School of Information Management

INFO6820
Antiracism and Diversity in the Information Professions

Winter 2025

Course Type: synchronous online sessions through Brightspace on Thursdays from 8:35am-11:25am ADT
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Office hours: online by appointment via Microsoft Teams, Collaborate or Zoom
Course website: Brightspace, https://dal.brightspace.com

COURSE DESCRIPTION

Examines discourses, practices, and understandings of antiracism and 'diversity' (and related notions) past demographics or other visible characteristics. Emphasis will be on cultivating a values-based diversity mindset, along with a critical reflection on the choices and values embedded in the design and use of information, its institutions, and its technologies; how these might be translated across different sectors (e.g., libraries, archives, museums, networked organizations, professional associations, and major international organizations active in this area), and across different cultural contexts. Examples of issues addressed include: diversity of professional roles, practices, communities served; antiracist approaches to cataloguing and metadata capture; diversity and antiracist considerations in preservation and digitization; diversity in the workforce; diversity as intellectual freedom; diversity as engine of competitiveness.

COURSE PRE-REQUISITES

None

COURSE OVERVIEW

Together in this course we will explore what we mean by antiracism and diversity in the information professions with a focus on professional practice in a range of information and cultural institutions and domains. The class will become familiar with how antiracism, anti-oppression, diversity, equity and inclusions as concepts or frameworks have been taken up, explored, critiqued and expanded in the information fields. We will learn about the ways in which information researchers and professionals, and communities and social movements have been critiquing and developing alternatives to oppressive institutions, systems, and practices in a number of domains – including in libraries, archives, museums, digital media, social media, and online information systems and technologies. We will consider throughout the ethics and politics of classifying and ordering knowledge, of curating and exhibiting collections, of creating digital infrastructures and information systems, on the land of Indigenous nations who have generally been excluded from the information fields.

As per the official land acknowledgement statement of Dalhousie's Board of Governors,[1] our virtual course is taking place through an institution that is "located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq", namely Kijipuktuk (Halifax, Nova Scotia). This course is designed with the recognition that the Mi'kmaq People are the past, present and future caretakers of this land, which has been the site of human activity since time immemorial.

This understanding of the Indigenous history and present of the land we are located on is the starting point of the course and informs its overall approach. As such, we will begin by taking up the many challenges posed by the Truth & Reconciliation Commission and its Calls to Action to the information fields while engaging with how Indigenous intellectuals and their allies theorize the ongoing nature of colonialism in Canada and its cultural heritage institutions and information sectors. We will make connections between Canadian settler colonialism, the history of the trans-Atlantic slave trade and its many afterlives today (Hartman 1997, 2007), and the global expansion of the western knowledge/power enterprise over the last few centuries. We will also engage the broad debates about information, knowledge, media, human rights, equity, democracy, antiracism, anti-oppression, decolonization, gender equality and social justice to tackle questions like: What does it mean to decolonize archives and museums? To practice antiracism in library classification. Or to make archival material accessible to people with disabilities? How can we provide equitable or liberatory services and programs to those deemed marginal? Or do antiviolence feminist work in libraries and online? Who owns information and why? What is the political economy of information? And how can we meaningfully address the digital divides and global information inequities that arise from how information infrastructures and systems are designed, owned and governed?

We will draw on a number of resources – texts, films, social media, archival records, guest speakers, class readings – to connect concepts and ideas introduced in the course to popular culture, professional practice, scholarly debates, activist projects and artistic production. We will also engage key literatures from across disciplines to gain an appreciation for the breadth and richness of thinking on diversity and related topics. While this seemingly heterogenous set of texts and sites span many different historical periods, social domains, cultural contexts, and political geographies, all of them share a common focus on anti-oppression, equity and themes of personal and collective liberation.

