

When the Silicon Meets the Road:

Analog Lessons from Student Engagement with
Digital Humanities and the H.K. Yuen Social
Movement Archive

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H.K. Yuen Social Movement Archive

- The H.K. Yuen Social Movement Archive is jointly held by the Bancroft Library and the Ethnic Studies Library acquired in 2005
- Over 30,000 hours of audio, mostly on reel-to-reel audio tapes.
- Since 2014, 170 reels have been digitized through the California Revealed (previously California Audiovisual Preservation Project).
- Recent CLIR grant will fund digitization of additional hundreds of reels.



Frog in the Well,
a Chinese folk
tale describing
H.K. Yuen's
motivation for
his work.



Above: Students on Sproul Steps holding protest signs, 1964, Helen Nestor Free Speech Movement Photographs, Oakland Museum of California, Calisphere.

Below: UC Berkeley African Students Association marching in front of California Hall, (source and date unknown).



DIGITAL HUMANITIES AT BERKELEY



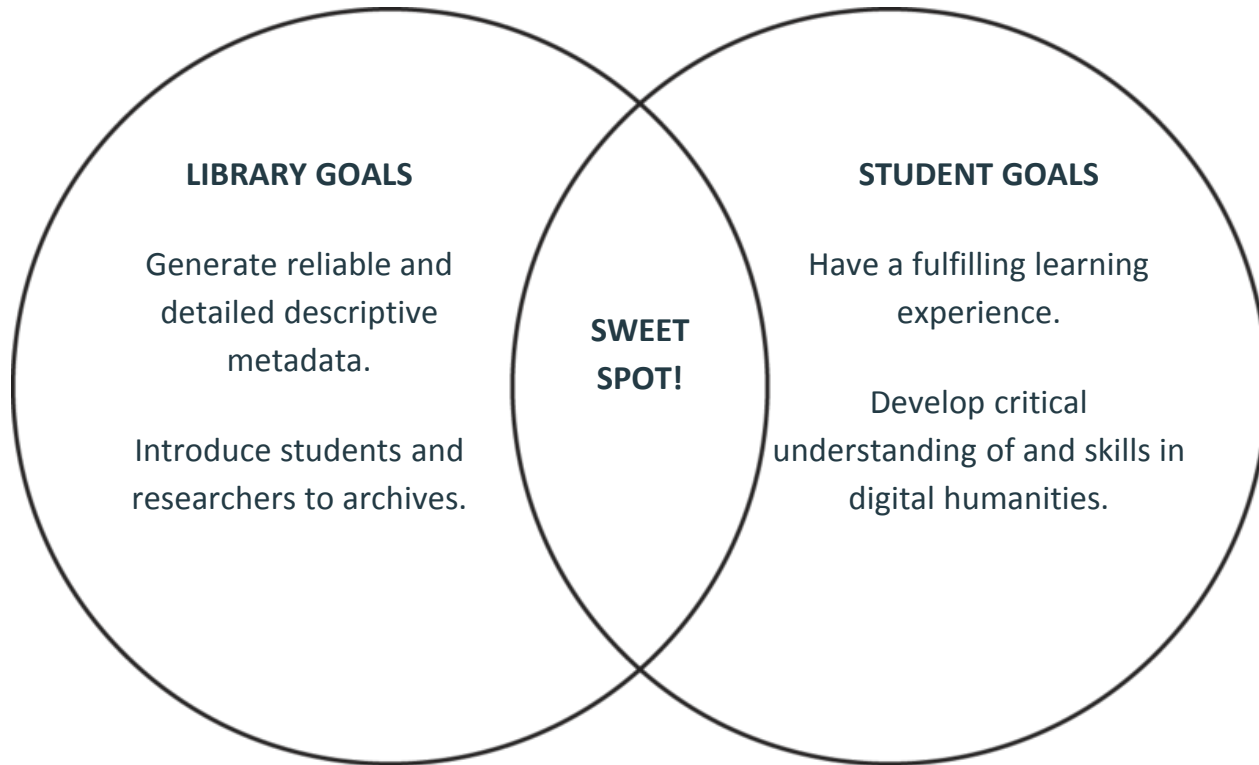
In Spring 2017, Digital Humanities Collaborative Research Grant awarded to Professor Keith Feldman and myself for students to analyze the audio recordings on Internet Archive using Dedoose.

