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"GOING STEADY?": DOCUMENTING THE HISTORY OF DATING IN AMERICA, 1940-1990

Jill Anderson, Georgia State University

INTRODUCTORY ESSAY

"Going Steady?": Documenting the History of Dating in American Culture, 1940-1990" is a one-credit, pass/no-credit freshman seminar taught for Georgia State University's Honors College. Students enrolled in Georgia State's Honors College are required to pass one HON 1000 seminar, usually taken either freshman or sophomore year. These seminars, capped at 15-17 students, are intended to introduce students to college-level discussion and other basic academic skills. Regular full-time faculty, administrators, and librarians with faculty status are eligible to teach these seminars. "Going Steady?" is a face-to-face course which meets for 50 minutes once a week, and is taught only during the Fall semesters.

"Going Steady?" has grown out of my current research on post-World War II girls' cultural and intellectual history. It also stems from my work as Georgia State University's subject librarian for History, African-American Studies, and Women's, Gender, and Sexuality Studies and my related interests in primary-source literacy and archival literacy. The course is designed to teach basic primary-source searching and interpretive skills and to familiarize students with resources available to them as Georgia State University students. Centering on a broad and engaging topic, the course offers a general overview of the history of dating within a specific time period. The course also raises key issues of how gender presentation, race, class, sexual orientation, and consent complicate our understandings of dating and its history in American culture, and how these issues are reflected in and embodied by primary-source materials. Class sessions include discussion of assigned readings and searching and interpretive exercises, including small-group and individual in-class work.

I administer this course using Springshare's LibGuides (a content management system widely used by librarians to create general and course-specific research guides) rather than iCollege, Georgia State's learning management system. The limited number of grading events and the pass/no-credit nature of the course means that there is no pressing need for an online gradebook. The LibGuide format also allows for greater flexibility in providing and editing course-related sources and information, including the syllabus, discussion questions, in-class exercise questions, and informational handouts. The course guide holds assigned readings, instructions on searching for particular source types, and links to relevant subscription databases, freely available collections, and in some cases, archival holdings, by source type. I also use the course guide to provide directions to my hard-to-find office and to the library classrooms where several sessions are held. Answers to questions from students can be easily added to the course guide as the course goes on. All four of the archivists involved in the course are also given editing privileges for the course guide, which allows them to use it to promote other relevant materials in their collections as well as materials used in their sessions. Finally, the course guide is publicly visible (unlike a course constructed

within the LMS) and its URL (the most recently taught version is available here <http://research.library.gsu.edu/datinghistory>) is easily shared with students, guest instructors, and other interested parties.

Students' final projects for this course consist of an annotated bibliography of ten primary sources relating to their chosen topic, a one-slide PowerPoint presentation, and a short paper reflecting on their search process. In consultation with me, each student selects a somewhat narrower topic within the course's time period (1940-1990), and, several weeks into the course, turns in a topic paragraph and five keywords for searching. Students are required to meet with me at least once prior to turning in this very short paper, and together we identify a manageable topic and begin to brainstorm relevant search terms. My written comments on their topics include potential starting points (printed sources, subscription databases, reputable freely available online collections, holdings in the library's Special Collections or at other local repositories, and so on) and other potential keywords/search terms. I also send a list of the students' topics to scheduled guest instructors. On the last two days of class, students do brief (5-minute maximum) PowerPoint presentations on one source they've found towards their final projects. At the end of the semester, each student turns in their annotated bibliography, PowerPoint slides, and a five-page paper reflecting on their search process, including discussion of challenges and successes they encountered. Grading is most heavily weighted towards the final components of this project, with smaller portions allotted, respectively, to the short topic paper and to class participation. Because I am mindful of differences in how students "participate" in a course, the individual meetings allow me to interact with quieter students to get a sense of their strengths, interests, and concerns. Both times I have taught this class I have had quiet students show strong engagement with class materials in the one-on-one meetings and in their written work.