Through this course, you will learn about a range of equity-focused professional practices, strategies, tools and projects while developing a critical understanding of how histories and legacies of political violence, colonialism, imperialism and white supremacy complicate questions related to the ownership, accessibility, use, custodianship, preservation, management, classification and organization of information, culture and heritage.

LEARNING OUTCOMES

By the end of the course, students are expected to:
- Possess a solid understanding of the core values (as well as sites of competing values) that underpin professional practices associated with the information fields, specifically the relationship between *human rights*, *social justice*, and *emancipatory social change* and unfettered access to information in all its forms.
- Develop and document the myriad ways in which the field's democratic strivings manifest within the social, political, and cultural arenas wherein questions concerning equality, diversity and social inclusion are negotiated.
- Assess contemporary information-related policies using tools and techniques associated with critical information studies and critical theory more generally to interrogate how race, gender, sexuality, power and privilege impact praxis.

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[1] Ryan McNutt (June 29, 2018) An important acknowledgement: Board approves Indigenous acknowledgement. *Dal News,* https://www.dal.ca/news/2018/06/29/an-important-acknowledgement.html.

- Appreciate community engagement approaches and techniques as a means to engaging effectively with a range of communities and communities within communities.
- Understand theories of information behaviour and how to exploit this knowledge within different information settings and communities.

COURSE OBJECTIVES

The course provides students with opportunities through class lectures, weekly readings, assignments, peer-to-peer learning, guest speakers and instructor feedback to:

- Develop an understanding of the myriad ways in which the information field's democratic strivings manifest within the social, political and cultural arenas wherein questions concerning equity, diversity, antiracism, decolonization and social inclusion are negotiated
- Assess contemporary information practices and theories using tools and techniques associated with critical information studies and critical theory more generally to interrogate how race, gender, sexuality, power and privilege impact praxis
- Develop the self-knowledge and professional values appropriate to their future exercise of economic, cultural, political and/or social leadership, and (re)defining the social responsibility of information professionals in the provision of information services and design of systems for all, regardless of age, educational level, race, ethnicity, class, gender, sexuality or social location.
- Become conversant with fundamental concepts, theories, practices and technologies associated with the information professions so as to respond to changing practices and needs of society
- Possess a solid understanding of the core values (as well as of competing values) that underpin the relationship between human rights, equity, social justice and emancipatory social change in information disciplines and domaines

While developing their ability to contribute to research, publication and the expansion of knowledge in the information fields through writing and research assignments, students will also develop a stronger sense of the link between theory and social change, and enhance their ability to research and engage literature outside of the information disciplines.

TECHNOLOGY REQUIREMENTS

This course will rely substantially upon digital resources, as well as available and relevant print resources. Brightspace online platform will be used for all interactions. All class slides will be available for review following each Live Class.

DESCRIPTION OF CLASS FORMAT

This is a synchronous course with weekly 2 to 3-hour lectures. It incorporates experiential learning approaches that require your active participation in class exercises, fishbowl conversations, workshops and other class activities. These sessions will not be recorded. Through assigned readings, students will prepare for and engage in discussion of concepts and ideas presented in lectures.

INSTRUCTIONAL METHODS

This broad and complex topic will be discussed through seminars led by the Instructor and Guest Speakers, with assigned readings, and the preparation of specific assignments.

LEARNING MATERIALS

We will rely upon an extensive consideration of the available academic, professional and institutional literature to provide students with an understanding of the various topical areas associated with the course topic.

All readings materials will be made available through Brightspace.

METHODS OF EVALUATION

Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection.

See also the SIM Grading Policy (graduate) and the Grade Scale and Definitions (undergraduate).

