**Department of Information Science**

**INFO6875:**
**History of Archiving and Archival Records in Critical Perspective**
*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

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## COURSE DESCRIPTION

This course is deals with two major interrelated concerns of archivists and records managers: i) the history of archiving and archival thought; and ii) the context of the creation and the characteristics of records. It covers a wide variety of international examples from ancient times to the present, with a focus on Canadian ones since the nineteenth century. The course begins with an introduction to key concepts, theories, methods, and practices that all archivists and records managers need to know (Unit 1). Against this backdrop, we will then examine milestone events and foundational texts in archival studies, and trace how these are taken up and altered with the development of the records management field in the mid-20th century. We will do so through an antiracist/anticolonial feminist lens that centers Indigenous, racialized and marginalized voices, histories and perspectives (Unit 2). As part of that, we will interrogate the assumptions and power dynamics embedded within the archives cannon and dominant recordkeeping practices/methods by drawing on relevant contemporary debates and literatures from across disciplines.

**COURSE PREREQUISITES:** None

**COURSE CROSS-LISTING:** None

**COURSE EXCLUSIONS:** None

**COURSE OVERVIEW**

This course is organized around seminar discussions and virtual open classrooms of the history of archives and records, archival thought, and of the context of the creation and the characteristics of records that enable archivists and records managers to create records repositories and archives, or to appraise, arrange, describe, preserve, and provide access to the extensive bodies of documentation in various media that are the responsibility of modern repositories and archives. Topics of discussion may include: archives and records as forms of social memory; the influence of social, political, and intellectual currents on the creation and development of archives, on archival concepts, and on what is recorded and how; the impact of archiving actions on records, their uses, knowledge, and society; varied concepts of documentary interpretation; the relationship between the administrative context in which institutional records have been created and managed and their information content; personal and family records; the relationship between communication technologies (and media) and information content; the relationship between the functions of particular types of documents within these media and their information content; the internal features of individual documents that provide direction to

related information; the rise of digital archiving and born digital records; and the current need for archival decolonization.

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 to tackle questions like: What is the history of modern archival and recordkeeping thought and practice? What is the relationship between the development of modern archives and the archival and records management field(s), on the one hand, and the histories and contemporary structures of racism, colonialism, heteropatriarchy and western imperialism, on the other hand? What does it mean to decolonize archives and records? How do we practice antiracism in description? Or make records and archives accessible to communities depicted in the holdings? How can we provide equitable or liberatory services and programs to those deemed marginal? Who owns records and why? What is the political economy of archives and information? How are archives and records disputed or displaced in times of war, conflict and insecurity when the borders of states shift and jurisdictions change? How is archives repatriation, restitution or transfer negotiated, contested, and resolved? How does repatriation or the lack of repatriation involve the creation, recreation and/or reconfiguration of records – from the use of oral history testimonies and living archives to the use of digitization and gathering of "imagined records"?

## THE RELATIONSHIP OF THIS COURSE TO THE MI COMPETENCIES

Your learning experiences in this course will cover the entire spectrum of the <u>MI competencies</u>. Through our readings, discussions, exercises, and assignments, we will examine the development of information managers' **leadership** competencies in the following areas:
- the creation and maintenance of archives and records management (ARM) systems requires information managers 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.
- a commitment to **learning** and **adaptation** is crucial to ensuring that ARM systems continue to serve their communities effectively.
- **collaboration** with local communities, and an active commitment to **equity, diversity, inclusion, accessibility, and decolonization** are necessary to ensure that ARM systems, and particularly metadata, appraisal and access, reflect the needs and identities of the communities they serve.
- ARM systems need to be based on an excellent understanding of **user-centered design**, as well as strong **digital and technological literacy** and **management** competencies to ensure the effective and efficient operation of these systems.

## LEARNING OUTCOMES

Upon completion of the course, students are expected to have gained basic knowledge or proficiency in the following areas:

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[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

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| The role of archives and records repositories as crucial components of documentary heritage and social memory, and for the functioning and accountability of key institutions and structures. |
| The history of archiving and archival thought, as well as context of the creation and the characteristics of records |
| Key concepts, theories, methods, and practices that all archivists and records managers need to know |
| Key milestone events and foundational texts in archival studies, and how these are taken up and altered with the development of the records management field in the mid-20th century. |
| The core values (as well as sites of competing values) that underpin ARM professional practices, specifically the relationship between *human rights*, *social justice*, and *emancipatory social change* and unfettered access to information in all its forms. |
| The use of tools and techniques associated with critical information studies and critical theory more generally to interrogate how race, gender, sexuality, power and privilege impact ARM praxis, and assess contemporary information policies. |
| Community engagement approaches and techniques as a means to engaging effectively with a range of communities and communities within communities. |
| Practical methods by which to decolonize and diversify archives and records management theory, practices and repositories, particularly in relation to description (metadata) and appraisal. |

## 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

There is no required textbook. The instructor will provide a seminar reading list that draws on a wide variety of digitally available books and articles. All readings materials and class slides (after lectures) will be made available through Brightspace. The seminar reading list provide supplementary recommended readings and overviews of relevant literatures/disciplines, as well as required readings.

