



**DALHOUSIE
UNIVERSITY**

FACULTY OF MANAGEMENT
School of Information Management

School of Information Management

INFO6870

Global Histories of Disputed Archives & the Safeguarding of Cultural Heritage

****DRAFT***

Course Type: Elective

Instructor name/title: Dr. J.J. Ghaddar

Contact info: jghaddar@dal.ca

Office hours: online by appointment via Microsoft Teams or Zoom

Course website: Brightspace

COURSE DESCRIPTION

How are archives and cultural heritage disputed or displaced in times of war, conflict and insecurity when the borders of states shift and jurisdictions change? What laws, structures, programs, and policies are in place to protect archives and cultural heritage from violence, theft, seizure, or destruction? And how is the repatriation, restitution or transfer of archives and cultural heritage negotiated, contested, and resolved? Together in this course we will trace the development of the relevant global laws, conventions and initiatives, with a focus on the period of reconstruction after the Second World War when well over a hundred newly independent states were created through anticolonial struggle and political decolonization across Africa, Asia, the Caribbean, Latin America and elsewhere around the world. We will learn about international institutions like UNESCO and its satellite agencies such as the International Council on Museums and the International Council on Archives, as part of a broader exploration of the role of the global archival and cultural heritage community. The class will become familiar with legal instruments like the Hague and Vienna Conventions of 1954 and 1983 respectively, mechanisms for the repatriation of heritage and cultural property, 'shared heritage' approaches, the role of microfilming and digital technologies in resolving disputes, the use of oral history to address archival deficiencies, and other solutions. And we will use case studies from Iraq, Turtle Island / North America, Kenya, Britain, the West Indies, Algeria and France to make connections between this history, the international laws and norms that emerge from it, and wider debates about orality, knowledge, human rights, democracy, antiracism and decolonization still very much relevant today. These include an examination of the issues raised by the Truth & Reconciliation Commission for the archival and heritage professions in a historical and global context while learning about how professionals and scholars engage the Commission's Call to Action.

COURSE PREREQUISITES: None

COURSE CROSS-LISTING: None

COURSE EXCLUSIONS: None

COURSE OVERVIEW

This course is intended to provide students with a foundation for the further exploration of ARM (Archives & Records Management) and cultural heritage practice as it pertains to disputed archives and the safeguarding of cultural heritage. The course introduces relevant principles and concepts from the ARM and cultural heritage disciplines to show how these underpin practice. Along the way, it examines the place of archives in the

broader cultural heritage and information environment; explores a cross-disciplinary literature on archives/the archive; and provides practical skills in conducting oral history interviews and deploying case studies. Overall, students will learn about the laws, systems and structures that undergird how archives and cultural heritage is safeguarded and disputed.

This course incorporates experiential learning approaches that require your active participation in class exercises, fishbowl conversations, workshops and a walking tour. We will draw on a number of resources – films, 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 disputed archives and the safeguarding of cultural heritage. Through this course, you will gain practical skills in conducting oral history interviews and deploying case study methodology while developing a critical understanding of how histories and legacies of political violence, colonialism, racism and slavery complicate claims over the ownership, accessibility, use, custodianship, and organization of archives and cultural heritage.

As per the official land acknowledgement statement of Dalhousie's Board of Governors,¹ our 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. It engages with how Indigenous intellectuals and their allies theorize the ongoing nature of colonialism in Canada, and its recordkeeping infrastructures and archival institutions. It also acknowledges the 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. While learning the fundamental concepts, methods, processes and tools for recordkeeping, the course will also introduce students to some of the broad debates about records, archives, information, knowledge, media, human rights, equity, democracy, antiracism, anti-oppression, decolonization, gender equality and social justice.

LEARNING OUTCOMES & RELATIONSHIP OF THIS COURSE TO MI COMPETENCIES

Your learning experiences in this course will cover the entire spectrum of the MI competencies. Through our readings, discussions, exercises, and assignments, we will examine the development of information professionals' **leadership** competencies in the following arenas:

- Develop a practice as information professionals to consult and use evidence-based practices, based on an awareness of trends in the profession and scholarly literature, as well as their own efforts to evaluate their systems;
- Further one's commitment to learning and adaptation, which are crucial to ensuring that information and professionals continue to serve their communities effectively throughout their practice;
- Gain key skills in collaboration with local communities, and an active commitment to equity, diversity, inclusion, accessibility, and decolonization, which are necessary to ensure information professionals reflects the needs and identities of the communities they serve;
- Develop the capacity to appreciate and critique the political, socio-economic and cultural factors that influence how archives, information, and cultural heritage is created, preserved, safeguarded, owned, accessed and disputed;
- Assess and evaluate the significance of new developments and cases of disputed archives and cultural heritage at the intersections of global and local debates and practices, and make informed decisions about emerging practices;

