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How to Describe a Massacre? A Collaborative Metadata Justice Project

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Abstract

Throughout the summer of 2020 and into the following fall, a cross-unit working group at the University of Oklahoma Libraries (OU Libraries) collaborated to compile and submit a proposal to change the Library of Congress Subject Heading (LCSH) *Tulsa Race Riot, Tulsa, Okla., 1921* to *Tulsa Race Massacre, Tulsa, Okla., 1921*. The working group members situated this project in the context of the metadata justice movement, which seeks to correct problematic descriptions. They also see this proposal as part of the broader work undertaken over many decades by Tulsa activists and community leaders. This successful proposal required working group members to work across library departments; learn about a broad range of library processes, including the complicated process of submitting an LCSH change proposal within the Subject Authority Cooperative Program; and conduct significant research into the Tulsa Race Massacre and the language currently used to refer to it in varied settings. This ad hoc working group also led to the formation of a “learning and working” group at OU Libraries devoted to analyzing local descriptive practices and other LCSH terms to correct problematic descriptions and create new and accurate descriptions, as well as learning about issues related to metadata justice and critical cataloging.

Keywords: collaboration, reparative metadata, critical cataloging, Library of Congress Subject Headings, metadata justice, Tulsa Race Massacre

Introduction

Picture with me the trauma of a young 6-year-old girl hearing things hitting the house, “bang, bang, bang, bang,” like that, and thinking it was hail until my mother took me to the window and let me peer through the blinds and said, “That thing up there on the stand with the American flag on top of it is a machine gun. And those are bullets hitting the house. And that means your country is shooting at you.” . . . My name is Dr. Olivia J. Hooker, and I currently reside in the state of New York. I was born on February 12, 1915, and I am a survivor of what is known as the Tulsa Race Riot of 1921, but what was really a massacre of the Greenwood neighborhood of Tulsa, then called the “Black Wall Street.” — Dr. Olivia J. Hooker, testimony to Congress, April 24, 2007

Before the work to propose a change to the Library of Congress Subject Heading (LCSH) for the Tulsa Race Massacre began, a century of persistent retelling and retraumatizing took place. For over 100 years, survivors and their descendants carried and retold the trauma of the massacre, alongside the story of the thriving Greenwood that preceded it. Both have been essential to the healing and rebuilding of Greenwood, work that continues in earnest to this day.

It is essential to begin with Dr. Hooker and the words of other survivors and their community, because the work of metadata justice and critical cataloging is indebted to and embedded within the broader work of social justice. This team’s work would not have been possible without the unrelenting work of survivors, descendants, community members, and leaders like the Tulsa Race Massacre Centennial Commission¹ and the Greenwood Cultural Center.² This paper is a labor of gratitude and a carrying forward of the spirit of their work.

This paper’s aim is twofold. It provides a practical introduction to the process of submitting proposals to change an LCSH, and it describes a novel, collaborative approach to the change proposal process. With this approach, the authors hope to continue in the tradition of critical cataloging predecessors by making both the problems and the approaches to them more transparent.

Tulsa Race Massacre Background and Project Context

Prior to May 31, 1921, the largely Black Greenwood area of Tulsa was one of the wealthiest Black communities in the United States. Widely known as “The Black Wall Street,” Greenwood was home to many Black-owned businesses, entertainment venues, and churches.³ The thriving community was, by its very existence, a powerful argument against white supremacy, which had become a source of tension for many white Tulsans: In the aftermath of World War I, “whites expected a return to prewar patterns of deference and subordination. Moreover, white Tulsans feared the freedom of the Greenwood community, where in music halls blacks and whites danced and drank together.”⁴ This tension precipitated the tragic events in 1921: Following the spurious arrest of Dick Rowland, a young Black man, for an alleged assault on a white woman, rumors of plans for a lynching began to spread, and a white mob grew outside the jail.⁵ In response, a group of Black men arrived at the jail where Rowland was being held and refused to allow any extra-judicial actions to take place. Although reports differ on how the shooting began, once shots rang out, a two-day spree of white mob violence took place, targeted almost exclusively on the 40 square blocks of Greenwood. Many of the armed white men were

deputized and armed by Tulsa officials, and there is evidence of further government support of the massacre.⁶

Language, as all information professionals know, is powerful and complicated. Dr. Hooker, having experienced the massacre firsthand¹, engaged the power of language when she spoke her memories forward to Congress, refusing to accept, even after “86 years of suffering,” the dubious narrative of the Tulsa Race “Riot.” White people in power in Oklahoma in 1921 engaged that same power of language when they suppressed, subdued, and altered the narrative. Most people in Oklahoma, prior to the 21st century,⁷ learned little to nothing in school about the massacre. Furthermore, characterizing this event as a riot rather than a massacre enabled insurance companies to deny claims made by Black homeowners and business owners in Greenwood. Mass graves went unmarked, and to this day, no one can say exactly how many Black people were murdered by the white mobs and government officials that descended on Greenwood.⁸