Due to the potentially controversial topics included in course readings and in students' projects, I include a general trigger warning in the syllabus and issue mild warnings before difficult readings. Readings include discussions of teen pregnancy, queer sexualities, and date rape (one of the "popular fiction" readings, from a 1952 young-adult novel aimed at young men, includes a description of a date rape).^{*} Beginning with the second iteration of the course, I also include some discussion of respectful language use, which is especially important as we read and search for historical sources that may include harsh or offensive language. Because the course meets for only 50 minutes a week, there is an attendance requirement, laid out in the syllabus. Additionally, as noted in the syllabus, students must complete all components of the final project.

While "Going Steady?" is structured to provide some basic historical content and chronological overviews, the bulk of the course is intended to expose students to a wide range of primary sources relating in different ways to the history of dating. The first unit of the course (Weeks 1-2) includes secondary-source readings, one a general overview of the topic, and the others introducing themes of race, gender, class, sexual orientation, and consent. These readings are meant to lay the groundwork for general course discussion themes and to spur students' thinking about topic selection for their final projects.

During the second unit (Weeks 3-8), we explore and interpret various source types, with discussion of differences between prescriptive sources and descriptive sources (and how the two ideas are not necessarily distinct). Once the students have selected their topics (by Week 7), these sessions shift somewhat from interpretive work with assigned sources to in-class searching exercises where students practice searching in various primary-source databases using their keywords. The class session on

^{*} Henry Gregor Felsen, *Two and the Town* (New York: Pennant Books, Bantam Books, 1953).

historical newspapers, for example, begins with the students searching with their keywords in three ProQuest Historical Newspaper databases: Historical New York Times, Historical Atlanta Constitution, and Historical Atlanta Daily World (the longest-running African-American newspaper in Atlanta) with instructions on searching using topical keywords and ProQuest's search-by-publication-date options. Because these newspaper databases do not use externally determined subject terms (think, for example, of the Library of Congress Subject Headings assigned to books in library catalogs), searching in these databases involves considering words or phrases likely to be used in titles, abstracts, and even full text of articles. Consequently, terms now considered problematic and even offensive may turn up in historical newspaper stories. Because these terms may be useful to students for searching, I am careful in this session to remind students that such language should not be used in general class discussion unless clearly referenced as quoted from historical sources. After searching in the ProQuest newspaper databases, students then try searching with their keywords in alternative newspaper sources, including EBSCO's Left Index and ProQuest's GenderWatch databases and the *Great Speckled Bird*, a fully digitized, freely available countercultural newspaper published in Atlanta during the 1960s-1970s. These searching exercises are followed by discussion on how a topic's coverage and presentation can vary according to the cultural, social, and/or political commitments of the publishing source.

Similarly, for one of the two class sessions on popular magazines, class begins with a discussion of selected readings on dating from *Seventeen* and *Ebony* magazines.[†] Students then use EBSCO's Reader's Guide Retrospective database to search for popular-magazine articles on their topics. In the second session on popular magazines, focusing specifically on queer identities, students use volumes from the paper *Reader's Guide to Periodical Literature* to track the development of subject headings relating to homosexuality in the *Reader's Guide* over the relevant decades (the exercise uses the *Reader's Guide* volumes from 1955, 1965, 1975, and 1985). Students break into small groups with each group assigned to a particular volume of the *Reader's Guide*. Each group looks up "Homosexuality," notes the tone of the titles that turned up, notes related categories clustering around the main keyword (one group finds "Homosexuality and Christianity") and follows whatever "See also" suggestions the paper volumes offered.[‡] We discuss the issues that emerge just from these categories and the tone(s) the article titles suggest. Students also check to see if individual articles are available through the library, using a handout I created on how to find and/or request items found in the paper *Reader's Guide*. Students thus learn how to use both the paper and electronic versions of the Reader's Guide, while also learning the particular strengths of each option. At the end of the second session, I remind them of the alternative newspaper sources we had already discussed, which are less mainstream than the periodicals covered in both versions of the *Reader's Guide*, and point them towards other sources of "alternative" periodicals, particularly EBSCO's LGBT Life and Gale Cengage's Archives of Sexuality & Gender: LGBTQ History and Culture Since 1940 databases, and the Georgia State University's Special Collections' Gender and Sexuality Periodicals, a print collection, which includes historical LGBTQ publications.

