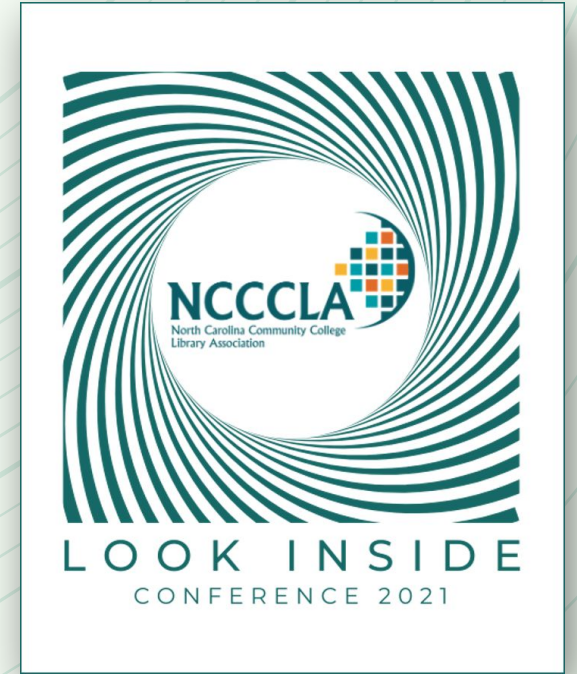




Find it in the Archives: Archival Sources as Information Literacy

Presented by: Erin Allsop and Garrison Libby



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Let's Wake Up!

- What experience do you have with archives? Have you utilized an archive before?





Session Takeaways

- Participants will learn how archival and primary source material can be used to discuss information literacy
- Participants will learn specific activities they can use incorporating archival material into library instruction for different types of courses.
- Participants will learn specific publicly available archival and primary source repositories and the types of materials they collect.

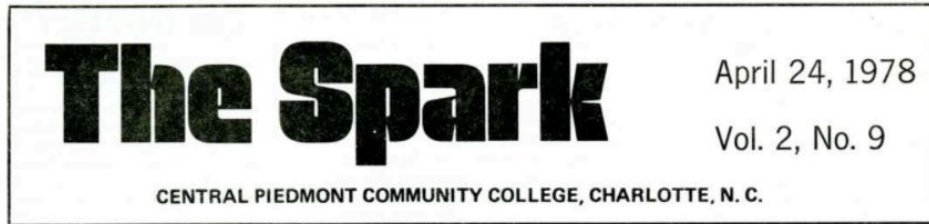


What's Up with Archives?

- No longer viewed as “hidden” or inaccessible repositories patroned by high-level university researchers.
- Thanks to social media, the practice of archiving and accessing archives is much more approachable.
 - Twitter Archives; Internet Archive; Nostalgic social media sites
- Powerful resources for helping students better connect with assignments
 - “Humanizing the past.”



Women's Rights - ERA and MeToo Movement



Pro and Con

ERA Foes To Speak



Phyllis Schlafly

by Kathy Espin



Betty Friedan

Friedan and other pro-ERA leaders were afraid to debate with Schlafly because

attack. She does make wild charges and has said some ugly things about me.

The Spark, student publication, 1978. Features article on Betty Friedan and Phyllis Schlafly speaking at the Central Campus about the ERA. AR.0035 - College Publications.



Charlotte Women's March founder Jan Anderson (left) discusses the #MeToo movement last week as part of a panel with Charlotte-Mecklenburg Police Sergeant Muriel Hughes, Charlotte magazine Editor Kristen Wile, and Safe Alliance President and CEO Karen Parker.

Photograph by: George Lainis, Charlotte Magazine, 2018.



Current Instruction Practices

- Want to get students critically thinking about information
- Tug of war between information literacy and database navigation
- Making the most of a 50 minute session (or a remote embedded class)
- Incorporate the ACRL Framework



ACRL Framework

- Authority is constructed and contextual
 - Thinking beyond the peer-reviewed journal article
- Information has value
 - Whose voices are included in the conversation? Whose are left out?
 - Where can we find voices that may not be in the scholarly record?
- Scholarship as conversation
 - Where should we look for conversations?



Incorporating the Archives into Instruction

- Began as collaboration for history courses
- Value of using and interpreting archival records - using for primary source requirements
- Creation of [LibGuides](#) and [designing instruction sessions](#) for virtual and in-person opportunities.
- Class sessions with or without archives assignment
 - Working with your archives or a local archives to learn archive research skills
 - Expose students to archival collections - format, organization, and location



The Outcome

- “Enhanced Research Practices”:
<https://researchguides.cpcc.edu/enhanced-research-practices>
- HIS 131 “Then and Now Project”:
<https://researchguides.cpcc.edu/his131-dussek>
- Charlotte Racial Justice Consortium



A Scenario

- A student wants to research information about the Civil Rights era in North Carolina. Where would you point them to first?

The May Day King and Queen of Mecklenburg College. Mecklenburg College was an all-Black institution that merged with the all-white Central Industrial Education Center in 1963 to create Central Piedmont Community College.

AR.0032 - Carver & Mecklenburg College Collection, yearbooks.





Example Instructional Activities

- Timeline Activity
 - Pull together multiple sources about a topic, primary and secondary alike, and have students arrange them in a timeline
 - “Information Creation as a Process”
- National vs Local
 - Get students thinking about where they might go to connect a national topic to local history?
 - Get students thinking about where and how different conversations take place, and what voices are left out of the scholarly record
 - “Searching as Strategic Exploration”



No Archives? No Problem!

- [North Carolina Digital Heritage Center](#)
 - Incredible collection of North Carolina resources
- [National Archives](#)
- [COVID-19 Archive](#)
- [The Internet Archive](#)
- Connect with your local public library or historical society
 - What stories are in your community?



The Reality

- Still a work in progress.
- Hurdles to gaining support from faculty.
- Covid and access issues (ransomware attack)
- We keep fine tuning the process, sharing with faculty as often as we can.



Benefits to “Shaking Things Up”

- Archival sources/collections are usually first-hand accounts of larger events in human history - the “unedited versions” of history.
- Allows for students to better engage with events and people from our past - connection on emotional and intellectual levels
- Teaching students these skills better prepares them for research at higher educational levels, or in any other area of interest.



Other Ways to Advocate

- “Cold Calling”, but with email.
- Participation in events
- General suggestions of archive sources in chat sessions
- Connect with faculty for learning opportunities



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