

## **Group 2 Scenario**

Class title: Archiving America

Level: Undergraduate seminar, fulfills a Major requirement for several concentrations within the English Dept.

Main projects: a presentation, shorter papers, and a longer research project – students will conduct their own archival projects to illuminate something new about our understanding of America.

Session timing: Want to schedule one session of an hour and fifty minutes during class time.

Course overview: How do we know what we know? This seminar explores how the archive has shaped diverse imaginings of America. We will read primary works in which archives—in the form of documents, found objects, and archival spaces—feature prominently and compel us to question how we determine what an archive is and what its meanings are. We will also examine critical texts to understand how the archive can discipline knowledge, yet when used creatively and critically, can help us come to know that which we don't know.

Pedagogical aims: My aim in wanting to bring students to the library is to complement student readings of archival theory and history with direct engagement with archives in all their formats. I hope that this will expose students to the material practice of archiving and help them consider archivists' and non-archivists' perspectives in their own research projects, which will utilize library collections.

### **Group brainstorming guidelines:**

- Identify a volunteer note-taker for your group.
- *Approach these scenarios without constraining yourselves to the particular institutions you work in or collections you work with.*
- In no particular order, address the following questions as they relate to your group's scenario (these are not meant to be constraining, so think beyond if your group goes in that direction):
  - What are some options for conducting a library session(s) that would address the faculty member's pedagogical goals?
  - How many sessions and what timeframe would you suggest to the faculty member?
  - What types (special? licensed? general? other?) and amounts of collection materials would be ideal for the library session(s) you are envisioning?
  - What types of student engagement do you envision for the session(s)?
  - What are the major time blocks into which the session(s) you are envisioning would ideally be divided?
- Be prepared to present to everyone else in workshop session 3 a synopsis of your group's discussions, at minimum covering:
  - Summary of your scenario.

**Past Forward! Meeting Stakeholder Needs in 21<sup>st</sup> Century Special Collections  
Workshop Session 3: Public Services: Teaching with Collections | 3 June 2013**

- Overview of the types of collection materials you think it would be important to include to address the pedagogical goals of the faculty member.
- Options your group envisions for how the library session(s) might proceed.
- Open questions or issues raised by your group's discussion.

**Workshop timetable:**

3:30-3:45 – Introductions and group breakouts (distribute scenarios)

3:45-4:25 – Group brainstorming and preparing for presentation

4:25-5:05 – Each group presents scenario and options/issues

5:05-5:25 – Discussion and questions (succinct summary to report back to larger group)

5:25-5:30 – Walk back to Beinecke Library