



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ speaking Musqueam people.

School Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

ARST 515 Arrangement and Description of Archives – Course Syllabus (3)

Program: MAS

Year: 2022-23, Winter Term 1

Course Schedule: Wednesdays, 2:00-4:50pm

Location:

Instructor: Dr. Jennifer Douglas (she/her)

Office location: IBLC 487

Office phone: 604-827-5905

Office hours: Wednesdays, 10-11 on zoom (link available in Canvas); 11:15-12:15 in person in my office (masked, please)

E-mail address: jen.douglas@ubc.ca

Learning Management Site:

<https://canvas.ubc.ca/courses/99729>

Course Goal: As part of the Master of Archival Studies core, the goal of this course is to provide students with the **foundational** theoretical and methodological knowledge needed to be able to arrange and describe aggregations of archival documents in professional archival settings. The course also introduces a critical lens on arrangement and description as an archival function and on the principles that underpin it that is more fully explored in ARST 545 – Advanced Arrangement and Description.

FNCC specialization: The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC), though you will be more prepared to critically engage with ideas about and practices of archival arrangement and description in ARST 545 – Advanced Arrangement and Description. If you would like to take this course for FNCC credit, I invite you to contact me to discuss this option.

Learning Outcomes:

Upon completion of this course students will be able to:

1. Demonstrate understanding of the characteristics of aggregations of archival documents (e.g. fonds, record groups, series, etc.) and their interrelationships [1.1, 2.1]
2. Demonstrate understanding of the archival principles of provenance, respect des fonds and respect for original order [1.1, 2.1]
3. Apply the principle of provenance to archival aggregations by undertaking the systematic identification and critical evaluation of an archival aggregation (e.g. fonds, record group) and its parts (e.g. series, file, item) [1.2, 3.2]
4. Demonstrate understanding of the principles and methods of archival description, and apply these using descriptive standards adopted by different archival communities [1.2, 2.1]



5. Begin to critically engage with and assess the strengths and weaknesses of foundational theories and practices of arrangement and description as they are applied in different contexts, and in particular in the contexts of (1) Truth and Reconciliation in Canada and (2) the challenges posed by digitized and born-digital records [1.5, 3.1, 4.1]

Course Topics:

- Power and positionality in archival arrangement and description
- Archival aggregations: what are they and why do archivists work with aggregates?
- The principles of provenance, respect des fonds and respect for original order
- Purposes of and best practices for accessioning records
- Methods for analyzing the internal and external structure of a fonds or record group
- Types of finding aids and other descriptive instruments
- The development of descriptive standards in North America and internationally
- The structure, content and application of *Rules for Archival Description* (RAD)
- The structure, content and application of other national and international descriptive standards (e.g. DACS, ISAD(G), ISAAR(CPF), RIC, EAD, EAC, etc.)
- Introduction to challenges posed to the paradigmatic theory and practice of archival arrangement and description by records created in diverse contexts (e.g. digital archives, personal archives, non-textual archives, non-Western archives, etc.)
- Archival arrangement and description and the Truth and Reconciliation Commission’s Calls to Action

Prerequisites: MAS and Dual students take this course as part of the MAS core. The course will be taken in the first term of the program along with ARST 500, ARST 510 and ARST 573. Core courses in the MAS program can only be taken by students registered in the MAS or Dual MASLIS program.

Format of the course: Course includes lectures, in-class discussions and activities, site visits and guest lectures.

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities): 10 hours

Required and Recommended Reading:

Readings from books, journals and websites will constitute required readings/viewings. These will be available through UBC libraries in electronic and/or print formats or will be available online. Required readings are listed in the week-by-week course schedule; a list of additional recommended and supplementary readings will be available in Canvas. You will be expected to read the required readings, which introduce key concepts or provide historical context for topics discussed in class. In class lectures, I will draw extensively from supplementary readings as well as from the required readings; you may find that supplementary readings will help you further understand some concepts and/or that help you to more deeply explore topics that are of especial interest to you.

