



University Libraries 21-Day Racial Equity Challenge Syllabus

Created by the Libraries' IDEA Council: Monica Figueroa, Angela Bardeen, Jodi Berkowitz, Doug Diesenhaus, Lisa Gregory, Susan Griffin, Lisa Ruth, Kristan Shawgo, and Alice Whiteside. With contributions from María Estorino.

As part of the University Libraries Reckoning Initiative, Library staff engaged in a voluntary 21-Day Racial Equity Challenge to further skills around understanding racism, bias, and racial inequity. The University Libraries 21-Day Racial Equity Challenge inspired participants to engage, act, and reflect on race and racial equity in personal spaces as well as in the organization and the profession.

Participants recorded their daily activities using an individual activity log and held each other accountable via library-wide discussion sessions and library organized caucus meetings throughout the challenge.



THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



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Day 1: Personal Racial Identity **#library-wide**

Description

Identity matters. How do you think about your racial identity and its relevance to your work in the Libraries? Who we think we are and who others think we are can have an influence on all aspects of our lives. Think about the first time you became aware of your racial identity. What thoughts surface for you?

Activities

- Watch one or more of the [short videos and reflections from the New York Times](#) on racial identity in America (around 2 minutes to around 10 minutes)
- Read about the [origins of race](#)
- Explore where the term [whiteness](#) comes from
- Listen to episodes of *Scene on Radio - Seeing White Series* on the [making of race \(28 minutes\)](#) and/or [whiteness \(16 minutes\)](#)
- Reflect on your own racial identity. You might consider:
 - When did you first become aware of your racial identity?
 - What messages did you learn about race from your school and family? Did they align with what you've seen in your life?
 - When has how others perceived your racial identity affected how they treat you?



Day 2: Understanding Bias #library-wide

Description

[We all have bias](#). But, we are often not aware of the biases that we subconsciously hold. How might we become more intentional in acknowledging our biases, in both our personal and professional spaces?

Activities

- Read about the effects of [unconscious racial biases](#) on the criminal justice system in the US
- Listen to this *Hidden Brain* podcast [episode on implicit bias \(49 minutes\)](#)
- Watch this TEDx on [how to overcome our biases \(17 minutes\)](#)
- Engage with [Project Implicit's Hidden Bias tests](#), created by psychologists at top universities to uncover some of our own unconscious biases
- Act by confronting implicit bias: check out these [nine tactics to ensure your actions line up with your intentions](#)



Day 3: Privilege / Advantage #library-wide

Description

Our privileges are as ingrained as breathing. We operate with them on a daily basis without noticing they exist. Today, we'll explore ways to be mindful about privilege in our public and private lives.

Activities

- Read [“White Privilege: Unpacking the Invisible Knapsack”](#) by Peggy McIntosh and [“Explaining White Privilege to a Broke White Person”](#) by Gina Crosely-Corcoran
- Listen to an episode of [Nice White Parents](#), a podcast that looks at the 60-year relationship between white parents and the public school down the block (60 minutes)
- Watch this video on [deconstructing white privilege](#) with Dr. Robin DiAngelo (20 minutes)
- Notice privilege around you: Begin by watching this [“what is privilege”](#) (about 4 minutes) video and take this BuzzFeed [privilege test](#)
- Engage with this [identity wheel](#) and consider what privilege(s) you might hold
- Reflect on the privileges you might be overlooking. You might consider asking yourself:
 - What percentage of the day are you able to be with people of your own racial identity?
 - What are the last five books you read? What is the racial mix of the authors?
- Notice how much of your day is spent talking about racism. Who are you engaging with on these issues? Who are you not and why?



Day 4: Talking about Race (in the Libraries) #library-wide

Description

Race is a subject many white people are taught to avoid from a young age. But until we learn how to talk about race, even in a work environment, we are complicit in complacency and upholding oppression.

