

Instructor Outline: 9:00 - 11:50am (about 3 hours)

*Times indicated are for pace-keeping only, not strict

In Advance / Setup:

- Prepare classroom with correct number of seats (ideally, situated in the library/archive/reading room)
- Set up projector and connect to computer with WiFi for presentation of Google Slides deck
- Have printed-out copies of “Worksheet: Handling Written Documents” for students and instructors
- Read the three linked readings, make notes on the themes of archives, knowledge, and power to discuss
- Collaborate with instructor (if session is integrated as part of a course)

8:50 - 9:05 Welcome and settle in

9:05 - 9:10 [SLIDE 1] Session overview and outline, classroom norms, discuss dictionary definition of “archive”

- [American Heritage Dictionary](#): archive as noun and verb;
 - Etymology from the Greek, *arkhe* (government) and *arkheion* (to rule). Thoughts?
 - Also: why use reference sources (dictionaries, etc.)? What are they?
 - Keep this in mind for today’s session: archives, knowledge, and power

9:10 - 9:30 [SLIDE 2] Intro to Info - the information cycle, and the mechanisms of archives

- Contextualize: information relative to you (the researcher) and the subject (topic)
- Organization of information and the research cycle
 - Primary/Secondary (in relation to the topic) — is this a binary? a “fine line”?
 - Is an *archived letter* a primary source? How about a Tweet? It depends on the topic...

9:30 - 9:45 [SLIDE 3] Archival [Documents] Processing 101, demonstrate documents and ephemera

9:45 - 9:55 [SLIDE 4] Talk about the differences between print and **born-digital/digitized**

10:00 - 10:20 [SLIDE 5] Discussion of readings: ethics — archives, information, and power

- American Heritage Dictionary
 - the root of the word “archive” comes from the Greek *arkhē*, government/rule
 - what are some connections between archives and power?
- [Colleary](#) and Fuller’s “A Queer Victorian Marriage”/ *Tyranny of Documents*
 - Why is this a “gay play”? **What is queer, how/why do we categorize things?**
 - Thinking critically of archive-acquisition practices - knowledge is *constructed*
 - What did Colleary learn about the playwright’s sexuality/ethic?
 - What did Colleary learn about theology (and not learn?)
- [Manoff](#): Archives in reality (e.g. collections, computers, folders, etc.) vs.
 - “the archive” in theory (Derrida, Foucault) e.g. “system of discursivity” (social order?)
 - Think about: **What does it mean for queer research if archives = authority?**
 - What does/doesn’t get archived? Who categorizes things, and why?
 - Where do archives fit into the **knowledge-construction** process?

10:20 - 10:30 [SLIDE 6] Emilie Townes Papers*: Demonstrate navigating to the Burke Archives / Finding Aid

- What would we want to inquire about Emilie Townes, from primary source materials?
- About her identity, queerness, religious moral thought, her time at UTS?
- Demonstrate using a box/folder, good care and handling techniques
 - ***NOTE:** *other schools may pick a local collection, to substitute for the Emilie Townes Papers. Students should have the experience to inquire about queerness, identity, and religious moral thought, as well as meditating on themes of power and information-architecture (both within the collection as well as in the institution and archival acquisitions practices) while interrogating the archives.*

10:30 - 10:40 [SLIDE 7, end of slideshow] Break (10 mins) and Activity Setup

- Close the projector
- The classroom transforms into the Reading Room
- Instruct participants to remove any bags, jackets, food, beverages, pens, etc.
- Restroom and wash hands

10:40 - 10:50 Overview of activity and settle in (distribute copies of "Worksheet: Handling Written Documents")

- Handling and care of archival documents, go over worksheet instructions
- Keep discussions in mind-- archive-as-power, information construction, **queer subjecthood**
- Other possible questions to keep in mind:
 - What labels/classifications are used for LGBTQ people?
 - What do the documents tell us about the LGBTQ-ness of the subject, if anything?
 - If there are no documents that mention LGBTQ+ people at all, why could that be, and what does that tell us?
- Note any significant aspects of both the text *and* the physical document as unique object
- Assign students to teams of 2-3 students per box-folder

10:50 - 11:30 Group work

- Circulate, ask if students need assistance
- Keep an eye on students' care and handling, adhere to best practices

11:30 - 11:50 Regroup and discuss

- What was surprising? What did you HOPE to learn? What did and did you NOT learn?
- Closing thoughts? New insights?