Queens College
City University of New York

LBSCI 790.3: Community Archives and Libraries
Fall 2022 | Tuesday 6:40 PM - 9:15 PM

Professor: Zakiya Collier
Email: zakiya.collier@qc.cuny.edu   Office Hours: Tues, appt only

A. COURSE DESCRIPTION

This course introduces students to community archives and libraries: their historical evolution and current state; their contributions to LIS theory; and the unique issues relating to their creation, management, and sustainability. The course explores notions of community and identity, concepts of symbolic annihilation and representational belonging, community sovereignty, and custodial and post-custodial models. Grounded in practice, this course includes a central element of community collaboration and multiple engagements with local community archives and libraries.

Bulletin Description

LBSCI790.3. 3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703. This course introduces students to community archives and libraries: their historical evolution and current state; their contributions to LIS theory; and the unique issues relating to their creation, management, and sustainability. The course explores notions of community and identity, concepts of symbolic annihilation and representational belonging, community sovereignty, and custodial and post-custodial models. Grounded in practice, this course includes a central element of community collaboration and multiple engagements with local community archives and libraries.

B. COURSE LEARNING GOALS AND STUDENT LEARNING OUTCOMES

Course Goals:

1. To allow students to engage with community-led libraries and archives in order to understand their organization, challenges, and priorities

2. To provide students with an opportunity to engage with the practical and ethical issues related to representation, sustainability, and labor in community-led libraries and archives.
3. To encourage students to critically reflect on the power and politics of community-led initiatives, including as they interact or not with institutional libraries and archives.

Course Student Learning Outcomes:

By the end of the course, students should be able to:

1. Articulate various concepts of community and why community agency in libraries and archives can be important.
2. Ethically engage in community-led and -oriented work in the information management field.
3. Demonstrate an awareness of the local landscape of community libraries and archives.
4. Articulate the organizational models, labor practices, challenges and solutions common to community libraries and archives.

GSLIS Student Learning Outcomes:

A. Enable access to information and knowledge, including its creation, acquisition, organization and management, storage and retrieval

B. Articulate the role and importance of ethics, values, lifelong learning and advocacy underlying the practice of the information professions

C. Apply appropriate standards, policies, tools and practices in various specializations of information science, as articulated by representative professional organizations

D. Design and conduct research studies, critically assess research claims, and synthesize and disseminate findings

E. Advocate for social justice, particularly in our metropolitan community, by understanding the needs, designing programs with, and amplifying the strengths of our underserved groups

F. Identify, evaluate and implement current and emerging technologies to create, store, and present information in a way such that users can access it, process it, and experience it

G. Explain and apply principles of effective management and leadership in the library and related information institutions in a rapidly changing society

Assignments	Course SLOs	GSLIS SLOs
Virtual Site Visit Discussion Post	1, 2, 4	B,C,D,E, G
Site Visit Report	1, 3, 4	B,C,D,E, G
Written or Video Essay and Presentation	1, 2, 3, 4	A, B, C, E, G
Discussion Questions	1, 3, 4	A, B, C, E, G

C. REQUIRED PURCHASES: TEXTBOOK(S) AND SUPPLIES

None.

D. COURSE SCHEDULE

Week 1: Communities - August 30

Required Reading:

> Shannon Mattern, Fugitive Libraries, *Places Journal*,
> https://placesjournal.org/article/fugitive-libraries/

In class, we may explore:
> Digital Library Federation – 10/23/17 – Rasheedah Phillips:
> https://youtu.be/BlXuDDzE1fw

Week 2: Community Archives and Libraries - September 6

Required reading:

> Michelle Caswell, Urgent Archives: Enacting Liberatory Memory Work (London, UK: Routledge, 2021), Introduction.

> Dodge, C. (1998, May). Taking libraries to the street: infoshops and alternative reading rooms. *American Libraries*, 62–64.

> Flinn, A.; Stevens, M.; Shepherd, E. (2009). "Whose memories, whose archives? Independent community archives, autonomy and the mainstream." *Archival Science*. 9 (1–2): 71–86. doi:10.1007/s10502-009-9105-2.

