



## CHAPTER 4

# Science Fiction at Georgia Tech: LINKING STEM, HUMANITIES, AND ARCHIVES

Sherri Brown and Jody Thompson

## Introduction

The Science Fiction Collection<sup>1</sup> at the Georgia Institute of Technology (Georgia Tech) is a major component of the instruction, research, and outreach events involving the archives, the library, campus, and local communities. Collaborative efforts between archivists and librarians have stimulated growth of the physical and digital archival and circulating science fiction collections and have helped bridge the divide between a largely science, technology, engineering, and math (STEM) focused campus and the humanities. Sherri Brown, former subject librarian for the School of Literature, Media and Communication (LMC), and Jody Thompson, head of archives, are two of the key players in the growth, outreach, instruction, and use of the collection. This case study highlights how this collection has been collaboratively cultivated and how it works as an essential resource in meeting the teaching, research, and learning goals of the library and the archives.

## Institutional Background

Founded in 1885 as a trade school, the Georgia School of Technology was

renamed the Georgia Institute of Technology in 1948. Its advancements in technological and scientific research have transformed it from a regional to an internationally-recognized institution.

An R1-Doctoral public research university, Georgia Tech prides itself on the millions of dollars of grant funding its researchers bring in every year. It also is committed to the education of tomorrow's leaders in a largely technology-focused world. Consistently ranked high in academic excellence and return on investment for its students, Georgia Tech currently boasts a ninety-six percent freshman retention rate.<sup>2</sup>

With a stated institute-wide focus on improving the human condition through science and technology, Georgia Tech is known for its particularly rigorous STEM curriculum. Current enrollment stands near twenty-five thousand students. Of the over fifteen thousand undergraduate students, sixty-two percent are enrolled in the College of Engineering, twelve percent in the College of Computing, and seven percent in the College of Sciences. The top five undergraduate degrees awarded in spring of 2015 included mechanical engineering, industrial engineering, computer science, electrical engineering, and biomedical engineering. Graduate enrollment is also heavily weighted in the STEM disciplines, with over eighty percent of students enrolled in the Colleges of Engineering, Sciences, or Computing.<sup>3</sup>

Traditional humanities and social science disciplines at Georgia Tech often have a STEM-related focus. For example, LMC uses the tagline "Humanistic Perspectives in a Technological World" to describe the focus of their research and teaching.<sup>4</sup>

In 1998, a donation of materials to the Georgia Tech Archives by professor emeritus, Irving Flint "Bud" Foote, created the Bud Foote Science Fiction Collection. Foote (1930–2005), served as a professor in what was then known as the School of Literature, Communication and Culture, teaching science fiction studies for over three decades. In 1998, he donated his personal collection of over eight thousand science fiction books as well as his papers to the archives. Since then, the collection has grown through the help of many donors including science fiction author, David Brin, science fiction scholar, Richard Erlich, and the Atlanta Science Fiction Society. The expanding collection is now housed in several locations in the library.

The archives' non-circulating collection contains over twelve thousand monographs, fifteen hundred serials, and several manuscript collections. The library's circulating collection currently holds approximately eight thousand monographs and over four hundred serials issues. The collection includes many notable items: first edition scientific romances and utopias from the late nineteenth century, major novels published by science fiction authors of the twentieth and twenty-first centuries, first editions of David Brin's major works, the complete Ballantine Fantasy Series, and rare first editions by H.G.

Wells and Jules Verne. While most of the collection's holdings are in English, other languages represented include Danish (*Verdens Undergag*), French (*Au Cœur de la Comète*), German (*Krozair von Kregen*), Japanese (*Toki o kakeru shōjo*), Russian (*Zaveshchanie professora Douëlia*), and more. The collection has a modest budget for new materials.

## Impetus for Collaboration

At Georgia Tech, science fiction makes a natural connection between the humanities, science, and technology. As the archives continued to process and make available Foote's book collection into the 2000s, a greater emphasis on science fiction literature, film, and criticism occurred within LMC and in other avenues across campus.