Student evaluation will take place as follows:
- Class Participation 10%
- Journal Entries 40%
- Major Paper Proposal with Annotated Bibliography 10%
- Major Paper 40%

COURSE ASSIGNMENT DETAILS

Class Participation (10%)

This is graduate-level seminar course. Therefore, participation is an essential component of the learning process. Participation marks will be based on general contributions to the class discussions on a weekly basis throughout the semester. Students are expected to attend class and participate in interactive components, including class discussions, exercises, workshops and groupwork. Missing class means missing a chance to learn and engage critically with the readings, course content, your peers and guest speakers. This aspect of student evaluation is related to assessing your ability to engage, understand, and contribute to conversations and activities on the course topic in a constructive, respectful and inclusive manner. If you are not comfortable participating in class discussions, online class forums for discussion, or talking in class, please contact me at the beginning of the course and we will explore possibilities.

The purpose of class and online discussions is to provide you with an opportunity to critically reflect on and share your personal reactions to specific readings, videos or class presentations. Of course, "critically" doesn't mean that you are out to find everything negative about a particular reading or other course content. "Critically" means bringing your critical thinking skills to the table and evaluating what you are reading.

No one person should dominate the discussion. Your responses to other student contributions should add to the substance of what your fellow student has offered, request clarification, provide a different perspective, or challenge the assertions made by providing real or hypothetical scenarios that are not adequately address. Responses such as "I agree" or "Yes, that is my experience too" do not move the discussion forward. Remember, the purpose of course discussions are to stimulate academic and professional debate. Critical thinking is highly desirable! Make references and connections to other readings as well as your professional experiences in your contributions whenever possible.

Course contribution is measured by an individual's participation for the benefit of the class as a whole. As you know, discussion is a collective exercise. The purpose is for all members of the course to join

comfortably in the process. Each of us is responsible for the culture of the online classroom ~ be prepared, be willing to learn, be willing to be self-critical and open, promote open and positive discussions, ask questions, and share.

Journal Entries; 8 Weekly Reflections due throughout the course (40%)

By the end of the semester, you will have written 8 weekly journal entries that engage, reflect on and outline your views or perspective on the class material, including readings, lectures, guest speakers, workshops and activities. You must have completed 4 entries by Week 6 of the course and the remainder 4 entries by Week 12. The weekly reflections:

- can take the form of a blog, an academic reflection, a story (fictional or non-fictional) or a personal diary
- can be written from a personal perspective, as an informal text for popular audiences, or in a more formal academic tone
- may include artistic, visual or multimedia components
- may be of any length but not exceeding 500 words each
- should be well written, reflect careful thought, and be properly cited if relevant

This aspect of the student evaluation is related to assessing your critical understanding, knowledge of, and ability to engage with the class material, concepts, policies and practices relevant to the course topic; and pertinent developments in the information fields.

Deadlines / Feedback
- Weekly journals are due each Monday by 12 midnight for the upcoming week.
- You will receive a 20% completion grade for simply handing in 8 journal entries by the due dates (2.5% per journal entry for a total of 20% of your final grade).
- You will also choose 4 of the 8 entries for me to grade for a total of 20% of your final grade (an additional 5% per journal entry for a total of 20% of your final grade).
- Completion grades will be provided as the journal entries are handed in.
- Grades for the 4 entries you would like me to provide feedback on will be provided 7 days after they are submitted.

Major Research Paper Proposal with Annotated Bibliography; due Week 4 (10%)

Write a proposal for your final term essay that briefly describes the topic of your proposed paper and why it is important or relevant to the course theme. Most of the proposal should be an annotated bibliography of some of the key sources you will be using in your paper as follows:

- At least 5 academic sources for graduate students and 3 for undergraduate students must either be from peer-reviewed journals or published books
- You may include online blogs and non-academic articles in addition to the required academic sources
- You are welcome to select from the suggested readings in the syllabus as part of your required academic sources
- Use this assignment as an opportunity to read and do research for your term paper
- The annotations for each source should describe the author's main claim(s) and how it relates to your research topic
- Annotations should not include text copied and pasted from the abstract or any part of the source
- Avoid general language and do your best to provide a clear and concrete overview of your sources
- Simply describing the general themes of a source is not sufficient

