

L'intégration du travail d'équité et de réconciliation dans les descriptions archivistiques



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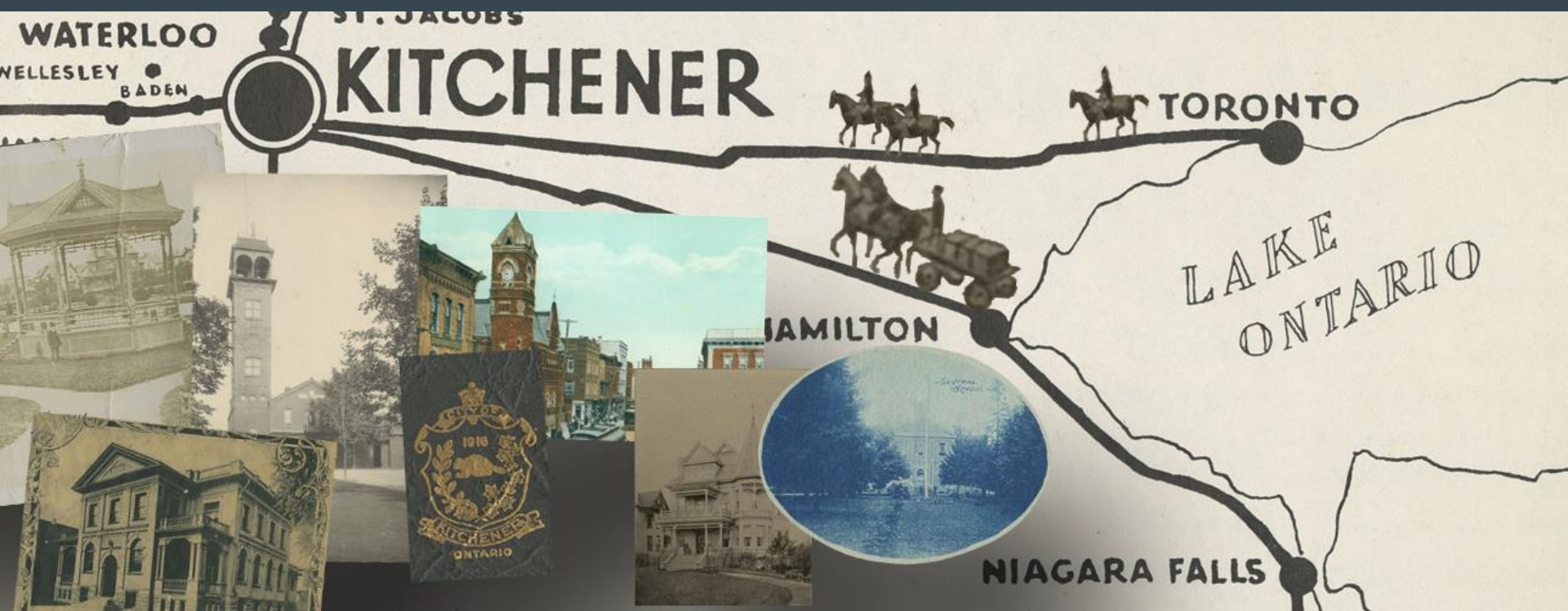
Je vis et je travaille dans la Concession de Haldimand, des terres qui ont été promises aux Six Nations en 1784 en reconnaissance de leur alliance avec les Britanniques pendant la Révolution américaine. Cette concession comprend des terres de six milles de longueur sur les deux rives de la Grand River. Les peuples autochtones continuent à avoir des racines profondes dans ces terres qu'ils habitent historiquement et où ils continuent de vivre. Les peuples autochtones comprennent les Neutres, les Anichinabés et les Haudenosaunee.

