TRANSFORMING KNOWLEDGE TRANSFORMING LIBRARIES

researching the intersections of ethnic studies and community archives
FINAL REPORT || June 30, 2020

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Summary

In Spring 2017, the University of California Irvine (UCI) Libraries were awarded a 3-year Institute of Museum and Library Services (IMLS) grant in the community anchors category for "Transforming Knowledge/Transforming Libraries" (TKTL). Our research team (Audra Eagle Yun, Jimmy Zavala, Krystal Tribbett, and Thuy Vo Dang) sought to explore how libraries can fill the gap between calls to diversify the historical record and actually diversifying the profession through student-led action research. The project design for TKTL is rooted in the social justice imperatives and theoretical frameworks of community-based archives and ethnic studies, arguing that together these frameworks can transform the historical record and how we learn about our history. Working with people who identify with members of marginalized communities was central to our approach to the TKTL research project.

For this grant we partnered with the UCI departments of African American Studies, Chicano/Latino Studies, and Asian American Studies. Overall, the research team collaborated with 12 different faculty members from the ethnic studies departments at UC Irvine for the project and hosted a total of 18 workshops. In some cases, the research team collaborated more than once with a faculty member for the same course. Over 700 students participated in the project, including 718 students completing an entrance survey; 686 participating in an in-class workshop; 418 completing an exit survey; and 30 students participating in an intensive summer cohort experiential learning opportunity.

Our qualitative and quantitative research findings illustrate why it is vital to teach students about archives and libraries as undergraduate students. Teaching at an earlier point in the collegiate experience makes students aware of the importance of libraries and archives, helps students understand the impact they can have in shaping their own narratives, and fosters critical thinking by empowering students to challenge the exclusion they might face in mainstream archival institutions and historical narratives.

The themes that emerged from our research provide key insights into the outcomes of student engagement with library, archives, and community building, as well as affective responses to

the experience of students seeing (or not seeing) themselves in the archives. We discovered patterns and divergences in the personal, social, and cultural observations of community archives work by all involved in community-centered work. The data analysis, along with the novel approach of community-centered archives partnerships, articulates how participatory, student-centered approaches in building community-centered archives can transform engagement between ethnic studies, community-based archives, and libraries.

June 30, 2020
University of California, Irvine

Introduction

In Spring 2017, the University of California Irvine (UCI) Libraries was awarded a 3-year Institute of Museum and Library Services (IMLS) grant in the community anchors category for "Transforming Knowledge/Transforming Libraries" (TKTL). Our research team (Audra Eagle Yun, Jimmy Zavala, Krystal Tribbett, and Thuy Vo Dang) sought to explore how libraries can fill the gap between calls to diversify the historical record and actually diversifying the profession through student-led action research. We posed the following questions:

- How can libraries bridge the gap between ethnic studies theory and community archives practice?
- What are the outcomes of undergraduate students applying what they learn in ethnic studies combined with their lived experience in contributing to community archives?

Gulati (2010) addresses the issue of diversity in librarianship in the United States context and concludes that as the United States becomes increasingly diverse, it is essential to advance library services to underrepresented populations. This includes increasing cultural representation of minority groups from within the profession in order to better serve patrons of diverse backgrounds. The American Library Association and the Association of College & Research Libraries recognize the importance of diversifying the profession and have formulated recommendations for recruitment, retention, and advancement of a culturally diverse workforce. IMLS has also committed itself to diversity in the profession: a recent evaluation of the program recommends that the Laura Bush 21st Century Librarian Program should expand "to include more pre-professionals" in recruitment efforts (ICF, 2013). Yet, in practice the library and archives professions remain predominantly white (Inefuku, 2014). Why?

The profession has tended to answer calls for diversity programmatically and with an emphasis on graduate-level training and education. For example, the Association of Research Libraries/Society of American Archivists Mosaic Program focuses on recruitment through graduate-level scholarships and mentoring; the Association of College and Research Libraries Diversity Alliance and other similar programs emphasize recruitment of emerging professionals (postgraduate) from underrepresented groups, typically into short-term appointments. There

have been several undergraduate and high school library internship programs funded by IMLS Laura Bush 21st Century Librarian program, but none were integrated into existing academic curricula and focused on students doing action research in their own communities.

TKTL aimed to connect library and information studies practice with ethnic studies curricula and provide undergraduates with first-hand experience in building and providing access to the cultural heritage of under-documented people. The project was grounded in UCI Libraries Special Collections and Archives' knowledge and experience with the following:

1. Community-institutional partnerships to preserve marginalized histories
2. Primary source literacy instruction
3. Relationships with UCI's ethnic studies departments
4. What it identified as intersections between ethnic studies and community-based archives principles and practices.

The project sought to research how libraries might become essential partners in providing ethnic studies students with the tools and language to articulate, present, preserve, and disseminate community history. By foregrounding students' lived experience and presenting opportunities for learning skills in community archives, TKTL explored how incorporating community-based archives principles and practices within primary source literacy instruction, and facilitating institutional partnerships with community organizations can transform the historical record and the librarian profession itself.

The themes that emerged from our research provide key insights into the outcomes of student engagement with library, archives, and community building, as well as affective responses to the experience of students seeing (or not seeing) themselves in the archives. We discovered patterns and divergences in the personal, social, and cultural observations of community archives work by all involved in community-centered work. The data analysis, along with the novel approach of community-centered archives partnerships, articulates how participatory, student-centered approaches in building community-centered archives can transform engagement between ethnic studies and libraries.

Theoretical Framework

The project design for TKTL is rooted in the social justice imperatives and theoretical frameworks of community-based archives and ethnic studies, arguing that together these frameworks can transform the historical record and how we learn about our history. We then developed a set of practical considerations for what we call *community-centered archives* partnerships between institutions and community-based archives.

Community-Based Archives

Support for community-based archives is gaining traction in the archival profession as a means to increase diversity in the historical record through engagement with communities to collect, preserve, and distribute their own knowledge and information (Bastian and Alexander, 2009). Michelle Caswell, one of the foremost archival scholars on the topic of community-based archives, has defined them as

> "[...]independent grassroots efforts emerging from within communities to collect, preserve, and make accessible records documenting their own histories outside of mainstream archival institutions. These community-based archives serve as an alternative venue for communities to make collective decisions about what is of enduring value to them, to shape collective memory of their own pasts, and to control the means through which stories about their past are constructed."

It is important to note that a community-based archive need not be an organization specifically tasked with preserving history. We use the term to refer to any organization that provides a platform outside of mainstream repositories for marginalized people to gain power over stories about their past. In the purest form, they employ a bottom-up approach to the creation, identification, preservation, and dissemination of history. This directly challenges traditional archival practice which privileges the expertise of library and archival professionals to serve as gatekeepers of historical records.

Traditional Archives vs. Community-Based Archives

Traditional Archives	Community-Based Archives
Archivists collecting material from communities	Community doing the collecting
Archivists describe and process collections	Participatory and collaborative archiving for, about, and by the community
Strive for neutrality	Focus on common identities and experiences
Biased towards written and textual formats	Open to multiple formats
Custodianship of archival resources	Shared stewardship of archival resources

Archival studies research has considered the impact of community-based archives on the archival profession and on the communities for and with whom they are established. In terms of the archival profession, community-based archives have inspired the reframing of archival practices of appraisal, description, and access in order to account for the involvement of communities in archival decision making (Shilton and Srinivasan, 2007; Caswell, 2012; Caswell, 2014b). Throughout this report, we refer to the types of organizations that collaborate with our institution as community-based archives. We consider community-based archives to be a more precise way to describe what we in the United States may call "local history." In this sense, "community archives" is a broad term that is more closely associated with local history, while community-based archives are intentional efforts to counter marginalization in the historical record by those who have the lived experience to best understand and curate that history.

The Intersection of Community-Based Archives and Ethnic Studies

Asian Americans, African Americans, and Latinx Americans are underrepresented in the archival, museum and library professions. Moreover, the histories of these communities have largely been excluded, omitted, or overlooked by mainstream institutions. The lack of role models and pathways to librarianship in these communities has often been cited as a major barrier to the diversification of the profession (Gulati 2010).

The University of California, Irvine, was uniquely situated to undertake the TKTL research project. UCI is a federally designated Asian American Native American Pacific Islander Serving Institution (AANAPISI) as well as a Hispanic-Serving Institution (HSI). In the fall of 2017, the year that we began implementing our workshops, Asian American and Pacific Islander students constituted 38%, Hispanic students 26%, and African American students constituted 3% of the undergraduate population. Overall, 29% of the undergraduate population of UCI consisted of underrepresented minorities. First generation college students made up 49% of undergraduates.

The broader Orange County (OC) demographics also reflect racial, ethnic, and class diversity. In this county of over three million, 34.2% of residents identify as Hispanic or Latino, 21.4% Asian, 2.1% Black or African American, 1% American Indian or Alaskan, and 0.4% Native Hawaiian or other Pacific Islander. Three and a half percent of residents identify as two or more races (census.gov). Foreign born residents constitute 30.2% of the population. OC is home to the largest Vietnamese American community in the country. Despite its rich diversity of people, the histories of these groups are not well represented in archives, including those at UCI.

Working with people who identify with members of marginalized communities was central to our approach to the TKTL research project. For this grant we partnered with the UCI departments of African American Studies, Chicano/Latino Studies, and Asian American Studies. The history of ethnic studies is rooted in efforts to challenge higher education and traditional academic research that serve as means to dominate and subordinate people of color in the United States. The discipline explores social cultural theories related to race, ethnicity, identity, and relations of power. Ethnic studies classes offer students critical lenses through which they can understand the historical legacies of inequality in the United States and globally, and to reframe the way that

stories of the oppression and triumphs of people of color are written on their own terms. Ethnic studies students are interested in, and in many cases born into Asian American, Chicano/Latino, and African American communities. We aimed to surface the histories of these communities and other minoritized groups. We also partnered with OC organizations whose memberships and missions included serving marginalized communities in the region.

Audre Lorde, Black feminist, American poet, lesbian, mother, civil rights activist and librarian, once wrote, "If I didn't define myself for myself, I would be crunched into other people's fantasies for me and eaten alive." This quote suggests that what's at stake when people are left out of the identification, preservation, and telling of their own histories is misrepresentation or erasure of people's experiences and cultural memories which leads to more incomplete or distorted histories. Self-representation is at the core of both community-based archives and ethnic studies. Ethnic studies and community-based archives address the issue of communities that have been left out, removed or underrepresented in the historical record. Both areas empower individuals and communities by directly engaging them in critical analysis (in the case of ethnic studies) or the creation and distribution (in the case of community archives) of their own knowledge and information.

Research by Caswell and others examining the importance of self-representation (the ability to see oneself and others like you in mainstream media and archives) is particularly relevant to TKTL. Drawing on the concept of "symbolic annihilation," described as the ways in which members of marginalized communities are absent, underrepresented, or misrepresented in mainstream media and archives (Caswell, 2014a), Caswell developed a framework for exploring how community archives may foster a sense of "representational belonging" through these strategic areas of impact: ontological impact (in which members of marginalized communities get confirmation: "I am here"); epistemological impact (in which members of marginalized communities get confirmation: "we were here"); and social impact (in which members of marginalized communities get confirmation: "we belong here") (Caswell, Cifor, & Ramirez, 2016). This framework centers identity and affect in the work of building archives, which then empowers marginalized individuals to enact change in the spaces essential to knowledge creation.

Community-Centered Archives

Special collections and archives departments located within institutions of higher education are faced with the challenge of identifying how they will advocate for and support community-based archives in principle and in practice. Their positionality within privileged organizations characterized by an abundance of resources and bureaucracy is in stark contrast with community-based archives which are, more often than not, under-resourced nonprofit organizations, dependent on volunteer labor.

UCI Libraries Special Collections & Archives takes what it calls a "community-centered archives" approach to preserving the histories of communities traditionally underrepresented, absent, or maligned in historical records. This approach was borne out of UCI Libraries' experience supporting a Southeast Asian archive at UCI, and lessons we learned while developing and implementing the TKTL project, especially the Summer Cohort Experience. In the mid-1980s, members from the Southeast Asian American community in Orange County proposed that UCI Libraries preserve their histories. In response, research librarian Anne Frank founded the Southeast Asian Archive in 1987 with the goal of documenting the experiences of refugees and immigrants from Cambodia, Laos, and Vietnam in the region. Since then, the UCI Libraries have worked hand-in-hand with these local communities to document their unique and valuable histories. Meaningful relationships established as a result of these community-university collaborations are, at the core, driven by a need for underrepresented populations to take a prominent role in determining how to share their histories with future generations. The establishment of the Orange County & Southeast Asian Archive (OC & SEAA) Center in 2015 solidified UCI Libraries' Special Collections & Archives' commitment to fostering community-centered archives. As we developed the Summer Cohort Experience we strove to build trust and true partnerships with OC community organizations. We supported organizations' visions and goals for the projects that TKTL fellows carried out.

Community-centered archives come into being through collaborative partnerships between mainstream archival institutions and communities that are underrepresented in the historical record. The goal is to empower communities in the process of telling and preserving their own histories, emphasizing reciprocity and respect for a non-custodial relationship. In a community-centered archives partnership, archival institutions like the UCI Libraries Special Collections & Archives, Orange County & Southeast Asian Archive Center are:

Attentive to inequities reflected in archives

> An institution should seek to understand how communities have been misrepresented, absent, or maligned in historical documentation.

Responsive to the community's needs

> An institution must be flexible, adaptable, and take an iterative and ethical approach to responding to how community memory and evidence is preserved, described, and made accessible. This means being willing to bend and stretch how archival work is defined to reflect what matters to the community.

Collaborative through shared authority

> In a community-centered approach, the institution focuses on shared authority, making decisions together and respecting the value, expertise, and perspective brought to the partnership by the community.

Cognizant of the divergent priorities of communities

> Community-institution partnerships must vary depending on the needs of each community, from the level of involvement by specific contributors to decisions about what archival material to collect.

Research Methodology

Collaborative Research

TKTL engaged with the framework of representational belonging as a measure for assessing data collected in the research study. Unlike other approaches like those of Banks' (1981) typology of stages of ethnic identity development and curriculum goals, Caswell's framework is particularly relevant to our research because it directly explores self-representation and archives. In this way, TKTL answered Caswell's call for more research to see if her proposed framework can be generalized to assess the impact of community-based archives. TKTL deployed Caswell's framework in combination with ethnic studies, social science, and grounded theory approaches to evaluate our questions through embedded, community-engaged research

with undergraduate students interested in, and in many cases born into, Asian American, Chicano/Latino, and African American communities.

As part of our research, we asked students to reflect on their personal experience and consider ways that ethnic community histories are or are *not* represented in the archives, and how their archives projects and ethnic studies training relate to this representation and their own career trajectories. This approach draws on theories of identity, agency, and cultural studies educational psychology which seek to unpack how individuals can become agents in the construction of their own identities (Penuel and Wertsch, 1995 and Holland et al., 1998). For example, Penuel and Wertsch (1995) suggest researchers study identity in local settings of activity where participants are actively engaged in forming their identities and examine the cultural and historical resources for identity formation. Similarly, Holland et al. (1998) have explored how individuals' narratives are a form that connect and create personal and cultural meaning. TKTL studied the impact of ethnic studies undergraduates participating in the creation of community archives through analysis of field notes that capture how their activities influence their perspective on their own identity and connections to the past.

Originally developed by Barney Glaser and Anselm Strauss in the late 1960s, grounded theory is a social science research methodology that functions not as a tool to verify a hypothesis, but rather offers an explanation for how qualitative techniques like the ones we propose (questionnaires, observations, autoethnographic thought pieces) can be used to develop theories (Glasser and Strauss, 1967). Since its original conception, grounded theory has evolved through reinterpretations and elaborations by Strauss and Juliet Corbin in the 1990s, Kathy Charmaz and others, to be widely understood and applied as a set of procedures capable of systematically generating a theory based on data (Strauss and Corbin, 1990; Charmaz, 2006; Clark, 2005).

In libraries, grounded theory is increasingly becoming a tool for the analysis of qualitative data gathered from social and psychological processes (Pickard, 1998 and 2007; Powell, 1999; Mansourian, 2006). As noted by Faggiolani (2011) and Barniskis, (2013), in libraries grounded theory can help us to identify and understand the difference between what users perceive/experience and what libraries and librarians do. When paired with an embedded, participatory research approach, grounded theory an opportunity to co(construct) an explanation of the phenomena/activity investigated with project participants in our case undergraduates,

faculty and librarians (Somerville and Brown-Sica, 2011; Lang et al., 2012; McKemmish et al, 2012; Barniskis, 2013).

Participatory action research (PAR) is an approach that emphasizes collective inquiry and action grounded in experience. A foundational tenet of PAR is the idea that research must be done *with* people as opposed to "on" or "for" people (Chevalier and Buckles, 2013; Kindon et al, 2007; Reason, 1995; Reason and Bradbury, 2008; Whyte, 1991). As articulated by Reason and Bradbury (2008) sometimes utilized in library and information science professions, PAR is an opportunity to address questions and issues that are important to those who participate as co-researchers. The researcher and participant both learn through this process of active problem-solving (Baskerville & Wood-Harper, 1996; Lang et al, 2012).

Some scholars have argued that PAR within a community, as opposed to with a client for example, requires adaptation of the approach (Linger, 2006; Lang et al, 2012). Linger proposed a collaborative research model to address this concern. As explained by Lange et al., (2012):

> "The central feature of collaborative research is the creation of a negotiated space in which activities are conducted by both community and academic researchers. Those activities draw on the operational and theoretical knowledge of the partners… For the academic researcher, the collaboration results in refinements to theory within the academy."

Embedded, participatory research within a community extends the PAR and collaborative research approaches. The innovation in this approach is that the researcher-practitioner incorporates his/her experience in the results (the individual's experiences are part of the data) and collaborates with the community also involved in the activities under investigation to verify research results. A benefit of this approach is that it helps to break down power inequalities that can exist in instances in which the researcher is the sole or primary authority in identifying research results and their significance (Barniskis, 2013).

Ethnic Studies Faculty

The research team took a proactive approach when collaborating with ethnic studies faculty on the project. Even before carrying out the workshops, the team presented at department meetings to make faculty aware of the project and our intentions of collaborating with them. We

explicitly stated our intended outcomes and what we were asking of faculty who chose to partner with us. Furthermore, the team introduced the project coordinator upon his arrival to each of the department chairs letting them know of his role in the project and that he would be the contact person moving forward. A workflow inviting faculty members to participate in the project was developed by the team.

The first step in the workflow was to identify courses that met the goals of the project and the pedagogical design of the workshop. This was determined by looking up courses through each of the department websites and the official university schedule of classes. When looking up courses, it was important to read the course description to deem the course a good fit for the project. For example, one of the courses we collaborated with was titled "African American Women and Archives." It made sense to want to work with said course given that students are being instructed on archives and the course has an archival component to it. Once a course was identified, an email was sent to the faculty member teaching the course with background on the project, asking them if they would be interested in participating in the project. If a faculty member did not respond within a certain timeframe, usually a week, a follow-up email was sent to them followed by a phone call if they still did not respond after that. For the most part, with the exception of a couple of cases, all faculty responded to the initial email and were willing to collaborate on the project.

