Leaving the Literary Canon: Incorporating Diversity in Library Instruction

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Introduction to Literary Studies (ENGL 310) LibGuide

Multicultural and Diversity Education Curriculum Change Process

Infusion

Multicultural content is “infused” into all aspects of the curriculum on a regular and routine basis; the information is about all people and presented to all students regardless of their racial, ethnic, or cultural background, and is woven into all courses and activities.

Transformation

Curriculum transformation and change goes beyond inclusion and infusion to a core value paradigm shift that leads to strong social action, equality, and transformative dimensions - the core principles and values of the status quo are challenged.

At this level of transformation, all levels of the program are impacted, from the integration of the program into the department, the faculty recruitment to curriculum materials, the teaching methodology, and training.

Class Guide Repository Boxes

Using examples of authors, works, and subject headings within the class guides

Comparative Ethnic Studies (AMETH 450) LibGuide

Changing Library Instruction Curriculum

Face-to-Face Library Instruction – Creating Class Outlines

Preparation of library instruction sessions that include catalog and/or database demonstrations can easily be changed from the “standard” literary examples such as The Old Man and the Sea to a more diverse list of authors, titles, and subject headings. Though including diverse examples is commonly done in multicultural courses, doing this transformation in all classes is what needs to be done for across-the-board curriculum change.

Online Library Instruction – LibGuides, Modules, and Tutorials

Creating materials for online instruction that include diverse examples as the norm is important especially because often times, these materials are online for at least a semester at a time. Including this integration in images, examples, tutorials, and instructions for searching is a simple change that has a large impact.

Image to the right: example of an outline including diverse examples for a face-to-face library instruction session (Introduction to Literary Studies course)

Developing & Teaching an Inclusive Curriculum

McIntosh – Phases of Process

First three phases include moving from an assumption that white, middle/upper class men's experience is synonymous with "the human experience" and is the focus of syllabi to including the issues concerning people of color; white women, and/or the working class are addressed as special topics.

Phase Four – lives of people of color, the working class, and white women are located at the center of syllabus. Paraphrasing McIntosh, if you start with the lives of people of color, you will get to the lives of white men and women, but if you start with white men and women you will not necessarily experience the experience of any person of color. Thus, race, class, gender and sexual orientation are treated as interactive systems that shape everyone’s experience and all social institutions.


Changing Library Instruction Face-to-Face LibGuide

Class Guide Repository Boxes

Incorporating examples of diverse authors, titles, subject headings into all boxes to be reused in many Libguide class guides – to be used in any and all classes throughout the campus

LibGuide Banners

Created specifically for use in LibGuides to reflect inclusion and diversity – photographs taken from the university campus of students & faculty

Banner created for an online Sociology Class Guide (LibGuide)

Banner created for an online Diversity/Multicultural Subject Guide (LibGuide)