



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmiñəm 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 520 Selection and Acquisition of Archival Documents (3) – Course Syllabus (3)**

**Program:** Master of Archival Studies

**Year:** 2021-2022

**Course Schedule:** Monday 2:00-5:00pm

**Location:** Virtual Synchronous/In-person #155

**Instructor:** Luciana Duranti

**Office location:** #487

**Office phone:** 604-822-2587

**Office hours:** Monday 12:15-1:45, or by appointment

**E-mail address:** luciana.duranti@ubc.ca

**Web site** [www.lucianaduranti.ca](http://www.lucianaduranti.ca) (login info. for restricted site will be provided in class)

**Learning Management Site:** <http://lthub.ubc.ca/guides/canvas/>

#### **Course Goal:**

To give you the intellectual framework with which to undertake appraisal for selection and acquisition of archival material. Specifically, to familiarize you with the theory, methods, and practice of appraisal of archival documents and to allow you to formulate your own ideas about this contentious aspect of archival work.

**FNCC specialization:** The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact me to discuss this option.

#### **Learning Outcomes:**

Upon completion of this course students will be able to:

- demonstrate an understanding of the concepts of selection, acquisition, and appraisal in archival science (2.1, 1.1)
- make professional decisions concerning the selection and acquisition of archival material and the formation of the documentary heritage (1.2, 3.1, 5.1)
- develop and implement acquisition plans (3.2, 5.1)
- demonstrate a critical appreciation of the pertinent archival literature (1.4, 2.1, 4.1)

#### **Course Topics:**

- the concept of appraisal, the principles governing it, and the assignment of responsibility for it
- the purposes of selection and the methods guiding it
- the purposes of acquisition and the methods guiding it
- the role and character of policy and strategy in directing appraisal activities



**Prerequisites:** MLIS students: completion of the MLIS core courses **and of LIBR 579G and LIBR 516**, plus permission of the SLAIS Graduate Adviser. MAS and Dual students take this as a Required Course.

**Format of the course:** lectures, class presentations, discussion of readings

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities): it varies. From a minimum of 6 hrs. (including class activities) to a maximum of 10 hrs.

### **Required and Recommended Reading**

(note: the required reading for each class are indicated in the class schedule; as to the recommended readings, several of them will be discussed in your class presentations while the others are mostly included to help you select the topic of your final essay)

#### **Part I: Traditional Views**

##### **A. Required Reading**

1. Hilary Jenkinson. *A Manual of Archive Administration*. London: Percy Lund, Humphries & Co., 1965, Part III: Modern Archives.
2. Great Britain. Parliament. *Report of the Committee on Departmental Records*. Cmnd. 9163. London: HMSO, 1954. [Known as "The Grigg Report"]
3. Philip C. Brooks. "The Selection of Records for Preservation." *The American Archivist* (hereafter *AA*) 3 (October 1940): 221-34.
4. Theodore.R. Schellenberg. *Modern Archives: Principles and Techniques*. Chicago: University of Chicago Press, 1956, Chapter 12: Appraisal Standards.
5. Theodore.R. Schellenberg. "The Appraisal of Modern Public Records." In Maygene F. Daniels and Timothy Walch, eds. *A Modern Archives Reader: Basic Readings on Archival Theory and Practice*. Washington: National Archives and Records Service, 1984, pp. 57-70.
6. Hilary Jenkinson. "Modern Archives: Some Reflections on T.R. Schellenberg: *Modern Archives: Principles and Techniques*." *Journal of the Society of Archivists* 1 (April 1957): 147-49.
7. W. Kaye Lamb. "The Fine Art of Destruction." In A.E.J. Hollaender, ed., *Essays in Memory of Sir Hilary Jenkinson*. 1962, pp. 50-56.
8. Felix Hull. "The Appraisal of Documents: Problems and Pitfalls." *Journal of the Society of Archivists* 6 (April 1980): 287-91.

