Using Primary Sources
Content, Creation and Collaboration at the University of Liverpool

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Using Primary Sources
https://liverpooluniversitypress.co.uk/pages/using-primary-sources

An Open Access teaching and study resource that combines rare archival source materials with high quality peer-reviewed chapters by leading academics.

General Editor: Dr Jonathan Hogg, Senior Lecturer in Twentieth Century History at the University of Liverpool. With essays from 30 academics from eight universities, over 200,000 words and over 200 original documents.
Using Primary Sources is a visually rich, archive based Open Access e-textbook that provides students with an essential learning resource to study primary sources, comprising over 200,000 words and in excess of 200 original documents (photographs, maps, letters, audio recordings, diaries, pamphlets and newspapers) with 26 fascinating collections by leading academics in the field. Dr. Jonathan Hogg (General Editor). Published by Liverpool University Press and University of Liverpool Library in partnership with JISC.
Modern Sources

Part of the Open Access e-textbook ‘Using Primary Sources’ edited by Dr. Jonathan Hogg. Published by Liverpool University Press and University of Liverpool Library in partnership with JISC.

Explore the exciting chapters within the Modern anthology of Using Primary Sources: a practical guide for students and learn about this fascinating period through rich archive material. Each chapter is based on a particular theme and contains an essential essay written by an academic expert on the topic as well as invaluable primary sources.

Chapters

Memory
A collection of primary sources on ‘Memory’ in the modern period by Jessica Douthwaite and Dr. Jonathan Hogg, with accompanying essay.

Included in the Textbook: Modern Sources

Environment
A collection of primary sources on Environment in the modern period by Dr. Marianna Dudley & Dr. Chris Pearson, with accompanying essay.

Included in the Textbook: Modern Sources

Business History
A collection of primary sources on ‘Business History’ in the modern period by Dr Graeme Milne, with accompanying essay.

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NGOs and Voluntary Action
A collection of primary sources on ‘NGOs and Voluntary Action’ in the modern period by Dr. Anna Bocking-Welch, with accompanying essay.

Included in the Textbook: Modern Sources

Crime
A collection of primary sources on ‘Crime’ in the modern period by Dr. Zoe Alker and Dr. Lucy Williams, with accompanying essay.

Included in the Textbook: Modern Sources
Chapter: Memory
By Jessica Douthwaite and Dr. Jonathan Hogg.

[J] Baseball cap with Campaign for Nuclear Disarmament logo (c. 1966).
University of Liverpool Library Special Collections & Archives, John Brunner Archive Bru 4/6

[I] Sash with anti-nuclear badges (c. 1960s).
University of Liverpool Library Special Collections & Archives, John Brunner Archive Bru 4/5

[H] Selection of anti-nuclear badges (c. 1960s).
University of Liverpool Library Special Collections & Archives, John Brunner Archive Bru 4/5

University of Liverpool Library Special Collections & Archives, Adrian Henri Archive, Henri A/VI/1/1/117

[L] Letter from the Campaign for Nuclear Disarmament by Dr. John Cox to Adrian Henri (2 May 1972).
University of Liverpool Library Special Collections & Archives, Adrian Henri Archive, Henri M/2/2/1

University of Liverpool Library Special Collections & Archives, Adrian Henri Archive, Henri M/2/2/1

University of Liverpool Library Special Collections & Archives, Adrian Henri Archive, Henri A/VI/1/1/117
worrying for nothing. What’s worrying? Don’t be worrying about it. Just forget about it.” But you couldn’t forget about it [...] I would look at John playing in the garden with his little friends and you’d think are they going to grow up and have a future?” Here, the transcript [G] could be analysed to demonstrate the personal, and gendered, memory of this individual. Vera described her husband’s attempts to soften her anxiety by taking away one of the presumed sources of nuclear knowledge, which offers a fascinating glimpse of nuclear anxiety in a domestic setting. These memories suggest that nuclear anxiety could impact on everyday life in unusual ways, and your analysis of such memories could be positioned against those historians of the nuclear age who tend to downplay nuclear anxiety.

We must not forget that there were different reasons for conducting the interviews examined above, and the selection process for participants and the questions that were asked would need to be looked at in some detail. Given that the era of the cold war spanned over 40 years, it is important to consider whether and how participants’ memories relate to historical periods within that era. From this brief exploration, it would seem that those individuals who worked as part of the nuclear state were more sympathetic to the official memory encouraged by government, while those who lived and worked outside the formal boundaries of the nuclear state fore-grounded personal memories above official memory. Placed together, you could offer an argument about the contested nature of memory in relation to the cold war, using your analysis of the interviews to demonstrate specific points that you want to make.

Artefacts and images
It might seem strange to examine material artefacts when exploring the history of memory, but the design and use of clothing and badges remind us about the lived experience of some individuals. Anti-nuclear activist badges [H], sashes [I], and baseball caps [J] remind us that individuals created artefacts, participated in marches and showed commitment to a cause. These artefacts may be easily used in written work for illustrative purposes, or perhaps you might analyse their
Using Primary Sources: Creation
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TECHNOLOGY: BiblioBoard

LICENCE: CC-BY-NC-ND

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Using Primary Sources: Uptake
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Initial launch at end of January 2017 as part of Academic Book Week.

Over 800 users in 27 countries.

Set as key text on undergraduate modules in History, French and Sociology, University of Liverpool, University of Bristol and Keele University.

More chapters to be added September 2017.
Using Primary Sources: Feedback
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Liverpool student feedback:

“Excellent! Very useful to collect number of relevant sources in one place.”

“User friendly” “Accessible” “Polished” “Easy navigation”

“Offers a valuable insight into the many uses of sources”

“Helped my understanding of using sources.”
Using Primary Sources: Feedback
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External feedback:

Kiron Reid
@KironReid

Excellent e-book guide to using primary sources, that I’ve already recommended to colleagues at Zaporizhzhya National Uni #ZNU in Ukraine

UCL History
@UCLHistory

A really useful resource for all students looking to build more primary sources into their work

Eleanor Davey
@EleanorDavey

I was so excited to discover this that I nearly wrote this message in all caps. Thank you, @abiedoubleyou & @JonHogg1979, we salute you.
Using Primary Sources: Future
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Plans to develop Using Primary Sources further

Possible further e-textbooks at the University of Liverpool

Advice for other institutions developing e-textbooks