The proposal should be:

- 2-3 pages for graduate students in length, double spaced; including the annotated bibliography
- 1-2 pages for undergraduate students in length, double spaced; including the annotated bibliography

For tips on how to write a strong annotated bibliography visit: https://advice.writing.utoronto.ca/types-of-writing/annotated-bibliography/

Major Research Paper; due Week 12 (40%)

The paper will involve a critical and in-depth look at a topic related to antiracism and diversity in the information fields. Evidence of research, breadth and depth of coverage, and critical analysis will be expected. The paper should be:

- Between 14 and 16 double-spaced pages in length for graduate students (excluding references, appendices, figures and tables).
- Between 10 and 12 double-spaced pages in length for undergraduate students (excluding references, appendices, figures and tables).

The bibliography should reflect a range of sources, the majority of which should be recent items. A minimum of 12 sources for graduate students and 8 sources for undergraduate students should be used.

This learning activity will help you develop your critical analysis and reading and writing skills. It will give you an opportunity to share your thoughts and to research the issues covered in the course through self-directed learning. It assesses your understanding of the principles, concepts, social debates, laws, systems or structures introduced in the course and how these underpin information practices and institutions; your familiarity with relevant literature and theories; and your ability to situate issues related to diversity and equity within the broader information and social context. Overall, this assignment allows you to demonstrate your understanding of the impact of structural and systemic inequities on social groups and people, as well as the emancipatory potential of information and associated practices, professionals, institutions, systems, etc.

INTEGRATION OF MI Competencies

PROGRAM COMPETENCY	COURSE LEARNING OUTCOME	COURSE ASSESSMENT
1) Information Management Leadership	Recognize & discuss the purposes for which antiracism and diversity initiatives are developed	Major paper
2) User-centred Information Services	Understand & define antiracism and diversity in relation to the information professions	Component of all assignments
3) Management of Information Technology	Identify examples of key international & Canadian information policies & understand their historical development & significance	

4) Research and Evaluation	Assess contemporary information-related policies using tools and techniques associated with critical information studies and critical theory more generally to interrogate how race, gender, sexuality, class, ablism, power and privilege impact praxis	Component of all assignments, particularly the major paper
5) Risk & Change Management	To promote advocacy of antiracism and diversity issues among information professionals and institutions	Component of all assignments
6) Workplace Skills & Attributes:		
a) Organize, Plan & Manage	To examine the complementary, often conflicting, roles of different stakeholders and actors in relation to antiracism and diversity in the information professions, including professional associations, diverse publics and communities, social movements, and key individuals	Component of all assignments
b) Develop Personally & Professionally	To engage, reflect and understand political, economic, social, cultural & ethical components of professional practice in the information fields	Component of all assignments

CLASS POLICIES

Attendance
Class attendance is required in all MI courses and is included in the participation mark. Attendance records will be kept by the instructor. Unaccounted absences may impact your participation grade.

Recording Lectures
Audio or video recording, digital or otherwise, of lectures or any other teaching environment by students is NOT allowed except with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Late penalties for assignments
A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only. Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted five days or more after the due date; in such cases the student will receive a grade of zero.

Citation Style

SIM courses use APA as the default standard citation style. Unless you have written permission from the instructor, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at https://libraries.dal.ca/help/style-guides.html or the APA's Frequently Asked Questions about APA

Missed or Late Academic Requirements due to Student Absence
Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed Student Declaration of Absence form to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

DIS GRADING POLICY (GRADUATES)

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

University Grading Scales
Graduate Courses Grading Scale
The following table explains and defines Dalhousie's grading system for graduate courses, and shows the GPA value that corresponds with each letter Grade.