Activities

- Read about how we can [challenge white silence](#) in discussions of race and racism
- Listen to this webinar sponsored by ALA's Office for Diversity, Literacy and Outreach Services on [how to talk about race in library spaces](#) (about 1 hour)
- Watch this *Talks at Google* with [Ijeoma Oluo, author of So You Want to Talk about Race](#) (about 51 minutes)
- Connect with others on the Facebook Group [Conversations with White People: Talking about Race](#)
- Act by interrupting the pattern of white silence - speak openly with colleagues about what you are doing and learning in the 21-Day Racial Equity Challenge.
- Reflect on a time in a work environment where you chose to avoid discussing race. What kept you from speaking - Anxiety? Fear? Frustration? Fatigue? Imagine a different outcome and mentally "practice" that outcome for the future.



Day 5: Racial Segregation and Libraries **#library-wide**

Description

Libraries were not exempt from segregation in America. Beyond segregation, many practices that uphold a white status quo continue to this day. Today's challenge highlights physical segregation in America's libraries.

Activities

- Engage with this [illustrated history of race and the American public library](#)
- Read Cynthia R. Greenle's article "[On the Battle to Desegregate the Nation's Libraries: When the Public Library was not so Public](#)" and "[The Dark History of Segregated Libraries](#)"
- Listen to [Race in America: History Matters with Librarian of Congress Carla Hayden](#) (about 29 minutes)
- Watch Joan Mattison Daniel, Ethel Adolphe, Ibrahim Mumin, and Teri Moncure Mojgani [talk about participating in sit-ins and protests at segregated libraries in the South](#) (3 videos at the end of the article, about 20 minutes, 10 minutes, and 13 minutes respectively)
- Engage and reflect on this [DPLA digital exhibition on segregated libraries](#)



Day 6: Critical Race Theory and Libraries

Description

Critical Race Theory (CRT) "[critiques how the social construction of race and institutionalized racism perpetuate a racial caste system that relegates people of color to the bottom tiers.](#)" The theory can be applied to many social constructs, from the legal system to economic markets to religious groups to education... and, of course, libraries.

Activities

#library-wide – Read "[In Pursuit of Antiracist Social Justice: Denaturalizing Whiteness in the Academic Library](#)," by Freeda Brook, Dave Ellenwood, and Althea Eannace Lazzaro

#special-collections – Read Anthony Dunbar's article, "[Introducing critical race theory to archival discourse: getting the conversation started](#)"

#library-wide #RIS – Watch ACRL ISTMC webinar on [Describing Realities, Imagining Directions: Critical Race Pedagogies](#), with Jennifer Brown and Jorge Lopez-McKnight (about 1 hour)

#library-wide – Engage with Sofia Leung and Jorge Lopez-McKnight's [critical race theory and LIS workshop compass](#)

#library-wide – Connect with the greater library community by attending one of the [We Here book launches](#) of *Knowledge Justice: Disrupting Library and Information Studies through Critical Race Theory* edited by Sofia Leung & Jorge Lopez-McKnight

#library-wide – Act by registering for [Undoing Racism: The Role Higher Education Has Played in Institutional Racism and What It Can Do to Create Change](#), a conversation with Ted Shaw, Sherrilyn Ifill, and Chancellor Guskiewicz



Day 7: Whiteness in Collections and Libraries

Description

As we've read and encountered, whiteness is often left unmarked within our systems, be it social, economic, educational, health, or otherwise. Libraries are no different. Today's topic encourages us to grapple with the invisibility of whiteness within our library-focused systems: collections, description, conservation, spaces, and more. As you engage with the resources below, reflect on where and how whiteness remains invisible to you and to the work you do.