##### **B. Additional Reading**

9. Reto Tschan. "A Comparison of Jenkinson and Schellenberg on Appraisal." *AA* 65 (Fall/Winter 2002):176-95.
10. Robert Fisher. "In Search of a Theory of Private Archives: The Foundational Writings of Jenkinson and Schellenberg Revisited," *Archivaria* 67 (Spring 2009): 1-24
11. Philip Brooks. "The Archivist's Concern in Records Administration." *AA* 6 (1943): 158-63.
12. Philip Brooks. "Archival Procedures for Planned Records Retirement." *AA* 11 (October 1948): 308-15.
13. Ian Wilson. "The Fine Art of Destruction Revisited." *Archivaria* 49 (Spring 2000): 124-139.
14. Maynard J. Britchford. *Archives and Manuscripts: Appraisal and Accessioning*. Chicago: Society of American Archivists, 1979.
15. Nancy Peace, "Deciding What to Save: Fifty Years of Theory." In Nancy Peace, ed. *Archival Choices: Managing the Historical Record in an Age of Abundance*. Toronto: D.C. Heath, 1981, pp. 1-20.
16. United States. National Archives and Records Service. *Intrinsic Value in Archival Materials*. Staff Information Paper 21. Washington: NARS, 1982. Also published in Maygene F. Daniels and Timothy



Walch. *A Modern Archives Reader: Basic Readings on Archival Theory and Practice*, Washington: NARS, 1984, pp. 91-99.

17. Shauna McRanor. "A Critical Analysis of Intrinsic Value." *AA* 59 (Fall 1996): 400-11.

18. F. Gerald Ham. *Selecting and Appraising Archives and Manuscripts*. Chicago, Society of American Archivists, 1992. [This author reviews traditional views in chapter 2.]

## Part II: Appraisal Theory and Methods

### A. Required Reading

19. Luciana Duranti. "The Concept of Appraisal and Archival Theory." *AA* 57 (Spring 1994): 328- 45.

20. Terry Eastwood. "How Goes it With Appraisal?" *Archivaria* 36 (Autumn 1993): 111-121.

21. Hans Booms. "Society and the Formation of the Documentary Heritage: Issues in the Appraisal of Archival Sources." *Archivaria* 24 (Summer 1987): 69-107.

22. Hans Booms. "Überlieferungsbildung: Keeping Archives as a Social and Political Activity." *Archivaria* 33 (Winter 1991-92): 25-33

23. Angelika Menne-Haritz. "Appraisal or Documentation: Can We Appraise Archives by Selecting Content." *AA* 57 (Summer 1994): 528-42.

24. Helen W. Samuels. "Who Controls the Past?" *AA* 49 (Spring 1986): 109-24.

25. Terry Cook. "Mind Over Matter: Towards a New Theory of Archival Appraisal." In Barbara L. Craig, ed., *The Archival Imagination: Essays in Honour of Hugh A. Taylor*. Ottawa: ACA, 1992, pp. 38-70.

### B. Additional Reading

26. Luciana Duranti. "Structural and Formal Analysis: The Contribution of Diplomatics to Archival Appraisal in the Digital Environment," Jenny Hill ed., *The Future of Archives and Recordkeeping: A Reader*. London: Facet, 2011, pp. 65-88.

27. Roy Schaeffer. "Transcendent Concepts: Power, Appraisal, and the Archivist as Social Outcast." *AA* 55 (Fall 1992): 608-19.

28. Carole Couture. "Archival Appraisal: A Status Report." *Archivaria* 59 (Spring 2005): 83-107.

29. James Lambert. "The Management Team and Archival Appraisal." *Archivaria* 59 (Spring 2005): 109-117.

30. Terry Eastwood. "Towards a Social Theory of Appraisal." In Barbara L. Craig, ed., *The Archival Imagination: Essays in Honour of Hugh A Taylor*. Ottawa: Association of Canadian Archivists, 1992, pp. 71-89.

31. Terry Eastwood. "Reflections on the Goal of Archival Appraisal in Democratic Societies." *Archivaria* 54 (Fall 2002): 59-71.

