Teaching from the Archives
Workshops for UTeach-LA Secondary English & Social Studies Teachers
June 5-7, 19-21, and 26-28, 2018

Harry Ransom Center
Dr. Elon Lang, Lecturer
Julia Haug, Clinical Assistant Professor

Sponsored by the College of Liberal Arts, and the Liberal Arts Honors and Humanities Programs at The University of Texas at Austin

Registration Deadline: April 27, 2018
*Early Bird Deadline: April 13, 2018

Have you ever wondered how letters, pictures, records, and other texts recovered from the past can change the telling of history? How a book, poem, play or film might have turned out differently? Who or what gets left out of the stories we learn about the past? These are questions that can be addressed by studying primary source materials preserved in archives and special collections around the world—archives like the renowned Harry Ransom Center at The University of Texas at Austin. But you don’t have to be a professional humanities researcher to take advantage of the Ransom Center’s collections. As educators, we can use the Ransom Center and other world-class archives in our area to excite our students’ desire to engage with culture and history and to promote their information literacy and critical thinking skills through primary source inquiry.

In each of our 3-day professional development workshops this June, participants will train to do archival research in the Ransom Center with expert University of Texas staff. Each workshop will provide attendees with the opportunity to collaborate with researchers and other teachers in the development of new lesson plans and activities for their classrooms using rare and unique primary sources from the Ransom Center’s collections. Please find the 2018 workshop topics and dates below:

**Bringing Your Shakespeare Unit to Life through Rare Books and Performance History (June 5-7)**

*How did Shakespeare become the cornerstone of the English literature and drama canon we teach today?* In this workshop, participants will explore this question by situating Shakespeare’s texts in their original 17th-century publication context and following the histories of Shakespeare editing and performance through the present day. Participants will learn about and engage with artifacts like the prized *First Folio* (1623), even rarer quarto editions, Restoration Era adaptations and promptbooks, beautiful art inspired by Shakespeare’s works, and portfolios of costumes and playbills used by 20th-century repertory companies to stage new versions of the plays.

**Social Justice in the Archives: Standing up for Suffrage, Civil Rights, and Free Speech (June 19-21)**

*How does social justice reform happen?* The public marches and protests of the 20th Century that led to improved civil rights and economic conditions for women, minority ethnic populations, and LBGTQ communities are well known. But it is easy to forget that social reform movements were fueled by incredible journalism, storytelling, and bold actions by
individuals that created a broad appetite for social change in our modern society. In this workshop, participants will examine artifacts, documents, and photographs that reveal how people of the 20th Century confronted and exposed the injustices of modern society. Participants may work with materials pertaining to Women’s Suffrage movements (Elizabeth Robins Collection), agricultural and labor reforms during the Great Depression (Sanora Babb Collection), LGBTQ rights and responses to public censorship (Radclyffe Hall, Morris Ernst, Tennessee Williams, Terrence McNally Papers), and the development of human and civil rights movements (New York Journal American Photo Morgue, Oliver LaFarge Papers, Jessica Mitford Papers, Fannie Hurst Papers, John Spivak Papers).

**Poetry, Process, and Politics: The Intersection of Public and Personal Writing from Whitman to the Beat Generation and Beyond (June 26-28)**

*When is a piece of poetry ‘finished?’ And what aspects of a poet’s life and times get imbued in it?* Participants in this workshop will get a chance to explore the creative process from the inside-out by comparing the Ransom Center’s collection of drafts, notes, and correspondence from important modern and contemporary poets to their biographies and published collections. Examples may be drawn from the papers of Walt Whitman, Edgar Allen Poe, e.e. cummings, Anne Sexton, A.A. Milne, Billy Collins, Robert Lowell, T.S. Eliot, Karl Shapiro, Ogden Nash, Gertrude Stein, Langston Hughes, and Beat Generation writers like Peter Orlovsky, Neal Cassady, Alan Ginsburg, and Jack Kerouac.

**Workshop Objectives and Format:**

In each workshop, participants will
- Learn about the nature and purpose of literary archives like the Ransom Center
- Learn how to find, access, cite, and use archival material both at the Ransom Center and in digital collections published online
- Practice methods for using archival materials to provoke critical questions about literature and history
- Develop lesson plans and strategies for forming lesson plans utilizing archival materials and/or archival research methods in secondary English and Social Studies classes
- Have the opportunity to publish lesson plans in the online *UTeach Liberal Arts: Teaching from the Archives* collection ([https://liberalarts.utexas.edu/uteach/calendar%20and%20events/programs-and-workshops.php](https://liberalarts.utexas.edu/uteach/calendar%20and%20events/programs-and-workshops.php))

On the first day of each workshop, participants will learn how to appropriately handle rare archival material from the Ransom Center’s conservation department, practice performing document and object analyses in the Reading Room, learn about how to find and access the Center’s holdings related to the workshop theme, and then work in small groups on a directed hands-on research activity in the Ransom Center Reading Room to model their workshop project.

