

*Something old, something new,
something borrowed, and something due*

Using social media stories to decolonize rare books and special collections

#storiestelling

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ACKNOWLEDGEMENT

The University of Winnipeg campus is located in Treaty 1 territory. The land on which we gather today is the traditional territory of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene Peoples, and the homeland of the Métis Nation. We honour, recognize and respect these nations as the traditional stewards of this land.

LIBRARIES CHANGE LIVES

Declaration for the Right to Libraries

ALA Annual Conference, Chicago
July 2, 2013

In the spirit of the United States Declaration of Independence and the Universal Declaration of Human Rights, we believe that libraries are essential to a democratic society. Every day, in countless communities across our nation and the world, millions of children, students and adults use libraries to learn, grow and achieve their dreams. In addition to a vast array of books, computers and other resources, library users benefit from the expert teaching and guidance of librarians and library staff to help expand their minds and open new worlds. We declare and affirm our right to quality libraries—public, school, academic, and special—and urge you to show your support by signing your name to this Declaration for the Right to Libraries.

1. LIBRARIES EMPOWER THE INDIVIDUAL.

Whether developing skills to succeed in school, looking for a job, exploring possible careers, having a baby, or planning retirement, people of all ages turn to libraries for instruction, support, and access to computers and other resources to help them lead better lives.

2. LIBRARIES SUPPORT LITERACY AND LIFELONG LEARNING.

Many children and adults learn to read at their school and public libraries via story times, research projects, summer reading, tutoring and other opportunities. Others come to the library to learn the technology and information skills that help them answer their questions, discover new interests, and share their ideas with others.

3. LIBRARIES STRENGTHEN FAMILIES.

Families find a comfortable, welcoming space and a wealth of resources to help them learn, grow and play together.

4. LIBRARIES BUILD COMMUNITIES.

Libraries bring people together, both in person and online, to have conversations and to learn from and help each other. Libraries provide support for seniors, immigrants and others with special needs.

5. LIBRARIES PROTECT OUR RIGHT TO KNOW.

Our right to read, seek information, and speak freely must not be taken for granted. Libraries and librarians actively defend this most basic freedom as guaranteed by the First Amendment.

6. LIBRARIES ARE THE GREAT EQUALIZER.

Libraries serve people of every age, education level, income level, ethnicity and physical ability. For many people, libraries provide resources that they could not otherwise afford—resources they need to live, learn, work and govern.

7. LIBRARIES STRENGTHEN OUR NATION.

The economic health and successful governance of our nation depend on people who are literate and informed. School, public, academic, and special libraries support this basic right.

8. LIBRARIES ADVANCE RESEARCH AND SCHOLARSHIP.

Knowledge grows from knowledge. Whether doing a school assignment, seeking a cure for cancer, pursuing an academic degree, or developing a more fuel efficient engine, scholars and researchers of all ages depend on the knowledge and expertise that libraries and librarians offer.

9. LIBRARIES HELP US TO BETTER UNDERSTAND EACH OTHER.

People from all walks of life come together at libraries to discuss issues of common concern. Libraries provide programs, collections, and meeting spaces to help us there and learn from our differences.

10. LIBRARIES PRESERVE OUR NATION'S CULTURAL HERITAGE.

The past is key to our future. Libraries collect, digitize, and preserve original and unique historical documents that help us to better understand our past, present and future.

THE STARTING POINT

Systems of Oppression in Libraries



WHITE INSTITUTIONAL PRESENCE

When cultural practices associated with “whiteness” are normalized and considered the standard or expected behaviour in academic settings. (Gusa, 2010 as explained by Pashia, 2017).

Systems of oppression in libraries

Cataloguing

What values do we use to organize information?

Collection development

Who are the authors/publishers in our collection? What stories are being told?

Information literacy

Is our instruction inclusive?

Access

How easy is it to access our collections?

Cataloguing

SUBJECT HEADINGS

Classification systems do not account for intersectionality. Furthermore, they establish normal-other relationships based on gender, race, nationality, etc. (Crowe & Elzi, 2017, p.276-7).