Librarians noted the cross-disciplinary connections of science fiction and the potential such a collection held for the Institute, and so in 2009, the dean of libraries convened a science fiction task force to consider the future of the collection. The task force, comprised of librarians and archivists, provided several suggestions for the collection and its use. One key recommendation was to grow the collection to support both the current and future research needs of students and faculty within LMC and to appeal to the leisure reading interests of a largely science and engineering-focused student body. While the Foote Collection laid a foundation of science fiction materials, further development would help to supplement its strengths and make it a collection worthy of any dedicated science fiction researcher.

One outcome of the task force was the creation of a cross-departmental team that would assess the science fiction collection and plan for its future development. This idea evolved into Georgia Tech's current Science Fiction Committee, a standing committee that informs collecting and provides outreach for our collections. Brown chaired the Science Fiction Committee for several years, with membership including the access archivist, two other librarians, and a number of library staff members.

## Project Scope

The collaboration between the archives and library, along with campus constituents and the broader science fiction community, has closely followed the mission of the Georgia Tech Science Fiction Committee. The committee's charge focuses on the need to (1) develop and maintain the Georgia Tech Science Fiction Collection, (2) oversee the Science Fiction Collection website, (3) encourage events, exhibits, and other programming relevant to the Georgia Tech Science Fiction Collection, and (4) raise campus and community awareness of

the Georgia Tech Science Fiction Collection. As a result, connections between the collection, campus, and the science fiction community have continued to grow. Collaborative efforts are highlighted in three areas related to the collection: outreach, instruction, and the creation of a dynamic digital humanities project.

### *Outreach*

One of the initial outreach projects undertaken by the Science Fiction Committee was to publicize the collection with its own webpage. With the help of the library's web developer, the Science Fiction Collection site was launched in late 2010.<sup>5</sup> The page highlights some of the collection and its history and allows users to search for science fiction works in the library's catalog.

Growth of the collection and awareness of its offerings has relied on close ties with the Georgia Tech campus and the Atlanta-area community. On campus, Dr. Lisa Yaszek, associate chair of LMC, is a science fiction scholar who spearheads many science fiction-related initiatives<sup>6</sup> and has championed the collection for many years. The Georgia Tech librarians and archivists have collaborated with Dr. Yaszek to host and promote science fiction author events and the Science Fiction Committee has provided input into possible course offerings for a future master's degree program in science fiction within LMC. Dr. Yaszek is also the faculty advisor for the Sci Fi Lab, a weekly radio program of "the best in everything science fiction" co-produced by LMC, WREK radio (Georgia Tech's college radio station), and the Georgia Tech Library. These efforts help promote the physical collection and strengthens connections between librarians, library staff, archivists, faculty, and students interested in science fiction.

Outreach by the library and archives to the surrounding community has also drawn interest in the collection and its use. The Atlanta area has an active science fiction community and annually hosts DragonCon, a popular science fiction/fantasy convention that has grown to over fifty thousand attendees since its inception in 1987. In 2012, the Science Fiction Committee began creating Science Fiction Collection pinback buttons and making them available to students, faculty, and staff who attend DragonCon to wear as "flair." The button tradition is hugely popular and is low cost. A one-time purchase of the button maker and then annual purchases of button-making supplies are a budget-friendly request that the library's administration has continually approved. One of the members of the Science Fiction Committee designed the annual buttons using vintage science fiction book covers and magazines. In order to avoid copyright issues, images used for the buttons are first determined to be in the public domain.



The committee limited the annual number of buttons created to about five hundred total, so as to heighten demand and collectability. The buttons are made available at service points throughout the library and archives about a week before the convention and every year the supply has run out within a couple of days.

In 2015, the Science Fiction Collection buttons were added to the library's table at the Atlanta Journal-Constitution (AJC) Decatur Book Festival, an annual community festival including world-class author talks and other events. The Science Fiction Committee plans to grow its involvement with this event. The buttons make students and the Atlanta community aware of the large science fiction collection housed at Georgia Tech. They act as conversation-starters to drum up interest in both the archival and circulating collections.

