

FRIDAY MAY 1, 2020

Transforming Knowledge, Transforming Libraries Virtual Summit



Dialogues between community archives, ethnic studies, and education

Intentions for Today

- A summit focused on **actions**
- Expansion of a **movement**
- A respectful, shared learning **experience**

**NO ONE KNOWS EVERYTHING;
TOGETHER WE KNOW A LOT**

<https://sites.uci.edu/tktl/about/>

Who We Are



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Our Research 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?



Michelle Caswell
Associate Professor of Archival
Studies, UCLA



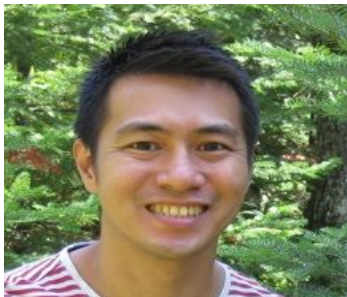
Bridget Cooks
Chair, African American Studies
UC Irvine



Louis DeSipio
Chair, Chicano/Latino Studies
UC Irvine



Joseph Morales
Assistant Director, Office of
Inclusive Excellence, UC Irvine



Ricardo Punzalan
Associate Professor of Information
University of Michigan



Vicki Ruiz
Distinguished Professor Emeritus of History
and Chicano/Latino Studies, UC Irvine

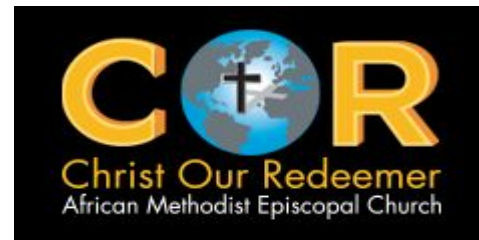


Cathy Schlund-Vials
Professor of English, Asian and Asian
American Studies, University of Connecticut



Judy Tzu-Chun Wu
Past Chair, Asian American Studies
UC Irvine

Community Partners



Technology for Today

Vimeo

<https://vimeo.com/403832095>

Shared notes

<https://tinyurl.com/tktlsummit>

This event is being recorded.

Agenda for Today

<https://sites.uci.edu/tkttl/agenda-2/>

- 9:00 – 9:40 am. About “Transforming Knowledge | Transforming Libraries” Research Project and Findings
- 9:45 am – 10:45 am. Panel 1: “Transforming Knowledge: how do we learn, teach, and know”
- 11:30 am – 12:30 pm. Panel 2: “Transforming Libraries: the spaces, places, preservation, and practices of community-centered archives”
- 2:00 – 3:30 pm [Break from 2:40 – 2:50 pm]. Panel 3: “Sustaining Transformation: how do we commit to liberatory structures?”
- 4:00 – 4:45 pm. Breakout Sessions (*not livestreamed*)
- 4:45 – 5:00 pm. Evaluations and Closing

Land Acknowledgement

We, the Transforming Knowledge, Transforming Libraries research team, want to acknowledge that we work at the University of California Irvine which sits on the traditional, ancestral, and unceded territory of the Acjachemen and Tongva peoples past and present, and honor with gratitude the land itself and the people who have stewarded it throughout the generations.



1. Take a few minutes to locate where you are sheltering in place <https://native-land.ca/>.
2. Join me in a libation to honor people of the past and present.

Transforming Knowledge, Transforming Libraries

Background & Research Findings

UCI Libraries



Outline

- Project Design
- Pedagogy
- Research Findings
- Bridging Ethnic Studies and Community Archives
- Challenges & Opportunities

Project Design

Community-Centered Archives

In a community-centered archives partnership, institutions like the UCI Libraries Special Collections & Archives, Orange County & Southeast Asian Archive Center are:

- **Attentive** to historical inequities reflected in archives
- **Responsive** to the community's needs
- **Collaborative** through shared authority
- **Cognizant** of the divergent priorities of communities

https://ocseaa.lib.uci.edu/community_archives

Project Design

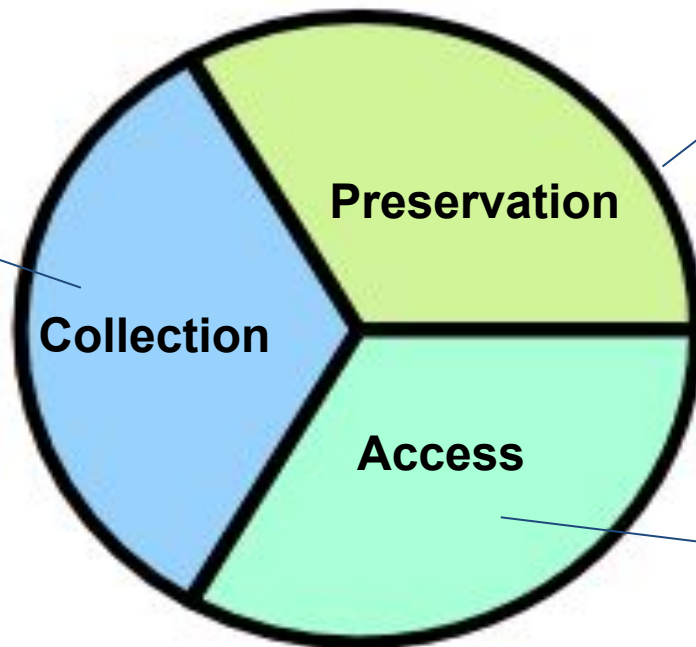
- Advisory board & academic departments
- Entrance and exit surveys
- In-class workshop
- Journaling
- Summer cohort
- Digital portal

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

Pedagogy

Learning Outcomes

Focused on direct engagement with communities



Collection

Preservation

Access

Acknowledging the challenges of caring for histories of marginalized communities

Aimed at enhancing community access to historical materials

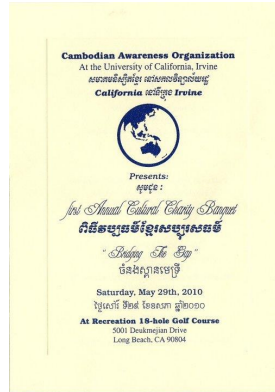
Interactive Workshop

Engage with primary source materials
documenting historically
underrepresented communities



Reflect on one's own
identity/community and what might be
missing from the historical record

“Representational Belonging”



“If I didn’t define myself for myself, I would be crunched into other people’s fantasies for me and eaten alive.”

