Beyond the Riot: Zines in Archives and Digital Space

Hampshire College, HACU 247, Fall 2016
Tuesdays 9-11:50am, Thursdays 10:30-11:50am (lab)
HQ: Emily Dickinson Hall 2
LAB: Harold Johnson Library B9

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Course Description:

In this Five College collaborative seminar, we will do hands-on library and archival research to examine queer, feminist, and POC zines from the 1990s and the contexts in which they were produced and circulated. Zines (an abbreviation of "fanzine") are self-published amateur print publications that have been part of U.S. subcultural scenes since at least the 1950s. In the 1990s, zines played a crucial role in sustaining queer and feminist subcultures--the best known being Riot Grrrl--at the cusp of the digital age, when "scenes" were still built through physical correspondence and in-person encounters. This course will explore several library and archival zine collections in the Pioneer Valley, including the Girl Zines collection at Smith, the Margaret Rooks Papers at Mount Holyoke, the Zine Collection at Hampshire, and the Flywheel Arts Space zine library in Easthampton. Our aim in investigating these collections is to better understand the scenes they document, and to explore the limits of that documentation (Whose work is represented? Whose is absent?). In our readings and research, we hope to complicate zine histories that center Riot Grrrl as the most significant feminist zine subculture of the 1990s.

There will be a rigorous schedule of readings rooted in women and gender studies, intersectional feminism, queer studies, cultural studies, and critical librarianship, as well as histories of zines and alternative publishing. While the bulk of our primary sources will be physical zines, our research methods will emphasize digital tools (Google MyMaps, Gephi, StoryMap JS), and students will share their team projects on an open access website.

Criteria for Evaluation:

Team projects

At the heart of this course are four team projects that involve doing original research in local zine collections using innovative digital tools and tried-and-true zinemaking, and presenting that work to the class. Teams will be determined in the second week of class, using information you provide in a Moodle questionnaire.

Project #1: Visualizing local zine collections with Google MyMaps

With this assignment, we will map local zine collections, drawing upon metadata collected from zines themselves. The purpose of this project is to help us contextualize the collections geographically and historically. Using Google MyMaps, we will visualize where zines in the different collections came from, and investigate other facets of their production (e.g., date of publication, creator, subject or genre).

Project #2: Visualizing zine networks with Gephi

Working with multiple physical and digital collections, each team will locate a network of '90s zine creators and explore the connections that they made with each other by trading zines and ads, writing zine reviews, exchanging letters, and starting distribution projects. Then, teams will visualize these connections using a program called Gephi. One goal is to understand individual-collected zines in terms of how they circulated in meaningful and dynamic networks; another goal is to experiment with the possibilities and limits of data-driven network analysis to understand often marginalized scenes and subcultures.

Project #3: Digital zine annotation with StoryMap JS

While the previous assignments allowed us to explore zine collections and networks in aggregate, for this assignment, our scope will narrow to the content of one zine page. We will use the StoryMapJS platform to digitally annotate zine pages. The aims of this project are to explore zines as primary sources, to conduct contextualizing research in order to interpret zine content, to understand the role of securing permissions to reproduce work digitally, and to develop digital annotation skills.

Project #4: Collective zinemaking – Archive Stories

For our last project, everyone in the course (including its professors and TA) will contribute a page to an anthology zine tentatively titled Archive Stories, which we will assemble together on the last day of class. "Archive stories" is a phrase used by scholar Kate Eichhorn to describe narratives generated by the researcher's own pathways through a feminist archives: "At stake is the potential for a politics deeply attentive to history but by no means bound by the temporal logics that continue to

structure and limit understandings and experiences of feminism in the present" (The Archival Turn in Feminism 56). The theme for this zine will be our own archive stories.

