School of Information Management

**INFO6850 Special Topics in Information Management:
Antiracism and Diversity in the Information Professions**

Winter 2022

Course Type: synchronous online sessions through Brightspace on Wednesdays from 8:35am-11:25am ADT
Instructor name/title: Dr. J.J. Ghaddar
Contact info: jghaddarj@dal.ca
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.
- Appreciate community engagement approaches and techniques as a means to engaging effectively with a range of communities and communities within communities.

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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.

- 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 domains.

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%

Please note that all students have access to free writing support services and resources through Dalhousie's Writing Centre. I encourage you to seek their assistance if you need to improve your English language writing skills or capacity to write academic research papers.

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 submitted throughout the course (due weekly on Mondays by midnight between Jan 10 and March 21; 8 entries for a total of 40% of your final grade)

Between January 10 and March 21 (Week 2 to 11), 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. These reflections are due on Mondays by 12 midnight your time zone of the relevant week, which means reflections are due before the class meets for that week. For example, if you're reflection is on Week 2 material, then it is due Monday, January 10 by midnight while the class lecture for that week would be on Wednesday, January 12.

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 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). You may email me (jghaddar@dal.ca) at any point by March 21 to inform me which journal entries you'd like me to grade and provide feedback on.

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
- must demonstrate your engagement with the relevant week, i.e. be clearly tied to the themes, issues, concepts, readings or material of a specific week
- can cite readers, guest speakers and resources from other weeks and outside the course in addition to material from the relevant week
- should be double spaced in 12-point font with regular margins

Weekly reflections that do not meet the criteria outlined here will receive a 0% completion grade.

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.

Major Research Paper Proposal with Annotated Bibliography (due Monday, Feb 28 by midnight; 10% of your final grade)

Write a proposal (3-5 double spaced pages; 750-1250 words) for your final term essay that briefly describes your proposed paper. You should provide a paragraph or two that explain the topic of the paper, your tentative thesis, an explanation of why this topic is important or worth writing about, and the relevance of your paper to the course theme and/or issues we cover over the semester. Keep in mind that the more specific your topic is, the easier it will be to craft a compelling and critical paper! Most of the proposal should be an annotated bibliography of some of the key sources you will be using in your paper as follows:

- The proposal should be between 3-5 double spaced pages, which is about 750 to 1250 words.
- The annotated bibliography should cover at least 10 sources, the majority of which should be academic (peer reviewed) and recent (in the last 10 years or so).
- You may include online blogs and non-academic articles in addition to academic sources.
- You should 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.
- All sources should be properly cited.

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 Monday, April 4 by midnight; 40% of your final grade)

The paper (12-16 double spaced pages; 3000-4000 words) will involve a critical and in-depth look at a topic related to the course theme and/or issues we've covered over the semester. The more specific your topic is, the easier it will be to craft a compelling and critical paper. Evidence of research, breadth and depth of coverage, and critical analysis will be expected. The paper should:

- be between 12 and 16 double-spaced pages (3000-4000 words) excluding references, appendices, figures and tables
- include a minimum of 12 sources, the majority of which should be academic and recent (within the last 10 years or so)
- be properly cited, which includes providing page numbers for in-text citations when relevant
- have a clear thesis or central argument
- include an introduction and conclusion

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	Component of all assignments, particularly the major paper

	more generally to interrogate how race, gender, sexuality, class, ablism, power and privilege impact praxis	
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.

SIM 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.

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

** Readings and guest lectures are subject to change. You will be informed via email of any changes. Where there is discrepancy between the readings listed here and those on Brighstpace, the latter should be followed.

Week 1, Jan 5: Introduction – Exploring Diversity & Antiracism on Unceded Mi'kmaq Land

Required Readings:
- None

Supplementary Readings:
- bell hooks (2003) "Preface," in *Teaching community: a pedagogy of hope* (New York: Taylor & Francis Group), p. ix-xvi.
- Nancy Shoemaker (1 Oct 2015) A Typology of Colonialism. *Perspectives on History.*
- 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, NS: 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.*
- Dalhousie University's *Diversity and inclusivity strategy*

- *Report on Lord Dalhousie's History on Slavery and Race* (2019) by the Lord Dalhousie Scholarly Panel on Slavery and Race at Dalhousie University.
- Hayden King (Jan 18, 2019) "'I regret it': Hayden King on writing Ryerson University's territorial acknowledgement. *CBC Radio*.