In addition, these resources are a helpful go-to for basic archival terms, concepts, methods, standards, etc. They are excellent reference material when you are not sure what an archival term means, or how we apply a certain method, etc.
- Society of American Archivists (2022) *Glossary of Archival & Records Terminology*, edited by Richard Pearce-Moses.
- Elizabeth Shepherd and Geoffrey Yeo (2003) *Managing Records: A Handbook of Principles and Practice* (London: Facet).

## METHODS OF EVALUATION

| Assignment | Value | Due |
|---|---|---|
| Participation | 15% | Ongoing throughout semester |

| | | |
|---|---|---|
| Semi-Weekly Journals | 30% | Ongoing throughout semester |
| Group Case Study | 40% | Final class |
| Group Presentation | 15% | Final class |

**Participation (15%):** This is a graduate-level seminar course that is structured around participation during class meetings. Participation marks will be based on class attendance and general contributions to the class discussions on a weekly basis throughout the course. Course contribution is measured by an individual's participation for the benefit of the entire class. 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 classroom. In sum, participation is expected to be frequent, thoughtful and always respectful of others. If you are not comfortable participating in class discussions, please contact the course instructor at the beginning of the course to explore possibilities.

Evaluation of participation will consider, in particular:
- showing up to class on time and ready to participate (having finished readings, etc.)
- substance and quality of comments and participation
- frequency of participation
- interaction with others (for example: building on points raised by others; responding to others respectfully; not dominating the discussion; not leaving burden of carrying the discussion on others; not interrupting; demonstrating active listening, and so on)
- whether contributions address the readings and are on-topic
- willingness to learn and to be self-critical
- the extent to which you make references and connections to other readings and class discussions, as well as your professional and academic experiences

Remember, the purpose of course discussions are to stimulate academic and professional debate. Critical thinking is highly desirable! Of course, "critically" doesn't mean that you are out to find everything negative about a particular reading or other course content. Rather, it is about evaluating and building on what's been offered: What are the strengths and weakness of the reading? How can we build on the strengths and avoid the weaknesses to further out ability to think and act on a particular topic or issue?

**Journal Entries (30%):** By the end of the semester, you will hand in 5 weekly journals that reflect on and outline your views and perspective on the class material, including readings, lectures, guest speakers, workshops, tours and class activities. The weekly reflections:
- can take the form of a blog, academic report, story (fictional or non-fictional), personal diary, image, podcast or video
- can be written or narrated from a personal perspective, as an informal text or presentation for popular audiences, or in a more formal academic tone
- may be multimedia, i.e., it includes some mix of artistic, visual, textual, audio or video components
- may be of any length but not exceeding 500 words each (for text) or 3-4 minutes (for podcasts, videos, etc.)
- 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 readings, guest speakers and resources from other weeks and from outside the course in addition to material from the relevant week
- can be reused in whole or part for your other assignments in this course if relevant

Graduate studies in the humanities and social sciences provides a relatively rare opportunity to develop your reading and writing skills, which requires intensive and reflective engagement with a wide variety of texts and material. Essential to this process is to develop the habit of carefully and thoughtfully reading all assigned materials and taking critical notes in the process. This assignment is designed to encourage you to develop and advance this vital practice that is usually (implicitly) expected in graduate students.

**Group Case Study Project + Presentation (40% + 15%):** Working in groups of 2-3 students, you will research, identify, explore and assess an archival / recordkeeping institution or site as a case study. The goal is to 1) make connections between current practices and issues related to the institution/site and the history and cannon we've explored in the course; 2) to evaluate how new approaches and technologies can address the challenges or problems facing these institutions and sites; and 3) to develop a plan for how these new approaches and technologies can be applied to the case your group is examining. This assignment takes place throughout the course and key deliverables are due intermittently during the semester. During the last class, each group will present on their case study and proposed solutions. Further instructions and potential cases will be provided during the first week of class.

**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+<br>A<br>A- | 4.30<br>4.00<br>3.70 | 90-100<br>85-89<br>80-84 | Excellent | Considerable evidence of original thinking; demonstrated outstanding capacity to analyze and synthesize; outstanding grasp of subject matter; evidence of extensive knowledge base. |
| B+<br>B<br>B- | 3.30<br>3.00<br>2.70 | 77-79<br>73-76<br>70-72 | 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. |
| C+<br>C<br>C- | 2.30<br>2.00<br>1.70 | 65-69<br>60-64<br>55-59 | Satisfactory | Evidence of some understanding of the subject matter; ability to develop solutions to simple problems; benefitting from his/her university experience. |
| 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 for Fall 2022

*\*\* The course schedule, readings and activities are subject to change. You will be informed via email of any changes and an updated syllabus post on Brightspace. Where there is discrepancy between the readings listed here and those on Brightspace, the latter should be followed. \*\**

<u>Unit 1: Introduction</u>

### Week 1 – 1.1 Introduction to Archival Studies

*Required readings:*
- Please review course syllabus and fill out course survey before class (Brightspace)

