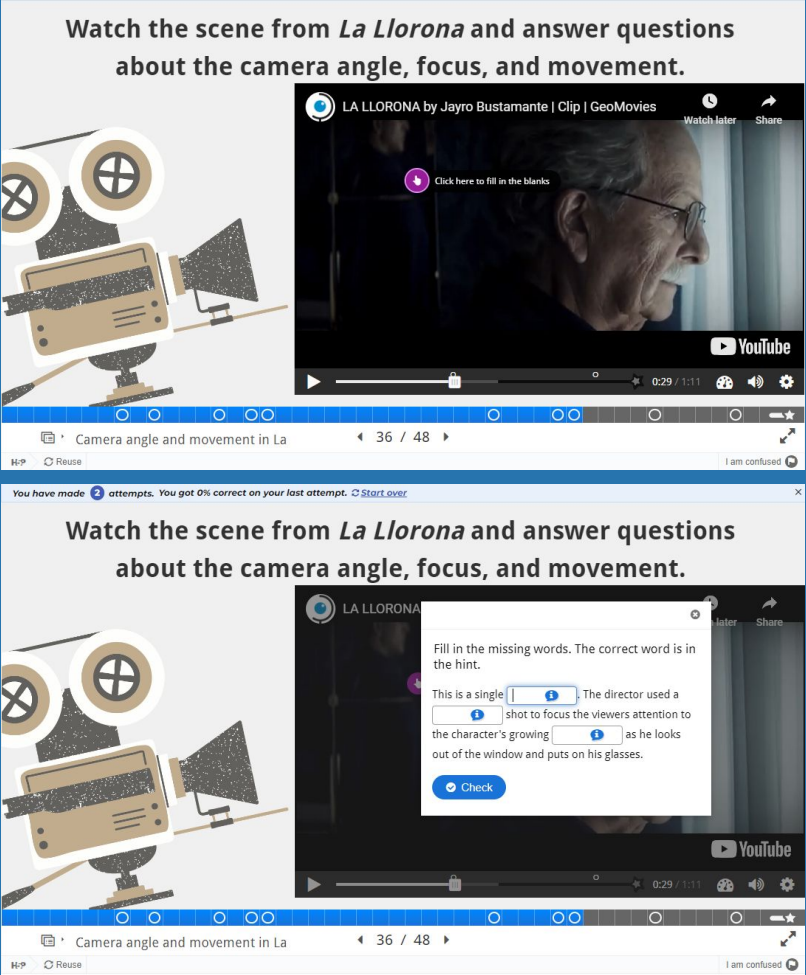
Introduction to Film Analysis

Cluster 48

1 / 48 ▶

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Learning Solution for Film Analysis: H5P

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Takeaways

1. Digital reading skills

2. Needs Analysis
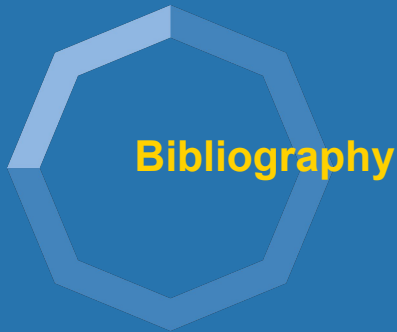
3. Social annotation

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1. Margy MacMillan, Margy MacMillan, Margy MacMillan, and Stephanie Rosenblatt. "They've Found It. Can They Read It? Adding Academic Reading Strategies to Your IL Toolkit.," January 1, 2015.

2. Michael Carlozzi, and Michael J. Carlozzi. "They Found It--Now Do They Bother? An Analysis of First-Year Synthesis." *College & Research Libraries* 79, no. 5 (July 2, 2018): 659–70. https://doi.org/10.5860/crl.79.5.659.

3. Mizrachi, Diane, Alicia M. Salaz, Serap Kurbanoglu, Joumana Boustany, and on behalf of the ARFIS Research Group. "Academic Reading Format Preferences and Behaviors among University Students Worldwide: A Comparative Survey Analysis." *PLOS ONE* 13, no. 5 (May 30, 2018): e0197444. https://doi.org/10.1371/journal.pone.0197444.

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