Week 2, Jan 12: Decolonization & Indigenous Sovereignty in the Information Fields I

Required Readings:
- Eve Tuck and K. Wayne Yang (2012) Decolonization Is Not a Metaphor. *Decolonization: Indigeneity, Education & Society* 1(1): 1-40 **--- Read p.1-10**
- Maggie Walter, Raymond Lovett, et al. (2021) Indigenous data sovereignty in the era of big data and open data. *The Australian Journal of Social Issues* 56(2): 143-156.
- Research Data Alliance International Indigenous Data Sovereignty Interest Group (2019) CARE Principles for Indigenous Data Governance. *The Global Indigenous Data Alliance*.
- 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.
- Browse website: mukurtu.org.
- L'nuey (n.d.) Treaty people [7 pages]
- Truth and Reconciliation Commission (2015) "Calls to Action," in *Honouring the Truth, Reconciling for the Future: Executive Summary of the Final Report of the TRC* (Winnipeg: TRC), p.319-337.

Week 3, Jan 19: Decolonization & Indigenous Sovereignty in the Information Fields II

Required Readings:
- Jennifer Wemigwans (2018) "Indigenous resurgence and the internet," in *A digital bundle: protecting and promoting Indigenous knowledge online* (University of Regina Press), p.1-42.
- Eve Tuck and K. Wayne Yang (2014) Unbecoming Claims: Pedagogies of Refusal in Qualitative Research. *Qualitative Inquiry* 20(6): 811-818.
- Check out website by First Nations Information Governance Centre: *Ownership, Control, Access and Possession* (OCAP™).
- Brian Schnarch (2004) Ownership, Control, Access, and Possession (OCAP) or Self-Determination Applied to Research: A Critical Analysis of Contemporary First Nations Research & Some Options for First Nations Communities. *Journal of Aboriginal Health* 1(1): 80-95.

Supplementary Resources (optional):
- Gidimt'en Land Defenders, Wet'suwet'en Nation (Feb. 7, 2022) Militarization of Wet'suwet'en Lands and Canada's Ongoing Violations: Submission to the Expert mechanism on the Rights of Indigenous Peoples, United Nations Human Rights, Office of the High Commissioner. https://static1.squarespace.com/static/5c51ebf73e2d0957ca117eb5/t/620058664c6ee459921ddd70/1644189799141/Expert+Mechanism+on+the+Rights+of+Indigenous+Peoples+Wet%27suwet%27en+Submission+Jan+2022.pdf
- Amilcar Cabral (1980/1966) "The weapon of theory: presuppositions and objectives of national liberation in relation to social structure: address delivered to the first Tricontinental Conference of the Peoples of Asia, Africa & Latin America held in Havana (3-12 January 1966)," in *Unity & struggle: speeches & writings of Amilcar Cabral,* (London: Heinemann), 119-137
- Linda Tuhiwai Smith (1999) "Introduction," in *Decolonizing Methodologies* (London: Zed Books), 1-18
- Edward Said (1989) Representing the Colonized: Anthropology's Interlocutors. *Critical Inquiry* 15:205-225
- Trina Roach (Dec 5, 2019) 20 years ago the Supreme Court ruled on Mi'kmaq fishing rights, so what has changed? *APT National News*
- CBC Mainstream (Sept 18, 2020) Mi'kmaw journalist assesses media coverage of fisheries dispute: APTN journalist Trina Roache spoke with CBC's Mainstreet about reporting on Mi'kmaw fishery. *CBC News*

- Alex Ballingall (Feb 11, 2020) 'Reconciliation is dead and we will shut down Canada,' Wet'Suwet'En Supporters Say. *Toronto Star*

Week 4, Jan 26: Dismantling White Supremacy & Anti-Black Racism in the Information Fields I

Required Readings:
- Safiya Umoja Noble (Oct. 2013) Google search: Hyper-visibility as a means of rendering black women and girls invisible. *InVisible Culture* 19.
- 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) "Chapter 5: The prison-industrial complex," in *Are prisons obsolete*? (New York, NY: Seven Stories Press)," p. 84-104.
- Canadian Library Association (Sept 2014) *Position Statement on the Fundamental Right of People who are Incarcerated to Read, Learn and Access Information*.
- M. Goldhawke (2020) A Condensed History of Canada's Colonial Cops: How the RCMP has secured the imperialist power of the north. *The New Inquiry*.