*Highlights from relevant literatures:*
- 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 and Struggle: Speeches and Writings of Amilcar Cabral* (London: Heinemann), pp. 119-137.
- Linda Tuhiwai Smith (1999) "Introduction," in *Decolonizing Methodologies* (London: Zed Books), pp. 1-18.
- Maureen K. Lux (2001) *Medicine That Walks: Disease, Medicine and Canadian Plains Native People, 1880-1940* (Toronto: UofT Press).
- Heather Dorries, Robert Henry, David Hugill, Tyler McCreary and Julie Tomiak, eds. (2003) *Settler City Limits: Indigenous Resurgence and Colonial Violence in the Urban Prairie West* (Winnipeg: University of Manitoba Press).
- bell hooks (2003) "Preface," in *Teaching Community: A Pedagogy of Hope* (New York: Taylor & Francis Group), pp. ix-xvi.
- James W. Daschuk (2019). *Clearing the Plains: Disease, Politics of Starvation, and the Loss of Indigenous Life* (Saskatchewan: University of Regina Press).
- Leanne Simpson (Fall 2008) "Looking after Gdoo-naaganinaa: Precolonial Nishnaabeg Diplomatic and Treaty Relationships." *Wicazo Sa Review* 23(2): 29-42.
- 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.
- 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).
- Hayden King (Jan 18, 2019) "'I Regret It': Hayden King on Writing Ryerson University's Territorial Acknowledgement. *CBC Radio*.
- 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.*
- UofM, President's Office (2020) *Final Report of the President's Task Force on Equity, Diversity and Inclusion* (UofM).
- UofM (2022) Territory Acknowledgement.

### Week 2 – 1.2 Introducing Archival Concepts & Knowledge

*Ask yourself: in your view, what conceptions or definitions of archives, records, and provenance should guide ARM work? How would you define these terms? What knowledge does an archivist need to do archival work? These readings introduce you to some basic tensions in discussion of these questions over the past three decades in Canada and elsewhere. Where are the tensions? Have they been resolved? Can they be?*

*Required readings:*
- Terry Eastwood (Spring 1994) "What is Archival Theory and Why is it Important?" *Archivaria* 37.

- Tom Nesmith (Spring 1999) "Still Fuzzy, But More Accurate: Some Thoughts on the 'Ghosts' of Archival Theory." *Archivaria* 47.
- Terry Cook (2009) "The Archive(s) is a Foreign Country: Historians, Archivists, and the Changing Archival Landscape." *Canadian Historical Review* 90(3).
- Terry Eastwood (2017) "A Contested Realm: The Nature of Archives and the Orientation of Archival Science," in Terry Eastwood and Heather MacNeil eds., *Currents of Archival Thinking,* Second edition (Santa Barbara, California: Libraries Unlimited).

*Supplementary readings:*
- Tom Nesmith (2015) "Archives (Institutions)" and "Principle of Provenance," in Luciana Duranti and Patricia C. Franks, eds. *Encyclopedia of Archival Science* (New York, London: Rowman and Littlefield), pp. 92-95, 284-287. (See UM Learn)
- Tom Nesmith (Sept. 21, 2020) *Toward a New Glossary of Archival Terminology: Part I, II* (University of Manitoba). (See UM Learn)


**Week 3 – 1.3 Archival Perspectives on Recorded Communications**

*Required readings:*
- Gary Taylor (1996) "Part II: Represent," in *Cultural Selection: Why Some Achievements Survive the Test of Time and Others Don't*, p.97-142. (See UM Learn)
- Tom Nesmith (Spring/Summer 2002) "Seeing Archives: Postmodernism and the Changing Intellectual Place of Archives," *The American Archivist*.
- Denise Schmandt-Besserat (2015) "Writing, Evolution of" in *International Encyclopedia of the Social & Behavioral Sciences* (Second Edition), pp. 761-766.


**Week 4 – 1.4 Contextual Approaches to Archival Administration: Traditional & Postmodern (**

*Required readings:*
- Verne Harris (2000) *Exploring Archives: An Introduction to Archival Ideas and Practice in South Africa* (National Archives of South Africa). (See UM Learn)
- Terry Cook (2007) "Foreword: Verne Harris and the Cracks of Memory," in Verne Harris, *Archives and Justice: A South African Perspective* (Chicago: Society of American Archivists). (See UM Learn)


**Week 5 – Tour Day (full day)** *We we tour several local archives*

*If you do not plan to attend any or all of the day, please contact Dr. Ghaddar as soon as a possible to make alternative arrangements as necessary.*

Unit 2: Modern Archival Thought (Week 6-13)

**Week 6 – 2.1 Archival Origins & Provenance from the French Revolution (1789) to the Dutch Manual (1898)**

*The Dutch* Manual *is a foundational text of modern archiving and records management that offers insights into thinking and methods that are still current today. Pay attention to metaphors (such as the skeleton metaphor) and language (e.g., of "organic" collections and records), as well as to foundational statements about functionalism, provenance and original order. Notice how modernist obsessions with classification and regulation come through, as has been pointed out in a range of critical literature like that of Drake (2016).*

*Required readings:*
- S. Muller, J.A. Feith, and R. Fruin, *Manual for the Arrangement and Description of Archives* (1898; second reprint, English language translation, 2003/1968). (Online)