The screenshot shows the Ethnic Studies Library website interface. At the top, there is a navigation bar with icons for home, books, film, audio, and documents, followed by links for ABOUT, CONTACT, BLOG, PROJECTS, HELP, DONATE, JOBS, VOLUNTEER, and PEOPLE. A search bar is located in the top right corner. The main header features the title "Ethnic Studies Library, University of California, Berkeley" and a brief description: "The Ethnic Studies Library is a consolidation of the four collections in the Ethnic Studies Department, University of California, Berkeley:". Below the header, there are tabs for "ABOUT" and "COLLECTION", with "COLLECTION" being the active tab. The search results show 170 items, sorted by "VIEWS". The results are displayed in a grid of 12 items, each with a waveform visualization and a title. The items include:

- [Martin Luther King speaks] by Yuen, Hoh-Kun (H.K.) - 733 views, 1 star, 0 comments
- [M.L. King Archives] by Yuen, Hoh-Kun (H.K.) - 204 views, 1 star, 0 comments
- [Legacy of Martin Luther King, 1970] by Yuen, Hoh-Kun (H.K.) - 175 views, 0 stars, 0 comments
- [U.C. May Action Week, 1971] by Yuen, Hoh-Kun (H.K.) - 137 views, 0 stars, 0 comments
- [The Black and the Poor speaks] by Yuen, Hoh-Kun (H.K.) - 120 views, 1 star, 0 comments
- [China 1967 - David Cook - William Hinton - Harrison] by Yuen, Hoh-Kun (H.K.) - 117 views, 0 stars, 0 comments
- [Black speakers, writers, etc. 1965-1970] by Yuen, Hoh-Kun (H.K.) - 114 views, 0 stars, 0 comments
- [Summer 1970 Sproul Plaza] by Yuen, Hoh-Kun (H.K.) - 113 views, 0 stars, 0 comments
- [Delano Grape Strike] by Yuen, Hoh-Kun (H.K.) - 107 views, 0 stars, 0 comments
- [November 17, 1966 Sproul steps - Friday] by Yuen, Hoh-Kun (H.K.) - 96 views, 0 stars, 0 comments
- [Dissenting Voice in America - Suppression -] by Yuen, Hoh-Kun (H.K.) - 83 views, 0 stars, 0 comments
- [The Day After (the Selma March) in S.F.] by Yuen, Hoh-Kun (H.K.) - 82 views, 0 stars, 0 comments
- [Freedom. Human Rights. '65] by Yuen, Hoh-Kun (H.K.) - 82 views, 0 stars, 0 comments
- Angela Davis speech: Politics & Law, Nov. U.C., Part I and II] by Yuen, Hoh-Kun (H.K.) - 78 views, 1 star, 0 comments
- [Winter Quarter 1971 U.C., Part I and II] by Yuen, Hoh-Kun (H.K.) - 77 views, 0 stars, 0 comments

On the left side of the search results, there are filters for "PART OF" (California Light and Sound Cultural & Academic Films), "Media Type" (audio, 170), "Year" (1980: 1, 1979: 2, 1977: 1, 1974: 7, 1973: 7, 1972: 22), and "Topics & Subjects" (californialightsoundsound: 168).

Balancing Goals



Lessons from Student Engagement

What are some of the lessons we've learned from student engagement with this collection?

- Clear standards and guidelines
- Historical context
- “Self-Determination”
- Open communication: Balancing support and autonomy
- Iterative and cumulative learning

Clear Standards and Guidelines

Provide clear standards and guidelines for students to be able to use. Educate them about library vocabularies, authorities, and metadata schema and why they are important. Keep it simple.

Historical Context

Provide the historical context and methodologies for students to engage with archives.

Self-Determination

Give students opportunities to select content that is meaningful to them.

Open Communication: Balancing Support and Autonomy

Provide a structured framework where students are able to openly communicate and troubleshoot issues.

Iterative and Cumulative Learning

Provide opportunities for students to practice and build upon skills over the course of time.



Thank you!

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