Supplementary Resources (optional):
- Tasha Hubbard, dir. (2019) *We Will Stand Up: History Animation*, https://www.cbc.ca/player/play/1653534787641
- Robyn Maynard (2017) *Policing Black Lives: State Violence in Canada from Slavery to the* Present (Black Point, NS: Fernwood Publishing)
- Nadine Chambers (9 July 2020) The Black and Indigenous presence in the story of how Breadfruit came to the Caribbean. *American Collections Blog*
- Yula Burin & Ego Ahaiwe Sowinski (1 Nov 2014) Sister to Sister: Developing a Black British Feminist Archival Consciousness. *Feminist Review* 108:112-119
- *Rustbelt Abolition Radio* (2018) talks with Nick Estes on *"Native Resistance and the Carceral State"*
- Sherene Razack (1994) What Is to Be Gained by Looking White People in the Eye? Culture, Race, and Gender in Cases of Sexual Violence. *Feminism and the Law* 19(4): 894-923
- Robyn Maynard and Leanne Betasamosake Simpson (2020) "Towards Black and Indigenous Futures on Turtle Island," in Rodney Diverlus, Sandy Hudson and Syrus Marcus Ware, eds., Until We Are Free, eds. (University of Regina)
- Sefanit Habtom and Megan Scribe (20 June 2020) *To Breathe Together: Co-Conspirators for Decolonial Futures.* Yellowhead Institute

Week 5, Feb 2: Dismantling White Supremacy & Anti-Black Racism in the Information Fields II

Required Readings:
- G. Schlesselman-Tarango (2016) The legacy of Lady Bountiful: white women in the library. *Library Trends* 64(4): 667-686.
- *CBC Ideas* featuring Afua Cooper (2019) Canada's slavery secret: the whitewashing of 200 years of enslavement (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
- Audre Lorde (1979) "The master's tools will never dismantle the master's house," ---- published in Audre Lorde (1984) *Sister Outsider*. The Crossing Press Feminist Series (Trumansburg, NY: Crossing Press)
- Call to Action: Archiving State-Sanctioned Violence Against Black People (2020)

Supplementary Resources (optional):
- Sofia Y. Leung and Jorge R. López-McKnight, eds. (2021) *Knowledge Justice: Disrupting Library and Information Studies through Critical Race Theory* (MIT Press).

- 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
- Kýra (10 Dec 2014) How to uphold white supremacy by focusing on diversity and inclusion. *Model View Culture*
- American Library Association (amended 2008) *Code of Ethics.*
- Saidiya Hartman (2008) Venus in two acts. *Small Axe* 12(2):1-14
- Sylvia Wynter (1996) "1492: A new world view," in Vera Lawrence Hyatt & Rex Nettleford, eds., *Race, discourse, and the origin of the Americas: A New World View* (Washington and London: Smithsonian Institution Press), 5-57
- bell hooks (1992) *Black looks: Race and representation* (Boston: South End Press)
- Stuart Hall (1997) *Representation: cultural representations and Signifying Practices* (London: Sage)

Week 6, Feb 9: "Hidden Voices - The Plurality of Provenance & the Deconstruction of Colonial 'Truth'" with Jesse Boiteau, Senior Archivist, National Centre for Truth & Reconciliation (at 10am ADT)

Abstract: In post-TRC Canada, archives and archivists are beginning to acknowledge the role that archives have played in colonization and the urgent need to decolonize archival practices to accommodate the marginalized voices of those silenced by archival description and collection mandates. In the case of the archives at the National Centre for Truth and Reconciliation (NCTR), these are the voices of the Residential School Survivors, their families, and their home communities. These voices have the power to fill gaps in historical narratives and disrupt the roars of colonialism present across the millions of records created by the government departments and religious entities that ran the schools for more than a century. That said, how do we transition from acknowledging our past role as protectors of colonialism's documented "success" to successfully implementing decolonizing practices? Jesse Boiteau's presentation explores how the deconstruction of colonial records and colonial "truth" can help us understand and describe the plurality of provenance in archives. It will also confront our understanding of archival authorities to offer a more balanced relationship between the creator(s) and the so-called subject(s) of records by centering the latter as active participants in archival descriptive practices.

