

INLS 556 - Introduction to Archives and Records Management

**School of Information and Library Science
University of North Carolina, Chapel Hill**

Spring 2023

Meeting Time: 9:05-11:50am on Wednesday

Credits: 3

Instructor: Christopher (Cal) Lee

E-Mail: callee@ils.unc.edu

Office Hours: 11:50am on Wednesday (right after class) or by appointment

COURSE DESCRIPTION

This course provides a survey of principles and practices that archivists and records managers apply, as well as issues that they confront. We will discuss the nature of documentation and recordkeeping in contemporary society and the different types of institutions with responsibility for records. We will also examine the archival profession, its internal diversity and its relationships with allied professions.

It is designed with two types of students in mind:

1. Students pursuing careers in archives administration or records management. This course will provide an introduction to the field; introduce terms and concepts that will be used in other courses; and explain how components of archives and records administration fit together.
2. Students pursuing careers in related information professions. This course offers an overview of archives and records administration; helps students become conversant with archival and records management terminology; and explains how archives and records administration relates to other aspects of information management.

The course will be a combination of lecture, discussion, and problem solving. It will require participants to conduct independent research and writing. It is an intensive introduction to the field. Critical reading of course materials will be essential to stimulate active participation in class discussions.

COURSE OBJECTIVES

- Understand why societies, cultures, organizations, and individuals create and keep records.
- Become familiar with the evolution of methods and technologies used to create, store, organize, and preserve records.
- Become conversant in the terminology and concepts used in records management and archival administration.

- Be aware of the ways that organizations and individuals use archives and records for research, ongoing operations, accountability, litigation, and organizational memory.
- Become familiar with the basic components of records management and archival programs including inventory, appraisal, disposition, acquisition, arrangement, description, preservation, access, use, and outreach. Understand the relationships among these program elements.
- Be aware of the various environments where records are created, managed, and used - from very informal settings to well-established records management programs and archival institutions.
- Understand how archival and recordkeeping practices differ from and relate to other information management practices.
- Be aware of the legal, policy, and ethical issues surrounding archives and records administration.
- Become familiar with the structure, organization, literature, and current issues in the archival and records management professions.

COURSE EXPECTATIONS

- Complete readings BEFORE CLASS each week. Manage your time accordingly.
 - How to Read a Book - <http://pne.people.si.umich.edu/PDF/howtoread.pdf>
- Written work should be of high quality. If you have concerns about writing, address them early and often.
 - UNC Writing Center in Phillips Annex (two buildings east of Peabody) - <http://www.unc.edu/depts/wcweb/>
- Participate in discussions!
- Demonstrate that you have read the material, understood and synthesized it.
- You are encouraged to question the assumptions of the readings, your instructor and your fellow students. It's OK to disagree. No one in the room has a monopoly on correct answers. Ideas are presented for you to analyze and critique them. But please remember, your comments should reflect mutual respect and not attack individuals. Stick to the ideas.

READINGS:

Required text:

Millar, Laura. *Archives: Principles and Practices*. Second Edition. New York, NY: Neal-Schuman, 2017.

Available through the UNC library at <https://www-cambridge-org.libproxy.lib.unc.edu/core/books/archives/A445F08C108F68AA61D8E1462A91C079#>

Other readings for the semester are provided through direct URLs or are found in the Resources section of this Sakai site under Readings

ASSIGNMENTS:

1. Online Forum Discussion of Weekly Topics **Ongoing through semester**

This assignment will start Week 2 and continue through Week 14 for a total of 12 weeks (we skip Week 10 for spring break). This comes out to 9 posts per person during the semester. You will be posting online to the Forum section based on the group you are assigned to and the role assigned to your group each week. This information is listed in the Forum Description at <https://sakai.unc.edu/x/JaY5M>. Click the arrow to the left of "View Full Description" just below the Forum title to see your group number and the roles assigned to each group for each class meeting this semester.

2. Records and Archives in the News (RAIN)

Starts week 3 of the semester. Write a 4-6 page (double-spaced, 12-point font) paper on a recent news story that relates in some important way to records or archives to share during a class period. All other students will read the paper in advance of the class (the paper should be posted at least 24 hours before class time) and come to class prepared to ask questions. The author will field questions and direct the discussion.