[1] Some Grade	Grade Point Value	Percentage	Definition
A+	4.30		90-100
A	4.00		85-89
A-	3.70		80-84
B+	3.30		77-79
B	3.00		73-76
B-	2.70		70-72
F	0.00		0-69
INC	0.00		Incomplete
W	Neutral and no credit obtained		Withdrew after deadline
ILL	Neutral and no credit obtained		Compassionate reasons, illness
P	Neutral		Pass
TR	Neutral		Transfer credit on admission
Pending	Neutral		Grade not reported
CR	GPA neutral grading option due to extenuating circumstances		Credit obtained (requires a minimum passing grade in the course)

NCR	GPA neutral grading option due to extenuating circumstances	No credit obtained

ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD). If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. For more details, visit https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

ACADEMIC INTEGRITY

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's Academic Integrity page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of

authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Academic Dishonesty contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:
- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:
- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

UNIVERSITY STATEMENTS

This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate.

ACCESSIBILITY
The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. We work collaboratively with Dalhousie and King's students, faculty, and staff to create an inclusive educational environment for students. The Centre is responsible for administering the university-wide Student Accommodation Policy working across all programs and faculties.

STUDENT CODE OF CONDUCT
Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner— perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION
Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a

respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

INTERNATIONALIZATION
At Dalhousie, "thinking and acting globally" enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders."

RECOGNITION OF MI'KMAQ TERRITORY
Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit https://native-land.ca/.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

FAIR DEALING POLICY
The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

COURSE SCHEDULE

Week 1: Introduction to the Course

Readings:
- Call to Action: Archiving State-Sanctioned Violence Against Black People (2020), posted by Zakiya Collier, https://medium.com/community-archives/call-to-action-archiving-state-sanctioned-violence-against-black-people-d629c956689a
- Truth and Reconciliation Commission (2015) *Honouring the Truth, Reconciling for the Future: Executive Summary of the Final Report of the TRC* (Winnipeg: TRC), http://www.trc.ca/about-us/trc-findings.html **--- Read "Role of Canada's museums and archives in education and reconciliation" on p. 246-258 + "Calls to Action" p.319-337**
- bell hooks (2003) "Preface," in *Teaching community: a pedagogy of hope* (New York: Taylor & Francis Group), ix-xvi, http://go.utlib.ca/cat/11381523
- David Hudson (2017) On "diversity" as anti-racism in library and information studies: a critique. *Journal of Critical Library and Information Studies* 1:1-36, https://journals.litwinbooks.com/index.php/jclis/article/view/6
- Nancy Shoemaker (1 Oct 2015) A Typology of Colonialism. *Perspectives on History,* https://www.historians.org/publications-and-directories/perspectives-on-history/october-2015/a-typology-of-colonialism
- Marie Battiste (2016) "Introduction : Narrating Mi'kmaw Treaties: Linking the Past to the Future," in Marie Battiste, ed., *Living Treaties: Narrating Mi'kmaw Treaty Relations* (Sydney, Nova Scotia: Cape Breton UP), p.1-15
- Tk'emlúps te Secwépemc (July 15, 2021) *Press Release: KIRS missing children findings but a fraction of investigation and work need to bring peace to families and communities*
- Stephanie Rogers (Oct 19, 2016) Honouring our Indigenous people's land and language: Ag Campus' River Road renamed "Sipu Awti". *Dal News,*

