

SUNYLA 2023 • JUNE 16, 2023

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CRITICAL INFORMATION LITERACY...

postcolonial digital humanities in library
instruction practice

WHO AM I?

**ADRIANNA
MARTINEZ**

she/they

Research & Education Librarian

SUNY NEW PALTZ



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PRESENTATION OUTLINE

FOCUS AREAS

- Shifts in Information barriers
- Frameworks of IL
- Postcolonial DH?
- Relevance to IL + librarianship?
- Info structures as World Building
- Mapping Frameworks + Postcolonial DH
- Through lines of resistance
- Importance of Making Visible

SHIFTS IN INFORMATION BARRIERS

THE FRAMEWORKS WERE CREATED IN 2016. INFORMATION BARRIERS
HAVE CHANGED OVER TIME.



Frameworks of IL

AUTHORITY IS
Constructed + Contextual

INFORMATION
CREATION
as a Process

RESEARCH
as Inquiry

SCHOLARSHIP
as Conversation

SEARCHARING
as Strategic Exploration

HOW HAVE YOU
APPROACHED...
The frameworks as is?

WHY POSTCOLONIAL?

This definition is derived from Roopika Risam's work in her book *New Digital Worlds*.

"Postcolonial scholarship has made valuable contributions to understanding the salutary narratives of the universal have categorically denied heterogeneity, stifled subaltern voices, and privileged Eurocentric models of history and ways of knowing that have constructed the cultural record" (Risam, 28)



FOCUS

- approach humanities questions with digital mediums, tools and structures

- "Digital humanities scholarship has replicated literary historical and cultural canons as a result the digital cultural record is in danger of telling the story of humanity from the perspective of the global north alone." (Risam)

WHAT? DIGITAL HUMANITIES?

Elements of focus for Postcolonial DH Pedagogy

- exercise in world making to create new models of knowledge.

- call attention to and offer support for addressing the harms of colonial dimensions of world making in production of dh.

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WHY POSTCOLONIAL DH PEDAGOGY?

postcolonial dh is an exercise in world
making to use digital humanities
scholarship to create new models of
knowledge

making visible the legacies of resistance
in our technologies and tools to better
understand their potential

Incorporate as a part of the way we teach
newcomers to open mapping these
throughlines or resistance.

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HOW DO WE

MAP THE INTERSECTIONS

DOES INFORMATION LITERACY NEED POSTCOLONIAL
DH?

WORLD BUILDING

Knowledge spaces are built, it is important to acknowledge the energy put into that process, and the continued work of keeping that space alive.

KNOWLEDGE PRODUCTION

Scholarship is only achievable in spaces which value that form of creative output.