After a faculty member agreed to participate in the project, they were asked to provide the course syllabus in order for the team to get some background and context about the course, such as readings and the topics covered in class. If faculty did not have a syllabus ready, a copy of the previous syllabus from the last time they taught the course would suffice. Next, a date to meet in person and discuss the collaboration was set. The goal of this was to share expectations of the project and understand the needs and interests of faculty and to make sure both the faculty and the research team were on the same page. If faculty could not meet in-person, a phone call would be enough. Besides agreeing on expectations, dates to carry out the entrance and exit surveys and the workshops were also set during the in-person meeting. After everything was agreed on, it was vital to keep an open line of communication with faculty in case any changes were requested by them. All of this took place one quarter in advance of the collaboration.

Overall, the research team collaborated with 12 different faculty members from the ethnic studies departments for the project and hosted a total of 18 workshops. In some cases, the research team collaborated more than once with a faculty member for the same course. The chart below lists the participating faculty, the course titles, and the quarter collaborations took place. Of note to point out is the range of courses the team worked with based on the title of the course.

Faculty	Course	Quarter
Bridget Cooks	African American Women in Art; Contemporary African American Art	Fall 2017, Winter 2018, Fall 2018
Cynthia Feliciano	Research in the Latino Community	Fall 2017
Dorothy Fujita-Rony	Asian American Histories; Asian American Labor	Fall 2017
Judy Wu	Asian American Histories	Fall 2018
Ana Rosas	Borderlands: U.S. & Mexico; 20th Century Chicanas/os	Winter 2018, Spring 2019
Linda Vo	Research Methodologies/Field Research; Asian American Communities	Spring 2018, Winter 2019
Jessica Millward	Black Women and Archives	Spring 2018
Gil Conchas	Multicultural Education in K-12	Spring 2018
Tiffany Willoughby-Herard	South African Social Identities; Black U.S. Foreign Policy	Winter 2019, Spring 2019
Louis Desipio	Research in the Latino Community	Fall 2018
Hector Tobar	Introduction to Chicano/Latino Studies	Winter 2019
Julia Lee	Community Leaders & Social Change	Spring 2019

In general, faculty were receptive to collaborate on the project. Taking a proactive approach and outreaching to faculty let them know the research team wanted to work with them. This led to trust being developed between the team and faculty, as suggested by faculty who participated on the project more than once. When asked for feedback on the workshop and overall collaboration, faculty spoke positively about both. One faculty member said the following about the project:

> "Yes it had an important impact. The students learned more about UCI through the eyes of students who preceded them. They have a better sense of how important it is to document your life and cultural history and how to do that. Meeting the archivists and librarians also tells them about the diversity of careers one can have in the world at large and at UCI in particular."

Another faculty member made a clear connection between ethnic studies and community archives: "There is a clear and rich intersection. Ethnic communities are underrepresented in traditional archives. Community archives provide an opportunity to document the lived experiences of racial/ethnic communities." Lastly, another faculty member indicated that "the workshop is a great way to open up a new world to students. Most have never thought about library or archival work. It also helps them understand the significance of archives, special collections, and help think about the context and sources for information."

Pedagogy and Workshop Framework

The pedagogical approach we took to introducing community archives to ethnic studies classes included the following goals:

- Familiarize students with definitions of archives and primary sources
- Introduce students to the theory and practice of community archives in an interactive environment
- Provide students with skills and tools to collect, preserve, and make accessible community history in partnership with communities.
- Give students an opportunity to reflect on the construction of history and the complexity of their own identities

We conceptualized the workshops in relation to the surveys we conducted at the beginning and at the end of the quarter. The goal of the entrance survey was twofold: to better understand the students we worked with by gathering demographic data about them and to know their knowledge about archives and libraries and what role these play in their undergraduate education. In the final weeks of the quarter, we returned to each class to administer an exit survey that assessed how students transformed in their thinking about libraries and archives after the workshop with us and a full quarter of being in their ethnic studies class. The survey was a tool for data collection and assessment for improvement of our workshop.

UCI Libraries Special Collections and Archives has a history of effectively teaching primary source workshops to undergraduate students. For several years we have played a central role in leading instruction on primary sources for Humanities Core, a year-long required freshman

course that develops critical reading, research, and writing skills around topics related to how humans have interpreted and recorded their experiences in the past.

In addition to Humanities Core, we provide custom course instruction on primary sources for faculty across the campus. These experiences were the foundation of our workshop development for the TKTL grant. We took the strongest element of our basic primary source workshop, which is hands-on interaction with primary source materials from our collections, and enhanced it with a combination of community archives theory, critical interrogation of the primary sources in relation to cultural identity, self-reflection, and course specific connections.

At the core of our conceptualization of the workshop was the belief that community archives provide a space for historically marginalized communities to *see themselves* in history. And that our students, through their multiple and hybrid identities, could be empowered agents in the vital work of collecting, preserving, and providing access to their communities' histories. We spent a lot of time thinking about what a participatory learning experience could look like for them.
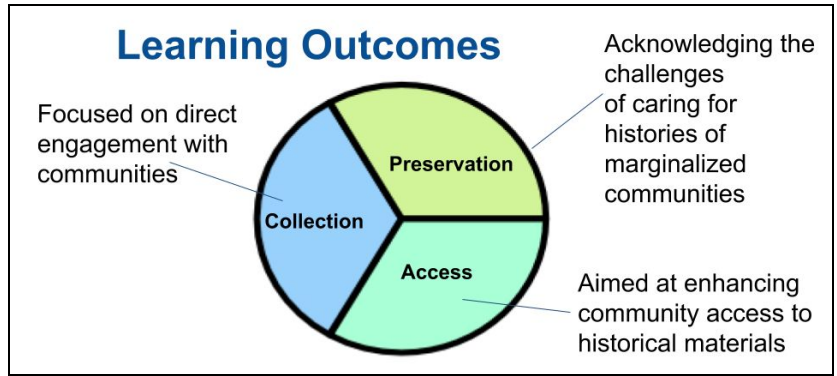
In the early stages of planning, we talked about trying some fun and perhaps experimental in-class activities that involved students taking selfies and writing about their identities and then taking that example of a new "record" to show the record's life cycle in an archival context. But we also wanted to find a way to integrate our collecting strengths and weaknesses as a means of teaching them how to critique traditional archival practices. What we came up with was a workshop that drew on our strengths in primary source instruction with an engagement with ethnic studies concepts to introduce students to community archives.

Our workshops initially engaged students with the following query: "Who controls history?" This encouraged them to reflect on one of the party slogans in George Orwell's *1984*, "Who controls the past, controls the future; who controls the present, controls the past." This introduction prodded students to think critically about how we know what we know about history and where authors of history find their tools. This was our segue to defining the difference between traditional and community archives, and helped students to see how community archives can challenge traditional power dynamics involved in the identification, collection, preservation, and provision of access to history.

Delving deeper into the value of community-centered archives, the workshop provided examples of how such intentional practices may counter the symbolic annihilation of historically marginalized groups by fostering "representational belonging." Caswell uses the concept of symbolic annihilation to refer to the absence of disenfranchised groups from the historical record. When individuals and communities do not see themselves or people who look like them in the historical record, they may feel that their experiences are not valid or important. We explained the three facets of representational belonging, providing examples from our experiences of archival stewardship.

Following a discussion of these concepts (archives, power, symbolic annihilation, and representational belonging), we asked students to participate in two activities. The first activity provided an opportunity to both teach primary source literacy skills and give students the opportunity to see examples of materials that they may find in a community archive. We carefully selected materials in consultation with participating faculty and whenever possible we brought out materials from our collection that resonated with the course themes.

Ultimately, we centered our learning outcomes around collection, preservation and access. We asked students to challenge the traditional notion of archival collecting that usually happens from the top down. Meaning that typically when it comes to identifying history worthy of collecting, what has often been prioritized is physically taking materials from a group or organization and depositing them in a formal archive according to the priorities of the institution. Instead, we offered students an alternative approach to collecting by asking them to work directly with communities, to understand the community's priorities, and create new records in partnership with community organizations. In terms of preservation, we asked students to learn about the challenges of preserving histories of marginalized communities and seek solutions through active partnerships. Finally, for thinking through issues of access, we asked students to learn how to implement a number of strategies to provide and enhance the community's access to historical materials such as planning and executing outreach programs or curating exhibits).

Learning Outcomes

Focused on direct engagement with communities

Acknowledging the challenges of caring for histories of marginalized communities

Aimed at enhancing community access to historical materials

Findings from In-Class Activities

Survey Analysis

In total, over 700 students participated in the project. As you can see in the chart below, 718 students submitted the entrance survey, while 418 submitted the exit survey. A total of 686 students participated in the in-class workshop. There was a considerable drop-off between the entrance and exit survey. The team believes that the drop-off reflects students withdrawing from a course, not showing up for class on the day the exit survey was carried out, or students choosing not to complete the survey since it was optional and unrelated to their grade in the course. The following sections are dedicated to discussing data results for the entrance and exit surveys and the workshop activity. The numbers in parentheses for each answer represent the number of student responses.

Student Participation in TKTL
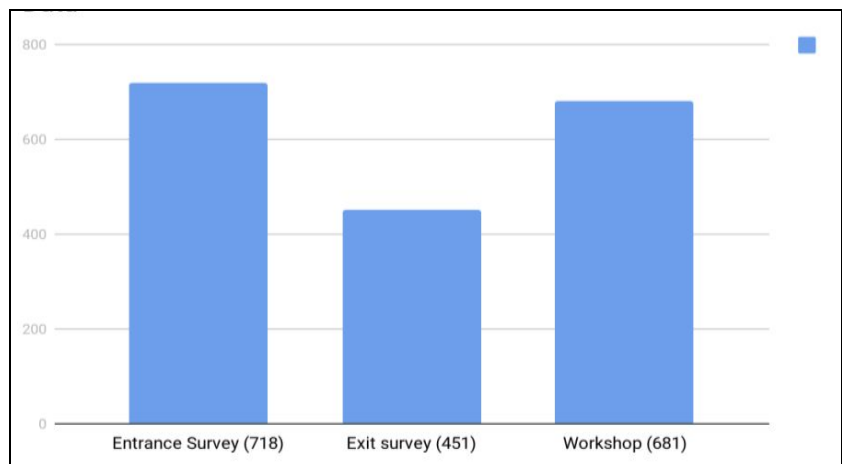
Entrance Survey

The research team received 718 submissions for the entrance survey (Appendix A). The following charts demonstrate student demographics and their knowledge of libraries and archives.


Top 20 Self-reported Identities of Students
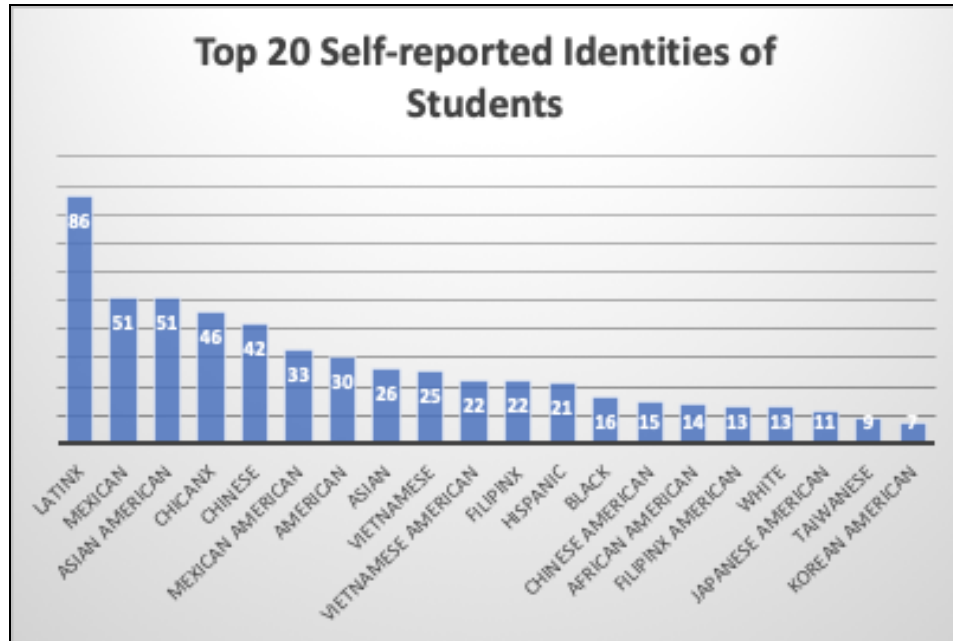
We received 537 unique submissions for the question "What is your ethnic or national background." This question was open-ended. Our intention was to reject federal designations or other generalized ways of grouping individuals by ethnicity or race. Students could indicate more than one identity. We received 80 distinct, though sometimes closely related, responses. For example, some students identified themselves as "Chinese" while others identified themselves as "Chinese American" and still others identified themselves as "Asian." The top 20 most reported identities are shown in the chart above. The most frequently recorded identity was "Latinx." Among the top six identities are Latinx (86), Mexican (51), Chicanx (46), and Mexican American (33). This, along with the fact that identities associated with underrepresented minorities dominated the top 20 list, suggest that we saw a population of students in line with the demographics of UCI, a federally designated Asian American Native American Pacific Islander-Serving Institution (AANAPISI) and Hispanic-serving Institution (HSI). In the fall of 2017, the year that we began implementing our workshops, Asian American and Pacific Islander students constituted 38%, Hispanic students 26%, and African American students constituted

21

3% of the undergraduate population. Overall, 29% of the undergraduate population of UCI in 2017 consisted of underrepresented minorities.
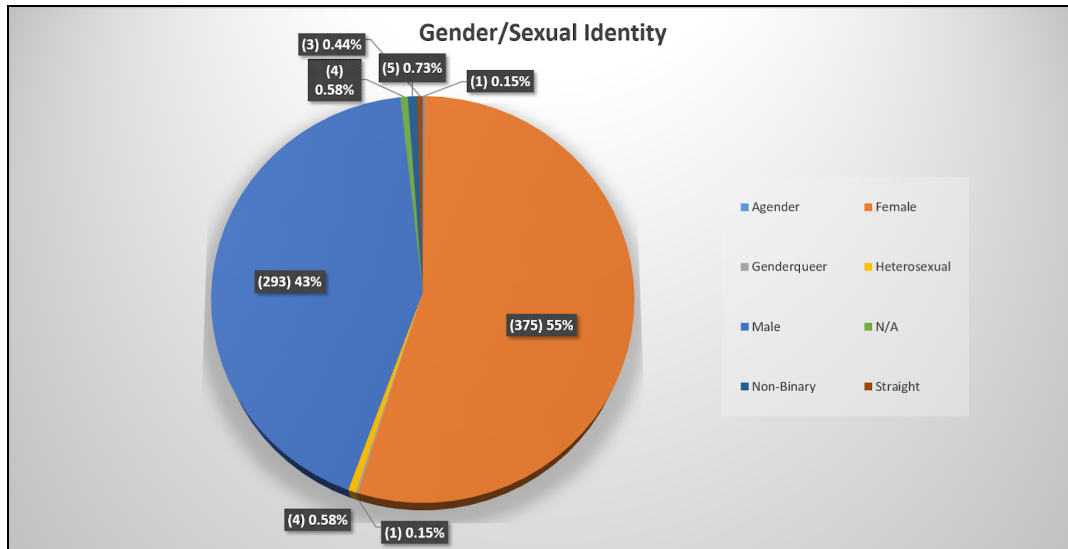
A total of 686 students answered the question regarding their gender/sexual identification. As the chart demonstrates over 55% of students identified as female. The second largest gender/sexual identification was male with 43%. After that, the remaining identities total less than 1%. In total, there were 8 different identities that students listed regarding their gender/sexual identity.
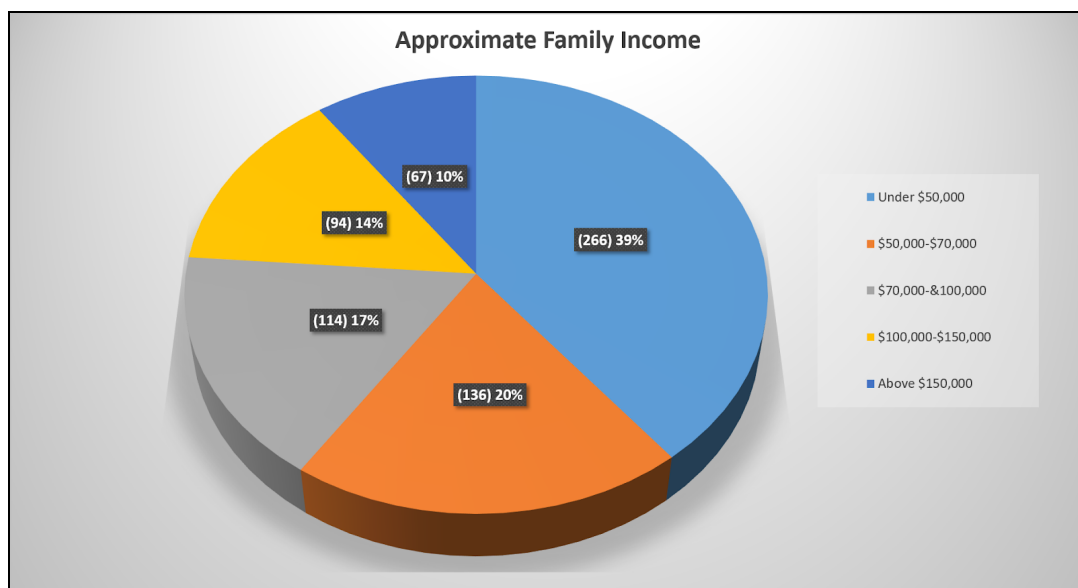
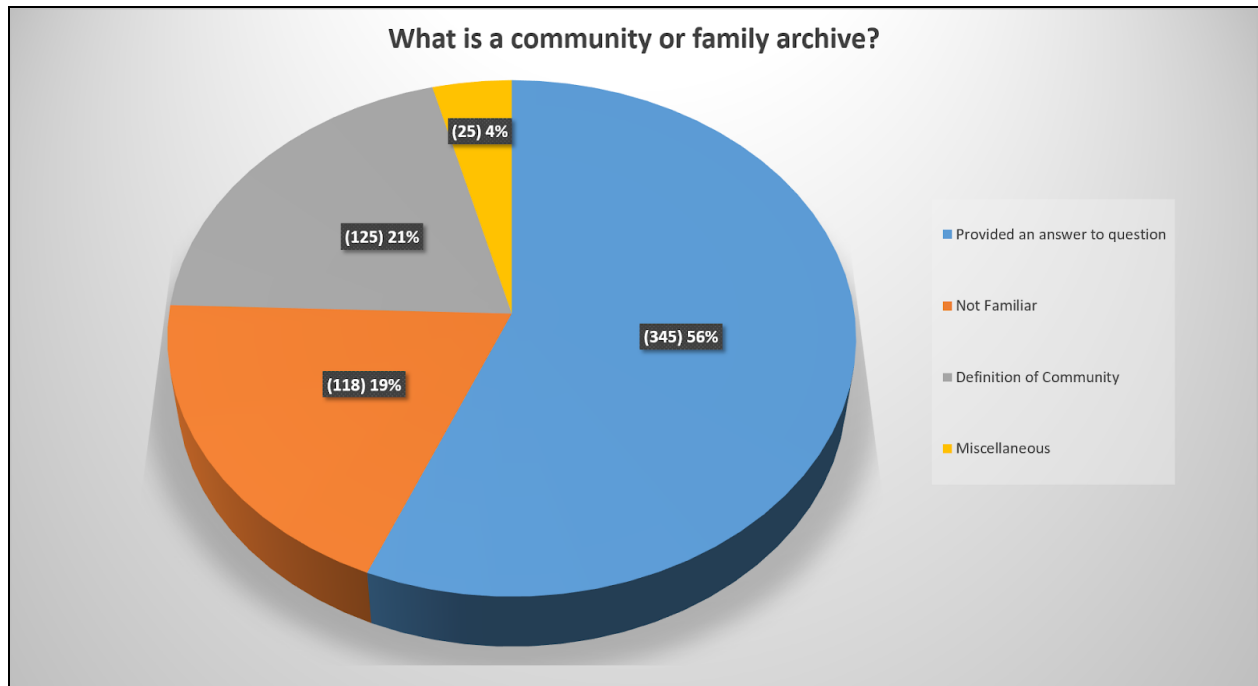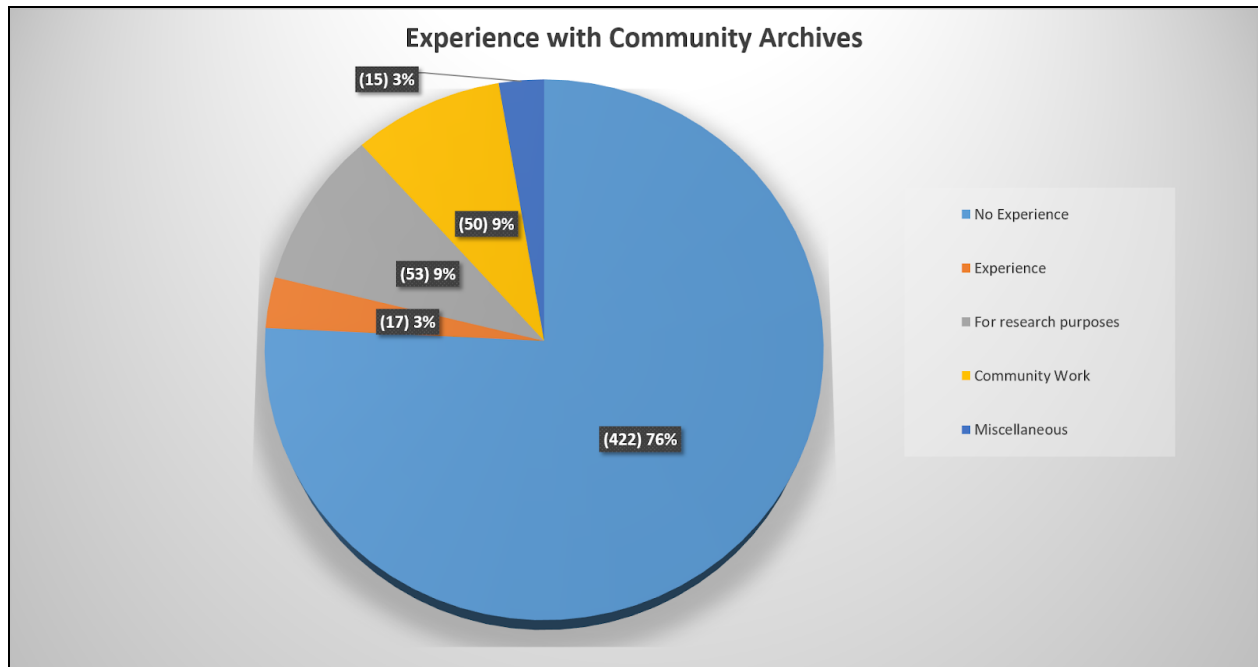A total of 677 submissions were gathered for question 3 of the entrance survey, which asked "What is your approximate family income?" The majority of students noted that they came from households making under $50,000. Based on these numbers, most of the students the team worked with came from a working-class background. One is able to see the trend of the percentages of approximate family incomes decrease as the income rises.