The third unit (Weeks 9-11) introduces archival sources through three sessions co-taught with several guest archivists. The first session, which I co-teach with Georgia State's Women and Gender Collections Archivist Morna Gerrard, includes a hands-on exercise drawing on pamphlets and other materials from her Planned Parenthood Southeast Collection, and also includes basic instruction on using finding aids and

[†] Daniel Sugarman, PhD and Rollie Hochstein, "Love and Sex," *Seventeen*, July 1965; Ragni Lantz, "The Pleasures and Problems of the Bachelor Girl," *Ebony*, August 1966.

[‡] This exercise is adapted from one developed by Mandy Swygart-Hobaugh, the Georgia State University Library's Data Services/Sociology Librarian for a Sociology course on queer identities.

requesting archival materials. For the second archival session, Tiffany Atwater, Public Services Archivist from Atlanta University Center's Archives Research Center, and Holly Smith, Spelman College Archivist, lead the class in an interpretive exercise using yearbooks, print surrogates of school newspaper articles, and other materials from all-women Spelman College, all-men Morehouse College, and the other institutions making up the Atlanta University Center, an HBCU consortium in Atlanta's West Side. I co-teach the third archival session with Georgia State's Popular Music and Culture Archivist Kevin Fleming, using "true romance" comic books from his Popular Culture Literature Collection; in the next iteration of this course we will be adding a short exercise where students fill in blanked-out speech bubbles from reproductions of selected panels, encouraging them to consider the visual cues and stereotypes utilized by these texts.⁵ In the future, I also hope to include a session at the Auburn Avenue Research Library, a major African-American historical library located next to Georgia State's campus. If time permits, Mr. Fleming and I also hope to develop an exercise involving lyric analysis using sheet music and sound recordings in his popular music collections, an exercise prompted by one student's project on the evolution of love-song lyrics.

The in-class searching and interpretive exercises in this course are intended to nudge students towards finding relevant sources for their projects. Because a key component of this course is to familiarize first- and second-year students with the primary-source materials available to them as Georgia State students, searching exercises rely heavily on the library's subscription databases. Teaching students to navigate the built-in advanced-searching features of these databases allows for scaffolded instruction on basic search techniques which can be applied to other databases and to more general search interfaces. Each week's tab on the course guide (<http://research.library.gsu.edu/datinghistory>) includes search strategies for that week's particular source type as well as links to relevant subscription databases and freely available collections. For example, the tab for the week focusing on film and video includes links to Films on Demand and Kanopy, two widely ranging film-streaming subscription databases, and links to the Internet Archives/Prelinger Archives, YouTube, and several other freely available collections.

Similarly, the archival exercises are intended to acquaint students with the kinds of materials held in archival repositories, some of which may be digitized and freely accessible. For example, Georgia State's student newspaper and yearbooks are fully digitized and freely available; not all of the Atlanta University Center institutions have these resources fully online at this writing. These sessions are also meant to introduce local archivists to the students as resources for relevant primary materials. Several students made use of archival materials from Ms. Gerrard's collection for their final projects, and one student has subsequently been hired by Ms. Gerrard as a student assistant.

The limited time period covered by the course introduces challenges as students discover that terms and concepts they had hoped to research were not actively used by historical actors during that timeframe ("heteronormativity" and "polyamory," for example). Consequently, I allow scholarly materials written within the course's time period to be used as primary sources. In effect, students in this course are engaging in pre-research, searching for primary materials that are interesting or engaging to them, and describing how these sources relate to their topic. The flexible nature of all of the components of the final project encourages the students to draw their own connections between their selected primary sources and their own topic, without limiting them at this point to one particular interpretation or to one particular argument.

