

INLS 754 – Community Archives, Outreach & Access

Course Objectives

In this seminar class, we will explore the theoretical and practical foundations of community archiving and community outreach, access and public service in cultural heritage institutions.

Learning Objectives

At the end of this course, you will understand:

- Underlying principles of community archiving:
 - Collection development
 - Access
 - Management & Long-Term Access
- OR –
- The current best practice for designing relevant and interesting outreach and access programs for a collection;
- The relationship between a collection and the outreach and access associated with it

At the end of this course, students in the **community archiving section** will be able to:

- Use design thinking to identify opportunities for innovative collection development, access, or management challenges;
- Create documentation for their area of interest
- Implement the plan to create a meaningful community archive
- Explain why their decisions are relevant and appropriate
- Assess other community archives
- Explain what a community archive is, and what some of the complexities are.

At the end of this course, students in the **community outreach, access and public service section** will be able to:

- Use design thinking to identify opportunities for innovative community outreach, access and public service opportunities;
- Create documentation for their area of interest
- Implement the plan to create a meaningful outreach programs
- Explain why their decisions are relevant and appropriate
- Assess other community archives' outreach programs

- Explain what outreach, access and public service means in terms of community archives; and how these programs differ from those in more traditional cultural institutions.

Course Structure

The course meets once / week. Class time is 6:40 – 9:25 pm

For the first 3 weeks of class, we will meet as a class, all of us together, essentially reading the same things.

After that, we will divide the group into a Community Archiving section and a Community Outreach section. ...?

- Community archiving will meet for a formal discussion from 6:40 – 8pm
- Community outreach will meet for a formal discussion from 8:15 – 9:25pm

When students are not in the formal discussion section (i.e., with me in my zoom meeting room), my recommendation would be that they do group work in their own zoom meeting spaces. But this is entirely up to individual groups to decide.

Assignments

This seminar class is a consolidation of two classes: Community Archiving and Community Outreach and Access.

I am ambitious about what we can accomplish in our time together.

There are two assignments in this class, worth 200 points total:

1. [Blogging](#)
2. [Design Thinking / Documentation Development](#)

We will also be creating a community archive, but I will not grade that work.

Two Sections:

Community Archiving

The students in Community Archiving will use Design Thinking to create documentation to develop a community archive of police brutality resulting from the Summer 2020 protests. We will use the list created by T. Greg Doucette (https://twitter.com/greg_doucette) and curated by Jason Miller (<https://twitter.com/jasonemiller>). The Google Sheet with all cases is [here](#).

This involves:

- Developing a Collection Development Plan

- Who will we collect from? What's the community? Why is their story interesting / valuable / engaging?
- What kinds of materials will we collect? (and not collect?)
- What is the argument for collecting these materials from these people?
- How will we get the materials from the community?
- Developing a Metadata / Access Plan
 - What kinds of metadata do we need?
 - How do we ensure reliability and authenticity of the materials?
 - Rights? Who should have access to the collection?
 - How will we generate the metadata? (Workflow)
- Developing a Long-Term Management Plan
 - Which CMS should we use? Zero budget.
 - What's the workflow (track from ingest to management. HOW will it happen?)
 - Where should materials be stored? How do we do that? What community relationships should we build? Partnerships?
 - How might we ensure the long-term viability of the collection?

We will develop rubrics for “what’s good” as a group.

Everyone in the the Community Archiving section of the class will

- **In a group: use design thinking to create documentation in your specialty (100 points):** Work in groups to address the questions regarding collection development / access / workflow / long-term management (decisions / documentation due around midterm – so we can implement in the second half of the semester.
 - Depending on how many people are in this group, we will have group time in class with “like” people (all Collection Development people, for example), so you can trade notes on what you’ve found from your reading and exploring; and with our “group” – a group of 3 types of people (collection development, access, collection building, collection management) – to get a feel for the general consensus, so you’re not working in a bubble.
 - This documentation will be handed off to the Outreach and Access folks around midterm so they will have some idea of what types of information the archive will include, who’s the primary audience, and how it’s going to be accessed.
- **Individually generate (i.e., collect) content to add to the collection (??? Points):** oral histories, collecting diary entries, images, tweets, whatever we decide belongs in the collection.

