



Bridging Time and Space: Archival Sources as Information Literacy

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Session Outline

- Information literacy challenges
- Using archival sources to teach information literacy
- Activities and collaborations

Central Piedmont Community College

- Large community college in Charlotte, NC
- Six campuses (and six libraries!)
- One archive
- Mostly introductory level classes

Challenges

- Library instruction is primarily done via one-shots and embedding
- Balancing information literacy and database navigation in limited time
- Faculty often only allow students to cite scholarly sources

A Solution?

- History instructor wanting students to explore primary and secondary sources
- Bringing together archives and library for instruction
- Can this also be done for other classes?
 - ACA (first year seminar)

Why Archives?

- A bridge between “scholarly” and “non-scholarly” sources
- Can demonstrate how nontraditional sources can still be relevant to academic research
- Often a type of resource that instructors understand



Central Piedmont Archives

- Institution founded in 1963, merger of CIEC & Mecklenburg
- Raymond Mason began collecting institutional history from 1967-1980 (dating back to 1949). College perspective within local, national, and international events.
- Documenting how we impact student success and workforce development in the Charlotte metro-region.
- How can our records apply to research?

Source Evaluation

The Spark

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CENTRAL PIEDMONT COMMUNITY COLLEGE, CHARLOTTE, N. C.

Pro and Con

ERA Foes To Speak



Phyllis Schlafly

by Kathy Espin

"I don't like to debate with Phyllis Schlafly because she is a liar," said Betty Friedan, founder of the National Organization for Women.

Schlafly, leader of the Stop-ERA movement, and Friedan will be on campus on May 8 to present their views on the ERA issue, but they will appear at different times and will not participate in a debate.

In a telephone interview, David Raey, assistant to Phyllis Schlafly, said that

Friedan and other pro-ERA leaders were afraid to debate with Schlafly because her arguments were so accurate. "The ERA has a euphemistic appeal, but Phyllis always deals with facts and real issues," said Raey.

Friedan said that she sees no point in debating with someone who lies, "I'm not going to dignify her lies with my presence," she said.

In rebuttal Schlafly said, "She only said that because she always loses when we debate. I address myself to the issues and will not resort to personal

attack. She does make wild charges and has said some ugly things about me. She said on the radio once that she would like to burn me at the stake. She doesn't tell the truth."

Students will have an opportunity to judge for themselves which speaker uses the most valid arguments on May 8, in Pease Auditorium. Schlafly will appear from 12 noon to 12:45 and Friedan will speak from 1 p.m. to 1:45. Admission is \$1 for each lecture. Advance tickets are on sale at the information desk in Taylor (Activities) Building.

Betty Friedan



The Spark

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ERA Leaders Meet—Almost

by Keith Gunter

Two well known ERA lecturers spoke at Pease Auditorium May 8. Phyllis Schlafly, Chairwoman of Stop-ERA movement, spoke at 12 noon. Betty Friedan, leader of the National Organization for Women (NOW), spoke at 1 p.m. Both lectures sponsored by the Student Association.

Phyllis Schlafly expressed in her lecture that the Equal Rights Amendment is a social injustice because "ERA would have everyone treated equally even though they are different." She said that since men and women are different, some discrimination is desirable. She expanded on her point by showing how age discrimination is necessary for the Social Security System to work.

Schlafly said that ERA would not have an effect on employment laws, the federal income tax system or change the interpretation of the Constitution since these items are already sexually neutral. She stated that the passage of the ERA would cancel out existing laws preventing discrimination against women since everything would have to be on an equal basis, for men and women.

Schlafly also said that the ERA would transfer more power from the state government to the federal government because of the federal enforcement necessary for such an act.

She stated that women would be eligible for the draft during wartime under the ERA, and that marriage laws would also be affected. Currently most states have a law stating that a man must support his wife. Under ERA there would be a mutual obligation for support among spouses, according to Schlafly.

Schlafly closed her remarks by saying, "The American people are against ERA and I hope it dies on March 22 (1979)."

At 1 p.m., Betty Friedan was received by a standing ovation when she entered Pease Auditorium to give her lecture.

Continued on page 3



Betty Friedan



Phyllis Schlafly

Student Sues College

by Keith Gunter

Dr. Hagemeyer has been served papers in a suit filed by a former student against the college.

The suit, filed March 23, claims that photographs taken by William Scott were misused by an agent of CPCC and that an agreement between Scott and the agent was breached.

According to the suit, in the fall quarter of 1976, Scott, who is a professional photographer, was enrolled in a journalism class. At that time he was asked by an employee to take certain photographs which would be used solely for publication in the student newspaper and the literary magazine. The suit stated that should the photographs be used for any other purpose, it was agreed that Scott would be compensated for the services performed.

Scott took pictures on and about the campus, developed the pictures and paid for the film utilized. Count one, paragraph seven, of the suit states, "After receiving the photographs for use in the aforementioned publications, the Defendant (CPCC), through agent, servants and employees, breached the agreement with the Plaintiff and wrongfully used the photographs for purposes other than agreed upon."

The suit claims the value of the photographs was \$1,000, and seeks damages of that amount as well as compensation for legal expenses and any additional relief which the court may deem proper.

Agents of the college refused to comment on the matter because the case is still in litigation.

Archival Sources and the 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 voices are left out?
- Searching as strategic exploration
 - Where can we find those voices?
- Information creation as a process
 - How does the creation of certain types of information inform its credibility?

No Archives? No Problem!

- Consider publicly available archives:
 - [National Archives](#)
 - State/local archives
 - [North Carolina Digital Heritage Center](#)
 - Other colleges and universities
 - Online archives
 - [Equality Archive](#)

Activities

- Source analysis:
- Offer material from the archives to students
- Ask them to think about information literacy questions:
 - What authority does this source have?
 - Whose voices are you seeing in this item? Whose voices are left out?
 - How might you incorporate this into an assignment?

Activities

- DocsTeach: <https://www.docsteach.org/>
- Have students analyze and interrogate historical documents
- Use a premade activity or create your own
 - Some activities take more time than others
 - Premade activities designed for a variety of grade levels
- Can collect student responses
- Example activity: [A Letter From Ruth Bader Ginsburg](#)

Activities

- Timeline Activity
- Give students a series of sources, primary and secondary, and have them arrange the sources chronologically
- Ask questions to help students understand different types of information and how they are produced:
 - What types of sources are produced the fastest?
 - Which types of sources come out later?
 - How do you evaluate their credibility?
 - What does this suggest about the way information is produced?

Combination Assignment

- Collaboration with history faculty member
- Source evaluation, timeline, and reflection
- Great insight from students

Benefits

- Expose students to different types of sources
- Help students understand the forms and formats of information, and how they might apply to a college class
- Can capture voices that might not be reflected in the scholarly record
- Help students connect the history of the institution to wider topics
- Also help faculty become more aware of how different types of sources might be useful for their classes?

Challenges

- Still balancing with a 50 minute one-shot
- Faculty hesitation
- Getting into more ACA (and other!) classes

Thanks!

- Questions? Thoughts?
- Contact us!
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