In October of 2019, several colleagues at the University of Oklahoma Libraries (OU Libraries) noticed that the Library of Congress had been asked to review its usage of “Tulsa Race Riot, Tulsa, Okla., 1921” as the authorized subject heading for this event. That the LCSH for this term was being reviewed was unsurprising, as the term “Tulsa Race Riot” had rapidly fallen out of usage in Oklahoma over the previous decade in favor of “Tulsa Race Massacre.” However, it was surprising that the Library of Congress had chosen to maintain that “Tulsa Race Riot” was still the most commonly used term in

the United States to describe the event. In the lived experiences of the information professionals at OU Libraries, this did not seem to be the case.

The colleagues were further surprised to find that the LCSH for the massacre had only been created in September of 2019. When a new term is added, it is generally because it is the first time a book or publication has been written about a topic and cataloged by the Library of Congress, but this also did not seem to be the case.⁹ Although the publication in 2019 of Randy Krehbiel’s *Tulsa, 1921: Reporting a Massacre* was the catalyst for the term’s creation, earlier works about the event had been cataloged without prompting the Library of Congress to create a specific term for the event. These include Scott Ellsworth’s 1982 book *Death in a Promised Land: The Tulsa Race Riot of 1921* and Jennifer Latham’s 2017 young adult novel *Dreamland Burning*. These and others ensured the event of the Tulsa Race Massacre had been covered in widely available publications. It was clear that a critical eye and approach to this term would be needed.

Literature Review

The inception of the modern critical cataloging movement is usually traced to Sanford Berman. His works, such as the 1971 *Prejudices and Antipathies: A Tract on the LC Subject Heads Concerning People* and *Subject Cataloging: Critiques and Innovations*,¹⁰ have become foundational and continue to inspire and inform information professionals.

Since then, the area of critical cataloging has continued to grow, but much of the existing

¹ “Tulsa-Greenwood Race Riot Claims Accountability Act of 2007,” Hearing before the subcommittee on the Constitution, Civil Rights, and Civil Liberties of the Committee on the Judiciary, House of Representatives, April 24, 2007. Accessed October, 1, 2025.

[https://www.govinfo.gov/con-
tent/pkg/CHRG-110hhrg34924/pdf/CHRG-
110hhrg34924.pdf](https://www.govinfo.gov/con-
tent/pkg/CHRG-110hhrg34924/pdf/CHRG-
110hhrg34924.pdf)

literature on critical cataloging is based in analysis or theoretical concerns, and there are scant practical, scholarly materials that describe “hands-on” processes, such as determining when an LCSH should be changed and what the process for creating and submitting a successful change proposal looks like.

Fortunately, the critical cataloging movement lives and moves well beyond the borders of librarians’ professional literature. From blogs and webinars to vocal activists on social media, such as Violet Fox and the Cataloging Lab,¹¹ ample resources are available for learning and inspiration.

One well-known recent example of an LCSH change petition was submitted by the Dartmouth College Library in 2014. A group petitioned the Library of Congress to change the controversial “Illegal aliens” LCSH to “undocumented immigrants.”¹² This petition, while ultimately unsuccessful due to pressure from Congress in 2016, was the result of collaborative work by activists, students, and librarians who attempted to remove from the catalog a phrase that many consider a slur. Almost a decade later, the debate continues and has been further complicated by the Library of Congress’s decision to update the term, but not to “undocumented immigrants”; instead, both “noncitizens” and “illegal immigration” have been added.¹³ Although no clear consensus has emerged on how libraries should move forward with local changes and/or continued pressure on the Library of Congress, many have acknowledged that the Library of Congress replacement terms do not represent the most commonly used terms, nor do they adequately address the harms inherent in dehumanizing language.¹⁴

Reviewing sources both inside and outside the professional literature demonstrated not only that there was a need for more broadly accessible professional literature on cataloging and controlled vocabularies, but that documenting a collaborative approach would also be a useful

addition to the literature. Although there are numerous published examples of successful collaborations by librarians across many different library functions, these publications largely focus on programming, pedagogy, or collection management and development, not metadata.

Team Composition and Proposal Preparation

The nascent group of colleagues recognized that, to be successful, the project would require a dynamic team whose members could contribute a variety of expertise and skills. Perhaps most critically, the team required someone with experience working directly on requests to change (or revise) Library of Congress Subject Headings. But the group also needed were researchers who could identify primary sources and document usage of the term “massacre” as opposed to “riot” — not only in books, articles, and reports, but also on websites, in speeches and presentations, in the names of events, and in other ordinary language currently used in discussions and descriptions of the 1921 event. When the project began in 2020, all team members were employed at the University of Oklahoma Libraries, but they agreed that it was essential to involve external stakeholders, especially those directly connected with preserving historical narratives in the Greenwood community. The team enlisted the participation of the Greenwood Cultural Center, which provided an invaluable connection to the impacted community and provided community encouragement.