CALL NUMBERS

Call number ranges imply a hierarchy of importance as illustrated by the religion section of the Dewey Decimal System:

- 200 Religion
- 210 Philosophy & theory of religion
- 220 The Bible
- 230 Christianity
- 240 Christian practice & observance
- 250 Christian orders & local church
- 260 Social & ecclesiastical theology
- 270 History of Christianity
- 280 Christian denominations
- 290 Other religions*

Collection development

CANON

Collections are meant to support research and teaching. If institution focuses on teaching canon, library must support this (Pashia, 2017, p. 91). This is further aggravated by what is being published.

AUTHORITY

Focusing solely on scholarly sources restricts discovery of voices that do not get to take part in the scholarly conversation. (Pashia, 2017, pg1.).

BIG PACKAGES

Reliance on big packages of e-resources limits thoughtful selection. Packages are meant to satisfy a wide variety of customers and may not address the needs of the institution.

Information literacy

MYTH OF NEUTRALITY

The idea that libraries, librarians, and information must be neutral. Complete neutrality (if even possible) strips interactions of authenticity, ignores or hides existing power structures, and reinforces existing systems of oppression. (Litwin, 2006; Pashia, 2017; Clements, 2017)

MYTH OF AUTHORITY

Authority is constructed around white Eurocentric ideas. Authority without nuance implies that there is only one way of constructing knowledge (boyd, 2018).

WHITE INSTITUTIONAL PRESENCE

We teach behaviours and practices that are rooted in whiteness's ideas of how one should behave when conducting research. (Gusa, 2010 as explained by Pashia, 2017)

Access

POLICIES

Policies such as eating in the library, fines, hours, etc. unequally affect users of different backgrounds.

LOCATION

Where materials are located within the library also establishes a hierarchy between materials.

LACK OF ASSISTANCE

The assumption that students should inherently know how to navigate the library may keep some users away.

Rare books and special collections



PERCEPTION

“Dominated by a white male power structure” (Meyers, 2017, p. 161).



ACCESS

“Housed in spaces that are not integrated fully into the library” (Meyers, 2017, p.161).
Credentialed or by appointment due to logistical considerations (p. 163).