In the fall of 2014, Brown was contacted by an organizer of another, smaller Atlanta-area science fiction convention, AnachroCon,<sup>7</sup> who invited the librarians to attend and speak about the Georgia Tech Science Fiction Collection. After consultation with the committee, Brown and Thompson decided to invite other committee members, who often do not have the opportunity to attend or present at conferences, to lead the presentation. Following the true spirit of collaboration that has marked the collection and its related events, the library invited Dr. Yaszek from LMC and students from the Sci Fi Lab radio show to join the panel and provide a broader context of science fiction research and interests at Georgia Tech. In February 2015, the panel presented "Science Fiction Initiatives and Programs at Georgia Tech" at the area conference. When Dr. Yaszek had a last-minute conflict, the library sent two staff members from the committee who discussed the history of science fiction at Georgia Tech, the evolution of the archives and circulating collections, and some of the unique historical materials in the collection. The acquisitions librarian described the acquisitions process for the collection and how the graphic novel and DVD science fiction holdings have grown to supplement the traditional texts. The three also discussed the collaboration between the library and archives staff and LMC (including Dr. Yaszek), and their work with the radio show (one of

the library panelists served for a short time as co-host of the show). Two students from the show added information about their own research and coursework related to science fiction literature and how the Georgia Tech Science Fiction Collection aided them in their scholarly endeavors.

Each outreach activity has helped build connections throughout campus and in the community. Dr. Yaszek worked with Thompson to make a connection with the Atlanta Science Fiction Society, Atlanta-area science fiction enthusiasts who meet once a month for programming and discussions. The group now makes an annual deposit of materials to the library—largely convention materials collected at area events—and recently agreed to fund the library's subscription to *Analog*, a key science fiction magazine. Brown and Thompson coordinated a plan to make the issues of *Analog*, and other science fiction journals and magazines, available for two years in the circulating collection. After that, the serials are moved to archives for long-term preservation as part of the collection.

### *Instruction*

Another collaboration between archivists and liaison librarians is through instruction offerings. As a liaison librarian at Georgia Tech, Brown has access to listservs for her liaison department and its sub-units that the archivists do not. Therefore, each semester, Thompson sends a call for those interested in using the archives for their class projects to the liaison librarians, who then forward it on to their departments. Oftentimes, the resulting classes will be co-coordinated with an archives component and a general library research component. Science fiction is one collection that sees a great deal of use each year due to its ties with both STEM and the humanities.<sup>8</sup>

One example of a course-integrated project collaboration between Thompson and Brown occurred in the fall of 2013. Brown was approached by Dr. Patricia Taylor, an instructor in the writing and communication program, in response to an email Brown sent to all instructors inviting them to contact her if interested in having their students work with the archives during the semester. Dr. Taylor was planning an introductory English course on science fiction and ethics and was interested in having students create an electronic exhibit related to the course theme. Brown set up a brainstorming meeting with Dr. Taylor and Thompson prior to the start of the semester before the instructor finalized her syllabus. The three confirmed the details of the project and constructed a plan on how the archives and library would be involved. The project made use of both the library's circulating science fiction collection and the archives' non-circulating rare magazine collection. The final deliverable required the creation of a website highlighting representative science fiction found in the archives from a particular time period. For the details of the assignment, see Appendix 4A.

Four dates over the course of the semester were identified to host an introduction to the resources and time for the students to work with the collections. Learning objectives for the introductory sessions included: (1) garnering a basic knowledge of archives and libraries; (2) understanding the different types of materials available; (3) understanding the nature of archival research; and (4) applying the process and knowledge learned through this project to other research projects in the library and archives.

The project began by introducing the students to the library and archival science fiction collections through tours led by Brown and Thompson. Three fifty-minute sections of twenty-five students would meet each time, so the librarians decided in order to cover all necessary content while making the most of the librarian and archivist's time, the sessions would occur on two different dates and only one collaborator would be present. To ensure no overlap in sessions, Brown and Thompson coordinated the topics and resources to be covered in each session. Thompson and other archivists would focus on primary sources and archival research, while Brown would provide instruction on finding and evaluating secondary source materials and resources.

