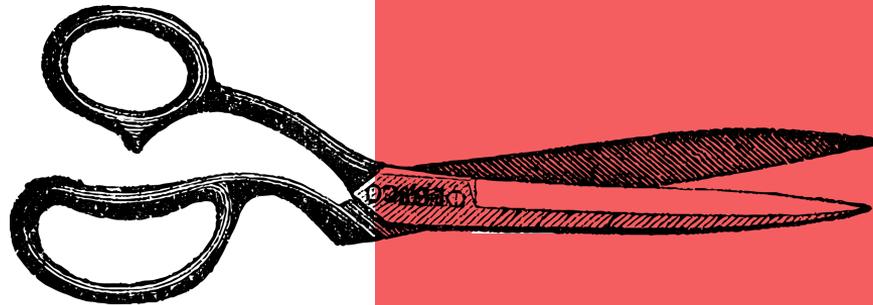


# Copy/Cut/Paste

a zine-note by Kelly Wooten

Presented for LAUNC-CH

March 9, 2020 - Chapel Hill, NC





Zines from the Sallie Bingham Center for Women's History and Culture

# Objective:

To share some of the ideas, tools, and people who support my work, in order to help you to identify & strengthen your own support systems

**Copy:** Ideas, theories, and practices  
I have adapted to enhance and inform my work

**Cut:** Structural and personal frameworks to dismantle;  
Plus tools for dismantling

**Paste:** Things that can strengthen, connect, and sustain us

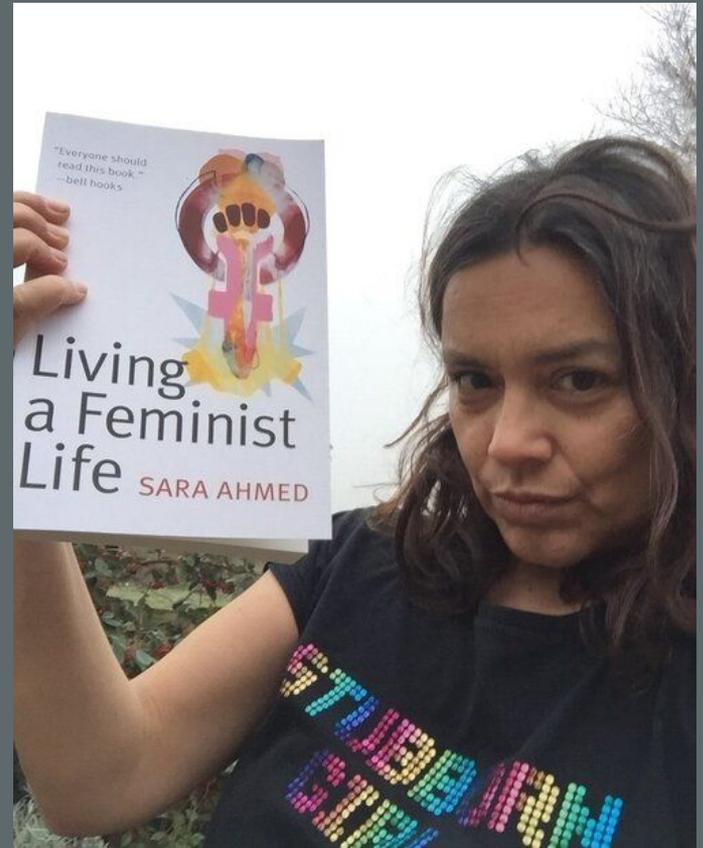
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# Building a Survival Kit

Sara Ahmed includes:

- Books
- Things (photographs & mementos)
- Tools (literal & figurative)
- Permission notes
- Other feminists (friends & accomplices)
- Humor
- Feelings
- Bodies\*

\*still living



Sara Ahmed holding a copy of her book, *Living a Feminist Life* (Duke Press, 2017)  
Image: [www.saranahmed.com](http://www.saranahmed.com)

