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Resources cited in the MAA Webinar, “Race, Racism, and Teaching the Middle Ages”
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For general teaching with primary sources, I’ve adapted lesson plans / handouts from the following sources. (None of these is particularly focused on, say, medieval manuscripts and incunables, but they offer sound advice and examples of student-centered, active learning activities.)

- Anne Bahde, Heather Smedberg, and Mattie Taormina, eds. *Using Primary Sources: Hands-On Instructional Exercises*. Santa Barbara: Libraries Unlimited, 2014.
- Teaching with Primary Sources Collective (rbms.info/tpscollective): Teaching Tools, Lesson Plans, and Assessment Tools.
- Sarah Werner. *Early Printed Books: Resources for Learning and Teaching* (EarlyPrintedBooks.com).

For approaching manuscripts or early printed books as artifacts, I’ve used Werner’s ‘[Looking at an old book for the first time](#)’ and ‘[Looking at books](#)’ and Kelli Hansen’s ‘Approaching the Book as an Artifact’ (in Bahde et al.).

The manuscript description/catalog record activity was initially inspired by Matthew Holford’s ‘[Reading a Manuscript Description](#)’ blog post at TeachingtheCodex.com and Werner’s ‘[Catalog wishlist](#)’.

LIS has a substantial body of literature on the topic of bias in cataloging, but a recent and accessible article is Laura E. Helton, ‘On Decimals, Catalogs, and Racial Imaginaries of Reading’, *PMLA* 134, no. 1 (2019): 99-120.