



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 hən̓q̓əmin̓əm̓ 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 575K / LIBR 539H Personal Archives – Course Syllabus (3)

Program: MAS/MLIS

Year: 2022-3, Winter Term 1

Course Schedule: Mondays, 2:00-5:00pm

Location: IBLC 185

Instructor: Dr. Jennifer Douglas

Office location: IBLC 487

Office phone: 604-827-5905

Office hours: Wednesdays, 10-11 on zoom
(link available in Canvas); 11:15-12:15 in
person in my office

E-mail address: jen.douglas@ubc.ca

Learning Management Site:

<https://canvas.ubc.ca/courses/99736>

Course Goal: This course will introduce students to the theoretical and methodological knowledge necessary for understanding and caring for archives created by individuals, families and communities (i.e. archives created outside of formal governance structures). After completing the course, students will understand the particular challenges posed by such archives and will have gained knowledge, awareness, and strategies necessary to approach these challenges.

FNCC specialization: The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). The primary, scaffolded assignment is a research project on a topic of your choice and students in the FNCC may find this a good opportunity to devote a significant amount of time and thinking to the theory and/or praxis related to personal and/or community archives and how these are understood, enacted and/or challenged or reimagined in Indigenous recordkeeping and social memory traditions and practices. If you would like to take this course for FNCC credit, please contact me to discuss this option.

Learning Outcomes:

Upon completion of this course students will be able to:

1. Demonstrate a clear understanding of the theoretical and methodological issues related to the archives of individuals, families and communities. [1.1, 1.4, 4.1]
2. Demonstrate the ability to analyze personal archives and to make decisions about how best to treat them. [1.1, 1.2, 4.1, 5.1]



3. Demonstrate an understanding of how non-organizational archives both strengthen and challenge traditional archival ideas. [1.4, 4.1]
4. Demonstrate an understanding of the topics below.

Course Topics:

- The nature and characteristics of individual, family and community archives.
- Issues related to the appraisal and acquisition of personal and community archives.
- Issues related to the arrangement and description of personal and community archives.
- Issues related to digital personal archives.
- Ethical issues related to personal and community archives.
- Community archives projects and goals.
- The relationship between community archives and established archival institutions.
- Affect, emotion and intimacy
- Working with difficult records
- Relationships with donors and communities
- Person-centred archival theory and praxis

Prerequisites: ARST 575K: Completion of MAS core courses and ARST 520

LIBR 539H: Completion of MLIS core courses and LIBR 579G

Dual students must meet the prerequisites for the section [ARST or LIBR] in which they are registered.

Format of the course: The course will include a combination of short lectures, class discussion, in-class activities, guest speakers and student presentations. Active participation is expected; this doesn't mean you are expected to speak up all the time in class, but active listening, participation in class activities, and keeping up with course readings is expected.

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

Required and Recommended Reading: Required readings are listed below in the week-by-week course schedule. All course readings will be available through the UBC Library and/or in Library Online Course Reserves (LOCR) in Canvas. A list of supplementary readings is provided in Canvas. This list is not exhaustive, but can help you begin to find resources on topics of particular interest to you.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Provenance in personal archives reflection	October 17	20%	4.1
Term research project scaffolded assignment: 1. Proposal and mini annotated bibliography	November 7	20%	1.4, 2.1, 4.1, 4.2



2. Research paper	December 9	35%	1.4, 2.1, 4.1, 4.2, 5.3
3. Lightning talk	November 28 or December 5, in class	15%	1.4, 2.1, 4.1
Participation self-assessment	December 14 (though feel free to hand in anytime after our last class on December 5)	10%	

Assignment Descriptions

Provenance in Personal Archives Reflection (20%):

For this assignment you will conduct a provenance analysis of your own personal fonds. This reflexive assignment gives you a chance to engage with questions about how the principle of provenance (and its sub-principles of respect des fonds and original order) can be interpreted and applied in the context of personal archives and with questions of representation in personal archives.