With the necessary expertise in place, each task force member volunteered for work they felt comfortable doing. A member who had connections with organizations in Tulsa worked with them to obtain letters of support for changing the subject heading. Other members divided up the work of comprehensive searching by type of document — including newspapers, scholarly articles, published monographs, dissertations, government publications, websites, nonprofits’ communications and reports — and tracked down as many recent documents as possible

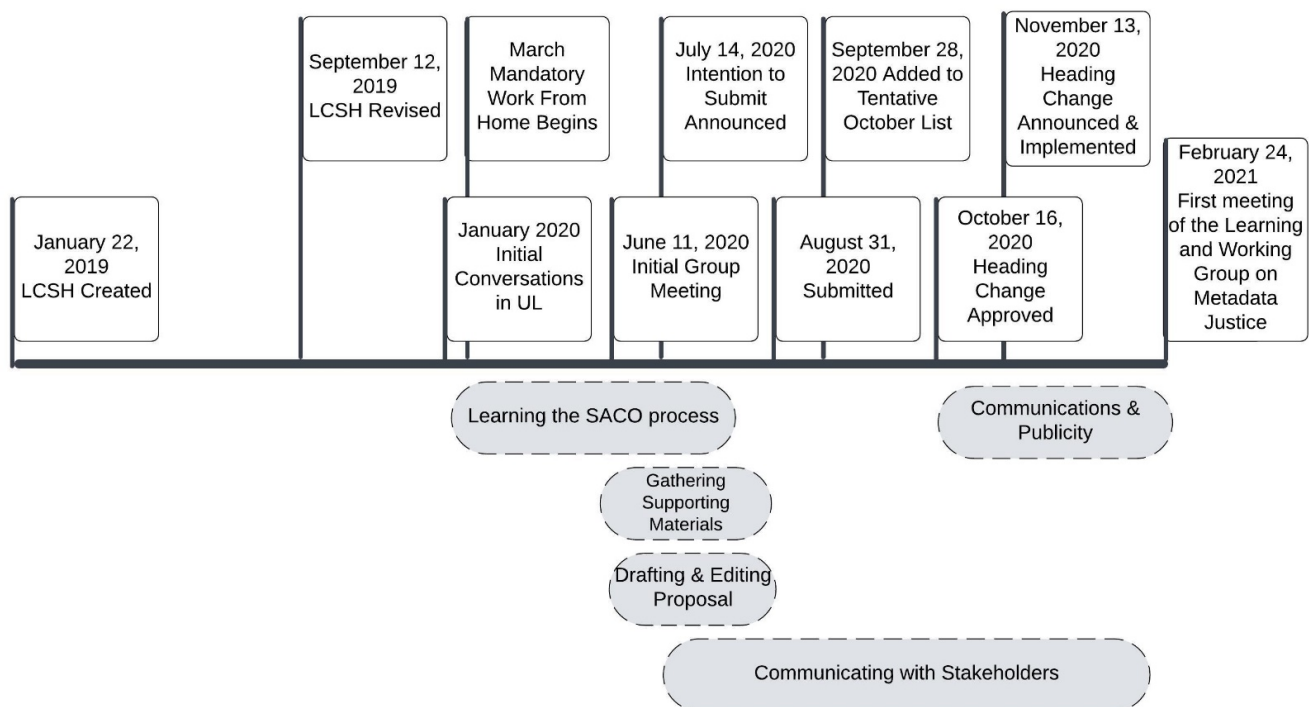
that mentioned the Tulsa massacre. This work was done in a fully remote environment when libraries were closed during the COVID-19 pandemic and physical library collections were unavailable. This was not a significant hindrance, because contemporary online sources and citations provided better evidence of *current* usage than physical resources. After dividing the resource types, the team established timelines and began working on their tasks. Although the team did not formally designate a “team leader,” one individual served as de facto project manager. Their vision and passion for the

project energized each participant and helped to continually center the social justice significance associated with the activity.

The Change Proposal Process

The process had many steps and phases, more than initially anticipated. To help the reader follow the process, a timeline is included (Figure 1) that shows the actions taken by the Library of Congress as well as the tasks completed by this working group.

Figure 1. A timeline showing the steps taken in the process of proposing revision of the LSCH *Tulsa Race Riot, Tulsa, Okla., 1921 to Tulsa Race Massacre, Tulsa, Okla., 1921*.



Before beginning the proposal research, previous subject term proposal changes, both successful and unsuccessful, were investigated to guide the work. It was also during this time that Violet Fox of the Cataloging Lab reached out, encouraging the working group to situate this work

within the broader critical cataloging environment by sharing their intent to submit with the cataloging community.

