

We acknowledge that we are on the traditional, ancestral and unceded territory of the hə́ŋqəmiḥəm 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 573 Archival Systems and the Profession – Course Syllabus (3)

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| Program: | MAS/MASLIS |
| Year: | 2022-23 WT1 |
| Course Schedule: | Mondays 9:00 – 11:50 am PST |
| Location: | IKBLC 185 |
| Instructor: | Dr. Elizabeth Shaffer (she/her) |
| Office phone: | 604 822 0885 |
| Online Office hours: | Monday 1-2:30 pm or by appointment |
| E-mail address: | elizabeth.shaffer@ubc.ca |
| Learning Management Site: | http://lthub.ubc.ca/guides/canvas/ |

Course Goal: The goal of this course is to give students a broad understanding of the various components of the Canadian archival system and profession and how they have developed over time in comparison with archival systems and the profession in other countries as a means of developing a critical appreciation of the context in which archivists work.

Additional Information: The course format will enable students to develop methods and skills to critically engage with and build understanding of the historical underpinnings of the archival profession, its evolution and contemporary discourse within the profession.

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 so I can best support your interests.

Learning Outcomes:

Upon completion of this course students will be able to:

1. Demonstrate understanding of the origins, broad lines of development, and current state of the institutions and organization that constitute the Canadian archival system. [1.4]
2. Demonstrate understanding of the broad lines of development of archival systems in countries comparable to Canada. [1.4]
3. Demonstrate understanding of the mandates of Canadian public archival institutions as reflected in the laws establishing them, regulations governing management of public records, and laws governing use and access to public records. [1.4]



4. Demonstrate understanding of the roles, responsibilities, and functioning of archival programs in a variety of settings, including for example, national, provincial and municipal levels of government, universities and colleges, churches, businesses, and other private organizations in Canada with comparisons to similar programs in other countries. [1.4]
5. Analyze and evaluate the evolution of the responsibilities, values, and culture of the archival profession as a means of assessing its role in contemporary society. [1.4, 5.1, 5.2]

*Course objectives are stated in terms of student learning outcomes and reference the iSchool *Statement of Graduate Competencies*: <http://slais.ubc.ca/programs/about-department/graduate-competencies/>

Course Topics:

- Concepts of archival systems and socio-cultural and juridical-administrative contexts
- Origins and evolution of the mandate, functions, and structure of Canadian public archives and the “total archives” concept
- Recordkeeping cultures, practices and technologies in different historical, socio-cultural and juridical-administrative contexts
- Colonialism and its legacies in recordkeeping and archives
- Archives- and records-related legislation– public and private
- Recordkeeping ethics, values and social justice; anti-racism
- The Truth and Reconciliation Commission Calls to Action for archives; Reconciliation Framework
- Development of archives outside of Canada
- Archival education
- Equity and diversity in the profession
- Human rights and archives – rights in records
- Archival silences and subaltern gaps
- Archival labour; trauma in records and archives; trauma-informed practice
- Professional associations
- Climate change and archives
- Community archives, specialized archives

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

Format of the course: This course will consist of reading/listening/viewing assigned materials, lectures, class discussions, student led seminars and small group discussions, in-class activities, guest speakers, presentations.

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



Required and Recommended Reading: Weekly required and recommended readings, listening and viewing for the class are drawn from books, journals and online resources. All readings will be available through the UBC Library in online or print format or within the Canvas course site or online library course reserves. Required readings are listed in the week-by-week course schedule in Canvas as well as additional recommended and supplementary readings/viewings.

You are expected to read the required readings prior to class. Please read, listen and watch critically, and come prepared to discuss the readings, question ideas, and share your thoughts/opinions. Class lectures will discuss required as well as supplementary readings. All referenced readings will be listed in Canvas. Additional readings are not mandatory but are provided to offer further context and for those who wish to deepen their understanding of topics covered. The additional materials may also be useful for your major project/paper.

Course Assignments:

| Assignment Name | Due Date | Weight | Graduate Competencies |
|---|--|-------------------|---------------------------------|
| Weekly Seminar and Discussions Seminar Facilitation Seminar and Class Discussion | Once (TBD) Throughout Term | 15% 20% | 1.4, 2.1, 2.2, 3.1, 4.1, 5.1 |
| Major Project Paper (Group or Individual) Project Proposal Oral Presentation Project / Paper | Week 6 (via Canvas) Week 13 (in Class) 12 December (via Canvas) | 10% N/A 30% | 1.1, 1.4, 2.1, 3.1, 4.1, 5.1 |
| Individual Topic Response Reflections | Bi-weekly (5x) Weeks 2,4,7,9,11 Submitted via Canvas | 25% | 1.1, 1.4, 2.1, 4.1, 5.1 |

Short Assignment Descriptions: **Full assignment descriptions in Canvas*

Seminar Facilitation

You will be assigned to a small seminar group at the beginning of the term. You will take the lead facilitating the seminar discussion once per term. The weekly discussion leader will submit their questions/prompts prepared for the seminar, any presentation materials (e.g. slides, images, etc.) or handouts, any additional readings you assigned to the group and a brief reflection (approx. 1 page) on how you believe the discussion transpired by the end of the week (Friday) in which you were discussion leader.