Weekly Forum posts

In the first 9 weeks of the semester, we will use Moodle discussion forums to dig deeper in the readings/viewings. Our emphasis will be on critical analysis of texts, but also opening conversations and keeping them going. Each week, members of your team will either start a discussion thread about the week's reading/viewing materials or respond to one. Initial posts should be 300-500 words, approximately, in length, excluding long quotes. Initial discussion posts are due Tuesdays at 10pm. Responses of 150-500 words are due by Thursday at 10pm, and everyone is encouraged to post in excess of these minimums. We will also use Moodle forums to post and respond to works-in-progress. We expect consistent participation in these forums, though you may skip up to one initial post and one response in the first 9 weeks. Excessive missed posts are grounds for a No Evaluation.

Attendance, Preparation, + Participation

Much of our discussion will be fueled by your questions and observations about the readings. For this course to function successfully, then, it will be crucial for you to keep up with readings, prepare notes, attend class regularly, and participate. More than **two** absences will be noted unhappily in your evaluation. If you miss more than **three** class meetings (with exceptions made for truly extraordinary circumstances) you will not receive an evaluation for the course. We suggest you save your absences for illness, religious observance, and family emergencies. Missing a required lab counts as a half-absence. Three tardy arrivals (more than 5 minutes late) will count as an absence. If you know you are going to miss a class, get in touch with us as soon as possible. If you have already missed a class, it is your responsibility to find out what you missed. **Please note:** You should expect to spent approximately 8-10 hours each week on activities outside of our Tuesday class: labs, readings, notetaking, writing, and working on projects.

Self-evaluations

You will write a self-evaluation at the end of the course. These self-evals should be posted to The Hub, or emailed if you are a Five College student. In general, we ask that your self-evals answer these questions: What were your goals/priorities for yourself coming into this course, and how do they relate to your larger educational goals? How have you worked toward these goals? In what ways have you struggled to make progress, and why? In what ways have your goals for yourself changed or transformed over the course of the class? Self-evals should be approximately 250-300 words, but they can be longer.

Students must complete all assignments to receive and evaluation and/or grade in this

Course. Non-Hampshire students will receive both an evaluation and a letter grade at the end of the semester.

READING AND NOTES: Always bring a copy of the assigned readings to class with you, whether in paper or digital form. Take notes as you read, and as we discuss readings in class, and always bring those notes with you to class. **Electronic Devices:** While you may use devices like laptops and tablets for reading and notetaking, you may not use class time for social networking, email, messaging, or non-class-related browsing. (We hope this is obvious but we want to be explicit here.) The first time we find you engaged in such activities, we will give you a warning; the second time we will ask you to leave class and mark you absent. Also, unless it is part of an assigned task, please resist the urge to look up things mentioned in class online; keep a list and look them up after class. **Phones:** turn your phone to silent (NOT to vibrate) and put it away before you arrive in class.

A NOTE ON INCOMPLETES: It is our policy NOT to offer students "incompletes" at the end of the semester, except in the case of extraordinary circumstances beyond a student's control. All work for this course must be completed by December 19. In those very rare cases when a student with a solid record of progress cannot meet the final deadline due to sudden hospitalization, severe illness, or a family emergency, we may decide to negotiate a new deadline with the student. In accordance with Hampshire policy, we will record the negotiated deadline by the Course Completion Deadline (December 19), at which time we will give the student an INC ("incomplete"). That new deadline cannot exceed the first day of the Spring semester. We have one month from that new deadline to evaluate and record the student's submitted work. If a student does not meet the new deadline, the INC will automatically convert to a NO EVAL.

A Note on public access work:
During and after the semester, we will publicly share the work we produce in the course. This course is part of an open access digital humanities project, and we want to share what we are doing with zine creators (especially those whose zines we use in our scholarship), librarians, archivists, and teachers who participate in zine cultures. Students and faculty will post completed projects online, on a course blog and on the semi-public digital platforms we will use for our projects. If you would prefer to protect your privacy (both now and in the future, as the site stays online or is archived), we encourage you to create an alias or a pseudonym that you can use when you post your work publicly. If you choose to create an alias, we recommend that you create a Gmail account to use specifically for course work, so that your work cannot be traced back to a login associated with your name or college email address. If you fear that publication of your work might leave you in a vulnerable position, please let Profs. Hardesty and Kumbier know as soon as possible.