Community Outreach and Access

While the community archiving section is creating documentation and generating a community archive, the community outreach students will use Design Thinking to develop outreach and educational programs that will engage the broader community. Students in this section will be divided into smaller groups (3-4 people) of similar interests (what kinds of audiences would you like to work with / what kind of institution would you like to work in, etc.).

We will develop rubrics for “what’s good” as a group.

Everyone in the Community Outreach and Access class will:

- **In your group, use design thinking to develop outreach / access programming proposals, broadly considered (100 points).** We will consider what this means in class.
 - All programming should include some form of marketing plan – how to get the word out to your community

Blogging

As with many of my classes, we will be blogging this semester. The blog is meant to give you experience in Community Archiving and Community Outreach. To see what people are doing out in the field.

Students should blog 10 times throughout the semester (10 points per blog post, 100 points total).

Students may only receive credit for one blog per week, you may not wait until the end of the semester to do all of your blog entries in the last week. I am not going to require that you comment on other people’s blogs.

Students may blog about the same things, but if you decide to do that, the content of the blogs must be different. Take into consideration that you realize someone else in the class has already blogged about this particular collection / article / whatever.

Essentially, the blogging requirement will generate the course readings. After the initial 3 weeks, I have not created a detailed reading list because there are so many different kinds of people in the class, I can’t be sure what experience or goals each student has. You’ll be in charge of finding the things you find interesting to read and think about, and you’ll share with your colleagues in class. I’ve created some resources to help you with this task.

There are three choices in the blogging requirement:

1. **Community Archive Review:** In an effort to get a feel for what other people consider “Community Archives,” and how they execute those ideas, students will find a community archive and review it based on their primary interest. For example, if a student is primarily interested in collection development and appraisal, they’ll find a community archive, and review it in terms of that archive’s collection development and appraisal plans and execution. If you’re an outreach person, you’d pay more attention to their outreach and education programs. I’ve bookmarked some collections here: <https://pinboard.in/u:megwins/t:communityArchiving/>. These types of blogs should include:
 1. A title that includes the name of the collection
 2. An active link to the collection
 3. <250 word description of the collection overall (what’s included, where it’s housed, etc.)
 4. 250-500 word description of the thing you’re interested in (i.e., collection development)
 5. At least one screenshot of the interface.
2. **Literature Review:** I have also created online Zotero collections for the two sections of the course (they’re named Community Archiving and Community Access & Outreach). I will collect emails from you the first day of class, and manually add you to the appropriate collection. When you get access to those collections, you will also have access to the PDFs in those collections if I have the PDF. And – I think – you’ll be able to add to those collections, if you find anything interesting that I’ve missed (we’ll talk about policies on that in class). You may also blog about academic articles from this list. These types of blogs should include:
 1. A title that includes the main title of the article.
 2. The bibliographic citation for the article (easy to do in Zotero)
 3. <250 word overall description of the article: who wrote it, what kind of person are they (practitioner, academic, other), what they did, what their main argument is, whether you buy it, etc.

4. 250 – 500 word reflection on how you will use this information in your professional life. Will having read this article make you consider X? Will you now do Y more consciously? Will you try to implement Z?
3. **Tool Review.** What tools are people using to create these community archives? I have a pinboard devoted to tools that you may use, or you can find your own (<https://pinboard.in/u:megwins/t:tools/>). These types of blog entries should include:
 1. A title that includes the name of the tool
 2. Some sort of media that goes through the tool functionality (image, video, etc.)
 3. <250 word overall description of what the tool does
 4. 250-500 word reflection on how this tool might be used in this project.

Note: I'm not going to be counting words. I'm giving you this information so you have some gauge on how long these things will be. I want the blog entries to be long enough for you to provide information to your colleagues, and to consider all of the implications of the archive / literature / tools.

Final Project – Documentation Development

Design Thinking

“Discovery consists of seeing what everybody has seen and thinking what nobody has thought.”