The first step in completing the assignment will be considering what constitutes your personal fonds. Some of you will have begun this work in ARST 515 for the description portfolio assignment. Whether or not this is the case, you should start the assignment by reflecting on:

- What you would include in your personal fonds and why
- What challenges you face in deciding what belongs in your personal fonds and what doesn't
- The kinds of value you are ascribing (or not) to material as you determine what constitutes your fonds

Once you have made some decisions about what constitutes your personal fonds, your next task is to reflect on the following questions:

- What types of archival creation are evident in your fonds? Are you the only creator of your fonds? If not, who else is a creator?
- What is the 'original order' of your fonds? What challenges do you face in determining the 'original order'?
- How does your fonds represent you/your life/your occupations and interests? If there is an original order how does it represent (or not) your 'character' (Hobbs 2001), intentions, activities, etc.?

When you have spent some time reflecting on these questions, summarize your analysis in a short report. The report can take the form of separate answers to each of the individual prompts posed above or can be a more narrative report, synthesizing these responses. The report should be 1200-1500 words excluding any citations and appendices and it should reference course readings to demonstrate ability to analyze and synthesize relevant scholarship and apply it to a real-world example (your own fonds).



Please note, you do not have to conduct a full arrangement of your fonds and you do not need to share details about the materials included in your fonds; a broad strokes description is acceptable and the emphasis is on how you analyze creatorship, original order and what these represent.

If you can make a case for how you want to complete this assignment with a community archives in mind, please contact me to discuss this option.

Evaluation criteria: Your report will be evaluated on 1) its completeness (have you reflected on all of the assignment prompts?); and 2) the depth of its analysis (how are you engaging with course readings and class discussions on provenance (respect des fonds, creatorship and respect for original order) in relation to a real-world example?).

Term Project / Research Paper (individual, scaffolded assignments)

The primary work for this term is a scaffolded research paper, which you can approach in different ways depending on your interests and inclinations.

I have listed below several topics/questions that you might wish to write about, but you should also feel free to write about anything that really interests you or that you've wanted to dig into and not yet had a chance to as long as it is within the parameters of personal and/or community archives. Your paper can be on a more practical or methodological topic, or it can be more theoretical. For any of you who may have been looking for ways to approach writing in this program more creatively or in an exploratory manner, I encourage you to do so in this assignment (no pressure, not required, just an option for those who want it!).

The final paper/project consists of three elements: a proposal; a paper; and a lightning talk. Each element is described below.

1. Proposal (20%)

The purpose of the proposal is two-fold: first, it will help you to get started on the project in a timely manner; second, it allows me to provide feedback before you write the full paper. In particular, I can provide feedback about useful sources and about how to shape your research focus (as necessary).

The proposal should include the following sections:

- *Context and objectives:* In this section, identify your research objectives/claim/question and provide some context to the objectives/claim/question by explaining their significance in archival theory and methodology, pointing to how they have been explored or presented in the archival literature, and/or identifying existing gaps in discussions of archival theory and methodology. In other words, in this section, you will identify your focus and explain its significance as a focus of study. This section should be 2-3 pages, double spaced.
- *Bibliographic references:* List 6-8 key resources you plan to use in writing your paper, and provide a brief (2-3 sentences) explanation of the importance of each resource to your study

Evaluation criteria: Your proposal will be evaluated on 1) its completeness (have you identified a research objective and contextualized it? Have you included 6-8 key resources and explained their significance to your topic?); and 2) its clarity (is the research objective clear? Is its significance and context clearly explained? Is the significance of each resource clearly outlined?)



2. Paper (35%)

The paper is intended to provide you with some space to explore a topic of interest to you in the realm of personal and/or community archives. This topic and your approach to it will be presented in the proposal (see above) and you will have a chance to incorporate my feedback into the writing of the paper. I will expect you to consult between 10-20 resources (research articles; blog posts; policy documents; online exhibits or finding aids; etc.); in most cases, at least 10 of these should be research articles. The paper should be between 12-15 pages long (12-pt font; double-spaced), excluding your bibliography.