To do:

Find three news articles (can include television) that relate to or illustrate an archival principle or recordkeeping requirement (these should be three different articles that discuss the same event, issue or phenomenon).

1. In your own words, briefly summarize the event, issue or phenomenon being addressed by the story.
2. Discuss the implications for archives and records management practice.
3. Discuss whether or not you think the story illustrates a need to change current policy or practice, providing clear reasons why or why not. Be sure to indicate:

Your paper should be well organized, including an introduction and conclusion. To inform your discussion, you should draw from and provide citations to at least three different news sources covering the same story.

For purposes of this assignment, a "news source" is a recognized serial publication or television, media, etc., rather than the expression of a single individual. As a general rule of thumb, being aggregated in Google News is usually a sufficient (though not necessary) condition for being considered a news source for this assignment. Personal blogs or personal web pages are not considered one of your three news sources, though they can be appropriate supplementary sources.

Your articles should be recent, i.e., within the last year. Be sure that the three sources actually provide different content, not just the same news wire piece being circulated through different

channels. In connecting the story to the archives literature, cite and incorporate relevant works to support your analysis. Include a summary introduction to the paper.

Rather than only providing URLs, be sure to provide full citations to all sources including (when available): title, author, date, publication venue, and page numbers and/or URL.

Each student will choose a class day to share and take questions about their report, no more than 2 per class. **Choose the date for your report at:** <https://sakai.unc.edu/x/EYtZ77>. **At least 24 hours prior to your chosen due date**, go to the Schedule section for that class date, click on Add Your Own Page in the Student Pages box, then Add Content, Add Content Links to upload your paper. On the due date, be prepared to field questions and coordinate the discussion.

3. Final Paper: Due Friday, April 26 [Note: SAA Research Forum Deadline is May 1]

At the end of his presidential address to the Society of American Archivists in August 2005, Randall Jimerson states "We must serve all sectors of society. Our goal should be to ensure archives of the people, by the people, and for the people" Your paper will focus on an aspect of archives and cover how archivists are or are not meeting this goal.

For your paper, you must consult and critically analyze at least 10 sources that are not included in the course readings. Your purpose is to present the issues and debates surrounding your topic, so do not just rehash the assumed wisdom: actively summarize and analyze debates and differences of opinion. The paper should be about 12 pages double-spaced, not including the bibliography.

I do not expect you to conduct original research (e.g. from primary sources, survey data), but I do expect you to find and review relevant published literature and Internet resources (if appropriate). The field of archives and records administration is undergoing rapid change, and you should try to find the most recent literature -- keeping in mind that you may need to go back to earlier material on the subject. Be prepared for creative searching -- including exploiting electronic indexes (e.g. America: History and Life; Historical Abstracts; Library Literature; Library and Information Science Abstracts) and browsing through the stacks. Try to draw on sources from other disciplines, many of which are well-represented in discovery tools available through the UNC library web site (e.g. ACM Digital Library; IEEE Explore; EBSCO; JSTOR) or through the Web (e.g. Google Scholar; CiteSeer). Most of the archival journals are available electronically, so you will often find links to them from sites and within web search engine results. I am willing to consult with students on possible sources, but only after evidence of a concerted effort to find relevant materials.

Access Resources and Services

"The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu."

Title IX

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Counseling and Psychological Services

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu/> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more. (source: Student Safety and Wellness Proposal for EPC, Sep 2018)

Honor Code

"The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the Honor System. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected." [Instrument.pdf \(unc.edu\)](#)

Acknowledgement: This syllabus and course have benefited immensely from the contributions of Denise Anthony.

[Week 1 - January 11 - Introduction to the course and expectations. Discussion: What are archives?](#)

Topics:

Introduction to the course; assignments and expectations

Program missions, mandates and functions; types of archival institutions and collections;

Readings:

Millar, Laura. *Archives Principles and Practices*. Second Edition. New York, NY: Neal-Schuman, 2017. Chapters 1, 2 and 5. (What are archives, The nature of archives and types of archival institutions). <https://www-cambridge-org.libproxy.lib.unc.edu/core/books/archives/A445F08C108F68AA61D8E1462A91C079#>

Week 2 - January 18 - History of Archives and Archival Thinking in the US

A brief history of archives in Europe and the US

Millar, Laura. "Archival History and Theory." Chapter 3 in *Archives: Principles and Practices*. Second Edition, 37- 44. New York: Neal-Schuman, 2017. (Stop at "A Brief Discourse on Archival Theories.")