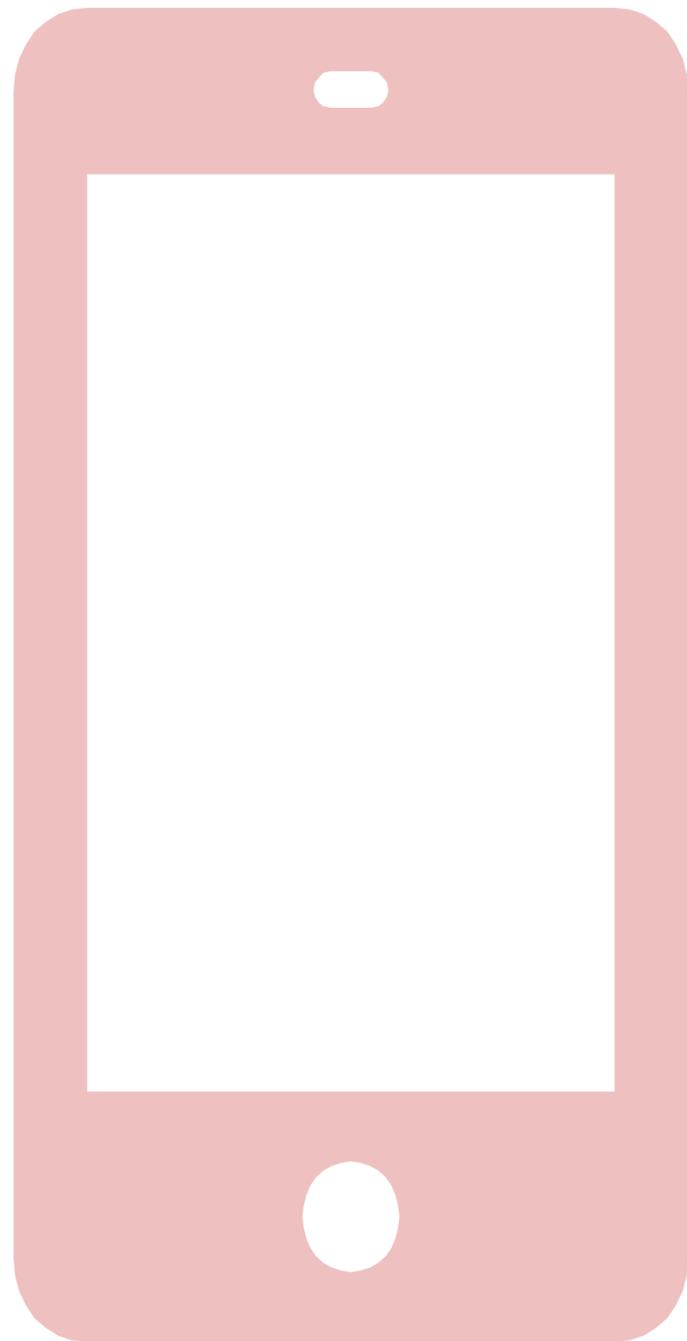
EMPHASIS

Guardianship over access (Meyers, 2017, p. 162).



CONTENT

Despite professional efforts to create more inclusive collections, majority of rare materials come from dominant groups (Bowers, Crowe & Keeran, 2017, p. 170).



NEXT UP

*Social Media
Stories*

What are social media stories?