Hometowns by Region
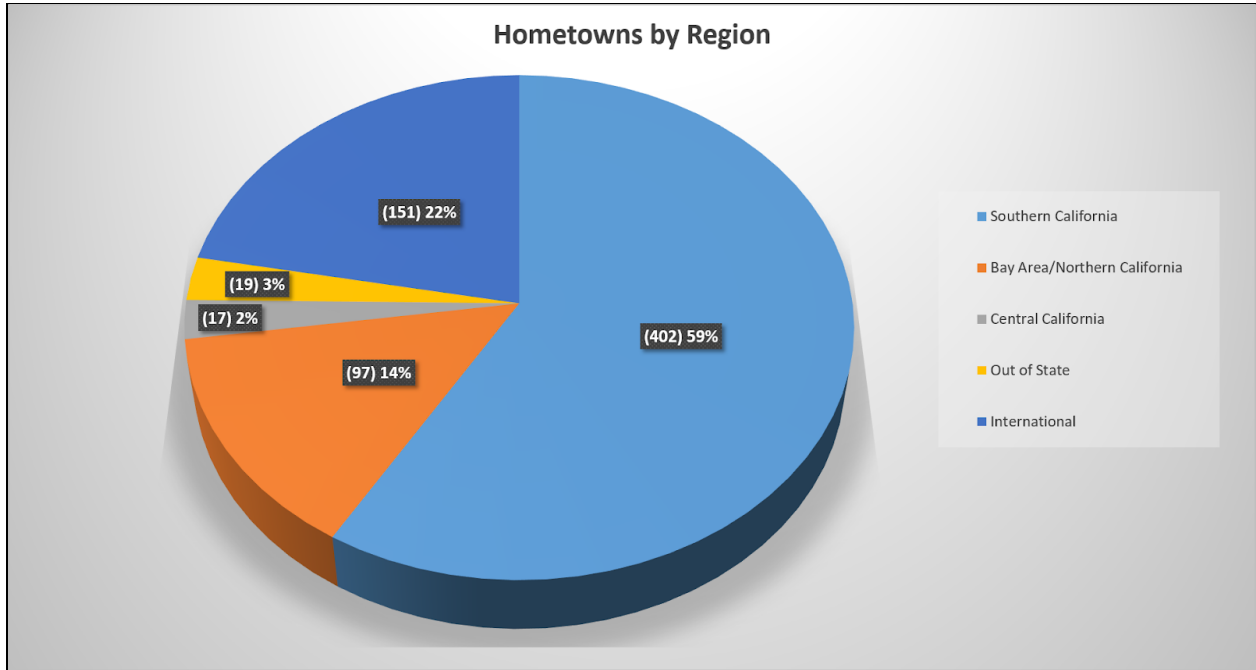
Because students provided over almost 200 different responses to a question about their hometowns, the research team decided it would be best to divide up the hometowns of students by regions. Students were grouped into Southern California, Central California, and the Bay Area/Northern California. The overwhelming majority of students we worked with grew up in Southern California, with the city of Los Angeles representing the most popular response. The second-highest result after Southern California was International, with the majority of students listing China as their hometown.

What is a community or family archive?

(25) 4%

(125) 21%

(345) 56%

(118) 19%

- Provided an answer to question
- Not Familiar
- Definition of Community
- Miscellaneous

From 613 submissions for the question "What is a community or family archive," over half of the respondents claimed they were familiar with community archives. For the most part, students who did define community archives did so at a basic level, saying that community archives are "documenting the culture and heritage of a specific community or group of individuals;" "a repository of documents that deal with a particular community or family of a particular community;" and "a collection of items that allows communities and families to tell and lead their own stories." A total of 125 students provided a definition for what a community is but not community archives. It is safe to say that some students misunderstood the question since they did not include a reference to "archives" in their responses. Approximately 19% of students noted they were not familiar with community archives and did not know what they were.

Experience with Community Archives

- (15) 3%
- (50) 9%
- (53) 9%
- (17) 3%
- (422) 76%

Legend:
- No Experience
- Experience
- For research purposes
- Community Work
- Miscellaneous

Although the majority of students provided an answer to what a community archives is at a basic level, when it came to having *experience* with community archives, the overall majority answered no (76%). Students who responded having experience with community archives mentioned work done at the Orange County & Southeast Asian Archive Center (OC&SEAA) and participating in oral history efforts at UCI including a documentation project on the origins of Asian American Studies at UCI and a project related to Vietnamese student activism. A couple of students specifically mentioned volunteering in organizations such as La Historia Society, a community archive in El Monte, California. While some students answered they had experience with community archives, they were referring to doing archival research but not community archives work. Some students mentioned visiting museums like the Japanese American National Museum for a class assignment but were not involved with the museum in any capacity. Lastly, as in the previous question, students misunderstood community archives work with community work, with 9% of students responding that they were involved in community work but there was no archival component to that work.

What role does the library in general, and the archives in particular play in your undergraduate education?

- (325) 46% — Resources
- (182) 26% — Research
- (74) 11% — Space to Study
- (81) 11% — Provides Knowledge
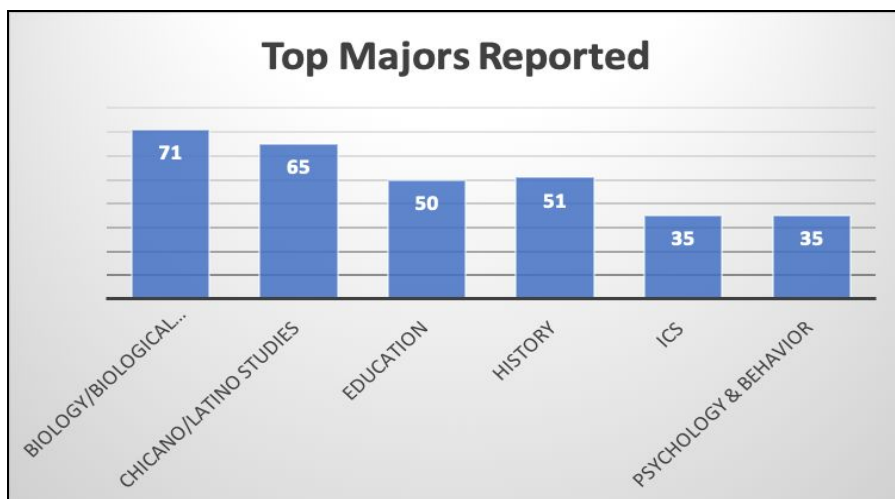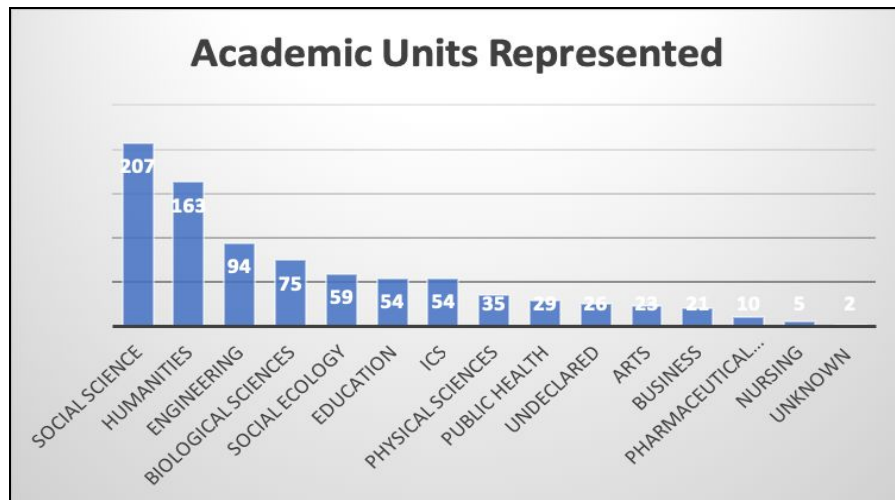- (29) 4% — Learn/Preserve History
- (12) 2% — Community History
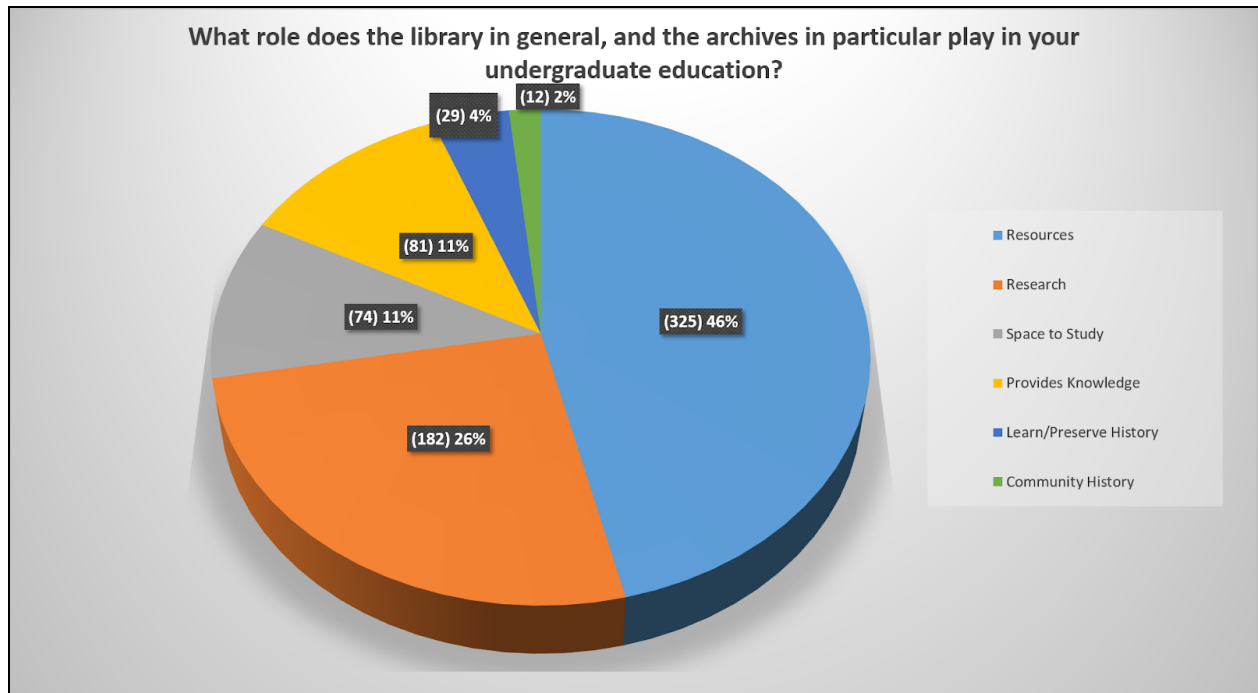
When asked what role the library plays in their undergraduate education, the majority of students highlighted the resources that the library provides. Responses include that the library "provides students the necessary tools and resources to learn and for classes;" "very useful and a lot of different resources are available to students through the library;" and "the library is very important to the undergraduate education because it is a space where students are able to handle primary sources." Students also viewed the library as an entity to do research: "The libraries are a good way for us students to get experience doing research in a different way other than just relying on search engines;" "I feel like it plays a large role in research that you can't obtain online;" "A library help in many way I believe most importantly for research." Others saw the library as a place to study while some students described the library as a provider of knowledge and preserving history.

Familiar with Archival Studies? Interested in Pursuing a Career?

(31) 3%
(56) 6%
(53) 6%
(371) 41%
(397) 44%

- Not interested
- Not Familiar
- Considered pursuing Archival Studies
- Familiar with Archival Studies
- Interested in Learning More
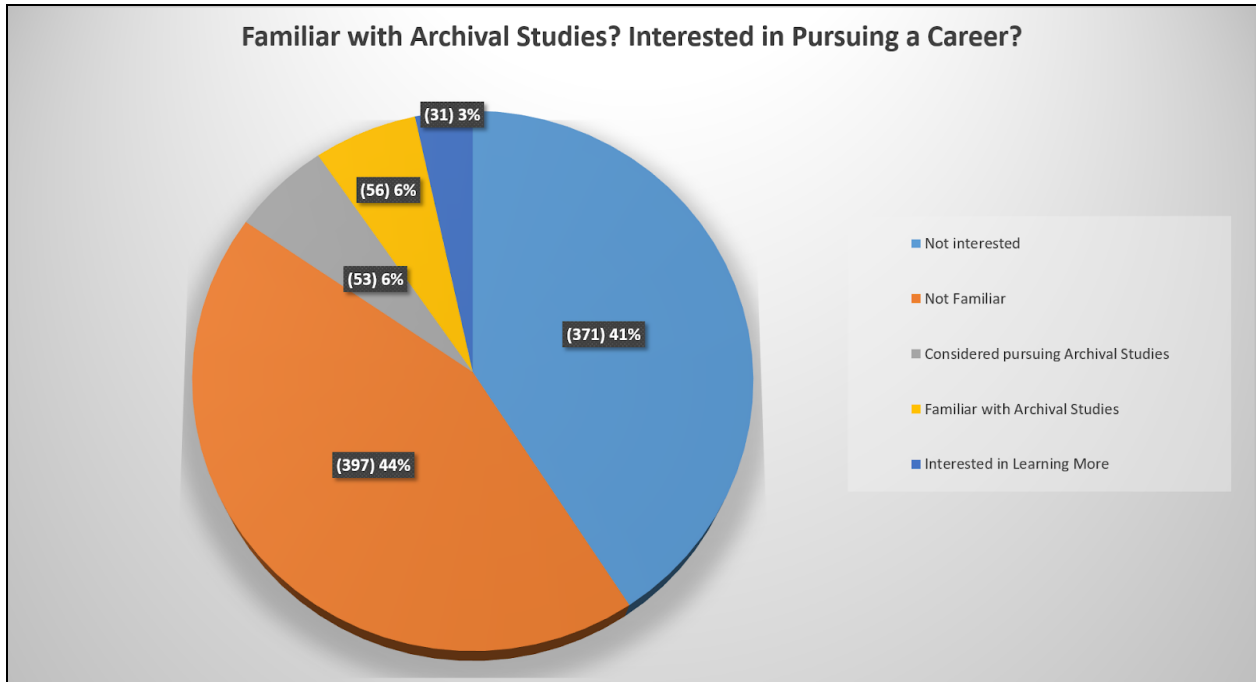
Unsurprisingly, the majority of students answered that they were not familiar and not interested in pursuing a career in archives and libraries. One student said that they were not familiar with archival studies and not interested in pursuing a career because they were not aware of the existence of the profession: "I am not familiar at all with archival studies or librarianship so I've never considered these as potential career paths." Another student expressed the same thing: "I am very unfamiliar with archival studies or librarianship. I have never considered these as potential career paths because I've never been exposed to them or others who are in that field." Hence, there is a clear correlation between students not being interested in pursuing a career in archives and libraries because many of them have never been made aware of these career areas.

For the most part, students also said that they were simply not interested in pursuing a career in the field because they had other career goals. An important thing to note about the chart is that no student specifically said yes to pursuing a career, only that they were interested. As we shall see later on in the exit survey data, responses to this question changed after students participated in the in-class workshop.

Students' limited to no knowledge of the archival profession and modest interest in pursuing a career in the field can be contributed to the academically diverse student population who took part in the TKTL workshops. In all, workshop participants reported majoring in 82 disciplines across 14 academic units at UCI.