To justify the proposal, working group members initially felt compelled to “drown” the Library

of Congress with sources showing that the current usage had changed. However, the group's experienced cataloger advised against this, noting that a limited number of relevant selected examples would be a more effective way to show that "current American usage"¹⁵ had clearly shifted from "Tulsa Race Riot" to "Tulsa Race Massacre." This was best done by providing evidence from enough authoritative sources that the necessity for the name change could not be denied. These included both sources that the Library of Congress and the Subject Authority Cooperative Program (SACO) manual deemed authoritative (including a research guide that the Library of Congress had created which itself used the term "Tulsa Race Massacre"), as well as sources created by the Greenwood Cultural Center and related organizations and community leaders. According to the SACO manual, it is "important to remember that sources consulted must be relevant to the topic being established," and it would be difficult to deny that the Tulsa Race Massacre Centennial Commission's own logo, which shows the word "riot" crossed out and replaced by "massacre," is relevant to the topic (Figure 2). The full submission and list of sources cited can be viewed in the Appendix.

Figure 2. Tulsa Race Massacre Centennial Commission logo



After the team decided which sources most effectively demonstrated that the term "Tulsa Race Massacre" best reflected "current American usage," the change proposal was submitted to SACO on August 31, 2020. This was done by logging on to the Proposal Menu of the Classification Web program, which is only available to trained SACO members (in this case, the group's cataloger). Once received, the proposal was put on the agenda of the meeting following the next scheduled monthly editorial meeting, as is standard practice for a SACO proposal. After reviewing the proposal, SACO agreed and accepted it in October 2020, and on November 13, 2020, the subject heading was officially changed to "Tulsa Race Massacre, Tulsa, Okla., 1921."

The Proposal Process in Technical Terms

*Word meanings, particularly their connotative aspects, mutate rapidly; social and political upheavals cause many changes, and scientific and technological developments account for many more. The problem of shifting terminology is particularly troublesome for a subject access list that was originally designed for use with card or printed book catalogs, which is based on specific entry, avoidance of synonyms, and controlled references.*¹⁶

—Daniel N. Joudrey, Arlene G. Taylor, and David P. Miller,

Introduction to Cataloging and Classification

The process to change a Library of Congress Subject Heading is complicated, mired in bureaucracy, and very difficult (though not impossible¹⁷) for anyone but catalogers to undertake. There are many reasons for this, not least of which is that LCSHs are "controlled" vocabulary, or an enumerated list of terms from a pre-selected list derived from natural language that are used to aid discovery in information retrieval systems.¹⁸

The proposal of a new subject heading (or a change proposal as described in this article) generally takes place within SACO.¹⁹ Although non-members may submit proposals, “it is assumed that SACO-only participants will submit proposals on a regular basis,”²⁰ and non-members are encouraged to submit proposals by collaborating with a member institution or through a SACO funnel. SACO membership is at the institutional level rather than the individual level, but “Catalogers at all institutions are expected to have a basic knowledge of the procedures and guidelines contained in the *Subject Headings Manual: Subject Headings* (SHM), the manuals for *Library of Congress Genre/Form Terms*²¹ and *Library of Congress Demographic Group Terms*,²² [and] familiarity with LCSH and with the MARC 21 *Authority Format* and standard reference sources.”²³ SACO workshops and more general Library of Congress cataloging training opportunities are offered regularly at American Library Association (ALA) annual meetings, and procedural training on submitting proposals is offered on demand via the SACO website and the Catalogers Learning Workshop.²⁴

Subject Heading Creation History

Submitting a successful change proposal requires knowledge of the *Subject Headings Manual*.²⁵ Knowledge of the history of subject authorities creation and modification can help inform the work. In the case of the Tulsa Race Massacre, the history of subject headings for events provided useful context.

Before 1985, cataloging rules regarding the creation and formatting of subject headings were different than they are today. Not every event would have qualified for the creation of a subject heading, even if it had a specific name. Certain types of events, listed in “H 832 Geographic Subdivision to the City Level,”²⁶ were described in the subject heading section of a bibliographic record (or catalog card) in the form *[Place name] – [Event], [Date]*, regardless of whether the event had a name. A book about an event would

have received a generic subject heading under the name of the place. In 1985, the description pattern for such events was changed to *[Event] – [Place]*, with an additional subject heading for the specific name of the event, if it had one. So, a work on the Tulsa Race Massacre that had been cataloged before 1985 would have received the subject *Tulsa (Okla.) – Riot, 1921*, and in 1985 and after *Riots – Oklahoma – Tulsa*. Such works may have referred to it with the generic name of “the Tulsa riots of 1921,” so no specific name for the event would necessarily have been added.