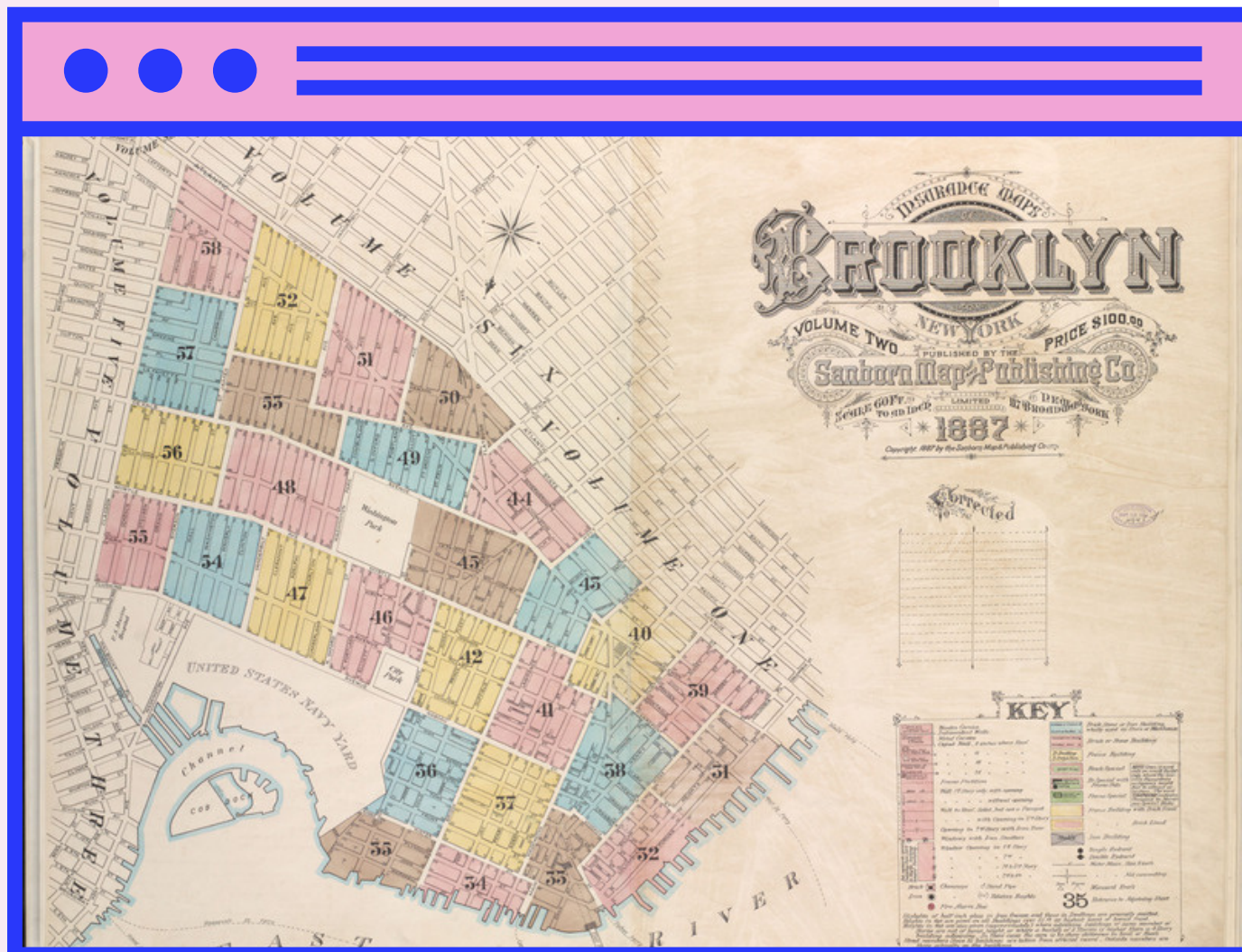
Frameworks + DH Mapping

Types of Engagement



UPPER DIVISION COURSES:

- PHILOSOPHY
- ANTHROPOLOGY
- ART HISTORY
- ARCHITECTURE



DH HISTORY INTERNSHIPS

GENERAL EDUCATION COURSES:

- DIGITAL MEDIA JOURNALISM
- ENGLISH
- LANGUAGES

INFORMATION LITERACY

WE NEED TO ADAPT TO A CHANGING
INFORMATION LANDSCAPE TO REMAIN
RELEVANT

-CRITICAL LITERACIES BUILD THE
FOUNDATION FOR LIFELONG
LEARNING

SPACE FOR SHIFT

-IL THEORY AND PRACTICE CAN ADAPT TO VARIOUS
DISCIPLINES

-WHY NOT ADAPT DISCIPLINE CRITICAL
EPISTEMOLOGIES TO IL?

Resources

Mortiz, C., Smart, R., Retteen, A., Hunter, M., Stanley, S., Soper, D., & Vandegrift, M. (2017). De-centering and recentering digital scholarship: A manifesto. *Journal of New Librarianship*, 2(2), 3138.

Nataraj, L., & Siqueiros, A. I. (2022). "Slow Your Roll": Making Time for Reflection and Diverse Epistemic Practices in Library Instruction | Nataraj | College & Research Libraries. <https://doi.org/10.5860/crl.83.5.819>

Risam, R. (2019). *New digital worlds: Postcolonial digital humanities in theory, praxis, and pedagogy* / Roopika Risam. Northwestern University Press.

adriannamartinez1@gmail.com

twitter: @lil_lesbrarian

link to slides:

<https://gaydrianna.github.io/presentations/sunyla23.pdf>



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CONTACT ME

ADRIANNA MARTINEZ