¹ McNutt, Ryan. "An Important Acknowledgement: Board Approves Indigenous Acknowledgement." *Dal News* (June 29, 2018) <https://www.dal.ca/news/2018/06/29/an-important-acknowledgement.html>

- Learn how to conduct oral history interviews and deploy case study methodology in archival, heritage and information contexts; and
- Develop a stronger sense of the link between theory and social change while strengthening their ability to research and engage literature outside of the information disciplines.

While developing their ability to contribute to research, publication, and the expansion of knowledge in the archival, heritage information fields through writing and research assignments, this course will enable students to be conversant with fundamental concepts, theories and practices within the diverse horizons of the information disciplines. It imparts knowledge and skills that are designed to prepare students for their future exercise of leadership and in defining the social responsibility of information professionals to diverse communities. In this course, students will develop a solid understanding of the patterns of information in our societies as well as how new technologies impact societal responses to disputed archives and the safeguarding of cultural heritage. Last, the course also provides students with tools to engage in life-long intellectual growth beyond graduation.

TECHNOLOGY REQUIREMENTS

TO BE DETERMINED

DESCRIPTION OF CLASS FORMAT

TO BE DETERMINED

INSTRUCTIONAL METHODS

This broad and complex topic will be discussed through lectures and seminars led by the instructor and guest speakers, with assigned readings, and the preparation of specific assignments.

LEARNING MATERIALS

The textbooks for this course are:

- James Lowry, ed., *Displaced Archives* (Routledge 2017)
- James Lowry, ed., *Disputed Archival Heritage* (Routledge 2023)

In addition, we will rely upon an extensive consideration of the available academic and professional literature to provide students with an understanding of the various topical areas associated with the course topic. All readings materials and class slides (after lectures) will be made available through Brightspace.

METHODS OF EVALUATION

Student evaluation will take place as follows:

- Class Participation: 10%
- Journal Entries (5 entries, 8% each): 40%
- Major Paper Proposal with Annotated Bibliography: 15%
- Major Paper: 35%

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](#).

PARTICIPATION & CLASS ASSIGNMENTS:

Class Participation: Students are expected to attend class and participate in interactive components, including class discussions, exercises, workshops and groupwork. Missing class means missing on opportunities to learn and engage critically with the readings, course content, your peers, and guest speakers. Class participation is worth 10% of your grade. Further instructions will be provided in the first class.

This aspect of student evaluation is related to assessing your ability to engage, understand, and contribute to conversations and activities on the course topic, including case methodology, ARM practice/theory, and oral history interviews, as per the course learning outcomes.

Journal Entries: By the end of the semester, you will have written 5 journal entries (2-4 pages) that engage, reflect on, and provide your views on a class, including the readings, lecture and class content. Each journal entry constitutes 8% of your final grade, for a total of 40% of your final grade for the completed 5 entries. Your journal can take the form of a blog, of an academic reflection, or of a personal diary. It may include artistic, visual or multimedia components. Further instructions to be provided in the first class.

As per the course learning outcomes, this aspect of the student evaluation is related to assessing your critical understanding and knowledge of case study methodology; oral history interviews; the political, socio-economic and cultural context relevant to the course topic; and pertinent developments in ARM.

Major Research Paper & Proposal with Annotated Bibliography: You will complete a major research paper proposal (2 pages) with a brief annotated bibliography and, after receiving feedback, a major research paper. This learning activity will help you develop your critical analysis and writing skills. It will give you an opportunity to share your thoughts and research the issues covered in the course. The paper will deploy a case study methodology and, therefore, provide you with a chance to gain experience in using this method in research and publication projects. At various points in the course, you will be learning about case study methodology and its practical application. Students have the choice to engage one of the cases discussed in the course or to identify one of their choosing. Further instructions to be provided in the first class.

This assignment assesses your understanding of case study methodology; the principles, concepts, laws, systems or structures introduced in the course and how these underpin ARM practice; your familiarity with relevant literatures; and your ability to situate issues of disputed archives and cultural heritage protection within the broader information and social context. Overall, this assignment allows you to demonstrate your understanding of how archives repatriation, restitution or transfer is negotiated, contested, and resolved.