~Audre Lorde

Interrogating Primary Sources

1. Who wrote or made this primary source? What are some things you can infer about the person based on the object?
2. Why was it written or made?
3. What sort of things can you infer about the community(ies) in the author is a member based on the primary source?

VIETNAMESE PROM
 * ĐỊA ĐIỂM: OLD WORLD 7561 CENTER AVE., HUNTINGTON BEACH, CA 92647 (714) 895-8020

FROM 1987
 Sunday, June 20th
 7:00PM - 10:00AM
 Địa điểm trường High School 16, chiếc
 Ván đá công nghệ của nhà nhạc
THE FANTASY

FORMAL

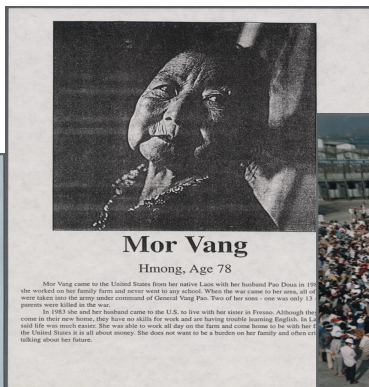
A NIGHT TO REMEMBER
PROM 87

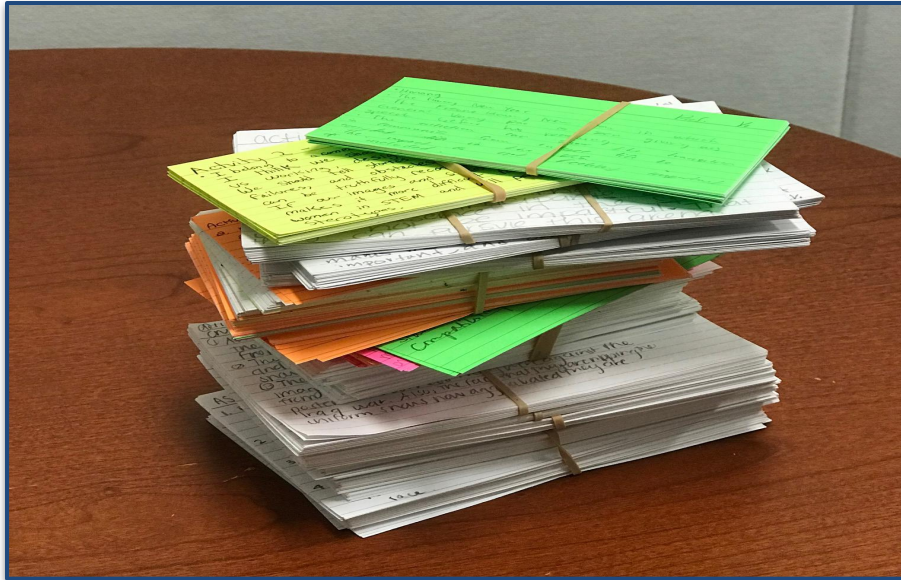
OLD WORLD

• Ca Sĩ Long Danh
 • Âm Sĩ Ngô Kỳ
 • Khung Cảnh Vực Niệm
 • Âm Thanh Tuyệt Vời
 • Parking Rộng Rãi An Toàn

MỠI CHỖ ĐIỂM CHỈ CÓ LƯỢNG GIỚI HẠN
 * Thông tin chi tiết xin liên hệ:
 * Tổng Hội Phụ Nữ Việt Nam -
 * Phòng Họp 201 - 20000
 * Phố Harbor Blvd., Huntington Beach, CA 92648
 * Điện thoại: (714) 895-8020
 * Fax: (714) 895-8020
 * Ngày đăng ký: (714) 895-8020