Activities

#library-wide #collection-development – Read "[Whiteness as Collections](#)," a blog post by Sofia Leung

#library-wide #HR – Read "[White Librarianship in Blackface](#)," by April Hathcock and "[Soliciting performance, hiding bias: Whiteness and librarianship](#)," by A. Galvan

#collection-development #tech-services – Read "[Remembering the Howard University Librarian Who Decolonized the Way Books Were Catalogued](#)"

#special-collections #preservation – Read "[Thoughts on Conserving Racist Materials in Libraries](#)," by Michelle C. Smith

#tech-services – Read M. Adler's article "[Classification along the color line: Excavating racism in the stacks](#)"

#scholarly-communications – Read Brenna McLaughlin's guest post "[Reckoning with Whiteness in Scholarly Publishing](#)"

#library-wide #RIS – Listen to a podcast episode with Peggy McIntosh and Debby Irving on the [importance of making whiteness visible in our teaching and learning spaces](#) (about 52 minutes)

#library-wide – Watch the author Chimamanda Ngozi Adichie's talk, "[The danger of a single story](#)" (about 19 minutes)

#library-wide – Engage with [statistics on employee demographics in librarianship](#)

#library-wide – Connect with your library colleagues at an [IDEA Action ideation session](#)



Day 8: Dismantling White Supremacy in Libraries and Archives

Description

We've learned to recognize and acknowledge whiteness in our libraries, so now what? Let's dig deeper and begin to learn how to disrupt, dismantle, and rebuild our policies and practices for more equitable outcomes.

Activities

#special-collections – Read Michelle Caswell's "[Teaching to Dismantle White Supremacy in Archives](#)" article

#library-wide – Read "[Concealing White Supremacy through Fantasies of the Library](#)," by Michele Santamaria or "[Confronting Librarianship and its Function in the Structure of White Supremacy and the Ethno State](#)," by Eino Sierpe

#library-wide #health-sciences #spaces – Read about the [impact of institutional historical portraiture on marginalized students](#)

#library-development – Read "[White supremacy and the problem with centering donors' interests and emotions](#)"

#library-wide – Watch this recorded webinar by Sofia Leung on [Disrupting White Supremacy Through BIPOC Solidarity Notice](#) (about 1 hour)

#special-collections #library-wide – Engage with this [poster](#) created by Gracen Bilmeyer

#special-collections – Engage with [Dismantling White Supremacy in Archives minizine](#) by Kelly Wooten, Laurin Penland and Leah Kerr

#special-collections #library-wide – Reflect on privileges and benefits from Day 3 of the challenge:

- What are some of the privileges white people enjoy in libraries and archives?
- What benefits do white library and archive workers hold?
- What courtesies do white patrons and researchers receive?



Day 9: BIPOC Voices

Description

While it is important to talk about racial inequities and systems of oppression, it is equally important to listen. Today, let's concentrate on quietly listening to what BIPOC folks are saying and also work on believing what they say.

Activities

#special-collections – Read “[This \[Black\] Woman's Work: Exploring Archival Projects That Embrace the Identity of the Memory Worker](#)”, an article by Chaitra Powell, Holly Smith, Shanee' Murrain, and Skyla Hearn

#library-wide – Read “[Making a new table: Intersectional Librarianship](#)” by Fobazi Ettarh

#library-wide – Read “[On 'diversity' as anti-racism in library and information studies: A critique](#),” by D.J. Hudson

#library-wide – For a longer read, check out [Pushing the margins: Women of color and intersectionality in LIS](#), Rose L. Chou and Annie Pho, editors

#library-wide – Listen to or read the transcript of [On Passing](#), from the Brooklyn Public Library ([about 33 minutes](#))

#special-collections #collection-development – Watch the “[When White Libraries Happen to Black Collections](#)” webinar ([1 hour 31 minutes](#))

#library-wide #HR – Watch the webinar, “[Why I Left the Profession - The DEI Perspective](#)” ([1 hour 49 minutes](#))

#library-wide – Engage with and reflect on the stories of Carolina faculty, staff, and students in [Asian Voices at Carolina](#)

Connect with [We Here](#)* via social media on [Twitter](#), [Instagram](#) or [Patreon](#) (has membership fees) to learn more about their work

* We Here seeks to provide a safe and supportive community for Black and Indigenous folks, and People of Color (BIPOC) in library and information science professions.