Carte : [Living on Stolen Land](#) par Adam Lewis



Aperçu

- Aperçu du département
- Travail d'équité et de réconciliation dans l'environnement historique de Waterloo
- Objectif de la description archivistique selon les Règles pour la description des documents d'archives (RDDA)
- Raison des modifications du langage dans les descriptions archivistiques
- Mise en œuvre des engagements énoncés
- Défis et travaux à venir



Bannière de l'histoire locale par une stagiaire
de l'Université de Waterloo, Katie Turriff

Équité et réconciliation dans l'environnement historique de Waterloo

- Remplacement complet du personnel au milieu des années 2010.
- Lancement de la Bibliothèque numérique de Waterloo (Islandora) et migration vers la Base de données archivistiques (AtoM)
- Démission du vice-président responsable de l'équité
- Établissement régional des Blancs sur les terres longeant Grand River à l'intérieur des frontières de la Concession de Haldimand

Objectifs de la description archivistique

1. Donner accès aux documents d'archives au moyen de notices descriptives repérables ;
2. Favoriser la compréhension des documents d'archives en fournissant de l'information sur leur contenu, le contexte de leur création et leur organisation; et
3. Établir les motifs permettant de croire à l'authenticité des documents d'archives en fournissant de l'information sur l'histoire de leur conservation, leur classification, et les circonstances entourant leur création et leur utilisation.

Règles pour la description des documents
d'archives (xxii)

Raison de l'élargissement de l'énoncé

« Tout en conservant le langage des créateurs de dossiers, le personnel des Collections spéciales et Archives a compris l'impact du langage et des images, non seulement sur les chercheurs qui souhaitent accéder à nos collections, mais aussi sur la perpétuation des préjugés systémiques et culturels. Pour cette raison, le personnel travaille activement à :

- Remplacer le langage inapproprié adopté dans le cadre de pratiques descriptives du passé
- Identifier et nommer des exemples de racisme, de sexisme, de capacitisme et autres formes de discrimination
- Utiliser le langage courant axé sur le respect des peuples et des événements recensés dans nos collections pendant la re-description des dossiers. »

Langage dans la description archivistique (SCA 2020)

Mise en œuvre des engagements

Séance de tricot à l'École secondaire de
Waterloo (65-1330)



Title and statement of responsibility area

Title proper	Waterloo Highschool Knitting Bee
General material designation	• Graphic material
Level of description	File
Repository	University of Waterloo. Special Collections & Archives
Reference code	SCA98-GA68-1965-65-1330

Notes area

Availability of other formats	Envelope scanned as TIF files 2019.
General note	Boys' Slave Day poster with racist depiction of a Black person visible on wall behind knitting bee participants.

« Les opinions exprimées dans les publications du PIB (Parents' Information Bureau) sont le reflet de l'époque au cours de laquelle elles ont été générées. Ces opinions portent sur la planification familiale, s'inspirant de l'eugénisme, la croyance selon laquelle la composition génétique de la population humaine sera améliorée par l'imposition de limites sur la capacité des gens, jugés inférieurs, de se reproduire. Ce langage dégradant à l'égard des gens de classe inférieure et démunis revient souvent dans la documentation. »

Parents' Information Bureau fonds

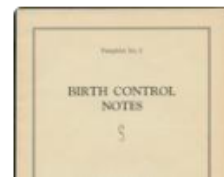
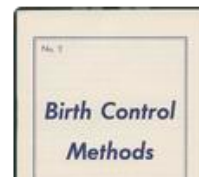


The Parents' Information Bureau (PIB) fonds consists of records from the clinic for family planning and birth control set up by A.R. (Alvin Ratz) Kaufman of the Kaufman Rubber Company in the 1930s. The main branch of the PIB was located at 410 King Street West in Kitchener, Ontario. Between the mid-1930s and the mid-1970s the PIB published a series of numbered reports, forms, and informational pamphlets regarding birth control and sterilization. The publication numbers were reused by the PIB for revised editions and for documents containing information about related topics that were likely circulated as part of an information packet.

Content note: The views expressed in PIB publications reflect the era in which they were produced. They include family planning thinking rooted in eugenics, the belief that the genetic makeup of the human population can be improved by limiting the ability of people deemed inferior from reproducing. Demeaning language about lower class and disabled people appear throughout. Information about the handling of this type of **language in archival descriptions** can be found on the Special Collections & Archives website.