Academic Units Represented

Unit	Value
SOCIAL SCIENCE	207
HUMANITIES	163
ENGINEERING	94
BIOLOGICAL SCIENCES	75
SOCIAL ECOLOGY	59
EDUCATION	54
ICS	54
PHYSICAL SCIENCES	35
PUBLIC HEALTH	29
UNDECLARED	26
ARTS	23
BUSINESS	21
PHARMACEUTICAL...	10
NURSING	5
UNKNOWN	2

Top Majors Reported

| Major	Value
BIOLOGY/BIOLOGICAL...	71
CHICANO/LATINO STUDIES	65
EDUCATION	50
HISTORY	51
ICS	35
PSYCHOLOGY & BEHAVIOR	35

Chicano/Latino Studies was among the top five reported majors, while the two other academic units with which we partnered were not. About 3% (24 students) reported majoring in Asian American Studies and about 1% (9 Students) reported majoring in African American Studies. This is important to note because it shows that the TKTL workshop reached students outside the ethnic studies departments. The puts into perspective student responses to other survey

and workshop questions about knowledge of archives and representation in the historical record. For many of the students, archival theory, primary sources, and notions of power as they relate to identity may have been relatively new, or at least not the primary focus of their studies. Undergraduate primary source workshops that incorporate community-centered archives may offer skills and perspectives that can inform the work of future leaders in fields outside of the library and information studies and the humanities.

In the next section, we will compare questions with the exit survey and provide data on how the workshop impacted students' views of archives and libraries and their interest in pursuing a career in the field after having more knowledge on the type of work in archives and libraries and what to expect.

Exit Survey

After the workshop, the research team administered an exit survey to evaluate the impact of the workshop on students. In particular, we wanted to measure what students learned about archives and libraries and how their perceptions of both changed. Below are the results.
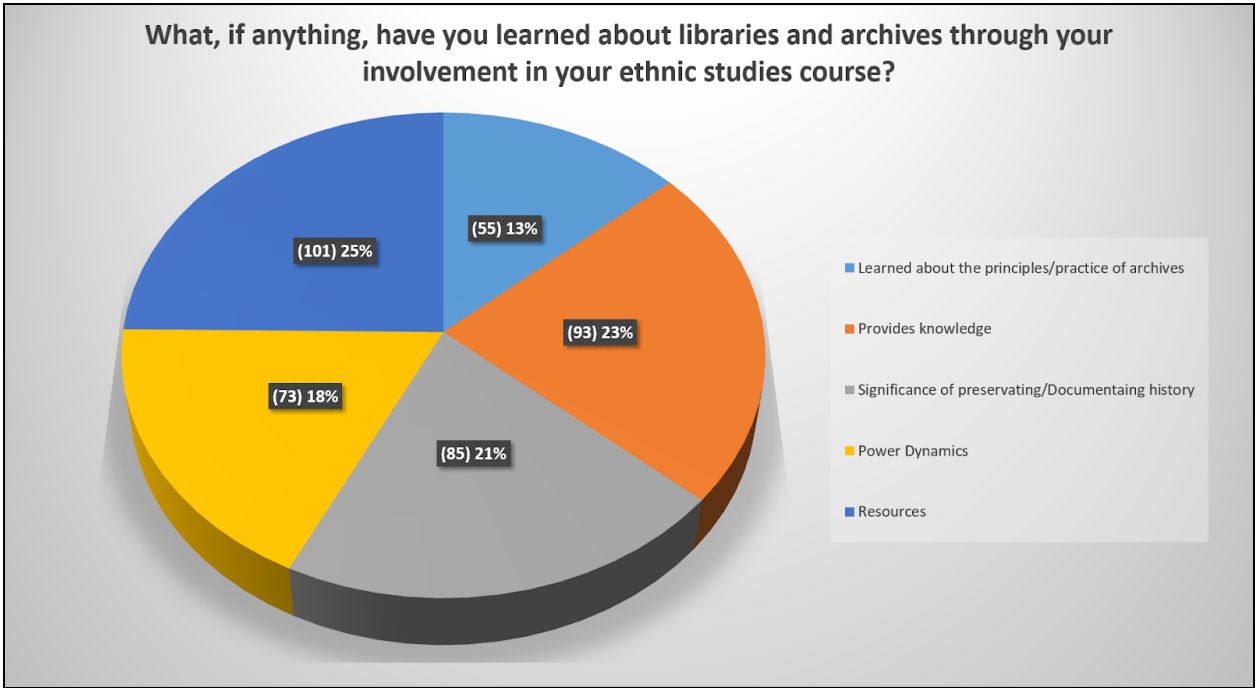
When asked what they learned about libraries and archives after their participation in the project, the majority of students expressed an appreciation for learning about the resources libraries provide, such as books and online databases to search for information. Furthermore, students also mentioned learning about archival resources. This stands out because many students were not aware of these resources available to them prior to the workshop. For example, one student did not know that there was a special collections department on campus: "I learned that it is available for students to use, I did not even know we had one [archives]." Another student said something similar: "I have learned about the availability of this resource and how we can use it to implement it in our student research. I never knew there was a center for this on campus available but will use this in the future." This demonstrates the importance of the project in exposing undergraduate students to archival resources.

For other students, they view archives and libraries as providers of knowledge. Students pointed out learning new things and archives and libraries being a space that preserves that knowledge: "I have learned that archives can help preserve knowledge that would otherwise be lost." Likewise, another student "learned that a way of learning history is through archives."

Students also highlighted the importance of preserving/documenting history as a means to ensure their stories are not erased:

> *"I learned that the documentation of histories from marginalized communities is important in creating new knowledges. In this way, it is even more powerful to have communities themselves document their own history on their own terms."*

> *"The importance of documenting ethnic populations in the archives because there isn't a lot."*

> *"I understand that they are a collection of documented material or other forms of material collected to preserve the history of particular groups and not let the history nor their stories die out."*

For these students, they made a deeper connection beyond learning *about* archives, taking it further to understand how to use documentation and archives as a means to preserve community history.

An interesting response students provided was their consideration of the power dynamics found in archives and libraries. By power dynamics, we mean the biases and politics found in the profession that have the power to marginalize or uplift communities. One student learned "how individuals or organizations can influence the development of an archive." A student mentioned the marginalization in the field and the need to work towards inclusivity: "I have learned that there is still a lot more research to be done to include the history of minority cultures." Another student said that "Most archives are limited in the content. Limited in the sense that they usually only contain material that pertains to popular historical events or people. Most archives do not include the history of marginalized groups."

Students also recognized the push towards inclusivity in archives: "I've learned that community archives are a unique way in which one can take control of what can be part of history...by partaking in these types of archives we too can become narrators of our own history." Furthermore, archives "give an opportunity to give a voice to those who have once been silenced." Thus, students demonstrated the ability to think critically about questions of marginalization and inclusivity as they relate to archives and libraries and the power they have in uplifting or excluding communities.

A total of 13% of students learned about the basic principles and practice of archives. Students learned not just what archives are but how they are created and how they function. For some students, being a part of the project provided them with an understanding of what archives actually are: "I have learned what they are. Before, I didn't even know what they were but now I know that it's like history. It is the historical background of things, it's a reference for us to look back to." Others pointed out how archives function: "I've learned a little more about the inner-workings of libraries and archives in terms of how they are created." One student tied it to ethnic studies: "As an ethnic studies scholar, it was helpful to learn about how archives are curated."

The different responses provided by students demonstrate how their participation in the project made them aware of things they had not thought of before, illustrating the importance of *undergraduate* students being instructed on community archives, archives, and libraries. Not only did students learn about the nature of archives and libraries they understood better how they function, how to use them for their own research, and the role they play in preserving history.
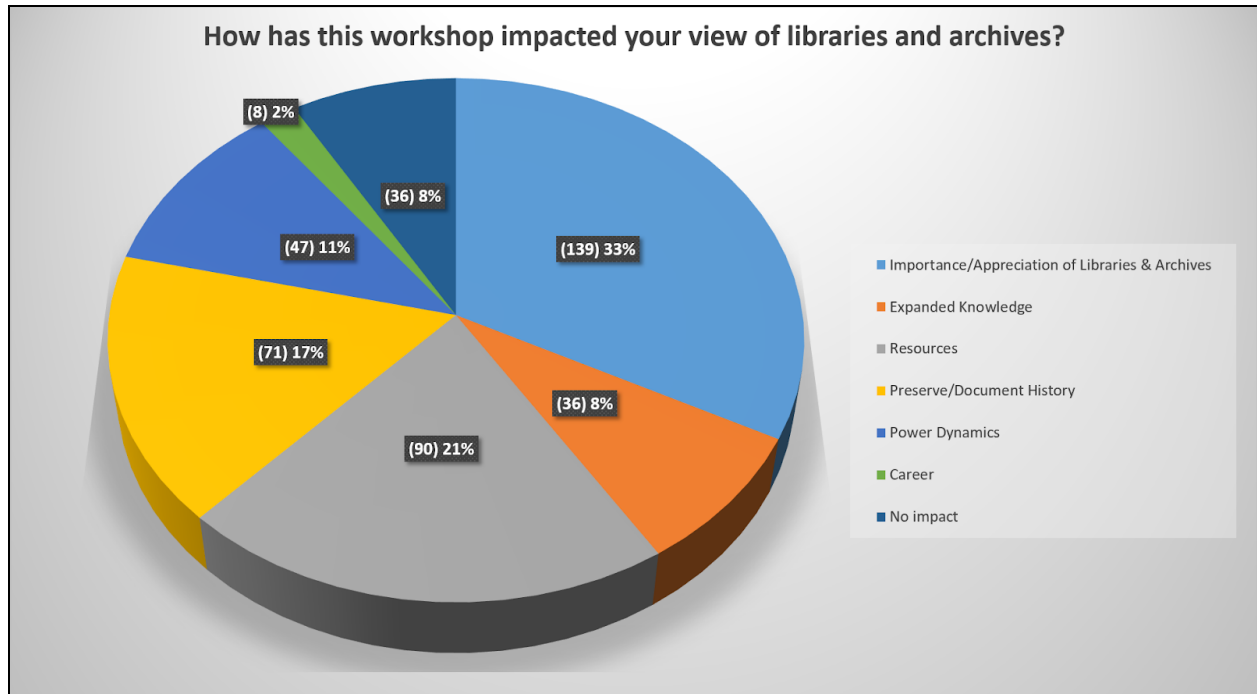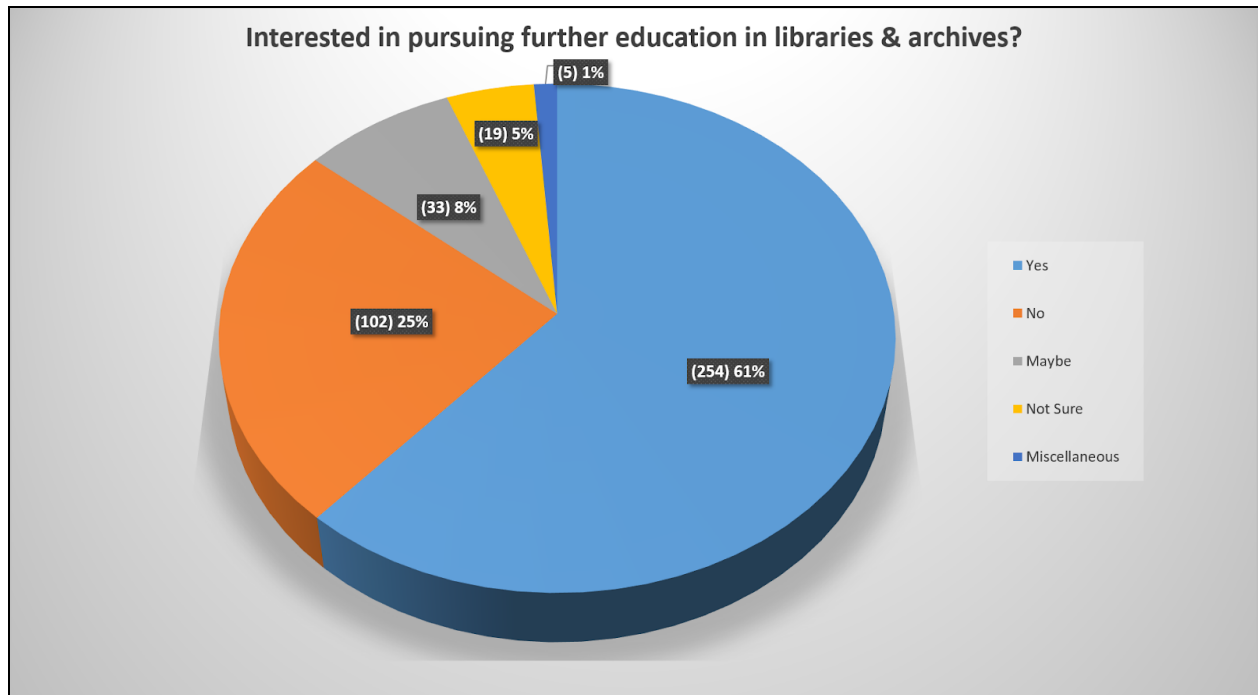

We asked students to reflect on how their views on libraries and archives changed after taking the workshop. As found in the results for Question 14 of the entrance survey (Appendix A) students provided similar responses, such as: the role the library plays in preserving/documenting history; the library as a provider of knowledge; and the resources the library provides. However, there were also new results to how they view libraries and archives. The most popular response was that students understood the importance of archives and libraries. One student said that "this course has enlightened me on the importance of libraries and archives. The field itself is an extension of history and information." Similarly, another student noted the following: "They are extremely important and should be greatly emphasized in history classes." Last, another student identified the importance of archives: "This course has

helped me identify the importance in archives and how they help illustrate new perspectives for history."

Of particular note, students mentioned power dynamics and also career opportunities in their answers. These responses are new when compared to Question 14 of the entrance survey (Appendix A). For students who mentioned power dynamics, they identified how libraries and archives play a role in marginalizing or uplifting community narratives. For example, a student's response reflects on archives excluding stories: "Certain material are selectively collected and stored, which does not reflect all perspectives of history." Another students had something similar to say: "It also has highlighted how marginalized/silenced communities' voices are silenced across history."

For other students, the workshop allowed them to appreciate the work of community archives to uplift community narratives: "I never knew that there were such community efforts like this that really helped keep records and document the lives of minorities that are otherwise underrepresented." Likewise, another student responded by saying that "It has shown me that libraries and archives are working to bring representation to the underrepresented communities bringing them opportunities for activism." Hence, we see students critically thinking about the role archives and libraries have in uplifting or marginalizing community narratives.

Although only 8 students answered that the workshop impacted them to think about archives and libraries as a potential career, it is nonetheless important given that this was the first time students referenced a career opportunity. One student said the workshop "opened me up to a new field that I did not even know existed." Similarly, another student also pointed out how learning about archives and libraries made them aware of a new career opportunity: "It has really encouraged me to look into pursuing archiving as a career path."

Interested in pursuing further education in libraries & archives?

- (5) 1%
- (19) 5%
- (33) 8%
- (102) 25%
- (254) 61%

Legend:
- Yes
- No
- Maybe
- Not Sure
- Miscellaneous

The overwhelming majority of students answered yes when asked if they would be interested in pursuing further education in libraries and archives. Students mentioned they would like to further their education in libraries and archives for various reasons, from acquiring new skills to wanting to learn more about archives and put that knowledge to use. Below are some examples of student responses:

"Yes! I think it would be a great resource for my research and career."

"Learning and understanding the importance of archives impacted me, so I would in fact like to learn more about archives in detail."

"I am interested in pursuing further education in libraries and archives because I love learning about new things, especially things that I would have no previous knowledge of without archives. I also think it's important to work with communities to teach others about things that we would not know of."

It is worth repeating that the majority of students wanted to pursue further education in archives following their experience in the in-class workshop. The active engagement of the workshops,

we believe, played a significant role in fostering curiosity about the nature of the work that happens in libraries and archives. For many of these students, the workshop was their first time working, in a tangible sense, with archival material. In most cases, the workshop was the student's first exposure to archives.
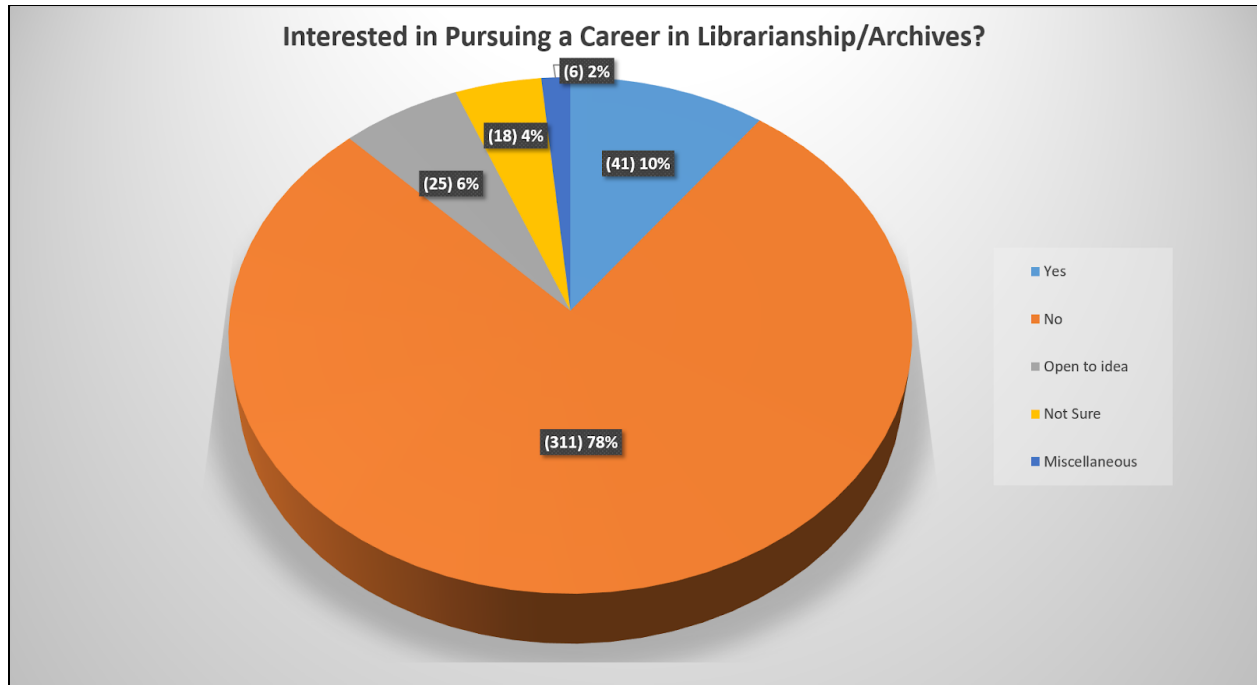
Although the majority of students said they would be interested in furthering their *education* in archives and libraries, the majority of them answered they were not interested in pursuing these areas for an actual career. Only 41 students said they would want to enter the profession. While this may seem like a small number among 401 submissions, it nonetheless proved to be a significant shift from when we asked students the same question in the entrance survey (Appendix A, Question 15). Zero students said they would want to pursue a career in archives and libraries in the entrance survey. Here we see that after taking the workshop, 41 of them said they would like to pursue a career in the field -- a 10% increase. Below are some of the reasons students said yes to pursuing a career in archives and libraries:

> *"Yes, because it seems like a promising career to better understand myself and my journey in which I can find resources to possibly help others understand themselves."*

"Yes, I became super interested in this path because it gives so many people a voice and helps us understand people's experiences and histories. I am also very interested in doing research and do not mind the time-consuming tediousness of doing the research."

