Archiving LGBTQIA+ AV Materials
SLIS 796
Summer 2021

Location: Davis College 001
Instructor: Travis Wagner
E-Mail: wagnertl@email.sc.edu
Office Hours: Tuesday 10 am - 12 pm; or by appointment

Course Description:

This course engages in a digital archiving project regarding audiovisual materials representing LGBTQIA+ activism in South Carolina. The project will work with the needs of multiple stakeholders (donors, institutional archives, and historical societies) to digitize and prepare AV materials for online access.

Learning Outcomes:

By the end of this course, students should be able to:

● Show tangible products of a digital repository focused on AV materials
● Display a working knowledge of the metadata and taxonomies for audiovisual content
● Document the process of digitizing physical documents in an accessible manner and discuss with interested parties this process
● Reflect on the challenges and acceptable practices of queer community archives

Required Texts:


Recommended Texts:


**Course Policies:**

**Grading:**

**Course Grade Scale:**

A: 90-100  
B+: 85-89  
B: 80-84  
C+: 75-79  
C: 70-74  
D+: 65-69  
D: 60-64  
F: 59 and Below

**Academic Integrity:**

Students in this course are bound by The University of South Carolina Honor Code and are expected to adhere to academic integrity. Any suspected acts of plagiarism, cheating or endeavors deemed unethical will be dealt with immediately. I take very seriously academic honesty and remind you that any unethical acts will result in failure within this course and can even lead to expulsion from the University. If you are having an issue, let me know and we can work through the problem. Dealing with cases of academic integrity is a waste of my time, your time and the time of many employees at the university.

**Disruptive Behavior:**

Any acts by students deemed as disruptive or detrimental to the instructor’s ability to teach, or other students’ ability to learn will not be tolerated. Such actions will be met with intervention on the part of the Office of Student Conduct.

**Late Work:**

There are only a handful of written assignments in this course and given the scope of the class project, timely delivery is of the essence. However, I understand that situations arise. With the exception of the project deliverables, I am allowing for one, unquestioned 24 hour grace period for any given assignment. **In order to use this grace period, you must email me and request it. If you do not do this, I will assume that you are turning the assignment in late.** Late
work will be docked by a letter grade for each day it is past due and will be considered a zero after being past due for three days.

Should you find yourself in a situation where turning the work in is difficult, please let me know as soon as possible and we will work out an alternative delivery schedule.

**Attendance:**

Considering that aside from a few in person meetings much of this will be done in your respective free time, I am asking that you work within an honor system for putting in appropriate hours each week on this project. This will be dictated by us as a team and will be reflective of what is expected from the workload of a 3 credit hour course which is roughly 5-8 hours of work per week.

**Diverse Educational Needs:**

I am committed to ensuring equity of access to students regarding educational needs. Any student with a learning need should contact the Office of Student Disability Services at 777-6142 to make arrangements. I am also available to help facilitate this contact should a student desire aid in the process.

**Assignments:**

**Bi-Weekly Reflections (15 points)**

Ongoing

Given the unique nature of this type of course, I want to ask that you each engage in bi-weekly reflections throughout the semester to total seven reflections. These will be roughly 1-2 pages in length and should summarize your work for that time, reactions to that work, and expectations for the project going forward. Also see this as time to relate your experiences to any of the reading and work we have done in unison with the project.

**Audiovisual Preservation Article Critiques (25 points)**

June 30th

Students will be asked to evaluate a list of resources, journal articles, and websites related to audiovisual archiving with a focus on art communities. These resources will then be compiled as a class collection of Audiovisual Archives scholarship. Each student will be expected to accrue ten annotations and should use APA citations. There is no page length, but students should use 12pt, Arial and the document should be double spaced.
Archives and Archiving and Archiving and Epidemic Reflection (15)
June 15th

Students will be required to write a two page (double-spaced, Arial, 12pt) reflection on TSQ’s Archives and Archiving Special Issue and Archiving an Epidemic. This reflection should discuss the themes of the book and tie them back to the role archivists (and digital collections) play in preserving art house theaters.

LGBTQIA AV Digitization Project (45 points)

This project is a class project, for which there are three parts. These parts consist of 1.) planning documentation (Team Reports), 2.) Engagement with LGBTQIA+ AV collections (Assessment/Digitization Plan/Metadata and 3.) Peer Evaluations

Planning Reports (15 of 45)
June 1st

Planning reports will serve as the documentation and project management planning for the class. These reports will contain the role of each member of the team, individual responsibilities, and deadlines for the project.

Deliverable (25 of 45)
TBD

The final product will be a set of deliverables as defined by the class, the instructor and the collection needs. These outcomes will be evaluated based on quality and rationale as opposed to pure quantity. Further definitions of expectations will be provided as the semester moves forward.

Peer Evaluations (5 of 45)
July 25th

Students will provide a score and constructive feedback for each member of the team. Students will also reflect on their contributions.

**Timelines for the course will be provided to students the week of class with respective to-do lists for the upcoming weeks between in-class meetings.**