CLASS POLICIES

Attendance

Class attendance is required and is included in the participation mark. Attendance records will be kept by the instructor.

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 (see below) Late submissions will be assessed a penalty of 5% per day, including weekends. Assignments will not normally be accepted 7 days or more after the due date; in such cases the student will receive a grade of zero.

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 readings 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 phone or 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.

SIM GRADING POLICY (UNDERGRADUATES)

Grade	Grade Point Value		Definition	
A+	4.30	90-100	Excellent	Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base.
A	4.00	85-89		
A-	3.70	80-84		
B+	3.30	77-79	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable understanding of relevant issues; evidence of familiarity with the literature.
B	3.00	73-76		
B-	2.70	70-72		
C+	2.30	65-69	Satisfactory	Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience.
C	2.00	60-64		
C-	1.70	55-59		
D	1.00	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of 'C' is Required Readings)
FM	0.00		Marginal Failure	Available only for Engineering, Health Professions and Commerce.
F	0.00	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills; limited or irrelevant use of the literature.
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	

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. Visit for more details: https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html.

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 Readings 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 Readings 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 the Brightspace course site, the latter should be followed.*

Class 1 Introduction

Required Readings:

- “Introduction” in Lowry 2017 textbook.
- “Introduction” in Lowry 2023 textbook.
- Anne McClintock (1992) “The Angel of Progress: Pitfalls of the Term ‘Post-Colonialism,’” *Social Text* 31/32: 84-98.

Class 2 Bilateral Agreements: The Truth & Reconciliation Commission in Canada (Guest speaker, tba)

Required Readings:

- Truth and Reconciliation Commission (2015) *Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada* (Winnipeg: Truth and Reconciliation Commission of Canada); pp. 297-8, 303-8.
- Indian Residential Schools Settlement Agreement between Canada and the Plaintiffs of the National Class Action on Indian Residential Schools (8 May 2006) Accessible at: <http://www.residentialschoolsettlement.ca/settlement.html>.
- Kevin Walby, Justin Piché and Matthew Ferguson (2021) “‘Everybody Criticizes Police, but Nobody Criticizes Museums’: Police Headquarters and Museums as Public Culture.” *TOPIA: Canadian Journal of Cultural Studies* 43: 81-99.

- J.J. Ghaddar (2016) "The Spectre in the Archive: Truth, Reconciliation, and Indigenous Archival Memory," *Archivaria* 82: 3-26.
- John Borrows (2014) "Residential Schools, Respect, and Responsibilities for Past Harms," *University of Toronto Law Journal* 64: 486–504.

Class 3 The TRC in Global-Historical Perspective: Truth Commissions, Public Apologies & Archival Dilemmas

Required Readings:

- First Archivist Circle (4 Sept 2007) "Protocols for Native American Archival Materials," Accessed at: <http://www2.nau.edu/libnap-p/protocols.html>. [2 pages]
- Verne Harris (2002) "'They Should Have Destroyed More': The Destruction of Public Records by the South African State in the Final Years of Apartheid, 1990-1994" in *Archives and the Public Good*, edited by Richard J. Cox & David A. Wallace (Westport, CT: Quorum Books), pp. 205-228.
- Sara Ahmed (2 Nov 2004) "Declarations of Whiteness: The Non-Performativity of Anti-Racism," *Borderlands E-journal* 3.

Class 4 A Global Historically-Informed Approach to Disputed Archives (Guest speaker, tba)

Required Reading:

- Paul Delsalle, translated and revised by Margaret Proctor (2018/1998) "Introduction to the French edition(1998)," pp. ix-xiv + "Ch13, Archives destroyed, protected and reconstituted in the nineteenth and twentieth centuries," pp. 197-204 + "Ch16, Conclusion: the value of the historical perspective," pp. 230-232 (NY: Routledge)
- Terry Cook (1997) "What Is Past Is Prologue: A History of Archival Ideas Since 1898, and the Future Paradigm Shift," *Archivaria* 43: 17-63
- Charles Kecskemeti (1977) "Introduction," + "Historical Outline," in *Archival Claims: Preliminary study on the principles and criteria to be applied in negotiations*, (Paris, UNESCO), pp.1-21.
- John Gerring (2004) "What Is a Case Study and What Is It Good for?" *American Political Science Review* 2: 341-354.

