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.

Course Number and Name – Course Syllabus (3) ARST 540 Archival Public Services

Program:	ARST
Year:	Winter 2022
Course Schedule:	Mondays, 6 - 8:50 pm
Location:	Online & Onsite IKBLC Room 155
Instructor:	Dr. Jessica Bushey
Office location:	iSchool Adjunct Office
Office phone:	
Office hours:	Mondays, 4 - 5:30 pm via Zoom & by appointment
E-mail address:	jbushey@mail.ubc.ca
Learning Management Site:	http://lthub.ubc.ca/guides/canvas/

Course Goal: The goal of this course is to provide students with an understanding of the principles underpinning and the processes involved in providing archival reference services and developing public programs.

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:

1. Demonstrate understanding of the principles and concepts applying to archivists' responsibility to make archival holdings discoverable and accessible [1.1, 1.2, 1.4, 4.1, 5.1]

2. Recognize and categorize the users of archives [1.1, 1.3]

3. Differentiate and examine the varied uses of archival holdings [1.1, 1.3]

4. Identify, analyze and evaluate the processes of providing archival reference services [1.1, 1.2, 1.3, 1.4, 2.1, 3.1, 5.1]

5. Identify, analyze and evaluate the development and implementation of archival programs to promote the appreciation, use and accessibility of archives [1.3, 1.4, 2.1, 3.2]

Course Topics:

- General principles and concepts associated with accessibility of archives
- The types of use made of archival material
- The interaction of archivists and users in reference services
- The organization, delivery, and evaluation of reference services
- Legal and security concerns in reference services
- Ethical concerns in reference services
- Planning, implementation, and evaluation of programs to increase appreciation, accessibility, and use of archives
- The relationship between digital and analog means of providing access to archives

Prerequisites: MAS and Dual students: completion of the MAS core courses. MLIS students: completion of the MLIS core courses, plus permission of the SLAIS Graduate Adviser.

Format of the course: Online synchronous at the start of the year and onsite after January. A combination of lectures, guest speakers, partner and group exercises, as well as presentations. Students are expected to meet and participate in every class via the online portal and onsite. Classes will be delivered and managed through Canvas and in-person.

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

Required and Recommended Reading:

Required:
- Oestreicher, Cheryl. *Reference and Access for Archives and Manuscripts.*(Chicago: SAA, 2020).
[On reserve at UBC Koerner Library *Note: I checked on Dec.28.2021 and it was not available yet.]

Recommended:
- Pugh, Mary Jo. *Providing Reference Services for Archives and Manuscripts.* (Chicago: SAA, 2005).

For all other readings see ARST 540 Course Readings by Week on the Canvas site at start of course.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Users Annotated Bibliography (group activity) Students work in groups to review existing international literature on Users and User Behaviour when searching and accessing archives. The end product of their review will be an annotated bibliography for each group. The complete annotated bibliography will be shared with the class.	January 31	25%	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 4.1, 5.1, 5.3
Reference Service Role Play (partner in-class activity) Students work in pairs to role play being a specific type of User requesting records and an Archivist fulfilling the reference request. This activity will be conducted on-site at the Archives of North Vancouver using their holdings. Assessment of this activity will be through observation, a set of forms to be filled-out by the students at the end of the exercise, and an in-class feedback session.	Feb 14	20%	1.2, 1.3, 2.1, 2.2
Mock Program Presentation (partner presentation) Students work in pairs to create and deliver an educational activity that draws upon archival materials. Students will deliver their activity to the class and participation from the class is expected.	Mar 21	25%	1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2
Future Forward Blog Post (individual) Students are expected to conduct research into innovative and future forward approaches to providing reference services and/or community engagement activities and educational programming. Students will share their selection, analysis and rationale through an online platform. The blog post format is a method used by Archivists to engage the public and specific communities. Students are expected to use appropriate language, identify their target audience, incorporate multi-media and provide a rationale as to why the selected approach is innovative.	April 8	20%	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 4.1, 5.1, 5.2

| **Participation**
Includes participation in discussions (online and in-class), activities (site visit), completion of assignments, and preparation for guest speakers. | Throughout | 10% | |

Course Schedule [week-by-week]:

Topic	Date
Introduction to course. Introduction to public services at Archives. **ONLINE**	Week 1: Jan 10
Types of Archives and Access. Use and Users of Archives. **ONLINE**	Week 2: Jan 17
Technologies supporting Access. Digitization Online databases Virtual reference Social Media. **ONLINE (TBD)**	Week 3: Jan 24
Ethics and Access Legal Regulations **Annotated Bibliography DUE**	Week 4: Jan 31
Guest Speaker - Reference Services & Interactions Use Policies	Week 5: Feb 7
On Site Visit - North Vancouver Archives **In-Class Activity DUE**	Week 6: Feb 14
NO CLASS - READING BREAK	Week 7: Feb 21
Serving Under-represented Communities	Week 8: Feb 28
Outreach & Engagement Programs at Archives	Week 9: Mar 7
Speaker Panel - Education and Programming	Week 10: Mar 14
Mock Program Presentation DUE	Week 11: Mar 21
Assessing Reference Services and Programs	Week 12: Mar 28
Boards, Friends, Partners and Awareness Raising	Week 13: April 4

Attendance:
• Attendance is required in all class meetings (online and onsite). If you know you are going to be absent, please inform me beforehand.
• Up to 2 excused absences are allowed with prior notification to me. Additional absences will require a note from a health professional or Centre for Accessibility.
• Attendance is considered when determining the individual participation mark for this course.

Evaluation: All assignments will be marked using the evaluative criteria given on the iSchool web site.

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. Extensions without penalty will only be granted in cases of legitimate 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.

In-class assignments, such as partner presentations and attending guest speaker presentations are mandatory. A penalty will by imposed on missed in-class assignments. If a student is unable to attend due to illness or emergency, they are required to contact me prior to the class date.

Required Materials:
Oestreicher, Cheryl. *Reference and Access for Archives and Manuscripts.*(Chicago: SAA, 2020). Coursebook should be available on reserve at Koerner Library.

Canvas will be used to deliver the online portion of the course. Some lectures and presentations will be delivered using Zoom. Students are required to have a device that can connect with Canvas and audio-video tools so that students can share audio and video during scheduled classes.

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.