Multimodal

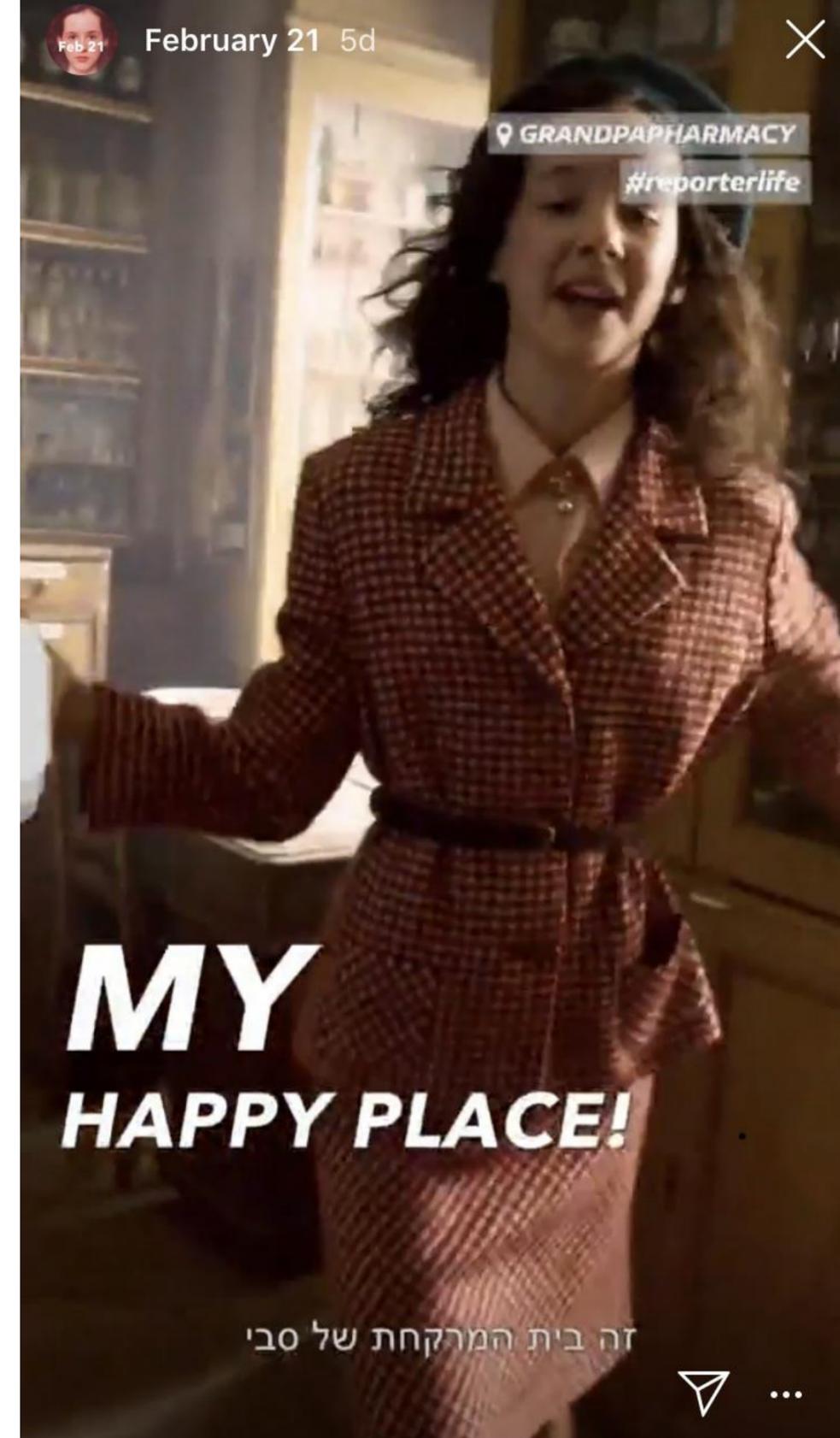
Mix different types of media and text

Ephemeral

By default are only available online for 24 hours

Accessible

Software is free and easy to use



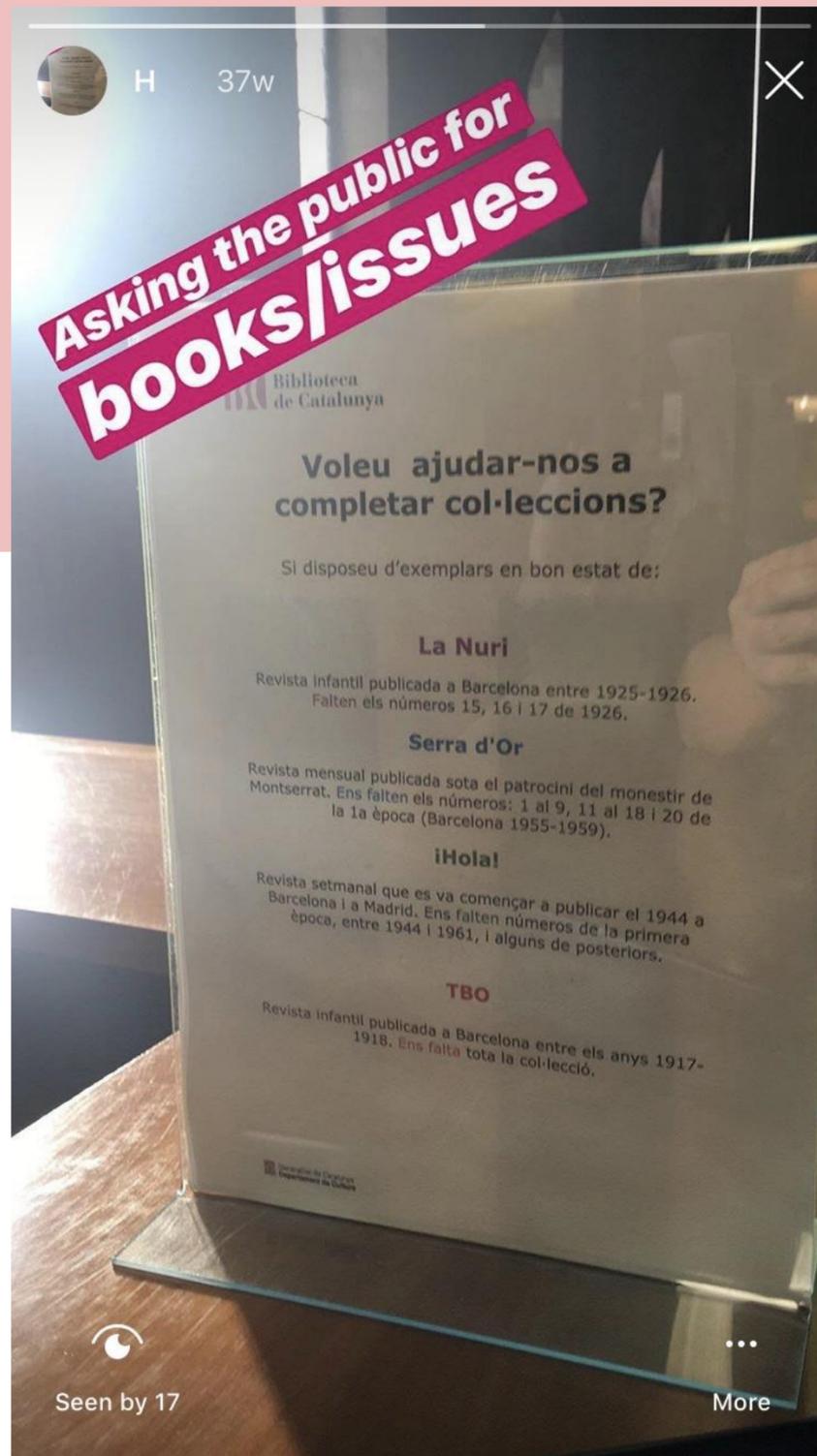
@eva.stories

SNAPCHAT

186 million daily users (Q4'18 – Snap Inc., 2019)

