

Introduction

ABOUT THE AREA OF STUDY

Weaving the role played by libraries, archives and museums are conceptualized here in four areas. First, in institutional motivation, second, in barriers within and without, third, in extending disciplinary boundaries in theory and practice, and fourth, in Smart and Just ways to be inclusive and engaging. These are in the context of four sections in the book, viz., internal innovations and performance management, lessons learned in external collaboration, capability model frameworks that work, and best practice strategies for a key player in Smart Cities. An emerging virtual opportunity for LAM is evident. But do the challenges of infodemic, has strengthened the quality of tools as finding aids (or paths)?

The idea that “a context-sensitive literature discovery is rich and viable,” leads in the same breath to ask: ‘where in the world is this research?’ (Olsen, 2021). A simple answer is to wait for the next edition of ‘Web Futures: Inclusive, Intelligent, Sustainable The 2020 Manifesto for Web Science’ (Berendt, et al. 2021).

The preamble for an understanding of this area of study can be visualized in the Four Mantras: “Posterity is now; failure is an option, and repatriation is a foundation for research... As museums embrace the turn to social justice and community engagement, I believe that they should be in part guided by peoples whose items they house in their collections.” (Shannon, 2019, p. 1) This book proceeds with these mantras to get a full picture of LAM’s role.

Herein the aim is to fill the gap with a sufficiently comprehensive critical overview of the role played by LAM in achieving SJ and CE. Based on this overview, the readers can choose an appropriate aspect to pursue the subject further. The spirit of this role played, in the context of the library is well stated by Jaeger et al., (2015) “As communities face increasing challenges and opportunities in education, workforce development, health and wellness, environment, and other key areas, libraries have begun to play growing roles in meeting these challenges.” (p. X).

While social and cultural advocacy groups do offer, such services, the question is where do LAM appear in this process? One answer is information service providers, such as LAM, collect essential information to promote such programs. And, the community based organizations (CBO) can be benefitted by collaborating with LAM. Such a collaboration is a two-way traffic, and well articulated by Leming et al., (2003). “With increased access to more advanced technologies, schools now can expand their learning environments to include databases, information-retrieval systems, and other library and museum resources throughout the world.” (p. 164)

Libraries, Archives, and Museums (LAM’s) serve the community as any other community stakeholder. The overall role of LAM’s is to facilitate user’s intellectual growth. The path towards this facilitation is with major steps, such as pursue advocacy for social justice, literacy for civic engagement, outreach for intercultural competence, as well as towards environmental stewardship.

Introduction

Outreach is two dimensional. First, is outreach to bring back the existing user (or promoting reading habits among book lovers around libraries).

Gandhi said “In this world good books make up for the absence of good companions, so that all Indians, if they want to live happily in jail, should accustom themselves to reading good books.” (Desai, 2010).

Second dimension is to reach the citizen, non-user, where he lived.

“To carry knowledge to the doors of those that lack it and to educate all to perceive the right! Even to give away the whole earth cannot equal that form of service.” Manu Smriti (Taher, 2001, p. 32)

LAM as used in this book, accepting a distinct identity of each part, was probably for the first time defined as:

Throughout the paper we refer to the broad world of library, archive, and museum collections by the abbreviation LAM. The use of this acronym as a plural proper noun is intended to highlight the commonality of these remarkably separated worlds of work, even as we trace the pathways of their separate evolutionary development. Ultimately, we argue that the differences among the separate worlds of libraries, archives and museums should be subordinated to the emerging need to strengthen what we call the epistemic infrastructure of the knowledge-based economy through a new view of collecting and collections. (Hedstrom & King, 2003, p. 1)

And, LAM’s interest in Civic Engagement (CE) and Social Justice (SJ), is far more recent. Social inclusion and civic participation, as a social role of Libraries, Archives, and Museums (LAM’s), have been dealt with individually - e.g., social justice in public libraries by Pateman (2016), Libraries, Human Rights, and Social Justice: Enabling Access and Promoting Inclusion (Jaeger et al., 2015). and Social Justice and Library work: A guide to Theory and Practice by Bales (2017). In short, a resource for community activists, or LAM professionals, as beginners themselves, will need to refresh their knowledge, skills, competencies, etc. for training the diverse learners, and to be abreast with best practices and tested resources.

A search in many sources, including catalogs, bibliographies, citations, etc., revealed that there is not a single handbook that can provide a resource to any LAM practitioner or student interested in CE or SJ.

