



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 540 Archival Public Service– Course Syllabus (3)

Program:	ARST
Year:	Winter 2021
Course Schedule:	Mondays, 6-8:50 pm
Location:	ONLINE - CANVAS
Instructor:	Dr. Jessica Bushey
Office location:	iSchool Adjunct Office - N/A 2021 semester
Office phone:	
Office hours:	Mondays, 4-6pm / hosted with Collaborate Ultra
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, lectures, guest speakers, online group exercises and presentations. Students are expected to meet and participate in every class via the online portal. Classes will be delivered and managed through Canvas, using Collaborate Ultra and other integrated tools.

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities): 9

Required and Recommended Reading:

Required:

Pugh, Mary Jo. *Providing Reference Services for Archives and Manuscripts* (Chicago: SAA, 2005).
[Available at UBC Bookstore and on reserve at UBC Library]

For all other readings see ARST 540 Course Readings by Week on the Canvas class site. All readings are available through UBC bookstore, UBC library or via online links.



Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
<p>Partner Presentations: Assessment of reference programs and services available at local archival institutions. (Oral presentation using power point)</p> <p>Students are expected to conduct research through on-site visits, review of online services and analysis of published annual reports. Changes in services due to COVID-19 are expected and should be documented as part of the research.</p>	February 8, 2021	25%	1.1, 1.2, 2.1, 2.2, 5.1, 5.2
Blog post & discussion on Community Engagement.	March 22, 2021	25%	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 5.1, 5.2
Term Paper (5,000 words) Topics to be shared in introductory class.	April 14, 2021	35%	1.1, 1.2, 1.3, 1.4, 3.2, 4.1, 5.1, 5.3
Participation: Includes participation in discussion forums, online classes, completion of assignments, preparation for guest speakers, participation in group breakout rooms and group assignments.	Throughout	15%	

Course Schedule [week-by-week]:

Topic	Date
Introduction to course. Introduction to archival public service.	Week 1: Jan 11
Use and users of archives	Week 2: Jan 18
Reference programs in archives Role of Digitization	Week 3: Jan 25



Designing spaces for reference & outreach services - physical and virtual GUEST SPEAKER	Week 4: Feb 1
Partner Presentations DUE Class discussion	Week 5: Feb 8
NO CLASS - READING BREAK	Week 6: Feb 15
Access - regulatory and ethical considerations	Week 7: Feb 22
Serving First Nations Communities GUEST SPEAKER	Week 8: March 1
Outreach & Engagement programs at archives	Week 9: March 8
Innovations in digital research & evaluating services & impact GUEST SPEAKER	Week 10: March 15
Advocacy: Friends-raising and Fundraising in archives Blog Post DUE	Week 11: March 22
Stakeholders & Partnerships	Week 12: March 29
NO CLASS - EASTER LONG WEEKEND	Week 13: April 5
Course Wrap up & Reflections	Week 14: April 12

Attendance:

- Attendance is required in all class meetings (online). 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 be 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:

Pugh, Mary Jo. *Providing Reference Services for Archives and Manuscripts* (Chicago: SAA, 2005). [Available at UBC Bookstore - \$64.85]. Canvas will be used to deliver the online course. Lectures and



presentations will be delivered using Collaborate Ultra, it will also be used to facilitate breakout groups. Students are required to have a device that can connect with Canvas and the 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.