

Dr. Seth Gaiters

Information Literacy Faculty Fellows: Final Project

Title of Project: **Evaluative Bibliography and Research as Conversation: Information Literacy in Race, Religion, and Justice (PAR 245)**

Your Name: Gaiters, Seth

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School or College: College of Arts and Sciences

College of Arts and Sciences Academic Department: Philosophy & Religion

Other Academic Department: Africana Studies (Program Affiliate)

Please describe your project

Instructions:

Find an issue related to religion, race, and social justice, that demonstrates their entanglement, and construct a research question around it. Make sure that what you select is not only of interest to you, but in some way culturally relevant. Relevant to current events and our contemporary context in the U.S. Explore and develop this into a central question to direct your project. Difficult questions are welcomed. Do not entertain an “easy” question, but enter complex questions that provoke ambivalence and ambiguity, so that your stakes and whatever you argue in the project is clear.

After selecting your central research question, submit a list of resources that you could see yourself using to approach your central research question.

Select at least five sources, which you will discuss in this assignment. When citing bibliographic information please use Chicago or MLA format (for citation style visit <https://library.uncw.edu/citations>). Look below for examples of the kind of sources you can find, and you don't have to find one of each:

- A book
- A video lecture (Vimeo, YouTube, etc.)
- A peer-reviewed article from a database as listed below:
 - JSTOR: <http://www.jstor.org.liblink.uncw.edu/action/showAdvancedSearch?acc=on&wc=on>)
 - Religion Database: https://library.uncw.edu/eresources/religion_database
 - Global Issues: https://library.uncw.edu/eresources/global_issues_context
 - America: History and Life: https://library.uncw.edu/eresources/america_history_life

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- A newspaper or magazine article
- A website
- An interview from an Indigenous Elder and Knowledge Keeper
 - (visit <https://library.ucalgary.ca/c.php?g=664585&p=5158000> and <https://www.ictinc.ca/blog/what-does-indigenous-knowledge-mean>)

After selecting a list of potential sources address the following questions:

- What information do you see yourself getting out of the project? How do your considerations of the frames we're exploring inform your answer?
- How do you think each source can help you answer your research question? And why?
- Do you consider the authors of these sources authorities? Why?
- How did they become authorities? Are they trustworthy? Why or why not?
- What do you think about yourself being considered an authority and scholar in the conversation of race, religion, and social justice?

Classroom Discussion

You are also an authority and a part of the conversation of research and information/knowledge building. After completing the written portion of this assignment be prepared to discuss your project with your classmates the day you turn your project in. Be prepared to demonstrate your facility with your research question by discussing with your classmates what you've learned thus far.

Suggested Resources:

Use this source as an example for an authoritative website:

<https://chicagobeyond.org/researchequity/>

Framework for Information Literacy for Higher Education:

<http://www.ala.org/acrl/standards/ilframework>

Arthurs et al., "Researching YouTube"

<http://journals.sagepub.com.liblink.uncw.edu/doi/full/10.1177/1354856517737222>

The Frames that your project incorporates:

- **Authority is Constructed and Contextual**
- **Scholarship as Conversation**
- **Information Creation as a Process**