Biography: Jesse Boiteau is the Senior Archivist at the National Centre for Truth and Reconciliation (NCTR), and is a member of the Métis Nation. He completed his Masters in Archival Studies at the University of Manitoba, focusing on the intersections between Western archival theory and practice, and Indigenous notions of archives and memory to shed light on how the NCTR can accommodate and blend multiple viewpoints in its processes. Jesse works within a close archives team to process the records collected by the TRC, make new collections available online, and respond to access requests from Residential School Survivors. He is also continually researching ways to leverage new technologies to honour the experiences and truths of Survivors through innovative and participatory archival practices.

Required Readings:
- Explore website: National Centre for Truth & Reconciliation
- Association of Canadian Archivist's Response to the Report of the Truth and Reconciliation Commission Taskforce (2020) *A reconciliation framework for Canadian archives*.
- Jesse Boiteau (2017) "Introduction" and "Conclusion" in *The National Centre for Truth and Reconciliation and the pursuit of archival decolonization*, Thesis (University of Manitoba).
- Crystal Fraser & Zoe Todd (2015) Decolonial sensibilities: Indigenous research and engaging with archives in contemporary colonial Canada. *L'internationale*.
- First Archivist Circle (2007) *Protocols for Native American Archival Material.*
- Association of Canadian Archivists' Indigenous Archives Collective (2021) *Indigenous Archives Collective Position Statement on the Right of Reply to Indigenous Knowledges and Information held in archives*.

Supplementary Resources (optional):
- Sunera Thobani (2007) *Exalted subjects: studies in the making of race and nation in Canada* (Toronto: University of Toronto Press).

- Sarah-Jane Mathieu (2010) *North of the color line: migration and Black resistance in Canada, 1870-1955* (University of North Carolina Press).
- Karen Underhill (2006) Protocols for Native American archival materials. *RBG J* 7(2):134-145.
- Alana Garwood-Houng (2005) "Protocols: Meeting the Challenges of Indigenous Information Needs," in Martin Nakata & Marcia Langton, eds., *Australian Indigenous Knowledge and Libraries* (Canberra: Australian Academic & Research Libraries), p.149-57.
- Sherene Razack (2015) *Dying from improvement: Inquests and inquiries into Indigenous death in custody* (University of Toronto Press).

Week 7, Feb 16: "Identity Captured in the Archives" with Elder Harry Bone, Elder Florence Paynter and Raymond Frogner (Head of Archives) from the National Centre for Truth & Reconciliation (at 10am ADT)

Abstract: This talk will briefly consider the evolution of concepts of race, ethnicity and culture as these concepts are expressed in the standards, policies and practices of public archives. The records of the residential school program in Canada will be used as an example. It will look are the origins of the concepts and discuss their evolution in archives. It will conclude by looking at the current projects of the National Centre for Truth & Reconciliation designed with the view to decolonize the social role of archives.