# “Copy”

Ideas, theories, and practices  
I have adapted to inform and  
enhance my work

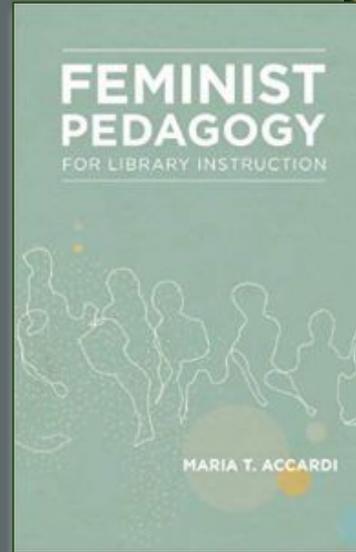


# Feminist Pedagogy for Library Instruction

A method of teaching that:

- “Seeks to bring about social change by raising consciousness about oppression”
- “Favors active learning techniques”
- Respects “student agency, autonomy, and knowledge;” “ Values personal experience and testimony”
- Empowers students “to learn and bring about social change rather than being passive consumers of knowledge and culture”

(Quotes from p. 25)



*Feminist Pedagogy for Library Instruction*  
by Maria T. Accardi

Image: [mariataccardi.com](http://mariataccardi.com)

# An Ethics of Care

“As opposed to a human rights framework that endows individuals with universal and inalienable rights, a feminist ethics framework posits interlacing and ongoing relationships of mutual obligation that are dependent on culture and context.”

(Cifor & Caswell 2016, 29)

Translation:

- We all exist in relation to each other and to our environment
- We all have feelings, experiences, and knowledge
- We want to be “cared about and cared for” (Accardi 2013, 44)
- Our responsibilities to each other depend on context

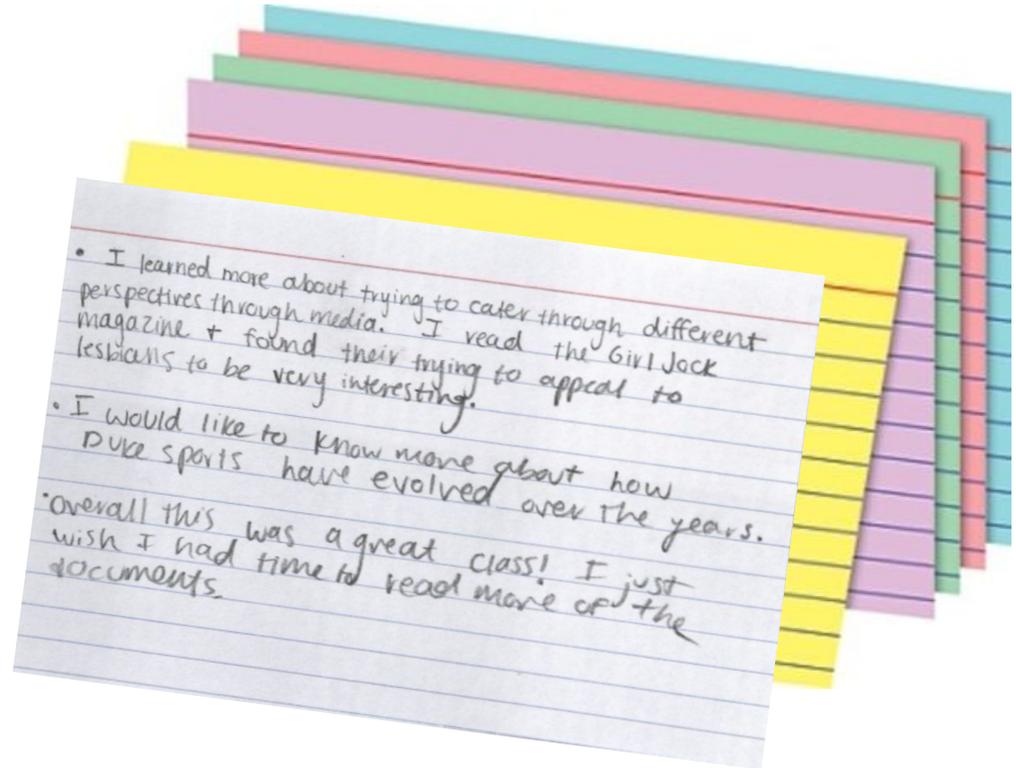
# 3-2-1 Evaluation, remixed

Traditional 3-2-1 Evaluation:

- 3 things you learned
- 2 questions you still have
- 1 thing you would change

My adaptation:

- 1 thing you learned
- 1 question you still have
- How do you feel?