However, current subject heading practice allows for the creation of a name for a human event (i.e., something that is not simply a natural disaster), even if the name is not distinctive. Since a riot is a human event, the Tulsa Race Massacre could have been given a heading in the form *Tulsa Riot, Tulsa, Okla., 1921*, according to the provisions of the “H 1592 Events” section of the *Subject Headings Manual*.²⁷ Such events are established in the form *[Specific name of event], [Place], [Date]* if there is one. If there is not, the form is *[Place] [Generic event], [Place], [Date]*. So if the Tulsa Race Massacre had been known by a special name like the “June Greenwood Fires,” whether accurate or not, it would have had the form *June Greenwood Fires, Tulsa, Okla., 1921*.

The term “generic event” means a type of event which has a subject heading in its own right. Since “Race riots” is a subject heading in its own right, it is also a generic topic that can be used in creating a name. This would explain the form of the former heading *Tulsa Race Riot, Tulsa, Okla., 1921*. Instructions for the creation of subject headings on these topics can be found in the “H 1560 Disasters, Riots, Demonstrations, Etc.” section of the *Subject Headings Manual*.²⁸

It may seem odd that the subject heading for the Tulsa Race Massacre was not created until 98 years after the event (sh2019000150), but according to the SACO manual, subject headings cannot be devised solely for theoretical reasons;

there must be a work to assign the subject heading to. If the Library of Congress does not catalog a work about a concept or an event, no subject heading can be created: “Establish a subject heading for a topic that represents a discrete, identifiable concept when it is first encountered in a work being cataloged,”²⁹ according to §1 of the “H 187 When to Establish a New Topical Subject Heading” section of the *Subject Headings Manual*. As has been explained above, works cataloged before 1985 would have fallen under previous subject heading rules. After that date, the next work that could have invoked H187 would have been Tim Madigan’s 2001 book *The Burning: Massacre, Destruction, and the Tulsa Race Riot of 1921*. However, the subject heading *African Americans – Oklahoma – Tulsa – History – 20th century* may have been considered detailed enough to be sufficient. Although multiple earlier publications, including those published by academic presses, covered the Tulsa Race Massacre, the Library of Congress policies for assigning subject headings were different at the time of their publication and did not lead to a subject heading being created for what was then most commonly referred to as the Tulsa Race Riot. Cataloging rules are regularly updated, so when Randy Krehbiel’s *Tulsa, 1921: Reporting a Massacre* was received in 2018, a new subject heading was composed and added to the subject heading vocabulary.

The term “Race riots,” although it is the official LCSH for this topic, is nevertheless both inaccurate and offensive. Racially motivated mob violence is not comparable to events such as 1974’s Ten Cent Beer Night Riot or 1993’s Stanley Cup Finals Riot. Even 1886’s Haymarket Riot differs wildly from the massacre in Tulsa. “Race riot” implies that Black Tulsans precipitated the event rather than were the target of the violence. Although the heading *Tulsa Race Riot* may have been considered correct by the Library of Congress according to its rules, this heading did not fit the “current American usage” for the event.

If the working group’s goal had been to prove that there was another name for the event, it would have been sufficient to add references in the subject heading to lead people to the alternate name. However, to change the preferred name itself, and substitute a new name for the now deprecated “Tulsa Race Riot,” it was also necessary to prove that this other name (specifically “Tulsa Race Massacre”) was not simply an alternate (or euphemistic) name, but was now the common name for the event, and that “Tulsa Race Riot” had simply become less prevalent.

Lessons Learned

As a result of working on this proposal, the working group identified similar LCSH change proposal projects, especially those using biased or racist language to describe events involving historically marginalized communities. The group realized that the work, although vital for raising awareness, was not always easy, especially when considering workload capacity and timelines. The group also learned of the need to plan for time to process difficult topics so that the work remained sustainable and did not contribute to burnout or fatigue. Because the work was distributed among several people, it took only about a month to compile the research, outline the proposal, and finalize the details. The proposal could have been submitted less than two months after starting the work; however, the group wanted to include letters of support from several Greenwood community organizations. Working within the timelines and capacities of those organizations also meant waiting a bit longer before submitting the proposal. Distributing the work among so many individuals made this possible to accomplish quickly.

Communicating the technicalities of an LCSH change proposal can be challenging. As the end of the proposal preparation phase neared, the group began considering its approach to messaging. Many elements of LCSH change proposals are difficult to explain to a general audience, and there was a clear need to communicate

why this work was done, why it was important, and how it affected library users. With the help of other colleagues, the group drafted press release language, made plans for informing stakeholders, and created an overall communication strategy around metadata justice efforts. Turning this project into a longer-lasting effort became clearly important to the task force members. The group created a template for future change proposal efforts. Group members began thinking about how similar work could continue, how it could best be structured, and what types of work could be done. This planning led to the formation of the Learning & Working Group on Metadata Justice several months later. The group anticipated that a subject heading change proposal could serve as an example for other libraries and archives to launch their own critical cataloging and metadata justice projects.