"I believe I would like to implement different aspects of archiving in my career as a cultural consultant and music supervisor in the film industry; archives and libraries are pivotal to providing a more accurate depiction of the Latinx community in my future career."

The workshop not only made students aware of the profession: it also increased the likelihood that students would become interested in becoming archivists and librarians themselves. Thus, based on our data, it is vital to teach students about archives and libraries as undergraduate students, not only to make them aware of the importance of libraries and archives, but to help students understand the impact they can have in shaping their own narratives while challenging the exclusion they might face in mainstream archival institutions.

Workshop Data Analysis

Our in-class workshops included two activities. The first activity introduced students to primary source analysis. The second activity, "Seeing Yourself in History," challenged students to reflect on aspects of their own histories that are absent from the historical record, and to articulate the impact of not seeing themselves represented. It was this second activity that allowed us to gather data to address our questions:

- How can libraries bridge the gap between ethnic studies theory and community archives practice?
- And what are the outcomes of undergraduate students applying what they learn in ethnic studies combined with their lived experience in contributing to community archives?

In the first activity, we asked students to consider:

- What sort of things can you infer about the community(ies) in which the author is a member based on the primary source?

- Who wrote or made this primary source? What are some things you can infer about the person based on the object?
- Why was it written or made?

For the second activity, we asked students to reflect on where they might see themselves in history, in the historical record, in archives. We asked them to describe what history in the archives would help them say "I belong here"?:

- Think about the communities with which you identify.
- What experiences might be missing from archives?
- What stories, records, or images should be preserved for the future? Come up with an example.
- What might these archives tell us about your communities?
- What's the impact of not seeing your family or your community in the historical record?

The students recorded their responses to the activities on notecards or Google forms. After the first activity, we encouraged students to voluntarily share what they wrote down about their primary source. The responses to both activities were kept anonymous.

We hypothesized that the answers to these two questions lie (at least in part) in foregrounding students' lived experiences and presenting them with opportunities for learning skills in community archives in a way that can contribute to building more diverse and inclusive archives. By better understanding who students are, and the absences they see in the historical record, we as library professionals, teachers, and historians can explore ways to transform our practices to achieve the goal of diversifying the historical record.

UCI

Seeing Yourself in History

On your own, please answer the following...

1. List the community/communities with which you identify.
2. What stories, records, or images about your community might be missing from archives?
3. Expand on your answers from question 2. Why is this important? What can they tell us about your community?
4. What's the impact of *not* seeing your family or your community in the historical record? How does it make you feel?

Each question in the "Seeing Yourself in History" activity was open-ended, which allowed students to express their ideas in their own words. The majority of students entered their responses in a Google form, while others recorded their thoughts on notecards or paper. The anonymity of the responses encouraged students to be honest about their feelings without the fear of criticism from others.

Like the entrance survey question that asked students to indicate the racial and ethnic identities with which they identified, the question about communities with which students identified sought to give students the opportunity to reflect on who they are. In order to understand what is absent from the archives from the perspective of our students we were open to the types of communities students could offer in response to the question. We encouraged students to consider the various aspects of who they are including their age, where they grew up, their hobbies, career goals, passions, and the like. This served two purposes:

- It allowed students to think beyond race and ethnicity as the only markers of absence and mis-representations in the historical record.
- It helped to reinforce that the critical interrogation of the archives and the historical record is not an activity exclusively for or about people of color.

Students identified with a huge range of communities. They listed distinct and layered communities characterized by ethnicity, religion, racial, age, ability, regional affiliation and more. The list of communities we gathered from students is in the hundreds, thus, those listed in the figure below can only serve as a small sample of the responses given.

Community Affiliations

- Second generation Latinx community whose parents migrated from Chihuahua, MX and Mexico City, MX during the 1970's/1980's."
- Camaroonian
- Undocumented, LGBTQ, low-come
- Feminist
- International adoptee
- Christian
- Korean
- Bracero community
- Cancer survivor family
- Hmong American
- Millennial
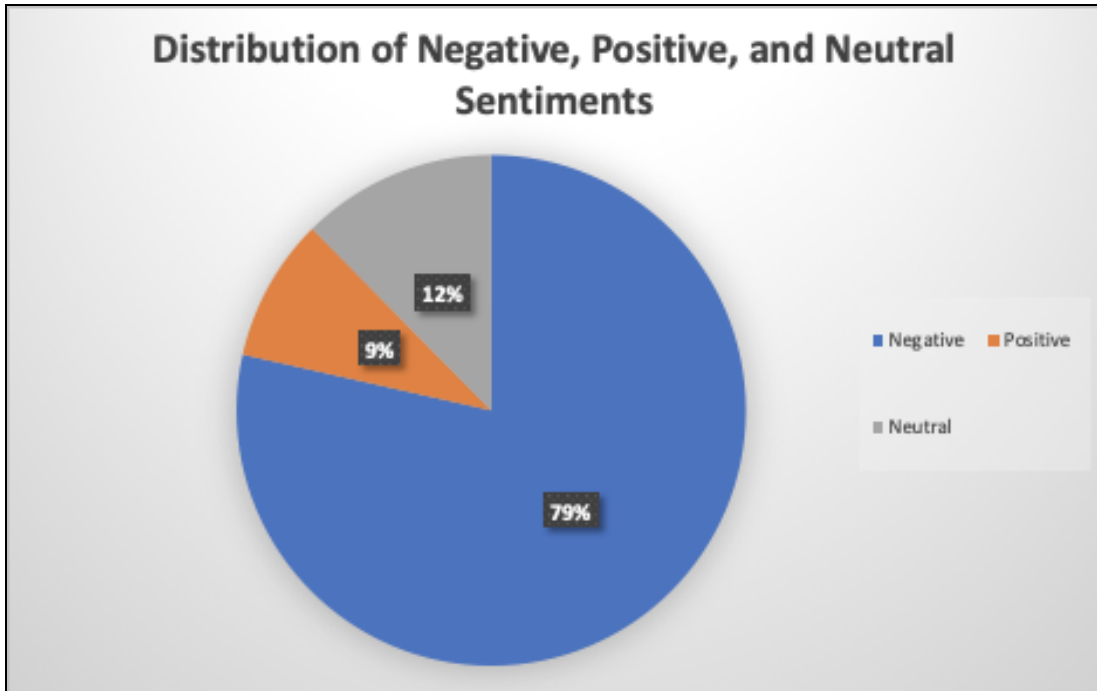- Rural American
- Sikh

When asked what stories, records, or images about their communities might be missing from the archives and why it is important, students had a lot to say. They suggested stories about child immigrants and the histories of LGBTQ people of color. They noted the absence of records about people of various abilities, and the experience of people of multiple ethnic and racial backgrounds. Some students mentioned social movements, while others noted that our own university archives are lacking in stories about certain members of the UCI community like international students. There were so many absences identified that it is impossible to list them all here, although a complete data set is available.

In terms of format, students frequently noted the importance of personal stories in the form of photographs, music, art, oral histories, and other items, including family records. It was not uncommon for students to note that it is important to include these stories in the archives because it would give future generations the opportunity to learn about how people like them

overcame struggles, and to offer a more nuanced history of a community from the perspective of the people that actually lived it, as opposed to histories constructed with misrepresentations and stereotypes from outsiders looking in.

Caswell's framework of representational belonging challenges symbolic self-annihilation. It explores the impact of archives by considering the feelings that people get from seeing oneself represented in the archive. We sought to answer Caswell's call for more research to see if her proposed framework can be generalized to assess the impact of community-based archives by asking students, "*What's the impact of not seeing your family or your community in the historical record? How does it make you feel?*" Students responded to these questions with open-ended answers. We reviewed each individual response to identify words that captured a student's sentiment. While students' answers to these questions were unique, we found that students used the same words to describe their feelings. We identified a total of 121 unique sentiments. The top ten sentiments (most frequently appearing words expressed).

1. Erasure
2. Sad
3. Invalid
4. Excluded
5. Unimportant
6. Loss
7. Misrepresented
8. Neutral
9. Invisible
10. Isolated

Distribution of Negative, Positive, and Neutral Sentiments

Negative: 79%
Positive: 9%
Neutral: 12%

Through further analysis, we found that the majority (79%) of the sentiments expressed were negative. Twelve percent of responses were positive. Positive responses included claims like "my history is well documented." Nine percent of responses were negative. Negative responses included sentiments like, "It doesn't matter" or "I can preserve my own history."

The responses that students gave to the question about the impact of not seeing themselves are powerful. They highlight what is at stake regarding diversifying the historical record. Not only do we miss the opportunity to understand the impact that various communities have had on the human experience, we risk the mental health, the wellness of people from communities absent from the archives. A few examples of student responses are below.

> *"I feel misrepresented and invisible. I feel that as human beings we all contribute to society one way or another. When we are not seen in the historical record, it is demeaning and degrading, and we are not acknowledged. Our existence is denied/neglected."*

> *"As a queer Asian American woman, I often feel like no community exists or can be easily seen by the public. Who we are, where we congregate, how we communicate or*

carry our lives is rarely documented. I'd really love to know and learn about Asian American involvement in the Gay Righs Movement so that I can feel more including as part of that community. In SF, where I'm from, there are various drag shows and performances whose main performers like those would really help highlight our existence and involvement in the LGBTQ community. Because of the lack of representation, my place in the community feels precarious and non-existent."

"It makes me feel like we're not important and that we don't matter, and like our history isn't deemed worthy enough to being saved. I feel like it's an erasure of my culture."

"Not seeing myself and my community reflected in my studies at school or in the media made me feel disconnected and invalidated. Taking this course has really changed my perspective and empowered me to consider my family's background and my community's history as a valid and significant part of American history."

The last quote captures the impact of not seeing oneself represented, as well as the potential of workshops that incorporate community-centered archives and opportunities for self-reflection to impact students positively.

Summer Cohort

Program Design

Besides the workshops, the other major component of the project was the Summer Cohort Experience, which took place in 2018 and 2019. 30 students participated in the experiential learning opportunity (15 students for each year). We envisioned the cohort opportunity as a summer job with a lot of practical experience in learning about archival work by supporting community archives partners in the Orange County region. However, as we started to map out the summer experience, we began to see that it was more of an enrichment and educational opportunity than a "student job." We strived for a balance of academic and practical pursuits for these students. It was important to us in writing this grant that we provide the students with a *paid* opportunity to engage with multiple facets of community archives work and librarianship.

By the end of the TKTL Summer Cohort Experience, we wanted student participants to articulate the difference between traditional and community-centered archives and have an understanding of the skills and tools used to collect, preserve, and make accessible community history. To accomplish this, the cohort met ten hours a week for ten weeks. Below is a breakdown of how the program was structured:

- 2 hours a week of seminar/workshop time
  - 1 hour dedicated to a seminar on a specific topic carried out by guest speakers (professional archivists/librarians)
  - 1 hour dedicated to hands-on training in archives work
- 1 hour a week of cohort discussion time
  - Discussion time facilitated by students to reflect on topics discussed, workshops, and practicum experiences
- 1 hour a week of journaling/field notes for students to document their experiences in the cohort
- 1 hour of suggested reading for students based on weekly topics covered
- 5 hours of hand-on community-based assignment (practicum) work where students worked on their archival projects.

The cohort program was designed to provide students with the opportunity for them to learn about the theories and principles of community-centered archives through readings, discussions, and guest speakers. At the same time, students took a participatory approach when working with their community partners that allowed them to apply the theories and principles learned in the classroom to their archival projects. In doing so, students learned the praxis of doing community-centered archives work by working directly with communities, to understand the community's priorities, and create new records in partnership with community organizations. A complete syllabus for 2019 can be found in Appendix D of this report.

There were six main themes identified as desired learning outcomes for the intensive summer program:

1. Community and Identity - understand and articulate different notions of community and identity especially as they relate to intersectionality and hybridity

2. Neutrality and Objectivity - learn to challenge the myth of neutrality and objectivity in history and the archives

3. Collecting – learn methods to work with communities to understand their history and create new records in partnership with community organizations

4. Preservation – learn about the challenges of preserving histories of marginalized groups

5. Access – learn how to implement a number of strategies to provide and enhance the community's access to historical materials (e.g. planning and executing outreach programs, curating exhibits, building a digital portal)

6. Librarianship - gain a better understanding of the various functions of librarians

We decided on these learning outcomes with the purpose of having students challenge and question the traditional way of doing archival work while simultaneously centering community-centered archives. Moreover, we wanted students to gain a holistic viewpoint of the work of librarianship.

Community Partnerships

The research team collaborated with nine different community organizations for both cohorts. In some instances, members from the research team had already established some kind of relationship with the community organizations through past work, facilitating their participation in the project. In other cases, the team identified new organizations to collaborate with based on the work they do and how well they fit within the project's goals. Each organization provided students with different archival projects. Below is the list of community organizations and the different projects worked on by the TKTL Summer Cohort students.

1. **Santa Ana History Room**: The Santa Ana History Room is committed to fostering an interest in local history by collecting, preserving and making available materials of enduring historical value relating to the development of the City of Santa Ana and Orange County. Students aided in cataloging the "Wrong Way" Corrigan collection.

2. **Heritage Museum of Orange County:** Heritage Museum of Orange County is a cultural and natural history center dedicated to preserving, promoting, and restoring the heritage of Orange County and the surrounding region through quality hands-on educational programs for students and visitors of all ages. Students assisted in organizing, processing, and accessioning the Harriett Tyler collection to make it accessible to the public.

3. **Christ Our Redeemer**: Christ Our Redeemer African Methodist Episcopal Church (COR) is the largest A.M.E. Church in Orange County. Students carried out workshops consisting of zine making, pop-up books, and oral histories.

4. **The Cambodian Family**: The mission of The Cambodian Family is to promote social health by providing refugee and immigrant families the opportunities to develop the knowledge, skills, and desires for creating health and well-being in their lives. Students digitized photographs and created a directory and inventory for the photograph collection.

5. **LGBT Center OC**: The LGBTQ Center OC's mission is to advocate on behalf of the Orange County Lesbian Gay Bisexual Transgender and Queer/Questioning communities and provide services that ensure its well-being and positive identity. Students worked in a collaborative effort with individuals from LGBT Center on a project focused on teaching oral history principles and practices to its youth groups and collecting oral histories from the participants of the youth group.

6. **Southern California Library:** Southern California Library is a community library and archive located in South Los Angeles. Founded over 50 years ago, the Library holds extensive collections of histories of community resistance in Los Angeles and beyond. Students helped process the archival collection of LAPD's Rampart division scandal that

occurred in the late 1990s.

7. **Orange Public Library**: Founded in 1885, Orange Public Library's mission is to welcome and support all people in their enjoyment of reading and pursuit of lifelong learning to preserve local history and to provide equal access to information, ideas and knowledge through books, programs and technology. Students digitized local high school yearbooks and newspapers from Orange High School and transcribed and processed the backlog of oral history interviews at Orange Public Library and transcription of recorded interviews with Cypress Street Barrio residents.

8. **Community in Resistance for Ecological & Cultural Empowerment (CRECE):** To create a healthy, equitable, and sustainable food system for future generations in Santa Ana that is rooted in economic development, community ownership, policy advocacy, nutrition and health, and community cohesion. Students learned about the history of the marigold flower as it relates to Dia de Los Muertos and collected oral histories of the cultural and family significance of the flower.

9. **Vietnamese American Arts and Letters Association**: VAALA was founded in 1991 by a group of Vietnamese American journalists, artists, and friends to fill a void and provide a space for artists to express themselves as a newly resettled immigrant community. Students organized a digital collection of photographs and assisted in an inventory of a film festival database.

Student Experiences

On the final day of the cohort experience, students were asked to reflect on their experiences through a 10 minute presentation and address the following:

- A summary of the community partner. Who they are, their mission, and goals.
- Discuss the project the team undertook.
- How did the team approach the project?
- Reflect on your experience working with the community partner. What did you learn? What was most meaningful?

- How do you envision applying what you learned during the TKTL program beyond the summer?
- Will you continue to work with the community partner or get involved with other community archives sites?

Following their presentations, students were presented with certificates to celebrate their accomplishments. Our community partners were also invited to celebrate the students and provide any feedback on students' presentations or the work students accomplished in their projects.

Over the course of the ten weeks, student participants developed bonds with one another and their community partners through the projects they worked on. One of the goals of the cohort besides having students learn about the principles and practice of community-centered archives was for them to engage and establish a good rapport with each other, especially since the majority of students did not know one another before their participation in the cohort. The relationships students built with one another was facilitated by having students work in groups and because the cohorts were composed of 15 students, providing an intimate space where students felt comfortable working with each other. A few students reflected on the relationships they developed during the cohort:

> *"I enjoyed most the bonding experiences I had with my group at the Santa Ana History Room and with the whole cohort on the many activities that we did. I now have fond memories, something I hoped of getting out of this cohort."*

> *"This was absolutely the best and most significant opportunity I have had in my entire academic career. One of the questions above asked about the impact of absence, and I think there's also an emotional impact to absence...this cohort was one of the first times where I really felt like I belong and have a place in academia and have the power to do work to make sure that others see themselves belonging and existing, even if that work is a struggle."*

> *"This was my last week at CamFam and I could not help but feel bittersweet. It felt like only yesterday that I had arrived and had been introduced to the rest of the staff and the*

facility. Yet on the day that I am leaving it was difficult to say goodbye to Ahn John, Sophia, and especially Ravi. Although my time here had not been long, my experience at CamFam helped me understand the importance and nature of Community Archives in relation to the community. Not only because will I miss the people and the kindness they showed to us through food and conversation, but also because I will miss being able to contribute to an organization who cares for their people and their past."

"What are my thoughts now that it is over? I'm both happy and sad. Sad in that I felt that I bonded really well with everyone. From our community partners to our cohort leaders and my colleagues, I could not have asked for a better team of people to work with. Especially having conversations our race, education, bureaucracy, and community archives, I felt we understood each other and had the same feelings about it. It was incredible to feel that you do not have to share words in order to understand each other's feelings."

"When I left, I teared up a bit. I am so grateful to have had been a part of this. I do not have the words to fully express my gratitude for being a part of an incredible cohort. All I can really say is thank you to my colleagues, to my mentors, and to the community partners for allowing us to be a part of this. Thank you."

"Our whole group agreed that we would be happy to continue our work there (Santa Ana History Room) is that we would need to readjust to our new school schedule when school starts again in September."

These student perspectives not only demonstrate the bonds they developed with each other, but also the affective impact of doing community-centered archives work.The sense of community and solidarity created through a shared experience in community engagement and service led to another kind of representational belonging -- namely, belonging to a community of practice in building out historical records.