Course Assignments:

| Assignment Name | Due Date | Weight | Graduate Competencies |
|-----------------|----------|--------|-----------------------|
|-----------------|----------|--------|-----------------------|



| | | | |
|--|--------------|-----|-------------------------|
| Critical Reading Reflection #1 | September 28 | 15% | 1.1, 1.2, 2.1 |
| Arrangement analysis (group project) | October 26 | 30% | 1.1, 1.2, 2.1, 2.2 |
| Description Portfolio <ol style="list-style-type: none">1. External and internal analysis of your fonds2. RAD compliant fonds, series, file and item descriptions of your fonds3. ISAAR(CPF) authority record for your fonds4. ISAD(G) fonds-level description for your fonds5. Critical reflection on the process | November 30 | 30% | 1.2, 3.2, 4.2 |
| Critical Reading Reflection #2 | December 14 | 15% | 1.1, 1.5, 3.1, 4.1, 4.2 |
| Participation self-assessment (based on participation in regular class activities, e.g. drafting a positionality statement; creating an accession record; description case studies; creating AToM records; creating name access points; etc.) | December 9 | 10% | 2.1, 1.5, 2.2 |

Assignment #1: Critical Reading Reflection #1 [2.1, 1.1, 1.2]

This assignment allows you to reflect critically on important concepts that are the building blocks for much of your future archival education and career.

For critical reflection #1, you will draw on the course readings required up to and including **Week 4** and on your own experience to consider the following questions, focusing on the nature of archival aggregations and the archival principle of provenance (including the sub-principles respect des fonds and respect for original order):

- Prior to starting the MAS core, what did you understand about what archives are and how they are organized? How has your understanding changed in the last few weeks? Has anything that you have learned to date about archives and their organization surprised you?
- Based on your reading to date, what do you perceive to be the strengths of the principles of respect des fonds and respect for original order? Can you see any potential weaknesses associated with these concepts?
- What questions do you have, and/or what concepts are you struggling with?

Please note: I do not expect you to have mastered the concepts covered by the weeks' readings, nor do I expect you to have full understanding of the nature of archives and the purpose and process of arrangement and description. What I want to see is a genuine effort to (1) situate yourself and your current knowledge in relation to the readings and to (2) engage critically with them.

Your critical reflection should cite **at least five** readings from the required and/or recommended course reading lists.



Your critical reflection should be 4-5 pages, double-spaced (12-point font, regular margins, etc., approx. 1000-1500 words).

Assignment #2: Arrangement Analysis [1.1, 1.2, 2.1, 2.2, 3.1, 3.2]

In weeks 5 and 6 of class we will be visiting UBC's Rare Books and Special Collections to spend some time working with archival fonds. Half the class will visit RBSC in Week 5, and the other half in Week 6. While at RBSC, you will work in small groups with a finding aid and several boxes from a personal or organizational fonds. You will be provided with a list of questions to help guide you through an analysis of the fonds and its parts (series, files, items). With your group, you will spend the time in RBSC working through this guided analysis exercise.

This assignment provides you with an opportunity to (1) consult and use archival descriptions online and on-site, and (2) to work directly with archival materials, in order to (3) familiarize yourself and engage critically with arrangement practices.

For the assignment, you will work in groups of three and go together to study an archival fonds onsite at a local archival repository. A list of repositories and archival fonds to work with will be provided in class for you to choose from, and you will be given a worksheet to help guide your analysis.

Following your visit to the archives, you and your group will prepare a report on your analysis of the fonds. The report must include:

- The name of the repository that holds the fonds and a brief description of the repository's mandate (i.e. does it preserve the records of local government, of a university, etc.?)
- The name and extent of the fonds
- A brief description of the creator and contents of the fonds
- A description of the arrangement structure of the fonds (number and names of series and any sub-series)
- A discussion about the physical and intellectual arrangement of the records (e.g., does physical arrangement mirror intellectual arrangement? What is the apparent rationale for identifying sub-fonds, series, and/or sub-series?)
- A discussion about original order (e.g. can you tell if it was preserved? What does the finding aid say, if anything, about original order? In cases where an order has been given to the fonds by an arranging archivist, what does the finding aid tell you about that order? In cases where an order has been given to the fonds by an arranging archivist, are there other possible orders that you think might have been established?)
- A discussion of any differences in the way the various finding aids you used represent the contents and structure of the fonds
- Any other information you think is significant about the arrangement of the fonds
- Reflections on the assignment:
 - A discussion of any insights gained about the theory and practice of archival arrangement
 - A discussion of any connections made between the experience and the archival literature read to date

You are not required to conduct additional research to complete the report, but citing course readings to support your observations and analysis is expected and will strengthen the report.