- o Introduction by Ketelaar, Horsman, and Thomassen (pp. v-xxxiii)
  - o Author's Preface (pp. 9-10)
  - o Rules 1-4 (pp. 13-22); 16-19 (pp. 52-66) and 65-66 (pp. 152-156)
  - o Browse further if you are able.
- Jarrett M. Drake (2016) [RadTech meets RadArch: towards a new principle for archives and archival description](). *On archivy* [Blog]. (Available Online)
- J.J. Ghaddar (August 2021) "Introduction" in *Provenance in Place: Archives, Settler Colonialism & the Making of a Global Order*. Thesis, University of Toronto. (Available through instructor) \*\***unpublished manuscript, not to be shared – revised title, "Archival Fictions from the French Revolution to the Fifth Republic: A Critical Rethinking of the History of Archival Studies"**\*\*

*Highlights from relevant literatures:*
- Ernest Posner (1940) "Some Aspects of Archival Development Since the French Revolution." *American Archivists* 3: 159-72.
- Aimé Césaire (1972/1955) *Discourse on Colonialism*. Trans. Joan Pinkham (New York: Monthly Review Press).
- Frantz Fanon (2004/1961) *The Wretched of the Earth.* Trans. R. Philcox (New York: Grove Press).
- C.L.R. James (1989/1963) *The Black Jacobins*. Second edition (NY: Vintage Books).
- Walter Rodney (1981/1972) "[The African Revolution: A Talk at the University of Michigan, 31 March 1972]()." *Urgent Tasks* 12: 5-13.
- Gavin Kitching (Oct-Dec 1981) "[The Theory of Imperialism and Its Consequences]()." *Middle East Report* 100.
- Lawrence D. Geller (Summer 1983) "Joseph Cuvelier, Belgian Archival Education, and the First International Congress of Archivists, Brussels, 1910." *Archivaria* 16: 26-34.
- Judith Panitch (Winter 1996) "Liberty, Equality, Posterity?: Some Archival Lessons from the Case of the French Revolution." *American Archivist* 59: 30-47.
- Terry Cook (1997) "What is Past is Prologue: A History of Archival Ideas Since 1898, and the Future Paradigm Shift." *Archivaria* 43: 26-29.
- Stefan Berger (2012) "The Role of National Archives in Constructing National Master Narratives in Europe." *Archival Science* 13(1): 1-22.
- Aaron Gordon (2014) *[Eurocentric Archival Knowledge Production and Decolonizing Archival Theory]()*. Thesis, York University.
- Jennifer Douglas (2017) "Origins: Revolving Ideas about the Principle of Provenance," in Terry Eastwood and Heather MacNeil, eds., *Currents of Archival Thinking* (Santa Barbar, California: Libraries Unlimited), pp. 23-44.
- Geoffrey Yeo (2021) *Record-Making and Record-Keeping in Early Societies* (New York: Routledge).

**Week 7 – 2.2 Meanwhile in Canada… Total Archives, Settler Colonialism & Indigenous Self-Determination/Land Back, Part I**

*The Canadian tradition of total archives is often cited as one of the most distinctive aspects of Canadian archival theory and practice. How does total archives practice and theory contrast with archiving in Europe (or elsewhere) as we have discussed so far in the course? Why? What does this tell us about the relationship between archiving and recordkeeping practices, on the one hand, and the larger social, political, and historical context of those activities, on the other? What does it tell us more generally about the nature of the recordkeeping practices and methods we have discussed so far, including provenance?*

*Required readings:*
- J.J. Ghaddar (2021) "Total Archives for Land, Law & Sovereignty in Settler Canada." *Archival Sci*ence 21: 59-82.
- Rebecca Scheffield "[Total Archives: A Brief History.]()" @archivalobjects [Blog].
- Eve Tuck and K. Wayne Yang (2012) [Decolonization Is Not a Metaphor](). *Decolonization: Indigeneity, Education & Society* 1(1): 1-40.
  - o Read: pp. 1-10 at least

- Read: 1 article in the special issue of *Briarpatch* titled, "The Land Back Issue" (September/October 2020).

*Highlights from relevant literatures:*
- Eve Tuck and K. Wayne Yang (2014) Unbecoming Claims: Pedagogies of Refusal in Qualitative Research. *Qualitative Inquiry* 20(6): 811-818.
- François Dansereau (2021) "Déploiements des archives, altérité et espaces de mémoires relationnels: pour une archivistique éthique anticoloniale." *Documentation et bibliothèques* 67(3): 24-37.
- James Lowry and Heather MacNeil (2021) "Archival Thinking: Archaeologies & Genealogies." *Archival Science* 21: 1-8.
- Gidimt'en Land Defenders, Wet'suwet'en Nation (Feb. 7, 2022) Militarization of Wet'suwet'en Lands & Canada's Ongoing Violations: Submission to the Expert mechanism on the Rights of Indigenous Peoples, United Nations Human Rights, Office of the High Commissioner.