- I learned more about trying to cater through different perspectives through media. I read the Girl Jock magazine + found their trying to appeal to lesbians to be very interesting.
- I would like to know more about how Duke sports have evolved over the years.
- Overall this was a great class! I just wish I had time to read more of the documents.

Comment card from class on Men, Women, & Sports, Duke University, January 29, 2020

# Think/Pair/Share: a tool for active learning

To foster conversation and support different modes of learning, an instructor asks students to:

1. **Think** individually about a topic
2. **Pair** with a partner and discuss
3. **Share** ideas with the rest of the group

## But what if I'm not an instructor?

This idea can be used in any setting (like meetings) that calls for collaboration and encourages participation.

**Our Think/Pair Activity**  
(Secretly an ice breaker):  
“I recommend”

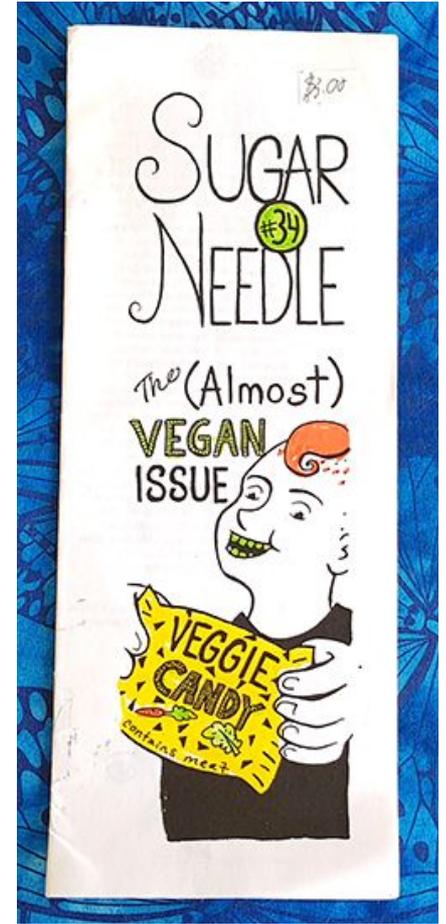
- 1- **Think** about something you would **recommend** to someone (anything! A book, a TV show, a recipe)
2. **Pair** with the person beside you, **introduce** yourself, and **share** your recommendation!
3. It's okay to feel **awkward**.

# Snacks, a praxis

Praxis just means putting theory into practice: snacks show care for yourself and others

What's in my snack drawer?

- Something sweet
- Something savory
- Tea bags
- Toiletries (do not eat)
- Socks
- A spare umbrella



Pictured: Ghirardelli dark chocolate squares, a handful of almonds, P.G. Tips tea, "Sugar Needle" candy review zine.

# “Cut”

Structural and personal  
frameworks to dismantle  
& Tools for dismantling



# Pop Quiz: I work in libraries because I love:

- Books
- Rules
- People
- Providing access to information
- Cats
- Cardigans
- Cardigans with cats on them
- Cardigans with cat hair on them
- Money, lots and lots of money
- Meetings
- Pointing directions to restrooms
- Metadata
- Public speaking
- Performing invisible labor
- Writing and receiving emails
- So many emails
- Fixing printers and staplers
- Arguing and/or complaining about libraries and archives on Twitter
- Crushing student loan debt
- None of the above

(Sorry, there's not a prize!)

# Vocational Awe

“Vocational awe describes the set of ideas, values, and assumptions librarians\* have about themselves and the profession that result in notions that libraries as institutions are inherently good, sacred notions, and therefore beyond critique.”

Fobazi Etarh, “Vocational Awe and Librarianship: The Lies We Tell Ourselves.” *In the Library with the Lead Pipe*.