Jimerson, Randall C. "Weaving the Life of our Ancestors" and "Documenting American Society." In *Archives Power: Memory, Accountability, and Social Justice*, 24-75, 76-129. Chicago, IL: Society of American Archivists, 2009.

Changing paradigms in the archives profession

Cook, Terry "Evidence, memory, identity and community: four shifting archival paradigms." *Archival Science* 13 (2013): 95-120.

Week 3 - January 25 - Records: What they are and what they do

Readings:

Hurley, Chris. "Recordkeeping and Accountability." In *Archives: Recordkeeping in Society*, edited by Sue McKemmish, Michael Piggott, Barbara Reed and Frank Upward, 223-53. Wagga Wagga, N.S.W.: Centre for Information Studies, Charles Sturt University, 2005.

Lee, Christopher A. "Introduction to I, Digital." In *I, Digital: Personal Collections in the Digital Era*, edited by Christopher A. Lee, 1-26. Chicago, IL: Society of American Archivists, 2011.

Li, Yun. "How the Tulsa race massacre was covered up and unearthed." *CNBC*. May 31, 2021. <https://www.cnn.com/2021/05/31/black-wall-street-was-shattered-100-years-ago-how-tulsa-race-massacre-was-covered-up.html>

Mallon, Thomas. "Memories Held in Check: Pursuing a Lifetime of My Father's Expenditures." *Harper's Magazine* 287, no. 1721 (1993): 75-76, 79-

Yates, JoAnne. *Control Through Communication: The Rise of System in American Management*. Baltimore, MD: Johns Hopkins University Press, 1989. Chapters 1-3, pp. 1-100.

Other Related Reading:

Madison, Katherine S. "Who Lives, Who Dies, Who Tells Your Story": The Use and Representation of Records in *Hamilton: An American Musical*." *American Archivist* 80, no. 1 (2017): 53-81. <https://americanarchivist.org/doi/pdf/10.17723/>

Week 4 - February 1 - Harnessing the complexity of recordkeeping systems; design, administration and oversight.

Readings:

Bantin, Philip C. "Recordkeeping Systems." In *Understanding Data and Information Systems for Recordkeeping*, 27-63. New York, NY: Neal-Schuman, 2008.

Cunningham, Adrian. "Good Digital Records Don't Just "Happen": Embedding Digital Recordkeeping as an Organic Component of Business Processes and Systems." *Archivaria* 71 (2011): 21-34. <https://archivaria.ca/index.php/archivaria/article/view/13329>

Marshall, Catherine C. "Challenges and Opportunities for Personal Digital Archiving." In *I, Digital: Personal Collections in the Digital Era*, edited by Christopher A. Lee, 90-114. Chicago, IL: Society of American Archivists, 2011.

Trace, Ciaran B. "What is Recorded is Never Simply 'What Happened': Record Keeping in Modern Organizational Culture." *Archival Science* 2, no. 1-2 (2002): 137-159. <https://doi-org.libproxy.lib.unc.edu/10.1007/BF02435634>

Week 5 - February 8 - Basic archives and records management concepts

Readings:

Bailey, Jefferson. "Disrespect des Fonds: Rethinking Arrangement and Description in Born-Digital Archives." *Archive Journal* (2013). <http://www.archivejournal.net/issue/3/archives-remixed/disrespect-des-fonds-rethinking-arrangement-and-description-in-born-digital-archives/>

MacNeil, Heather, and Bonnie Mak. "Constructions of Authenticity." *Library Trends* 56, no. 1 (2007): 26-52. http://muse.jhu.edu/journals/library_trends/v056/56.1macneil.pdf

Millar, Laura. "Archival History and Theory." Chapter 3 in *Archives: Principles and Practices*, 44-66. New York: Neal-Schuman, 2017. Starting at "A Brief Discourse on Archival Theories"

Schellenberg, T.R. "Archival Principles of Arrangement." In *A Modern Archives Reader*, edited by Maygene F. Daniels and Timothy Walch, 149-61. Washington, DC: National Archives and Records Service, 1984.

Yeo, Geoffrey. "Custodial History, Provenance, and the Description of Personal Records." *Libraries & the Cultural Record* 44, no. 1 (2009): 50-64.