**Week 8 – 2.3 Race, Capital & Empire: Placing Hilary Jenkinson into History + Virtual Open Classroom**

*This session provides a critical biography of the key archival thinker and long-time British national archivist, Hilary Jenkinson. It focuses on his publications:* A Manual of Archive Administration: Including the Problem of War Archives and Archive Making *(1922) and his earlier, "The Records of the English African Companies" (1912). It also makes connections between the ideas and assumptions embedded in these texts to his practice at the British national archives (the Grigg two-tiered system of appraisal in particular), his participation in the Monuments, Fine Arts and Archives section during WWII; and his 1948 memo on colonial archives. Using these three points, it situates Jenkinson as an imperial actor through the lenses of race, capital and empire and extends reflection on these contexts into the development of Anglo-archival and recordkeeping practice today.*

*Required readings:*
- Hilary Jenkinson (1922) *A Manual of Archive Administration: Including the Problem of War Archives and Archive Making* (Oxford: Clarendon Press).
    - Read: "Part I: Introductory" (pp. 1-22)
    - Browse further if you are able.
- Hilary Jenkinson (1912) "The Records of the English African Companies." *Transactions of the Royal Historical Society* 6: 185-220. (UM Learn)
- Walter Rodney (1970) "The Imperialist Partition of Africa." *Monthly Review* 21(11): 103-114.
- Shannon Hodge, Sarah Nantel, and Chris Trainor (2022) "Remnants of Jenkinson: Observations on Settler Archival Theory in Canadian Archival Appraisal Discourse." *Archives & Records* 43(2): 147-60.
- James Lowry and Verne Harris (2022) "Settler to Settler (Reading 'Remnants of Jenkinson')." *Archives & Records* 43(2): 161-163.
- Mpho Ngoepe (2022) "Reflections on 'Remnants of Jenkinson: Observations on Settler Archival Theory in Canadian Archival Appraisal Discourse.'" *Archives and records* 43(2): 164-165.
- Greg Bak (2022) "Appraisal in Need of Re-Appraisal: Reflections on 'Confronting Jenkinson's Canon: Reimagining the 'Destruction and Selection of Modern Archives" through the Auditor-General of South Africa's Financial Audit Trail.'" *Archives and records* 43(2): 177-179.

*Highlights from relevant literatures:*
- Rosa Luxemburg (1951/1913) *The Accumulation of Capital*. Trans. Agnes Schwarzschild (London: Routledge and Kegan Paul Ltd.).
- Vladimir Lenin (1916) "Speech Delivered at an International Meeting in Berne, February 8, 1916." Trans. unknown. *Berner Tagwacht* 33.
- Vladimir Lenin (1916) "X. The Place of Imperialism in History," in *Imperialism, the Highest Stage of Capitalism* (Petrograd), pp. 298-300.
- Great Britain, Parliament (1954) *Report of the Committee on Departmental Records*. (Known as "The Grigg Report") Cmnd. 9163 (London: HMSO).
- Felix Hull (1980) "The Appraisal of Documents: Problems and Pitfalls." *Journal of the Society of Archivists* 6: 287-91.

- Hans Booms (Winter 1991-1992) "Uberlieferungsbildung: Keeping Archives as a Social and Political Activity." *Archivaria* 33: 25-33.
- Luciana Duranti (1994) "The Concept of Appraisal and Archival Theory." *American Archivist* 57: 328-45.
- 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), pp.5-57.
- Norma Gregory, Victoria Hoyle, and Sarah-Joy Maddeaux (2021) "Editorial: Dismantling Structural Racism in Archives and Recordkeeping Practices in the UK." *Archives and Records (Abingdon, England)* 42 (3): 223-27.
- 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 Richard Cox and David Wallace, eds., *Archives and the Public Good: Accountability and Records in Modern Society* (Westport CN and London).
- Walter Rodney (2018) *The Russian Revolution: A View from the Third World*. Jesse Benjamin and Robin D.G. Kelley, eds. (Verso).
- Mpho Ngoepe and Lekoko Kenosi (2022) "Confronting Jenkinson's Canon: Reimagining the 'Destruction and Selection of Modern Archives' through the Auditor-General of South Africa's Financial Audit Trail." *Archives and records* 43(22): 166-176.

## Week 9 – 2.4 Schellenberg's *Modern Archives*: From Modernism and Appraisal to the Visuality, Orality and Materiality of Records

*With Schellenberg's tellingly titled* Modern Archives*, archival theory and practice entered its period of high modernism, complete with a focus on expertise, compartmentalized work and managerialism. Meanwhile, in Canada, Cook explores how Dominion Archivist W. Kaye Lamb implemented Schellenbergian archival theory and practice, albeit with a Canadian twist. Cook is perhaps best known as the most influential theorist of archival appraisal of the last fifty years, and in many ways his system of macroappraisal emerged as a critique of Schellenbergian appraisal theory (See Chapter 12 of* Modern Archives*). While reviewing this article, think about the intertwining of modernism and archives in Lamb's and Schellenberg's thinking. Also consider the following as you engage this week's readings: All records – including digital records – are material objects. How are we to understand and interpret this materiality, and integrate it into our work as archivists? In addition to being material objects, records are also visual objects. How are we to understand and interpret the visual nature of records, and integrate it into our thinking? While our readings focus on visual representations such as photographs, maps and artworks, you should also think about the visual aspects of* all *records, including black-and-white, textual records. At the same time, aural/oral records are an incredibly important aspect of archival holdings and yet are often neglected. Why are oral recordings so important in Canadian archives especially? And how might we better manage these records?*