Seminar and Class Discussions

A key outcome of this course is to generate fulsome dialogue between you and your colleagues on the topics we will be covering throughout the term. This is best facilitated by participating in class discussions, activities and participating in each week’s seminar discussion. You are expected to attend all seminars, complete the readings and any assigned activities. You will be graded on regular seminar attendance and participation in discussions.



Major Project | Paper

Project / Paper: For this assignment, you will develop a major project or paper based on a topic covered in the course (e.g. specific archival institution, archival system, archival movement, current challenge(s) w/in the field, etc.). You may work alone or in groups of up to three. If you choose to work in a group, the project undertaken must reflect a group effort and the work of multiple participants.

The assignment has three parts:

Project Proposal: Please submit a project/paper proposal (approx. 3 pages), identifying the medium of your project, identified annotated sources, draft thesis statement and clear plan to successful completion. You will be provided feedback from the instructor on ways to strengthen your project, potential additional sources, advice on scope and content and a grade for the proposal.

Oral Presentation: During week 12 of the course, you will present a brief synopsis of your project/paper topic to the class. This is a brief presentation (approx. 5 minutes) highlighting the main themes/ideas of your project/paper and your interest in and engagement w/ the topic.

Final Paper / Project: Your submission can take the form of a research paper, podcast, or another medium approved by the instructor. The length will depend on the medium and be confirmed by the instructor once the project is approved – prior approval of the instructor is required

Individual Topic Response | Reflections

You will submit five topic responses/reflections throughout the term. Write a brief response/reflection on the prompt provided in class at the beginning of the week. Topic prompts are based on the readings, lectures and guest speakers. Responses/reflections should include your views/interpretations of the topic and materials covered.

Course Schedule [week-by-week]:

| Week | Topic | Date | Assignment |
|------|--|--------------|------------------|
| 1 | Introduction to course and colleagues Perspectives on archival institutions | 12 September | |
| 2 | Archival origins Development of archives in Canada; Total archives Colonialism and recordkeeping | 19 September | Topic Response 1 |
| 3 | Archival missions, roles and responsibilities | 26 September | |
| 4 | Decolonization, Indigenization, Reconciliation UNDRIP; Truth and Reconciliation Calls to Action Reconciliation Framework | 3 October | Topic Response 2 |
| 5 | NO Class | 10 October | |



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| 6 | Archives and records legislation Development of archives outside of Canada Guest Lecture: Dr. Elaine Goh | 17 October | Project Paper Proposal Due Seminar 1 |
| 7 | Specialized archives Guest panel – specialist archivists | 24 October | Topic Response 3 |
| 8 | Human rights and archives Rights in records Archival silences, ghosts and subaltern gaps | 31 October | Seminar 2 |
| 9 | Professional associations Professional ethics; Codes of ethics Equity and diversity in the profession Guest Lecture | 7 November | Topic Response 4 Seminar 3 |
| 10 | Trauma in records and archives Trauma-informed practice Critical archival studies | 14 November | Seminar 4 |
| 11 | Archival education Climate change and archives | 21 November | Topic Response 5 Seminar 5 |
| 12 | Community archives Archival activism Social justice in archives and the profession Emerging best practices | 28 November | Seminar 6 |
| 13 | Future directions for archives and profession Course wrap-up | 5 December | Project Paper Presentations |
| | | 12 December | Major Paper Project Due |

Attendance: Attendance is expected in all class meetings as this course requires ongoing and significant class participation. If you know you are going to be absent, I would ask you please notify me beforehand if at all possible and we can work together to ensure your learning is not interrupted.

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool website](#). Please take time to review the criteria at the start of term. It is expected that all assignments will be submitted on time. Students experiencing difficulties in meeting deadlines should contact me as soon as possible to discuss a possible extension. Grading penalties may be applied to late assignments unless an extension is agreed upon before the due date.

Required Materials: All required reading/viewing/listening materials will made available through Canvas. Students will require regular access to a computer and the internet. Please contact me if you have challenges accessing a computer or the internet.

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.

COVID-19 Safety: Per the most recent [UBC Broadcast](#), you are no longer required to wear a mask, yet UBC recommends that you do in indoor public spaces. Daily health checks and frequent hand-washing are advisable. Whether you choose to wear a mask or not, please be mindful and accepting of each other's choices and comfort levels as we navigate the new academic year. Please maintain a respectful environment ([UBC Respectful Environment Statement](#)).

Other Course Policies and Information:

Canvas: UBC's e-learning system <https://canvas.ubc.ca> will be used to organize class resources and additional materials. It will be used to manage assignments, grading and class communication. Be sure to consistently check the course space in Canvas for announcements, resources, assignments, feedback and grades. All assignments must be submitted through Canvas, not via email.



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Communication: Please include the course code (ARST 573) in the subject line of your email communication. All email should be signed with student's full name. Emails from students will generally be answered within two working days of receipt.