LAM During Covid-19 And Readiness for a New Normal, Global Surveys (details in Appendix 1)

Information overload or not, researched subjects have cared or not, nevertheless, this is the point where engagement is getting full attention. “Research subjects rarely have the chance to reflect on their experiences of participating in research in the worlds where researchers discuss, debate, and reflect. The voices and reflections of researchers, on the other hand, are common.” (Howard & Irani, 2019, p. 1-15).

The research about the information professional’s opinions and impressions during COVID-19 in terms of digital literacy and digital divide is essential for memory institutions.

- We collaborate, but do we know that our own information professionals are not aware of many LAM’s advances.
35% of respondents, most from LAM sector are familiar about, “Children’s Hunger Alliance, the COVID response with Public Libraries, OHIO;” whereas, only 17.7% were familiar with “OCLC, IMLS, and Battelle COVID-19 Research Partnership”. Details are in the Appendix 1.
- Our local activities are more popular, yet in a flat globalized world?

30% of respondents, most from LAM sector are familiar with “Share your COVID-19 Remote Learning Stories!”; whereas only 20.3% were familiar with “COVID-19 Resources & Information for the Museum Field.” American Alliance of Museums). Details are in the Appendix 1.

As a single source on the current status of inclusion and engagement via LAM, this book is directly about diversity, inclusion, and access for all. Precisely it is on social justice and civic engagement via initiatives in literacy, outreach, activism, and collaboration.

It explores for the first time the role played by LAM to achieve social justice (SJ) and civic engagement (CE). It brings forth ideas for leadership to plan in the emerging New Normal. This book also fills a missing facet in the LAM’s literature: creating and sustaining literacy. In doing so, it is inclusive, as well as reflective of community needs – that which is so passionately significant in moving towards Smart Just Cities.

This is a first in the first exploration to know LAM’s performance in Social Justice & Civic Engagement. The bottom-line is how SJ & CE are located in LAM’s organizational setup, what it is, how it works, how it feels to do so in a living organism.

A simple explanation of SJ & CE is in facilitating health and wellness literacy during COVID-19 troublesome times. So also, it can be visualized in creating resources for awareness about ‘need accommodation for diversity’ (civil and social literacy, financial literacy, etc.), in consultation with the government rules and regulations (Hines-Martin, et al., Eds.,2020).

Integration of Social Justice and Civic Engagement

The frame of reference of social inclusion and cultural/civil engagement is well described by David Lankes (2011).

The obligation of librarians to know their values and act on them does not stop at organizational boundaries... Look at our means of facilitation again, but this time considers the cultural space surrounding the activity. To provide access means we must honor the norms of conversations in terms of intellectual property and indeed propriety. For example, many cultures have sacred rights, songs, and documents that are not to be shared beyond a specific set of cultural boundaries. (p. 124)

...civic engagement is a means by which historians can challenge exclusive pasts and promote a more just and inclusive future... and craft a strong foundation from which average citizens can become stronger advocates and agitators for social justice causes. (Meringolo, 2019).

The move from civic engagement to social justice and activism has become central in public history debates. (Cauvin, 2016).

We find that there are statistically significant correlations between the conceptions of social justice held by students, the forms of civic engagement they understand to be social justice actions, and the types of civic engagement in which they participate. (Richards Schuster, Espitia, & Rodems, 2019).

Introduction

Why another book on social justice? Yet another on civic engagement? The answer is that unlike what you have seen, this book presents a combined look. That is, it welcomes you to read the chapters about social justice using the lens of civic engagement and vice versa. It is based on the integration of SJ & CE as done in academia (Closson & Nelson, 2009; Sanders, 2010; Lewis-Harris, 2010).

A course entitled Critical Cultural Information Studies! -- at the University of South Carolina -- deals with “issues of diversity, social justice, race, gender and sexuality are represented in the information professions and will study how these social imperatives affect, and are affected by, information technologies.” (Critical Conversations In LIS, n.d., p.1; Vaidhyathan, 2006, p. 292).

Such integration brings the two worlds together. This integrated approach is well illustrated in two chapters, namely, Chapter 2, on the theme, Literacy Resources for Teaching Social Justice Through Civic Engagement. With this approach, the book provides bridges to view the subject holistically. Hopefully, this approach will inspire LAM information professionals.

A project is in progress on the meeting of CE & SJ, namely, “Visioning an inclusive library: Engaging diverse voices in Guelph (Ontario, Canada).” (Zivot 2020). Similar efforts about inclusion and engagement are in Museums (Tzortzi, 2017), and Archives (Engseth, 2018). Improving Access to Civil Legal Justice is a good resource for public libraries by WebJunction.org. It also has a checklist for libraries to be inclusive and accommodating diversity. Hopefully, extensive research by LAM will disprove the results of a study: Surprisingly, little convincing evidence was found concerning the relationship between museums, libraries, and archives and educational outcomes (Taylor, 2015).