The report should be 6-8 pages long, double-spaced, excluding any appendices or bibliography.

Assignment #3: Description Portfolio [1.2, 2.1]

This assignment provides you with an opportunity to apply descriptive standards to a body of records: your own personal fonds. To complete the assignment, you will first have to think about what constitutes your fonds (as it exists at this moment in time). What materials form part of your personal archives? What series can you identify? We will do some brainstorming in class to prepare you to think about your fonds and its structure.

Once you have identified the boundaries of your fonds and determined the series within it, you will create a series of descriptions for different parts of the fonds using RAD, ISAD(G) and ISAAR(CPF).

The portfolio you submit will consist of five parts:

1) An analysis of the external and internal structure of your personal fonds:

In this section you will explain how you determined what constitutes your personal fonds and its constituent parts (e.g. series, files). In this section, you should explain the structure of your personal fonds; what is included in it and what are the series you've identified? Provide a brief rationale for how you have determined the boundaries of your fonds (i.e., what is included and what is not) and the series arrangement.

2) Multi-level RAD-compliant description:

In this section you will create a multi-level description for your personal fonds. The multi-level description will include:

- one fonds-level description
- two series-level descriptions
- one file-level description
- one item-level description. (Choose a file and an item to describe from within one of the series you've also described.)

You can model your description off of a finding aid you have seen in an archival repository or online (including on MemoryBC), or on the sample fonds descriptions we use as case studies in class, but you **MUST** cite the RAD rules you have used for each element of your description; in other words, I want to see that you are thinking your way through putting together a description rather than simply 'filling in the blanks' of an existing template.

3) An ISAAR(CPF) authority record:

In this section, you will create one ISAAR(CPF) authority record for yourself as the creator of the fonds. Again, please cite all the rules you use to create your record. You may use examples of ISAAR(CPF) records you find online (for example on MemoryBC or a repository site like the World Bank Archives) but you should be aware that many of these are incomplete; it may help to use the examples to think about how to format your authority record, while you ensure that all the content elements required by the standard are included.

4) An ISAD(G) fonds-level description:



In this section, you will create a second fonds-level description for your fonds, using ISAD(G) this time instead of RAD. Again, you can use samples you find online and/or on MemoryBC, but be sure to include all the content elements required by the standard in your description.

5) A reflection on the process:

In this section, you will provide a brief reflection (approx. 3 pages) on the experience of (virtually) arranging and describing your fonds. Questions to consider in your reflection include: What issues did you encounter? How well do your descriptions reflect the material included in your fonds and series? What differences did you notice between the representation of your fonds in the RAD and ISAAR(CPF)/ISAD(G) descriptions? Etc.

Please note: Students in the past have remarked that in some cases, their fonds includes quite personal materials. Please be assured that (1) any personal information you provide in your report will not be shared by me with any other individual; and (2) that you are under no obligation to share personal information; if there are parts of your fonds that you would rather not share information about, please leave those out of this assignment. If you find that it is challenging to avoid disclosing personal information, please talk to me and we can arrange an alternative approach to completing this assignment.

Evaluation criteria: The description portfolio will be evaluated based on (1) the thoroughness of your analysis of your fonds; (2) on your demonstrated understanding of the 3 descriptive standards (RAD, ISAD(G), ISAAR(CPF)) and their application at different levels of description; and (3) the incisiveness of your reflection.