⁵ In April 2017 Mr. Fleming and I also reworked this exercise into a well-attended train-the-trainer workshop for Georgia State faculty and graduate student instructors.

The low-stakes, pass/no-credit nature of the course allows for serendipity and curiosity to flourish. Because the only limit placed on the students' source explorations is the time period of the sources' creation (1940-1990), students have considerable leeway on what will "count" as a primary source (and are always free to consult with me if they have any questions). The final projects are fascinating for the ranges of materials the students uncover and the creativity they show in assembling materials. One student, struggling with finding appropriate keywords and sources for a project on representations of polyamory found a 1971 scholarly text titled *Extra-Marital Relationships* in our print holdings. A student researching the issue of "who pays for a date?" found the Prelinger Archives' collection of dating-advice films useful for his project. For a project on positive representations of homosexual dating, a student found a pro-homosexuality radio program broadcast on San Francisco station KPFA in 1958 (Pacifica Radio Archive, accessed through Internet Archive). Another student, focusing broadly on rape, found a 1977 story in the digitized, freely available *Signal*, Georgia State's student newspaper, on a "rape refusal" clinic on campus led by a woman police officer. Other students made creative use of our subscription databases: one, working on sex education instruction, found a 1967 New Jersey State Department of Education sex education curriculum in ERIC, EBSCO's educational resources database; another student, seeking early representations of computer dating, discovered an early computer-dating checkbox survey from a 1987 magazine for gay men in Gale Cengage's Archives of Gender and Sexuality: LGBTQ History and Culture since 1940. Structuring the course around a broad and extremely flexible topic has allowed for both the students and myself to develop creative searching and interpretive skills.

I strongly recommend that readers interested in creating a similar course consult with local librarians and archivists to determine what resources and collections are available to their students, and to identify levels of access and guest instructor opportunities. It is worth noting that guest instructor sessions represent valuable outreach opportunities for librarians and archivists. Ms. Smith and Ms. Atwater both reported that after our initial exploratory meeting, they sent student workers into their collections in search of materials related to dating. This yielded an intriguing range of materials for their in-class exercise for this course, materials which Ms. Smith and Ms. Atwater have said will also be useful for their own outreach work.

SYLLABUS

"GOING STEADY?": DOCUMENTING THE HISTORY OF DATING IN AMERICAN CULTURE, 1940-1990

COURSE DESCRIPTION:

This course is geared towards potential History and Women's Studies majors, but is open to any student interested in learning more about searching for and interpreting primary sources, an important skill for many humanities-oriented majors. In this course, we will be exploring various issues in the history of dating in American culture during roughly the second half of the 20th century, while also learning to search for primary-source materials documenting that history. Students will choose a topic within that broader topic and learn to search for a broad range of primary-source types on their chosen topic. In-class exercises will provide instruction and discussion about various source types.

This course is administered through a course guide available through the Georgia State University Library's Research Guides. **We will not be using iCollege for this course.**

You can access the course guide directly here: <http://research.library.gsu.edu/datinghistory>. You can also find this guide under the Georgia State University Library's Research Guide tab, listed under the categories of **Honors College**, **History**, and **Women's, Gender, and Sexuality Studies**. Since I will be updating this course guide as needed, I recommend that you bookmark this link. This syllabus is also included as a link in the course guide, available on the **Week 1** tab.

Prerequisite: Acceptance into the Honors College.

COURSE OBJECTIVES:

- Through in-class exercises and short assignments, you will gain experience in searching for and interpreting primary-source materials in a wide range of formats.
- You will develop basic searching skills, applicable to searching in the library catalog, in the library's databases, and for online searching.
- You will practice basic discussion skills as we discuss examples of various types of primary sources.
- You will practice basic presentation skills by presenting the final results of your research as a brief PowerPoint presentation using in-classroom technology.

