Overview

- Students research a social issue in Professor M's on-campus sections of SOC 1010: Introduction to Sociology and SOC 1020: Social Problems.
- Professor M teaches SOC 1010 and SOC 1020 at a state prison where students have no access to college library databases but must also explore social issues.
- After on-campus students find sources during library instruction, the instructor and librarian check for copyright information to use as classroom handouts through Copyright Clearance Center.
- The instructor shares cleared content with students at the prison- 56% of all articles were shareable; only 3% were OA.

Library Instruction

- In Fall of 2017, one SOC 1010 class visited the library for research assistance.
  - Added articles to shared online document (Google Docs)
  - Printed out several articles
  - Used library databases only

- In Spring of 2018, one SOC 1010 class and two SOC 1020 classes visited the library for research assistance.
  - Added articles to shared online document (Google Docs)
  - Printed best single article
  - Used library databases and Open Access sources

Social Issues Explored

- On-campus topics primarily came from books on the course reading list (Asking for It, Crazy, Chasing the Scream, The New Jim Crow, etc.)
- On-campus students in Fall of 2017 were asked to directly explore their topics in relation to incarceration; students in Spring of 2018 were not
- Students at the prison connected most topics to criminal justice and usually focused on solutions that could work in their environment

ACRL Framework

Information Has Value

Professor M and the librarian facilitate discussions on access to information on-campus, as a student, as an inmate student, and as a non-student. Copyright, creative commons, and open access are components of this conversation.

Scholarship as Conversation

As on-campus students develop more expertise on a topic, they collect useful sources for future researchers. Students relate their research to that of classmates through group activities.

Research as Inquiry

Without conducting searches themselves, off-campus students practice identifying strengths of and gaps in the sources provided by on-campus students. Both groups grapple with developing manageable research questions.

Takeaways

Lessons Learned

- Students appreciate “real-world” application of their work
- Information Privilege could be a regular class lecture
- Copyright Committee should be involved early
- Bibliography helps faculty and librarian with inmate research needs

Future Plans and Ideas

- Work with prison librarian to explore research options for inmates
- Collaborate with English instructor to streamline research projects within the prison
- Have inmates ask for research assistance directly from students or identify and request sources of interest from bibliography
- Need to simplify for 1000 level courses! Seek alternative formats to open access peer reviewed sources (news articles, etc.)

Cultivating Sources

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<th>Course</th>
<th>Articles-Located</th>
<th>Articles-Usable at Prison</th>
<th>Usable Articles-Open Access</th>
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Incarceration with Sociology Students

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Students visit the library classroom, where they:
1. Search for articles in SocArxiv and DOAJ
2. Report their findings from the two open options
3. Search for articles in the federated library database
4. Report their findings from library database

Conclude with a facilitated discussion on paywalls, information privilege, and anything else that comes up (i.e. digital divide, net neutrality, access to different formats of information, etc.). Allow for at least 20 minutes, adjusting time based on how familiar students already are with searching databases.