



THE UNIVERSITY OF BRITISH COLUMBIA

School of Information
Faculty of Arts

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

Due to the highly infectious Omicron variant, it is possible that the instructor(s) of this course will be unable to teach for a period of time. During this period, the instructor(s) will not be able to respond to email or hold office hours. You will be notified if a class is canceled and you are asked to keep up with your readings and continue working on your assignments. As regular instruction is paused, students are expected to continue with their readings and working on their assignments. If the instructor(s) have to self-isolate, your class will temporarily be taught online and you will be provided with the necessary Zoom links. If you become ill as a student or cannot attend class due to self-isolation, please notify your instructor and discuss how you may keep up with your class work. If it concerns a chronic issue, medical documents are needed; in this case a determination needs to be made re concessions.

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 550: Management of Audiovisual and Non-Textual Archives – Course Syllabus (3)

Program: Master of Archival Studies

Year: 2021-22 Winter Session, Term 2

Course Schedule: One 3 hour class per week, Tuesdays 18.00-21.00

Location: IBLC 155 and Zoom (link to be distributed in Canvas)

Instructors: Jana Grazley (she/her) and Kristy Waller (she/her)

Office location: iSchool Adjunct Office, Room 489

Office hours: By appointment

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Learning Management Site: Canvas <https://canvas.ubc.ca>

Course Goal: Through this elective course students will acquire the theoretical and methodological knowledge necessary for working with and caring for audiovisual and other non-textual archives with confidence. This class will also provide an opportunity to look critically at the core archival functions and the theory that underpins them, and the ways that non-textual records may challenge theory and accepted practice.

FNCC specialization: The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). For each assignment, students may choose to focus on non-textual records created, used, managed and/or preserved by Indigenous peoples, communities, and libraries, archives or cultural centres. If students would like to take this course for FNCC credit, they are invited to contact us to discuss this option.



Learning Outcomes:

Upon completion of this course students will be able to:

1. Identify a variety of audiovisual and non-textual record formats, and describe their characteristics and preservation needs [1.2, 1.3]
2. Analyze contexts of creation and use of audiovisual and non-textual archives [1.2, 1.3]
3. Understand and appraise tailored approaches to the care of different types of audiovisual and non-textual archives [1.2, 1.3, 3.1]
4. Demonstrate understanding of preservation practices (including strategic thinking about digitization, metadata and preservation formats) for audiovisual and non-textual archives [1.2, 1.3, 1.5]
5. Critically examine the application of core archival functions to different types of audiovisual and non-textual archives [1.1, 1.2, 1.3, 1.5, 4.1]
6. Think critically about archival descriptive standards and apply them to different types of audiovisual and non-textual archives [1.2, 1.3, 1.5., 4.1]
7. Identify relevant resources and best practices and scale their application to audiovisual and non-textual archives in a variety of recordkeeping environments [1.2, 1.3, 3.1, 3.2]

Course Topics:

- The creation, care and preservation of:
 - Photographic archives
 - Cartographic archives
 - Architectural archives
 - Moving image archives
 - Audio archives
 - And other non-textual archives

Prerequisites:

MAS and Dual students: completion of the MAS core courses. ARST 516 and ARST 555 can be taken as co-requisites.

MLIS students: completion of the MLIS core courses, plus permission of the course instructor and the Graduate Advisor.

Format of the course: Course includes lectures, in class discussions and group activities, workshops, 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:

General management of non-textual archives:



- Bureau of Canadian Archivists. Planning Committee on Descriptive Standards. Rules for Archival Description. Ottawa: Bureau of Canadian Archivists, rev 2008. Parts I and 2 of RAD are available at: <http://www.cdncouncilarchives.ca/archdesrules.html>
- Birrell, A. "The Tyranny of Tradition." In *Archivaria* 10 (Summer 1980), 249-252.
- Cook, Terry. "The Tyranny of the Medium." *Archivaria* 9 (Winter 1979-80): 141-149.
- Cook, Terry. "Evidence, Memory, Identity, and Community: Four Shifting Archival Paradigms." *Archival Science* 13, no. 2-3 (2013): 95-120.
- Dancy, Richard. "RAD Past, Present, and Future." *Archivaria* 74 (Fall 2012): 7-41.