REQUIRED TEXTS:

You will be assigned short readings and viewings. All required readings will be made available through the course guide. You may also be given short in-class readings and assignments. In class we will be using a variety of written and visual sources. You will not need to purchase any materials.

CONTACT INFORMATION:

Please note that I do not check my email on weekends or after 8pm on weekday evenings.

COURSE REQUIREMENTS

Respectful discussion and other forms of participation will be integral to this course. You are strongly encouraged to participate in discussions, and to listen carefully to other students when they are speaking. Respectful listening and respectful speaking are both components of good participation. Consequences for disrespectful speech may include removal from the class session (making that day an unexcused absence). (See **Attendance Policy**)

TRIGGER WARNING

Students should also be aware that we are likely to be discussing topics like varying sexualities, teen pregnancy, abortion, date rape, and other potentially controversial and triggering topics. Please feel free to talk with me privately if you have concerns.

ASSIGNMENTS

1. Readings as assigned (*asterisk in syllabus indicates required reading)

2. One-page paper describing chosen topic with list of possible keywords
3. Annotated bibliography of at least 10 primary sources
4. Final PowerPoint presentation of one of your 10 primary sources
5. Final reflection paper

The last three items will constitute your final project. Most of the work we do in class and outside of class will contribute to your final project. **You must complete and turn in assignments #2, #3, #4, and #5 in order to receive a passing grade for this course.**

You are required to meet with me to discuss topic ideas and brainstorm possible keywords prior to turning in your one-page paper. Signups for meetings will be done in class on **Week 5**. Please remember that you can also always meet with me during my office hours or make an appointment with me at any time of the semester!

You will **print out** the one-page paper (assignment #2) and turn it in to me during class on **Week 7**. Your PowerPoint presentation (#3) will be presented in class on the assigned day. You will sign up for your presentation date in class on **Week 7**. Your presentation date will be either **Week 13** or **Week 15**. ****Note** that your presentation is a PowerPoint slide of ONE of your ten primary sources. I do not expect you to have your entire final project done by your presentation date: just the one-slide PowerPoint presentation.

Your final project—your annotated bibliography, PowerPoint slide, and final reflection paper (assignments #3, #4, and #5)—will be sent to me **via email** by the stated deadline (**5 pm on the Week 16 date listed in the syllabus**).

For more information about each of these assignments, see the **Information about Final Projects** tab on the course guide. More information will be added on that tab as needed.

All components of the end-of-semester final project must be sent to me directly at my library email address. **Do not send these items to me through iCollege email or put them into iCollege's Dropbox.**

Late work will not be accepted except in the case of a documentable emergency. Please let me know as soon as possible if such an emergency comes up.

GRADING

HON 1000 is a pass/no-credit course. Your grade will be determined by the following points:

- Participation (meaningful contributions to class): 20 points
- *One-page topic selection paper with keywords 10 points
(due **Week 7**) 10 points
- *Annotated bibliography of 10 primary sources 25 points
(due **Week 16**)
- *PowerPoint presentation (delivered on either 20 points
Week 13 or **Week 15**; turn in as part of
final project, **Week 16**)
- *Final reflection paper (due **Week 16**) 25 points

You must complete and submit all items marked with an asterisk to receive a passing grade in this course.

ACADEMIC HONESTY POLICY

All written and presented work for this course must be your own. Please refer to the university's Policy on Academic Honesty published in the Student Handbook, available to all members of the university community: <http://studenthandbook.gsu.edu>.

DISABILITY SERVICES

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services (<http://disability.gsu.edu>). Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought.

COURSE EVALUATIONS

Your constructive assessment of each course plays an indispensable role in shaping education at Georgia State University. Upon completing the course, please take time to fill out the online course evaluation.

WEEKLY SCHEDULE

The course syllabus provides a general plan for the course; deviations may be necessary. All exercises listed are in-class exercises unless otherwise indicated in class. Each week's readings are available on the course guide's tab for that week.