Grid view List view

1 2 3 4 5 6 7 next › last »



[illegible]

Peuples autochtones – Régimes fonciers (G24493)

Autres exemples

- Prioriser l'utilisation d'un langage favorisant l'inclusion des familles
- Éliminer dans les bios les expressions « jamais marié » et « n'a pas eu d'enfants »
- Éviter les partis pris inutiles concernant le genre ou le sexe
- Identifier les exemples de Blackface, Brownface, Redface et Yellowface

Family-Inclusive LANGUAGE

avoid	why?	instead
"parents" "mom" "dad" "mom and dad"	Not everyone accompanying a child is a parent. Grandparents, step-parents, and nannies may not identify as parents. Not all children have a mom and dad.	"grownup" "adult" "caregiver"
"son" "daughter"	The children in someone's care could be grandchildren, nieces, nephews, godchildren, etc. You may also not want to assume the gender of a child.	"children"
"extended family"	This term is usually meant to include grandparents, aunts, uncles, and cousins but for folks of many cultures this isn't "extended" family- it's just family.	"family"
"family resemblance"	We're conditioned to look for similar features in family members so you may see resemblance where there is none. Many families include step-parents, adoptive parents, or parents who conceived with donated eggs or sperm. Inversely, don't assume that a child who doesn't look like their caregiver is adopted- many multi-racial children resemble one parent more than the other.	keep it to yourself
"members of a household"	Families don't always live together. For example, families with divorced parents or incarcerated parents.	"family members"

Défis et travaux à venir

- Ne pas ignorer ce que nous ne savons pas
- Pénurie de champs RDDA convenables
- Parler plus ouvertement concernant la prédominance blanche de nos actifs.



Employés d'une usine de textiles (GA227-3-17)

Autres lectures

- [Anti-Racist Description Resources](#) (Archives for Black Lives in Philadelphia 2019)
- [Archiving Hate: Racist Materials in Archives](#) (Nelson 2020)
- [Identifying & Dismantling White Supremacy in Archives](#) (Caswell & UCLA Archives, Records, and Memory students 2016)
- ["Language Matters: Writing Inclusive Finding Aids"](#) (Suárez 2020)
- [SCRC Statement on Potentially Harmful Language in Archival Description and Cataloging](#) (Temple University Libraries 2018)

Identifying & Dismantling White Supremacy in Archives

An Incomplete List of White Privileges in Archives and Action Items for Dismantling Them*

Content produced in Michelle Caswell's *Archives, Records, and Memory* class, Fall 2016, UCLA
Poster design by Grace Enliya

*All of the following call for nuance, context, and an awareness that oppression is structural.

Identifying & Dismantling White Supremacy in Archives

DESCRIPTION

PRIVILEGE

When I look for materials from my community in archives, they will be described in the finding aid and catalog records using language we use to describe ourselves.

ACTION

- Train all archivists to have cultural humility and describe materials using anti-oppressive language.
- Educate yourself continually and consistently.
- Hire more archivists of color to describe materials.
- Engage communities to ask how they wish to describe themselves. Compensate them for their labor.

PRIVILEGE

When I look at descriptions of archival materials, I am not always bombarded by/remembered of my otherness.

ACTION

- Hire more archivists of color to describe materials.
- Update finding aids that use outdated white supremacist language. Keep a note of your changes so that users can examine the history of the finding aid as an artifact.
- Engage communities to ask how they wish to describe themselves. Compensate them for their labor.

PRIVILEGE

Materials are described using my native language.

ACTION

- Hire multilingual people as archivists and translators and translate finding aids into appropriate languages.
- Encourage, value, and give credit for language expertise in MLIS programs and in continuing education.

Identifying & Dismantling White Supremacy in Archives

PROFESSIONAL LIFE

PRIVILEGE

People assume I'm unbiased because of my race.