Biographies:
- **Elder Florence Paynter** is from Sandy Bay First Nation and a band member of Norway House Cree Nation. She is a third degree Mide Anishinabekwe and holds a Masters Degree in Education from the University of Manitoba. Florence speaks Anishinabe fluently and has been involved in many language and cultural initiatives and ceremonies. She helps teach the cultural and spiritual knowledge and traditions of the Anishinabe people. Florence attended residential school and works hard to teach about the history of our people, the legacy of Indian residential schools, and its impact on us as people. She believes that we can be proud of who we are by learning about our own families, our own histories and our own languages.
- **Elder Harry Bone** is a member of Keeseekoowenin Ojibway Nation, where he served as a Chief and Director of Education. He was also a Director of Native Programs for the Federal Government and he served as a Vice-President of Aboriginal Cultural Centres of Canada. Elder Bone is currently a member of the Assembly of Manitoba Chiefs Elders Council where he continues to be the Chairperson of his colleagues. His distinguished achievements in leadership, scholarship, and public service have been widely recognized by the many individuals and communities who have touched by his work. The University of Manitoba honoured Elder Bone with an Honorary Doctor of Law degree for his tireless and trendsetting work that continues to advance Aboriginal education in Canada. In December 2017, Elder Bone was announced as an appointee to the Order of Canada "for his contributions to advancing Indigenous education and preserving traditional laws, and for creating bridges between Indigenous and non-Indigenous people and communities."
- **Raymond Frogner** graduated with an M.A. in history from the University of Victoria and an M.A.S. from the University of British Columbia. He was the archivist for private records at the University of Alberta where he taught a class in archives and Indigenous records. He was formerly an archivist for private records at the Royal BC Museum where his portfolio included Indigenous records. He is currently the Head of Archives at the National Centre for Truth and Reconciliation. He is also the co-chair of the International Council for Archives Committee on Indigenous matters. In 2019 he was the principal author of the ICA's *Tandanya/Adelaide Declaration* concerning Indigenous self-determination and archives. He has published two articles in *Archivaria* on the topics of archives and Indigenous rights. Both articles have won the W. Kaye Lamb Prize. He continues to publish and present on issues of Indigenous identity and social memory. In 2020 he was nominated a Fellow of the Association of Canadian Archivists.

Required Readings:
- Raymond Frogner (Spring 2015) "Lord, Save Us from the Et Cetera of the Notary": Archival Appraisal, Local Custom, and Colonial Law. *Archivaria* 79: 121-158.
- Raymond Frogner (2021) The Train from Dunvegan: Implementing the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) in Public Archives in Canada. *Archival Science*: 1-30.

- Larry Chartrand (2016) [Indigenous Peoples: Caught in a Perpetual Human Rights Prison](). *Ottawa Faculty of Law Working Paper* No. 2016-26: 167-186.

<u>Supplementary Resources (optional):</u>
- United Nations: *[Declaration on the Rights of Indigenous People](())* (adopted 2007)
- ICA/NAA Indigenous Matters Summit (October 2019) *[The Adelaide Tandanya Declaration]()*.
- *Standing Rock Syllabus* hosted by Holman Library, Green River College, https://libguides.greenriver.edu/c.php?g=409498&p=4055813
- Leanne Simpson (Fall 2008) Looking after Gdoo-naaganinaa: Precolonial Nishnaabeg Diplomatic and Treaty Relationships, *Wicazo Sa Review* 23(2): 29-42.
- John Borrows (1997) Wampum at Niagara: The Royal Proclamation, Canadian legal history, and self-government," in Michael Asch, ed., *Aboriginal and Treaty Rights in Canada* (UBC Press), 155-172
- Introduction in William C. Wicken (2018) *Mi'kmaq Treaties on Trial: History, Land, and Donald Marshall Junio*r (Toronto : University of Toronto Press), p.3-18.
- John Borrows, Larry Chartrand, Oonagh E Fitzgerald and Risa Schwartz, eds. (2019) *Braiding Legal Orders: Implementing the United Nations Declaration on the Rights of Indigenous Peoples* (Waterloo, Ontario : Centre for International Governance Innovation).

NO CLASS, Feb 23 *** DALHOUSIE FALL STUDY BREAK *** NO CLASS

Week 8, Mar 2: Dismantling White Supremacy & Anti-Black Racism in the Information Fields III

<u>Required Readings:</u>
- Ruha Benjamin (2019) "Technological benevolence," in *Race after technology: abolitionist tools for the new Jim Code* (Cambridge: Polity Press), p.95-108.
- equityXdesign (2016) [Racism and inequity are products of design. They can be redesigned.]() *Medium*.
- Frantz Fanon (1965/1959) ["This Is the Voice of Algeria"]() in *A Dying Colonialism.* Trans. Haakon Chevalier (New York: Grove Press)
- Paul Dourish & Scott D. Mainwaring (2012) [Ubicomp's Colonial Impulse](). *UbiComp 2012, Proceedings of the 2012 ACM Conference on Ubiquitous Computing*: 133-142.
- M. Cifor, P. Garcia, T.L. Cowan, J. Rault, T. Sutherland, A .Chan, J. Rode, A.L. Hoffmann, N. Salehi and L. Nakamura (2019) *Feminist Data Manifest-No*, https://www.manifestno.com.