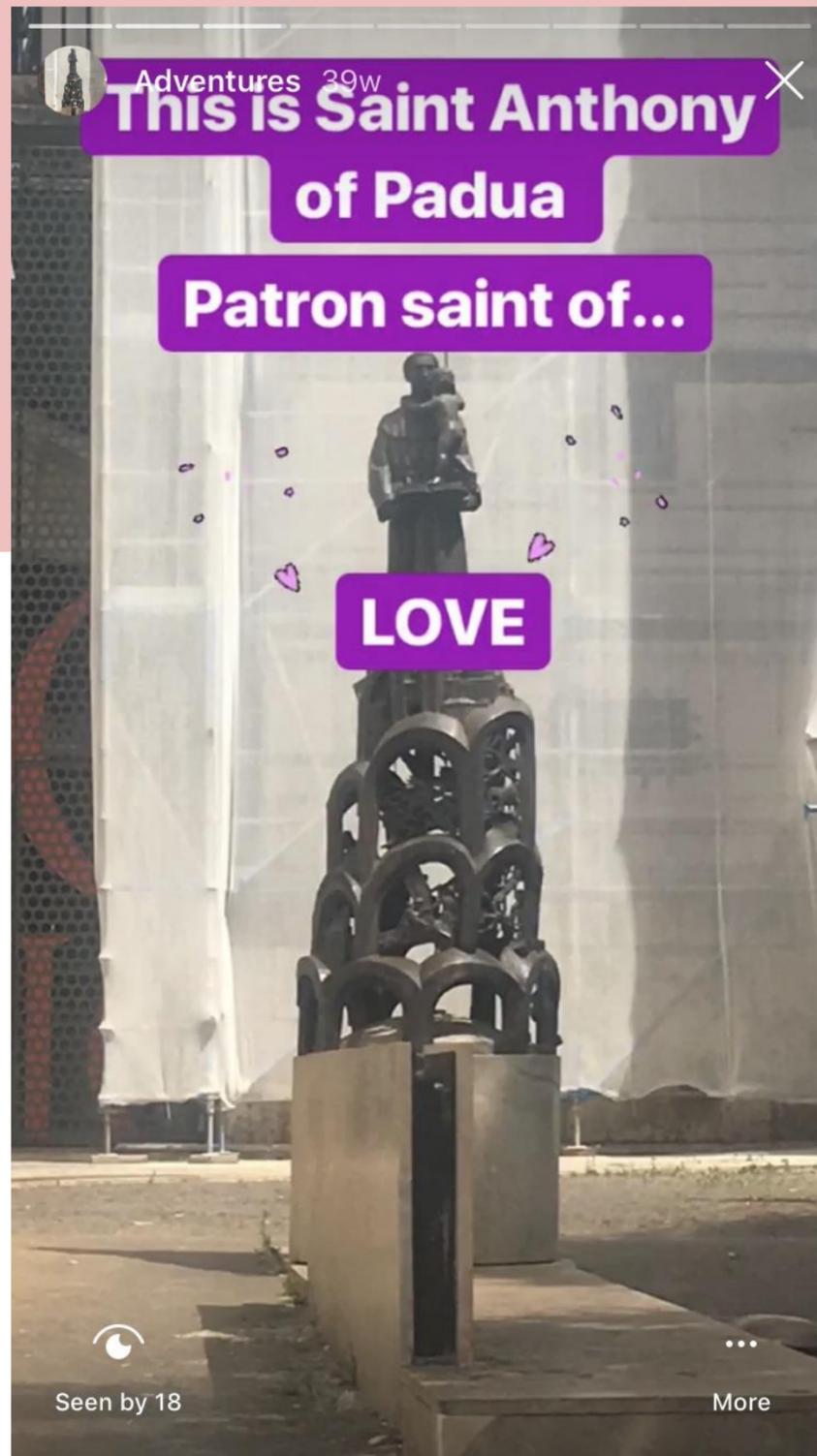
INSTAGRAM STORIES

500 million daily users (Jan'19 – Facebook, 2019)