<https://www.utexaspressjournals.org/doi/abs/10.5555/lcr.2009.44.1.50>

Week 6 - February 15 - Appraisal and disposition of records and documents

Readings:

Borges, Jorge Luis. "Funes, the Memorious." In *Labyrinths: Selected Stories & Other Writings*, edited by Donald A. Yates and James E. Irby, 59-66. New York, NY: New Directions, 1964.

Fischer, Suzanne. "Nota Bene: If You 'Discover' Something in an Archive, It's Not a Discovery." *The Atlantic*. June 19, 2012. <https://www.theatlantic.com.libproxy.lib.unc.edu/technology/archive/2012/06/nota-bene-if-you-discover-something-in-an-archive-its-not-a-discovery/258538/>

Lee, Christopher A. "Collecting the Externalized Me: Appraisal of Materials in the Social Web." In *I, Digital: Personal Collections in the Digital Era*, edited by Christopher A. Lee, 202- 238. Chicago, IL: Society of American Archivists, 2011.

Millar, Laura "Acquiring Archives." Chapter 10 in *Archives: Principles and Practices*, 179-212. New York, NY: Neal-Schuman, 2017, 179-212. (In first edition: Chapter 6. p.115-143).

Schellenberg, T.R. "The Appraisal of Modern Public Records." In *A Modern Archives Reader*, edited by Maygene F. Daniels and Timothy Walch, 57-70. Washington, DC: National Archives and Records Service, 1984.

Week 7 - February 22 - Capturing and creating associated descriptive information

Readings:

Dean, Jackie. "Conscious Editing of Archival Description at UNC-Chapel Hill." *Journal of the Society for North Carolina Archivists* 16 (2019): 41-55. https://www.ncarchivists.org/resources/Documents/JSNCA/JSNCA_Vol16_2019.pdf

Greene, Mark A. and Dennis Meissner. "More Product, Less Process: Revamping Traditional Archival Processing." *American Archivist* 68, no.2 (2005): 208-263. <https://doi.org/10.17723/aarc.68.2.c741823776k65863>

Julian Shakespeare Carr Papers, 1892-1923. Southern Historical Collection, The Wilson Library, University of North Carolina at Chapel Hill. <https://finding-aids.lib.unc.edu/00141/> [Read through the finding aid, making note especially of the abstract, the original biography from 1988, and the scope and content note as well as the subject headings. Also look at some of the addresses. The address for the dedication of the monument at UNC is in folder 26.]

Lee, Christopher A. "A Framework for Contextual Information in Digital Collections." *Journal of Documentation* 67, no. 1 (2011): 95-143. <http://www.ils.unc.edu/callee/p95-lee.pdf>

Millar, Laura. "Arranging and Describing Archives." Chapter 11 in *Archives: Principles and Practices*. New York: Neal Schuman, 2017, 213-242 (First edition Chapter 7, Arranging and Describing Archives p. 145-181)

Other Related Materials:

Anti-Racist Description Working Group, Archives for Black Lives in Philadelphia. "Anti-Racist Description Resources." October 2019. https://archivesforblacklives.files.wordpress.com/2019/10/ardr_final.pdf

Berry, Dorothy. "The Hows and Whys of Finding Aids." <https://scalar.fas.harvard.edu/finding-your-way-through-finding-aids/index>

Week 8 - March 1 - Processing Born-Digital Records - Distinct Opportunities, Challenges and Considerations

Watch:

OSSArcFlow Video Learning Modules (YouTube)

- [Learning Module 1: Common Steps in OSS Born-Digital Archival Workflows](#)
- [Learning Module 2: Documenting Workflows](#)
- [Learning Module 3: Using Workflows](#)

Read:

Lee, Christopher A. "[Digital Curation as Communication Mediation](#)." In *Handbook of Technical Communication*, edited by Alexander Mehler, Laurent Romary, and Dafydd Gibbon, 507-530. Berlin: Mouton De Gruyter, 2012.

Week 9 - March 8 - Engagement with users and audiences: reference, access and use, outreach and public programming

Readings:

Cox, Richard, Janet Alcalá, and Leanne Bowler. "Archival Document Packets: A Teaching Module in Advocacy Training Using the Papers of Governor Dick Thornburgh." *American Archivist* 75, no. 2 (2012): 371-392.