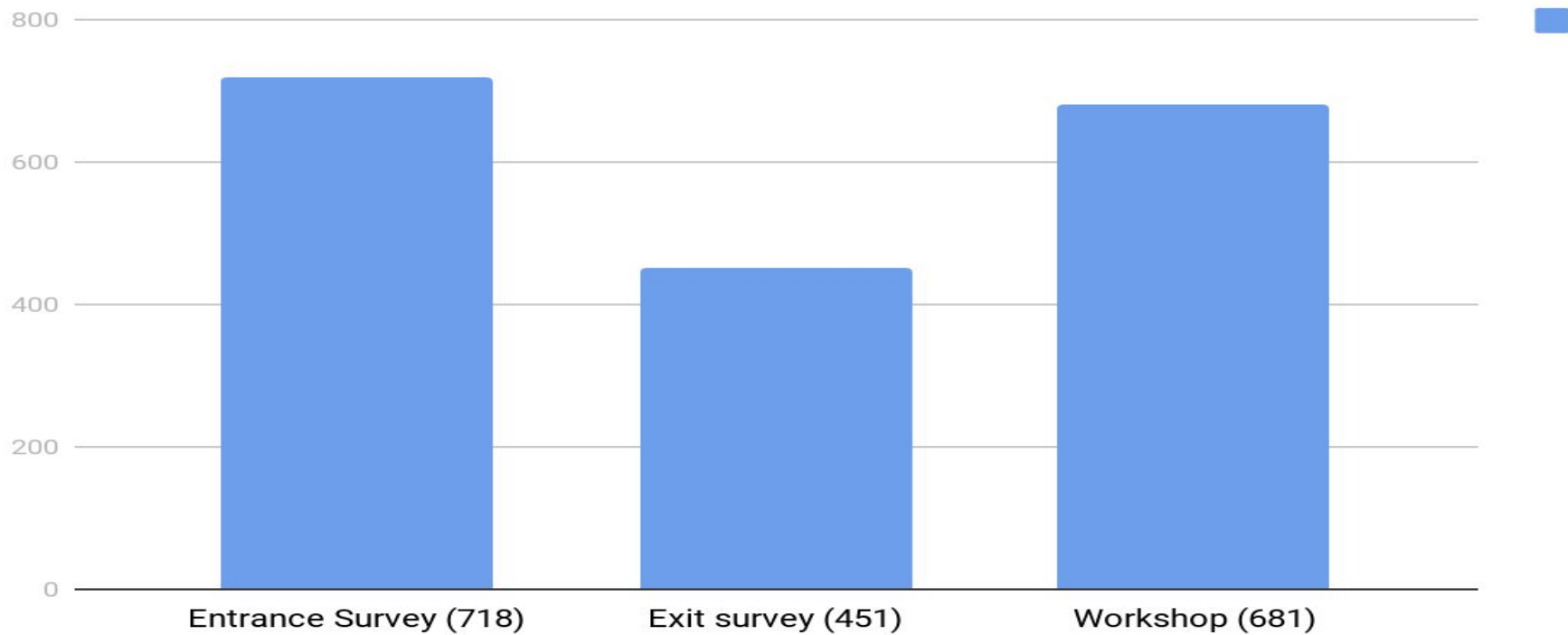
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Research Findings

Data



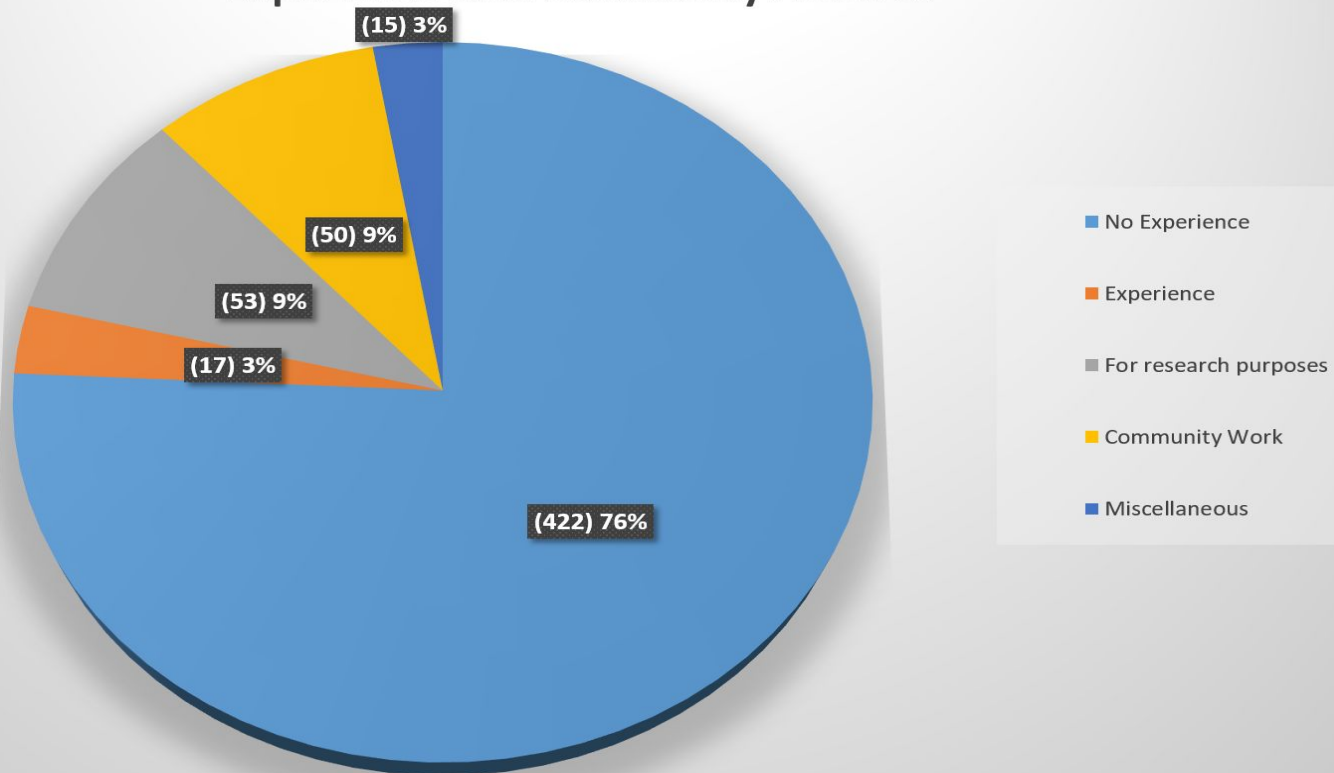
Entrance Survey

- What is your ethnic or national background?
- What is your gender identity?
- What is your approximate family income?
- What is your anticipated year of graduation?
- What is your major(s) and minor(s)?
- Are you involved with any campus organizations? If so, which ones and in what capacity?
- Why are you taking this class?
- What other courses are you taking?
- What do you hope to learn from this course?
- Where did you grow up? Describe the community you grew up in.
- What is a community or family archive?
- What if any prior experience do you have with community archives? Explain with examples.
- 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?
- From your perspective, what role does the library in general, and the archives in particular play in your undergraduate education?
- How familiar are you with archival studies or librarianship? Have you ever considered these as potential career paths? Why or why not?