~Albert Szent-Gyorgyi, Nobel Prize winning biochemist and discoverer of Vitamin C

“A great many people think they are thinking when they are really rearranging their prejudices.”

~William James, American philosopher and psychologist

“A designer knows he’s achieved perfection not when there is nothing left to add, but when there is nothing left to take away.” (Related to the gospel of German industrial designer and Steve Jobs’ mentor Dieter Rams (Braun): “Weniger aber besser” = “Less but better”)

~Antoine de Saint-Exupery, author of *The Little Prince*

“You can dream, design, create, and build the most wonderful place in the world, but it requires people to make the dream a reality.”

~Walt Disney

Project Overview

Design Thinking is a problem solving methodology especially well suited for investigating complicated problems. It uses methods derived from the field of design to match people's needs with what is technically and organizationally feasible, and converting business strategy into customer / stakeholder value in a way that is financially viable. Design thinking is a mixture of needs / feasibility / strategy / value / \$\$.

Initially corporations developed this process so that they could quickly, creatively, and effectively develop new products and services. But this process is also very useful for the public and social sectors as well.

This project provides an introduction to design thinking for budding business titans, policy makers, social innovators and anyone else interested in learning more about an approach that can be applied to a variety of "wicked" problems.

We'll begin with a review of the history and context of design thinking, then we'll take a deep dive into the discipline using a step-by-step methodology used in a variety of settings. Design thinking is valuable for academic work, start-ups, and in large organizational settings. We'll focus on four questions and ten key activities – we'll complete some pre-defined templates and exercises, we'll get experience with the design thinker's toolkit and we'll put theory into practice.

Design thinking touches on topics ranging from psychology and neuroscience to visual thinking and drawing pictures to work through problems.

In this part of the class we'll have some lectures, discussions, readings, in-class exercises and a series of formal and informal design reviews that will encourage reflection on students' process and insights. Success will depend on the degree of involvement in observing, listening, analyzing, storytelling and otherwise engaging key stakeholders to develop and prototype meaningful and transformative designs for products, services or other relevant outcomes.

Here is the challenge for this project: This is the first time I've taught this material. I'm intentionally about 80-90% prepared. I've done this purposefully because I want to allow room for adaptation and co-design with each student cohort so the material is consistently updated and relevant to students' needs and expectations.

Additionally, design thinking is a vast field. There are lots of topics, applications, methodologies and tools. This project will therefore act as an introduction to the main concepts, methods and general uses of design thinking in the public, private and social sectors. It's directed to future problem solvers, and those who will be leading and overseeing their efforts.

I want this project to give students a good foundation: the concepts, tools and techniques that will be relevant and valuable for their career plans.

Required Readings (Available online through the library)

- Jeanne Liedtka and Tim Ogilvie *Designing for Growth: A Design Thinking Tool Kit for Managers* (Columbia University Press, 2011)
- Jeanne Liedtka, Tim Ogilvie, and Rachel Brozenske, *The Designing for Growth Field Book: A Step-by-Step Project Guide* (Columbia University Press, 2014)

Project Outline

The part of the course is organized into 6 modules (one module per week):

- **Why Design Thinking and The Design Process** provides context and an introduction to key concepts, terminology, and structure for the course.
- **Scoping, The Design Brief and Visualization** introduces ways to clarify the scope of a project and its intent, questions to explore, target stakeholders, and establishes the importance of pictures and storytelling in the overall process.
- **Fundamentals of Ethnography** and Identifying Insights reviews how to observe users in their “natural habitat” and efficiently extract useful patterns from collected data.
- **Establishing Design Criteria and Brainstorming** shows how to develop a succinct expression of the ideal end state of a project, and deliberately generate many fresh alternatives to the status quo.
- **Concept Development and The Napkin Pitch** details how to choose the best ideas, assemble them into detailed solutions, and rationally evaluate them, as well introduce a simple, consistent format for summarizing and communicating new concepts.
- **Assumptions Testing and Prototyping** introduces a tool for surfacing key assumptions underlying the attractiveness of a new concept and using data to assess the likelihood that they are true, as well as ways to create visual manifestations of concepts.