Information Literacy in a Post-Covid-19

Thinking of information literacy, as an example, as an activity that can hopefully bring a balance between the theory, practice, and research in LAM. More effort in the literacy programs is required because there is a long-standing gap in the literature. One of the earliest attempts by a College Library subject guide combines SJ and CE in 2001 at Ray W. Howard Library (2021). Not many have emulated this. Further, ACRL’s “Framework for information literacy” mentions it would recognize the growing community of librarians committed to social justice and civic engagement (Saunders, 2017, p. 15).

Information literacy in the troublesome times of pandemic (esp., disinformation), is receiving some attention in the LAM sector (Austin, Borah, & Domgaard, 2021; Bennion, & Scourfield 2020; Mohamed, 2021; Zbucha, Romanelli & Bira, 2021).

Smart City

Where does smart city appear in the ongoing COVID-19 and roles of LAM? See the following: “A Functional and Inclusive City’s Response to the COVID-19 Pandemic” Smartcitieslibrary.com (n.d.). (See also Anheier, Merkel, & Winkler, 2021)

LAM & COMMUNITY STAKEHOLDERS: BETTER TOGETHER

Literature Survey. “... (libraries) have also developed proactive responses to new technology. Efforts to reinvent themselves as ‘hubs’, ‘makerspaces’ and co-located community centres offering enriched spaces for social gathering, targeted learning, and new forms of creative production, including entrepreneurial

activity and innovation, are strategies for maintaining and extending the traditional remit of the public library.” But the bottom line that emerges, after the considerable experience is the crux of the problem that seems to be a marriage of convenience. And, a study concludes: “However, these transformations are not adequately recognised within the structures through which libraries are evaluated and funded, thus making them vulnerable to future governmental agendas.” (Leorke et al., 2018, p. 37).

A survey of the current developmental programs/resources was conducted. A major player in the community (e.g., organizations and inter-organizational collaborators) LAMs were almost absent. (See Table 1).

The data displayed in Table 1 are collected by searching research and published sources identified via Google Scholar and other library databases. Table 1 has seven projects. Of all the three LAM domains, engaged, and that is in the library. The period or date range is the last three years. There are two factors, viz., who is the stakeholder, and who are the collaborators. Although SDGs are to be inclusive of all community organizations, LAMs presence, or collaboration is hardly identified in any of these tasks.

The “Objectives of the 2030 Agenda – that no one should be left behind and that an integrated approach to delivery be followed.” The UN’s Sustainable Development Goals (SDGs), aimed to end poverty, protect the planet and ensure prosperity for all. Identifying a missing link in Smartification here is a good reflection “...the quest to ‘upgrade’ and ‘modernize’ is not adequately aligned with the role of key historic-cultural institutions such as museums and heritage sites. (Gandhi, et al., 2021).

Table 1. LAM: The missing collaborators in the UN’s 2030 agenda

First Author cited by	Who is engaged	Who is collaborating: Library	Who is collaborating: Archive	Who is collaborating: Museum	Who is collaborating: Community	Total Team #
Boucher (2020) / / cited by none	Stakeholders	1 city has 1 library	None	None	9 cities	10 cites
Bhamra (2020) / cited by none	Non-State Actors	None	None	None	Projects	7
UNESCAP (2018) / cited by none	Stakeholders	None	None	None	**	?
Nhamo, (2021) ed., / cited by none	Academics	1 Univ Librarian, ed.,	None	None	12 academics (from other fields)	13
Georgeson (2018)/ cited by 30 non-LAM sources	multi-stakeholder partnerships	None	None	None	science, technology, and innovation	?
Muff (2018) / cited by 12 non-LAM sources	Five Superpowers	None	None	None	*	?
Ihimaera-Smiler (2020) / / cited by none.	Library research brief.	None	None	None	New Zealand’s work towards the SDGs	“

Introduction

One perspective is who should take the initiative. Is it to come from the community, i.e., a community group or organization invites LAM to join the development (Schellnack-kelly, 2019), or is it LAMs who must initiate (Reid & Howard, 2016)? The LAM side story of collaboration, success, or challenges is also worth consideration. (Kear, & Garcia-Febo, 2020; Missingham, 2021; Hashmi, 2019; Ejechi, 2018; Dean, 2015; Muff, 2018; Mainka, et al. 2016). The question must be dealt with as a top priority because collaboration is one of the main components of smart cities.

