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Integrating Pop Culture into the Academic Library

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political involvement.

Also enlightening is Engelhardt's focus on the boardinghouse as a safe space. She uses examples of travelers during the Jim Crow era who used Green Books to identify safe spaces or who used the anonymity of the boardinghouse to present themselves as a different race, gender, or class:

Some used boarding houses to leave their past behind, whether in terms of racial identity, gender or class; some found the freedom to love who they wanted or resist expectations they hated. Some found that boardinghouse tables were places of influence, politics, or culture not otherwise available to them. (p.13)

Engelhardt is willing to identify the gaps in her account. She emphasizes that although many boardinghouse women are absent from the historical record, even more notably absent are the scores of women (both employed and enslaved) who toiled in their establishments.

The title effectively demonstrates how Southern boardinghouses were important in establishing Southern cuisine and provided a place of refuge in a sometimes threatening society. The author emphasizes the legacy of boardinghouses in American culture in terms of written works, businesses, and in the spirit of today's pop-up restaurants, Airbnbs, and assisted living communities.

Academic libraries, in particular those with an interest in Southern history, women's history, and African American history, should consider including this title in their collections.

Boardinghouse Women would also be of interest to those studying the development of the Southern hospitality industry. Elizabeth Engelhardt is Kenan Eminent Professor of Southern Studies in the Department of American Studies at University of North Carolina at Chapel Hill.

Layla Farrar, University of North Georgia

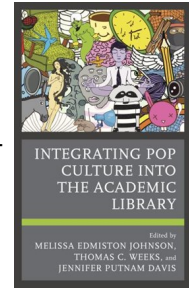
Integrating Pop Culture into the Academic Library

Melissa Edmiston Johnson, Thomas C. Weeks,
& Jennifer Putnam Davis, eds.
Lanham: Rowman & Littlefield, 2022

ISBN: 9781538159408
309 p. \$132.00 (Hbk)

Can using popular culture materials in academic libraries across the United States make a difference in the student user experience at institutions of higher learning? In what specific ways have popular culture trends influenced library purchases in the 21st century? Throughout the pages of the book *Integrating Pop Culture into the Academic Library*, co-editors Melissa Edmiston Johnson, Thomas C. Weeks, and Jennifer Putnam Davis provide a picture of how academic library personnel can incorporate popular culture as a means of learning course material for many college students. As learners in the digital age, college students nowadays relate more easily to popular culture icons if they can see a connection to their daily lives. Ultimately, library personnel must face the reality of a different user population in the 21st century. As an example, the authors of one chapter indicate that using specific fictional newspaper materials from J.K. Rowling's Harry Potter books and film adaptations to explain news misinformation or disinformation might be the best path forward. In these ways, the library course material is more "relatable" to the students. For their part, the book co-editors emphasize using the *Quibbler* and *The Daily Prophet* from the Harry Potter books to aid students in understanding news media more completely.

One very interesting aspect of the book is the case studies that show how specific colleges and university libraries are changing their outreach programs to consider the growing popularity of popular culture books, television, or classic movies (like *The Black Panther*). In one chapter, the authors mention communities of practice or common interest groups as a specific means to meet the needs of a changing library user population more completely. The authors recommend that a popular culture interest group consisting of interested faculty and students would showcase the impact of popular culture in the 21st century or spread the word about its growing emergence. Notably, once college students can engage in meaningful conversations about popular culture with their faculty, they begin to realize that shared



interest in popular culture can become a reality at their campus library. Specifically, effective popular culture outreach programs and bibliographic instruction classes with a popular culture component or theme can be developed on college campuses. The “library as space” concept is put into practice more often today on college campuses in order to account for the growing popularity of popular culture icons.

In this book, co-editor and contributor biographies are included at the end of the book for easy convenience. Also, examining the contributor biographies would lead the reader to conclude that all of the writers have a vested interest in the topic of popular culture use in academic libraries. Although no illustrations are included in this compilation, the chapter authors do a remarkable job of painting a picture of the full capabilities of using popular culture in higher education institutions. The book is divided into four parts as follows: foundations of popular culture in libraries (part one), using popular culture in library collections (part two), integrating popular culture into library instruction (part three), and popular culture programming in academic libraries (part four). Each chapter begins with a summary of the specific academic library/popular culture trend and how the specific college or university library is addressing the issue at their specific institution. In some cases, the authors of each chapter talk about actual experiments or surveys that they conducted with their patrons to gauge their interest in popular culture materials.

This book is intended to showcase the various means by which academic libraries at college campuses across the United States have incorporated elements of popular culture into their library collections, programming and outreach, and both one-shot and multi-session bibliographic instruction classes. Library administration and library staff can use growing popular culture trends to increase the user experience at the university library. By focusing on popular culture foundations, collections, instruction methods, and programming, the book gives readers a full picture of the potential benefits of popular culture materials in higher education. Because of its specific scope, *Integrating Pop Culture into the Academic Library* would be suitable for inclusion in any academic or local library with a focus on popular cultural trends in university libraries and college

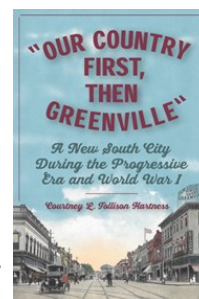
courses.

Since September 2022, Melissa Edmiston Johnson has been employed as Associate Professor & Director of Reese Library at Augusta University in Augusta, Georgia. Thomas C. Weeks is Reference & Instruction Librarian at Augusta University. Jennifer Putnam Davis is Scholarship & Data Librarian at Augusta University.

David W. Young, University of North Carolina at Pembroke

“Our Country First, then Greenville”: A New South City During the Progressive Era and World War I

Courtney L. Tollison Hartness
Columbia: University of South
Carolina Press, 2023
ISBN: 9781643364162
328 p. \$34.99 (Pbk)



The commemorations for the centenary anniversary of World War I, often called the “Great War,” are long over. One might suspect that the moment for books exploring the home front experience during that war has also passed, but Courtney L. Tollison Hartness’ book *“Our Country First, then Greenville”: A New South City During the Progressive Era and World War I* puts that assumption to rest.

This book could have been a simple local history of Greenville, South Carolina—one that only focused on the activities at Camp Sevier, which was a military training camp that prepared American soldiers to fight overseas. Instead, Tollison Hartness situates her study in the community development efforts of local leaders before, during, and after the war. These leaders were forward-looking and supported the construction of roads and highways, better public education, and improved sanitation and public health. Unlike many other municipal leaders in Southern cities, they championed Progressive Era reforms and sought partnerships with the federal government. Tollison Hartness notes that the city’s embrace of the federal government and the desire to place an American identity before a Southern identity was rare, especially because it occurred *prior* to America’s entry into World War I. As a telling example,