Summer Cohort Data Analysis

At the end of the cohort, students completed a questionnaire to measure their experience in the cohort and what they learned about libraries and archives in the classroom and through their

archival projects. Furthermore, the team wanted to know whether the cohort impacted students enough for them to think about pursuing a career in libraries and archives. What follows is an analysis of the questionnaire.
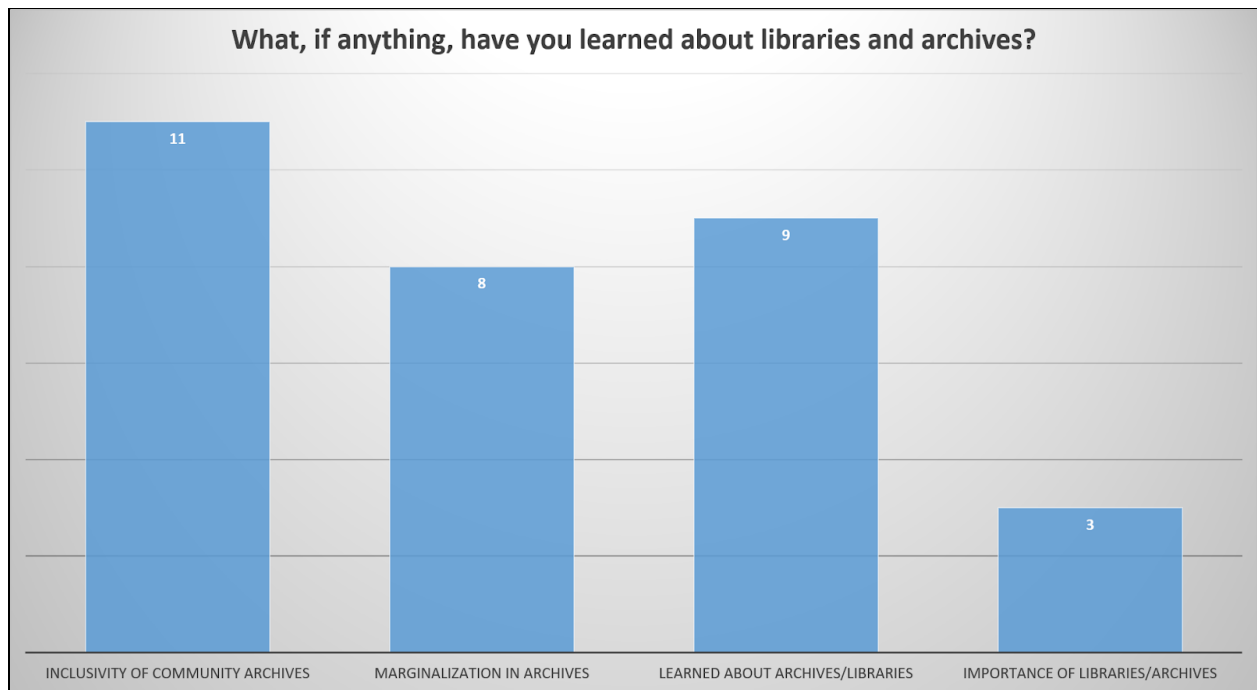
When asked what they learned about libraries and archives, the majority of students responded learning about the work that (specifically community archives) are doing to create more inclusive archives. For example, one student said that "community archives can help those who feel like their voices have been silenced to instead feel like they are worthy and represented. Hopefully over time other people can begin to understand those perspectives and grow together." Students also expressed learning about the marginalization found in archives. One student noted "that even archives can be riddled with dangerous colonial language or perspectives that attempt to erase what actually happened in history," while another student pointed out that "libraries and archives are a lot more politicized than I thought, especially in regards to who is able to access these spaces and benefit from their resources."

Besides highlighting power dynamics, students became aware of how archives and libraries function:

"I had a very basic understanding of archives and librarianship before participating in this internship. Archives entails a lot of work and dedication that most people do not pay attention to. Thanks to this internship, I have learned that community stories, documentation, and representation is vital in keeping our histories alive."

"I learned that libraries and archives are sites of information and cultivating knowledge for future generations. As the cohort progressed, I realized that librarianship is more than cataloging, it is an actual community investment that takes trust, commitment and investment."
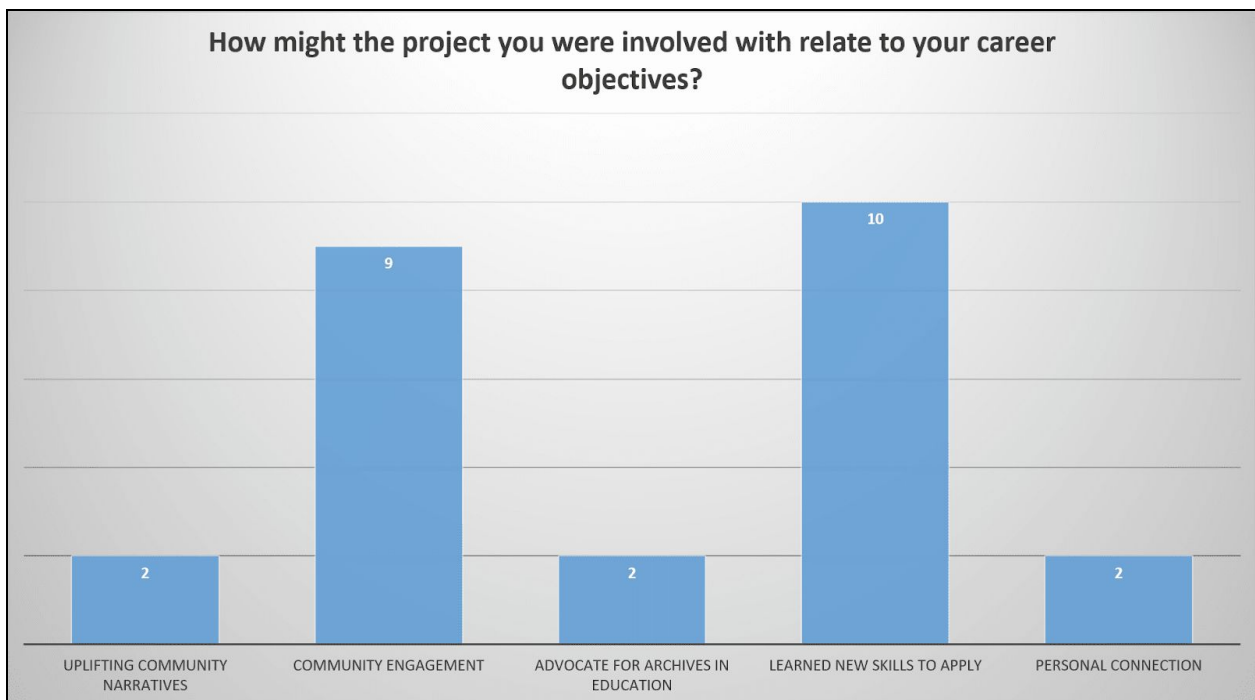
Many of these students gained a new perspective on library and archival work based on the practical experience they acquired when working on their projects. Thus, their archival projects provided students with a better understanding of what community-centered archives work entails.
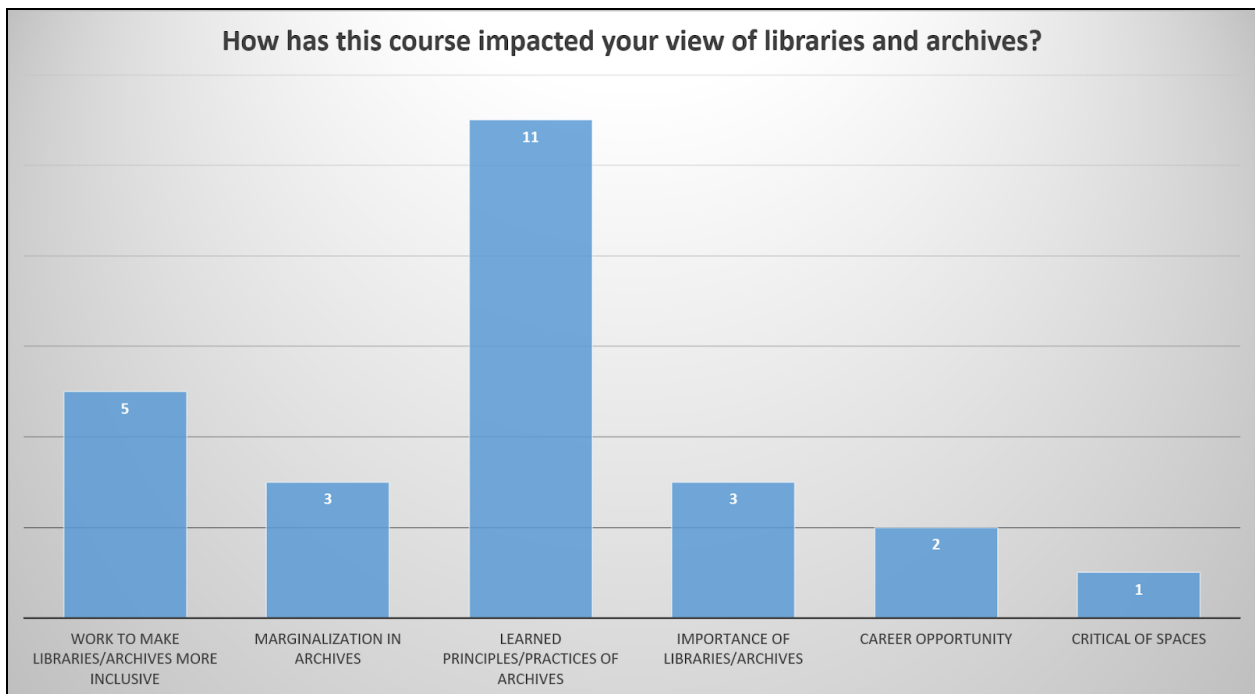
When asked about the impact the cohort had on them, the overwhelming majority of students responded that they learned about the principles of archives and libraries. One student mentioned the following:

"This course has opened my view on how libraries and archives actually affect people around them. It is not something that has no connection to anybody, but it is actually documenting the lives and importance of others. At first, I didn't think libraries or archives were a big deal, but know I know that they are because they represent the past and can help in determining the future of certain groups of people."

One of the goals of the cohort was for students to gain an understanding of the profession and given that the overwhelming majority of students expressed learning about how archives and libraries function as the biggest impact, that goal was met. The remainder of the responses were similar to those in the first question, with the exception of career opportunity and one student who mentioned learning to be critical of spaces they go into. Students who responded that they were impacted by learning about career opportunities demonstrates the potential for long-term investment of financial resources toward training and learning experiences for undergraduate students can be transformative for the library and archives fields.

How might the project you were involved with relate to your career objectives?

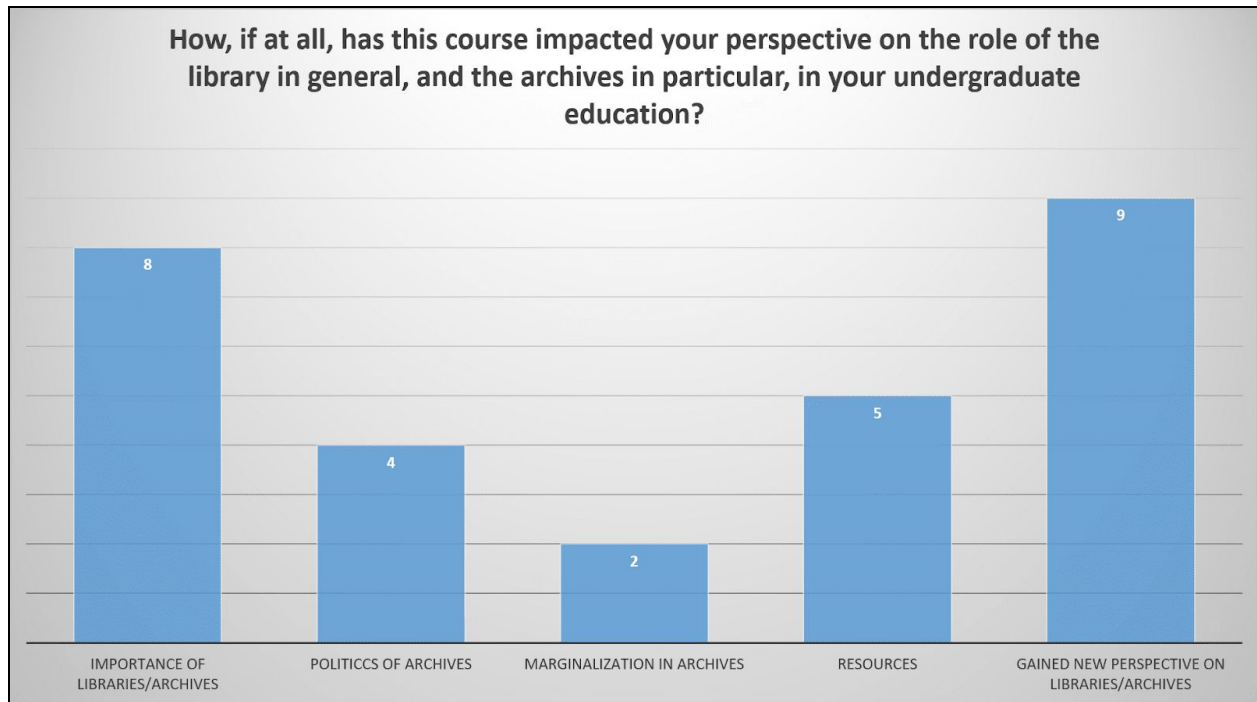|				
2	9	2	10	2
UPLIFTING COMMUNITY NARRATIVES	COMMUNITY ENGAGEMENT	ADVOCATE FOR ARCHIVES IN EDUCATION	LEARNED NEW SKILLS TO APPLY	PERSONAL CONNECTION

The majority of students shared that they learned new skills as a result of the archival projects they worked on which they could apply to their career objectives. One student expressed the

following: "I believe the exposure to the specific material I worked with, with my community partner has allowed me to further research skills and reading skills. I do believe that it has also helped my social skills in a collaborative environment." Another student mentioned that "the project definitely contributed to my organizational skills that include digitizing, logging, and networking with people."

Besides the skills they gathered, students indicated having a better appreciation for the work required to be involved in ongoing, grassroots community work. One student articulated that "the project I was involved in taught me how to work with others from a community that I was not a part of. It taught how to be patient and understanding. It taught me how to listen." Likewise, another student said that:

> *"These projects taught me how to work with a community and the scope of work that implies. Mostly this is relevant in how one decides to engage with this type of work. That is it best not to go forward knowing you don't have a lot of time to invest, or that there will be an uncertain schedule. The aspect of being invested in a community and the amount of reciprocity needed will be crucial to any work I take on moving forward as I build rapport in new environments."*

We wanted students to not only gain the skills to collect, preserve, and make community history available, but to also understand the differences between community and traditional archives. Based on the top two answers as demonstrated in the chart, it seems that students were able to gain those skills and understand the work it takes to run community archives and how that work differs from traditional archives.

How, if at all, has this course impacted your perspective on the role of the library in general, and the archives in particular, in your undergraduate education?

(Bar chart with the following values)

Category	Value
IMPORTANCE OF LIBRARIES/ARCHIVES	8
POLITICCS OF ARCHIVES	4
MARGINALIZATION IN ARCHIVES	2
RESOURCES	5
GAINED NEW PERSPECTIVE ON LIBRARIES/ARCHIVES	9

As with the exit survey, students in the Summer Cohort provided very similar responses to the question of what role libraries and archives have in their undergraduate education. The majority of students expressed that they gained a new perspective on libraries and archives:

> *"This course has helped a lot in re-shaping how I view the library or archives in general. Before I would think that the library wasn't really important and only served a role in hosting space for students to study, but it serves much more than that and helps keeping history intact, so we could learn from past mistakes."*
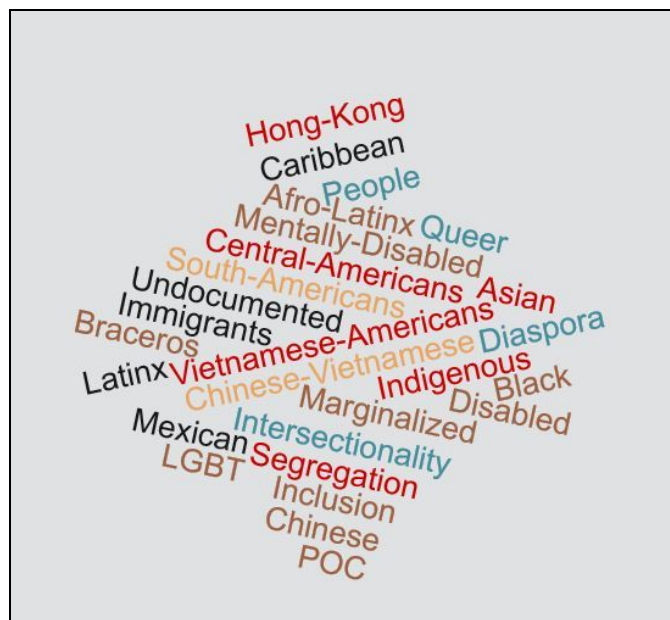
> *"This course has changed what I saw as a mechanical and infallible institution into one that is much more human and open to error. Now this may seem as a negative but rather it is rather quite hopeful for me! To learn that even though historically archives and libraries have had problems in inclusion or a barrier to the access of knowledge, knowing that ultimately humans are at the core of a library functions means that there is possibility for change and improvement."*
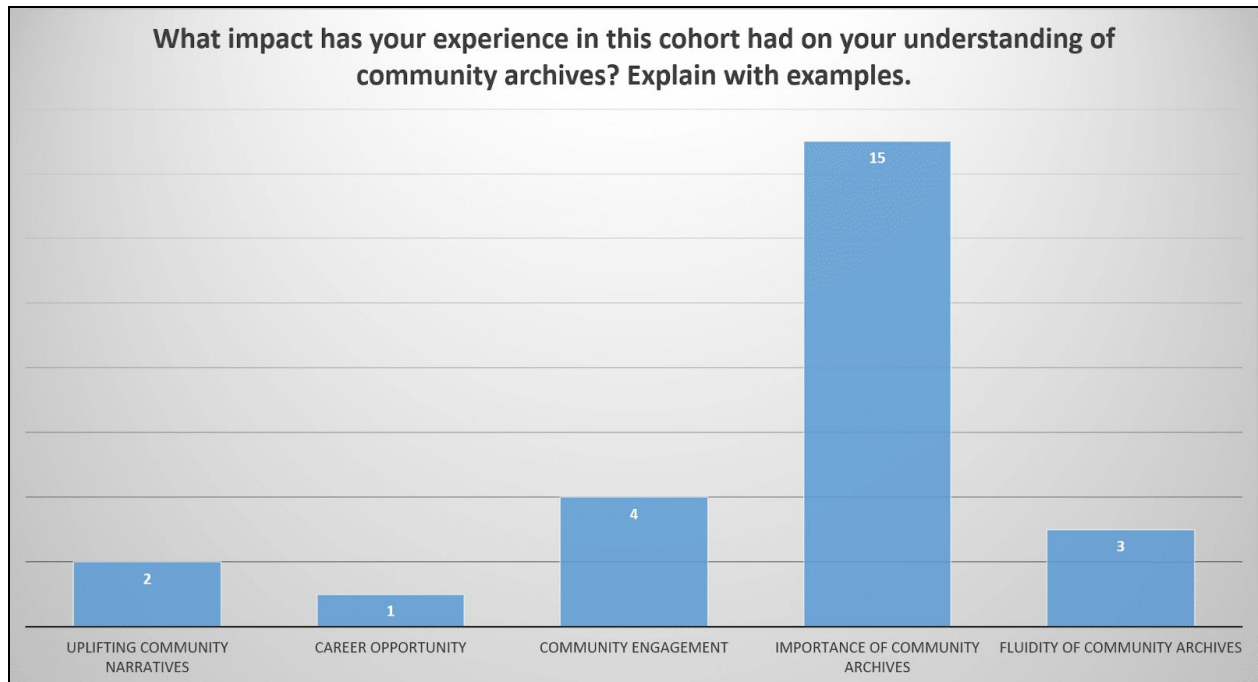
These examples of student responses elucidate how their perspectives changed when learning about the specifics of libraries and archives for ten weeks. The second highest response was students recognizing the importance of libraries and archives:

> *"I learned how important libraries and archives really are. I always thought that libraries were actually becoming obsolete with the current wave of technology that's slowly emerging in this century. Who would need to borrow books anymore when you can go online and download one from an online archive? But I was wrong. Libraries do more than just house books, they are an important part of the community."*

As in other questions of the questionnaire, students also noted the politics found in libraries and archives as well as the marginalization prevalent in these spaces/professions. Some students also became aware of other resources besides books that can be found in libraries and archives.