Day 10: Library and Archival Neutrality

Description

The myth of libraries and archives as safe and neutral spaces often begins in elementary school. Today's topic interrogates this white-centered assertion, calling into question some of the basic tenets of these organizations.

Activities

#library-wide #public-services – Read "[Librarians in the 21st Century: It is Becoming Impossible to Remain Neutral](#)," by Stacie Williams and "[Struggling to Breathe: Covid-19, Protest, and the LIS Response](#)," by Amelia N. Gibson, et al.

#special-collections – Read this Medium post by Sam Winn, "[The Hubris of Neutrality in Archives](#)"

#special-collections #preservation – Watch "[Conservation is not neutral \(and neither are we\)](#)", featuring Fletcher Durant (49 minutes)

#tech-services – Engage with presentation (slides) on [neutrality and cataloging](#) (view these on SlideShare for transcribed text from slides)

#library-wide – Reflect on Emily Drabinski's question "[Are libraries neutral?](#)"

#special-collections – Read "[Archives have never been neutral:](#)" An NDSA Interview with Jarrett Drake or watch Jarrett Drake's Digital Library Federation keynote "[Documenting Dissent in the Contemporary College Archive](#)"



Day 11: Challenging Standards and Narratives

Description

What does “normal” mean to you? If we consider our existing standards and narratives in the library, is “normal” equivalent to “white” in any instances? Is the perception of “normal” that we are presenting based on our own lived experience? How might people with different lived experiences define “normal?” Can we see why words like “normal,” “standard,” or “average” are potentially problematic?

Activities

#library-wide #HR – Read [“Challenging the ‘Good Fit’ Narrative: Creating Inclusive Recruitment Practices in Academic Libraries”](#) by S. Cunningham, S. Guss, and J. Stout

#library-wide – Read [“Recasting the inclusive narrative: Exploring intersectional theory”](#)

#special-collections – Read [“Dusting for Fingerprints: Introducing Feminist Standpoint Appraisal”](#) in “Radical Empathy in Archival Practice,” by Michelle Caswell (eds. Elvia Arroyo Ramirez, Jasmine Jones, Shannon O’Neill, and Holly Smith) Special issue, *Journal of Critical Library and Information Studies* 3, no. 1.

#public-services #tech-services – Read [“Access Services: Not Waving, but Drowning,”](#) by Max Bowman and Monica Samsky

#library-wide – Listen to a conversation with Fobazi Ettarh on [challenging vocational awe in academic librarianship \(45 minutes; no transcript available\)](#) or read her article, [“Vocational Awe and Librarianship: The Lies We Tell Ourselves”](#)

#library-wide #technology – Watch a [short video](#) on algorithmic bias and fairness ([about 11 minutes](#))

#library-wide #tech-services – Watch the documentary [Change the Subject](#) about the push to change a dehumanizing Library of Congress subject heading ([54 minutes](#))

#library-wide #tech-services – Notice outdated and racist language in our Library catalog. Reflect on possible interventions by checking out [Homosaurus](#), an international LGBTQ linked data vocabulary and the [Xwi7xwa classification system](#), an Indigenous Knowledge Organization. What could an antiracist library classification look like?



Day 12: Low Morale in Libraries

Description

Today's activities address the concept of low morale among underrepresented library workers. The following resources help to illustrate the documented behaviors and cultures that enable low morale experiences of BIPOC folks in libraries. As we engage in today's challenge, let us reflect on how we might intervene and disrupt behaviors and culture that lead to low morale and affirm the lived experiences of our colleagues.