Assignment #4: Critical Reading Reflection #2 [1.1, 1.2., 1.5, 3.1, 4.1]

The purpose of this assignment is to encourage students to reflect critically on the strengths and weaknesses of the principle of provenance and the methodologies that derive from it. Students will consider the following questions:

- How has your understanding about the nature of archives and how they are arranged and described by archivists changed since the beginning of the term?
- How has your understanding of the archival principle of provenance developed? What new ideas about the strengths and weaknesses of the principles of respect des fonds and respect for original order do you have? How do you think these principles need to continue to evolve? What new principles do you think should guide archival arrangement and description?
- What are the strengths and weaknesses of the current means archivists use to represent archival materials to users? Are there environmental conditions to which archival descriptive practices need to adapt? If so, what are they and how would you like to see description evolve?
- How does your positionality affect your approach to archival arrangement and description?
- What questions are you left with at the end of this class?

The critical reflection should be 5-6 pages, double-spaced (approx. 1200-1500 words). Critical reflections should refer to course readings and in-class discussions, and will be evaluated based on demonstrated attempt to engage critically and reflexively with these readings and discussions.

Assignment #5: Participation [1.1, 1.2., 1.3, 2.2]



Participation marks will be self-assessed by students based on participation in regular in-class activities that may include: drafting a positionality statement; conducting trial donor interviews; creating an accession record; drafting different elements of a finding aid and working on description case studies; creating AToM records; creating name access points; etc. In the first weeks of class, we will work together to identify and discuss different ways of participating, to create a strategies document that you can use to help guide your own participation and self-assessment.

Course Schedule [week-by-week]:

| Topic | Date |
|---|------------------------|
| <p>Topics: Archives and Positionality; Introduction to Arrangement and Description and their Context(s), from the Dutch Manual to a Reconciliation Framework</p> <p>At the end of this week, you will be able to:</p> <ul style="list-style-type: none"> • Demonstrate initial understanding of the purposes and contexts of archival arrangement and description • Articulate the relationship between arrangement and description and other key archival functions • Recognize an archival finding aid and begin to read it critically • Define positionality and begin to articulate 1) why it is important to think about positionality in archival work and 2) your own positionality in this work <p>In preparation for this class, please read:</p> <ul style="list-style-type: none"> • Trace, Ciaran. "Archival Arrangement." In <i>Encyclopedia of Archival Science</i>. Eds. Luciana Duranti and Patricia C. Franks. Rowman and Littlefield, 2015, 21-24. • Thibodeau, Sharon. "Archival Description." In <i>Encyclopedia of Archival Science</i>. Eds. Luciana Duranti and Patricia C. Franks. Rowman and Littlefield, 2015, 39-42. • Belcourt, Billy-Ray. "Fatal Naming Rituals." <i>Hazlitt</i>. July 19, 2018. https://hazlitt.net/feature/fatal-naming-rituals • Hurley, Erica Samms and Margot K. Jackson, "Msit No'kmaq: An Exploration of Positionality and Identity in Indigenous Research." <i>Witness: The Canadian Journal of Critical Nursing Discourse</i> 2, no. 1 (2020): 39-50. https://witness.journals.yorku.ca/index.php/default/article/view/43/25 | <p>WEEK 1: Sept 7</p> |
| <p>Records and Aggregations</p> <p>At the end of this week, you will be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of the characteristics of records and record aggregations | <p>WEEK 2: Sept 14</p> |



- **Demonstrate** understanding of some different institutional and cultural contexts in which records are created and preserved
- **Discuss** challenges to traditional ideas about the definitions of 'record' and 'archives'

In preparation for this class, please read:

- Williams, Caroline. "Principles and Purposes of Records and Archives." In *Managing Archives: Foundations, Principles, and Practice*. Oxford: Chandos Publishing, 2006, 3-10. [sections on defining and characterizing records and archives] [Available through Library Online Course Reserves]
- Eastwood, Terry. "What Is Archival Theory and Why Is It Important?" *Archivaria* 37 (Spring 1994): 122-130. [available online through UBC Library catalogue]

And **one of**:

- Norquay, Naomi. "An Accidental Archive of the Old Durham Road: Reclaiming a Black Pioneer Settlement." *Archivaria* 81 (Spring 2016): 1-22. [available online through UBC Library catalogue]
- Sutherland, Tonia. "Where There's a Will: On Heir Property, African American Land Stories, and the Value of Oral Records in American Archives." In *Defining a Discipline: Archival Research and Practice in the 21st Century – Essays in Honor of Richard J. Cox*. (Chicago: Society of American Archivists, 2020) [available through Library Online Course Reserves]

In-class activity: draft a positionality statement

The Principle of Provenance

At the end of this week, you will be able to:

- **Demonstrate** initial understanding of the principle of provenance and its sub-principles (the principle of respect des fonds and respect for original order)
- **Explain**, at an introductory level, why archivists adhere to the principle of provenance
- Begin to **critically assess** the strengths and weaknesses of the principle of provenance

In preparation for this class please read:

- Horsman, Peter. "Taming the Elephant: An Orthodox Approach to the Principle of Provenance." In *The Principle of Provenance: Report from the First Stockholm Conference on the Archival Principle of Provenance, 2-3 September 1993*. Stockholm: Swedish National Archives, 1994, 51-63. [Available through Library Online Course Reserves]

WEEK 3: Sept 21



- Schellenberg, T.R. "Principles of Arrangement." In *Modern Archives: Principles and Techniques*. Chicago: U of Chicago P, 1956, 168-193. [Available through Library Online Course Reserves]
- Wood, Stacy, Kathy Carbone, Marika Cifor, Anne Gilliland, Ricardo Punzalan. "Mobilizing Records: Re-framing Archival Description to Support Human Rights." *Archival Science* 14 (2014): 397-419. [Available online through UBC Library catalogue]

In-class activity: Finding provenance in finding aids

Analyzing fonds (Part 1)

WEEK 4: Sept 28

At the end of this week, you will be able to:

- **Explain** the importance of establishing initial control over archives
- **Identify** the types of information about records that need to be captured and recorded during accessioning
- **Produce** a simple accession record
- **Identify** and **apply** the structure and key elements of the Canadian Archival Accession Information Standard (CAAIS)

In preparation for this class, please read:

- Brunton, Paul and Tim Robinson. "Accessioning." In *Keeping Archives*. 2nd ed. Ed. Judith Ellis. Port Melbourne: Thorpe, 1993, 207-221. [Available through Library Online Course Reserves]
- AIMS Work Group. "Accessioning." *AIMS Born Digital Collections: An Inter-Institutional Model for Stewardship*. 2012, 21-30 + relevant appendices. Available at: http://dcs.library.virginia.edu/files/2013/02/AIMS_final.pdf
- Eastwood, Terry. "Introduction." *The Archival Fonds: From Theory to Practice/Le fonds d'archives: de la théorie à la pratique*. Ed. Terry Eastwood. Ottawa: Bureau of Canadian Archivists, 1992, 1-29. [[Available through Library Online Course Reserves]

In-class activity: perform a donor interview and draft an accession record

Analyzing Fonds (Part 2)

WEEK 5: Oct 5

Guest panel on archival arrangement

At the end of this week, you will be able to:

- **Understand** how and why archivists identify fonds and their internal structure (series, files and items)

In preparation for this class, please read:

- Meehan, Jennifer. "Making the Leap from Parts to Whole: Evidence and Inference in Archival Arrangement and Description." *American Archivist* 72 (Spring/Summer 2009): 72-90. [Available online through UBC Library Catalogue]



- Miller, Frederic M. "Arrangement: Levels of Control." In *Arranging and Describing Archives and Manuscripts*. Chicago: Society of American Archivists, 1900, 57-68. [Available through Library Online Course Reserves]
- Cook, Michael. "Archival Arrangement." In *The Management of Information from Archives*. 2nd ed. Brookfield, Vermont: Gower, 1999, 101-128. [Available through Library Online Course Reserves]
Only read to section on classification.

Analyzing Fonds (continued)

There is no regular class meeting this week. You will have this week off to give you time to visit an archival repository to complete the arrangement analysis assignment.