Word cloud representing what UCI students would like to see more of in archives

What impact has your experience in this cohort had on your understanding of community archives? Explain with examples.

Category	Value
UPLIFTING COMMUNITY NARRATIVES	2
CAREER OPPORTUNITY	1
COMMUNITY ENGAGEMENT	4
IMPORTANCE OF COMMUNITY ARCHIVES	15
FLUIDITY OF COMMUNITY ARCHIVES	3

When asked specifically about their understanding of community archives, the overwhelming majority of students responded by saying they understood the importance of community archives. Students came to understand the importance of community archives in providing a space for historically marginalized communities in traditional archival institutions to document and preserve their own community histories on their own terms. Below are some examples of these responses:

"When I first came in, I had an understanding about community archiving; however, through my involvement in this cohort, I gained a better understanding through both experience and the readings assigned in the seminars. To continue, I learned from the speakers the complexities that arise from working in community archives within institutions. In addition, it was a valuable experience to learn about how individuals and communities are currently doing work to equalize the field of archives."

"I did not know community archives existed before I attended the cohort. For example, I was not aware of digital archives, such as SAADA, or of the Heritage Museum of Orange County. I was especially not aware of how much of an impact these archives had on a

community. They serve as a form of representation and voice for the people that have always felt left behind or forgotten. They help us keep our history alive."

"Community archives were nonexistent until I heard about them recently with this program and they didn't seem as though they would carry much weight in a group. It seemed as though the communities I come from are not as invested in participating to create such a collection. Now it is very apparent how much it would mean to people. How much investment it takes to make a community archive truly relevant to all involved."

Other students noted learning about the importance of community work, expressing similar sentiments as in question 4 and the importance of showing up consistently when working with a community to build and gain their trust:

"We listened to their ideas and followed their wishes for the project. This definitely helps us gain their trust and also made us understand the doubts that communities have."

"The foundation also lies in community building, more than I realized. It takes time to build trust with communities to allow them a space to feel comfortable/willing to share their narratives that they've always been taught has no value."

Students also came to understand that there is not one way to do community archives work. A student said that "community archives is a more fluid, dynamic concept than I thought." This was expressed by another student: "My understanding of community archives has constantly been changing throughout the program. At first, I thought that community archives were simple archives for the community. Over time [I] learned that for and by the community are different."

For the students, being able to learn not just about community archives in the classroom but then to apply that theory into practice with their community partners and the archival projects proved to be important. It allowed students to have an understanding of the work community archives do through a firsthand experience but also see how each community archives operate on different levels.

Are you interested in pursuing further education in libraries and archives?

|	
14	YES
8	NO
3	MAYBE
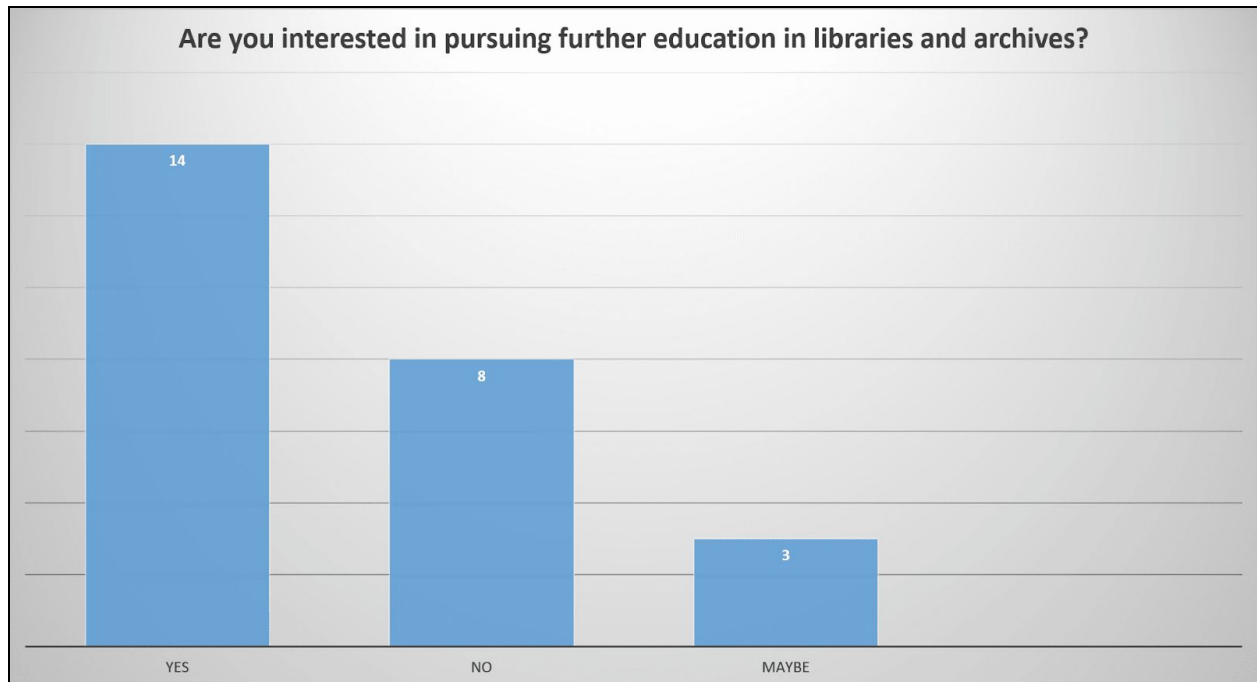
As was done with the exit survey, we asked students in the cohort whether they would like to pursue further education in archives and libraries after having the opportunity to learn about them for ten weeks. One of the goals of the overall project was to make students aware of archives and libraries as a potential career opportunity. The majority of students answered that they would be interested in pursuing further education in archives and libraries. One student mentioned the following: "After this internship, I have become interested in pursuing an education in archives, possibly as a librarian as well. I have always loved libraries and these past ten weeks only served to reinforce my admiration towards them." Another student also became interested in furthering their education after their participation in the cohort: "I am seriously considering pursuing library school after I graduate from UC Irvine because I am attracted to the skills and knowledge surrounded with archiving or curating.

Even students who were not interested in furthering their education in libraries and archives still mentioned the skills they acquired during the cohort would be put to use in the advancement of their education:

> *"It piqued my interest in pursuing further education in libraries and archives, but it also fueled my drive to continue to pursue these narratives as a journalist...I have gained*

important friendships and allies from individuals who understand the urgency to
document these narratives. I'm excited to further pursue higher education to hone my
Journalism skills."

Based on the data, it is evident that if provided with the opportunity to learn about libraries and archives in depth, students will want to further their education in these fields.
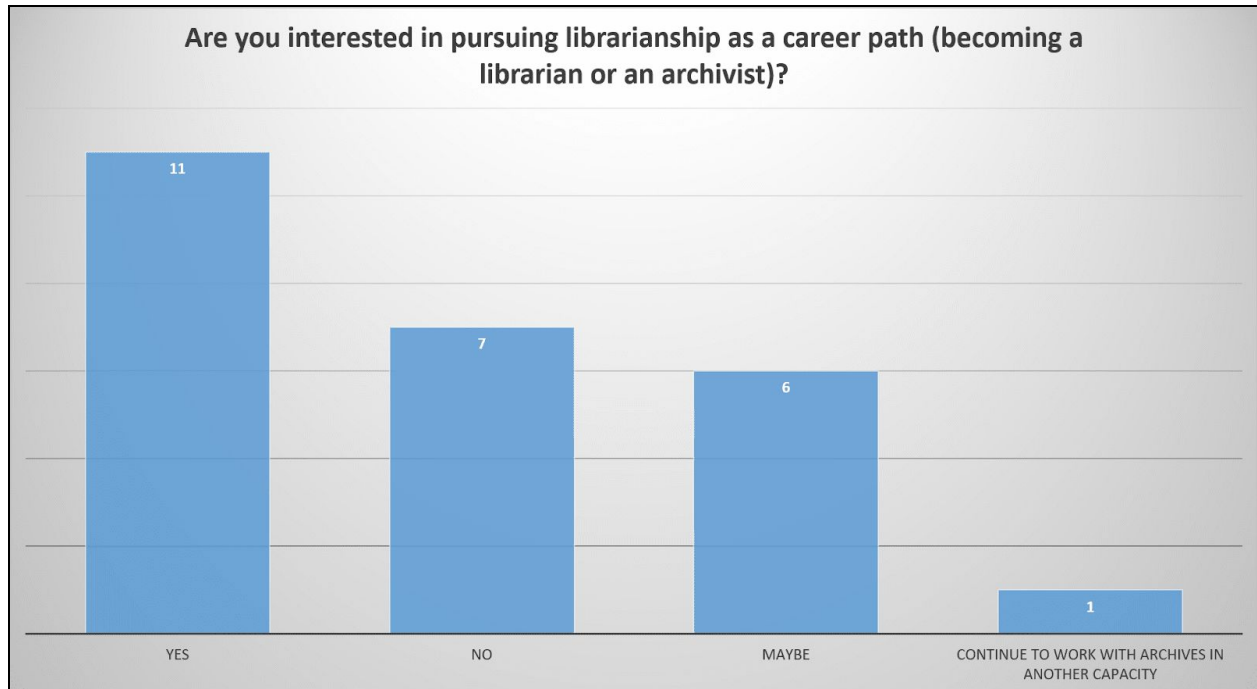
Lastly, when asked if they would be interested in pursuing a career in archives or libraries, the majority of students answered yes. One student said their desire to pursue a career in the field had to do with learning something new:

"I really want to become an archivist because they have a hand in physically
documenting a selective historiography that can impact communities or even a state's
curriculum for teaching history. I constantly learn something and meeting new with in the
cohort and I want that to be my entire life with archiving. I want one day to create an
archival space for people of color with disabilities because I never had the respect of my
identity as a multi-ethic woman with disabilities and I want to at least remove stigma of

disabilities in educational spaces. Archiving is the answer I was looking for and I feel extremely confident in my future in this field."

Another student expressed their interest in pursuing a career in libraries to work with communities: "I think that it would be interesting to pursue a career in librarianship. I can do a lot for the community. I would like to work my way up and be able have an impactful role in organizing collections, creating events, and making exhibits." Other students made a connection across different disciplines: "Im interested in maybe continuing a path as an archivist with a connection to anthropology and immigration."

For students that answered no, they still found something meaningful they could apply to their careers. One student said that although they would not be pursuing a career in the field, they would still rely on archives for their work: "It's an interesting and important career path that I do not see myself doing in the future, but most likely relying on the archives for research as I continue my career path to journalism and documentary." Many of the students who said no or maybe also considered it a second career later on in their lives. Ultimately, the results demonstrate that when made aware of archives and libraries as a potential career and when they gained experience in that setting for ten weeks, students are more prone to want to pursue a career in the field, highlighting the importance of making them aware of this profession as undergraduate students.

Community Partner Data Analysis

Overall, the community partners expressed having a positive experience and pointed out the significance of the project for themselves and the students:

> *"This was a tremendous experience for our organization, our youth, and the ability for UCI undergraduate students to engage in community-building and community preservation efforts."*

> *"It was a positive experience. Education is important to me, so for our organization to act as an active partner was a great way to build community with UCI Libraries and other organizations, as well as support undergraduate students in their research and education."*

"I loved it. The experience was a great way to connect with other organizations and to collaborate with UCI Libraries. I loved working with the undergraduate students and watching them take ownership of their project, and providing mentorship and guidance. I loved learning about their experiences and hearing about their dedication to research and their studies. I am happy they received the opportunity to become engaged and to invest in the LGBTQ community. It was a positive experience. Moving forward, I want to continue our collaboration!"

Community partners also expressed their desire of collaborating with the research team beyond the project. This speaks to the trust developed between the community partners and the research team. It is our intention to continue working with our community partners to strengthen the relationships established and offer support to them to the best of our abilities.

Challenges, Observations, and Moving Forward

While coordinating and conducting undergraduate classroom workshops and training two summer cohorts, we made some relevant observations regarding the challenges and successes of bringing community archives instruction into ethnic studies classrooms. Successful collaboration between the library and academic departments hinges on relationship stewardship and trust-building. Our outreach approach to faculty consisted of meeting them where they are (e.g. visiting department meetings to present our project) and following up with them consistently over the duration of the project. When a faculty member fully endorsed the project and found inherent value in teaching about community archives, the path was already cleared for us. We found that the following variables correlated to our success in implementing the workshops and engaging students: course themes, faculty familiarity with libraries/archives, level of faculty involvement, class size, and the makeup of this research team.

Courses and Faculty Involvement

Course Themes

Course themes in each of the ethnic studies departments sometimes aligned perfectly with the tenets of community archives work. Sometimes they did not. When we had courses such as "Black Women in Archives," the concepts and theories were aligned with what we were teaching

in terms or representation and power relations. Teaching about "representational belonging" in a class that centers concepts of inclusion and exclusion, critical methodologies for writing history, and that foregrounds perspectives of marginalized subjects offers us an entry point, but the work is even easier if the course goals are closely aligned with teaching about archives creation. Other times, such as in a course on "Research Methods in Asian American Communities," we were able to design a documentation/digital collecting assignment in consultation with the professor so that students could gain firsthand experience as records-creators and document an aspect of the local community with the end goal of contributing to our active collecting efforts. These instances highlight "best case scenarios" for our ability to engage students who tended to already be committed to social justice principles or are being trained to do some form of records-creation.

When we collaborated with faculty teaching courses that did not align well, for instance "Asian Americans and Labor" or "Multicultural Education in K-12" we found students to be more varied in their attention to the workshop and in the degree of responsiveness to the surveys we administered.

Faculty Familiarity with Libraries/Archives

It was immensely helpful to our efforts when collaborating faculty felt comfortable with addressing the work we do in libraries and archives to reinforce the importance of this work and its applicability to their course goals. For instance, historians who have done archival research or have had experience collaborating with Special Collections and Archives tended to be great advocates and set the stage for us to succeed in their classroom. When professors provided concrete examples of how their research and/or teaching benefitted from archives and libraries, their students were able to see real-life examples and placed value in what they may gain from the instruction we offered.

The most productive partnership scenarios included faculty who were involved with the learning outcomes and showed up with their classes for the workshops. We have experienced scenarios such as professors who sent their classes to us unaccompanied to those who were present at every meeting and mandated their students' participation. What we learned is that the example set by the professor was an important piece of the puzzle.

We also learned that professors' control of the classroom impacted how students received our instruction. When a professor did not have control of the class, students tended to view the workshop and the surveys as optional and participation decreased. In these instances, we found ourselves expending additional effort in trying to motivate and engage students more so than in classrooms that were well-managed.

Class Size

We have worked with classes that ranged from a dozen students to nearly 200 students. This means we had to adjust the materials and how they could be shared. For example, in the smaller classes students could physically engage with artifacts and documents from our collections for a tactile experience and we had more personal one-on-one interactions within the span of the workshop activity. In the lecture classes, we digitized materials and students analyzed those surrogates which meant we had a harder time ensuring full participation. Since these workshops were designed to offer students engagement with primary source materials, the smaller class sizes were ideal but we were nonetheless able to adapt to large lecture classes.

What the large lecture classes pushed us to do was pivot the way we gathered survey data and workshop data. Originally, we had intended on handing out paper surveys and collecting notecards for workshop activities. Within the first two quarters of teaching, we encountered our first large lecture class and had to pivot the plan to collect survey responses and workshop activity responses through google forms in order to streamline the data collection and coding process.

Research Team Representation

Finally, the last observation brings up a more sensitive issue: the composition of this four-person research team. Three of us identify as BIPOC (Black, Indigenous, and People of Color), two of us did not receive traditional archives training, the team skewed towards female-identified and able. Our lived experiences and what that might bring to the learning environment for our students matters deeply in the context of teaching about representational belonging.

Previously we discussed the importance for underrepresented groups seeing themselves in history; similarly we postulate that it may be important for students to see us in front of the

classroom, talking about our commitment to community-centered archives. The expression, "you cannot be what you cannot see" acknowledges barriers that are faced by underrepresented communities, so we must acknowledge the importance of who we are and the impact that our identities may have on our students' ability to imagine themselves in this profession because they can (hopefully) see someone who looks like them.

In our initial pedagogical design, we expected to eventually become familiar and consistent enough with the workshop content that we would pair off or even run them individually in the interest of efficiency. However, within the first two quarters we came to the realization that showing up together as much as possible was important for a number of reasons: bringing each of our strengths and lived experiences into a team teaching dynamic to model collaboration and diversity, emphasizing the message that we are mindful of the need for more representation from underrepresented communities in the libraries and archives profession, and to prompt more reflection on why historical erasure has affective and real consequences. Altogether, we taught the workshops in fours or threes about 90% of the time, and this may be one factor that has contributed to the workshop's successful outcomes.

One of our faculty collaborators, Professor Bridget Cooks from African American Studies, prompted us to share our own perspectives and professional backgrounds after one of our first workshops. She suggested that when we returned at the end of the quarter to conduct our Exit Survey, we could make time to highlight our own subjectivities. We took this to heart and gave it a try, and from then on we moved this personal sharing to the first class visit when we administered the Entrance Survey. Foregrounding our own situated knowledge and subjectivities became a core part of our teaching and outreach strategy.

Students would come up to ask questions of us individually, and this might be because of the collections we oversee or it might be because something about our lived experience evoked identification/recognition for them. That we four all showed up as much as possible gave students more options and opportunity to forge connections. Because this research project suggests that affect matters, we worked to create a space to foster the feeling of belonging or the ability to imagine oneself in a place once unfamiliar or out-of-reach.

Digital Portal

As part of the original narrative for the research project, we anticipated that our partners might be supportive of a digital collections website, sort of an "Online Archive of Orange County Regional History" piloted through the TKTL Summer Cohort projects. Based on early conversations and existing relationships, we assumed that there would be digital content readily available for online publication, at least on a small scale. However, once we began mapping out our partnerships with community organizations, we realized that the curation of digital collections was perhaps less of a concern than basic preservation, collection management, and digitization of content -- online access was part of the equation, but not the first priority.

Contributing to a website like the California Digital Library seemed unattainable to community partners, or perhaps a lower priority, than access to their own staff/volunteers and local community. This reinforces the fact that community archives should and do exist by and for communities. There was anecdotal interest in finding ways for community archives to more easily contribute digitized and digital content to the California Digital Library. So-called best practices and descriptive metadata requirements for most digital asset management systems are designed with institutional administrators (users) in mind. This creates a technical and technological barrier for smaller repositories and community archives, and reinforces a sense of exclusion and otherness within the cultural heritage sector.