32. Hugh Taylor. "Heritage Revisited: Documents as Artifacts in the Context of Museums and Culture." *Archivaria* 40 (Fall 1995): 8-20.

33. Hugh Taylor. "Recycling the Past: The Archivist in the Age of Ecology." *Archivaria* 35 (Spring 1993): 203-13.

34. Victoria Lemieux. "Applying Mintzberg's Theories on Organizational Configuration to Archival Appraisal." *Archivaria* 46 (Fall 1993): 32-85.

35. Barbara L. Craig. "The Acts of the Appraisers: The Context, the Plan and the Record." *Archivaria* 34 (Summer 1992): 175-80.

36. Bruce H. Bruemmer. "Avoiding Accidents of Evidence: Functional Analysis in the Appraisal of Business Records." In James M. O'Toole, ed., *The Records of American Business*. Chicago: The Society of American Archivists, 1997, pp. 137-60.

37. Jim Suderman. "Appraising the Records of the Expenditure Management Function: An Exercise in Functional Analysis." *Archivaria* 43 (Spring 1997): 129-142.

38. Brian Beaven. "Macro-Appraisal: From Theory to Practice." *Archivaria* 48 (1999):154-197.

39. James M. O'Toole. "On the Idea of Uniqueness." *AA* 47, no. 4 (Fall 1994): 632-658.

40. Frank Boles & Julia Marks Yong. "Exploring the Black Box: The Appraisal of University Administrative Records." *AA* 48, no. 2 (Spring 1985): 121-140.



41. Mark Greene. "The Surest Proof: A Utilitarian Approach to Appraisal." *Archivaria* 45 (1998): 127-169.
42. Ciaran B. Trace. "On or Off the Record? Notions of Value in the Archive." In Terry Eastwood and Heather MacNeil, ed., *Currents of Archival Thinking*. California: Libraries Unlimited, 2010, pp. 47-68. 4

### Part III: Acquisition Policy and Strategy

#### A. Required Reading

43. F. Gerald Ham. "The Archival Edge." *AA* 38 (January 1975): 5-13.
44. Lester Cappon. "The Archivist as Collector." *AA* 39 (October 1976): 429-35.
45. Mary Lynn McCree. "Good Sense and Good Judgement: Defining Collections and Collecting." In Maygene Daniels and Timothy Walch, eds., *A Modern Archives Reader*. Washington: NARS, 1984.
46. Helen W. Samuels. "Improving Our Disposition: Documentation Strategy." *Archivaria* 33 (Winter 1991-92): 125-40.
47. Terry Cook. "Documentation Strategy." *Archivaria* 34 (Summer 1992): 181-91.
48. Robert McDonald. "Acquiring and Preserving Private Records: A Debate." / Chris Hives. "Thinking Globally, Acting Locally." / Robert McDonald. "Acquiring and Preserving Private Records: Cultural versus Administrative Perspectives." In *Archivaria* 38 (Fall 1994): 155-63.
49. Mark A. Greene and Todd J. Daniels-Howell. "Documentation with an Attitude: A Pragmatist's Guide to the Selection and Acquisition of Modern Business Records." In James M. O'Toole, ed., *The Records of American Business*. Chicago: The Society of American Archivists, 1997, pp. 161-229.
50. Rodney G.S. Carter. "Of Things Said and Unsaid: Power, Archival Silences, and Power in Silence." *Archivaria* 61 (Spring 2006): 215-233.
51. Katie Shilton, Ramesh Srinivasan. "Participatory Appraisal and Arrangement for Multicultural Archival Collections," *Archivaria* 63 (2007): 87-101.
52. Larry Hackman, "The Origins of Documentation Strategies in Context: Recollections and Reflection." *AA* 72 (Fall/Winter 2009): 436-459.
53. Andrew Flinn, "The Impact of Independent and Community Archives on Professional Archival Thinking and Practice," Jenny Hill ed., *The Future of Archives and Recordkeeping: A Reader*. London: Facet, 2011, pp. 145-167.