Photographs:

- Antracoli, Alexis A., Annalise Berdini, Kelly Bolding, Faith Charlton, Amanda Ferrara, Valencia Johnson, and Katy Rawdon. "Archives for Black Lives in Philadelphia: Anti-Racist Description Resources." October 2020.
https://archivesforblacklives.files.wordpress.com/2020/11/ardr_202010.pdf
- Charbonneau, Normand. "The Selection of Photographs." *Archivaria* 59 (Spring 2005): 119-38.
- Beaulieu et al. *Protocols for Native American Archival Materials*. First Archivist's Circle. (2007). Available at: <https://www2.nau.edu/libnap-p/protocols.html>
- Image Permanence Institute. "Graphics Atlas." <http://www.graphicsatlas.org/>
- Hurst, Rachel Alpha Johnston. "Colonial Encounters at the Turn of the Twentieth Century: 'Unsettling' the Personal Photograph Albums of Andrew Onderdonk and Benjamin Leeson." *Journal of Canadian Studies* vol 49, no. 2 (Spring 2015): 227-267.
- Robichaud, Danielle. "Integrating Equity and Reconciliation Work into Archival Descriptive Practice at the University of Waterloo." *Archivaria* 91 (Spring/Summer 2021): 74-103.
- Sassoon, Joanna. "Beyond Chip Monks and Paper Tigers: Towards a New Culture of Archival Format Specialists." *Archival Science* 7 (2007): 133-145.
- Schlak, Tim. "Framing Photographs, Denying Archives: The Difficulty of Focusing on Archival Photographs." *Archival Science* 8 (2008): 85-101.
- Schwartz, Joan M. "Coming to Terms with Photographs: Descriptive Standards, Linguistic 'Othering,' and the Margins of Archivy." *Archivaria* 54 (Fall 2002): 142-171.

Cartographic and architectural records:

- Daniels, Maygene and David Peyceré (eds.). *A Guide to the Archival Care of Architectural Records: 19th-20th Centuries*. International Council on Archives, Section on Architectural Records, 2000. <https://www.ica.org/sites/default/files/ArchitectureEN.pdf>.
- Janes, Andrew. "Of Maps and Meta-Records: Eighty-Five Years of Map Cataloguing at The National Archives of the United Kingdom." *Archivaria* 74 (Fall 2012): 119-165.
- Saucier, Renee. "Medical Cartography in Southern Ontario, 1880-1920: A Records Perspective." *Archivaria* 89 (Spring 2020): 130-163.

Moving images - film:

- Bergeron, Rosemary. "Archiving Moving-Image and Audio-Cultural Works in Canada." *Archivaria* 63 (Spring 2007): 55-74.
- Edmondson, Ray. "Audiovisual Archiving: Philosophy and Principles." 3rd ed. Paris: UNESCO, 2016. <http://unesdoc.unesco.org/images/0024/002439/243973e.pdf>



- FADGI Audio-Visual Working Group. "Digitizing Motion Picture Film: Exploration of the Issues and Sample SOW." Federal Agencies Digitization Guidelines Initiative, 2016.
http://www.digitizationguidelines.gov/guidelines/FilmScan_PWS-SOW_20160418.pdf
- Kula, Sam. "Conclusions and Guidelines," In *The Archival appraisal of Moving Images: A RAMP Study with guidelines*. 92-98. UNESCO, 1983.
<http://unesdoc.unesco.org/images/0005/000576/057669e.pdf>
- Kula, Sam. "Appraisal Policies and Practices: Canada ONLY." In *The Archival appraisal of Moving Images: A RAMP Study with guidelines*. 76-79. UNESCO, 1983.
<http://unesdoc.unesco.org/images/0005/000576/057669e.pdf>
- Leigh, Andrea. "Context! Context! Context!: Describing Moving Images at the Collection Level." *The Moving Image* 6, no. 1 (Spring 2006): 33-65, available at:
http://muse.jhu.edu/journals/the_moving_image/summary/v006/6.1leigh.html
- National Film Preservation Foundation. *The Film Preservation Guide: The Basics for Archives, Libraries, and Museums*. San Francisco: National Film Preservation Foundation, 2004, available at <https://www.filmpreservation.org/preservation-basics/the-film-preservation-guide-download> [Read chapters 1, 2, 5 and 8]