Class 5 Third World Decolonization & the Making of a Global Order

Required Readings:

- Vijay Prashad (2007) "Introduction," in *The Darker Nations: A People's History of the Third World* (New York: The New Press), pp. 1-5.
- Paul Delsalle (translated and revised by Margaret Proctor), "Ch14, "The rise of a profession in the nineteenth and twentieth centuries," p.205-214 ++ Ch15, "From mutual assistance to international networks in the nineteenth and twentieth centuries," p.215-229. [23 pages total]
- J.P. Singh (2011) "Introduction," in *United Nations Educational, Scientific and Cultural Organization (UNESCO): Creating Norms for a Complex World* (London and New York: Routledge), pp. 1-10.
- Mark Mazower (2009) "Introduction," in *No Enchanted Place: The End of Empire and the Ideological Origin of the United Nations* (Princeton and Oxford: Princeton UP)

Class 5 Key Concepts & Issues in the Protection & Transfer of Cultural Heritage I

Required Readings:

- Charles Kecskemeti (2017) "Archives Seizure: The Evolution of International Law," in James Lowry (ed.), *Displaced Archives* (Routledge), pp. 12-20.
- Leopold Auer (2017) "Displaced Archives in the Wake of War," in James Lowry (ed.), *Displaced Archives* (Routledge), pp. 114-129.

- UNESCO (1978) *Report of The Director-General On The Study Regarding Problems Involved In The Transfer Of Documents From Archives In The Territory Of Certain Countries To The Country Of Their Origin*. Adopted at the UNESCO General Conference Twentieth Session 1978. [7 pages]

Suggested Readings:

- W.I. Smith (1976) "The ICA and Technical Assistance to Developing Countries," *The American Archivist* 39(3): 343-351.
- UNESCO's four statements on race: "Statement on Race" (Paris, July 1950); "Statement on the nature of race and race differences (Paris, June 1951); "Proposals on the biological aspects of race" (Moscow, August 1964); and "Statement on race and racial prejudice" (Paris, Sep 1967)
- Sanja Zgonjanin (2005) "The Prosecution of War Crimes for the Destruction of Libraries & Archives during Times of Armed Conflict," *Libraries and Culture* 40: 128-44.

Class 6 Key Concepts & Issues in the Protection & Transfer of Cultural Heritage II

Required Readings:

- Clare Well (1987) "Introduction," *The UN, UNESCO and the Politics of Knowledge* (MacMillan Press), pp. 1-15.
- Mustapha Masmoudi (1979) "The New World Information Order," *Journal of Communication* 29(2): 172-179.
- Arturo Escobar (1995) "Introduction: Development and the Anthropology of Modernity," in *Encountering Development: The Making and Unmaking of the Third World* (Princeton University Press), pp. 3-20.
- Vincenzo Pavone (2008) "Conclusion," in *From the Labyrinth of the World to the Paradise of the Heart: Science and Humanism in UNESCO's Approach to Globalization* (Lanham, Toronto: Lexington Books)

Class 7 Solutions (I): Microfilming, digitization, repatriation, 'shared heritage'

Required Readings

- Nathan Mnjama & James Lowry (2017) "A Proposal for Action on African Archives in Europe," in James Lowry (ed.), *Displaced Archives* (Routledge), pp. 101-113.
- Kimberly Christen (2011) "Opening Archives: Respectful repatriation," *The American Archivist* 74(1).
- I. Borsa.(1981) *Feasibility Study on the Creation of an Internationally Financed and Managed Microfilm Assistance Fund to Facilitate the Solution of Problems involved in the International Transfer of Archives and in Obtaining Access to Sources of National History Located in Foreign Archives* (Paris: UNESCO).
- Richard Cox (2017) "Revisiting the Law and Politics of Compromise," in James Lowry (ed.), *Displaced Archives* (Routledge), pp. 196-214.
- Browse: *UNESCO Courier* (1979) special issue on "Africa and its history."

Class 8 Solutions (II): "Collecting Voices: Oral History Workshop" with the Multicultural History Society of Ontario

Required Readings:

- Peter A. Gray (Nov 1998) "Saying It Like It Is: Oral Traditions, Legal Systems and Records," *Archives and Manuscripts* 26(2).
- Lisa Klopfer (2001) "Oral history and Archives in the new South Africa: Methodological Issues," *Archivaria*.
- William Moss and Peter Mazikana (1986) *Archives, oral history and oral tradition: A RAMP study* (Paris: UNESCO).
- Sumayya Ahmed (2018) "Seeking Information from the Lips of People": oral history in the archives of Qatar and the Gulf region," *Archival Science* 18(3): 225-240.