\*and other library/information workers



Fobazi Etarh, Resident Librarian,  
Temple University

Image: [ideasonfire.net/98-fobazi-ettarh/](https://ideasonfire.net/98-fobazi-ettarh/)

# What does white supremacy and privilege have to do with libraries?

- 88% of U.S. librarians are white vs. 62% of the U.S. population
- Libraries and archives (as facilities and as professions) were formerly segregated in the South; libraries for black citizens (if available at all) were underfunded and under-resourced.
- Materials in libraries reflect mainstream publishing practices that under-represent marginalized voices and perspectives; historical archival practices document people and groups with power and resources

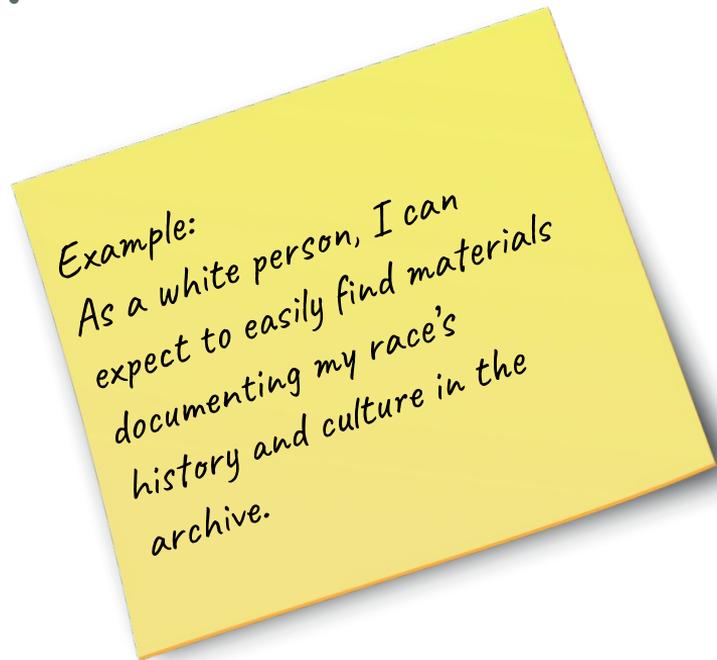
# What we did at the Rubenstein Library

- Inspired by a workshop led by Michelle Caswell on **Identifying and Dismantling White Supremacy in Archives** at the Society of American Archivists annual meeting in Portland, OR, in 2017
- Wholehearted support from Rubenstein Library Leadership Team was essential; all staff strongly encouraged (aka required) to attend
- Goals and strategies were generated with timelines and other means of accountability

# What are some examples of white privilege and white supremacy in archives and libraries?

## Areas to Consider:

- Arrangement and Description
- Access, Reference, and Instruction
- Preservation
- Appraisal
- Library science & archival education
- Perspectives: Library/archives workers, researchers, donors, community members



*Example:  
As a white person, I can  
expect to easily find materials  
documenting my race's  
history and culture in the  
archive.*

# Positive Outcomes

- “Open Door” policy
- Inclusive Customer Service Training
- Attention to accessibility across departments
- Development of a “How we teach” statement for instruction
- Support for culturally sensitive re-description of legacy collections



**Open Door Policy in Action**

# Cut it out

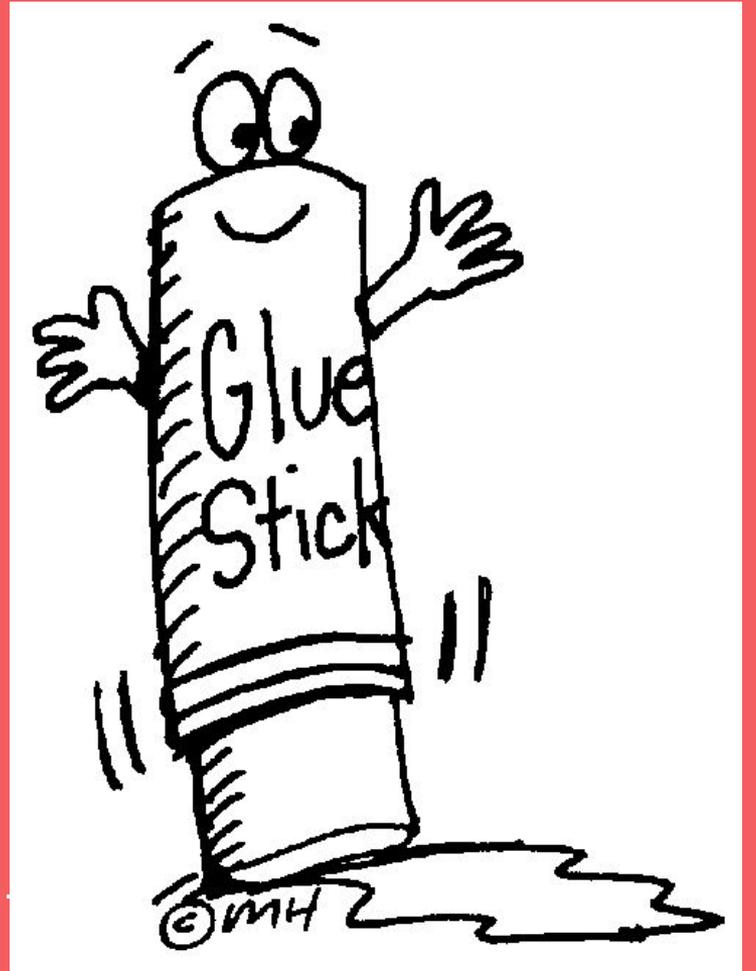
- Negative self talk
- Apologizing unnecessarily
- Turn off email notifications
- Meetings without agendas
- Doing work off the clock
- Drinking substandard coffee
- \_\_\_\_\_



