

The Half Has Never Been Told: Using Historical Objects for Teaching LIS History and Archives

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ABSTRACT

The use of primary source documents in the pursuit of understanding the complex histories Library and Information Studies (LIS) is essential to connecting the foundations of the profession. The historical perspectives SIG will create a sharing space where attendees can demonstrate how they use artifacts to tell both hidden and known histories. The *showing and telling* of historical artifacts provide the opportunity for telling historical narratives and fostering community engagement amongst educators and scholars in LIS history and archives. This program explores layered storytelling, with engagement through the expression both of pedagogical experiences and the histories of various historical artifacts. The assembled participants will each share an artifact or story to demonstrate how they use them in LIS courses and research to infuse historical teaching of various topics (Reference, Organization of Information, Collections Development, Youth Services, etc.).

The goals for the session are to:

- 1) Demonstrate the use primary source materials and other artifacts to correct LIS history & hegemonic narratives prevalent in LIS historical studies.
- 2) Provide various models for students in how to engage with service communities in the telling of unknown histories.
- 3) Utilize participatory dialogue in sharing narratives in building community around the teaching of LIS history.

The session will assist in the development best-practices for the integration of historical materials in LIS courses. It addresses which narratives are missing or need reinforcement in the LIS classroom. Through dialogue the session will answer questions: How can we better include historical contexts throughout the curriculum? What is the role of counter-stories? How can we address inclusive histories?

ALISE RESEARCH TAXONOMY TOPICS

Pedagogy; Curriculum; Archives.

AUTHOR KEYWORDS

History; Narratives; Storytelling; Pedagogy