As explained above, you can choose to write about a more practical or methodological topic or about a more theoretical topic; you may also write a paper about a theoretical concept that incorporates practical implications! There is a good deal of scope here for you to shape the topic and approach it in a way that most interests and engages you. I have proposed some possible topics/questions below. You may feel free to choose one of these or to develop your own topic/question.

Possible topics/questions to start with:

- Appraisal issues or policies related to personal or community archives
- The concept of creatorship and/or ideas of the fonds in personal or community archives
- The principle of original order in personal or community archives
- New ideas about provenance/context in personal or community archives
- Issues of privacy and access in personal or community archives
- Trauma-informed approaches to archival work, in the context of personal or community archives
- Ideas of embodiment in personal or community archives
- The significance of materiality to personal or community archives
- Do personal archives require different treatment than organizational archives?
- What does it mean to understand that organizational records can also be personal?
- The right to be forgotten
- Particular types of personal or community records: e.g. diaries, scrapbooks, blogs or other types of social media records, this list could go on...
- How inclusive is personal archives theory?
- To what extent should 'mainstream' archival institutions be involved in community archives?
- The role of affect in archival processes (e.g. affect and appraisal; affect and description; etc.) in the context of personal or community archives
- Critical archival studies and personal archives

Evaluation criteria: Your paper will be assessed based on the extent to which a clear argument or point of view is developed (i.e. so that the paper is not only descriptive), and on the depth and insightfulness with which the topic is treated. Additional weight may be granted to acknowledge sensitivity and/or originality of approach to the topic or theme. Papers will also be assessed in light of their stated objectives; for example, a paper that aims to assess collection policy development may be assessed differently than a paper that tackles a highly theoretical concept.

3. Lightning talk (15%)

The lightning talks provide us with a chance to learn a little bit about each other's projects and work over the term.

The lightning talks should be 5 minutes in length (no longer!). In your talk you should do the following (though not necessarily in this order):



- 1) Introduce your research/paper topic and objectives
- 2) Explain why you chose the topic and what about it interests you
- 3) Identify an aspect of the topic you found to be particularly engaging/significant and explain why
- 4) Identify at least one question you are left with and/or one challenge for the archival profession to deal with.

You should prepare one(!) powerpoint slide for your lightning talk. The slide must include your name and paper title; you can then do whatever you want with your slide (e.g. include a salient quote or image; provide a talk outline; provide citations; etc.). Please send the slide to me by the end of the day before your scheduled talk so that I can compile all the slides into a single presentation file that I will share in class as you present.

Evaluation criteria: The lightning talks will be evaluated on their completeness; on their adherence to the time limit; and on their ability to convey the required information in an engaging manner. You will be expected to be well prepared and to have rehearsed the presentation to be sure you can do it in 5 minutes.

Participation self-assessment (10%):

The purpose of this self-assessment is to allow for different types of participation to be accounted for, as well as to help develop self-reflexive learning practices that may help you in this and other classes. This goal aligns with the iSchool graduate competency 2.1 that aims to help students “articulate ideas and concepts fluently and thoughtfully in a variety of communication modes” by making the participation component of the classroom one that is more intentional and more attentively assessed.

For this assignment you will complete a participation self-assessment that allows you to assess participation across diverse modalities (i.e. including but also beyond or not limited to speaking up in class discussions) and to connect your participation in this course to the achievement of course objectives. A guiding worksheet will be made available to you, which you are invited to complete throughout the course and will hand at the end of the term.

Course Schedule [week-by-week]:

Topic	Date
<p>Introductions:</p> <ul style="list-style-type: none"> • To each other • To the course • To personal archives • To community archives • To person-centred archival theory and practice <p>Some good introductions to read when you have a chance:</p> <p>Hobbs, Catherine. “Personal Records.” In <i>Encyclopedia of Archival Science</i>. Eds. Luciana Duranti and Patricia Franks (Rowman & Littlefield, 2015), pp. 266-270. [ebook available through UBC Library Catalogue]</p> <p>Flinn, Andrew. “Community Archives.” In <i>Encyclopedia of Archival Science</i>. Eds. Luciana Duranti and Patricia Franks (Rowman & Littlefield, 2015), pp. 145-149. [ebook available through UBC Library Catalogue]</p>	September 12
Personal archives: Their nature, characteristics and archival value	September 19