Since the majority of classes consisted of first-semester, first-year students, the collaborators decided to make the initial session, which met in mid-September, an introduction to basic library resources, an overview of the circulating science fiction materials, and instruction in how to search for assignment-related resources via the online catalog and databases. The library session began with a brief tour of the library's multimedia studio; students were introduced to the lab space where they would find computers loaded with the creative suite software needed to create their websites. They then made a stop at the circulating Science Fiction Collection, in the main library, to familiarize the students with the location and space. This was followed by an introduction to the types of multimedia tools available for student use—everything from laptops, to digital cameras and camcorders, to Wacom digital drawing tablets, to iPads. Finally, Brown introduced students to academic library research, using their assignment as an example, by showing them a class-specific research guide she had created based on their assignment needs<sup>9</sup> and demonstrating searches in databases including MLA International Bibliography and JSTOR for relevant articles related to science fiction studies. The collaborators decided the guide would focus on how to find secondary source materials; the students would be introduced to primary sources and archival research during the next class session.

Later that week, students met in the archives for an instruction session on how to find archival collections through the archives' finding aids and digital collections, and how to handle rare materials. At the end of this session, students participated in a non-curriculum based active learning activity called History Sleuth.<sup>10</sup>



**Figure 4.2.** Students participating in History Sleuth project.

The project gave the students hands-on experience with primary materials dealing with Georgia Tech history from the general university archives collections. Students used the collections to answer questions related to the history of Georgia Tech. History Sleuth is a fast-track, engaging way to introduce students to archival research and lessen the intimidation of working with rare and unique materials.

During class the following week, the instructor brought the students back to the archives to meet with an archivist, engage in hands-on experience with the science fiction magazines, and start work on their group projects. Their final assignment would consist of contributing to a website providing context for stories found in the archives' collection of science fiction magazines including *Astounding*, *Galaxy*, *Asimov's*, and *Magazine of Fantasy and Science Fiction*. Following Dr. Taylor's assignment requirements, the students were instructed to focus on issues published between 1940 and 1980. With the help of one or two archivists teaching each session, the student groups selected their science fiction magazine articles and were instructed on the allowances and restrictions of copyright. During the session, the archivists briefly discussed the differences between physical and intellectual ownership and how to seek permission to use published materials in their digital collection.

The assignment focused on group writing and design, and touched on topics such as cover art, biographies, and important historical events. The students also received technical instruction on creating their websites from their instructor. Throughout the semester, the students worked on their essays and created the digital collection.

At the end of the semester, the course instructor sent Thompson and Brown an email sharing some of the best group websites and letting them know how well students had incorporated their archival work into their presentations.



**Figure 4.3.** Three of the group websites created for Dr. Taylor's class.

When asked to reflect back on the project, one student noted that while it involved a good deal of work, the experience was worthwhile:

It was really cool to go visit the archives and look through the old materials. I remember being awed and impressed by the preservation of the materials, and I'm very glad we were able to get scans of the relevant material, since I was so afraid of damaging the works. The magazines were structured very differently from magazines today and were a lot of fun to flip through.<sup>11</sup>

## *Digital Humanities*

Another opportunity Brown and Thompson had to collaborate with a faculty member came in the spring of 2012, when a relatively new assistant professor in LMC, Dr. Lauren Klein, contacted Brown. Brown was already working with the professor's spring 2012 class providing research instruction and assistance. Dr. Klein hoped another collaboration could continue into the fall when she would be teaching a class on digital humanities. Dr. Klein was interested in involving archival materials in her major course project and she had heard the archives had a science fiction poster collection. The archives collection has few posters, but this opened up a dialogue about what comprises the collection. After an email discussion with Thompson and Brown, the professor became interested in using the science fiction convention programs and fanzines from the collection. A time was set for the three to meet and discuss how use of this collection might work for the professor's class. The final class product was to

be a digital collection of fanzines and programs taken from the larger archives collection. The three collaborators determined the specific roles needed for students to create the digital exhibit. The students were broken into groups with each group member performing a different role: one was chosen as project manager, one sought copyright permissions from the fanzine's creator, one scanned and checked the OCR (Optical Character Recognition) documents and transcribed as needed, and one was responsible for creating the digital collection for that particular fanzine issue on the class website, using the collection management tool, Omeka.

The students came as a class to the archives twice. The first visit occurred at the beginning of the semester and introduced students to archival practices, preservation, and copyright. The session was led by one of the archivists; Brown attended and provided support. In the second session, which occurred a couple of weeks later, the archivist and Brown introduced the students to the fanzine collection. Students perused the collection in their groups and chose the particular fanzine issue with which they wanted to work for the semester. Days later, those students assigned as scanners visited the archives to learn to create an archival master of a scanned document and derivative files from that document. Brown attended as well, prompting students with her own questions about OCR and archival scanning.