<https://doi.org/10.17723/aarc.75.2.04778333025635m0>

Danielson, Elena S. "Equitable Access." In *The Ethical Archivist*, 121-164. Chicago, IL: Society of American Archivists, 2010.

Millar, Laura. "Making Archives Available." Chapter 12 in *Archives: Principles and Practices*. New York: Neal-Schuman, 2017. (First edition Chapter 8, p.183- 204)

Pugh, Mary Jo. "The Reference Process." In *Providing Reference Services for Archives and Manuscripts*, 111-147. Chicago, IL: Society of American Archivists, 2005.

Watch and be prepared to discuss:

The Daily Show Season 14 Ep 14511/11/09 (starts at 1:20) <http://www.cc.com/video-clips/Orfgm0/the-daily-show-with-jon-stewart-want-ads---grateful-dead-archivist>

After receiving numerous comments from archivists, Daily Show producers have decided to add a segment next week in which Jon Stewart interviews an archivist

You've been nominated to do the interview

You're told the segment will be 1-2 minutes

How do you plan to prepare?

What will be your talking points?

Week 10 - March 15 - No class (Spring Break)

Week 11 - March 22 - Ensuring meaningful use over time: preservation

Read:

Brown, Adrian. "Preservation." In *Archiving Websites: A Practical Guide for Information Management Professionals*, 82-126. London: Facet, 2006.

Forde, Helen. "Introducing archive preservation" and "Understanding archive materials and their characteristics." In *Preserving Archives*, 1-28. London: Facet, 2007.

Millar, Laura. "Preserving Archives" Chapter 9 in *Archives: Principles and Practices*. New York: Neal-Schuman, 2017. 145-178. (First edition Chapter 4 "Protecting Archives" p. 73-96).

O'Toole, James M. "On the Idea of Permanence." *American Archivist* 52, no. 1 (1989): 10-25. <https://doi.org/10.17723/aarc.52.1.3x85283576r43387>

Other Related Resources:

Baumgartner Restoration: "The Contrarian." May 10, 2021.
<https://www.youtube.com/watch?v=4UnlPJBnaZU>

Museum of Obsolete Media: <https://obsoletemedia.org/>

Young, J. Lauren, and Daniel Peter Schmidt. "File Not Found." Science Friday. December 15, 2017. <https://apps.sciencefriday.com/data/ghosts.html>

Week 12 - March 29 - Users and uses of archives

Readings:

Bearman, David. "Access and Use." Chapter 4 in *Archival Methods*. Pittsburgh: Archives and Museum Informatics Technical Reports, Vol. 3, no. 1, Spring 1989. pp. 39-48.
http://www.archimuse.com/publishing/archival_methods/#ch4

Conway, Paul. "Facts and Frameworks: An Approach to Studying the Users of Archives." *American Archivist* 49, no.4 (1986): 393-407. <https://doi.org/10.17723/aarc.49.4.p21825jp21403087>

Schaffner, Jennifer. "The Metadata Is the Interface: Better Description for Better Discovery of Archives and Special Collections, Synthesized from User Studies." Dublin, OH: OCLC Online Computer Library Center, 2009.
<http://www.oclc.org/content/dam/research/publications/library/2009/2009-06.pdf>

Week 13 - April 5 - Legal, policy and ethical issues

Readings:

Caswell, Michelle, and Marika Cifor. "From Human Rights to Feminist Ethics: Radical Empathy in the Archives." *Archivaria* 8 (2016): 23–43.
<https://archivaria.ca/index.php/archivaria/article/view/13557>

Goforth, Jennie. "Academic Poster Design." House Undergraduate Library Design Lab.
<https://goo.gl/PeJuy2>

Millar, Laura "Balancing Access and Privacy." Chapter 7 in *Archives: Principles and Practices*, 107-120. New York: Neal-Schuman, 2017. (First edition Chapter 3 "Archival Service: A Matter of Trust." p. 45-72)

Society of American Archivists. "SAA Core Values Statement and Code of Ethics." May 2011 and January 2012 (respectively), updated August 2020.

<https://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics>

Other Related Readings:

Lee, Christopher A. "Computer-Supported Elicitation of Curatorial Intent." In *Dagstuhl Seminar Proceedings 10291, Automation in Digital Preservation*, edited by Andreas Rauber, Jean-Pierre Chanod, Seamus Ross, and Milena Dobrova. 2010.