*Required readings:*
- T.R. Schellenberg (2003/1956) *[Modern archives: principles and techniques](#)* (Chicago: Society of American Archivists).
   - Read: "Introduction" to the 2003 Reissue (pp. xi-xiii) and "Part I: Introduction" (pp. 3-32)
   - Skim: "Part III: Archival Management"
- Hilary Jenkinson (1955) "Shorter Communication: Modern Archives, Some Reflections." *Journal of the Society of Archivists* 1(5): 147-149. (UM Learn)
- Raymond Frogner (2015) "'Lord, Save Us from the Et Cetera of the Notary': Archival Appraisal, Local Custom, and Colonial Law." *Archivaria* 79: 121-158.
- Skim through: Terry Cook (2005) "An Archival Revolution: W. Kaye Lamb and the Transformation of the Archival Profession." *Archivaria* 60: 185-234.
- Linda J. Henry (1998) "Schellenberg in Cyberspace." *American Archivist* 61(2): 309-27.

*Highlights from relevant literatures:*

- Helen W. Samuels (Winter 1991-1992) "Improving Our Disposition: Documentation Strategy." *Archivaria* 33: 125-40.
- David Bearman (1991) "An Indefensible Bastion: Archives as a Repository in the Electronic Age." *Archives and Museum Informatics Technical Report* 13: 14-24.
- Brien Brothman (1991) "Orders of Value: Probing the Theoretical Terms of Archival Practice." *Archivaria* 32: 78-100.
- Mark Monmonier (1991) *How to Lie with Maps* (Chicago: U of Chicago Press) -- Chapters 1 and 2 and Epilogue.
- Terry Cook (1994) "Electronic Records, Paper Minds: The Revolution in Information Management and Archives in the Post-custodial and Postmodernist Era." *Archives and Manuscripts* 22: 300-328.
- Frank Boles and Mark Greene (1996) "Et Tu Schellenberg? Thoughts on the Dagger of American Appraisal Theory." *The American Archivist* 59(3): 298-310.
- Ian Wilson (2000) "The Fine Art of Destruction Revisited." *Archivaria* 49: 124-139.
- Terry Cook (2001) "Fashionable Nonsense or Professional Rebirth: Postmodernism and the Practice of Archives." *Archivaria* 51: 14-35.
- Reto Tschan (2002) "A Comparison of Jenkinson and Schellenberg on Appraisal." *The American Archivist* 65(2): 176-95.
- Terry Cook (2004) "Macro Appraisal and Functional Analysis: Documentary Governance rather than Government." *Journal of the Society of Archivists* 25(1): 5-18.
- Robert Fisher (2009) "In Search of a Theory of Private Archives: The Foundational Writings of Jenkinson and Schellenberg Revisited." *Archivaria* 67: 1-24.
- Ciaran B. Trace (2010) "On or Off the Record? Notions of Value in the Archive," in Eastwood T. and MacNeil H. (eds). Currents of Archival Thinking (Santa Barbara, CA: Libraries Unlimited).
- Joan M. Schwartz (2011) "The Archival Garden: Photographic Plantings, Interpretive Choices, and Alternative Narratives," in Terry Cook, editor, *Controlling the Past: Documenting Society and Institutions* (Chicago: SAA), pp.69-110.
- Mishauna Goeman (2014) "Disrupting a Settler-Colonial Grammar of Place: The Visual Memoir of Hulleah Tsinhnahjinnie," in Andrea Smith and Audra Simpson, eds., *Theorizing Native Studies* (Duke Universiy Press), pp. 235-265.

**Week 10 – 2.5 Meanwhile in the World…Displaced Archives, Repatriation & the Vienna Convention: Global South Perspectives + Virtual Open Classroom**

*Nationally, the [Truth & Reconciliation Commission (TRC) called](#) on Canadian archives, museums, and libraries to take up the challenge of decolonization, truth telling and national reconciliation. These calls reflect, among other things, [the fact that the TRC had to take the Government of Canada to court multiple times over access to archives and records](#). The TRC's successor body, the [National Centre for Truth & Reconciliation](#), continues to face barriers to archival access to fulfill its vital mandate. Globally, similar archival challenges have been a feature of most truth and reconciliation initiatives from South Africa to Morocco. Similarly, [debates about archival access and ownership](#) have been a feature of the relationship between European countries and their former colonies in Africa and Asia because records displaced to Europe in the wake of Third World political decolonization in the mid-20th century have rarely been repatriated. How to imagine a future in which such archival legacies of colonialism are redressed? This session features cases from Namibia and Botswana, alongside consideration of the potential and limits of the [Vienna Convention on the Succession of States with Respect to State Property, Archives & Debt (1983)](#) to inform and help resolve disputed archival claims between now independent states and their former western colonial rulers.*

*Required readings:*
- United Nations (1983) [Vienna Convention on Succession of States in Respect of State Property, Archives and Debts](#).
  - Read: "Preamble" on p. 2 + Part III (pp. 8-13)
- Ellen Ndeshi Namhila (2004) "Filling the gaps in the archival record of the Namibian struggle for independence." *IFLA Journal* 30 (3): 224-230.