Week 2: Responding to the TRC Calls to Action in the Information Fields I

Readings:
- Hayden King (Jan 18, 2019) "'I regret it': Hayden King on writing Ryerson University's territorial acknowledgement. *CBC Radio*, www.cbc.ca/radio/unreserved/redrawing-the-lines-1.4973363/i-regret-it-hayden-king-on-writing-ryerson-university-s-territorial-acknowledgement-1.4973371
- FYI: Phone app by First Story Toronto at the Native Canadian Centre: https://ncct.on.ca/programs/first-story-toronto-app-bus-tour
- Truth and Reconciliation Commission (2015) "Introduction," in *TRC, Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the TRC* (Winnipeg: Truth and Reconciliation Commission of Canada), 1-22
- First Archivist Circle (2007) *Protocols for Native American Archival Material*, https://www2.nau.edu/libnap-p/protocols.html
- First Nations Information Governance Centre (2020) *Ownership, Control, Access and Possession* (OCAP™), https://fnigc.ca/ocap
- Association for Library and Information Science Education (2013) *Diversity Statement*, https://www.alise.org/alise---alise-diversity-statement
- Eve Tuck and K. Yang, Decolonization Is Not a Metaphor. Decolonization: Indigeneity, Education & Society 1(1):1-40
- Angel Moore (Aug 16, 2021) Chief Mike Sack arrested as Mi'kmaw start own fishery. APTN News, https://www.aptnnews.ca/national-news/chief-mike-sack-arrested-as-mikmaw-start-own-fishery/

Week 3: Responding to the TRC Calls to Action in the Information Fields II

Readings:
- Devon Mihesuah (2000) "American Indians, anthropologists, pothunters, and repatriation: ethical, religious, and political differences," in Devon Mihesuah, ed., *Repatriation reader: who owns American Indian remains?* (University of Nebraska Press, Lincoln), 95-105
- Unreserved (23 Feb 2018) The politics of citation: Is the peer review process biased against Indigenous academics?, *CBC Radio*, https://www.cbc.ca/radio/unreserved/decolonizing-the-classroom-is-there-space-for-indigenous-knowledge-in-academia-1.4544984/the-politics-of-citation-is-the-peer-review-process-biased-against-indigenous-academics-1.4547468
- Jisgang Nika Collison, Sdaahl K'awaas Lucy Bell and Lou-ann Neel (2019) *Indigenous repatriation handbook*. Prepared by the Royal BC Museum and the Haida Gwaii Museum at Ḵay Llnagaay **--- Skim through the publication**
- Review the TRC Calls to Action: Truth and Reconciliation Commission (2015) *Honouring the Truth, Reconciling for the Future: Executive Summary of the Final Report of the TRC* (Winnipeg: TRC) **--- "Calls to Action" p.319-337**
- J.J. Ghaddar (2016) The spectre in the archive: truth, reconciliation, and Indigenous archival memory. *Archivaria* 82:3-26
- Assembly of First Nations and the Canadian Museums Association (June 1992) Task Force Report on Museums and First Peoples. *Museum Anthropology* 16(2), https://museums.in1touch.org/uploaded/web/docs/Task_Force_Report_1994.pdf
- UNESCO website on *World Heritage and Indigenous Peoples*, http://whc.unesco.org/en/activities/496/

Week 4: Responding to the TRC Calls to Action in the Information Fields III

Readings:
- Explore website and check out the archives at the National Centre for Truth & Reconciliation website: www.nctr.ca
- Association of Canadian Archivists (2020) *A Reconciliation Framework for Canadian Archives* (2020), by the Response to the Report of the Truth and Reconciliation Commission Taskforce, https://archives2026.com/response-to-the-report-of-the-truth-and-reconciliation-commission-taskforce/
- Jesse Boiteau (2017) "Introduction" and "Conclusion" in *The National Centre for Truth and Reconciliation and the pursuit of archival decolonization*, Thesis (University of Manitoba), https: //mspace.lib.umanitoba.ca/handle/1993/32225
- Crystal Fraser & Zoe Todd (2015) Decolonial sensibilities: Indigenous research and engaging with archives in contemporary colonial Canada. *L'internationale*, http://www.internationaleonline.org/research/decolonising_practices/54_decolonial_sensibilities_indigenous_research_and_engaging_with_archives_in_contemporary_colonial_canada
- Stacy Allison-Cassin (June 2020) Workshop: Indigenous Knowledge Architecture and Metadata, hosted by the Vulnerable Media Lab and Archive/Counter-Archive, http://vulnerablemedialab.ca/indigenous-knowledge-architecture-and-metadata-workshops/
- Adrienne Huard (September 27, 2017) An Indigenous Woman's View of the National Gallery of Canada. *Canadian Art*, https://canadianart.ca/reviews/canadian-and-indigenous-galleries