WEEK 1: INTRODUCTION TO COURSE

Introductions: Who are we?

Discussion of syllabus, assignments, course topic, acceptable/unacceptable language

Homework for in-class exercise (emailed a week before class begins):

Click on one of the *Seventeen* magazine online quizzes linked on the course guide's **Week 1** tab. Take the quiz there and print out your results to bring to class.

WEEK 2: OVERVIEWS: GROUP AND THEN GENERAL CLASS DISCUSSION OF ASSIGNED READINGS

*Beth Bailey, "From Front Porch to Back Seat: A History of the Date"

*Individually assigned articles (divided among attendees)

*Kathy Peiss, "Charity Girls and Cheap Pleasures"

*Rona M. Wilk, "'What's a Crush?': A Study of Crushes and Romantic Friendships at Barnard College, 1900-1920"

*Eleanor Alexander, "The Courtship Season: Love, Race, and Elite African American Women at the Turn of the Twentieth Century"

*(All assigned articles are in the July 2004 *OAH Magazine*).

WEEK 3: ADVICE MANUALS

- *"Setting Up Housekeeping," in *The Tall Girl's Handbook* (1959)
- *"Your Future," in Elsie Archer, *Let's Face It: A Guide to Good Grooming for Negro Girls* (1959)
- *"Roommate, Know Your Roommates," from Max Wylie, *Career Girl, Watch Your Step!* (1964)

WEEK 4: POPULAR FICTION

- *Maureen Daly, *Seventeenth Summer* (1944), excerpt
- *Henry Gregor Felsen, *Two and the Town* (1952), excerpt
- **You will be instructed in class on Week 3 which of these selections you should read *first* and which to read *second*.**

WEEK 5: FILM AND VIDEO

- *Ken Smith, *Mental Hygiene: Better Living Through Classroom Films* (excerpt)
- **More Dates for Kay* (1952) (<http://bit.ly/2q9aoug>) (online video)
- **Boys Beware* (1961) (<http://bit.ly/1BG3QTN>) (online video)
- VD Attack Plan* (1973) (<http://bit.ly/1E41MYc>) (online video; Disney cartoon [yes!]. Not required, but... interesting)
- *In class: Sign up for meetings with instructor.**

WEEK 6: POPULAR MAGAZINES

- *Daniel Sugarman, PhD and Rollie Hochstein, "Love and Sex," *Seventeen* (July 1965)
- *Ragni Lantz, "The Pleasures and Problems of the Bachelor Girl," *Ebony* (June 1966)
- Exercise: Searching in Reader's Guide Retrospective (database)

WEEK 7: NEWSPAPERS

- *Meet in Classroom 2, Library North 2 (above the coffee shop)**
- Exercise: Searching in ProQuest Historical Newspapers (databases) and alternative newspaper sources Left Index and GenderWatch (databases) and *Great Speckled Bird* (digitized newspaper)
- *Twenty-minute meetings with instructor on topics this week (if you haven't already done this! Meetings will take place in the Research and Engagement Suite on Library North 5. Directions to the R&E suite are on the course guide).**
- *Assignment due:**
 - Paragraph or two on your topic
 - List of at least five possible keywords
- *In class: Sign up for presentation date (Week 13 or Week 14).**
- *Note: Your presentation will be a one-slide PowerPoint presentation on ONE of your primary sources. I do NOT expect you to have your full final project done by your presentation date! All completed final projects are due on the Week 16 date listed at the end of the syllabus).**

WEEK 8: QUEER IDENTITIES

***Meet in Classroom 2, Library North 2 (above the coffee shop)**

Exercise: Reader's Guide to Periodical Literature (print edition)

WEEK 9: SEX EDUCATION

***Meet in Colloquium Room, Library South 8 (Special Collections & Archives)**

Guest Instructor: Morna Gerrard, Women and Gender Collections Archivist, Georgia State University