<u>Supplementary Resources (optional):</u>
- Frantz Fanon (1988) "Letter to the Resident Minister (1956)" in *Toward the African Revolution: Political Essays* (New York: Grove Press), p.52-54
- Frantz Fanon (1965) "Medicine and colonialism," in A Dying Colonialism (New York: Grove Press), p.121-147
- Indigenous Women of North America, Turtle Island on the Frontlines: COVID-19 and Fossil Fuel Resistance (April 14, 2020) *[Advocacy and Solutions Series: A Just and Healthy World is Possible]()* (Women's Earth and Climate Action Network (WECAN) International)
- Jarrett M. Drake (2016) Liberatory archives: towards belonging and Believing (Part 1), delivered at the first Community Archives Forum hosted at UCLA on October 21, 2016, https: //medium.com/on-archivy/liberatory-archives-towards-belonging-and-believing-part-1-d26aaeb0edd1
- Jasmine Rault (2017) White noise, white affects: filtering the sameness of queer suffering. *Feminist Media Studies* 17(4):585-599
- Sasha Costanza-Chock (2018) Design Justice: Towards an intersectional feminist framework for design theory and practice. *Proceedings of the Design Research Society* 2018:1-14
- Micha Cárdenas (2016) [Trans of Color Poetics: Stitching Bodies, Concepts, and Algorithms.]() *S&F Online* 13-14(3-1)

Week 9, Mar 9: "Trans-Feminist/Queer Praxis in the Information Fields" – a conversation with Dr. Rebecca Noone (Postdoctoral Fellow, University College of London), Mariam Karim (Doctoral Candidate, University of Toronto), Dr. Danielle Allard (Assistant Professor, University of Alberta) and Carina (Islandia) Guzmán (Doctoral Candidate, University of Toronto) at 10am ADT

Abstract: What can feminism(s) bring to the information fields? What have they already brought? How have scholars, educators and practitioners in the information fields drawn on feminist practices and theories to inform and deepen their work? This open classroom stages a conversation between scholars, practitioners and activists who are drawing on diverse feminist traditions and bodies of knowledge in order to intervene within libraries, archives, museums, digital domains and information system design. Here, a feminist lens is understood as one that not only focuses on oppression based on gender and sexuality, it is a framework that interrogates the "interlocking" nature of colonial, imperial, racial, ableist, and hetropariarchical systems of oppression (Razack 1998), all of which are foundational to the information fields.

Biographies:
- **Dr. Rebecca Noone** is a SSHRC Postdoctoral Fellow at the Department of Information Studies, University College London, and recently a Postdoctoral Fellow at the University of Toronto's Faculty of Information. Situated in the areas of critical information studies and feminist media studies, her research focuses on the politics, discourses, and practices of locative media.
- **Mariam Karim** is a PhD candidate at the Faculty of Information and a fellow at the a CDHI, University of Toronto. She is a course instructor at the department of visual studies where she recently taught a course on Visual culture and media infrastructures. She holds an M.A. in Cultural Studies & Critical Theory from McMaster University. She is currently in the process of writing her dissertation on 20th century Arab women's movements from the Middle East. Her dissertation is supported by the SSHRC doctoral fellowship
- **Dr. Danielle Allard** is an assistant professor at the School of Library and Information Studies, University of Alberta. Her research falls at the intersections of culture and community, information (its usages, representations, and institutions), and the role that information and information institutions might play in feminist, decolonizing, and anti-violence efforts. In partnership with Sex Professionals of Canada's Executive Director Amy Lebovitch and Dr. Shawna Ferris, her present SSHRC funded research (2018-2022) on the Sex Work Activist Histories Project (SWAHP) engages an exploration of sex work activism in Canada and the production of related histories, representations, and archives. In collaboration with Dr. Tami Oliphant and public librarian Angela Lieu, her most recent research draws from feminist anti-violence frameworks to examine patron-perpetrated sexual harassment in libraries.
- **Carina (Islandia) Guzmán** is a Doctoral Candidate at the Faculty of Information and the Bonham Centre for Sexual Diversity Studies. They have an Undergraduate degree in History and Master's in Geography from the Universidad Nacional Autónoma de México (UNAM). Under the co-supervisorship of Dr. T.L. Cowan and Dr. Jas Rault, in their dissertation, "Stor(y)ing *Mi Desmadre*: Trans-Feminist and Queer Community Archival Digital Custodial Praxes in Latin America," they develop a speculative-pragmatic framework to study how lesbian and trans communities use histories of performance art and nightlife, improvised territories and the Latin American concept of *memoria* (counter-hegemonic historiographic text that emerges from silenced resistance movements) to activate archival and story-telling digital initiatives. They are furthermore a Connaught International Fellow, an Inaugural Dissertation Fellow at the Queer and Trans Research Lab and an Inaugural Doctoral Fellow at the Critical Digital Humanities Initiative, all at the University of Toronto.