Activities

#library-wide #user-experience – Read "[Racial climate and inclusiveness in academic libraries: perceptions of welcomeness among black college students](#)"

#library-wide – Read "[It's not imposter syndrome: resisting self-doubt as normal for library workers](#)," by Nicola Andrews

#library-wide – Listen to LibVoices podcast episode 3: [Kaetrena Davis Kendrick on The Authentic-Self at Work \(28 minutes; no transcript available\)](#) or watch Kaetrena Davis Kendrick's NCLA Racial Ethnic Minority Concerns Roundtable talk "[Exploring \(de\)Authenticity: Impact on PoC, implications for practice](#)" (55 minutes)

#library-wide – Watch this presentation given by Kaetrena Kendrick Davis on [Library Responses to COVID-19: Impacts on Ongoing Low-morale Experiences](#) (about one hour)

#library-wide – Engage with [Killing Me Softly](#), a game demonstrating how it feels to suffer microaggressions and accumulative stress day after day

#library-wide – Engage with [The "Problem" Woman of Colour in the Workplace](#), a tool that depicts the experience of women of color in nonprofit organizations

#library-wide – Reflect and act on the "microintervention strategies" for disarming microaggressions on p.135-138 of [Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders](#) by Derald Wing Sue et al.



Day 13: Publishing while BIPOC in Libraries

Description

Scholarly publishing reflects the imbalanced demography of university faculties and staff. Today's topic invites us to interrogate the scholarly publishing landscape, calling into question the content that does (or does not) get published and the editorial boards and review committees charged with curating that content. How might we envision more equitable and inclusive practices in library publishing?

Activities

#library-wide #health-sciences – Read “[Starting with I: Combating Anti-Blackness in Libraries](#),” by Peace Ossom-Williamson, Jamia Williams, Xan Goodman, Christian I.J. Mintner, and Ayaba Logan

#library-wide #scholarly-communications – Read “[Systemic barriers and allyship in library publishing: A case study reminder that no one is safe from racism](#),” by Charlotte Roh and Vanessa Gabler

#scholarly-communications – Read this [two-part blog post on actionable discussions about DEI in scholarly publishing](#)

#library-wide #health-sciences – Engage with Christian I.J. Mintner's follow-up blog post: “[A Case Study on Anti-Black Publishing Practices](#)”

#library-wide #health-sciences – Reflect on the Journal of the Medical Librarianship Association's apology

#library-wide – Notice who makes publishing decisions in the [Diversity Baseline Survey infographic](#)

#library-wide #scholarly-communications – Connect with and participate in the [Coalition for Diversity and Inclusion in Scholarly Communication \(C4DISC\)](#)



Day 14: Policing and Libraries

Description

Today's topic encourages us to reconsider the presence of police and law enforcement in library spaces. Libraries are dedicated to belonging and inclusion, but for BIPOC folks and those who may already be in crisis, how might the police in such spaces represent further harm and lack of safety? Let us reflect on and engage with possible alternatives to policing in libraries and work to create a true sense of belonging for all library staff and users.

Activities

#library-wide – Read the post [It's not enough to say Black Lives Matter — libraries must divest from the police](#) by Library Freedom Project

#special-collections – Watch this recorded conversation on [Archiving Protests, Protecting Activists](#) (about 1.5 hours)

#library-wide – Read "[Policing in libraries: What the cop-free library movement wants](#)," Teen Vogue

#library-wide – Read "[No holds barred: Policing and security in the public library](#)" by Ben Robinson

#library-wide – Listen to [Belonging, Safety, and Police Presence in Libraries with Stacy Collins](#) and read along with the [transcript](#) (about 23 minutes)

#library-wide – Reflect on these [alternatives to policing in libraries](#) and #critlib questions:

- How does the presence of police, security officers, or other security personnel affect Black, Indigenous, and People of Color's ability to freely and safely access your library's resources and materials? What would have to be the case for BIPOC to be and feel safe in libraries?
- If you have succeeded in starting conversations with coworkers, or supervisors about alternative means to maintain library safety and behavioral boundaries without calling police, how did you do it? What was well received and what wasn't?