Recommended additional reading:

> Atton, C. (1999). The infoshop: the alternative information center of the 1990s. *New Library World*, 100(1146), 24–29.
> https://doi.org/10.1108/03074809910248564

> Cottrell, M. (2018). The Question of Little Free Libraries. *American Libraries Magazine*, 49(1/2), 32–36.

Loach, K., Rowley, J., & Griffiths, J. (2020). Hidden gems? The cultural contribution of independent libraries in the United Kingdom and the United States. *Journal of Librarianship and Information Science,* 52(4), 1073–1085.

Mattern, S. (2012). Marginalia: little libraries in the urban margins. *Places Journal.* https://doi.org/10.22269/120522

Yeo, S., Rane, J., Jacobs, J., Friedman, L., & Freedman, J. (2005). Radical reference: taking information to the street. *Information Outlook,* 9(6), 55–59. https://freegovinfo.info/files/rrinfooutlook.pdf

Week 3: Virtual Site Visits - September 13

Virtual Site Visit Discussion Post Due

Required reading:

Drake, Tracy S., Aisha Conner-Gaten, and Steven D. Booth. "Archiving Black Movements: Shifting Power and Exploring a Community-Centered Approach," in "Library and Information Studies and the Mattering of Black Lives," eds. Safiya Umoja Noble, Michelle Caswell, Tonia Sutherland, and Sarah Roberts. Special issue, Journal of Critical Library and Information Studies 4. https://journals.litwinbooks.com/index.php/jclis/article/view/170/104

McCracken, Krista, & Hogan, Skylee-Storm. (2021, November 8). Community first: Indigenous community-based archival provenance. *[Special issue on Unsettling the Archives.] Across the Disciplines,* 18(1/2), 23-32. https://wac.colostate.edu/docs/atd/volume18/McCracken,Hogan.pdf

Recommended additional reading:

Kerrigan, C. (2020). *The more things change: the role of the independent library in the 21st century* [Doctoral dissertation, School of Information Technology and Mathematical Sciences, University of South Australia]. ResearchGate. https://www.researchgate.net/publication/341176777_The_more_things_change_the_role_of_the_independent_library_in_the_21st_century

Week 4: Ethics of Working in Community - September 20

Required reading:

Jules, B., Summers, Ed., Mitchell, Vernon. (2011) Documenting The Now White Paper: Ethical Considerations for Archiving Social Media Content Generated by Contemporary Social Movements: Challenges, Opportunities, and Recommendations, https://www.docnow.io/docs/docnow-whitepaper-2018.pdf

Zakiya Collier, Call to Action on Archiving State Sanctioned Violence Against Black People: https://medium.com/community-archives/call-to-action-archiving-state-sanctioned-violence-against-black-people-d629c956689a

In class, we may explore:

Gabriel Solis, "Documenting Narratives of Violence: Why It's Important and Mitigating Risks" Texas After Violence Project, https://texasafterviolence.org/documenting-narratives-of-violence-why-its-important-and-mitigating-risks/

Zine Librarians Code of Ethics: https://www.zinelibraries.info/code-of-ethics/

Week 5: Witnessing, Symbolic Annihilation, and Representational Belonging - October 11

Required reading:

Michelle Caswell, Urgent Archives: Enacting Liberatory Memory Work (London, UK: Routledge, 2021), Chapter 3: *From representation to activation*.

Drake, Jarrett M. "Liberatory Archives: Towards Belonging and Believing (Part 1)." OnArchivy (blog), October 22, 2016. https://medium.com/on-archivy/liberatory-archives-towards-belonging-and-believing-part-1-d26aaeb0edd1

Drake, Jarrett M. "Liberatory Archives: Towards Belonging and Believing (Part 2)." OnArchivy (blog), October 22, 2016. https://medium.com/on-archivy/liberatory-archives-towards-belonging-and-believing-part-2-6f56c754eb17.