Week 5: Abolitionist Praxis in the Information Fields I

Readings:
- April Hathcock (2015) White librarianship in blackface: Diversity initiatives in LIS. *The Library with the Lead Pipe*, http://www.inthelibrarywiththeleadpipe.org/2015/lis-diversity
- Yula Burin & Ego Ahaiwe Sowinski (1 Nov 2014) Sister to Sister: Developing a Black British Feminist Archival Consciousness. *Feminist Review* 108:112-119, https://doi-org.myaccess.library.utoronto.ca/10.1057/fr.2014.24
- *CBC Ideas* featuring Afua Cooper (2019) Canada's slavery secret: the whitewashing of 200 years of enslavement, https://www.cbc.ca/radio/ideas/canada-s-slavery-secret-the-whitewashing-of-200-years-of-enslavement-1.4726313 (53min)
- Tonia Sutherland (2017) Archival Amnesty: In Search of Black American Transitional and Restorative Justice. *Journal of Critical Library and Information Studies* 2:1-23

Week 6: Abolitionist Praxis in the Information Fields II

Readings:
- Audre Lorde (1979) "The master's tools will never dismantle the master's house," http://www.historyisaweapon.com/defcon1/lordedismantle.html ---- published in Audre Lorde (1984) *Sister Outsider*. The Crossing Press Feminist Series (Trumansburg, NY: Crossing Press)
- Safiya Umoja Noble (2018) "Introduction: the power of algorithms," in *Algorithms of oppression: how search engines reinforce racism* (New York: New York UP), 1-13
- Tonia Sutherland (2017) Making a killing: on race, ritual, and (re)membering in digital culture. *Preservation, Digital Technology and Culture* 46(1):32-40
- Angela Davis (2003) *Are prisons obsolete*?, https://www.feministes-radicales.org/wp-content/uploads/2010/11/Angela-Davis-Are_Prisons_Obsolete.pdf **--- Read Chapter 5, "The Prison Industrial Complex," pages 84-104**
- *CLA Position Statement on the Fundamental Right of People who are Incarcerated to Read, Learn and Access Information* (Sept 2014), http://cla.ca/wp-content/uploads/CLA_CALL_statement_prison_libraries_14Sept2014_Final2.pdf

- Canadian Library Association, Prison Libraries Network (2016) *Prison Libraries Network: The Right to Read*, http://cfla-fcab.ca/en/guidelines-and-position-papers/prison-libraries-network-the-right-to-read-position-statement/

Week 7: Abolitionist Praxis in the Information Fields III

Readings:
- Anthony W. Dunbar (2006) Introducing critical race theory to archival discourse: Getting the conversation started. *Archival Science* 6:109-129
- Jaena Alabi (2014) Racial Microaggressions in Academic Libraries: Results of a Survey of Minority and Non-Minority Librarians. *The Journal of Academic Librarianship* 41(1):47-53, doi:10.1016/j.acalib.2014.10.008
- Explore the blog: Microaggressions in the Library, https://lismicroaggressions.tumblr.com/
- Sara Ahmed (2004) Declarations of whiteness: the non-performativity of anti-racism. *Borderlands 3,* www.borderlands.net.au/vol3no2_2004/ahmed_declarations.htm
- Jody Nyasha Warner (2001) Moving Beyond Whiteness in North American Academic Libraries. *Libri* 51(3): 167-72, doi:10.1515/libr.2001.167