#### B. Additional Reading

54. Terry Abraham. "Collection Policy or Documentation Strategy: Theory and Practice." *AA* 54 (Winter 1991): 44-52.
55. Helen W. Samuels. *Varsity Letters: Documenting Modern Colleges and Universities*. Metuchen, N.J.: Society of American Archivists and Scarecrow Press, 1992.
56. Joan D. Krizack. "Hospital Documentation Planning: The Concept and the Context." *AA* 56 (Winter 1993): 16-34.
57. Tim Ericson. "At the 'Rim of Dissatisfaction': Archivists and Acquisition Development." *Archivaria* 33 (Winter 1991-92): 65-77.
58. Danielle Laberge. "Information, Knowledge, and Rights: the Preservation of Archives as a Social and Political Issue." *Archivaria* 25 (Winter 1987-88): 44-49.
59. Paulette Dozois. "Beyond Ottawa's Reach: The Federal Acquisition of Regional Government Records." *Archivaria* 33 (Winter 1991-92): 57-65.
60. Candace Loewen. "From Human Neglect to Planetary Survival: New Approaches to the Appraisal of Environmental Records." *Archivaria* 33 (Winter 1991-92): 87-103.
61. Tom Hyry, Diane Kaplan, and Christine Weideman, "'Though this be madness, yet there is method in it': Assessing the Value of Faculty Papers and Defining a Collecting Policy." *AA* 65 (Spring/Summer 2002): 56-69.
62. Mary Ann Dever, "Archiving Feminism: Papers, Politics, Posterity," *Archivaria* 77 (Spring 2014): 25-42



63. Larry Hackman and Joan Warnow-Blewett. "The Documentation Strategy Process: A Model and a Case Study." *AA* 50 (Winter 1987): 12-47
64. R. Cox. "A Documentation Case Study: Western New York." *AA* 52 (Spring 1989): 192-200, 5
65. Elizabeth Kaplan. "We Are What We Collect, We Collect What We Are: Archives and the Construction of Identity." *AA* 63 (Spring/Summer 2000): 126-151.
66. Jennifer A. Marshall, "Toward Common Content: An Analysis of Online College and University [Archival] Collecting Policies," *AA* 65 (Fall/Winter 2002): 231-256.
67. Catherine Bailey. "Turning Macro-appraisal Decisions into Archival Holdings: Crafting Function based Terms and Conditions for the Transfer of Archival Records." *Archivaria* 61 (Spring 2006): 147-179.
68. Valerie Johnson. "Creating History? Confronting the Myth of Objectivity in the Archive." *Archives* vol. xxxii, n. 117 (October 2007): 128-143.
69. Randall Jimerson. "Archives For All: Professional Responsibility and Social Justice," *AA* 70 (Fall/Winter 2007): 252-281.
70. Doris J. Malkmus. "Documentation Strategy: Mastodon or Retro-Success?" *AA* 71 (Fall/Winter 2008): 384-409
71. Courtney, Mumma, Glenn Dingwall & Sue Bigelow. "'A First Look at the Acquisition and Appraisal of the 2010 Olympic and Paralympic Winter Games Fonds.": *Archivaria*, 72 (Fall 2011):93-122.
72. Riva A. Pollard. "The Appraisal of Personal Papers: A Critical Literature Review." *Archivaria* 52 (Fall 2001): 136-150.
73. Barbara Craig. "The Archivist as Planner and Poet: Thoughts on the Larger Issues of Appraisal for Acquisition." *Archivaria* 52 (Fall 2001), 175-183.