- Ellen Ndeshi Namhila (2015) "Archives of Anti-Colonial Resistance and the Liberation Struggle (AACRLS): An Integrated Programme to Fill the Colonial Gaps in the Archival Record of Namibia." *Journal for Studies in Humanities and Social Sciences*: 168-178.
- Nathan Mnjama (2016) "Migrated Archives: The African Perspectives." *Journal of the South African Society of Archivists* 48: 45-54.
- Browse: ACARM (2017) *Migrated Archives: ACARM Position Paper*. Adopted at the ACARM Annual General Meeting, Mexico City.
- Riley Linebaugh and James Lowry (2021) The archival colour line: race, records and post-colonial custody. *Archives and Records* 42(3): 284-303.
- J.J. Ghaddar (2023) "Provenance in Place: Crafting the Vienna Convention for Global Decolonization and Archival Repatriation," in James Lowry (ed.) *Disputed Archival Heritage, Volume II (*New York: Routledge).

*Highlights from relevant literatures:*
- Hilary Jenkinson (1922) "Part V: War Archives," in *A Manual of Archive Administration: Including the Problem of War Archives and Archive Making* (Oxford: Clarendon Press), pp. 163-178.
- Abiola Abioye (2012) "Milestones in Archives Administration in Nigeria." *Comma, Journal of International Council on Archives* (1): 15-26.
- 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.
- Lisa Lowe (2015) *The intimacies of four continents* (Duke University Press, Durham).
- James Lowry (2017) "Introduction: Displaced Archives," in James Lowry, ed., *Displaced Archives* (Routledge), pp. 1-11.
- Todd Sheperd (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.
- Michael Karabinos (2018) "In the Shadows of the Continuum: Testing the Records Continuum Model through the Foreign and Commonwealth Office 'Migrated Archives'." *Archival Science* 18, (3): 207-24.
- Alina Sajed (July 27, 2020) From the Third World to the Global South. *E-International Relations.*
- Mandy Banton (2020) "History Concealed, History Withheld: The Story of the Foreign and Commonwealth Office 'Migrated Archives' and the Decades-long International Search for Redress." *Archives* 55 (1): 1-29.
- James Lowry (2020) *Disputed Archival Claims: An International Survey 2018/2019. International Council on Archives* (International Council on Archives.)
- Nathan Mnjama and James Lowry (2017) "A Proposal for Action on African Archives in Europe," in James Lowry, ed., *Displaced Archives* (Routledge), pp.1-11.
- Daniela Agostinho, Katrine Dirckinck-Holmfeld, Karen Louise Grova Søiilen (2019) "Archives that Matter Infrastructures for Sharing Unshared Histories. An Introduction." *Nordisk Tidsskrift for Informationsvidenskab og Kulturformidling* 8(2).
- Zhaogui Qin, Chunmei Qu and Ashleigh Hawkins (2021) "The Three-Character Classic of Archival Work: a brief overview of Chinese archival history and practice." *Archival Science* 21: 97-116.
- Wendy Muñiz (2022) "Critical Archival Theory and the Caribbean's Neoliberal Archival Turn." *Archival Science* 22: 239-257.
- Maria Cristina Betancur Roldán (May 2022) "Archival Traditions in Latin America." *Archival Science*: 1-18*.*

## Week 11 – 2.6 White Supremacy, Abolition & the Black Atlantic Archive

*Required readings:*
- Explore the following archival initiatives:
  - Decolonizing the Archive
  - We Are Transmission
  - *Black Women's Suffrage Digital Collection*

- Angela Davis (2003) "Chapter 5: The Prison-Industrial Complex," in *Are Prisons Obsolete?* (New York, NY: Seven Stories Press)," p. 84-104.
- Browse: Archives for Black Lives in Philadelphia's Anti-Racist Description Working Group (October 2019) *Antiracist description resources*.
- Call to Action: Archiving State-Sanctioned Violence Against Black People (2020)
- Tonia Sutherland (2019) "The Carceral Archive: Documentary Records, Narrative Construction, and Predictive Risk Assessment." *Journal of Cultural Analytics* 4(1):1-22. (UM Learn)
- *CBC Ideas* featuring Afua Cooper (2019) Canada's slavery secret: the whitewashing of 200 years of enslavement (53min).
- Etienne Joseph and Connie Bell (2020) "Everything Is Everything: Embodiment, Affect, and the Black Atlantic Archive." *Transactions - Institute of British Geographers (1965)* 45(3): 520-24.
- 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.*
- Nadine Chambers (July 9, 2020) The Black and Indigenous Presence in the Story of How Breadfruit Came to the Caribbean. *American Collections Blog.*