We decided to pivot slightly and build a web form that met the minimal requirements for contribution to Calisphere. Based on our research, we have been developing a means for community partners to submit their own content into Nuxeo/Calisphere, as they are currently able to do with finding aids in the Online Archive of California via the "RecordEXPRESS" feature. The form maps to the existing CDL Dublin Core requirements and connects to the Nuxeo DAMS. We have a proof of concept and we were planning to have in-person testing in March until this was postponed due to the Coronavirus pandemic. You can see this workflow on our website: https://ocseaa.lib.uci.edu/. More assessment is necessary - this input is essential for a *community-driven* digital collections workflow. This scenario demonstrates one example of "mediated access" through non-custodial community partnerships and the potential for communities to manage and mediate their own archival content in a consortial access context.

Instruction and Outreach

The primary source literacy instruction program in the UCI Libraries has been impacted by the results of the TKTL research project, most notably in the identification of primary source material that is more relevant to the lived experiences of UCI students. Krystal, Jimmy, and another colleague Derek Quezada are leading a continuation of this research on the *affective* response of primary source instruction that is endorsed by the Association of Research Libraries. We are also strategizing on how to communicate with faculty about our community-centered pedagogical approach.

The power of institutions and their failure to sustain mutually beneficial, trusting relationships with our communities was a big takeaway from this project. Community partners justifiably do not trust the institution and the intentions of a library looking to do community outreach. The concept of non-custodial, reciprocal relationships can be codified in the development of MOUs between organizations and the institution. We have developed an MOU template and posted it to our website, and look forward to adopting it for future collaborations to expand on intended outcomes and deliverables, and most importantly, ensure transparency in our intentions in this work.

Conclusion

Today, we are working toward more possibilities and strategies for practical sustainability of community-centered archives in collaboration with institutions. One area where we have been challenged has been in the conception of institutional language and prioritization of community-engaged work that is truly reciprocal. In our department, we have discussed project priorities and even shifts in position descriptions and job duties that ensure more permanent commitment to the work we are doing in Orange County. And perhaps most significantly, we have the responsibility to adopt a language of advocacy that translates to the institutional context and allows space for real structural changes. We are talking about student job descriptions, archival supplies, technology, and other resources that can be more thoughtfully directed in ways that will exist beyond the short term. We are incorporating community archives training and partner projects into the daily work of student employees in the Libraries, including non-custodial digitization and processing, as well as student-led documentation efforts. We are pursuing an endowed student fellowship to continue the TKTL intensive experience, to sustain our project-based, non-custodial partnerships in Orange County. Finally, we have unified our

team around a values-based approach to this work, saying very clearly that "*this is what we do*" every day.

The reality is that communities and institutions cannot work separately to transform the ways that students learn about the complex histories of the United States. Students must see themselves as part of the fabric of history, always and already creating the archival record of the future. Based on our research, exposure to community archives of marginalized histories is a transformative experience. This experience enhances the critical thinking and social justice skill set necessary for tomorrow's archivists, librarians, historians, educators, political leaders, and professionals of all kinds. Our research illustrates the potential of ethnic studies and community archives to complement one another in the education of young people. These young people will ultimately become our leaders, decision-makers, and advocates on behalf of a more nuanced, empowered history.

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Appendices

Appendix A: Entrance Survey

UCI

Entrance Survey

1. What is your ethnic or national background?
2. What is your gender identity?
3. What is your approximate family income?
4. What is your anticipated year of graduation?
5. What is your major(s) and minor(s)?
6. Are you involved with any campus organizations? If so, which ones and in what capacity?
7. Why are you taking this class?
8. What other courses are you taking?
9. What do you hope to learn from this course?
10. Where did you grow up? Describe the community you grew up in.
11. What is a community or family archive?
12. What if any prior experience do you have with community archives? Explain with examples.
13. What are your postgraduate professional plans to date? What inspired you to choose this path? How if at all is it related to your interest in this course?
14. From your perspective, what role does the library in general, and the archives in particular play in your undergraduate education?
15. How familiar are you with archival studies or librarianship? Have you ever considered these as potential career paths? Why or why not?

UCI

Exit Survey

1. What, if anything, have you learned about libraries and archives through our involvement in your ethnic studies course?
2. How has this course impacted your view of libraries and archives?
3. Are you interested in pursuing further education in libraries and archives? Why or why not?
4. How might this course or your final assignment for this course relate to your career objectives?
5. Are you interested in pursuing librarianship as a career path (becoming a librarian or archivist)? Why or why not?
6. What other feedback do you have about your experience this quarter?

Appendix C: Summer Cohort Questionnaire

UCI

Questionnaire

1. What, if anything, have you learned about libraries and archives?
2. How has this course impacted your view of libraries and archives?
3. Are you interested in pursuing further education in libraries and archives?
4. How might the project you were involved with relate to your career objectives?
5. Are you interested in pursuing librarianship as a career path (becoming a librarian or an archivist)?
6. Think about the communities with which you identify. What experiences might be missing from archives? What stories, records, or images should be preserved for the future? Come up with an example. What might these archives tell us about your communities? What's the impact of not seeing your family or your community in the historical record?
7. What impact has your experience in this cohort had on your understanding of community archives? Explain with examples.
8. How, if at all, has this course impacted your perspective on the role of the library in general, and the archives in particular, in your undergraduate education?
9. What other feedback do you have about your experience this quarter?

Transforming Knowledge | Transforming Libraries
Summer Cohort Experience

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Background and Introduction:
In Spring 2017, the UCI Libraries was awarded a prestigious Institute of Museum and Library Services (IMLS) grant in the community anchors category for "Transforming Knowledge/Transforming Libraries." This three-year research project explores the outcomes of undergraduate students applying what they learn in ethnic studies combined with lived experience in contributing to community-centered archives. The research team partners with the UCI departments of Asian American Studies, Chicano/Latino Studies and African American Studies, as well as stakeholders representing organizations throughout Orange County, California to connect library and information studies practice with the ethnic studies curriculum and provide undergraduates with first-hand experience in building and providing access to the cultural heritage of underrepresented communities.

Community-centered archives come into being through collaborative partnerships between mainstream archival institutions and communities that are underrepresented in the historical record. The goal is to empower communities in the process of telling and preserving their own histories. In a community-centered archive partnership, archival institutions like the UCI Libraries Special Collections & Archives, Orange County & Southeast Asian Archive Center are:

- *Attentive* to inequities reflected in archives
  - An institution should seek to understand how communities have been misrepresented, absent, or maligned in historical documentation.

- *Responsive* to the community's needs
  - An institution must be flexible, adaptable, and take an iterative and ethical approach to responding to how community memory and evidence is preserved, described, and made accessible. This means being willing to bend and stretch how archival work is defined to reflect what matters to the community.
- *Collaborative* through shared authority
  - In a community-centered approach, the institution focuses on shared authority, making decisions together and respecting the value, expertise, and perspective brought to the partnership by the community.
- *Cognizant* of the divergent priorities of communities
  - Community-institution partnerships must vary depending on the needs of each community, from the level of involvement by specific contributors to decisions about what archival material to collect.

We trust in a community's expertise and lived experience as the impetus for building impactful community-centered archives.

TKTL Summer Cohort Experience Description and Objectives:
The goal of the TKTL Summer Cohort Experience is to provide cohort participants with an understanding of and experience working with underrepresented communities on efforts to document, collect, manage, preserve and make accessible their records and other historical materials. The TKTL Summer Cohort Experience will accomplish this goal through a combination of seminars, workshops, discussions, guest presentations, and community-based assignments (practicum) that will take place over the course of 10-weeks.

Student participants are responsible for fulfilling 10 hours of cohort hours broken down as:
- 2 hours a week of seminar/workshop time
  - 1 hour will be dedicated to a seminar on a specific topic
  - 1 hour will be dedicated to hands-on training in archives work
- 1 hour a week of cohort discussion time
  - Discussion time will focus on reflecting on topics discussed, workshops, and practicum experiences
  - Starting week 3, groups of students will present "lessons learned" to the cohort (30 min total)
- 1 hour a week of journaling/fieldnotes
  - You are expected to provide a journal entry of 300-500 words every week.
  - Your writing should be thoughtful and reflective.

- ○ Your entries will be anonymous. Your honest thoughts are essential to this research.
- ○ *Link to journal entry:* **https://forms.gle/cVLeMPw5aEH1rXf57**
- ○ You are also expected to log in your weekly hours working for your community partner
- 1 hour of suggested reading
- 5 hours of hands-on community-based assignment (practicum) work

Be sure to complete your bi-weekly timesheets on time or YOU WILL NOT BE PAID.
https://timesheet.uci.edu

Learning Outcomes

By the end of the TKTL Summer Cohort Experience, student participants should be able to articulate the difference between traditional archives and community-centered archives. In addition, students will have a better understanding of the skills and tools used to collect, preserve, and make accessible community history. More specifically students with gain knowledge about the following concepts:

- Community and Identity - understand and articulate different notions of community and identity, especially as they relate to intersectionality and hybridity

- Neutrality and Objectivity - learn to challenge the myth of neutrality and objectivity in history and the archives

- Collecting – learn methods to work with communities to understand their history and create new records in partnership with community organizations

- Preservation – learn about the challenges of preserving histories of marginalized groups

- Access – learn how to implement a number of strategies to provide and enhance the community's access to historical materials (e.g. planning and executing outreach programs, curating exhibits, building a digital portal)

- Librarianship - gain a better understanding of the various functions of librarians

Summary of the Summer

Wk	Topic	Description	Readings	Practicum	Learning Outcomes

| 1 | Introduction to TKTL and community partners

Speakers:
Dylan Almendral, Kevin Cabrera, Krystal Tribbett Yusef Omowale Stephanie Camacho-Van Dyke Channary Voeng | • Welcome and Introductions
• Set community rules agreements cohort
• Look over the syllabus and discuss other logistics
• Meet community partners | [Readings due on *Thursday* this week]

1.Caswell, M., Cifor, M., & Ramirez, M. (2016). "To Suddenly Discover Yourself Existing": Uncovering the Affective Impact of Community Archives." The American Archivist, 56-81.

2. Jarrett Drake's Liberatory Archives part 1 and 2 https://medium.com/on-archiv y/liberatory-archives-towards-belonging-and-believing-part-1-d26aaeb0edd1 https://medium.com/on-archiv y/liberatory-archives-towards-belonging-and-believing-part-2-6f56c754eb17

3..Jimerson, Randall. "Embracing the Power of Archives" in *Archives Power: Memory, Accountability and Social Justice.* Chicago: Society of American Archivists, 2009.

4."Archives" and "Archivist" in Glossary of Archival Terminology https://www2.archivists.org/gl ossary/terms/a/archives and https://www2.archivists.org/gl ossary/terms/a/archivist

5."Multilingual Glossary for Library Users" https://acrl.ala.org/IS/instructi on-tools-resources-2/pedagog y/multilingual-glossary-for-to days-library-users/ | Introduce students to potential community partners

Meet / get to know your community partner | Students will become familiar with the definitions of archival concepts and the history of archives |

| 2 | Working with community archives | ● How do community archives and ethnic studies intersect
● Who gets to be a part of a community? | 1. Dunbar, Anthony. "Introducing Critical Race Theory to Archival Discourse: Getting the Conversation Started." *Archival Science* 6 (2006): 109-129.

2. Lae'l Hughes Watkins https://elischolar.library.yale.edu/cgi/viewcontent.cgi?article=1045&context=jcas

3. Yusef Omowale, "We Already Are." https://medium.com/community-archives/we-already-are-52438b863e31

4. "Why We Need to Decolonize the Brooklyn Museum," YouTube https://youtu.be/8giaN7fg7h8

5. Draft revised Statement of Principles for *Describing Archives: A Content Standard* https://docs.google.com/document/d/1ylCCzWh5yWNuIvakme3kKTJzFaWwjA1XMKLFRQvNhtk/edit | Students begin to work with their community partners

Begin to outline the goals and objectives of your community partner assignment. Draft a plan of action. | Students will have an understanding of what a community is and be able to identify communities they are a part of by reflecting on their own identities |
| 3 | Basics of Archives

TKTL Team will be in Liverpool, UCI archives team will lead the week | ● How to be an Archivist 101
● What do archivists do?
● Have students analyze some collection material
● Collections plans and strategies
● Appraisal
● Accessioning
● Housing materials
● What is metadata? | Santamaria, Daniel. *Extensible Processing For Archives and Special Collections: Reducing Processing Backlogs*. Chicago: Neal-Schuman, an imprint of the American Library Association, 2015.
● Chapter 1: The Backlog Problem and Archival Processing
● Chapter 2: Beyond MPLP: Principles of Extensible Processing | Hands on experience in Special Collections & Archives | Students will meet with Technical Services staff from UCI's Special Collections & Archives department and gain knowledge of archival practice/work |

4	Basics of Community Archives Speakers: Michelle Caswell	● Principles of community archives ● Why they are important ● Counter-narratives and counter-archives ● Best Practices of community engagement ● Look in depth into examples of community archives ● Discuss beginnings of OC & SEAA as one example	1.Flinn, Andrew. "Archival Activism: Independent and Community-led Archives, Radical Public History and the Heritage Professions." *Interactions* 7 (2011).	Students research how history of the people who make up or are the focus of their community partner are typically described. Define gaps / potential counter-narratives .	Students will understand the difference between traditional archives and community archives
5	Visit a community archive: Cohort will meet on July 23 and 25 Visit to the Heritage Museum of Orange County, Santa Ana History Room, (7/23) CamChap. Long Beach Historical Society, (7/25)	● Site visit ● Lecture ● Reflection time ● Who uses this archive? What kind of scholarship/creative work, etc. comes out of using this archive?	1.Katie Shilton and Ramesh Srinivasan. "Participatory Appraisal and Arrangement for Multicultural Archival Collections." *Archivaria* 63 (2007): 87-101. 2. Needham, Susan and Karen Quintiliani. "Rethinking Local History through Collaboration: The Creation of the Cambodian Community History and Archive Project." *Collaborative Anthropologies* 8 (2015-16): 1-20.	Work on your community partner assignment. Reflect on the goals of your community partner project. What are the goals of the project? Who is your audience? What narrative do you hope to share with your audience?	Students will have an understanding of how a community archive meets the needs of their community.

6	Strategies to document a community. Speakers: Lizeth Ramirez, Dalena Hunter, and Anne Frank	• Oral History documentation-Guest speaker Lizeth Ramirez • History days • Postcustodial techniques • Nontraditional techniques (plays, murals, apps development)	1.Wong, Vivian, et al. "Archives (Re)Imagined Elsewhere: Asian American Community-based Organizations." In *Through the Archival Looking Glass: A Reader on Diversity and Inclusion,* eds. Mary Caldera and Kathryn M. Neal. Chicago: Society of American Archivists, 2014. 2. Chris Jepsen on what a local historian does https://ochistorical.blogspot.com/2018/02/fourth-street-santa-ana-decoration-day.html	Work on your community partner assignment. Revisit your plan and decide if you should consider additional strategies for documenting the community.	Students will reflect on the needs and desires of each community archive as unique, there is no model fits all approach to each community archive.
7	Digital archives and Digital portals Speakers: Adrian Turner, Christine Kim, and Madelynn Dickerson	• Review some examples of digital archives • Consider the pros and cons of digital archives • Consider the challenges of developing digital archives • Hands-on workshop	1."About the Internet Archive" https://archive.org/about/ 2."Digitization" in Glossary of Archival Terminology https://www2.archivists.org/glossary/terms/d/digitization 3.Christen, Kimberly. "Does Information Really Want to be Free? Indigenous Knowledge Systems and the Question of Openness." *International Journal of Communication* 6 (2012): 2870-2893. 4.Funnell, Antony (2017). "Meet the digital librarians saving social media posts to protect human rights." Retrieved from http://mobile.abc.net.au/news/2017-08-29/archivist-as-activist-human-rights-in-a-digital-world/8852068?pfmredir=sm	Work on your community partner assignment. What aspects of your community partner assignment would work well in a digital archive?	Students will gain an understanding of the basic concepts related to digital archives

| 8 | Exploring Librarianship:

Speakers: Nora Franco, Eva Rios-Alvarado, Suzanne Im, Kyra Love | ● What are the different types of librarianship?
● What are the different functions that librarians carry out?
● Visit other departments in the library
● Guest speakers talk about how they got into librarianship and the work they do | 1.Lee, Vince. "Like A Fish Out Of Water, But Forging My Own Path." In *Where Are All The Librarians of Color? The Experiences of People of Color in Academia,* eds. Rebecca Hankins and Miguel Juarez. Sacramento: Litwin Books, 2016.

2 .Lopez-McKnight, Jorge. "My Librarianship is Not For You." In *Topographies of Whiteness: Mapping Whiteness in Library and Information Science*, edited by Gina Schlesselman-Tarango. Sacramento: Library Juice Press, 2017.

3."Core Values of Librarianship," American Library Association http://www.ala.org/advocacy/intfreedom/corevalues

4."Oh, the Places You'll Go!" American Library Association http://www.ala.org/educationcareers/careers/librarycareerssite/ohtheplaces | Work on your community partner assignment.

Gather material for digital portal. | Students will gain exposure to the different types of librarianship and the functions of each |
| 9 | Student Office Hours | . | | Work on your community partner assignment. | |

10	Wrap-up	- What's next? - Digital portal completion - Work on individual presentations - Presentations / Ceremony (2 hours) - Career opportunities - Reflections about the summer experience - Challenges - Victories		Student presentations	Students will be able to articulate how their project helped to address historical gaps as well as taking into consideration the desires and needs of their community partners

Additional Resources:

1. Valerie Love and Marisol Ramos. "Identity and Inclusion in the Archives: Challenges of Documenting One's Own Community." In *Through the Archival Looking Glass: A Reader on Diversity and Inclusion,* eds. Mary Caldera and Kathryn M. Neal. Chicago: Society of American Archivists, 2014.
2. Wurl, Joel. "Ethnicity as Provenance: In Search of Values and Principles for Documenting the Immigrant Experience." *Archival Issues* 29, no. 1 (2005): 65–73.
3. Caswell, M. (2014a). "Seeing Yourself in History: Community Archives in the Fight Against Symbolic Annihilation." *The Public Historian* 36 (2014): 26-37.
4. Cuellar, Jillian. "We Cannot be Represented, We can Represent Ourselves." Rare Books and Manuscripts School, Iowa City, Iowa, Sheraton Iowa City Hotel, Friday June 23, 2017.
5. Andrews, Nicola. "Reflections on Resistance, Decolonization, and the Historical Trauma of Libraries and Academia" in *The Politics of Theory and the Practice of Critical Librarianship,* eds. Karen P. Nicholson and Maura Seale. Sacramento: Library Juice Press, 2018.

Appendix E: Summer Cohort Questionnaire

UCI

Survey Questions

- What, if anything, have you learned about libraries and archives?
- How has this course impacted your view of libraries and archives?
- Are you interested in pursuing further education in libraries and archives?
- How might the project you were involved with relate to your career objectives?
- Are you interested in pursuing librarianship as a career path (becoming a librarian or an archivist)?
- Think about the communities with which you identify. What experiences might be missing from archives? What stories, records, or images should be preserved for the future? Come up with an example. What might these archives tell us about your communities? What's the impact of not seeing your family or your community in the historical record?
- What impact has your experience in this cohort had on your understanding of community archives? Explain with examples.
- How, if at all, has this course impacted your perspective on the role of the library in general, and the archives in particular, in your undergraduate education?
- What other feedback do you have about your experience this quarter?