ACTION

- Do become whiteness in archival practice. Name it. Uncover it. Discuss it. Address it.
- Intervene when you see whiteness perpetuated as a neutral default or assumption.
- Make your anti-racist values known and hold institutions accountable for the white supremacist values they perpetuate.
- Stop perpetuating the myth of archival neutrality.

PRIVILEGE

People assume I behave "professionally" because of my race.

ACTION

- Question assumptions about professionalism. Think critically about when those assumptions mask white supremacist values.
- Interrupt colleagues and users when they are racializing things.
- Practice a phrase to have in your back pocket (such as "that's racist" or "would you say that about a white person?") to disrupt racist comments.

PRIVILEGE

I can be sure funders will see the value of my collections rather than designate them as "niche."

ACTION

- Communicate to funding agencies and allocators that their funding priorities often favor whiteness at the expense of people of color.
- Disrupt white supremacist thinking when you serve on review panels and making budgetary decisions.
- Uncover the whiteness of supposedly "universal" projects that do get funding. Name it. Discuss it. Address it.

Identifying & Dismantling White Supremacy in Archives

APPRAISAL

PRIVILEGE

I can be sure I can find materials representing people of my race/ created by people of my race.

ACTION

- Implement policies to collect materials representing and created by people of color. Note that it will take time to build trust and change racist trajectories.
- Contact archivists at your local repository and tell them you want to use collections created by people of color.
- Institute participatory appraisal models that share appraisal decisions with communities of color.

PRIVILEGE

The objects I feel are also deemed valuable in archives.

ACTION

- Expand our cultural values to include materials created by communities of color.
- Educate yourself continually, consistently about white supremacist communities of color value. Don't expect communities of color to do the work for you.
- Work collaboratively with communities of color as equal partners in appraisal decisions. Compensate them for their labor.

PRIVILEGE

I can assume archives will be committed to the preservation of materials from my community.

ACTION

- Educate yourself about what specific communities of color value.
- Demonstrate commitment to those communities through relationship-building and power sharing over time.
- Learn and honor culturally specific protocols for what should be preserved or destroyed.
- Train and hire archivists of color so they are making appraisal decisions.

Identifying & Dismantling White Supremacy in Archives

ACCESS/USE

PRIVILEGE

I can use an archives without eliciting surveillance.

ACTION

- Fight like hell to maintain the privacy of users.
- Do not collect data that identifies users.
- Do not require users to show an ID to access collections.
- Do not treat users as thieves.

PRIVILEGE

When I go to the archives, I can be relatively sure that I will see someone of my race behind the reference desk.

ACTION

- Hire more archivists of color.
- Recruit more undergraduate students of color into MLIS programs to train to be archivists.
- Provide financial and moral support for MLIS students of color so that they complete their programs.

PRIVILEGE

When I go into an archive, no one questions why I am there.

ACTION

- Train staff at all levels to identify and disrupt white supremacist assumptions.
- Foster a nurturing environment for people of color in the reading room. Create display and outreach materials that show your archives values communities of color.

Identifying & Dismantling White Supremacy in Archives

EDUCATION

PRIVILEGE

I can be sure that archival practices and concepts from my culture will be represented in my education.

ACTION

- Prioritize and decenter archival education.
- Create syllabi that reflect authors and communities of color.
- Read and assign and cite scholars of color. Amplify their voices.
- Hold your professors accountable for disrupting white supremacy in the classroom.

PRIVILEGE

I can assume that when I attend an archival outreach or classroom instruction session, materials created by my community will be represented.

ACTION

- Use materials created by communities of color in educational outreach activities.
- Create assignments based on them.
- Disrupt whiteness as a default or "neutral" category.
- Don't assume users are not capable of understanding nuance and complexity about race. Address white supremacy in your instruction sessions.

PRIVILEGE

I can be sure there will be other students of my race in my classes. I can be sure there will be instructors of my race.

ACTION

- Recruit more undergraduate students of color into MLIS programs to train to be archivists.
- Encourage students of color to pursue PhDs and become archival studies faculty.
- Provide financial and moral support for MLIS & PhD students of color so that they complete their programs.
- Hire archival studies faculty of color.