Class 9 The Imperial Archive: The Global Reach of the British Empire

Required Readings:

- ACARM (2017) *Migrated Archives: ACARM Position Paper*. Adopted at the ACARM Annual General Meeting, Mexico City, 25 November.
- Mandy Banton (2017) "Displaced Archives in The National Archives of the United Kingdom," in James Lowry (ed.), *Displaced Archives* (Routledge), pp. 41-60.
- Thomas Richards (1993) "Introduction," in *The Imperial Archive: knowledge and the fantasy of empire* (London: Verso).
- Elizabeth Berry (1996) "The Importance of Legislation in Preventing the Destruction of Archives: The Case of the United Kingdom," *Archivum* 42: 335-44.
- Browse: The Cary Report on the release of colonial administration records, Accessible at: <https://www.gov.uk/government/publications/cary-report-on-release-of-the-colonial-administration-files>.

Class 10 The Disputed Archives of the Dutch Empire in the West Indies

Required Readings:

- Charles Jeurgens (2016) "The bumpy road to transparency: access and secrecy in 19th-century records in the Dutch East Indies," in Fiorella Foscarini, Heather MacNeil, Bonnie Mak and Gillian Oliver (eds.), *Engaging with Records and Archives: Histories and Theories* (Facet Publishing), pp. 127-146.
- Jeannette A. Bastian (2001) "A Question of Custody: The Colonial Archives of the United States Virgin Island." *The American Archivist* 64: 96-114.
- Michael Karabinos (2017) "Indonesian National Revolution Records in the National Archives of the Netherlands," in James Lowry (ed.), *Displaced Archives* (Routledge), pp. 60-73.

Class 11 Forgetting Algeria in the French Fifth Republic

Required Readings:

- Todd Shepard (2017) "Making Sovereignty and Affirming Modernity in the Archives of Decolonisation: The Algeria–France 'Dispute' between the Post-Decolonisation French and Algerian Republics, 1962–2015," in James Lowry (ed.), *Displaced Archives* (Routledge), pp. 21-40.
- Sonja Mejcher-Atassi & John Pedro Schwartz (eds.) (2012) "Introduction." In *Archives, Museums and Collecting Practices in the Modern Arab World* (Surrey, England: Ashgate Publishing) [Read pages 1-7]
- Osamah F. Khalil (2014) "The Crossroads of the world: U.S. and British foreign policy doctrines and the construct of the Middle East, 1902–2007," *Diplomatic History* 38(2): 299-344.
- Explore the website / catalogue of Institut du monde arabe [French: Institute of the Arab World] in Paris: <https://www.imarabe.org/en>.
- Brahim Alaoui (1999) "An ongoing dialogue: The Museum of the Institute of the Arab World in Paris," *Museum International* (Paris UNESCO) 51(3).

Class 12 The (Many) Case(s) of Iraq: A Regional Perspective (Guest speaker, tba)

Required Readings:

- Bruce Montgomery (2017) "Iraq & Kuwait: The Seizure & Destruction of Historical Patrimony," in James Lowry (ed.), *Displaced Archives* (Routledge), pp. 158-179.
- Middle East Studies Association Committee on Freedom (2 May 2018) "Acquisition & Unethical Use of Documents Removed from Iraq by New York Times Journalist Rumini Callimachi." Accessible online: <https://mesana.org/advocacy/committee-on-academic-freedom/2018/05/02/acquisition-and-unethical-use-of-documents-removed-from-iraq-by-rukmini-callimachi>. [3 pages]
- Society of American Archivists: "Statement on Iraqi Archives," April 2003; Society of American Archivists and Association of Canadian Archivists, "SAA/ACA Joint Statement on Iraqi Records," 22

April 2008; and Society of American Archivists, "Iraq National Library and Archives in Jeopardy," 8 August 2007. [2 pages]

- Michelle Caswell (2010) "Thank You Very Much, Now Give Them Back": Cultural Property and the Fight over the Iraqi Baath Party Records," *The American Archivist* 74(1): 211-240.
- Nabil Al-Tikriti (2007) "'Stuff Happens': A Brief Overview of the 2003 Destruction of Iraqi Manuscript Collections, Archives, and Libraries," *Library Trends* 55: 732.
- John Gravois (2008) "Disputed Iraqi Archives Find a Home at the Hoover Institution," *Chronicle of Higher Education* 54(21): A1-9.
- Karim Makdisi & Vijay Prashad (2016) "Introduction," in Karim Makdisi and Vijay Prashad, (eds.), *Land of Blue Helmets: The United Nations and the Arab World* (Oakland, California: University of California Press): 1-18.