

A Census of Hidden Histories

**Partnerships for Revealing
Community Histories of California**

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Greetings from Catherine!

USC Libraries

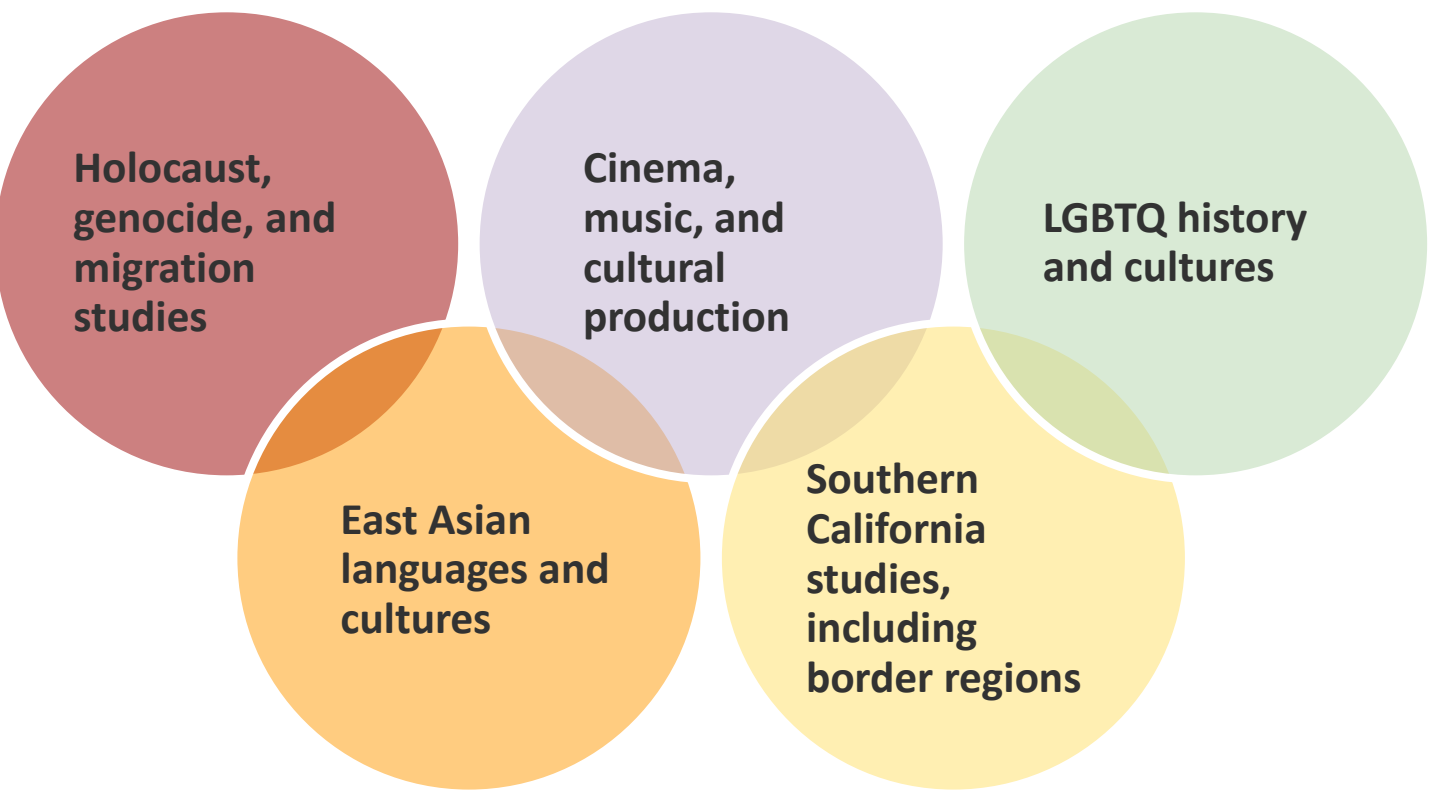
Outline

- Where we were last year
- What's happening now
- Why now and why more?
- Census: not just finding and counting
- In progress: platforms and stories
- What's next?