The second day of each workshop will include discussion of best practices for using archival materials to provoke productive teaching moments, opportunities to talk with expert curators about the highlights and history of the Ransom Center’s collections related to the participants’ topics of interest, and brainstorming for their pedagogical development projects. For at least half of the second day and the first half of the third, participants will work in pairs and with the assistance of the workshop facilitators to research archival materials, photograph them, and then
write-up a classroom activity or lesson inspired by those materials. The final afternoon of the workshop will also involve sharing activities in the group, receiving feedback from fellow participants and instructors, and discussing how to extend what has been learned in the workshop to incorporate online resources and other local and regional archives in the future.

Each 3-day workshop meets Tuesday through Thursday from 9:00am-4:00pm in the Feldman Room on the 2nd floor of the HRC. There will be a one-hour lunch break, along with short breaks between instructional and work sessions in the morning and afternoon. Lunch and parking are included in the workshop registration fee.

Continuing Professional Education Credit:

Participants will earn 18 hours of CPE, or professional development, credit upon completion of each 3-day workshop. Partial credit cannot be awarded, so attendees must plan to be present for the full workshop day Tuesday through Thursday.

Registration and Fees:

Each workshop accommodates just eight participants; a few seats will be reserved for recent UTeach-LA alumni. With this in mind, registrants are encouraged to submit their paperwork and payment as soon as possible.

The fee for each workshop is $175, which includes parking and lunch for all three days. The deadline for registration is April 27th (received or postmarked). Registrants who send in their paperwork by or before April 13th qualify for the Early Bird fee of just $150.

To register, print and complete the form available on the next two pages. Send your completed registration form and check for full payment to the address below. Make checks payable to The University of Texas at Austin.

Teaching from the Archives  
e/o Julia Haug, UTeach-Liberal Arts  
The University of Texas at Austin  
2109 San Jacinto Blvd., BEL 224/E3900  
Austin, Texas 78712

*If your department/campus plans pay your registration fee but must request a district purchase order for the expense, you may fax your completed registration form after confirming that the purchase order has been submitted by your campus. Send such faxes to Julia Haug at the UTLA office, 512-232-4307.

**REFUND POLICY:** If you must cancel your enrollment for any reason, requests may be made in writing for a full refund up until 5:00pm May 7, 2018. Submit said requests to jhaug@austin.utexas.edu.
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1. Personal information
   First Name: ___________________________ Last Name: ___________________________
   Email address(es):
   Home Address:
   City, State & Zip:
   Home / Cell Phone #:
   Work Phone #:

2. Workshop & Payment Info
   Select the workshop(s) you wish to attend, confirming your availability from 9AM to 4PM for all three days of the workshop(s) selected:
   
   By 4/13 By 4/30
   • Bringing Your Shakespeare Unit to Life, June 5-7 $150_______ $175_______
   • Social Justice in the Archives, June 19-21 $150_______ $175_______
   • Poetry, Process, and Politics, June 26-28 $150_______ $175_______

3. School Info
   School Name:
   School District:
   Course(s) Taught:
   Number of years teaching secondary English courses: ____________
   Number of years teaching secondary Social Studies: ____________
   Number of years mentoring for UTeach-LA: ____________
If you regularly teach a Shakespeare play, which do you most often teach or which would you be interested in teaching or learning more about?

Outside of Shakespearean works, what are two other readings (poems, plays, literary texts, essays, letters, etc.) that you frequently teach in your course(s)?

4. Additional Info

Do you have any experience with curriculum development and lesson design at the campus or district level (or beyond)?  YES or NO

Do you have any experience leading a course-level team, department, etc., and/or teaching professionals at the campus or district level (or beyond)?  YES or NO

5. Personal interest in the selected workshop(s)

To give us a better idea what collections at the Ransom Center to pull material from for the workshops, please tell us in a few sentences (100-150 words) why you would like to participate in the selected workshop(s) and/or what you hope to explore at the Ransom Center. Thank you!