Recommended additional reading:

Houreidja Tall, Black Culture Archives on Instagram: Empowerment, Surveillance & Reclamation
https://www.teenvogue.com/story/black-culture-archives-on-instagram-empowerment-surveillance-reclamation

In class, we may explore:

ATBW Day 1 - Panel 2: For the Culture – Black Memory and Storytelling on the Web: https://youtu.be/1nN-BAzDdgo

NYC Trans Oral History Project: https://www.nyctransoralhistory.org/

Digital Transgender Archive: https://www.digitaltransgenderarchive.net/

VETERANAS AND RUCAS: https://www.veteranasandrucas.com/projects-1

Week 6: Labor and Sustainability - October 18

Required reading:

Williams, Stacie. "All Labor is Local" Medium. November 12, 2016:
https://medium.com/@Wribrarian/all-labor-is-local-344963e33051

Sony Prosper (2022) Interview, The Black Scholar, 52:2, 74-83,
https://www.tandfonline.com/doi/full/10.1080/00064246.2022.2042766

Bergis Jules (February 2019). Architecting Sustainable Futures: Exploring Funding Models in Community-Based Archives.
https://shiftdesign.org/content/uploads/2019/02/ArchitectingSustainableFutures-2019-report.pdf

Sheffield, R. (2018). Archival optimism, or, how to sustain a community archives. In J. Bastian & A. Flinn (Authors), Community Archives, Community Spaces: Heritage, Memory and Identity (pp. 3-20). Facet.
doi:10.29085/9781783303526.002

In class, we may explore:

Texas After Violence Annual Report:
https://texasafterviolence.org/wp-content/uploads/2021/12/TAVP-2021-A-Year-in-Review.pdf

CLIR Hidden Collections Funded Projects:
https://www.clir.org/hiddencollections/funded-projects/

Mellon Foundation Support for Community Based Archives

Week 7: Community Archives and Libraries as Spaces and Places (In-Person Site Visits) - Oct 25

Required reading:

Sellie, Goldstein, Fair, Hoyer, "Interference Archive: A Free Space for Social Movement Culture." *Archival Science* 15 no. 4 (2015): 453-472.
https://link.springer.com/article/10.1007/s10502-015-9245-5

Brunvand, Amy. "Re-Localizing the Library: Considerations for the Anthropocene," in "Libraries and Archives in the Anthropocene," eds. Eira Tansey and Rob Montoya. Special issue, Journal of Critical Library and Information Studies 3, no.1 (2020).
https://journals.litwinbooks.com/index.php/jclis/article/view/94

Caswell, M., Gabiola, J., Zavala, J. et al. Imagining transformative spaces: the personal–political sites of community archives. Arch Sci 18, 73–93 (2018).
https://doi.org/10.1007/s10502-018-9286-7

Week 8: Affective Labor - Nov 1

Required reading:

Chaitra Powell, Holly Smith, Shanee' Murrain, and Skyla Hearn, "This [Black] Woman's Work: Exploring Archival Projects That Embrace the Identity of the Memory Worker," *KULA: Knowledge Creation, Dissemination, and Preservation Studies* 2 no.1 (2018): 5, https://kula.uvic.ca/index.php/kula/article/view/115.

Arroyo-Ramírez, Elvia, Jasmine Jones, Shannon O'Neill, and Holly Smith. "An Introduction to Radical Empathy in Archival Practice," in "Radical Empathy in Archival Practice," eds. Elvia Arroyo-Ramírez, Jasmine Jones, Shannon O'Neill,

and Holly Smith. Special issue, Journal of Critical Library and Information Studies 3, no. 2 (2021). https://journals.litwinbooks.com/index.php/jclis/article/view/171/101

Recommended additional reading:

Caswell, Michelle. "Dusting for Fingerprints: Introducing Feminist Standpoint Appraisal," in "Radical Empathy in Archival Practice," eds. Elvia Arroyo-Ramirez, Jasmine Jones, Shannon O'Neill, and Holly Smith. Special issue, Journal of Critical Library and Information Studies 3, no. 1. https://journals.litwinbooks.com/index.php/jclis/article/view/171/101

In class, we may explore:

The Future of Code Politics: Panel: Documenting Care: Archiving Disability Pasts & Futures https://youtu.be/j1mo1VDx1Lo

Fat Liberation Archive: https://fatlibarchive.org/

Loss/Capture: https://losscaptureproject.cargo.site/

Week 9: Working In and Against Institutions - Nov 8

Guest Lecture: *Black Women Writers Archive & Project STAND*

Required reading:

Jules, Bergis. "Confronting Our Failure of Care Around the Legacies of Marginalized People in the Archives." OnArchivy (blog), November 11, 2016. https://medium.com/on-archivy/confronting-our-failure-of-care-around-the-legacies-of-marginalized-people-in- the-archives-dc4180397280.