Moving images - video:

- Blewer, Ashley. "Minimum Viable Station Documentation." Ongoing collaborative document, 2018. Available at:
<https://bits.ashleyblewer.com/blog/2016/12/02/minimum-viable-transfer-station-documentation/>
- Blood, George. "Refining Conversion Contract Specifications: Determining Suitable Digital Video Formats for Medium-term Storage." Office of Strategic Initiatives, Library of Congress, 2011. Available at:
http://www.digitizationguidelines.gov/audio-visual/documents/IntrmMastVidFormatRecs_201110_01.pdf
- Fox, Claire. "Snapshot of a Field in Motion" Audiovisual Research Alliance & AMIA Preservation Committee, October 2020. Available at:
<https://avresearchalliance.medium.com/snapshot-of-a-field-in-motion-2020-20e3f305c68c>
- Jiminez, Mona and Liss Platt. *Videotape Identification and Assessment Guide*. Texas Commission on the Arts, 2004. Available at:
<http://www.arts.texas.gov/wp-content/uploads/2012/04/video.pdf>
- Wheeler, Jim. "Videotape Preservation Handbook." Jim Wheeler, 2002.
<https://www.videopark.com/wp-content/uploads/2016/08/WheelerVideo.pdf>
- WITNESS. "Activists' Guide to Archiving Video." Available at
<https://archiving.witness.org/archive-guide/>
- Wozny, Michele. L. "National Audiovisual Preservation Initiatives and the Independent Media Arts in Canada." *Archivaria* 67 (Spring 2009): 87-113.
- IASA Technical Committee. "Guidelines for the Preservation of Video Recordings." ed. by Carl Fleischhauer and Kevin Bradley. First edition 2018. (IASA-TC 06).
<https://www.iasa-web.org/tc06/guidelines-preservation-video-recordings>

Audio archives:

- Brylawski et al., eds. "ARSC Guide to Audio Preservation." CLIR pub. 164, Association for Recorded Sound Collections, Council on Library and Information Resources, and National



Recording Preservation Board, Library of Congress, 2015.

<https://www.clir.org/pubs/reports/pub164>

- Casey, Mike, and Bruce Gordon. "Sound Directions: Best Practices for Audio Preservation." Bloomington: Indiana University, 2007.
http://www.dlib.indiana.edu/projects/sounddirections/papersPresent/sd_bp_07.pdf
- Council on Library and Information Resources. "Sound Recording Collections: An Overview of Preservation and Public Access in the Twenty-first Century." In *The State of Recorded Sound Preservation in the United States: A National Legacy at Risk in the Digital Age*, CLIR pub.148, pp. 9-65, National Recording Preservation Board, Library of Congress, 2010.
<https://www.clir.org/pubs/reports/pub148>
- IASA Technical Committee. "Guidelines on the Production and Preservation of Digital Audio Objects." ed. by Kevin Bradley. Second edition 2009. (= Standards, Recommended Practices and Strategies, IASA-TC 04). www.iasa-web.org/tc04/audio-preservation
- "Indigitization: Toolkit for the Digitization of First Nations Knowledge."
<http://www.indigitization.ca/>
- Mills, Allison. "Learning to Listen: Archival Sound Recordings and Indigenous Cultural and Intellectual Property." *Archivaria* 83 (Spring 2017): 109-124.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Assignment 1 - Analysis of Online Presentation of Photographic Materials	February 7	20%	1.1, 1.3
Assignment 2 - Moving Image Preservation Assessment and Strategy (group assignment)	March 14	25%	1.2, 1.3, 1.4, 2.2
Assignment 3 - Lightning Talk on Research Paper	March 29 or April 5 (sign up for date)	15%	1.5, 2.1
Assignment 4 - Research paper	April 11	30%	1.5, 2.1, 3.1, 3.2, 4.1
Participation Completion of in-class activities and participation in in-class discussions	Throughout	10%	4.1, 2.1, 2.2