Benefits of social media stories

- Text and image are equally important
- Low tech skills
- Appeals to different learning styles
- Text is no longer the leading narrative device (Hayles, 2003)
- Images and video are augmented (Dayter & Mühleisen, 2016)



Benefits of social media stories

- Walter (2017)
 - Ownership over learning outcomes
 - Student voice
 - Promotes digital citizenship
- Allows students to curate content in new ways (Weilenmann, Hillman, & Jungselius, 2013)
- Allows for low-stakes assignments and scaffolding



Case Study

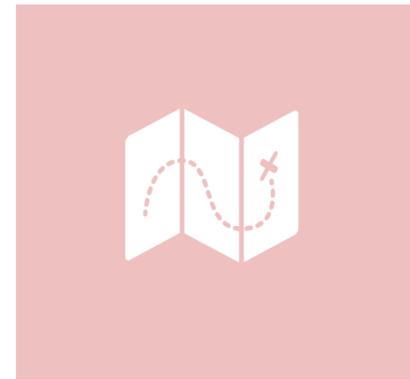
LLCU 607/WMST 610 Technofeminism

Disrupting narratives

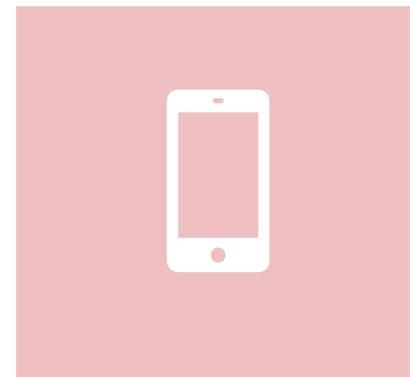
**Using digital
humanities tools**



Text Analysis



Mapping



Social Media

Storiestelling

AN ACTIVITY IN THREE STEPS



Prep + explain

Introduced activity, gave students Rare Books training, shared possible questions to consider

Create stories

Students were left to their own devices to create their stories

Reflect

Stories were shared and discussed in class; we also discussed the use of the technology

Exhibition | It Came From The Stacks! Spooky Selections

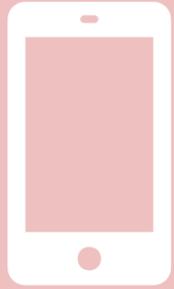
Event

9 Oct 2018 to 15 Nov 2018



PREP

- Partnered with Rare Books and Special Collections
- Drew from existing exhibit:
 - Pulled a few objects from the display cases
 - Selected other objects that had been considered but not displayed
- Prepared extra cellphone with dummy Instagram account
- Prepared guiding questions



ACTIVITY

After receiving Rare Books training, students had one hour to interact with the different objects and create social media stories

Guiding questions

THINKING CRITICALLY ABOUT OBJECTS

- What do you notice first?
- What story is this source telling? Can you corroborate it?
- Whose story is this source telling? What does it say about them?
- Who created it? What does that tell you about this source?
- Who was it created for? What does that tell you about this source?
- Why do you think this item is in our collection?
- What questions do you have for this source?

Results



- Students enjoyed the activity
- Learned about Rare Books and Special Collections
- Questioned Rare Books and Special Collections



Exhibition | It Came From The Stacks! Spooky Selections

Event

9 Oct 2018 to 15 Nov 2018



REFLECT

- Stories were shared and discussed in class
- Students reflected on the power of social media stories to disrupt narratives

Considerations

- Large classes better suited for groups
- Not everyone has a smartphone
- Not everyone will know how to use social media stories
- Privacy issues
- Make sure there is wi-fi
- Accessibility issues
- Doesn't have to be in a class setting

Questions?