For any change proposal projects involving human and social events, it is critical to involve and inform stakeholders outside the core working group and outside the library community. Although it took only one month to gather and organize the supporting documentation list, the project took longer because it was so important to await responses from affiliated stakeholders. This included units within the working group's university as well as community organizations. Although letters of support are not required for an LCSH change proposal, the working group deemed it imperative that groups such as the Greenwood Cultural Center and the Tulsa Race Massacre Centennial Committee were aware of and in support of these efforts.

Continuing the Work

The proposal's acceptance on October 16, 2020 provided motivation for the working group to seek out other meaningful work. This resulted in the creation of a charter document that outlines the working group's two-fold mission: (1) working on specific projects that bring about progressive change in metadata conventions and naming practices, especially as they relate to

social justice for people and groups in Oklahoma and the American Southwest, and (2) educating LIS professionals about emerging debates and developments in metadata justice, critical librarianship, and related subjects.

While group members believed it appropriate for the bulk of their work to be relevant to their local geographic region, they continued to fulfill the first part of their mission through collaborative partnerships with information professionals and subject experts who were not already connected to a SACO funnel (and thus unable to submit their proposals independently). To that end, the group conducted a search of the Library of Congress subject authorities for other "race riot" events and found many that were contemporaneous to the Tulsa Race Massacre.

The first collaboration after the successful Tulsa Race Massacre change proposal was with the University of Arkansas on a change from "Elaine Race Riot, Elaine, Ark., 1919" to "[Elaine Massacre, Elaine, Ark., 1919.](#)" The University of Arkansas Libraries Special Collections are home to multiple manuscript collections related to the event, and in 2019, the Special Collections department held an exhibit on "The Long Shadow of the Elaine Massacre."³⁰ The combined experience of both teams led to the creation of a proposal that was accepted on August 13, 2021.³¹

Conclusion

This working group was formed to accomplish a specific, practical task: changing an LCSH. Yet it also incidentally created an ideal environment for learning about metadata justice. The Learning & Working Group on Metadata Justice, formed after the success of the Tulsa Race Massacre proposal to Library of Congress, reflects the dual nature of this kind of work: As we undertake metadata justice projects, we learn about history, justice, and society; and the more we learn, the more able we are to take on additional metadata justice projects. With regard to the educational component of the Learning & Working

Group on Metadata Justice, it is important to mention that members are committed to educating themselves as well as their peer LIS professionals. While the group's work focused on practical terminology changes, it also provided an environment to improve individual and community knowledge associated with metadata justice. Likewise, individual and group efforts that move toward metadata justice can encourage institutional support for meaningful and practical change through not just practical applications, but the valuation of learning and community knowledge.

Consider these words from Ngugi wa Thiong'o:

Colonial alienation takes two interlinked forms: an active (or passive) distancing of oneself from the reality around; and an active (or passive) identification with that which is most external to one's environment. It starts with a deliberate disassociation of the language of conceptualisation, of thinking, of formal education, of mental development, from the language of daily interaction in the home and in the community. It is like separating the mind from the body so that they are occupying two unrelated linguistic spheres in the same person. On a larger social scale it is like producing a society of bodiless heads and headless bodies.³²

Systems and people must enact changes collectively.

At the institutional level, there are opportunities for change too. One approach is evaluating collection contents and corresponding descriptive

metadata. The following questions can serve as an effective starting point:

- Are there materials that need to be reclassified?
- Are there materials that lack a meaningful subject heading?
- Are there materials with assigned subject headings that do not accurately describe the work?
- What biases exist in the institution's collection development policy?
- What viewpoint does the sum of the collection suggest in a specific subject area?
- Can users find materials that will aid their research based on the common language of today?

Adding to and updating LCSHs is one small part of the work to be done to make catalogs and metadata more respectful of and useful to all users. While the process may require specific cataloger expertise, it is hoped that this successful collaborative effort can demonstrate that this somewhat onerous process can be accomplished in a less burdensome manner by involving a variety of skill sets and knowledge bases. The distribution of effort creates easier loads to bear. Viewing descriptive terminology, in whatever form, with a critical eye will highlight potential projects and inspire efforts for change. It is hoped this work will prompt librarian and archivist teams across the country to consider collaborative approaches to similar challenges.

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⁴ Alfred L. Brophy, "Tulsa, Oklahoma, Race Riot of 1921," in *Encyclopedia of African American History*, ed. Leslie M. Alexander and Walter C. Rucker (Oxford, England: ABC-CLIO, 2010), 1059, <https://ebookcentral.proquest.com/lib/ou/reader.action?docID=491258&ppg=1173>.