At the end of this week, you will be able to:

- **Apply** your understanding of the external and internal structure of a fonds by **analyzing** a fonds in its general outlines

WEEK 6: Oct 12

Introducing Descriptive Standards

At the end of this week, you will be able to:

- **Identify** and **discuss** the concept of 'digital processing' and how it aligns (or not) with 'traditional' archival processing
- **Demonstrate** familiarity with the history of the development of descriptive standards in Canada and internationally
- **Discuss** some benefits and limitations of standardization of archival description
- **Identify** and **discuss** the principles upon which archival descriptive standards are based

In preparation for this class, please read:

- Faulder, Erin and Laura Uglean-Jackson. "Digital Processing: Exploring the Enigma." *American Archivist* 85, no. 1 (Spring/Summer 2022). [available online through UBC Library catalogue]
- Davis, S. E. "Descriptive Standards and the Archival Profession." *Cataloging and Classification Quarterly* 35, 3-4 (2003): 291-308. [available online through UBC Library catalogue]

WEEK 7: Oct 19



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|--|------------------------|
| <p>Descriptive Standards I (RAD)</p> <p>At the end of this week, you will be able to:</p> <ul style="list-style-type: none">• Identify key areas and elements of RAD and navigate its structure• Apply the use of RAD areas for title, dates, and physical description• Identify and discuss some of the ways RAD succeeds as a descriptive standard <p>In preparation for this class, please read:</p> <ul style="list-style-type: none">• <i>Rules for Archival Description (RAD)</i>. Available for download at: http://www.cdncouncilarchives.ca/archdesrules.html<ul style="list-style-type: none">○ Read:<ul style="list-style-type: none">▪ Preface to 2008 Revision▪ Preface to 1990 Edition▪ Statement of Principles○ Browse the standard to familiarize yourself with the layout and structure of the chapters <p>In-class activity: Description case studies</p> | <p>WEEK 8: Oct 26</p> |
| <p>Descriptive Standards I (RAD cont.)</p> <p>At the end of this week, you will be able to:</p> <ul style="list-style-type: none">• Apply the use of RAD areas for archival description and notes• Identify and discuss the ways in which RAD could be improved as a descriptive standard <p>In preparation for this class, please read:</p> <ul style="list-style-type: none">• Dancy, Richard. "RAD Past, Present, and Future." <i>Archivaria</i> 74 (Fall 2012): 7-41. [available online through UBC Library catalogue] <p>In-class activity: Description case studies</p> | <p>WEEK 9: Nov 2</p> |
| <p>READING WEEK – no class</p> | <p>WEEK 10: Nov 9</p> |
| <p>Descriptive Standards II (the ICA Standards)</p> <p>At the end of this week, you will be able to:</p> <ul style="list-style-type: none">• Identify key elements of the various ICA standards• Apply these standards at an introductory level• Discuss the similarities and differences between RAD and ISAD(G) | <p>WEEK 11: Nov 16</p> |



- **Understand** the concept of archival authority control at an introductory level

In preparation for this class, please read:

- Thibodeau, Sharon. "Archival Context as Archival Authority Record: the ISAAR (CPF)." *Archivaria* 40 (Fall 1995): 75-85. [available online through UBC Library catalogue]
- International Council on Archives. *Archival Arrangement & Description: Global Practices*. [2021] Available at https://www.ica.org/sites/default/files/aad_survey_report_final_202108_eng.pdf

Relevant standards (you do not need to read these; for reference):

International Council on Archives. *General International Standard Archival Description (ISAD(G))*. Available at [http://www.icacds.org.uk/eng/ISAD\(G\).pdf](http://www.icacds.org.uk/eng/ISAD(G).pdf)

International Council on Archives. *ISAAR(CPF): International Standard Archival Authority Record for Corporate Bodies, Persons and Families*. 2nd ed (ICA: Canberra, Australia, 2003): available for free download at <http://www.icacds.org.uk/eng/ISAAR%28CPF%292ed.pdf>

International Council on Archives. *ISDF: International Standard for Describing Functions* (ICA: Dresden, Germany, 2007): available for free download at http://eu.www.mcu.es/archivos/docs/JT3_NormalSDF_ENG.pdf