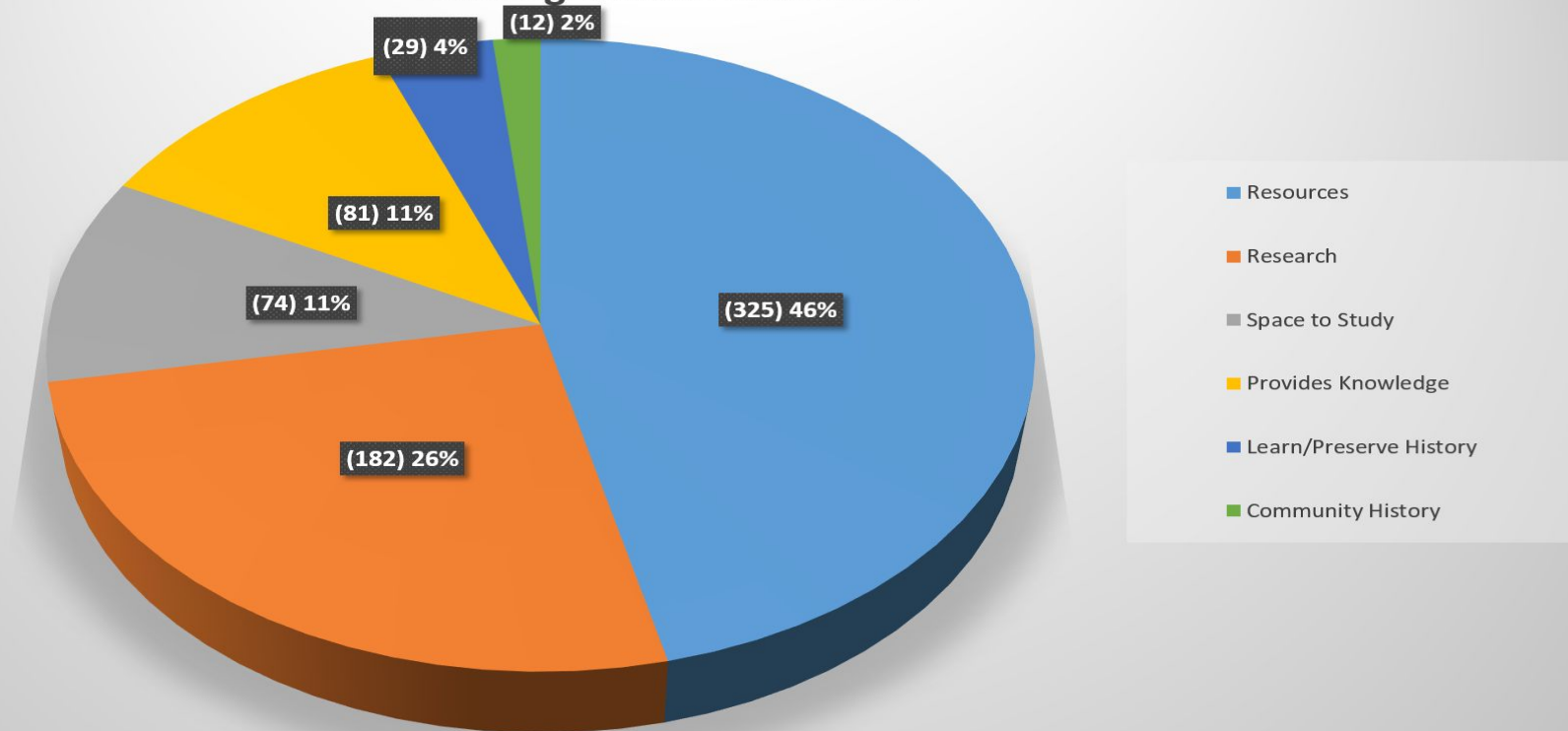
Student Identities

• Latinx	86	• Filipinx	22
• Mexican	51	• Hispanic	21
• Asian American	51	• Black	16
• Chicanx	46	• Chinese American	15
• Chinese	42	• African American	14
• Mexican American	33	• Filipinx American	13
• American	30	• White	13
• Asian	26	• Japanese American	11
• Vietnamese	25	• Taiwanese	9
• Vietnamese American	22	• Korean American	7