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⁶ "1921 Tulsa Race Massacre," Tulsa Historical Society and Museum, accessed August 24, 2023, <https://www.tulsaohistory.org/exhibit/1921-tulsa-race-massacre>

⁷ Nuria Martinez-Keel, "'A Conspiracy of Silence': Tulsa Race Massacre was Absent from Schools for Generations," *Education Week*, May 26, 2021, <https://www.edweek.org/teaching-learning/a-conspiracy-of-silence-tulsa-race-massacre-was-absent-from-schools-for-generations/2021/05#:~:text=Oklahoma%20public%20schools%20weren't,it%20was%20absent%20for%20generations>.

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¹⁰ Sanford Berman, ed., *Prejudices and Antipathies: A Tract on the LC Subject Heads Concerning People*, reprint edition (Jefferson, NC: McFarland, 2013); Sanford Berman, *Subject Cataloging: Critiques and Innovations* (New York: Psychology Press, 1984).

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¹⁴ "Libraries, Drop the I-Word," The Cataloging Lab, accessed August 24, 2023, <https://cataloginglab.org/drop-the-i-word/>.

¹⁵ Adam M. Schiff, *Subject Authority Cooperative Program (SACO) Participants' Manual* (Washington, D.C.: Program for Cooperative Cataloging, 2017), <https://www.loc.gov/aba/pcc/saco/documents/SACOManual2007.pdf>.

¹⁶ Daniel N. Joudrey, Arlene G. Taylor, and David P. Miller, *Introduction to Cataloging and Classification* (Santa Barbara, CA: Libraries Unlimited, 2015), 569.

¹⁷ Watson, "'There Was Sex but No Sexuality*.'"

¹⁸ "Controlled Vocabulary: SAA Dictionary," Society of American Archivists, accessed, August 31, 2023, <https://dictionary.archivists.org/entry/controlled-vocabulary.html>.

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<https://www.loc.gov/aba/pcc/saco/about.html>.

²⁰ Ibid.

²¹ "Library of Congress Genre/Form Terms PDF Files," Library of Congress: Cataloging and Acquisitions, accessed August 26, 2023, <https://www.loc.gov/aba/publications/FreeLCGFT/freelcgt.html>.

²² "Library of Congress Demographic Terms PDF Files," Library of Congress: Cataloging and Acquisitions, accessed August 26, 2023, <https://www.loc.gov/aba/publications/FreeLCDGT/freelcdgt.html>.

²³ "Most Frequently Asked Questions About Joining SACO," Library of Congress: Cataloging and Acquisitions, accessed August 26, 2023, <https://www.loc.gov/aba/pcc/saco/saco-faq.html>.

²⁴ "Catalogers Learning Workshop," Library of Congress: Catalogers Learning Workshop, accessed August 26, 2023, <https://www.loc.gov/catworkshop/>.

²⁵ "List of Subject Heading Manual PDF Files," Library of Congress: Cataloging and Acquisitions, accessed August 26, 2023, <https://www.loc.gov/aba/publications/FreeSHM/freeshm.html>.

²⁶ "Geographic Subdivision to the City Level H 832," Library of Congress, accessed August 26, 2023, <https://www.loc.gov/aba/publications/FreeSHM/H0832.pdf>.

²⁷ Events H 1592," Library of Congress, accessed August 26, 2023, <https://www.loc.gov/aba/publications/FreeSHM/H1592.pdf>.

²⁸ "Disasters, Riots, Demonstrations, Etc. H 1560," Library of Congress, accessed August 31, 2023, <https://www.loc.gov/aba/publications/FreeSHM/H1560.pdf>.

²⁹ "When to Establish a New Topical Subject Heading H 187," Library of Congress, accessed August 26, 2023, <https://www.loc.gov/aba/publications/FreeSHM/H0187.pdf>.

³⁰ "The Long Shadow of the Elaine Massacre," University of Arkansas University Libraries Special Collections, accessed August 26, 2023, <https://libraries.uark.edu/specialcollections/exhibits/displayexhibit.php?ExhibitID=269>.

³¹ "Library of Congress Children's Subject Headings Monthly List 08 LCSH (August 13, 2021)," Library of Congress, accessed August 26, 2023, <https://classweb.org/approved-subjects/2108.html>.

³² Ngugi wa Thiong'o, "Decolonizing the Mind," *Diogenes*, 46, no. 184 (Winter 1998): 101-104, <https://journals.sagepub.com/doi/pdf/10.1177/039219219804618409>



Appendix

LCSH Proposal for Tulsa Race Massacre Change

Modified Topical Heading

Proposed subject "Tulsa Race Massacre, Tulsa, Okla., 1921" has been saved

ID:	sp2019000150	Entered:	190122	Replaced:	20200831
008/06 Geo Subd:	-No attempt	008/11 SH System:	a-LCSH	008/29 Ref Eval:	a-Eval
008/07 Roman:	-No attempt	008/15 Subj Use:	a-Appropriate	008/31 Rec Upd:	a-Can be used
008/09 Kind Rec:	a-Estab hdg	008/17 Type Subd:	n-Not applic	008/33 Level Estab:	a-Fully