Bluestar the cat vows to cut out salads, despite appearing indifferent

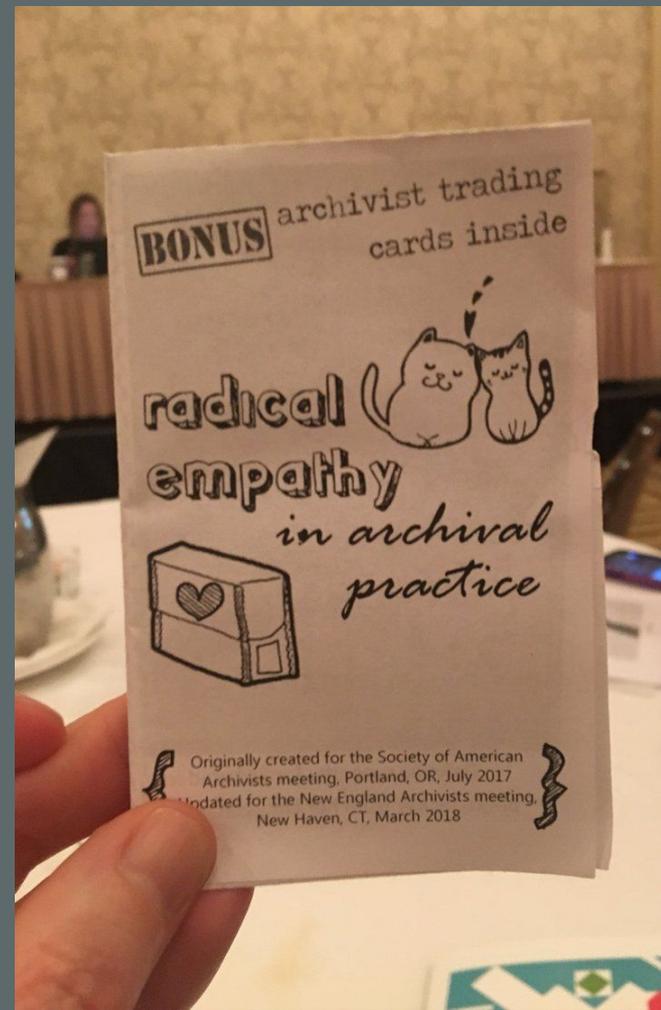
# “Paste”

Things that can strengthen,  
connect, and sustain us



# Radical Empathy

- A responsibility of care
- Based in relationships and connections
- Acknowledges power differentials and inequities
- Grounded in the body (physical labor, physical and mental health)
- “a willingness to be affected, to be shaped by another’s experiences, without blurring the lines between the self and the other.” (p. 31)



# Radical Empathy shifts:

- relationship between the archivist\* and the records creator
- relationship between the archivist and records subject
- relationship between the archivist and user
- relationship between the archivist and larger communities