WEEK 10: DATING AT SPELMAN COLLEGE AND ATLANTA UNIVERSITY CENTER

***Meet in regular Honors College classroom**

Guest Instructors: Holly Smith, Spelman College Archivist and Tiffany Atwater, Public Services Archivist, Atlanta University Center Archives Research Center

After-class screening (optional): "No Means No," *A Different World* (1989) (a "very special episode")

WEEK 11: POPULAR CULTURE: "TRUE ROMANCE" COMIC BOOKS

***Meet in Colloquium Room, Library South 8 (Special Collections & Archives)**

Guest Instructor: Kevin Fleming, Popular Music and Culture Archivist, Georgia State University

WEEK 12: NUTS AND BOLTS

Discussion and information about of topics, final presentations and projects

WEEK 13: PRESENTATIONS

WEEK 14: THANKSGIVING BREAK

WEEK 15: PRESENTATIONS (LAST DAY OF CLASS)

[WEEK 16] DROP-IN LABORATORY SESSION (OPTIONAL, DATE TBD)

Classroom 2, Library North 2 (above the coffee shop)

FINAL PROJECTS DUE AT 5:00 PM OF DAY THE FINAL EXAM WOULD BE SCHEDULED.

Final projects must be sent directly to me at my Georgia State University email address (janderson73@gsu.edu).

****Do NOT send your final projects through iCollege email or put into iCollege's Dropbox.****

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SAMPLE IN-CLASS EXERCISE

WEEK 8: QUEER IDENTITIES / READER'S GUIDE TO PERIODICAL LITERATURE

GROUP 1: Vol. 20 (May 1955–February 1957)

Your mission: find a primary-source magazine article relating to **homosexuality**.

1. Is there a category for **Homosexuality**?
2. Are there related categories nearby? If yes, list one (select two if there are more than one).
3. Are there other categories suggested for this topic? Look for a "**See also**" section. If yes, list one (select two if there are more than one).
4. How many articles are listed under the category or categories relating to homosexuality that you are seeing? (If there are too many to count easily, just write down "too many to count").
5. Judging by the titles of the articles listed, what attitudes about homosexuality do you think these articles might reflect?

10. Does the Georgia State University Library have the issue **for the date given in the citation**? *Look at the years listed in the holdings information.*

If **YES**: hooray!

If **NO** and you really want this article: you can place an Interlibrary Loan request for this article using the citation information from the *Reader's Guide*. (Remember to spell out the full name of the journal!(To start an Interlibrary Loan request from a citation, go to "Interlibrary Loan" on the library's homepage, click on "Make a Request," and follow the prompts. See handout!)

HOW TO USE THE READER'S GUIDE TO PERIODICAL LITERATURE (PAPER VERSION)

What is the Reader's Guide to Periodical Literature?

The *Reader's Guide to Periodical Literature* is an index of articles published in popular magazines.

- Goes back to beginning of the 20th century
- Volumes are in order by date
- Each volume is organized by topics

Look for a "See also" section at the end of a topic, for directions to other categories that might be useful.

The "See also" feature makes the paper version richer than the electronic version.

It can take a little time and thought to match your topic to the topics listed in the *Reader's Guide*, so be prepared to brainstorm alternative terms if your first search terms/keywords don't turn anything up.

(Wait, did you say "electronic version"?)

Yes. The library also provides access to an electronic version, Reader's Guide Retrospective, which covers 1890-1982 (found under "R" in our Databases A-Z list). The paper version is more comprehensive and includes more helpful tools for finding related articles.

I've looked up a topic. What on earth am I looking at?

Each article citation will follow this format:

**Article title. Author [if given] il [if illustrated]. Abbreviated Magazine Title Volume Number: Page
Numbers Date**

So if you are looking at this citation?

Let's put sex education back where it belongs—in the home. S. Gordon. Il Good H 185:65+ O '77

You have an article titled "Let's put sex education back where it belongs—in the home," written by S. Gordon, an illustrated article in a magazine abbreviated as "Good H", in volume 185, on pages 65 and beyond (look for "continued on" in the article), in the October 1977 issue.