*Highlights from relevant literatures:*
- Frantz Fanon (1965/1959) "This Is the Voice of Algeria" in *A Dying Colonialism.* Trans. Haakon Chevalier (New York: Grove Press).
- Audre Lorde (1984/1979) "The Master's Tools Will Never Dismantle the Master's House," in *Sister Outsider*. The Crossing Press Feminist Series (Trumansburg, NY: Crossing Press).
- 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.
- Yula Burin & Ego Ahaiwe Sowinski (Nov 1, 2014) "Sister to Sister: Developing a Black British Feminist Archival Consciousness." *Feminist Review* 108:112-119.
- 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. *On archivy* [Blog].
- Tonia Sutherland (2017) Archival Amnesty: In Search of Black American Transitional and Restorative Justice. *Journal of Critical Library and Information Studies* 2: 1-23.
- *Rustbelt Abolition Radio* (2018) talks with Nick Estes on *"Native Resistance and the Carceral State"*.
- Ruha Benjamin (2019) "Technological Benevolence," in *Race after Technology: Abolitionist Tools for the New Jim Code* (Cambridge: Polity Press), pp.95-108.
- 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* (University of Regina)
- Sefanit Habtom and Megan Scribe (June 20, 2020) *To Breathe Together: Co-Conspirators for Decolonial Futures* (Yellowhead Institute).
- Robyn Maynard (2020) It's long-past time to talk about policing of Black women in Canada. *The Star.*
- 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.
- John Aarons, Jeannette Bastian and Stanley Griffin, eds. (2022) *Archiving Caribbean Identity: Records, Community and Memory* (Routledge).
- Andrea Conte (March 3, 2022) "Administrative Sabotage." *Briarpatch Magazine.*
- Norma Gregory, Victoria Hoyle and Sarah-Joy Maddeaux (March 3, 2022) Editorial: Dismantling Structural Racism in Archives and Recordkeeping Practices in the UK. *Archives and Records* 42(3): 223-227.


**Week 12 – 2.7 Multiple Provenance, Indigenous Data Sovereignty & Archival Protocols + Virtual Open Classroom**

*This week we examine a variety of principles-based guiding documents, drawing out how archivists and records managers are being directly and indirectly tasked with changes to their practices in order to become*

*more responsive and accountable to Indigenous peoples and communities in Canada. In particular, the question of how to move from awareness and education initiatives toward action and accountability measures will be brought up and explored. It brings these archival documents and debates into conversation with contemporary projects and initiatives at various institutions and sites in the country.*

*Required readings:*
- Browse website + watch video: *Ownership, Control, Access and Possession* (OCAP™).
- Browse: United Nations, General Assembly (2007) *Declaration on the Rights of Indigenous People*.
- Browse: Collaboratory for Indigenous Data Governance
- First Archivist Circle (2007) *Protocols for Native American Archival Material*.
- 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), pp. 319-337.
- ICA/NAA Indigenous Matters Summit (October 2019) *The Adelaide Tandanya Declaration*.
- Krystal Payne (2021) "Chapter Two: Guiding Documents for Archives and Archivists," in *Archival Harm Reduction: Utilizing Public Health Harm Reduction Concepts for Reconciliatory Power Shifts in Archives*. Thesis (University of Manitoba), pp. 32-58.
- Association of Canadian Archivist's Response to the Report of the Truth and Reconciliation Commission Taskforce (2020) *A Reconciliation Framework for Canadian Archives* (ACA).
- 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*.

*Highlights from relevant literatures:*
- Peter Scott (1966) "The Record Group Concept: A Case for Abandonment." *The American Archivist* 29(4): 493-504.
- 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.
- 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), pp.149-57.
- Karen Underhill (2006) Protocols for Native American archival materials. *RBG J* 7(2):134-145.
- Tom Nesmith (2006) "The Concept of Societal Provenance and Records of Nineteenth-Century Aboriginal-European Relations in Western Canada: Implications for Archival Theory and Practice." *Archival Science* 6(3-4): 351-360.
- 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).
- Sherene Razack (2015) *Dying from improvement: Inquests and inquiries into Indigenous death in custody* (University of Toronto Press)
- Crystal Fraser & Zoe Todd (2015) Decolonial sensibilities: Indigenous research and engaging with archives in contemporary colonial Canada. *L'internationale*.
- Jesse Boiteau (2017) "Introduction" and "Conclusion," in *The National Centre for Truth and Reconciliation and the pursuit of archival decolonization*, Thesis (University of Manitoba).
- Sumayya Ahmed (2018) "Archives Du Maroc?: The Official and Alternative National Archives of Morocco." *Archives and Manuscripts* 46 (3): 255–68.
- Research Data Alliance International Indigenous Data Sovereignty Interest Group (2019) CARE Principles for Indigenous Data Governance. *The Global Indigenous Data Alliance*.
- National Inquiry into Missing and Murdered Indigenous Women and Girls (2019) *Reclaiming Power and Place: The Final Report* (Winnipeg),
  - Read: Chapter 10 (Vol. 1b, pages 53-82), ""I am here for justice, and I am here for change": Commemoration and Calling Forth."

- Martin, Stefanie, Tamara Rayan and Moska Rokay (Summer 2020) "45 Years Later: The First BIPOC Forum at ACA." *Off the Record* 36(3): 16-18.
- 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.
- 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.