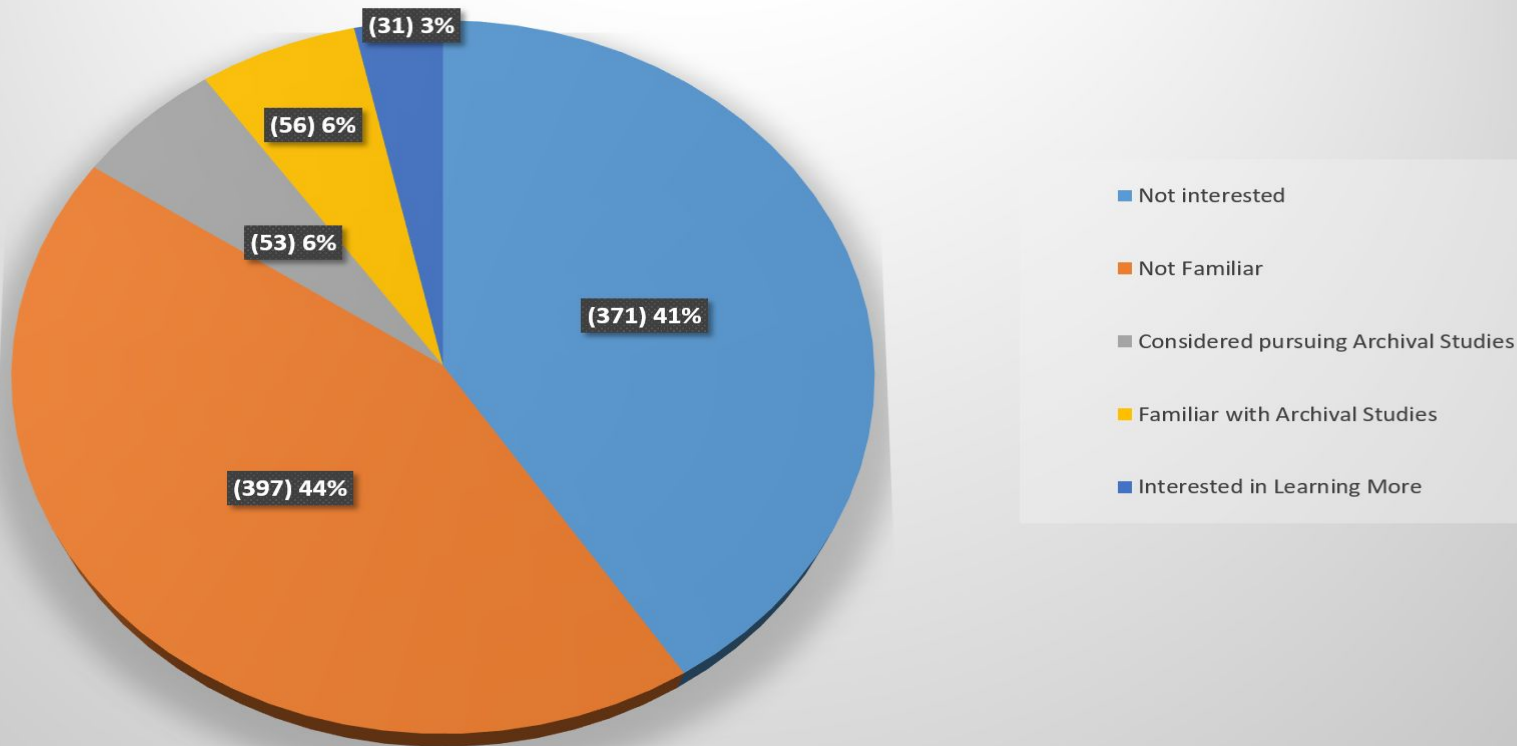
Experience with Community Archives



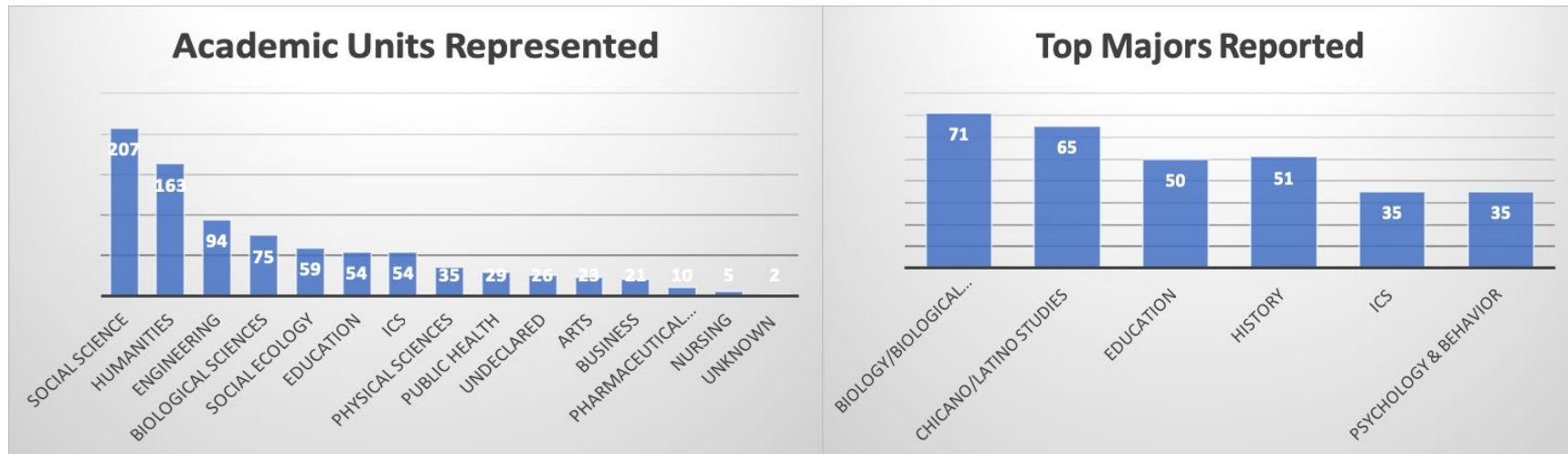
What role does the library in general, and the archives in particular play in your undergraduate education?



Familiar with Archival Studies? Interested in Pursuing a Career?