<p>In this class we will:</p> <ul style="list-style-type: none"> • Look at how personal archives have been defined and discuss the characteristics that differentiate personal archives from organizational archives • Explore how elements of the personal are found in organizational archives, too • Consider reasons for the creation and preservation of personal archives and discuss these in relation to archival appraisal <p>In preparation for this class, please read:</p> <p>Hobbs, Catherine, “Reenvisioning the Personal: Reframing Traces of Individual Life,” in <i>Currents of Archival Thinking</i>, eds. Terry Eastwood and Heather MacNeil, Santa Barbara: Libraries Unlimited, 2010, 213-241. [available in Online Course Reserves]</p> <p>Creet, Julia. “Locking Up Letters.” In <i>Basements and Attics, Closets and Cyberspace: Explorations in Canadian Women’s Archives</i>, Linda M. Morra & Jessica Schagerl, Eds. (Waterloo, ON: Wilfrid Laurier UP, 2012): 303-317. [ebook available through UBC Library Catalogue]</p> <p>Patricia J. Williams, “Gathering the Ghosts,” <i>the A-Line: A Journal of Progressive Thought</i>, August 30, 2018 https://alinejournal.com/vol-1-no-3-4/gathering-the-ghosts/</p> <p>Humphreys, Lee. “Introduction.” In <i>The Qualified Self: Social Media and the Accounting of Everyday Life</i>. MIT Press: 2018, p. 1-28. [ebook available online through UBC Library Catalogue]</p>	
<p>Community archives: Their nature, characteristics and archival value</p> <p>In this class we will:</p> <ul style="list-style-type: none"> • Look at how community archives have been defined in archival literature and discuss the characteristics that differentiate community archives from mainstream archives • Consider different reasons for the creation and preservation of community archives and discuss these in relation to mainstream archival theory • Begin to explore the impacts of community archives (and of the community archives movement on archival theory) <p>In preparation for this class, please read:</p> <p>Flinn, Andrew, Mary Stevens and Elizabeth Shepherd, “Whose Memories, Whose Archives? Independent Community Archives, Autonomy and the Mainstream,” <i>Archival Science</i> 9 (2009): 71-86. [online journal available through UBC Library Catalogue]</p> <p>Caswell, Michelle, Alda Allina Migoni, Noah Geraci & Marika Cifor. “‘To Be Able to Imagine Otherwise’: Community Archives and the Importance of</p>	September 26



<p>Representation.” <i>Archives and Records</i> 38 (2017): 5-26. [online journal available through UBC Library Catalogue]</p> <p>McCracken, Krista and Skylee-Storm Hogan. “Residential School Community Archives: Spaces of Trauma and Community Healing.” <i>Journal of Critical Library and Information Studies</i>, vol. 3 (2021): http://journals.litwinbooks.com/index.php/jclis/article/view/115/96</p>	
<p>The principle of provenance in personal and community archives</p> <p>In this class we will:</p> <ul style="list-style-type: none">• Review the principle of provenance (respect des fonds and respect for original order)• Explore how it has been discussed in the literature on personal and community archives• Consider how personal and community archives challenge application of the principle of provenance, as well as how they highlight problems with the principle’s theorization• Identify strategies for arrangement and description of personal and community archives <p>In preparation for this class, please read:</p> <p>Douglas, Jennifer. “A Call to Rethink Archival Creation: Exploring Types of Creation in Personal Archives.” <i>Archival Science</i> 18 (2018): 29-49. [online journal available through UBC Library Catalogue]</p> <p>Harris, Carolyn. “Paper Memories, Presented Selves: Original Order and the Arrangement of the Donald G. Simpson Fonds at York University.” <i>Archivaria</i> 74 (Fall 2012): 195-217. [online journal available through UBC Library Catalogue]</p> <p>Griffin, Stanley H. “Noises in the Archives: Acknowledging the Present Yet Silenced Presence in Caribbean Archival Memory.” In <i>Archival Silences</i>, eds. Michael Moss and David Thomas. London: Routledge, 2020. [e-book available through UBC Library Catalogue]</p>	October 3
<p>THANKSGIVING – NO CLASS</p>	October 10
<p>Affect, emotion, intimacy and the body Working with difficult records</p> <p>In this class we will:</p> <ul style="list-style-type: none">• Discuss developing emphases in the literature on personal and community archives on affect, emotion, intimacy and the body• Consider how understanding of the affective, emotional and embodied nature of records impacts (or could impact) archival appraisal and management• Discuss records that might be considered difficult and why• Discuss the effects on archivists and researchers of working with difficult records	October 17