This Book Helps Fill in An Essential Gap in The Literature

One question worth asking: is there a single source that captures all roles played by LAM in achieving CE and SJ? The answer is there is no such source (Table 2). Table 2 displays sixteen publications (published between 2002 and 2020), 3 books, 2 dissertations, 1 report, and 10 articles/papers. Among the main focus, four deal with LAM education, four on collaboration, two about convergence, etc. Overall, there is no single publication that is all-inclusive – in other words, none of the 16 titles have the keywords that match with the book in hand.

Table 2 has one publication in SJ, 2 in CE, 2 in Diversity, 3 in Literacy, none in Outreach also none in Smart Cities. 9 of these have appeared in the last five years. Overall, 80% of these publications don't have any inclusive or engaging publication. The value of Table 2: All the publications don't have much in common. By implication, a large sample is a must. Anyways, there is a need for both broader and narrower studies to find common areas.

Obvious from Table 2 is the point that there is no single source on the subject of the book. The role of LAM in achieving and has been achieved so far in SJ & CE are in publications that are all scattered. This subject has been dealt with individually (e.g., social justice in libraries by John Pateman; Fostering Empathy Through Museums by Elif M. Gokcigdem; inclusive Archival Studies by The InterPARES Project, etc.). An extensive survey of public libraries study presents six types of social innovations, viz., lifelong learning, Health, civic engagement, economic development, emergency responses, and diversity and inclusion. (Winberry, & Potnis, 2021).

What is the gist of the LAM's roles (while maintaining each type of LAM's identity)? Here is one quote that presents the gist, in the context of diversity, inclusion, and engagement:

- The library promotes integration and social cohesion by being a meeting place across ethnic and cultural belongings.
- Archives promote transparency, making it possible for media and citizens to obtain information about the activities of public bodies and institutions.
- The museum's exhibitions and mediation promote democracy by giving the users access to knowledge and information they need to be active citizens." (Audunson, 2020).

Table 3 has Keywords-in-Context relating to SJ in 10 chapters, CE in 13 chapters, Diversity in 8 chapters, Literacy in 8, chapters Outreach in 3 chapters, and Smart Cities in 9 chapters. Noticeably, chapters 2, 4, 7, and 14 combine CE & SJ.

Each chapter contributes to the focus of the book. The authors are a mix of academics, practitioners, and researchers. Each author's contributions are distinct and offer different insights into the processes, the challenges, etc.

Table 2. A gap about LAMs diversity, inclusiveness in publication (sample survey)

LAM In Title	Format	Title Keyword in Context						Main focus
		Inclusive (SJ)	Engaging (CE)	Diversity	Literacy	Outreach	Smart cities	
1. Arias-Coello, 2017	Article	No	No	No	Yes	No	No	LAM Education
2. Trant, 2009	Article	No	No	No	No	No	No	Convergence
3. Innocent, N. 2009	Article	No	No	No	Yes	No	No	Lifelong learning
4. Yarrow e t., 2008	Article	No	No	No	No	No	No	Collaboration
5. Audunson, et al, 2020	Book	No	Yes	No	No	No	No	Democratic space
6. Howard, 2015	Ph.D. thesis	No	Yes	No	No	No	No	LAM Education
7. Becerra-Licha, 2017	Book	No	No	No	No	No	No	Collaboration
8. Hider, & Kennan 2020	Article	No	No	No	No	No	No	Convergence
9. Choi, 2020	Article	No	No	No	No	No	No	LAM Education
10. Clough, 2013	Book	No	No	No	No	No	No	Collaboration
11. Mabe, 2017	Dissertation	No	No	No	No	No	No	Collaboration
12. Andreoli, 2018	Article	Yes	No	No	Yes	No	No	search functionality.
13. Riley-Huff, 2016	Article	No	No	No	No	No	No	crowdfunding
14. Roy, 2013	Conference presentation	No	No	Yes	No	No	No	LAM Education
15. WAVELL. 2002	Report	No	No	Yes	No	No	No	Impact on personal development
16. Stauffer 2021	Book	No	No	No	No	No	No	Historicity
17. Hedstrom & King 2003	Book	No	No	No	No	No	No	Historicity

Table 4 visualizes the content of 22 chapters. 11 chapters deal with LAM from a broad perspective. 5 Chapters deal with by or from the community-based organization's context. In such chapter's the respective author(s) draw inferences to connect with LAM collectively or individually.