  Required Readings **(choose 2-3):**
- Sherene Razack (2005) "How is white supremacy embodied? Sexualized racial violence at Abu Ghraib." *Canadian Journal of Women and the Law* 17(2): 341-363.
- Cait McKinney (2020) *Introduction to information activism: A queer history of lesbian media technologies* (Durham: Duke University Press), pp.1-30.
- TL Cowan and 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". [Currently available through Digital Research Ethics Collaboratory website.]
- Audra Simpson (2007) On ethnographic refusal: Indigeneity, 'voice' and colonial citizenship. *Junctures: The Journal for Thematic Dialogue* 9: 67-80.

- 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.
- Nawal El Saadawi (1995) Dissidence and creativity. *Women: A Cultural Review* 6(1): 1-17.

Supplementary Resources (optional):
- Catherine Knight Steele (2021) When the Black lives that matter are not our own: digital Black feminism and a dialectic of self and community. *Feminist Media Studies* 21(5): 860-863.
- Angela Y Davis (1983) "The anti-slavery movement and the birth of women's rights," and Racism in the woman suffrage movement," in *Women, race & class* (Vintage Books), p. 30-45, 70-86.
- Saidiya Hartman (14 July 2020) Interviews: Saidiya Hartman on insurgent histories and the abolitionist imaginary. As told to Catherine Damman. *Art Forum.*
- Robyn Maynard (2020) It's long-past time to talk about policing of Black women in Canada. *The Star.*
- 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.
- Gyatri Spivak (1985) Can the Subaltern Speak? Speculations on Widow-Sacrifice. *Wedge* 7/8: 120-130
- Hope Olson (2007) How we construct subjects: a feminist analysis. *Library Trends* 56(2): 509-541.
- Shawna Ferris & Danielle Allard (2016) Tagging for activist ends and strategic ephemerality: Creating the Sex Work Database as an activist digital archive. *Feminist Media Studies* 16(2): 189-204.
- Sherene Razack (1998) *Looking White People in the Eye: Gender, Race, and Culture in Courtrooms and Classrooms* (Toronto: University of Toronto Press).

Week 10, Mar 16: Global and Diasporic Information Flows I – "Confronting Historical Metadata Debt" with Itza A. Carbajal, PhD Student, Information School, The University of Washington Seattle

Abstract: This discussion will focus on the aftermath of developing and applying post-custodial metadata practices for transnational archival projects led by Latin American and United States based organizations and practitioners. As documented in the article, "Historical Metadata Debt: Confronting Colonial and Racist Legacies Through a Post-Custodial Metadata Praxis," Carbajal will address and explore project obstacles brought forth by the decisions of predecessors including decisions driven by cultural, ethical, and situational viewpoints as well as ongoing tension resulting from power, cultural, and geographical differences. Given the commitment to applying antiracist and anticolonial principles towards projects, work, and partnerships, Carbajal engages in difficult reflections on how partners made decisions, adjusted expectations, or created their own future hurdles in regards to metadata systems and descriptive practices of archival collections. Audience members will be encouraged to bring forth questions and ideas on how the work could have been addressed differently given the lessons brought forth in the article by Carbajal.