International Council on Archives. *ISDIAH: International Standard for Describing Institutions with Archival Holdings*. Available at: <http://www.ica.org/10198/standards/isdiah-international-standard-for-describing-institutions-with-archival-holdings.html>

Experts Group on Archival Description (2021) *Records in contexts: Conceptual Model 0.2*. Available at: https://www.ica.org/sites/default/files/ric-cm-02_july2021_0.pdf

International Council on Archives. *Records in Contexts Ontology (ICA RiC-O) version 0.2* https://www.ica.org/standards/RiC/RiC-O_v0-2.html

In-class activity: Description case studies

Descriptive Standards III (DACS and ATOM)

At the end of this week, you will be able to:

- **Identify** key elements of the DACS standard
- **Compare** DACS, RAD and the ICA standards
- **Discuss** the values of the open-source descriptive software movement

WEEK 12: Nov 23



- **Create** descriptive records using AToM

In preparation for this class, please read:

- Greene, Mark and Dennis Meissner. "More Product, Less Process: Revamping Traditional Archival Processing." *American Archivist* 68 (Fall/Winter 2005): 208-263. [available online through UBC Library catalogue]
- Society of American Archivists. *Describing Archives: A Content Standard, Second Edition. (DACs)*
<http://www2.archivists.org/standards/DACS>
 - Read the Preface, Statement of Principles, and Overview of Archival Description
 - Scan/browse the structure and other sections of the standard
- Bushey, Jessica. "ICA-AtoM: Open-source Software for Archival Description." Available at https://www.ica-atom.org/download/ICA-AtoM_JBushey.pdf

*You might also want to take a look at the ICA-AtoM User Manual (or at least know of its existence!). Available at: https://www.ica-atom.org/doc/User_manual

In-class activity: Description case studies and creating AToM records

Reconciliation, Decolonization and Indigenization in Arrangement and Description

WEEK 13: Nov 30

At the end of this week, you will be able to:

- **Identify** and **discuss** at the colonial contexts in which Canadian archival institutions are situated and participate
- **Articulate** how and why reconciliation, decolonization and Indigenization relate to archival arrangement and description
- **Identify** and **discuss** some strategies for addressing colonial and settler harm in arrangement and description theories and practices

In preparation for this week, please read:

- Fraser, Crystal and Zoe Todd. "Decolonial Sensibilities: Indigenous Research and Engaging with Archives in Contemporary Colonial Canada." *L'Internationale* (2016):
https://www.internationaleonline.org/research/decolonising_practices/54_decolonial_sensibilities_indigenous_research_and_engaging_wit_h_archives_in_contemporary_colonial_canada/
- Truth and Reconciliation Commission Taskforce of the Steering Committee on Canada's Archives. *Reconciliation Framework*. https://archives2026.files.wordpress.com/2022/02/reconciliationframeworkreport_en.pdf February 2022.
- Cress, Laurier. "An Intern's Investigation on Decolonizing Archival Descriptions and Legacy Metadata." *Bitstreams: Notes from the Digital Projects Team* [blog]. March 25, 2021.
<https://blogs.library.duke.edu/bitstreams/2021/03/25/an-interns->



[investigation-on-decolonizing-archival-descriptions-and-legacy-metadata/](#)

In-class activity: Enacting the Reconciliation Framework

Additional Challenges to Traditional Principles and Practices and Some Future Directions

WEEK 14: Dec 7

At the end of this week, you will be able to:

- **Understand** at an introductory level the development and features of the 'series system' of description
- **Identify** and **discuss** the primary ways in which digital archives challenge 'traditional' principles and methods of arrangement and description
- **Identify** and **discuss** emerging digital arrangement and description practices

In preparation for this class, please read:

- Cunningham, Adrian. "The Series System." In *Encyclopedia of Archival Science*, eds. Luciana Duranti and Patricia Franks. Rowan and Littlefield, 2015, pp. 380-385. [available online through UBC Library Catalogue]
- Yeo, Geoffrey. "Archival Description in the Era of Digital Abundance." *Comma* 2.2 (2013): 15-25. [available through Library Online Course Reserve]
- The National Archives UK. *Digital Cataloging Practices at The National Archives*. March 2017. Available at: <https://www.nationalarchives.gov.uk/documents/digital-cataloguing-practices-march-2017.pdf>
- Tai, Jessica. "Cultural Humility as a Framework for Anti-Oppressive Archival Description." *Journal of Critical Library and Information Studies*, vol. 3 (2020): <https://journals.litwinbooks.com/index.php/jclis/article/view/120>

In-class activity: Critical Reflection workshop

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#).