#### **Part IV: Appraisal Practices: Scheduling, Sampling, Reappraisal, Macro-Appraisal, Postcustodialism, Outsourcing, and Community Archiving**

##### **A. Required Reading**

74. Eldon Frost. "A Weak Link in the Chain: Records Scheduling as a Source of Archival Acquisition." *Archivaria* 33 (Winter 1991-92): 78-86.
75. Felix Hull. *The Use of Sampling Techniques in the Retention of Records: A RAMP Study with Guidelines*. Paris: UNESCO, 1981.
76. National Archives of Canada. "Appraisal Methodology: Macro-Appraisal and Functional Analysis (Part A: Concepts and Theory): <http://www.collectionscanada.gc.ca/government/disposition/007007-1035-e.html>
77. Leonard Rapport. "No Grandfather Clause: Reappraising Accessioned Records." *AA* 44 (Spring 1981): 143-50.
78. Sheila Powell. "Archival Reappraisal: The Immigration Case Files." *Archivaria* 33 (Winter 1991- 92): 104-116.
79. Catherine Bailey. "From the Top Down: The Practice of Macro-Appraisal." *Archivaria* 43 (Spring 1997): 89-128.
80. Luciana Duranti, "Historical Documentary Memory in the Cloud: An Oxymoron or the Inescapable Future?" *Revista D'arxius* (2013): 19-60.
81. Luciana Duranti, "Authenticity and Appraisal: Appraisal Theory Confronted With Electronic Records," in *Proceedings of the 3rd International Colloquium on Library and Information Science: "The Refined Art of Destruction: Records' Appraisal and Disposal."* October 9-11, 2002. Salamanca, Spain (Salamanca: University of Salamanca, 2002)
82. Ed Summers, "Appraisal Talk in Web Archives". *Archivaria* 89 (May 2020): 70-103. <https://archivaria.ca/index.php/archivaria/article/view/13733>.

##### **B. Additional Readings**

83. Evelyn Kolish, "Sampling Methodology and its Application: An Illustration of the Tension Between Theory and Practice." *Archivaria* 38 (Fall 1994): 61-73.



84. Ellen Scheinberg. "Case File Theory: Does it Work in Practice." *Archivaria* 38 (1994): 45-60.
85. Ellen Scheinberg. Two Perspectives on the Same Source: An Examination of Federal Deportation Case Files. *Archivaria* 57 (Fall 2001): 51-67.
86. Jane Turner. "Theoretical Dialectics: A Commentary on Sampling Methodology and its Application." *Archivaria* 38 (1994): 74-78, 6
87. Normand Charbonneau. "The Selection of Photographs." *Archivaria* 59 (Spring 2005): 119-138.
88. Marcus C. Robyns and Jason Woolman. "Institutional Functional Analysis at Northern Michigan University: A New Process of Appraisal and Arrangement of Archival Records," *AA* 74 (Spring/Summer 2011): 241-256.
89. Marcella Huggard and Laura Uglean Jackson, Practices in Progress: The State of Reappraisal and Deaccessioning in Archives, *The American Archivist* 82 (2), (2019): 508–547.
90. Catherine A. Bailey. "Past Imperfect? Reflections on the Evolution of Canadian Federal Government Records Appraisal. *Archivaria* 75 (Spring 2013): 5-47.
91. John Roberts. "One Size Fits All? The Portability of Macro-Appraisal by a Comparative Analysis of Canada, South Africa, and New Zealand" *Archivaria* 52 (Fall 2001):47-67.
92. David Bearman, "An Indefensible Bastion: Archives as a Repository in the Electronic Age," David Bearman ed., *Archives and Museum Informatics Technical Report 13*, 1991.
93. Kenneth Thibodeau, "To be or not to be: Archives for Electronic Records," in David Bearman, ed., *Archives and Museum Informatics Technical Report #13*, Pittsburgh, 1991
94. Terry Eastwood, "Should Creating Agencies Keep Electronic Records Indefinitely?" *Archives and Manuscripts*, 24 (1995) 2, pp. 257-267.
95. Agnes Jonker, "Macroappraisal in the Netherlands: The First Ten Years 1991-2001, and Beyond." *Archival Science* 5 (2005): 204. DOI 10.1007/s10502-005-9013-z
96. Grant Hurley, "Community Archives, Community Clouds: Enabling Digital Preservation for Small Archives," *Archivaria* 81 (Spring 2016): 129-150
97. J.J. Ghaddar, "The Spectre in the Archive: Truth, Reconciliation, and Indigenous Archival Memory," *Archivaria* 82 (Fall 2016): 3-26
98. Rebecca Giesbrecht, Jenna Murdock Smith, "Everything Old Is New Again: The Evolution of Generic Appraisal at Library and Archives Canada," *Archivaria* 84 (Fall 2017): 37-59.
99. Betsy Hearne, "Leaving a Trail: Personal Papers and Public Archives Part One – The Donor's Story," *Archivaria* 86 (Fall 2018): 68-89.
100. Susanne Belovari, "Leaving a Trail: Personal Papers and Public Archives Part Two – The Archivist's Story," *Archivaria* 86 (Fall 2018): 90-117.
101. Simon Patrick Rogers, and Curtis Sassur, "On Walden's Fonds: Life on the Frontier of Monetary Appraisal in the Canadian Archival Landscape". *Archivaria* 90 (November 2020): 112-45.
102. Alison Turner, "The Autologic Archive: Appraisal, Institutional Motives, and Essentializing Identity in Refugee and Asylum Application Narratives, In and Out of Fiction." *The American Archivist* Vol. 83, 2 (2020): 373–396.
103. Hariz Halilovich, "Reclaiming erased lives: archives, records and memories in post-war Bosnia and the Bosnian diaspora," *Archival Science* (2014), 14: 231–247.
104. Hariz Halilovich, "Re-imagining and re-imagining the past after 'memoricide': intimate archives as inscribed memories of the missing," *Archival Science* (2016), 16: 77–92
105. Isto Huvila, "The unbearable lightness of participating? Revisiting the discourses of participation in archival literature," *Journal of Documentation* (2015), 71, 358-386. doi: 10.1108/JD-01-2014-0012
106. Riley Linebaugh & James Lowry, "The archival colour line: race, records and post-colonial custody," *Archives and Records* (October 2021), ISSN: (Print) (Online) Journal homepage: <https://www.tandfonline.com/loi/cjsa21>.



### Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Individual Class Presentation	Date on handout	30%	2.1, 1.1
Term Paper	April 10, 2022	50%	1.4, 2.1, 4.1
Class Participation: Attendance and Discussion	Ongoing	20%	1.4, 2.1, 4.1

### Course Schedule

DATE	TOPIC	READINGS BY #	Authors
Jan. 10	Introduction to the course.	None	None
Jan. 17	Traditional Views: Jenkinson and Schellenberg	I, A, #1, 4, 5, 6	Jenkinson Schellenberg
Jan. 24	Traditional Views: Grigg Report; Hull; Brooks; Lamb  Presentations 4	I, A, #2, 8, 3, 7	Grigg Hull Brooks Lamb
Jan. 31	Appraisal Theory and Methods  Presentations 5	II, A, #19, 20, 23, 25	Duranti Eastwood Cook Menne- Haritz
Feb. 7	Appraisal Theory and Methods  Presentations 5	II, A, # 21,22, 43, 44	Booms Ham Cappon
Feb. 14	Documentation Strategy  Presentations 6	II, A, #24 III, A, #46, 47, 52	Samuels Cook Hackman
Feb. 28	Appraisal Practices  Scheduling, Sampling, Post- custodialism  Presentations 5	IV,A, # 74, 75, 80	Frost Hull Duranti
Mar. 7	Appraisal Practices  Macro-appraisal and Reappraisal  Presentations 5	IV, A, #76, 77, 78, 79	NAC, Rapport Powell Bailey



Mar. 14	Acquisition principles, policies and practices  Presentations 5	III, A, #45, 48, 50, 51, 53	McCree McDonald & Hives Carter Shilton/Srinivasan  Look at <a href="https://www.archiviomovimenti.org/">https://www.archiviomovimenti.org/</a> and at the Milan Conference papers
Mar. 21	Selection and Acquisition of Digital Records  Guest Speaker: Lois Evans	IV, A, #81, 82	Duranti
Mar. 28	No Class.  I Trust AI Plenary meeting (9:00am-5:00pm). Every student is invited to observe (Blue Horizon Hotel on Robson and Bute).		
Apr. 4	Guest Speaker: Susan Hart		

**Attendance:** Attendance is required in all class meetings. If you know you are going to be absent you must inform me beforehand if at all possible.