We may also be recording class visits with guest speakers and lecturers. If you are concerned about your image or voice being recorded, we will figure out ways to keep you off the record. Please let us know about that as well.

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Schedule:

Location key:

HC=Hampshire College, EDH 2

HCL=Lab room at Hampshire, Harold Johnson Library rm B9

SSC=Smith College, Sophia Smith Collection

MHC=Mount Holyoke College, Archives and Special Collections

Week 0, Thursday, Sept 8 (HCL): Introduction

- Please note that our first class will meet during our scheduled lab time, Thurs. 10:30-11:50am, and in our lab room: Harold F. Johnson Library, basement room 9

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Week 1, Tuesday, Sept 13 (HC): Zines and the Politics of Cataloging

Readings:

- xZINECOREx: An Introduction (handed out on Thursday; flats here)
- Freedman, Kauffman, Morrone. "Cutter and Paste: A DIY Guide for Catalogers Who Don't Know About Zines and Zine Librarians Who Don't Know About Cataloging."
- Drabinski, Emily. "Queering the Catalog: Queer Theory and the Politics of Correction." Library Quarterly 83.2 (2013): 94-111.

Thursday Lab:

- Workshop: Hampshire zines cataloging + intro to Google Drive (HCL)

Moodle:

- Team 1 post due Tues 10pm, teams 2-4 respond by Thurs 10pm

Week 2, Tuesday, Sept 20 (SSC): Zines in (Women's) Archives

Guests:

- **Maureen Callahan,** Archivist, Sophia Smith Collection
- **Dr. Jennifer Guglielmo,** Professor of History, Smith College
- **Miriam Neptune,** Digital Scholarship Librarian, Smith College
- **Kate Sumner,** Smith alumna, documents processor, Sophia Smith Collection

Readings:

- Eichhorn, Kate. "DIY Collectors, Archiving Scholars, and Activist Librarians: Legitimizing Feminist Knowledge and Cultural Production since 1990." Women's Studies 39.6 (2010): 622-646.

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- Nguyen, Mimi Thi. "Riot Grrrl, Race, and Revival." <u>Women & Performance: a journal of feminist theory</u> 22.2-3 (2012): 173-196.
- Woodbrook, Rachel, and Althea Lazzaro. "The Bonds of Organization: Zine Archives and the Archival Tradition." <u>Journal of Western Archives</u> 4.1 (2013): 1-17.
- [Radway, Janice. "From the Underground to the Archive in Ten Years: Girl Zines, the 1990s, and the Challenge of Historical Narration."](#) National Humanities Center. 10 Dec. 2015. Web.

Thursday Lab:
- Workshop: collecting metadata from an unprocessed collection (SSC)

Moodle:
- Team 2 post due Tues 10pm, teams 1, 3-4 respond by Thurs 10pm

Week 3, Tuesday, Sept 27 (MHC): On being collected

Guests:
- **Leslie Fields,** Archivist, head of Archives and Special Collections, Mount Holyoke
- **Margaret Rooks,** papers donor and former member of Pioneer Valley Riot Grrrl, Mount Holyoke alum
- **Sara Smith,** Librarian, Amherst College, former member of Pioneer Valley Riot Grrrl

Readings:
- Marcus, Sara. <u>Girls to the Front: The True Story of the Riot Grrrl Revolution.</u> New York: Harper Perennial, 2010. (Selections)
- Nguyen, Mimi Thi. "Minor Threats." <u>Radical History Review</u> 122 (2015): 11-24.