Design thinking is an inherently collaborative process with a particular emphasis on team-centric activities. As a result, the majority of your final grade will be based on the results that your team produces and your contribution to those results with a smaller portion dedicated to solely individual work:

- Project Templates
 - Design Brief (Individual) (10 points)
 - Design Brief (Team) (15 points)
 - Design Criteria (Team) (15 points)
 - Napkin Pitch (Team) (15 points)
 - Key Assumptions (Team) (15 points)
- Final Project Documentation Submission (15 points)
- Final “Journey of Discovery” (15 points)

Course Project

The students in **Community Archiving** will use **Design Thinking** to create documentation to develop a community archive of police brutality resulting from the Summer 2020 protests. We will use the list created by T. Greg Doucette (https://twitter.com/greg_doucette) and curated by Jason Miller (<https://twitter.com/jasonemiller>). The Google Sheet with all cases is [here](#). The Community Outreach & Access students will create outreach and educational programs to go along with this archive. You will apply the “Four Questions, Ten Tools” process introduced in *Designing For Growth* to work through the design process.

To provide structure and rigor to the effort, as well as accelerate progress, individuals and teams (as appropriate) will submit a series of design thinking templates at key junctures of investigation.

Templates are available [HERE](#).

Specific feedback will ideally be provided within one week or less to allow for thoughtful refinements and iterations.

Around midterm, students will turn in 1) the documentation their group is responsible for, which will be based on the process of design thinking, and 2) a synthesis of all of their research, activities, templates, methods,

artifacts, conclusions, and any other relevant materials to represent their “journey of discovery”. At a minimum, this deliverable should incorporate the following elements:

- Statement of the design challenge and overview of the problem solving approach
- Insights based on the design research conducted
- Key themes and opportunity areas drawn from research insights
- Visualized concepts that address the opportunity areas
- A plan to make the solution concepts actionable and measurable
- Minutes from group meetings

Submissions of these materials will be posted to Sakai and can take form in any digital format (e.g., PowerPoint, Word, PDF) that “works” for your team.

We will spend the remainder of the class collecting materials for the community archive, and creating educational programs to support that work.

***This project format is based almost entirely on Tim Zak’s Design Thinking short-course at Carnegie Mellon University.

Zip File for Templates [HERE](#)

Grading

There are 2 assignments in this class, worth 200 possible points.

1. [Blogging](#) (100 points).
2. [Design Thinking / Documentation Project](#) (100 points).

We will also be creating a community archive, but I will not be grading that work.

The majority of students in this class are graduate students. Grade distribution is as follows:

H = 190+

P = 140 – 189

L = 120 – 139

F = under140

For undergraduates, the cutoff for an A is 95% / A- = 90% / B+ = 86% / B 93% / B- = 80% / C+ = 76% / C 73% / C- = 70% / D = 60% / F is less than 60%

Schedule

Week 1: August 11

Introductions / Syllabus / How it Works / What is Community Archiving

- Syllabus (Video) / Assessments (Archiving) (Outreach)
- Readings – What is Community Archiving
 - Community Archiving
 - Caswell, M., Migoni, A. A., Geraci, N., & Cifor, M. (2017). 'To Be Able to Imagine Otherwise': Community archives and the importance of representation. *Archives and Records*, 38(1), 5–26. <https://doi.org/10.1080/23257962.2016.1260445>
 - Drake, J. M. (2018, August 20). Seismic Shifts: On Archival Fact and Fictions. *Medium*. <https://medium.com/community-archives/seismic-shifts-on-archival-fact-and-fictions-6db4d5c655ae>
 - Tansey, Eira. (2020). *No one owes their trauma to archivists, or, the commodification of contemporaneous collecting* «Eira Tansey. (June 5, 2020). Retrieved July 16, 2020, from <http://eiratansey.com/2020/06/05/no-one-owes-their-trauma-to-archivists-or-the-commodification-of-contemporaneous-collecting/>
 - Case Study – Example Archives
 - Daehnke, J. D. (2019). A Heritage of Reciprocity: Canoe Revitalization, Cultural Resilience, and the Power of Protocol. *The Public Historian*, 41(1), 64–77. <https://doi.org/10.1525/tph.2019.41.1.64>
- Questions to Consider While Reading
 - - When we think about a “community archive” what do we mean by “community,” and what do we mean by “archive?”
 - What is a community archive?
 - How does a community archive differ from a “normal” archive or manuscript collection?
 - If we’re collecting in real-time, what responsibilities do we have to the community, and to ourselves as archivists? How can we know that our work in the community is valuable and worthwhile to that community?
 - How are the Chinook protocols and Tribal Journeys a kind of community archive? What assumptions / policies / practices would we need to change or amend to consider this event a kind of archive?