Mid-semester, Brown, Thompson, and others attended a presentation of the digital collection prototypes the students had created and were given a chance to critique the students' work. Brown and Thompson focused their questions on display issues, metadata, and copyright. At the end of the semester, the same group returned to the class to see final group presentations and provide final feedback.

## Conclusion

The success of the collaboration between Brown and Thompson helped promote the Science Fiction Collection within the library and archives and use of materials by the Georgia Tech campus and the Atlanta science fiction community. Future endeavors and enhanced changes are described in three areas in relation to the collection and collaboration: impact, lessons learned, and next steps.

### *Impact*

The impact of this collaboration between the archivists and Brown has greatly increased the use of both the archives and circulating Science Fiction Collection. In particular, until the collaboration, the archives' science fiction maga-

zines were rarely used by faculty and students. Now, numerous class projects are conducted each year around the collection.

One of Dr. Klein's goals from the beginning of her class was to have the digital collection preserved and added to over time, and so once a year, she leads another class through the process and works with the archivists to lend their expertise. Overall, the archives is benefiting from the ever-growing digital collection as use of the physical and digital collections have increased. The digital collection has grown to include eleven fanzines.<sup>12</sup>

The collaboration also benefited the librarians and archivists involved through continuing professional development. In working together with the archivists, Brown learned much about archival procedures and about Georgia Tech's specialized collections that she then, in turn, was able to pass on to others in her liaison department. The archives hopes to expand their work with other liaison librarians in the future to create new and engaging partnerships.

### *Lessons Learned*

At Georgia Tech, science fiction has held popular appeal for professors and students, but any unique collection held by a special collections or archives could be used in the same way. The collaborators have learned the key to successful outreach and instruction lies in targeting the right audience and taking every opportunity to remind users of what is available, why it is special, and how it can be used.

The collaboration between Brown, Thompson, and others has helped spread the word about the collection and distribute the amount of work and effort needed to keep the collection in the forefront of people's minds. The collaborators promoted the idea that library research is a natural extension of archival research and vice versa to benefit their respective areas. Students and other researchers often start out with an idea for a specific need—either for primary resources, such as archival special collections, or for secondary research such as journal articles or monographs. In coordinating efforts between the two units, the archivists and librarians are able to extend the research help they offer users. If a student comes to the archives for a story from a 1940s issue of *Astounding Science Fiction*, for example, it is an opportunity to promote critical resources for placing that story in context. In the same vein, when a professor mentions to a librarian that he/she is teaching a class on science fiction, the librarian can suggest allowing students to experience unique primary materials held in the archives.

In working with Dr. Klein's digital humanities classes, a few of the procedures have changed as lessons were learned as to what worked well and what did not. Students are continuing to benefit from the project, obtaining hands-on experience with unique primary materials and a better understanding of

archives, digital collections, and materiality. The feedback from students has been helpful in assessment. In several of the students' class evaluations, comments were made about connecting the physical and the digital materials, so archivists have revised the class accordingly.

### *Next Steps*

The Science Fiction Committee and its campus collaborators continue to promote the collection. Outreach efforts on campus and in the community continue to expand. LMC is interested in science fiction as a subject area, so the plan is that collaboration among Thompson, the humanities librarian, and the department will continue to grow. The Science Fiction Committee, with help from the archivists and Dr. Yaszek, are talking about archiving the Sci Fi Lab radio programs as podcasts to be added to the larger Science Fiction Collection. This is a unique opportunity to capture the media output of Georgia Tech students and faculty and to preserve it for generations to come.

Staff continue to engage with the Atlanta-area community. The organizers for another science fiction convention invited Thompson to present about the collection. Plans are underway for library and campus partners to attend JordanCon,<sup>13</sup> a fantasy literature convention, in spring 2016.