Project Work/Thursday Lab:
- Project #1 work session: Visualizing zine collections in the Valley (MHC)

Moodle:
- Team 3 post due, teams 1,2,4 respond by Thurs 10pm

Week 4, Tuesday, Oct 4 (HC): Zines in DIY/community libraries & archives

PROJECT #1 DUE DATE: Teams post maps to Moodle by Monday @ noon

Project Work:
- Teams present their collection maps **during truncated Tuesday class (10:30-11:50am)**

Readings (for Thursday):
- Kumbier, Alana. "Inventing History: <u>The Watermelon Woman</u> and Archive Activism," and "The Collaborative Archive: Aliza Shapiro's DATUM." In <u>Ephemeral Materials: Queering the Archive.</u> Sacramento, CA: Litwin Books, 2014.
- Rawson, K. J. "Accessing Transgender//desiring Queer (Er?) Archival Logics." <u>Archivaria.</u> 68 (2010): n. pag.

Thursday Lab:
- Visit to Flywheel Zine Library, Easthampton **for full morning (9-11:50am)**
- Host: **Jeremy Smith,** Flywheel zine library

Moodle:
- Team 4 post by **Thursday** 10pm; teams 1-3 respond by **Friday** 10pm

Week 5, Tuesday, Oct 11: NO CLASS – FALL BREAK

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Week 6, Tuesday, Oct 18 (HC): Documenting multiple zine networks
Virtual Guest:
- **Dr. Lauren Jade Martin,** Associate Prof of Sociology, UPenn-Berks, former zine creator and major donor to Barnard Zine Library

Readings/viewings:
- "Barnard Zine Library – Donor Spotlight: Lauren Jade Martin."
- Selections from zines by Martin
- Alam, Jordan et al. "Meet Me at the Race Riot: People of Color in Zines from 1990 – Today." Barnard College. 2011. Conference panel.

Thursday Lab:
- Project #2 work: Identifying a zine network (HCL)

Moodle:
- Team 1 post due Tues 10pm, teams 2-4 respond by Thurs 10pm

Week 7, Tuesday, Oct 25 (SSC): Feminist/Queer Network visualization?
Virtual & In-person Guests:
- **Dr. Margaret Galvan,** Senior Instructional Technology Fellow, Macaulay Honors College; instructor, NYU
- **Miriam Neptune,** Digital Scholarship Librarian, Smith College

Readings:
- Galvan, Margaret. "Archiving Grassroots Comics: The Radicality of Networks and Lesbian Community." Archive Journal 5 (2015): n. pag. Web.
- D'Ignazio, Catherine. "What Would Feminist Data Visualization Look Like?" MIT Center for Civic Media. N.p., 20 Dec. 2015. Web.
- Haraway, Donna. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." Feminist Studies 14.3 (1988): 575.

Project Work/Thursday lab:
- Project #2 work: Getting your data into Gephi (SSC)
- Guest: **Dr. Jack Gieseking,** Assistant Professor of American Studies, Trinity College

Moodle:
- Team 2 post due Tues 10pm, teams 1,3,4 respond by Thurs 10pm

Week 8, Tuesday, Nov 1 (HC): Zines in Digital Space
Virtual Guest:
- **Milo Miller,** Co-founder, Queer Zine Archive Project

Readings/explorations:
- Queer Zine Archive Project – explore the archive
- POC Zine Project – explore the website and zines

- Brouwer, Daniel C., and Adela C. Licona. "Trans(affective)mediation: Feeling Our Way from Paper to Digitized Zines and Back Again." <u>Critical Studies in Media Communication</u> 33.1 (2016): 70-83.
- Kumbier, Alana. "Queer Zines and Archival Pedagogies." In <u>Ephemeral Materials: Queering the Archive.</u> Sacramento, CA: Litwin Books, 2014.
- <u>Wooten, Kelly. "Why We're Not Digitizing Zines." Duke Digital Collections. N.p., 21 Sept. 2009. Web.</u>

Project Work/Thursday Lab:
- Project #2 work: Gephi work session (HCL)

Moodle:
- Team 3 post due Tues 10pm, teams 1,2,4 respond by Thurs 10pm

Week 9, Tuesday, Nov 8 (HC): Visualizing zine networks

PROJECT #2 DUE DATE: Teams post network viz to Moodle by Monday @ noon

Project Work:
- Teams present their zine network visualizations in Gephi

Thursday Lab:
- Consultations for possible zines to annotate (HCL)