Week 2: August 18

Power, Possibilities, and Responsibilities

- Readings
 - Power and Responsibilities

- Caswell, M., Cifor, M., & Ramirez, M. H. (2016). "To Suddenly Discover Yourself Existing": Uncovering the Impact of Community Archives ¹. *The American Archivist*, 79(1), 56–81. <https://doi.org/10.17723/0360-9081.79.1.56>
- Ettarh, F. (2018). Vocational Awe and Librarianship: The Lies We Tell Ourselves – In the Library with the Lead Pipe. *In the Library with the Lead Pipe*. <http://www.inthelibrarywiththeleadpipe.org/2018/vocational-awe/>
- Zinn, H. (1977). Secrecy, archives, and the public interest. *The Midwestern Archivist*, 2(2), 14–26. [DROPBOX]
- Case Study: Confronting the Consequences Our Failures
 - Jules, B. (2016, November 12). *Confronting Our Failure of Care Around the Legacies of Marginalized People in the Archives*. Medium. <https://medium.com/on-archivy/confronting-our-failure-of-care-around-the-legacies-of-marginalized-people-in-the-archives-dc4180397280>
- Questions to Consider While Reading
 - How might you expand the definition of vocational awe so that becomes relevant for a discussion of community archives?
 - What are some of the unspoken rules that we follow as information professionals that might make it difficult to carry out our jobs as community archivists?
 - What might be some areas or situations where a community archivist will have to focus on taking care of themselves (physically, emotionally, professionally, & etc.)?
 - How might community archives play the same kind of role that Theaster Gates' Arts and Public Life Initiative plays within a community? Is that something we should strive for? How would we need to expand our idea of what an archive is / does to make that a reality? What would we gain by working towards this goal? What would we lose?

Week 3: August 25

Planning for Good Trouble

- Readings:
 - Drake, J. M. (2016, April 22). *#ArchivesForBlackLives: Building a Community Archives of Police Violence in Cleveland*. Medium. <https://medium.com/on-archivy/archivesforblacklives-building-a-community-archives-of-police-violence-in-cleveland-93615d777289>
 - George, C. (2013). Archives Beyond the Pale: Negotiating Legal and Ethical Entanglements after the Belfast Project. *The American Archivist*, 76(1), 47–67. <https://doi.org/10.17723/aarc.76.1.x34p8k7848512274>
 - Williams, S. M., & Drake, J. (2017). Power to the People: Documenting Police Violence in Cleveland. *Journal of Critical Library and Information Studies*, 1(2). <https://doi.org/10.24242/jclis.v1i2.33>

- Case Study:
 - Sellie, A., Goldstein, J., Fair, M., & Hoyer, J. (2015). Interference Archive: A free space for social movement culture. *Archival Science*, 15(4), 453–472. <https://doi.org/10.1007/s10502-015-9245-5>
- Design Thinking:
 - Overview of the History (Interaction Design Foundation, December 2019); <https://www.interaction-design.org/literature/article/designthinking-get-a-quick-overview-of-the-history>

Week 4: September 1

Design Thinking [Lecture](#) | [Slides](#)