Sutherland, Tonia. "ArchivalAmnesty: In Search of Black American Transitional and Restorative Justice." Journal of Critical Library and Information Studies, Critical Archival Studies, 1, no. 2 (June 5, 2017): 1–23. https://doi.org/10.24242/jclis.v1i2.42.

Steven G. Fullwood "Always queer, always here: creating the Black Gay and Lesbian Archive in the Schomburg Center for Research in Black Culture." In

Community Archives: the shaping of memory, edited by Jeanette A. Bastian and Ben Alexander, 235-249. London: Facet Publishing, 2009.

Lae'l Hughes-Watkins "Moving Toward a Reparative Archive: A Roadmap for a Holistic Approach to Disrupting Homogenous Histories in Academic Repositories and Creating Inclusive Spaces for Marginalized Voices." Journal of Contemporary Archival Studies 5.6 (2018): 1-17.
https://elischolar.library.yale.edu/jcas/vol5/iss1/6/

Week 10: Community Archives Site Visit: - Nov 15

Required reading:

Rachel F. Corbman, "A Genealogy of the Lesbian Herstory Archives, 1974-2014." Journal of Contemporary Archival Studies, Vol 1. (2014): 1-16.
https://elischolar.library.yale.edu/cgi/viewcontent.cgi?article=1002&context=jcas

Shawn(ta) Smith-Cruz, "Archiving Black Lesbians in Practice."
https://cuny.manifoldapp.org/read/untitled-1102e586-8f09-4b60-835f-78634ad473dd/section/90607ea8-2479-4ed4-bf99-a98a7496f135
Jamie A. Lee (2021) "Archives as Spaces of Radical Hospitality", *Australian Feminist Studies*, DOI: 10.1080/08164649.2021.1969520

Rachel Datey, Archiving oral histories of black queer collectives in London,
https://gal-dem.com/archiving-oral-histories-of-black-queer-collectives-in-london/

Week 11: Post-Custodial Models - Nov 22

Guest Lecture: *Archives in Common*

Required reading:

Bastian, J.A. Mine, yours, ours: archival custody from transaction to narrative. *Archival Science* 21, 25–42 (2021).
https://doi.org/10.1007/s10502-020-09341-0

Alpert-Abrams, Hannah, David A Bliss, and Itza Carbajal. "Post-Custodialism for the Collective Good: Examining Neoliberalism in US-Latin American Archival

Partnerships," in "Evidences, Implications, and Critical Interrogations of Neoliberalism in Information Studies," eds. Marika Cifor and Jamie A. Lee. Special issue, *Journal of Critical Library and Information Studies* 2, no.1 (2019). https://journals.litwinbooks.com/index.php/jclis/article/view/87

Kelleher, Christian. "Archives Without Archives: (Re)Locating and (Re)Defining the Archive Through Post-Custodial Praxis," in "Critical Archival Studies," eds. Michelle Caswell, Ricardo Punzalan, and T-Kay Sangwand. Special issue, *Journal of Critical Library and Information Studies* 1, no.2 (2017). https://journals.litwinbooks.com/index.php/jclis/article/view/29

Week 12: Achieving Community-Designed Outputs (Tools & Technologies) - Nov 29

Required reading:

Michelle Caswell, Christopher Harter, Bergis Jules. "Diversifying the Digital Historical Record: Integrating Community Archives in National Strategies for Access to Digital Cultural Heritage," *D-Lib Magazine, 23, no. 5/6 (*May/June 2017.) https://www.dlib.org/dlib/may17/caswell/05caswell.html

Hurley, Grant. 2016. "Community Archives, Community Clouds: Enabling Digital Preservation for Small Archives". Archivaria 81 (May), 129-50. https://archivaria.ca/index.php/archivaria/article/view/13561