#library-wide – Engage in a campus conversation on public safety. Register for [Headspace, Heart space: Straight talk about navigating race, place, and complex space](#), presented by the UNC-CH Campus Safety Commission

Day 15: BIPOC Labor

Description

While building an anti-racist library (and society) is everyone's responsibility, BIPOC colleagues are continually asked to provide more time, energy, and emotional labor than white colleagues. BIPOC folks did not create society's structures of racism and white supremacy, but they are continually asked to be the ones who fight it. Think – who is tasked with serving on committee after committee? We must build a future that centers BIPOC voices without demanding increased labor.

Activities

#library-wide #HR – Read Tarida Anantachai and Camille Chesley's chapter "[The burden of care: Cultural taxation of women of color librarians on the tenure-track](#)," in [Pushing the margins: Women of color and intersectionality in LIS](#), Rose L. Chou and Annie Pho, editors

#library-wide – Read "[Leaning on our labor: Whiteness and hierarchies of power in LIS work](#)," in [Knowledge Justice: Disrupting Library and Information Studies through Critical Race Theory](#), Sofia Y. Leung and Jorge R. Lopez-McKnight, editors

#library-wide – Listen to an [episode of your choice from the LibVoices podcast](#), which features librarians of color. (approximately 35 minutes each; note: no transcripts available) or watch [Anti-Racism Work and Women in Librarianship](#), presented by Loida Garcia-Febo, Twanna Hodge, Dr. Nicole Cooke, Tasha Nins, and Shauntee Burns-Simpson (about 1.5 hours)

#special-collections – Watch Dorothy Berry's Keynote Address for the 2020 SNCA Annual Meeting, [Imagining Better Futures for Archival Labor](#) (21:54)

#library-wide – Engage with Isabel Espinal's [Open Shelf interview on whiteness, inclusive librarianship, and emotional labor](#)

#special-collections – Read S. William's blog post [Implications of Archival Labor](#)

#library-wide – Reflect on April Hathcock's blog post "[Your Learning Hurts](#)," from *At the Intersection*

#library-wide – Notice labor inequities around anti-racism work in libraries and archives. You might consider asking yourself:

- Who is leaned on to undertake anti-racism work in these spaces?
- How is anti-racism work valued in these spaces?
- What would equitable labor expectations for anti-racism work look like?



Day 16: Accountability in Libraries and Archives

Description

Today's topic focuses on accountability, in our library and archival spaces, in our profession, and with ourselves and each other. [McKensie Mack](#), facilitator, educator, and activist defines accountability as "preventing, intervening in, responding to, and healing from harm." As we engage with today's resources, let us reflect on what it would mean for us to hold ourselves, our institution, and our profession accountable.

Activities

#library-wide #special-collections – Read "[Liberatory Archives: Towards Belonging and Believing](#)"

#special-collections – Listen to a [Southern Futures Podcast on Archives + Accountability](#) with Maria Estorino (28 minutes)

#library-wide #special-collections – Watch [Storytelling for Justice: How Libraries and Archives Hold History to Account](#), presented by the Mellon Foundation (about an hour)

#library-wide – Watch McKensie Mack's 2020 ACRL Presidential Program: "[Shifting the Center: Transforming Academic Libraries through Generous Accountability](#)" (about 1.5 hours)

#library-wide – Engage with Mia Mingus' blog post "[Dreaming Accountability](#)" and rethink your relationship to accountability. You might consider asking yourself Mingus' central question: what if accountability wasn't scary?

#library-wide – Connect with the [#critlib](#) community and read archived conversations on [generous accountability in libraries](#)

#library-wide – Reflect on [ARL Member Libraries' Statements on Systemic Racism and Oppression](#) from summer of 2020.

- What language is being used in these statements? Do they specifically address systemic racism or do they use other language/words?
- Are there any direct actions called for? If so, what are they?
- Have the libraries posted any follow-up to these statements?



Day 17: Ethics and Empathy

Description

Today's challenge encourages us to engage in conversations around care, feminist ethics, and radical empathy. Interpersonal relationships are at the heart of a care ethics framework and draws our attention to the need to be responsive in relationships--listening, responding, and paying close attention. How might an ethics of care help us to reorient ourselves to the work of libraries and archives? What would an ethics of care look like in practice?