Student Majors



Ethnic Studies Majors:

African American Studies

~1% (9 students)

Asian American Studies

~3% (24 students)

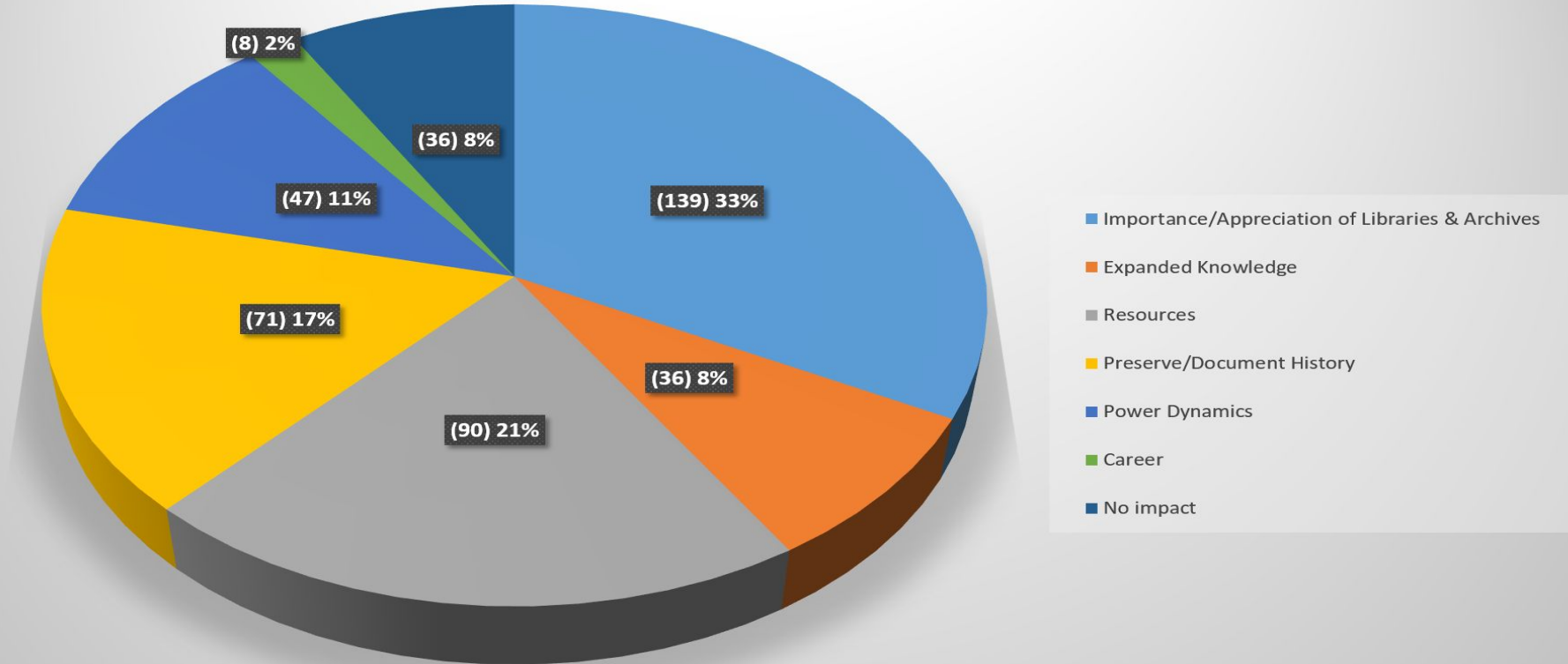
Chicano/Latino Studies

~8% (65 students)

