INLS 690 Community Archiving

Instructor: Elliott Kuecker, Teaching Assistant Professor

Day: Fridays

Time: 9:05 – 11:50

Room: Manning 304

Office Hours: Mondays 12:30-1:30

Course Description:

A number of archivists are advocating for a new, collaborative model of archiving that empowers communities to look after their own records "by partnering professional archival expertise with communities' deep sense of commitment and pride in their own heritage and identity." This class will explore the many ideas and issues surrounding this new model by working with a local community group to develop a comprehensive strategy for collecting, describing and maintaining their historical records in both analog and digital formats. The work will be informed by discussion of relevant literature and examination of other community archiving projects.

Outcomes:

- Students will consider the purposes of institutional and grassroots archives
- Students will discuss community archive projects and partnerships in the US context
- Students will craft subjectivity statements to consider their positionality within communities and the profession
- Students will research communities and their records
- Students will identify tactics for engaging with and training community volunteers in institutional archives
- Students will engage in interdisciplinary research related to intersections of community and gender, sexuality, race, ethnicity, tradition, and the arts

Required Materials:

Most readings will be articles provided on Canvas. Texts are from archival studies, cultural studies, sexuality studies, and more. Authors include Stuart Hall, Ann Cvetkovich, Maria Caswell, Anthony Seeger, and more.

Every student will participate in **one** book group. Each student will need to have access to **one** of the following books.

Kumbier, A. (2014). *Ephemeral material : queering the archive*. Litwin Books.

(Available as e-book and physical at library)

Keefe, S. (2020). *Junaluska : oral histories of a Black Appalachian community*. McFarland and Company, Inc. (Available in e-book at library)

Lustig, J. (2022). *A time to gather : archives and the control of Jewish culture*. Oxford University Press.

(Available as e-book at the library)

Cifor, M. (2022). *Viral cultures : activist archiving in the age of AIDS*. University of Minnesota Press.

(Available as e-book at the library)

Bastian, J. (2003). *Owning memory : how a Caribbean community lost its archives and found its history*. Libraries Unlimited.

(Available as physical book at library)

Assignments:

Subjectivity statement (15)

Book Group Reading & Presentation (15)

Personal Archiving Mini Project (10)

Interview/Research Plan (10)

Community Research Project (30)

Participation (20)

UNC Graduate Grading Scale

Graduate Permanent Grades

H   High Pass - Clear Excellence

P   Pass - Entirely Satisfactory Graduate Work

L   Low Pass - Inadequate Graduate Work

F   Fail

University Attendance Policy:

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

- Authorized University activities
- Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
- Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Class Attendance Policy:

Most of our work is done in class, so it is important for you to attend class. If you are unable to make it to class, please write me to let me know. You may wish to make up assignments, but in order to do this, we need to communicate about your absence. It is advisable that students do not miss more than two classes during the semester. If the semester becomes a stressful one for you and you are unable to make it to class, contact me so that we can discuss dropping the course or helping you get accommodations to make your semester successful.

Honor Code

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them,

but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected (honor.unc.edu).

Accessibility

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.

Counseling and Psychological Services

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The Heels Care Network website (https://care.unc.edu) is a place to access the many mental resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more.

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 Resources

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. Reports can be made online to the EOC at https://eoc.unc.edu/report-an-incident/. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@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.

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's Policy Statement on Non-Discrimination offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office, or online to the EOC at https://eoc.unc.edu/report-an-incident/.

Diversity Statement

I am attentive to issues of difference, privilege, inclusivity, ability, and experience in our classroom. I take all of this into consideration when I select readings, lead discussions, create assignments, set the classroom pace, and manage classroom environment. I want you to feel like you are not only safe in my classroom, but that

you belong in my classroom, that your ideas are wanted, and that your thoughts are respected. Please let me know if you have feedback for me regarding any aspect of this class, including material and delivery.

At the beginning of the semester, we will discuss respectful classroom discussions, preferences for pedagogic style, ideas for classroom themes, and more. You will be given opportunities to provide anonymous feedback and have one-on-one discussions with me throughout the course. There is also room for you to help direct the class themes. I hope you find my classroom to be both well-managed and collaborative. Thank you for being here!

Syllabus Changes

The syllabus may be edited during the semester. You will always be notified of any changes and often have a chance to provide input.