Course Schedule:

Date	Topic	Readings and assignments
Week 1: Jan. 11 <i>online via zoom</i>	Introduction to course and topic (JG/KW) <ul style="list-style-type: none"> • Group agreement • Introduction to archival perspectives on non-textual holdings 	Birrell, Cook (79/80), Cook (2015), Dancy



	<ul style="list-style-type: none"> • RAD refresher • History of photography - condensed 	
<p>Week 2: Jan. 18 <i>online via zoom</i></p>	<p>Photographic archives: appraisal, access, online presentation (JG)</p> <p>In-class analysis of presentation of photographs on archival websites</p>	<p>Charbonneau, Sassoon, Schwartz, Schlak, Graphics Atlas</p> <p>Hand out Assignment one</p>
<p>Week 3: Jan. 25 <i>online via zoom</i></p>	<p>Photographic archives: arrangement + description, reparative description, bias statements, graphic materials? (JG/KW)</p> <p>Online photo description practice in breakout groups</p>	<p>Antricoli et al., Hurst, Robichaud, RAD, Beaulieu et al.</p>
<p>Week 4: Feb. 1 <i>online via zoom</i></p>	<p>Cartographic and architectural archives: formats, treatments and issues</p> <p>Cartographic and architectural archives: description and access (JG)</p> <p>In-class cartographic description practice</p>	<p>Janes, Daniels and Peyceré, RAD, Saucier</p> <p>Assignment one due Monday, February 7, 11:59pm</p>
<p>Week 5: Feb. 8 Location: City of Vancouver Archives</p>	<p>Moving image archives: film formats, handling, equipment, digitization, access issues, preservation, dedicated film archives (JG - CVA)</p> <p>Film handling and viewing workshop at CVA</p>	<p>Bergeron, Edmondson, FADGI, NFPF, Leigh, Kula</p> <p>Hand out assignment 2</p>
<p>Week 6: Feb. 15</p>	<p>Moving image archives: video formats, characteristics, video crisis, digitization, video network and software (KW)</p> <p>In class software workshop</p>	<p>Blood, Jimenez & Platt, Wheeler, IASA-TC-06</p>
<p>Week 7: Feb 22</p>	<p>READING BREAK - NO CLASS</p>	
<p>Week 8: Mar. 1 Location: Western Front</p>	<p>Moving image archives: Video - Tailoring approaches to preservation for small and non-profit organizations (KW)</p> <p>Site visit at Western Front, 303 East 8th Avenue</p>	<p>Wozny, Blewer, WITNESS, Fox</p> <p>Assignment 2 due Monday, Mar. 14, 11:59pm</p>



Week 9: Mar. 8	<p>REMOTE CLASS/ZOOM DROP-IN</p> <p>JG + KW will be available during the usual class time in Zoom to answer questions from your group assignment or discuss term paper topics</p>	Watch the U of T Media Commons Archives video and one other video of your choice from a list posted in Canvas - write a short response/reflection in Canvas
Week 10: Mar. 15	<p>Audio archives: formats, treatments and issues (JG/KW)</p> <p>Term paper workshop and rubric review</p>	Brylawski, Casey & Gordon, CLIR, IASA TC-04
Week 11: Mar. 22 Location: MOA	<p>Oral history records</p> <p>Introduction to Language Lab, Indigitization, and management of audio at MOA</p> <p>Museum of Anthropology, Language Lab site visit</p>	Indigitization, Mills
Week 12: Mar. 29	Term paper lightning talks	
Week 13: Apr. 5	<p>Term paper lightning talks</p> <p>Course wrap up</p>	Term paper due Monday, April 11, 11:59pm

Attendance: Attendance is encouraged for all class meetings. If you know you are going to be absent, please inform us beforehand if at all possible.

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). We will consider granting deadline extensions for circumstances beyond the student’s control; please give as much notice as possible. Unless a student negotiates with the instructors prior to the deadline, a penalty of 1% per day will be applied to late assignments. Assignments will not be accepted two weeks after the due date.

Required Materials: All course readings are freely available to students online. If you have issues accessing course materials, please let us know.

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 us 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 us 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.