Activities

#special-collections – Read "[Ethical Challenges and Current Practices in Activist Social Media Archives](#)" by Ashlyn Velte or "[From Human Rights to Feminist Ethics: Radical Empathy in the Archives](#)" by Michelle Caswell and Marika Cifor

#tech-services – Read "[Radical Cataloging: From words to action](#)" by Heather Lember, Suzanne Lipkin, & Richard Jung Lee and/or Engage with [Radical Cataloging: Using alternative subject headings locally to promote inclusiveness and diversity](#)

#technology – Read "[Care, Code, and Digital Libraries: Embracing Critical Practice in Digital Library Communities](#)" by Kate Dohe

#technology #user-experience – Read "[Value-sensitive design](#)" by Batya Friedman

#library-wide #RIS – Watch [ACRL ILFSC : Connecting Justice to Frameworks: Information Literacy in Social Work](#) (about 1 hour)

#special-collections – Watch [Ethics and Archiving the Web: Archiving Trauma](#) panel of Michael Connor (moderator), Chido Muchemwa, Nick Ruest, Coral Salomón, Tonia Sutherland, & Lauren Work (about 1 hour; no transcript available) or Read "[Making a Killing: On Race, Ritual, and \(Re\) Membering in Digital Culture](#)" by Tonia Sutherland

#library-wide – Engage with slides from [Kelly Wooten's LAUNC-CH 2020 Keynote Presentation: Copy/Cut/Paste](#)

#library-wide #preservation – Engage with "[Archive of Hate: Ethics of Care in the Preservation of Ugly Histories](#)"



Day 18: Liberation

Description

"Without community there is no liberation, only the most vulnerable and temporary armistice between an individual and her oppression." – [Audre Lorde](#), feminist, poet, and librarian

Coalition building and community are indeed essential to liberation, and yet that work does not mean sloughing off difference. Today, let us reflect on how we might embrace our differences and work towards collective action and solidarity within our library and archival spaces. How might we collectively envision an antiracist and equitable future for libraries and archives?

Activities

#library-wide #special-collections – Watch Dr. Derrick R. Spires' keynote lecture, [Liberation Bibliography](#), delivered to the Annual Meeting of the Bibliographical Society of America 2021 ([about an hour](#))

#library-wide #special-collections – Read "[From Cape Town to Chicago to Colombo and Back Again: Towards a Liberation Theology for Memory Work](#)"

#library-wide #special-collections – Read "[A Weapon and a Tool: Decolonizing Description and Embracing Redescription as Liberatory Archival Praxis](#)" by Tonia Sutherland and Alyssa Purcell

#library-wide – Read the concluding chapter to [Knowledge Justice: Disrupting Library and Information Studies through Critical Race Theory "Afterwor\(l\)ding toward Imaginative Dimensions"](#) by Sofia Y. Leung and Jorge R. Lopez-McKnight

#library-wide – Reflect on this [Call to Action: Archiving State-Sanctioned Violence Against Black People](#)

#library-wide – Engage with this three-part piece "[Our Liberation is Bound Together](#)" and reflect on how we might collectively move forward towards liberation

#library-wide – Connect with your library colleagues at an [IDEA Action ideation session](#)



Day 19: BIPOC Joy and Creativity **#library-wide**

Description

Today's topic celebrates the full spectrum of BIPOC experiences. The following resources encourage us to embrace the beauty of BIPOC histories--stories of resistance, grief, joy, and happiness. *Because we were meant to thrive, not just survive.* - [Gabby Rivera](#)