OK, but the magazine name isn't making sense and/or looks weird. What is "Good H"?

Yep. The *Reader's Guide* abbreviates magazine titles in its citations. (It's *Good Housekeeping*!)

You should always check the abbreviated title against the "List of Periodicals and Reports Indexed," found at the very beginning of the first volume for each year/time period. Look up the abbreviation given in the citation and match to the full title.

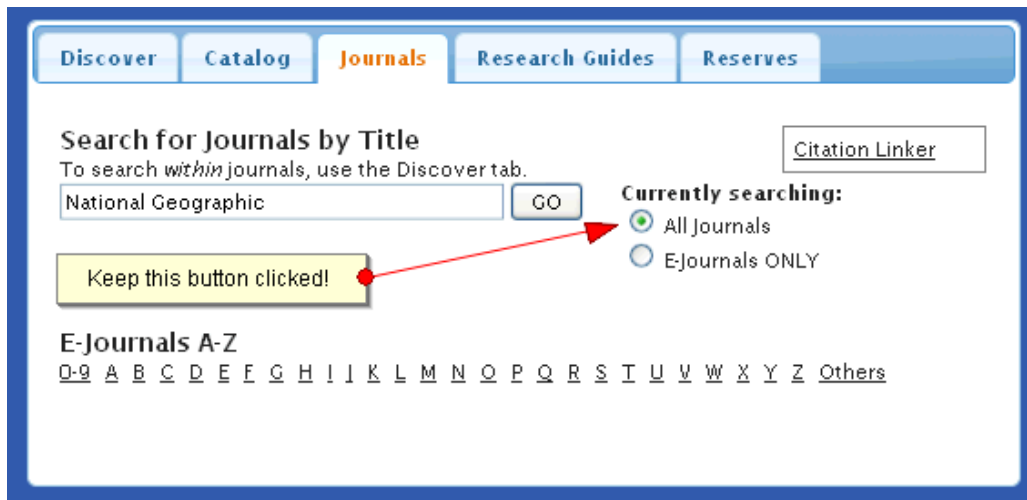
****Note that some years/time periods are broken into two volumes, like "A - K" and "L - Z." The List of Periodicals and Reports Indexed is always at the beginning of the first volume, before the A's!****

Why do I need to do this?

You need to know the full name of the magazine in order to look it up in the library's online catalog or to place an Interlibrary Loan request for an article.

OK, I've figured out the magazine name. Now what?

Once you have the magazine's full title, use the **Journal** tab on the GSU Library's homepage to see if we have access to this journal. Keep the "All Journals" button selected. This will tell you if we have the journal in paper or in microfilm (as well as if we have an electronic version).



Once you get a list of results for the magazine, check the DATE of the holdings against the date information from the *Reader's Guide*. Do we have access for that particular year?

It looks like we don't have access to this magazine, or to this particular year. Is all hope lost?

If we don't have access to that magazine, the citation from the *Reader's Guide* gives you all the information you need to place an Interlibrary Loan (ILL) request for that article.

- You can start an ILL request by going to the "Interlibrary Loan" link on the Georgia State University Library's homepage. Start by clicking on "Make a Request." Enter your Campus ID and password, and provide contact information if you haven't used the ILL system before.
- After you've signed in with your Campus ID and password, click on "Journal Article" request and fill in all of the boxes marked with red asterisks. **In the box for "Where did you find this item cited?" type in "Reader's Guide."**

Journal and magazine articles requested through ILL are usually available within 24 hours. When your article is available, you will get an email to **your gsu.edu email address**. There will be a link in the email that will take you back into the ILL system (again, Campus ID and password). Click on the link that says "Electronically Received Articles," and a PDF of your article will be waiting there for you. It will be available in the system for 30 days; after that it will disappear. You can save the PDF to your own hard drive/jump drive/wherever and keep it forever, as long as you retrieve the PDF while it's still in the IL