<https://drops.dagstuhl.de/opus/volltexte/2010/2761/pdf/10291.LeeCal.Paper.2761.pdf>

Week 14 - April 12 - Ethics case studies

Readings:

Pyatt, Timothy. "The Harding Affair Letters: How One Archivist took every measure possible to ensure their Preservation." April 2015.

https://www2.archivists.org/sites/all/files/HardingAffairLetters_CEPC-CaseStudy5.pdf

Toole, James M. "Archives on Trial: The Strange Case of the Martin Luther King, Jr. Papers." In *Archives and the Public Good: Accountability and Records in Modern Society*, edited by Richard J. Cox and David A. Wallace, 21-35. Westport, Connecticut: Quorum, 2002.

The Belfast Project:

The Belfast Project, Boston College and a Sealed

Subpoena <https://bostoncollegesubpoena.wordpress.com/>

Society of American Archivists (SAA) Oral History Section. "Archives, Oral History and The Belfast Case: A Re-focused Discussion."

<https://www2.archivists.org/groups/oral-history-section/the-belfast-case-information-for-saa-members> (updated March 2013)

Week 15 - April 19 - Shifting Archival Paradigms/Community Archives/Postmodernism

Readings:

Christen, Kimberly. "Tribal archives, traditional knowledge, and local contexts: Why the 's' matters." *Journal of Western Archives*, 6, no. 1 (2015). <https://doi.org/10.26077/78d5-47cf>

Flinn, Andrew. "Independent Community Archives and Community-Generated Content: Writing, Saving and Sharing our Histories." *Convergence: The International Journal of Research into New Media Technologies* 16, no. 11 (2010): 39-51. <https://doi-org.libproxy.lib.unc.edu/10.1177/1354856509347707>

Hall, Jacquelyn Dowd. "The "Ceaseless Quest for Truth" The Southern Historical Collection and the Making and Remaking of the Southern Past Presented in conjunction with Southern Sources: A Symposium Celebrating Seventy-Five Years of the Southern Historical Collection," 18-19 March 2005, Wilson Library, University of North Carolina at Chapel Hill. (In Resources/Readings)

Nesmith, Tom. "Seeing Archives: Postmodernism and the Changing Intellectual Place of Archives." *American Archivist* 65, no.1 (2002): 24-41.
<http://www.jstor.org/stable/40294187> or
<http://www.metapress.com/content/rr48450509r0712u/>

Poole, Alex. "The Strange Career of Jim Crow Archives: Race, Space, and History in the Mid-Twentieth Century American South." *American Archivist* 77, no. 1 (2014): 23-63.
<https://doi.org/10.17723/aarc.77.1.g621m3701g821442>

Poole, Alex H. "The information work of community archives: a systematic literature review", *Journal of Documentation* 76, no. 3 (2020): 657-687. <https://doi-org.libproxy.lib.unc.edu/10.1108/JD-07-2019-0140>

Week 16 - April 26 - Archives and Social Justice

Readings:

Bak, Greg. "Counterweight: Helen Samuels, Archival Decolonization, and Social License." *American Archivist* 84, no. 2 (2021): 420-444. <https://doi.org/10.17723/0360-9081-84.2.420>

Belmonte, Kimberly, and Susan Opotow. "Archivists on Archives and Social Justice." *Qualitative Psychology* 4, no. 1 (2017): 58-72. <http://dx.doi.org.libproxy.lib.unc.edu/10.1037/qup0000055>

Greene, Mark. "A Critique of Social Justice as an Archival Imperative: What Is It We're Doing That's All That Important?" *American Archivist* 76, no. 2 (2013): 302–334.
<https://doi.org/10.17723/aarc.76.2.147441214663kw43>

Jimerson, Randal C. "Archives for All: Professional Responsibility and Social Justice." *American Archivist* 70, no. 2 (2007): 252-281.
<https://doi.org/10.17723/aarc.70.2.5n20760751v643m7>

Punzalan, Ricardo L., and Michelle Caswell. "Critical Directions for Archival Approaches to Social Justice." *Library Quarterly* 86, no. 1 (2016): 25-42. <https://www-journals-uchicago-edu.libproxy.lib.unc.edu/doi/pdf/10.1086/684145>