Brown left for a new opportunity in January 2016. The new humanities librarian will serve as chair of the Science Fiction Committee and assume the annual collaborative efforts Brown and the archivists cultivated. Plans are to seek out opportunities across institutions to continue the relationships built over the last five years in support of science fiction research. The Science Fiction Collection at Georgia Tech has proven to be an attractive impetus for partnerships on campus and in the Atlanta area. Its unique blend of humanities and STEM-related themes, archival and library resources make the collection perfect for building relationships that will strengthen the archives, the library, Georgia Tech, and ties to the local community.

# Appendix 4A. English Assignment

Dr. Patricia R. Taylor  
English 1102 | Fall 2013 | Artifact 4

## *Science Fiction Special Collections Website*

### CONTEXT

The Georgia Tech Science Fiction Collection is one of the Institute's most unique resources for research and education. In 1998, GT literature professor Irving "Bud" Foote laid the foundation for the science fiction collection by donating his personal book and magazine collection to Georgia Tech Archives, which currently holds over 10,000 science fiction and fantasy novels, anthologies, and more than 1,000 periodical issues. This includes complete or largely complete runs of significant science fiction magazines, such as: *Astounding/Analog* (1933–2006); *Asimov's* (1977–2005); *Galaxy* (1950–1980); and *Magazine of Fantasy & Science Fiction* (1950–2000, partial). American science fiction printed between 1950 and 1990 is the collection's strongest coverage area. Most fiction items are held in Georgia Tech Archives; duplicate copies of these items (when available) can be found in the Library's general collection, along with a variety of secondary and reference works related to science fiction studies.

### PROJECT

Over the course of the rest of the semester, you will work in groups of 5 to develop a website that explores and contextualizes part of the collection, and offers a window into the science fiction of a particular time period. Each group will be assigned a year range (anywhere from 2–5 years) between 1940 and 1980. The website will be complemented with a group presentation that introduces our class to a representative science fiction story from the time period, as well as some of the material from the website.

### GROUP WRITING AND DESIGN

1. As a group, you will design a website that will introduce people to the science fiction you discover in the course of your archival research.
2. This website should include not only information about the science fiction stories, authors, and magazines in the archives, but also information on the historical, scientific, or cultural contexts of the stories. To this end, the group should devise a series of articles for the website, and assign them equitably between members of the group. [See individual component]

- a. Suggested topics for articles might include, but are not limited to: cover art; author, artist, or editor biographies; contemporary scientific developments; important historical events; advertising; awards; readership; layouts; magazine distribution; patterns in story content; representations of gender or race; etc.
3. The group must also collaboratively write a 500–750 word “introduction” to the website, and include a comprehensive works cited.

## INDIVIDUAL WRITTEN COMPONENT

1. Each person must write *a minimum* of 1500 words of “copy” for the website in order to receive a passing grade for the individual component of the project.
2. You may distribute these 1500 words across as many or as few articles as the group decides are necessary. For example, one person might be directed to write a single 1500-word article; someone else might write three 500-word articles; someone else might write five 300-word articles; someone else might one 1000-word article and two 250 word articles. Someone else might even write ten 150-word articles.
  - a. Collaborative writing is acceptable for some of articles if the majority of each person’s contributions are still individual. For example, two people might write three 400-word articles each, and then together co-write one 700-word article.
  - b. Each article *must* include the names all of major contributors.
3. These articles must demonstrate *academic* and not just popular research into the topics chosen for the articles, and they must always have both stance and support. Be sure to also make use of the features and affordances of websites (multimedia, linking, etc.) in your articles.

## PRESENTATION

1. The group will choose 1–2 stories from the collections for the class to read and discuss. These must be chosen by Oct. 9<sup>th</sup>.
2. You will choose select materials and information from your website to help the class understand the historical, cultural, or scientific context of the stories, and produce a 20-minute presentation. All members of the group must contribute orally to the presentation.
3. In the remaining 25 minutes of class, you will lead the rest of the class in a discussion of your chosen stories.