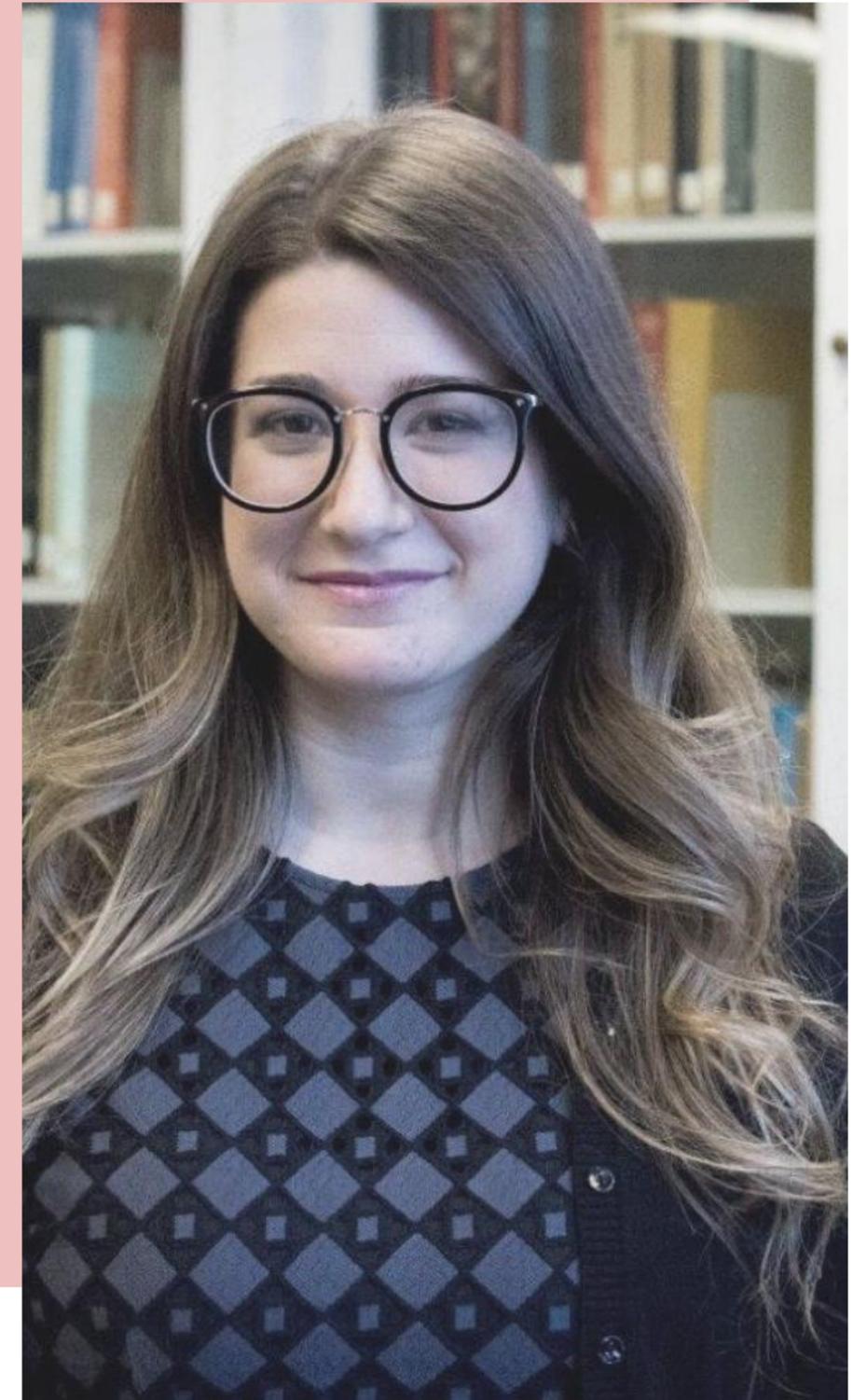
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Credits

SLIDES

Canva

IMAGES

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University of Winnipeg: [spaceman117](#)

Declaration of the Right to Libraries: [ALA](#)

Crazy Ex-Girlfriend GIF: Crazy Ex-Girlfriend via [Fainiel](#)

Eva Stories: [@eva.stories](#)

Biblioteca de Catalunya: Marcela Y. Isuster

Saint Anthony of Padua: Marcela Y. Isuster

Exhibition announcement: [McGill Library and Archives](#)

STORIES

LLCU 607/WMST 610 Students

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