If you find yourself in need of an extension for an assignment, please contact me as soon as possible by email or in office hours to make arrangements. While I am willing to consider extensions, and especially as we all continue to experience the effects of the Covid19 global pandemic, climate emergency, white supremacy and the responsibilities of caregiving in different ways, please remember that assignment deadlines are there in part to help you manage your time; the core involves meeting many different deadlines, and consideration of your overall workload and ability to complete the term should be part of any of your thinking about an extension. Ideally, extensions should only be used in cases of illness, emergency or other unavoidable situation, but please contact me if at any point you are running into trouble with deadlines and assignments.



Required Materials: All required materials will be made available to you via the UBC Library Catalogue or Online Course Reserves through Canvas. There are no costs for materials associated with this course. As stated above, you have the option to purchase RAD (\$40), but can also use the free PDF version of the standard. If at any point you have trouble accessing course readings, please let me know right away so I can help.

Academic Concession: If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies' webpage on academic concession](#), and then contact me where appropriate.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#). Academic misconduct includes cheating, plagiarism, and self-plagiarism <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959> (§7)

UBC instructors/faculty, must report all incidents of suspected academic misconduct.

“Every case of academic misconduct, whether in coursework, comprehensive exams, a thesis, or a dissertation, must be brought forward to the Dean (or designated Associate Dean) of the Faculty of Graduate and Postdoctoral Studies.” <https://www.grad.ubc.ca/faculty-staff/policies-procedures/dealing-academic-misconduct-graduate-students>

Academic Accommodation for Students with Disabilities: Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for](#)



[Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Accommodation for Students with Disabilities \(Joint Senate and Board Policy\)](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Other Course Policies:

Pronouns and Names: I will do my best to treat all students with respect in this course. I will gladly learn to pronounce your name correctly and honour your request to address you by a name different than what appears on the class list. I will also create opportunities for students to share their pronouns if they wish to do so. I use she/her pronouns and you are perfectly welcome to call me Jennifer. If you find it easier to address me more formally, that is also just fine.

Course Use of Canvas: We will use Canvas as a repository for course materials and information about assignments and as a means of communicating with each other:

- Each week lecture slides and other class materials will be posted to Canvas
- Course readings that are not available online directly through the UBC catalogue or otherwise will be made available to you through the online course reserves, which you can access through Canvas
- I will use Canvas announcements to communicate with you outside of class, so please ensure you have notifications turned on to receive announcements
- You are welcome at any time to use the course discussion forum to chat about concepts, follow up on class discussions, share archives stories, etc.
- There is also a course q&a discussion thread that you can use to ask general questions about the course format, requirements and expectations, assignments, etc.; I will check this thread regularly
- Assignments will be submitted and returned through Canvas

Office hours and contacting me: I'll hold regular weekly office hours [with one office hour on zoom and one office hour in-person, in my office (masks required)]; if over time we discover that one option is far more popular than the other, I might decide to alter this schedule to adjust to student preferences. The link for zoom office hours can be found on the Canvas course home page. A waiting room is enabled for the meeting. Zoom office hours will be group drop-in style; we can also use breakout rooms to speak one-on-one when requested (don't hesitate to request it!).

You can come to office hours with questions about assignments, or about the course more generally, or even if you just want to pop in and say hi and have a chat. If the scheduled office hours are at a time that doesn't work for you, please feel free to email me to set up an alternate time. Please don't hesitate to contact me if you have any concerns about the course or about your own performance. These days, I receive a high volume of email. I will try to respond to emails within 24 hours; if you haven't heard from me within 48 hours please don't hesitate to re-send your message.