+ relationships among archives workers

\*replace “archivist” with your term of choice

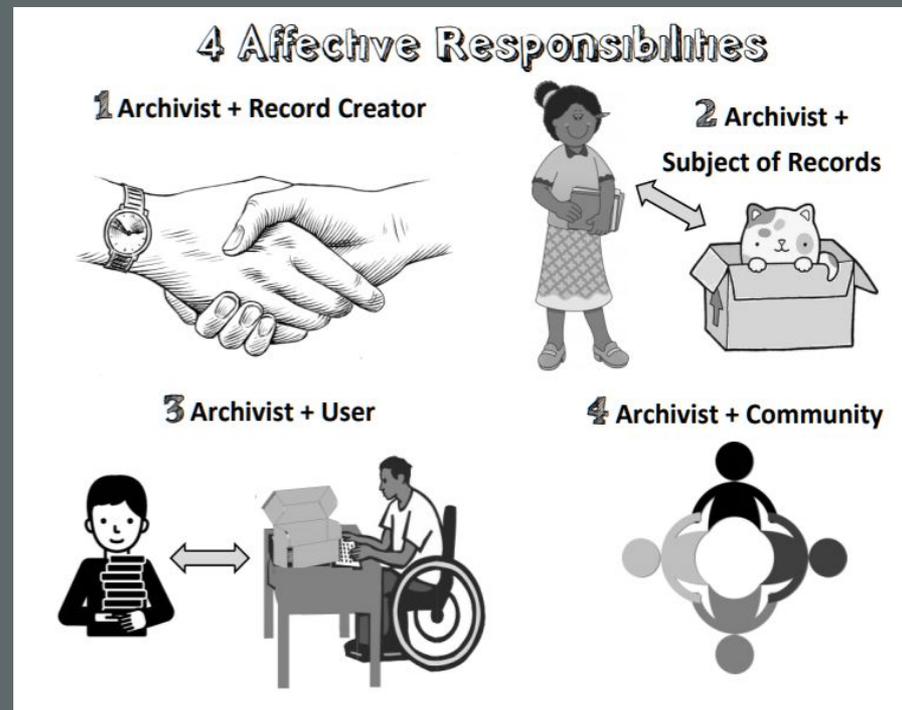


Image from my mini-zine on  
Radical Empathy in Archival Practice

# #SquadGoals

- Radical Empathy in Archival Practice  
tumblr: radical-empathy.tumblr.com  
(On hiatus)
- Hosted a #critlib Twitter chat on  
Radical Empathy: <http://critlib.org/>
- Planned and lead a webinar on  
Radical Empathy for Society of  
California Archivists
- Edited a forthcoming special issue of  
*Journal of Critical Library and  
Information Studies*

## Radical Empathy in Archival Practice

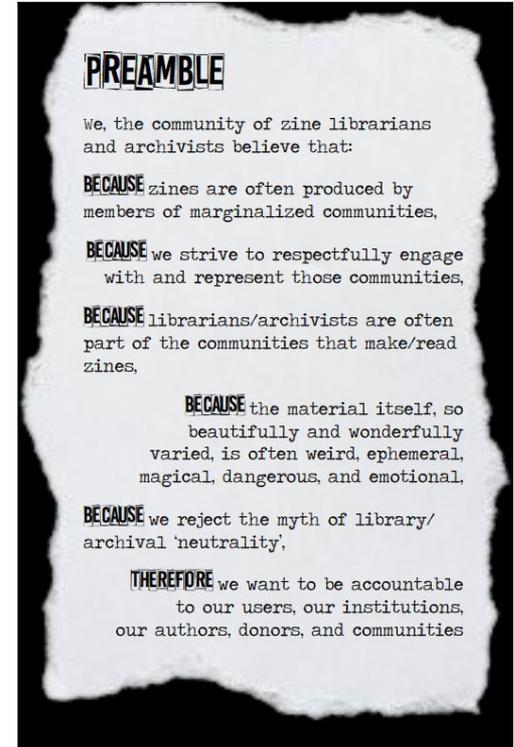
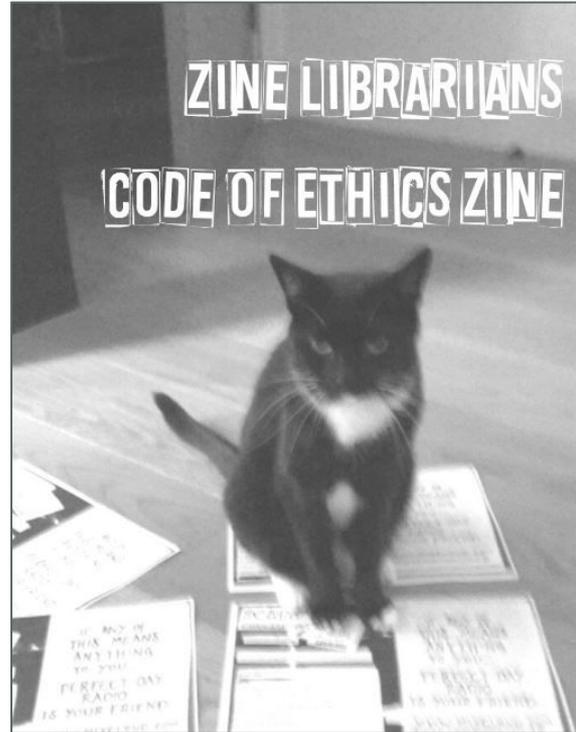