Week 8: Antiviolence Feminist Praxis in Library Stacks & Digital Landscapes

Readings:
- Tami Oliphant, Danielle Allard and Angela Lieu (2020) Addressing patron-perpetrated sexual harassment: opportunities for intersectional feminist and critical race pedagogy and praxis in the LIS classroom. *Journal of contemporary issues and education* 15(1):95-109
- G. Schlesselman-Tarango (2016) The legacy of Lady Bountiful: white women in the library. *Library Trends* 64(4): 667-686
- A Pho & R Chou (2017) "Intersectionality at the reference desk: lived experiences of women of color librarians," in M. Accardi, ed., *The feminist reference desk. Library Juice Press: Sacramento*, 225-252
- Hope Olson (2007) How we construct subjects: a feminist analysis. *Library Trends* 56(2): 509-541
- Explore: The Digital Public Library of America's *Black Women's Suffrage Digital Collection*, https://blackwomenssuffrage.dp.la (See for example "Key Figures"& "Timeline" sections)

NO CLASS *** DALHOUSIE FALL STUDY BREAK *** NO CLASS

Week 9: Trans- Feminist Queer Digital Methods and Research Ethics

Readings:
- Cait McKinney (2020) Introduction to Information Activism: A Queer History of Lesbian Media Technologies (Durham: Duke University Press, 1-30
- TL Cowan & Jasmine Rault (June 2020) (under review at Punctum Press) Heavy Processing, Digital Research Ethics Collaboratory: Part I – "Lesbian Processing"; Part II – "Central Processing Units"; Part III – "Risking IT"
- Audra Simpson (2007) On Ethnographic Refusal: Indigeneity, 'Voice' and Colonial Citizenship. *Junctures: The Journal for Thematic Dialogue* 9:67-80
- Kimberly Christen (2012) Does Information Really Want to Be Free? Indigenous Knowledge Systems and the Question of Openness. *International Journal of Communication* 6:2870–2893
- TL Cowan & Jasmine Rault (2018) Onlining Queer Acts: Digital Research Ethics and Caring for Risky Archives. *Women & Performance: A Journal of Feminist Theory* 28(2): 121-142

Week 10: Disability Studies and Crip Theory in the Information Fields

Readings:
- Gracen Brilmyer (2018) Archival assemblages: applying disability studies' political/relational model to archival description. *Archival Science* 18 (2):95-118, https://doi.org/10.1007/s10502-018-9287-6
- Nahid Bayat Bodaghi, Loh Sau Cheong and A.N. Zainab (2016) Librarians empathy: visually impaired students' experiences towards inclusion and sense of belonging in an academic library. *Journal of Academic Librarianship* 42(1):87-96, https://doi.org/10.1016/j.acalib.2015.11.003
- Christine M Moeller (2019) Disability, Identity, and Professionalism: Precarity in Librarianship. *Library Trends* 67(3):455-70, Maria Tsakiri (June 2020) "Disability Film Festivals: The Spaces Where Crip Killjoys Take Action," in *Disability and Dissensus: Strategies of Disability Representation and Inclusion in Contemporary Culture*, 85-103, https://doi.org/10.1163/9789004424678_007

Week 11: Global and Diasporic Information Flows

Readings:
- David Hudson (2012) Unpacking "Information Inequality": Toward a critical discourse of global justice in LIS*. The Canadian Journal of Information and Library Science* 36(3/4):69-87
- Siobhan Stevenson (2009) Digital divide: A discursive move away from the real inequities. *The Information Society* 25(1):1-22
- Gyatri Spivak (1985) "Can the Subaltern Speak? Speculations on Widow-Sacrifice," Wedge 7/8:120-130
- Nadia Caidi & Karen Dali (2017) Diversity by design. *The Library Quarterly* 87(2):88-98. [Note: also listed as Dali & Caidi — authors have equal authorship rights, and authors can be listed in any order]
- PBS Film: *Change the Subject* (2019), https://www.pbs.org/video/change-the-subject-23nbpj/ (55min; story of Dartmouth College students confronting anti-immigrant sentiment in their library catalog)

Week 12: Class Wrap-Up