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

iSchool 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: Winter 2019-20, Term 1
Course Schedule: Tuesdays, 2:00-4:50pm
Location: SWNG 109
Instructor: Dr. Jennifer Douglas
Office location: IKBLC 487
Office phone: 604-827-5905
Office hours: Tuesdays, 10:00am to noon, or by appointment
E-mail address: jen.douglas@ubc.ca
Learning Management Site: https://canvas.ubc.ca/courses/39311

Course Goal: The goal of this course is to provide students with the fundamental theoretical and methodological knowledge needed for the arrangement and description of archival documents.

Course Objectives:

Upon completion of this course students will be able to:

1. Demonstrate understanding of the characteristics of aggregations of archival documents and their interrelationships. [1.2, 2.1, 5.1]
2. Demonstrate understanding of the principles underlying the arrangement of archival documents and their historical evolution. [1.2, 2.1, 5.1]
3. Undertake the systematic identification and critical evaluation of an archival aggregation and its parts. [1.2, 1.4, 5.1]
4. Demonstrate understanding of the principles and methods of archival description, and apply these according to standards adopted by the archival community. [1.2, 1.4, 5.1]
5. Demonstrate understanding of the principles and methods of establishing name access points to archival descriptions according to standards adopted by the archival community. [1.2, 1.4, 5.1]

Course Topics:

- The nature of archival aggregations
- The principles of provenance, respect des fonds and respect for original order
- The concept of fonds, series, file, and item
- The analysis of the internal and external structure of a fonds
- Types of descriptive instruments
- Principles and assumptions underlying the development of archival descriptive standards

- The structure, content and application of *Rules for Archival Description*, Parts I and II
- International descriptive standards

Prerequisites: MAS and Dual students take this as part of the MAS core. Core courses in the MAS program can only be taken by students registered in the MAS program.

Format of the course: Classes will consist of lectures, discussion and in-class activities.

Required and Recommended Reading:

Please refer to the ARST 515 Course Readings by Week handout, available in Canvas and passed out in class first day. All readings will be available through UBC Library's online catalogue or through the Library Online Course Reserves in Canvas. We will review how to access readings in class on the first day. If you need further assistance accessing readings, please ask in class or come see me promptly (please don't let yourself fall behind out of fear of asking!).

NOTE: You will be required to refer to the Bureau of Canadian Archivists *Rules for Archival Description*, the Canadian archival descriptive standard. The text is available online at http://www.cdncouncilarchives.ca/archdesrules.html. You can use this online, print it yourself, and/or order a paper copy of the text for $40.00 from the Canadian Council of Archives (http://www.cdncouncilarchives.ca/public.html) Most students find it helpful to have a paper copy; if you work in Canada at any point in time, a paper copy will continue to be extremely useful.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Introduction post to Canvas	September 10	5%	
Take home exam on the foundational concepts, principles and methods that underpin archival arrangement and description	October 15	25%	1.2
Arrangement Analysis (group project)	November 5	35%	1.4, 2.1, 3.1

Description Portfolio
  1. External and internal analysis of your fonds
  2. RAD compliant fonds, series, file and item descriptions of your fonds
  3. ISAAR(CPF) authority record for your fonds
  4. ISAD(G) fonds-level description
  5. Reflection
	November 29	35%	1.2, 1.4, 2.1, 5.1

Course Schedule:

Topic	Date
ORIENTATION: No core classes meet this day.	WEEK 1: September 3
Topics: • Introduction to course • Introduction to arrangement and description • Introduction to archival aggregations At the end of this class students will: • Understand the nature and structure of the class • Know what is expected of them during the course and how to ask for more information as needed • Have an initial understanding of the purposes of archival arrangement and description and how arrangement and description relate to other key archival functions (e.g. appraisal, preservation, provision of access, etc.) • Have an initial understanding of the nature of archival aggregations and of why archival studies deals with aggregations	WEEK 2: September 10
Topics: • The principle of provenance (respect des fonds and respect for original order) • Types of control over archives At the end of this class students will: • Be able to identify and define the characteristics of records and record aggregations and the role of arrangement and description in preserving them • Have an initial understanding of the principle of provenance and its sub-principles (the principle of respect des fonds and respect for original order) • Be able to differentiate between and explain the importance of the different types of control (legal, physical, intellectual and administrative) that archivists seek to acquire over records	WEEK 3: September 17
Topics: • Introduction to finding aids/ descriptive instruments • Accessioning archives At the end of this class students will: • Be familiar with a range of different types of finding aids/descriptive instruments • Be able to explain the importance of establishing initial control over archives	WEEK 4: September 24