Moodle:
- Presentation feedback – everyone
- Team 4 post Tues 10pm, teams 1-3 respond by Thurs 10pm

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Week 10, Tuesday, Nov 15 (MHC): Going deeper with zine annotation

Guests:
- **Dr. Kate Singer,** Assistant Professor of English, MHC
- **Leslie Fields,** Archivist, MHC

Readings/viewings: TBD

Project Work:
- Introduction to Project #3: Image annotation with StoryMap JS

Thursday Lab:
- Research workshop (MHC)

Moodle:
- Post your idea for <u>Archive Stories</u> zine – everyone

Week 11, Tuesday, Nov 22 (HC): Going deeper with zine annotation

Project Work:
- Team research consultations
- Work with Alana to format & upload images for StoryMap JS

Thursday Lab:
- NO LAB – THANKSGIVING BREAK

Moodle:
- Feedback on <u>Archive Stories</u> ideas – everyone

Week 12, Tuesday, Nov 29 (HC): Going deeper with zine annotation

Project Work:
- Research work session

Thursday Lab:
- StoryMap JS building session (HCL)

Moodle: TBD

Week 13, Tuesday, Dec 6 (HC): Going deeper with zine annotation

PROJECT #3 DUE DATE: Teams post annotations to Moodle by Monday @ noon

Project Work:
- Teams present their annotations

Thursday Lab:
- Zine work session (HCL)

Moodle:
- Annotation feedback – everyone

Week 14, Tuesday, Dec 13 (HC): Compilation zine!

PROJECT #4 DUE DATE: Post your scanned zine page to Moodle by Monday @ noon, and bring a hard copy with you on Tuesday

Project Work:
- Zine assembly party!! Bring your finished pages for our anthology zine

Thursday Lab:
- Optional portfolio consultation (Locations TBD)

Moodle:
- Zine feedback – everyone

FINAL DUE DATE: Mon, Dec 19 (HC): Any revised work and self-evaluations due on The Hub/Moodle by 5pm

Other Information:

Accommodating learning differences: If you need course adaptations or accommodations because of a disability, or if you have disability-related information to share with us that may impact your performance or participation in this course, please make an appointment with us as soon as possible.
- Students with documented disabilities are encouraged to contact the Office of Accessibility Resources and Services (OARS) in the Lemelson Building to formally request accommodations as soon as possible to ensure they are implemented in a timely fashion.
- If you already have approved accommodations, please go to OARS to pick up Letters of Accommodation to facilitate a proactive discussion about how your accommodations apply to this course. OARS can be found online at https://oars.hampshire.edu or via email at accessibility@hampshire.edu, via phone at 413.559.5498, or in person in the Lemelson Building.

Academic Honesty: From the Hampshire Student Handbook: "Students at Hampshire College are part of a broader community of scholars and artists, a community in

which ideas, hypotheses, new concepts and images, and carefully established facts are the currency. None of us is able to survive without borrowing from the work of others. Just as we expect to have our work recognized in the footnotes of those who borrowed from us, so must we carefully recognize those from whom we borrow.

"[...] We acknowledge the work of others not only in gratitude to them, but also to provide our readers with the opportunity to consult our sources if they want to review the evidence, consider other interpretations, or determine the basis for the cited passage. In the evaluation of scholarly work, the writer's creativity in locating appropriate sources and using them well can be assessed only if those sources are identified.

"The failure to acknowledge one's sources is more than a failure to be properly socialized into a community of scholars. Scholars who fail to note sources are at best ignorant and at worst dishonest. Unacknowledged borrowing from the work of others in any medium is academically dishonest and a fundamental repudiation of the deepest values of the academic community. Students and faculty are members of this community and bound by these values, whether they are on our campus, taking courses at another of the Five Colleges, on an internship, or studying abroad. Academic dishonesty refers to plagiarism, falsification of data, and any other cases of violations of the ethics of scholarship." See your handbook for [definitions of academic dishonesty](#) and [disciplinary procedures for violations](#).