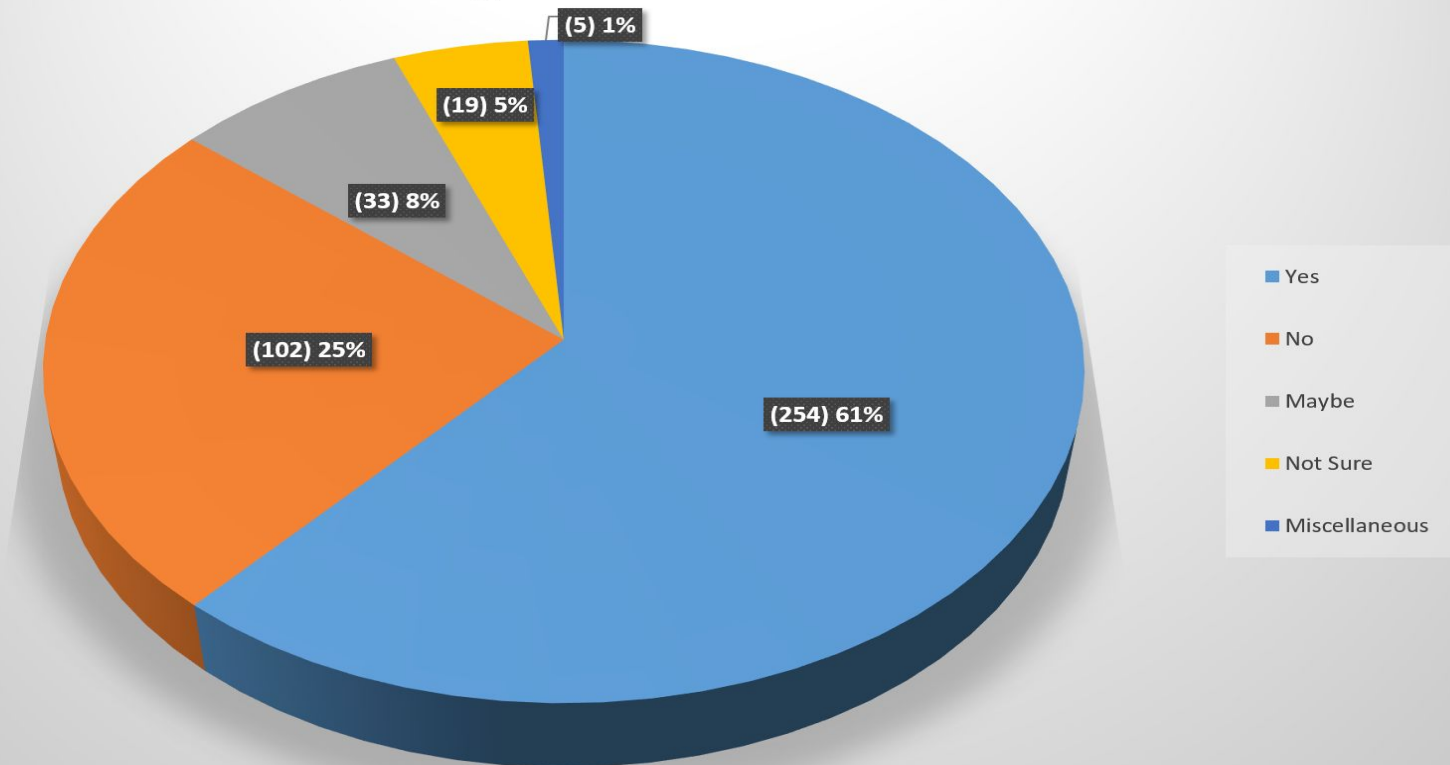
Exit Survey

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

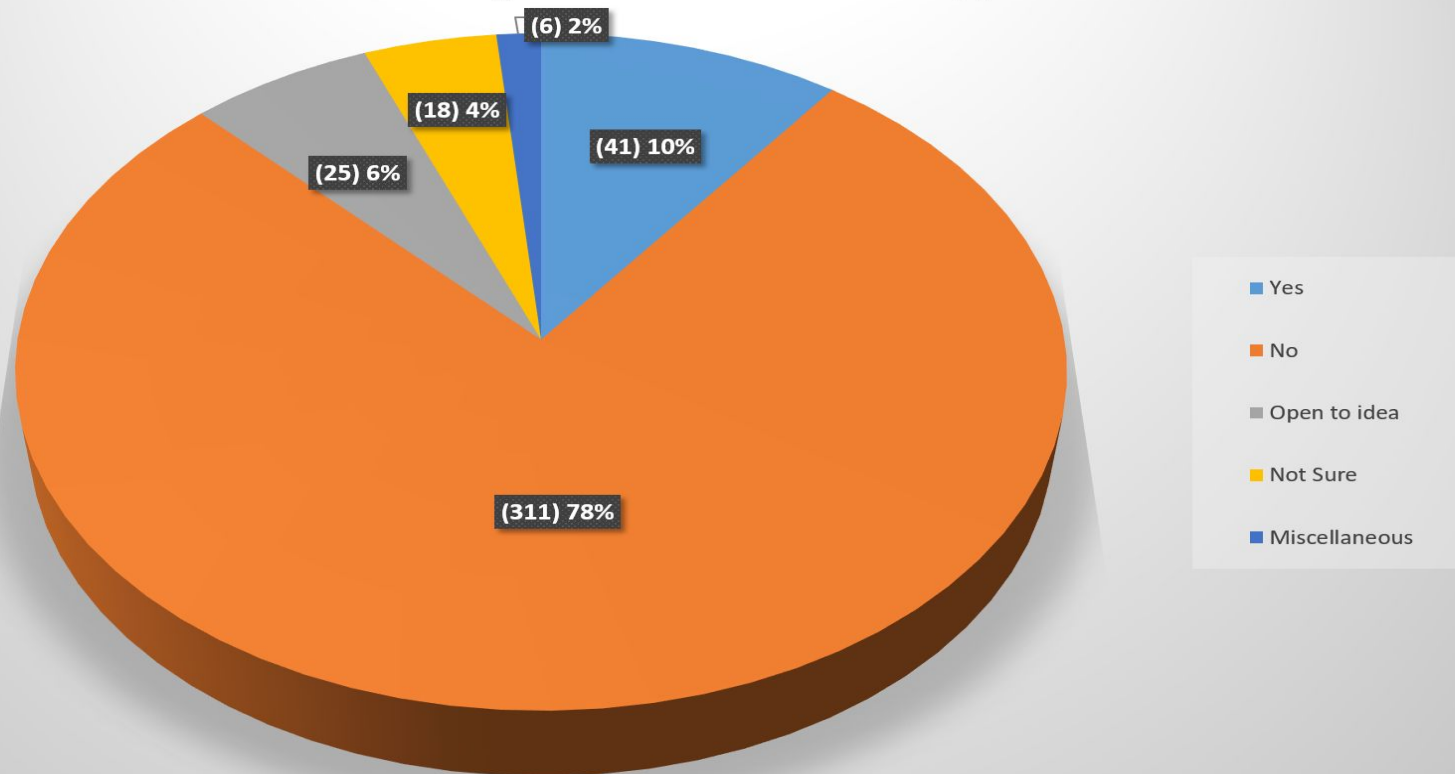
How has this workshop impacted your view of libraries and archives?



Interested in pursuing further education in libraries & archives?



Interested in Pursuing a Career in Librarianship/Archives?



Foregrounding Students' Lived Experiences

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?

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

What is Missing?

What stories, records, or images about your community might be missing from archives?