010 \$a sh2019000150

040 \$a DLC \$b eng \$c DLC \$d OkU

150 \$a Tulsa Race Massacre, Tulsa, Okla., 1921

450 \$a Tulsa Massacre, Tulsa, Okla., 1921

450 \$a Tulsa Race Riot, Tulsa, Okla., 1921 \$w nne

550 \$w g \$a Race riots \$z Oklahoma

670 \$a Work cat: 2018054090: Krehbiel, R. Tulsa, 1921, reporting a massacre, 2019 : \$b CIP summary (Examines the events and players contributing to, participating in, and responding to Tulsa's 1921 race riot and massacre and the social, political and historical context in which it occurred) galley (Tulsa Massacre; Tulsa Race Riot; during the evening of May 31 and the early morning hours of June 1, 1921)

670 \$a Britannica online, June 29, 2019: \$b Tulsa race riot of 1921 (also called Tulsa race massacre of 1921; race riot that began on May 31, 1921, in Tulsa, Oklahoma; one of the most severe incidents of racial violence in U.S. history; lasted for two days; left somewhere between 30 and 300 people dead, mostly African Americans, and destroyed Tulsa's prosperous black neighbourhood of Greenwood, known as the "black Wall Street"; over 1,400 homes and businesses burned; nearly 10,000 people left homeless)

670 \$a Tulsa Historical Society and Museum WWW site, Aug. 19, 2019: \$b 1921 Tulsa Race Massacre (In recent years there has been ongoing discussion about what to call the event that happened in

1921. Historically, it has been called the Tulsa Race Riot. Some say it was given that name at the time for insurance purposes. Designating it a riot prevented insurance companies from having to pay benefits to the people of Greenwood whose homes and businesses were destroyed. It also was common at the time for any large-scale clash between different racial or ethnic groups to be categorized a race riot.)

- 670 \$a Oklahoma Historical Society WWW site, Aug. 19, 2019: \$b Tulsa Race Massacre (During the course of eighteen terrible hours on May 31 and June 1, 1921, more than one thousand homes and businesses were destroyed, while credible estimates of deaths range from fifty to three hundred. By the time the violence ended, the city had been placed under martial law, thousands of Tulsans were being held under armed guard, and the state's second-largest African American community had been burned to the ground)
- 670 \$a Google, Aug. 19, 2019: \$b ("Tulsa Race Riot:" 107,000 hits; "Tulsa Race Massacre," 28,400 hits)
- 670 \$a 1921 Tulsa Race Massacre Centennial Commission, via WWW, July 22, 2020: \$u <https://www.tulsa2021.org/>
- 670 \$a Washington Post, Sept. 30, 2018, page A1: \$b Amid gentrification, a race massacre still haunts Tulsa (one of the worst episodes of racial violence in U.S. history: the 1921 Tulsa Race Massacre)
- 670 \$a New York Times, Dec. 6, 2019, page C27: \$b Alvin Ailey American Dance Theater (On Friday, the company introduces the veteran Seattle-based choreographer Donald Byrd's "Greenwood," about the Tulsa Race Massacre in 1921)
- 670 \$a Library of Congress research guides, July 22, 2020: \$b Tulsa Race Massacre: Topics in Chronicling America [note title of research guide]
- 670 \$a Congressional record, May 22, 2019, page S3025, column 1: \$b Senator James Lankford [Oklahoma] (Dr. Olivia Hooker passed away just this last November. She was one of the last survivors of the Tulsa Race Massacre.)
- 670 \$a 116th Congress, Senate Resolution S647: \$b A resolution recognizing the forthcoming centennial of the 1921 Tulsa Race Massacre
- 670 \$a 116th Congress, House Resolution 1038: \$b Recognizing the forthcoming centennial of the 1921 Tulsa Race Massacre
- 670 \$a Google, Aug. 31, 2020: \$b ("Tulsa Race Massacre": 299,000 hits; "Tulsa Race Riot": 125,000 hits, starting with Wikipedia article on "Tulsa race massacre"; "Tulsa Race Riots": 81,500 hits, starting with same Wikipedia article; "Tulsa Race Massacres": 2,850 hits)
- 910 \$a Proposal saved by yz00 on 08/31/2020 at 14:38:04
- 952 \$a Betters: 2003114083, 97051180, 2001041811
- 906 \$t 1908 \$v 1

- 907 \$a Tulsa Race Riot, Tulsa, Okla., 1921 \$i sh2019000150 \$m 1568310405433 \$r Coop \$t 0 \$x 0 \$e
jshorten@ou.edu
- 952 \$a Requesting a change of the authorized heading to reflect current usage.
-

Record: 44061

Added: Mon Aug 31 14:36:07 2020

Modified: Mon Aug 31 14:38:04 2020 List: Unscheduled