AREAS FOR FURTHER RESEARCH

- LAM are for use.
 - Hypothesis: Missing is the IDEA of ease of access, especially the have-nots. (Campbell & Smith, 2017; Oakley & Naylor, 2005)
- LAM empower the citizen.
 - Hypothesis: Missing is the IDEA of engaging, and empowering for loyalty, and support (Subramaniam & Jaeger, 2010).
- LAM are in the life of the citizen:
 - Hypothesis: a. Missing is the of IDEA of reaching the non-user where they live. b. Community-led LAM is an example of reciprocity, but lacks evidence-based studies (Liberation War Museum established by community workers. 'Dhaka – The Magic City,' 2009, p. 1); Muslim man's library with 3,000 copies of Bhagavad Gita torched by miscreants in Karnataka. (2021); Participatory Potential of Civic Libraries: Two Estonian Cases (Põldaas, 2021). Empower the citizen where s/he lives (Fernandez-Ardevol et al., 2018)

Introduction

Table 3. Thematic structure of the book

Chap.	Action	Title Keyword in Context Yes (relevant) / No (not relevant)						Main focus	Scope: Teaching (T); Research (R); Practice (P)
		Inclusive (SJ)	Engaging (CE)	Diversity	Literacy	Outreach	Smart cities		
1.	Direct	No	CE	No	No	No	No	Preservation	P
2.	Indirect	SJ	CE	Yes	Yes	No	Yes	Curriculum	P
3.	Indirect	SJ	No	Yes	No	No	No	Convergence	T
4.	Direct	SJ	CE	Yes	Yes	No	No	Media	P
5.	Indirect	No	CE	Yes	No	Yes	No	Collaboration	R
6.	Direct	No	CE	No	No	Yes	No	Democratic space	P
7.	Indirect	SJ	CE	No	Yes	No	No	Digital Divide	R
8.	Direct	SJ	No	No	Yes	No	No	Human Rights	P
9.	Direct	SJ	No	Yes	Yes	No	No	Training	R
10.	Indirect	SJ	No	No	No	No	No	Rural area	R
11.	Direct	No	CE	No	Yes	No	No	Diaspora	T
12.	Direct	No	CE	No	No	No	No	Curriculum	P
13.	Indirect	No	No	No	No	No	Yes	Technology	R
14.	Direct	SJ	CE	Yes	Yes	Yes	No	Whole Person	R
15.	Indirect	No	CE	No	No	No	Yes	Technology	R
16.	Indirect	No	CE	No	No	No	Yes	Citizen participation	T
17.	Direct	SJ	No	No	No	No	Yes	Digitization	T
18.	Direct	No	No	No	Yes	No	Yes	Technology	P
19.	Indirect	No	CE	No	No	No	Yes	Technology	R
20.	indirect	No	No	No	No	No	Yes	Technology	R
21.	Indirect	SJ	No	Yes	No	No	Yes	Media	R
TOTAL	Direct (10); Indirect (11)	Yes SJ (10); NO SJ (11)	Yes CE (13); NO CE (8)	Yes (8); No (13)	Yes (8); No (13)	Yes (3); No (18)	Yes (9); No (11)	Technology 6); Media (2); Miscellaneous (11)	T (4); P (6); R (9)

Table 4. Four sections in the book: main foci (based on author's affiliation)

Section	Main Foci					
	LAM	Library	Archive	Museum	Smart Cities	CBO
ONE: In-House, Preparing	Chapter 1, 2					
Two: In the Community	Chapters 3	Chapter 5,		Chapters 5,		Chapter, 4, 6, 7, 8
Three: Theory	Chapter 6, 10, 15	Chapter 16	Chapter 12	Chapter 13	Chapter 14,	Chapter 11,
Four: Futuristics	17, 18, 19, 20,21				Chapter 22	
Total	11	2	1	2	2	5

- LAM save the time of the citizen.
 - Hypothesis: Missing the IDEA of save the time of everyone (not just the haves). (OMC Working Group, 2014)
- LAM are living organism - 24 X 7 - ubiquitous, virtual and synchronous connection that is physically and reliably sound.
 - Hypothesis: LAM are partially serving the civil needs, and are yet to focus on a whole person approach (InterPARES Trust Project Research Report, 2018).

In short, this book with its special reflections on civic engagement and social justice will open new windows for civic-minded or social justice groups to consider a collaboration with LAM. The book will be in high demand, with examples of multidisciplinary studies, best practices in LAM, and new insights for multicultural and Multifaith digital literacies.

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Common Roots of LAM

The library provides people with the information they need in their everyday lives.... Archives support research. The museum collects, documents, and preserves the cultural heritage/natural history. (Aundunson, 2020p. 173).

Some librarian brought the first printed book into the library; another brought the first microfiche reader. Some librarians brought in the first game, and the first scroll, and the first illuminated manuscript. They did this to enhance access, yes, but also to expand the capabilities of the communities they served. They did so not because it was text and therefore OK, but because they were tools that could help. Help, not document the world, but to change it. (Lankes, 2013, p1).

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Introduction

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