

# **Radical Pedagogies: Reimagining Research & Curriculum at the Intersection of LIS History, Archives, and Cultural Heritage**

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## **ABSTRACT**

As the profession evolves, and seeks to thrive during unprecedented times, a number of gaps in service are becoming more apparent to educators, practitioners, and information seekers. Beyond existing services and the path to virtualize so many as possible, we must revisit our curriculum to ensure we are addressing the gaps including service, social justice, and equity, diversity, and inclusion. Equity, diversity, and inclusion are a critical purpose libraries, archives, and museums provide to society and the lives of our users. So where does equity, diversity, and inclusion/social justice fit? Within the library and information science curriculum, of course. The conversation will focus on the direct impact we can have with those who are and will be hands on the ground. To have a direct impact on services, the profession must commit to representation of the society in which we seek to uplift. Representation in all areas of LIS research and curriculum is essential towards the common goal of equity, diversity, and inclusion in services rendered.

School of Library and Information Science programs can increase representation by developing cultural heritage programs. Cultural heritage programs come in a variety of forms including, but not limited to, archival studies, historic preservation, and museum studies. Reimagining the historical perspective in the curriculum of archives and cultural heritage programs will be a key to shifting services for inclusiveness and representation. Such programs can stand alone as a master's degree or well-equipped concentration with a curriculum for core archival knowledge and complementary knowledges. As discussed by the Society of American Archivists, "A graduate program in archival studies should provide students with a solid foundation in archival science. The curriculum should focus on archival theory, methodology, and practice and should be augmented by instruction in economics, history, information studies, law, management, and technology as they relate to archival work." The programs should also

address the need for cultural preservation and reflection for archivists of Black, Indigenous, and Persons of Color (BIPOC) heritage. Curriculum and research must reimagine pedagogical approaches concerning history, archives, and cultural heritage studies.

As educators, practitioners and researchers in history, archival studies, and cultural heritage, we consistently seek to highlight the purpose, value, and importance of archives in society. The discussion leads a platform to highlight existing programs, innovative pedagogy, and new approaches to standardizing curriculum. Panelists are experienced practitioners, educators, and researchers with experience in history, archives, records management, historic preservation, and museum studies. They have worked at a variety of levels to reimagine the pedagogical approach in LIS research and curriculum.

The panel will feature brief statements from panelists and encourage conversation, through moderator led questions and answers. The session will address process, accomplishments, barriers, innovations, and challenges within dimensions of LIS history, Archives, and cultural heritage.

Discussion themes include the following:

- Critical and Radical Pedagogies
- Black, Indigenous, and Persons of Color (BIPOC) history & heritage
- Existing and past programs/courses
- New approaches to curriculum and research (History, Archives, & Cultural Heritage)
- Race, gender, social justice, equity, diversity, and inclusion

## **ALISE RESEARCH TAXONOMY TOPICS**

Archives; Pedagogy; Social justice; Curriculum; Research

## **AUTHOR KEYWORDS**

History; Cultural Heritage; Pedagogy