• Be able to identify the types of information about records that need to be captured and recorded during accessioning • Produce a simple accession record • Understand the structure and key elements of the Canadian Archival Accession Information Standard (CAAIS)	
Topics: • Analysis of the external and internal structure of a fonds • Levels of arrangement At the end of this class students will: • Understand how and why archivists identify fonds and their internal structure (series, files and items) • Have practiced this analysis in its general outlines	WEEK 5: October 1
Topics: • Principles of description • Development of descriptive standards in Canada • Introduction to Rules for Archival Description (RAD) • RAD, Part 1 At the end of this class students will: • Be familiar with the history of the development of descriptive standards in Canada • Understand the principles upon which archival descriptive standards are based • Be familiar with the structure, navigation and key areas and elements of RAD	WEEK 6: October 8
Topics: • RAD, Part 1 (continued) • RAD, Part 2 At the end of this class students will: • Have a deeper understanding of RAD's areas and elements • Understand archival authority control at a basic level • Have had some practice in navigating and applying RAD, parts 1 and 2	WEEK 7: October 15
NO CLASS (Students may choose to use this time to work on the arrangement analysis assignment.)	WEEK 8: October 22
Topics: • International perspectives on description • ICA standards: ISAD(G), ISAAR(CPF), ISDF, ISDIAH, RiC-CM	WEEK 9: October 29

• Archival authority control and different models of representation At the end of this class students will: • Be familiar with the structure of the various ICA standards and have had some practice applying these standards • Be able to discuss the similarities and differences between RAD and ISAD(G) • Have a deeper understanding of archival authority control • Have a basic understanding of emerging models of description (e.g. RiC-CM)	

GUEST INSTRUCTOR: Ted Lee, iSchool doctoral student
Topics:
• American perspectives on arrangement and description
    o Historical development of ideas and standards
    o DACS, EAD and EAC
    o American practice and MPLP
 	
At the end of this class students will:
• Be familiar with the basic outlines of the historical development of ideas about and standards for description in the United States
• Be familiar with the structure of DACS and have some practice applying it
• Be able to discuss the similarities and differences between DACS and RAD
• Be familiar with and able to discuss the arguments made for and means of implementing the 'MPLP' model of arrangement and description
	WEEK 10:
	November 5

Topics: • AtoM descriptive software tutorial • RAD, ISAD(G) case studies At the end of this class students will: • Understand the values of the open-source descriptive software movement • Know how to create a descriptive record using AtoM • Have applied RAD and ISAD(G) to create descriptive records	WEEK 11: November 12
Topics: • Issues in arrangement and description: Challenges to traditional principles and practices At the end of this class students will: • Be familiar with the development and features of the 'series system' of description • Be familiar with the primary ways in which digital archives challenge 'traditional' principles and methods of arrangement and description	WEEK 12: November 19

• Be familiar with emerging digital arrangement and description practices	
Topics: • Issues in arrangement and description: Reconciliation, Decolonization, Indigenization • Course wrap up At the end of this class students will: • Be familiar with the colonial contexts in which Canadian archival institutions are situated and participate • Be able to articulate how and why reconciliation, decolonization and Indigenization relate to archival arrangement and description • Be aware of Indigenous models of knowledge organization • Have an understanding of how the different aspects of arrangement and description discussed over the term fit together and of what the next steps in their learning will be	WEEK 13: November 26

Attendance: Attendance is expected in all class meetings. If you know you are going to be absent please inform me beforehand if at all possible. Any penalties imposed for excessive absences are at the discretion of the instructor.

Evaluation: All assignments will be marked using the evaluative criteria given on the iSchool web site. Late assignments. A penalty of 1% per day will be imposed on assignments that are not handed in by the due date. Papers that are still outstanding one week after the due date will not be accepted without prior arrangements for an extension. Extensions without penalty will only be granted in cases of illness (documented) or emergencies. Such extensions will not be granted for requests made on the due date for the assignment. Requests for extension for other reasons (i.e. other than a documented illness or emergency) will be considered, but are not guaranteed, and if granted, are subject to late penalties as agreed upon between the student and the instructor. This policy is to ensure fairness to all students.

Required Materials: There are no required materials that incur cost in this class. All readings (listed in the course reading handout) are open access or available through UBC Library's online course reserve. As stated above, you have the option to purchase RAD ($40), but can also use the free PDF version of the standard.

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)

Centre for Accessibility: Centre for Accessibility works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Centre for Accessibility unit: [https://students.ubc.ca/about-student-services/centre-for-accessibility]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: http://equity.ubc.ca/days-of-significance-calendar/

Academic Integrity
Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: [http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.