"Dear Diary, I Think I'm Gay...LGBTQ Youth and Information Access Across the Decades"

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LIBRARY ACTIVITY 2—RGPL Exercise
- Group students, give each group RGPL volume.
- Students use worksheet to explore RGPLs.
- Regroup and share insights from discussion.

WORKSHEET:
Place yourself in the mindset of a teen/YA during this decade who has just started researching an LGBTQ identity using the RGPL and respond to the worksheet questions. And for all of the things you find, continually ask yourself:

Do they present a diverse/positive representation of the LGBTQ community (do they challenge heteronormative culture?) Or do they seem to reinforce and/or reproduce heteronormative culture?
- What subject term did you try looking up first? Did you find it, or did you have to try something else? Were the subject terms the same words we use today? Did you get referred to “See Also” for some other subject terms? What were the “See Also” terms, and how many were there?
- If there were subsections under your subject term, how many were there?
- How many article entries were listed under the subject term you decided to focus on?
- Would anything about your experience using the RGPL have created barriers (literal, psychological, and/or emotional) to your finding and/or using information? How would the experience have influenced your identity?

LIBRARY ACTIVITY 3—LibGuide
- Include prompts challenging students to reflect on their research process & information access issues teens/YAs likely faced in their decades.

Dear Diary, I think I’m gay...
LGBTQ Youth and Information Access Across the Decades

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THE ASSIGNMENT—Queer Identities “Decades Paper”
Imagine you are a teen/YA “coming out” into an LGBTQ identity during your assigned decade (from the 1950s to the present). Seek out sources a teen/YA could access to explore your identity and write a four-page Diary as your teen/YA identity and a one-page Reflection as yourself re: the experience.

LIBRARY ACTIVITY 1—Mini Lecture
- Discuss concepts of heteronormativity, hegemony, critical information literacy, & intersectionality.
- Present how these concepts, when combined, lead to the questions to consider when the students are writing and researching for the Decades Paper (see PPT slides below).

HETERONORMATIVITY + HEGEMONY + CRIT INFO LIT + INTERSECTIONALITY =

How is heteronormativity as a hegemonic, hierarchical social system:
- historically situated?
- influenced by intersectionality?
And how does it exert power and influence over information production, dissemination, access, and consumption?

WE CHALLENGE YOU TO CONSIDER...
- how the sociohistorical and heteronormative context of your decade influences:
  - the process by which you would search for information
  - the overall accessibility of information
  - the “credibility” of such information (i.e., how credible is the info if it is issued by the dominant heteronormative culture?)
  - your identity as a teen/YA in this decade
- how the research process itself would have created barriers (literal, psychological, and/or emotional) in LGBTQ youth’s access to information within your decades, and what challenges persist in present day.

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