**Evaluation:** All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). For late submission of the term paper there will be a penalty of 2% per day, unless a changed submission date is agreed upon with the instructor.

**Required Materials:** All the required readings, if not publicly available already, will be made available

**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)

**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.

### **Additional course information:**

#### **Assignment 1: Class Presentation**

Each of you will present the reading that will be assigned to you on or before the first day of class. The presentation can be a power point or a simple narrative, and should aim to stimulate questions and discussion. You should use about 10 minutes, which will be followed by 5 minutes of Q&A.

You should take care to make a good presentation: organize your thoughts; express them clearly; speak up; pause for effect when wishing to make a point; look at your audience (on the screen). In professional life, you will have to speak in similar circumstances (hopefully in person) to colleagues, patrons, administrators, etc., and skills in this area are important.

Within a couple of days from the presentation you will give me a copy of either the power point or the speaking notes, which I will use to support my memory, but keep in mind that your performance will be assessed as well as the content of the presentation.

I will provide you with a confidential written evaluation of the presentation and a mark within one week of the submission of power point or notes.



## Assignment 2: Term Paper

You will write an essay of approximately 3000 (2800-3200) words (not including footnotes and bibliography) either on one of the topics (or part of them) listed below or on another topic agreed upon with me. In either case, settle on a topic as soon as possible, and no later than the end of March. Report your selection of topic to me in a brief e-mail message once you have made it. It is also wise to submit a bibliography after you have identified your sources, to get it approved and/or to receive suggestions for additional readings.

Your essay should provide a critical examination of the ideas, methods or practices relevant to your subject. As the term paper constitutes 50% of the grade for the course, it should be based on extensive reading and demonstrate that you have given the subject considerable thought. It is important that you learn to discipline yourself in terms of space available for your contribution, because in your professional life you will be asked to write articles and chapters of a specified length, so stay within the established limits. Your essay should be accompanied by proper citations and bibliography (use either the Chicago Manual of Style or the Turabian).

### General Ideas for Paper Topics

1. Selection and/or acquisition ideas in a Country or Tradition of your choice
2. Selection and/or acquisition ideas of an Author or a Current of Thought of your choice
3. A specific method of appraisal for selection and/or acquisition
4. Documentation strategies or documentation plans
5. Acquisition of archives of individuals, communities or organizations
6. Influential ideas/authors in a specific time-period or on a specific topic
7. Comparison of appraisal for selection and/or acquisition practices between two countries
8. Theory and practice of appraisal for selection and/or acquisition at a National Archives or any other institution in any country
9. Appraisal for selection and/or acquisition of business records or of the records of a specific type of organization
10. Acquisition and selection of records of war, riots, trauma, dictatorial regimes.
11. Acquisition and selection of records of specific communities, including professional communities (e.g. artists, journalists, scientists).

**COVID-19 Safety:** You are **required** to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. [UBC Respectful Environment Statement](#).

**If you are sick, it is important that you stay home.** Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>. In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still succeed.

### **If you miss class because of illness:**

- Make a connection early in the term to another student or a group of students in the class. You can help each other by sharing notes.
- If you are concerned that you will miss a key class due to illness, contact me to discuss.



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School of Information  
Faculty of Arts

**If you are feeling ill and cannot attend class for your presentation**, please email me right away. If you arrive for the presentation and you are clearly ill, we will make alternate arrangements with you. It is better to email ahead of time and not attend.

**If I am feeling ill:** If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible (by email, on Canvas, etc.). Our classroom will still be available for you to sit in and attend an online session. In this instance:

- I may ask you to do an activity or read something in place of class time
- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an email informing you how to join the class.