Holly Smith, Shannon O'Neill, Giordana Mecagni,  
Jasmine Jones, Elvia Arroyo-Ramirez, Dinah Handel,  
Molly Brown, Rachel Mattson, Kelly Wooten

*Society of American Archivists Annual Meeting*

*Portland, Oregon 3 July 2017*

# #SquadGoals: Zine Librarian edition



[zinelibraries.info](http://zinelibraries.info)

# Shine Theory

- When our friends find success, we reflect that light and all shine brighter (coined by Ann Friedman and Aminatou Sow, Call Your Girlfriend podcast)
- Meaningful, specific compliments & praise; Gratitude & appreciation
- Amplification in meetings
- Citational practices (#CiteBlackWomen)

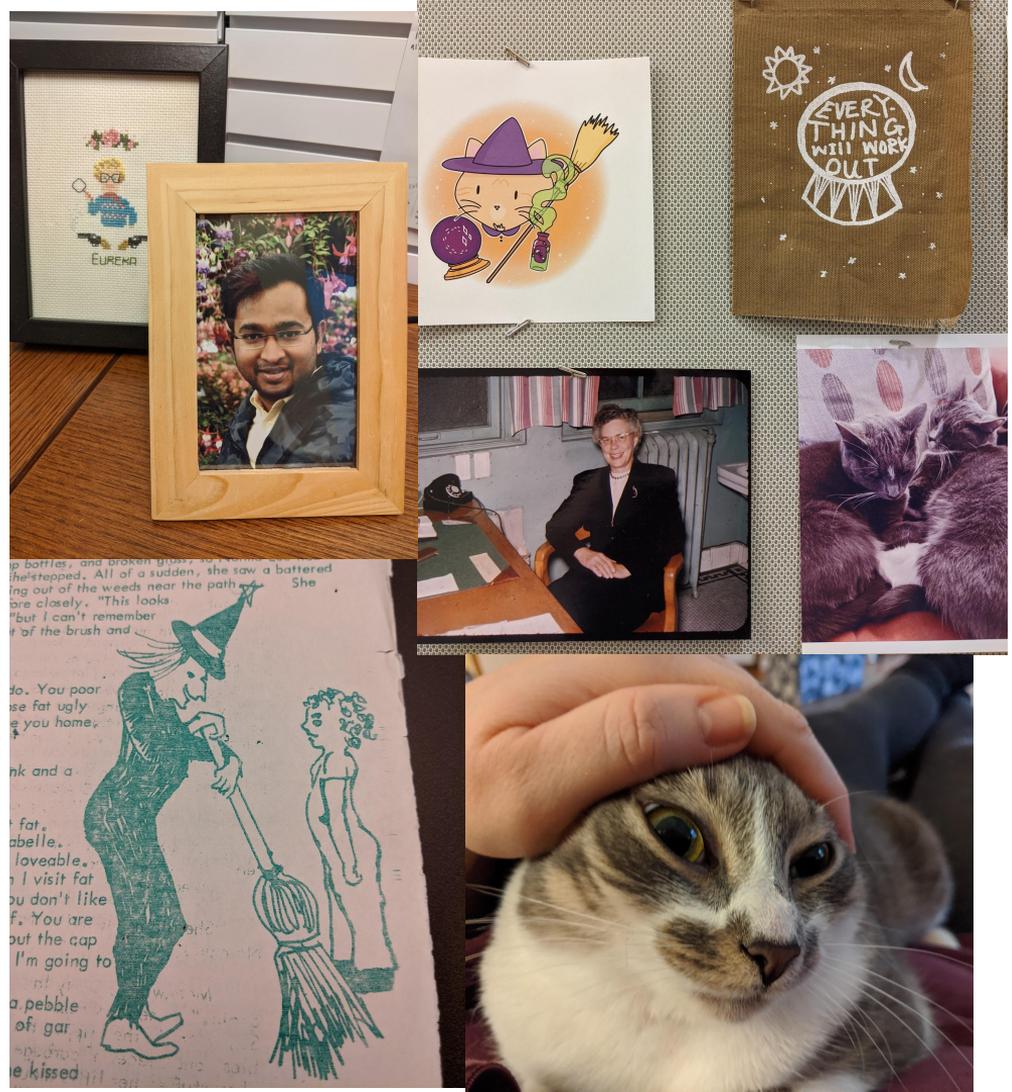
The logo for 'Shine Theory' features the words 'Shine' and 'Theory' in a white, elegant, serif font against a black background. A stylized sunburst or starburst graphic is positioned above the letter 'i' in 'Shine'.