### Important Dates

Sept. 16: Research Orientation

Sept. 20: Archives Orientation (History Detective)

Sept. 23: Archives Research

**Sept. 25: Part A Due: Proposal for Website Organization**

**Oct. 9: Archives Research. Part B Due**

Oct 18: Time in class for group work

Nov. 11 and 13: Time in class for web design work

**Nov. 15–25: Group Presentations**

**Nov. 27: Final Website Due**

## PART A: WEBSITE DESIGN AND ORGANIZATION PROPOSAL

Must include:

- Assignments for primary roles:
  1. Project Manager. Responsible for keeping all members of the team coordinated, making sure all elements of the project are properly assigned, making sure all individuals are up-to-date on their tasks (reminding individuals of deadlines, assignment requirements, etc.), and assigning tasks equitably as necessary.
  2. Website designer. Responsible for designing, creating, and maintaining the site architecture.
  3. Presentation Coordinator. Responsible for coordinating the presentation by making sure the class has copies of the short story at least 1 week in advance; organizing the content of the presentation; making sure all members contribute equally to the presentation; organizing discussion questions; and keeping the presentation itself on-time.
  4. Visual Designer. Must work closely with Website Designer and Presentation Coordinator to establish and maintain a consistent visual look to represent the team. Responsible for all image creation, making sure images on the site look good, etc.
  5. Editor. Responsible for proofreading and doing minor editing for all documents for the website and presentation.
- A 300- to 500- word description of the content of the website, including major themes/through-lines for research, with rationale.
- A bulleted list of expected articles and approximate lengths, with authors assigned.

## PART B

By the end of class on Oct. 9<sup>th</sup>, each group should have a list of all magazine issues and page numbers they want the library to scan. This should include the story or stories you want your classmates to read for your presentation.

## Notes

1. Georgia Institute of Technology Library, "Science Fiction Collection," accessed July 10, 2016, <http://library.gatech.edu/scifi/>.
2. Office of Institutional Research and Planning, "Annual First-Time Freshman Retention Study," August 28, 2015, accessed March 9, 2016, <http://www.ird.gatech.edu/publications/annual-first-time-freshmen-retention-study/>, 1.
3. See Office of Research and Planning, "Enrollment by College (Headcount)," October 7, 2015, accessed March 9, 2016, [http://www.ird.gatech.edu/reports/enrollment\\_by\\_collegetb.php?cmd=search&sv\\_TERM\\_DECODED\[\]=2015+Fall&sv\\_FT\\_PT=](http://www.ird.gatech.edu/reports/enrollment_by_collegetb.php?cmd=search&sv_TERM_DECODED[]=2015+Fall&sv_FT_PT=); Office of Research and Planning, "Degrees by College," Spring 2015, accessed March 9, 2016, [http://www.ird.gatech.edu/reports/degrees\\_by\\_collegetb.php?cmd=search&sv\\_TERM\\_CODE\[\]=201502+-+2015+Spring](http://www.ird.gatech.edu/reports/degrees_by_collegetb.php?cmd=search&sv_TERM_CODE[]=201502+-+2015+Spring).
4. Georgia Institute of Technology, "School of Literature, Media, and Communication," accessed July 10, 2016, <http://www.lmc.gatech.edu/>.
5. Georgia Institute of Technology Library, "Science Fiction Collection," accessed July 10, 2016, <http://library.gatech.edu/scifi/>.
6. See School of Literature, Media, and Communication, Georgia Institute of Technology, "Sci Fi @ Tech," accessed July 10, 2016, <http://scifi.lmc.gatech.edu/>.
7. AnachroCon, "About AnachroCon," accessed July 10, 2016, <http://www.anachrocon.org/about/>.
8. Since 2011, the archivists and the LMC librarian have offered fifteen instructional sessions and projects dealing with science fiction. Sessions included classes from LMC, English, and the Duke University Talent Identification Program (TIP).
9. Georgia Institute of Technology Library, "English 1102–Science Fiction & Ethics–Dr. Taylor," accessed July 10, 2016, <http://libguides.gatech.edu/1102f2013taylor>.
10. Christine de Catanzaro et al., "History Sleuths," in *Using Primary Sources: Hands-On Instructional Exercises*, eds. Anne Bahde, et al. (Santa Barbara: ABC-CLIO, 2014), 60–63.
11. Kelsey Tijen, e-mail message to author, March 16, 2016.
12. For the digital collection, see: Georgia Institute of Technology, "Fanzines," accessed July 10, 2016, <http://fanzines.lmc.gatech.edu/>.
13. JordanCon, "About JordanCon," accessed July 10, 2016, <http://www.jordancon.org/content/about-jordancon>.

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