Biography: Itza A. Carbajal is a Ph.D student at the University of Washington School of Information focusing her research on children and their records. Previously, she worked as the Latin American Metadata Librarian at LLILAS Benson after having received a Master of Science in Information Studies with a focus on archival management and digital records at the University of Texas at Austin School of Information. Knowing firsthand the affective value of records, Carbajal is pursuing doctoral research that will engender ways for people, and in particular children, to grapple with and learn from some of their most painful memories encapsulated through their records. Research focus strives to use archives as a mechanism to confront these stories in order for children to recognize and utilize their memories for healing, personal development, and building community resilience.

Required Readings:
- Itza A. Carbajal (2021) Historical metadata debt: Confronting colonial and racist legacies through a post-custodial metadata praxis. [*Special issue on Unsettling the Archives.*] *Across the Disciplines* 18(1/2): 91-107.
- ALA (2021) *ALA welcomes removal of offensive 'Illegal aliens' subject headings*
- Tonia Sutherland and Alyssa Purcell (2021) A Weapon and a Tool: Decolonizing description and embracing redescription as liberatory archival praxis. *The International Journal of Information, Diversity & Inclusion* 5(1): 60-78.

Supplementary Resources (optional):
- Archives for Black Lives in Philadelphia's Anti-Racist Description Working Group (October 2019) *Antiracist description resources*.
- 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.
- PBS Film: *Change the Subject* (2019) [55min; story of Dartmouth College students confronting anti-immigrant sentiment in their library catalog].
- M Somerville & D EchoHawk (2011) *Recuerdos Hablados*/Memories Spoken: Toward the co-creation of digital knowledge with community significance. *Library Trends* 59(4): 650-662.
- Lisa Lowe (2015) *The intimacies of four continents* (Duke University Press, Durham).

Week 11, Mar 23: Global and Diasporic Information Flows II – "Provenance as Whiteness? Colonialism and the 'Migrated Archives' Problem" with Riley Linebaugh (PhD), Research Associate, Leibniz Institute for European History (at 10am ADT)

Abstract: In her ground-breaking article, "Whiteness as Property," legal scholar Cheryl Harris has argued that, 'racial identity and property are deeply interrelated concepts.' Harris elaborates that, 'whiteness and property share a common premise — a conceptual nucleus — of a right to exclude.' (Harris, 1714) This talk extends this analogy to the racialized and imperial context shaping current archival provenance and custody debates surrounding the so-called 'migrated archives'. Drawing from "The archival colour line: race, records and post-colonial custody," Linebaugh will provide historical background to the 'migrated archives' dispute before commenting on how recordkeepers within the UK government have made flexible use of the 'provenance' concept in order to justify proprietary claims in the face of restitution demands by former colonies.

Biography: Riley Linebaugh (PhD) is a research associate at the Leibniz Institute for European History in Mainz, Germany. Her PhD, "Curating the Colonial Past: Britain's 'Migrated Archives' and the Struggle for Kenya's History," analyzes the politics of the ownership, location and use of colonial archives in the Kenya-British case (1952-present day). Previously, she received her MA in Archives and Records Management from University College London. She has worked as an archivist in Uganda, England, and the U.S.

Required Readings:
- Riley Linebaugh and James Lowry (2021) The archival colour line: race, records and post-colonial custody. *Archives and Records*, doi: 10.1080/23257962.2021.1940898. [21 pages]
- James Lowry (2017) "Introduction: Displaced Archives" in James Lowry, ed., *Displaced Archives* (Routledge), p.1-11.
- ACARM (2017) *Migrated Archives: ACARM Position Paper*. Adopted at the ACARM Annual General Meeting, Mexico City.
- United Nations: Vienna Convention on Succession of States in Respect of State Property, Archives and Debts (1983) **-- Read Part III, p.8-13.**
- Alina Sajed (July 27, 2020) From the Third World to the Global South. *E-International Relations.*

Week 12, Mar 30: Class Wrap-up

Required Readings:
- None