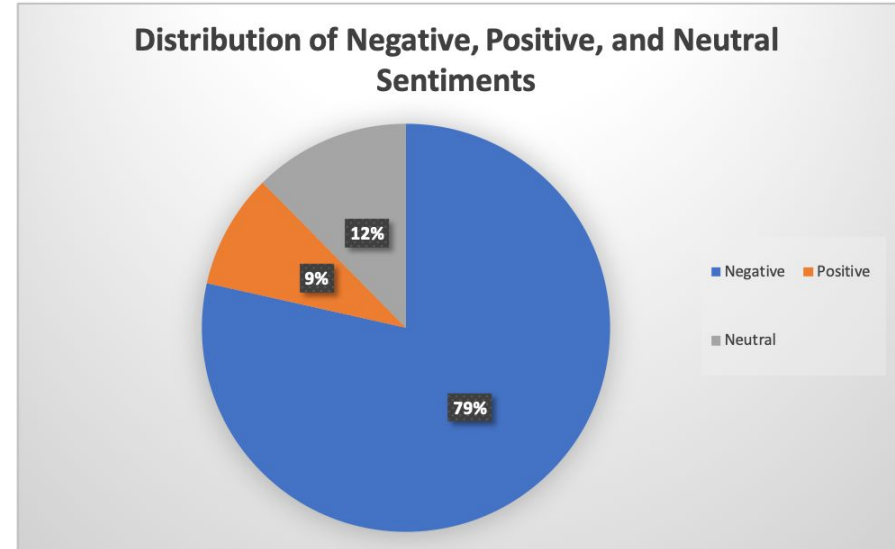
Why is this important? What can they tell us about your community?



The Impact of Not Seeing Yourself Represented

Top 10 Sentiments

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



“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 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 out our lives is rarely documented. I’d really love to know and learn about Asian American involvement in the Gay Rights Movement so that I can feel more included as part of that community. In SF, where I’m from, there are various drag shows and performances whose main performers are Asian American. I feel like recording events and performances 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 its 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.”

Challenges & Opportunities

strategies and lessons learned

Pedagogy

- Faculty involvement and comfort
- Course goals
- Class size
- Research team composition

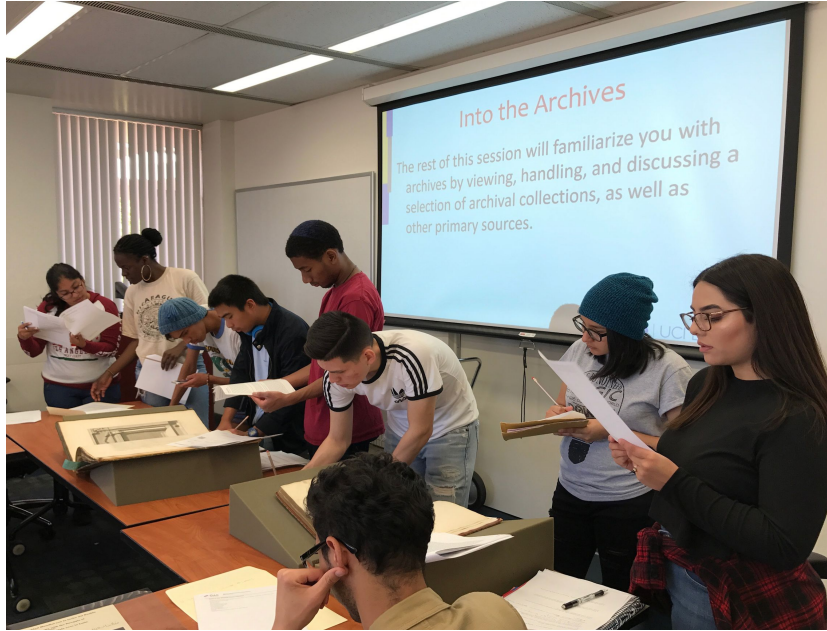
Digital Portal

- Incorporating feedback
- Assessment of need
- Technical and logistical hurdles

Sustainability

- Primary source instruction program
- Memoranda of understanding (MOUs)
- Human resource priorities
- Budgetary changes

Thank you



Questions?

ocseaa@uci.edu

<http://ocseaa.lib.uci.edu>

Break
(9:30 - 9:45 am)

Panel 1: Transforming Knowledge

how do we learn,
teach, and know?

Ana Elizabeth Rosas, UC Irvine

Kevin Cabrera, Heritage Museum
of OC

Rayne Patsachon Pothong, UC
Irvine

Michelle Caswell, UCLA

Jimmy Zavala, UC Irvine

Panel 1

Transforming Knowledge

how do we learn, teach, and know

DISCUSSION

Break

(11:15 - 11:30 am)

Panel 2: Transforming Libraries

the spaces, places,
preservation, and
practices of
community-centered
archives

Judy Tzu-Chun, UC Irvine

Lizeth Ramirez, UC Irvine

Nancy Liliana Godoy, Arizona State
University

Ravi Seng, The Cambodian Family

Stephanie Camacho-Van Dyke, The
LGBT Center OC

Vian Nguyen and Victoria Nguyen, UC
Irvine

Panel 2

Transforming Libraries

the spaces, places, preservation, and practices of community-centered archives

DISCUSSION

Lunch Break

(1:00 - 2:00 pm)

Panel 3: Sustaining Transformation

how do we commit to
liberatory structures?

part 1

Bergis Jules, *Shift Design*

Christine Kim, *California
Digital Library*

Lae'l Hughes Watkins,
University of Maryland

Short Break
(2:40 - 2:50 pm)

Panel 3: Sustaining Transformation

how do we commit to
liberatory structures?

part 2

Mark Matienzo, *Stanford University*

Patricia Hswe, *Andrew W. Mellon
Foundation*

Samip Mallick, *South Asian
American Digital Archive*

Sarah Fuller, *Institute of Museum
and Library Services*

Panel 3

Sustaining Transformation

how do we commit to
liberatory structures?

DISCUSSION

BREAKOUT SESSION

Registrants, check your email

15% Solutions

<https://forms.gle/1fMApY4A59UE3Dro7>

Evaluations: 4Ls

<https://forms.gle/UPXRaxGNomhQRCW89>



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