1. Readings
 1. [Designing for Growth : A Design Thinking Tool Kit for Managers](#)
 1. Chapter 1: Why Design?
 2. Chapter 2: Four Questions, Ten Tools
 3. Chapter 3: Visualization
 2. [The Designing for Growth Field Book: A step-by-step project guide](#)
 1. Step 1: Identify an Opportunity

Week 5: September 8

Design Thinking [Lecture](#) | [Slides](#)

1. Readings:
 1. [Designing for Growth : A Design Thinking Tool Kit for Managers](#)
 - Chapter 4: Journey Mapping
 - Chapter 6: Mind Mapping
 2. [The Designing for Growth Field Book: A step-by-step project guide](#)
 - Step 2: Scope your project
 - Step 3: Draft your design brief
 3. Video: Review the 4 instructional videos associated with the book Back of the Napkin (Dan Roam)
 - Process of Visual Thinking (Look / See / Imagine / Show) : <https://www.youtube.com/watch?v=aGnns7VqMug>
 - Seeing Part 1: Pattern Recognition: <https://www.youtube.com/watch?v=NcbS0t2WfzI>
 - Seeing Part 2: Imagine: <https://www.youtube.com/watch?v=oZjFICkKW7UU>
 - Introduction to Showing: <https://www.youtube.com/watch?v=QphzPHGmByk>
 - 4.

Week 6: September 15

Design Thinking: Fundamentals of Ethnography and Identifying Insights ([Lecture](#)) ([Slides](#))

1. Readings:
 1. [Designing for Growth : A Design Thinking Tool Kit for Managers](#)
 - Chapter 7: Brainstorming
 - Chapter 8: Concept Development
 2. [The Designing for Growth Field Book: A step-by-step project guide](#)
 - Step 4: Make Your Plans
 - Step 5 Identify Insights and Tools
 3. Farnam Street. (2017, December 11). Making Compassionate Decisions: The Role of Empathy in Decision Making. <https://fs.blog/2017/12/against-empathy/>
 4. Scutti, S. (2015, June 11). The Science Of Decision-Making: 5 Surprising Ways We Make Life Choices. <https://www.medicaldaily.com/science-decision-making-5-surprising-ways-we-make-life-choices-337546>
 5. Turn in:
 - **Team Design Brief: September 18, 11:55pm**

Week 7: September 22

Design Thinking: Establishing Design Criteria, Brainstorming, Concept Development ([Lecture](#)) ([Slides](#))**

1. Readings:
 1. Readings:
 - [Designing for Growth : A Design Thinking Tool Kit for Managers](#)
 - Chapter 9: Assumption Testing
 - Chapter 10: Rapid Prototyping
 - [The Designing for Growth Field Book: A step-by-step project guide](#)
 - Step 7: Establishing Design Criteria
 - Step 8: Brainstorm Ideas
 - Step 9: Concept Development
 - Better Brainstorming (Harvard Business Review, March-April 2018); <https://hbr.org/2018/03/better-brainstorming>
 2. Turn in:
 1. **Team Design Criteria: September 25, 11:55pm**

Week 8: September 29

Design Thinking: Assumptions Testing & Prototyping ([Lecture](#)) ([Slides](#))**

1. Readings:

- [The Designing for Growth Field Book: A step-by-step project guide](#)
 - Step 11: Surface Key Assumptions
 - Step 12: Make Prototypes
- 2. Turn in:
 1. **Team Key Assumptions: October 2, 11:55pm**

Week 9: October 6

1. **Turn in: Team Napkin Pitch: October 9 11:55pm**

Week 10: October 13

1. **Turn in: Team Documentation: October 16. 11:55pm**

Week 11: October 20

- Community Archiving Students: Begin building the archive based on documentation
- Community Outreach & Access Students: Begin creating educational / access / outreach / marketing materials based on your documentation.

Week 12: October 27

Week 13: November 3

Week 14: November 10

Week 15: November 17

**All Design Thinking lectures and slides are based on Designing for Growth: A Design Thinking Toolkit for Managers and the Designing for Growth Field Book: A step-by-step project guide. Not my content.

Zip File for Templates [HERE](#)