Activities

- Read "[The Case for Black Joy](#)" by Hadiya Roderique
- Read Christina Chaey's piece, "[In Pursuit of Asian Joy](#)"
- Read "[Reframing Indigenous stories in joy](#)" an interview with Jesse Wentz
- Watch a [Say It Loud video](#), a PBS Digital Studios series that celebrates Black culture, context, and history (15 videos; between 7 and 18 minutes each)
- Listen to [Black Women Artists, Archives, and Futurity with Sierra King](#) (about 50 minutes)
- Listen to episodes of [The Nod](#), a podcast that explores all the beautiful, complicated dimensions of Black life and [All My Relations](#), a podcast by Matika Wilbur and Adrienne Keene where they explore what it means to be a Native person
- Watch [Black Librarians Speak Out](#)
- Watch Chapel Hill Poet Laureate, CJ Suitt, speak his poem [In the Aftermath](#) - poem about after pandemic
- Engage with [performances by the North Carolina Association of Black Storytellers](#)
- Connect with Gabby Rivera's [Joy Revolution podcast](#) and Listen to [Episode one: Why I Needed a Joy Revolution](#)
- Reflect on the history of the [UNC Black Student Movement](#)



Day 20: Final Reflections **#library-wide**

Description

As we wrap up our 21-Day Racial Equity Challenge, let us make space for self-reflection. Today's resources encourage us to think past antiracist book groups and reading lists and reflect on concrete and critical actions we can all take to disrupt white supremacy and decenter whiteness within our library and archival spaces and within the profession.

Activities

- Watch "[When Antiracist Reading Lists Aren't Enough](#)," a presentation given by Dr. Nicole Cooke (53 minutes)
- Read "[A Holistic Approach for Inclusive Librarianship: Decentering Whiteness in Our Profession](#)," by Isabel Espinal, Tonia Sutherland, and Charlotte Roh
- Read this "[Call to Action: Envisioning a future that centers BIPOC voices](#)" by Twanna Hodge and Jamia Williams
- Read "[The False Promise of Anti-Racism Books](#)" by Saida Grundy
- Engage with this zine from Critical Librarianship and Pedagogy Symposium 2020 "[Addressing White Supremacy in Librarianship Through Communities of Practice](#)"
- Engage with a new report from Ithaka S+R: "[National Movements for Racial Justice and Academic Library Leadership](#)"
- Reflect on your 21-day Racial Equity Challenge experience. You might consider the following questions:
 - What assumptions about race and racial inequity did you have before starting the 21-day Racial Equity Challenge? How have these assumptions been challenged? How have they been reinforced?
 - Where have you seen evidence of racial inequities in libraries and archives?
 - What changes or actions can you make to create a more inclusive and equitable future for libraries and archives, your community, and the profession?
- Act by writing down at least one racial equity goal for yourself and/or your team



Day 21: Take Action **#library-wide**

Description

Congratulations on completing the 21-day Racial Equity Challenge! We hope that the past few weeks have been eye-opening and disruptive, joyous and hopeful. Our work is far from over. Let us use this final day to take action towards advancing racial equity and social justice within the Libraries, the profession, and our communities.

Activities

- Read "[You're Gonna Screw Up](#)" by April Hathcock
- Listen to the Code Switch episode "[A Decade of Watching Black People Die](#)" (22 minutes) and/or read the [transcript](#)
- Watch [Getting Called Out - How to Apologize](#) by Chescaleigh (about 8 minutes)
- Watch "[Are you racist? 'No' isn't a good enough answer](#)" by Marlon Jones (2 minutes) and reflect on what it means to be *anti-racist* vs. *not racist*
- Engage with this list of [Scaffolded Anti-Racist Resources](#). Reflect and act on the stages of white identity development
- Practice "[racism interrupters](#)"
- Act by registering for a [Hollaback! bystander intervention to stop anti-Asian/American harassment and xenophobia training](#)
- Act by joining a local social justice organization, including the [Chapel Hill - Carrboro NAACP branch](#)



Hashtag Guide

#library-wide

#special-collections

#scholarly communications

#tech-services

#preservation

#RIS

#public-service

#technology

#HR

#user-experience

#spaces

#library-development

#health-sciences

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