Mapping our values across the curriculum:  
A social justice oriented program at a liberal arts university  
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**Learning Activity: “The Danger of a Single Story”**

**Frame:** Research as Inquiry  
**Core Value:** Social Responsibility

**Learning outcome:** Seek multiple perspectives during information gathering in order to acknowledge and draw from the diversity of human experiences

**Discipline:** Any  
**Class time:** One class session

**Pre-assignment:**  
Chimamanda Adichie, “The Danger of a Single Story,” TED Talk

**Classroom Activity:**  
* A. *Emerging IL and Search Skills Activity*  
Discuss the pre-assigned video: Why is it important to seek out multiple perspectives? What’s missing if we look at an issue from only one vantage point? Whose knowledge should we seek related to a particular issue?  

In small groups students will examine several information sources related to the same issue/concept/topic (i.e. a newspaper account of women in prison, a scholarly article on women in prison from a sociological perspective, and a narrative account of a woman in prison). They will answer questions about:  
- Time period of publication?  
- Context of authorship?  
- What are the cultural, economic, and sociopolitical assumptions within which this information source was produced and distributed?  
- What lived experiences does this information source reflect?

* B. *Developing IL and Search Skills Activity*  
Discuss the pre-assigned video: Why is it important to seek out multiple perspectives? What’s missing if we look at an issue from only one vantage point? Whose knowledge should we seek related to a particular issue?  

Introduce students to search strategies in library catalogs and specialized databases in their disciplines.  
Each student will search for information sources, applying search strategies to seek sources from a variety of perspectives. Depending on the course subject matter the requirement may be to find, evaluate, and integrate: at least two disciplinary perspectives, peer reviewed and non-peer reviewed scholarship, primary and secondary sources, and quantitative and qualitative research.

**Post-assignment discussion or written reflection:**  
How did each of the information sources contribute to your understanding of your research topic? Did putting the information sources in conversation complicate, or enable a more complex understanding of, your research project?
Learning Activity: Zines for the People!

Frame: Information Has Value  Core Value: Democracy, Access

Learning Outcomes: To create, distribute, and use information as a means to effect change; Use positions of information privilege in order to make information more equitably accessible and/or available

Discipline:  Class time:
Any  Variable; multiple sessions are ideal

Pre-assignment:
Read zines from
   POC (People of Color) Zine Project (https://issuu.com/poczineproject)
   The Small Science Collective (http://asyang.wixsite.com/small-science)
   Queer Zine Archive Project (http://archive.qzap.org/index.php)
Explore Barnard Zine Library's "About Zines" pages: https://zines.barnard.edu/about-zines

Classroom Activity:
   A.  First session
   Bring zines to class for examples, if you have them.
   Discussion of zines: What are zines? How are zines used to communicate? What kinds of communities use, produce, and share zines? How might zines make information more accessible or available in comparison to traditional modes of for-profit publishing?

   In small groups, students will storyboard an issue related to their course (i.e. in Women’s, Gender, & Sexuality Studies, students might create a zine on gender neutral/inclusive bathrooms; in Environmental Studies, students might create a zine on local environmental justice issues).

   Librarian will move from group to group, asking students to explain their issue, and prompting them to ask what information they need to create a well-informed zine. Ask students what databases or library resources they would use to find needed information. Feel free to guide them if needed.

   Students continue to work in small groups, finding information to use in their zines. [If you have limited time, you can end class here and assign finishing the zine outside of class as group homework].

   B.  Second session
   Bring zine making materials: Markers, pens, pencils, scissors, tape, glue, stapler, magazines, and paper.

   Begin class with a short discussion on the purpose of their zines: What kind of change are you hoping to effect? Who is the audience for effecting this change?

   Have students congregate into their groups, and create their zines with provided materials. Before class ends, discuss how to reproduce copies and create a strategy for distribution.