When you're shining, everybody's gonna shine, to paraphrase Lizzo

# Creating Joy

1. Cats
2. Cube flair
3. Clip art
4. Coffee  
(not pictured)

Images, clockwise from top left: Murder She Wrote cross stitch made by Rachel C., photo of Great British Bake Off winner Rahul, gift of Val G.; Cat witch art by Marta Mickelsen; "Everything will work out" patch, gift of Beth D; photo of Julia Grout, director of Women's College Athletics; my cats; witch art from a feminist newsletter



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# Credits

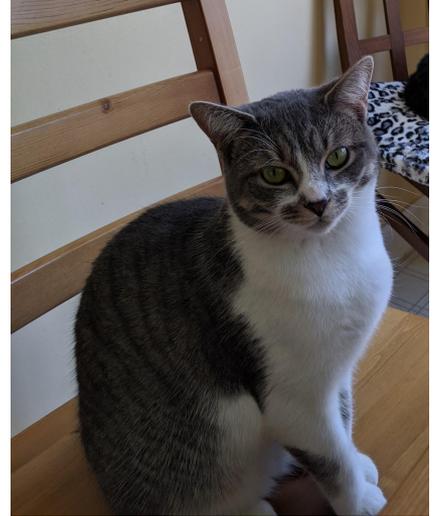
## Moral support:

Valerie Gillispie for editing my remarks; Jenna Freedman for creating a cat picture group chat; Monica Samsky for the enormous box of PG Tips; my family for being supportive; and my cats Hamilton, Bluestar, and Rosie for being beautiful and perfect.

## Images (where not already credited):

Vintage scissors via <https://favpng.com/>

Happy glue stick: [http://gclipart.com/glue-clipart\\_14302/](http://gclipart.com/glue-clipart_14302/)



# Citations

Accardi, by Maria T. *Feminist Pedagogy for Library Instruction*. Sacramento, CA : Library Juice Press, 2013.

Ahmed, Sara. *Living a Feminist Life*. Durham: Duke University Press, 2017.

Caswell, Michelle, and Marika Cifor. "From human rights to feminist ethics: radical empathy in the archives." *Archivaria* 81, no. 1 (2016): 23-43. <https://escholarship.org/uc/item/0mb9568h>

Caswell, Michelle. "Teaching to Dismantle White Supremacy in Archives." *Library Quarterly* 87, no. 3 (2017): 222-35. <https://doi.org/10.1086/692299>

Etarrh, Fobazi. "Vocational Awe and Librarianship: The Lies We Tell Ourselves." *In the Library with the Lead Pipe*. <http://www.inthelibrarywiththeleadpipe.org/2018/vocational-awe/>

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