Where We Were Last Year

- Had planned but not yet begun round 2 of L.A. as Subject residencies
- Had started the archives census, thanks to the California State Library
- Season 3 of Lost L.A. was complete, but had only begun to imagine season 4
- Were looking for more ways to implement our Collections Convergence Initiative

Collections Convergence Initiative



Holocaust,
genocide, and
migration
studies

Cinema,
music, and
cultural
production

LGBTQ history
and cultures

East Asian
languages and
cultures

Southern
California
studies,
including
border regions

Professor Bill Deverell of USC history and the Huntington-USC Institute on California and the West serves as the inaugural director and the faculty lead for SoCal studies.

Library Journal article on the initiative's launch:
<https://bit.ly/2CRo3hr>.

What's Happening Now?

- Collections Convergence Initiative drives roughly 75% of our grant-seeking, programming, and media outreach
- Stella Castillo, community archives specialist, completing the census and new portal
- California State Library invited us to submit a follow-on grant proposal
- Successfully recruited first resident archivists for placement in community archives

Why More and Why Now?

- We all know the numbers aren't pretty
 - Maybe half (OCLC, 2015) of ARL archival collections are discoverable through digital means
 - That's just discoverable, not even considering usable
- Framing in terms of lost voices, lost stories, and the public good rather than "library issues"
- A current, healthy appetite for stories that are connective and specific
- Modeling what's possible with the right partners

Census: Not Just Finding and Counting

- Capacity: Building skillsets among L.A. as Subject members; training on outreach and engagement
- Geography: Expanding our practical and imaginative reach beyond the Los Angeles city limits
 - California State Library
 - KCET public television
- Amplifying: Centering stories rather than institutions

In Progress: Stories and Platforms

- Television and streaming
- Primary and secondary school curricula
- Dance history and performance

Wanda™ Action Career Dolls

Television and Streaming



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VAR!

6-Oct
1923





HISTORY OF DODGER STADIUM



DEVELOPMENT AND BIODIVERSITY



Primary and Secondary
School Curricula



**THE TONGVA BEFORE AND AFTER
SPANISH ARRIVAL**



CHANGE OVER TIME



**AFRICAN AMERICANS AND
HOLLYWOOD**



TOYPURINA: INDIGENOUS WOMAN

HISTORICAL INQUIRY QUESTION

**What impact has urban
development had on
biodiversity in the Los Angeles
area?**

LOST LA EPISODE

Wild L.A.

CCSS Standards

CCSS.ELA- LITERACY-RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

CCSS.ELA-LITERACY.RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CCSS.ELA- LITERACY.RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur.)

CCSS.ELA-LITERACY.W3.3.1.B: Provide reasons that support the opinion.

CCSS.ELA-LITERACY.W.3.2: Write informative explanatory texts to examine a topic and convey ideas and information clearly.

Dance History
and Performance



What's Next?

- Lost L.A. season 4
- Lost L.A. Raw Materials
- Fundraising for annual Lost L.A. Curriculum Institute
- Rounds 2 and 3 of community archives residencies
- Planning for a statewide archives census
- L.A. as Subject's 25th anniversary

Thanks and Credits

Stella Castillo, Bill Dotson, Javier Garibay, Deb Holmes-Wong, Nathan Masters, Anne-Marie Maxwell, Suzi Noruschat, Liza Posas, Catherine Quinlan, and Tim Stanton of USC Libraries; Matt Crotty, Juan Devis, and Katie Noonan of KCET; Daniel Diaz of the UCLA History-Geography Project; Bill Deverell of USC and the Huntington-USC Institute on California and the West; California State Librarian Greg Lucas; the Lost L.A. Academic Advisory Committee; CLIR, IMLS, the Mellon Foundation, and NEH; and the many K-12 teachers who created lesson plans based on Lost L.A.

L.A. as Subject

<https://laassubject.org/>

Lost L.A. Curriculum Project

<https://www.kcet.org/lost-la-curriculum>

Dance Heritage Video Archive

<http://digitallibrary.usc.edu/cdm/landingpage/collection/p15799coll105>

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