Holcombe-James, I. 'I'm fired up now!': digital cataloguing, community archives, and unintended opportunities for individual and archival digital inclusion. Archival Science (2022). https://doi.org/10.1007/s10502-021-09380-1

In class, we may explore:

Mukurtu
    Mukurtu Demo: https://mukurtudemo.libraries.wsu.edu/
    Sample Projects: https://mukurtu.org/showcase-2/

DocNow

v.1 demo: https://www.youtube.com/watch?v=l5461G7YIFo&t=2s

Week 13: Case Studies - Dec 6

Site Visit Report Due

Read and be prepared to discuss two of the following:

Williams, Stacie M, and Jarrett Drake. "Power to the People: Documenting Police Violence in Cleveland." *Journal of Critical Library and Information Studies, Critical Archival Studies, 1, no. 2* (April 23, 2017): 1–27. https://journals.litwinbooks.com/index.php/jclis/article/view/33

Sojoyner, D.M. (2021), You Are Going to Get Us Killed: Fugitive Archival Practice and the Carceral State. American Anthropologist, 123: 658-670. https://doi.org/10.1111/aman.13615

Rochat, D., Young, K., Villefranche, M., & Choudry, A. (2018). Maison d'Haïti's collaborative archives project: Archiving a community of records. In J. Bastian & A. Flinn (Authors), Community Archives, Community Spaces: Heritage, Memory and Identity (pp. 113-128).

Architecting Sustainable Futures (multiple options): https://medium.com/community-archives

Access Policies for Native American Archival Materials - Case Studies (multiple options): https://www2.archivists.org/publications/epubs/Native-American-Archival-Materials-Case-Studies

Week 14: Project Presentations and Curating Our Classroom Community - Dec 13

Preparation

Come to class prepared to provide an overview of your completed project. Presentations are informal, but may use visual elements. Aim to present for 5 to 8 minutes.

What would our class' community library or archive look like? This week, come to class with a book you'd add to our community library (you can take it home with you again), a digital photo from this semester that you'd add to our community archive, a song to add to our community playlist or anything else to document our experience in this class.

Week 15: Community Documentation Project Video or Written Essay - Dec 20

Final Essay Due

E. ASSIGNMENTS, DUE DATES AND GRADING PLAN

Assignment 1: Virtual Site Visit Discussion Post (15%)

Due: Week 3 - Sept 13

For this assignment, you will write a reflective Blackboard discussion post analyzing the digital footprint created by a Community Archive or Library using their website, social media page (Facebook, Twitter, Instagram, TikTok), Google reviews, Eventbrite pages, video content on YouTube,LiveStream, or Vimeo, etc. Try to take a look at as many of their websites or social media pages as possible to get a good understanding of how they exist, operate, and engage in digital spaces. Your response should be at least 2 paragraphs but can be as long as you need to thoroughly analyze your site. Students will also respond to at least one other student's post.

Assignment 2: Site Visit Report (25%)

Due: Week 13 - Dec 6

Students will write a 2 – 3 page site visit report that analyzes one of the sites visited during the term, including:

- The history of the library or archive, including the impetus for its creation
- The communit(ies) it represents or serves
- The current organizational structure, staffing and volunteering arrangements and community accountability mechanisms
- A summary of the scope and extent of its collections
- Its arrangements and priorities for collection development
- Access arrangements and outreach activities, if any
- Current priorities and challenges

- Connections to readings

Assignment 3: Community Documentation Project Video or Written Essays (50%)

Due: Week 15 - December 20

Students will create an essay that discusses the issues and concepts covered by this course in relation to their selected community (however conceived). Students will engage in dialogue in class to connect course topics to their individual communities. Final essays should:

- Be five to ten minutes long.
- Make correct use of terms and concepts, and fully articulate how terms and concepts do or do not apply to the information practices of the community concerned.
- Include evidence of community engagement, which could include an interview conversation with someone else in this community about documentation, visiting a museum or community archive documenting a similar community, discussion of an object/document owned by someone in the community, recording a group conversation etc.
- If doing a video, make full use of the affordances of the video essay format. This means that they should make good use of visual elements (still or motion picture, animation, archival or found footage, public domain content), include a soundtrack (which may feature narration, interview soundbites, music and sound effects, etc) and effective editing. Students do not need to appear on camera and voiceovers or narration may be delivered by a third party, but the student MUST write the script.
- If doing a written essay, students may consider a visual component for class presentations

For guidance on the video essay format, see
https://www.matrix.edu.au/the-ultimate-video-essay-checklist/

Assignment 4: Discussion Questions (10%)

Due: Weeks 5, 6, 8, 9, 11, 12

Students will sign up as discussants for classes 4, 5 and 6. In their assigned week, students will be expected to come to class prepared to pose discussion questions that help draw out the themes or issues in one or more of the readings. Students are advised to prepare two or three questions in case of duplication. This assignment is pass / fail.

F. ADDITIONAL INFORMATION

CUNY policy on academic integrity

The Policy on Academic Integrity, as adopted by the Board is available to all candidates. Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. This policy and others related to candidates' issues are available to you at: http://www.qc.cuny.edu/StudentLife/services/studev/Documents/Academic%20Integrity%20Violation%20Form%20RV.pdf.

Use of candidate work

All programs in New York State undergo periodic reviews by accreditation agencies. For these purposes, samples of candidates' work are made available to those professionals conducting the review. Candidate anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

Reasonable accommodations for candidates with disabilities

Candidates with disabilities needing academic accommodation should: 1) register with and provide documentation to the Special Services Office, Kiely 171; 2) bring a letter to me indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College candidates, contact: Special Service Office; 171 Kiely Hall; 718-997-5870 (8:00 a.m. to 5:00 p.m.).

Attendance

Students are expected to attend every class and notify their professor by phone or email when they will not be or have not been there. Missing three classes or more will result in a failing grade, or with legitimate reasons, assignment of a grade of "incomplete." Missing a scheduled guest speaker will count as two absences.

Participation

Students are expected to show knowledge of the topics under discussion by sharing facts and insights from the class readings and/or personal experiences verbally in class

and online through such vehicles as the Discussion Board on Blackboard, as requested. They are expected to ask questions, make comments, etc. Sitting in silence class after class is actively discouraged and will result in a low class participation grade.

Courtesy

Please turn off cell phones, pagers, and any other personal communication devices before class. Students found browsing or texting during class will be penalized. If you arrive late or have to leave early, be unobtrusive in doing so. Be patient with fellow students who may not understand something as quickly as you do and ask questions if you are confused.

Late Assignments and Incomplete Grades

Assignments are due BEFORE or at the beginning of class on the due date. If you are going to be absent or late to class, you must make arrangements with the instructor for the paper to be delivered in time. Late assignments and papers will be given a lesser grade based on the assumption that by submitting an assignment after others, the student gains certain advantages. This same rule will apply to requests for an "incomplete" semester grade. Please note that incompletes are given at the discretion of the professor. They are not automatically assigned.

Writing

All papers submitted should be in Helvetica or Times New Roman, 12 point font with one inch margins, a cover sheet, and a reference list. Papers should be written in competent, grammatically correct American English, using the *Publication Manual of the American Psychological Association* style for organization, content, and citation format. Papers that do not meet these criteria will not be graded. Students should keep copies of all assignments submitted until they have been graded. Your instructor will discuss in class how to submit each paper.

Plagiarism

Copying the work of another author regardless of source, or the work of another student, is automatically grounds for failing the course. Using all or part of your own paper in multiple classes without prior permission is considered a form of plagiarism. This also includes asking people on professional Internet lists or working as professionals in the field to do your work for you.

Course Evaluations

Towards the end of the semester, access to online course evaluation will be enabled. Please remember to participate in the college online course evaluations. Your comments are highly valued, and these evaluations are an important service to fellow students and to the institution. Please also note that all responses are completely anonymous; no identifying information is retained once the evaluation has been submitted.

Queens College Writing Center

The Writing Center provides support for student writing at Queens College. To find out more about this service, as well as the Writing Center's philosophy, policies, and procedures, you can go to the Center's website, http://writingatqueens.qc.cuny.edu/the-writing-center/.