<p>In preparation for this class, please read:</p> <p>Cifor, Marika. “Stains and Remains: Liveliness, Materiality, and the Archival Lives of Queer Bodies.” <i>Australian Feminist Studies</i> 32 (2017): 5-21. [online journal available through UBC Library Catalogue]</p> <p>Lee, Jamie A. “Be/longing in the Archival Body: Eros and the ‘Endearing’ Value of Material Lives,” <i>Archival Science</i> 16, no. 4 (2016): 33-51. [online journal available through UBC Library Catalogue]</p> <p>Sutherland, Tonia. “Making a Killing: On Race, Ritual, and (Re)Membering in Digital Culture,” <i>Preservation, Digital Technology & Culture</i> 46, no. 1 (2017). https://criticalracedigitalstudies.com/wp-content/uploads/2017/07/sutherland_makingakilling_pdtc.pdf</p> <p>Arroyo-Ramírez, Elvia. “Radical Empathy in the Context of Suspended Grief: An Affective Web of Mutual Loss.” <i>Journal of Critical Library and Information Studies</i>. Vol. 3: Radical Empathy in Archival Practice (2021). https://journals.litwinbooks.com/index.php/jclis/article/view/134</p>	
<p>Ethics of representation and description in personal and community archives</p> <p>In this class we will:</p> <ul style="list-style-type: none"> • Think about what it means to do ethical description in the context of personal and community archives • Think about the bigger concept of ethical representation in the context of personal and community archives • Consider how the issues we raise in the context of ethical representation in personal and community archives intersect with traditional archival theory and methodologies <p>In preparation for this class, please read:</p> <p>Hobbs, Catherine. “Personal Ethics: Being an Archivist of Writers.” In <i>Basements and Attics, Closets and Cyberspace: Explorations in Canadian Women’s Archives</i>, Linda M. Morra & Jessica Schagerl, Eds. (Waterloo, ON: Wilfrid Laurier UP, 2012): 181-192. [ebook available through UBC Library Catalogue]Or michelle’s dusting for fingerprints</p> <p>Cifor, Marika. “Aligning Bodies: Collecting, Arranging, and Describing Hatred for a Critical Queer Archives.” <i>Library Trends</i> 64, no. 4 (2016): 756-775. [online journal available through UBC Library catalogue]</p> <p>Thorpe, Kirsten. “Ethics, Indigenous Cultural Safety and the Archives.” <i>Archifacts</i> 2 (2018): 33-47. [online journal available through UBC Library catalogue]</p>	October 24
<p>Ethics and access in personal and community archives Trauma-informed approaches to working with personal and community archives</p>	October 31



<p>In this class we will:</p> <ul style="list-style-type: none"> • Continue our discussion of the ethics of representation with a focus on the ethics of access to personal and community archives • Discuss how trauma-informed approaches can be applied in working with personal and community archives <p>In preparation for this class, please read:</p> <p>Sheffield, Rebecka and Kate Zieman. "Privacy, Context & Pride: The Management of Digital Photographs in a Queer Archives." In <i>Queers Online: LGBT Digital Practices in Libraries, Archives and Museums</i>. Ed. Rachel Wexelbaum. Sacramento: Litwin, 2015, p. 111-128. [available in Library Online Course Reserves]</p> <p>Odumusu, Temi. "The Crying Child: On Colonial Archives, Digitization, and Ethics of Care in the Cultural Commons." <i>Current Anthropology</i> 61, no. 22 (2020). [Online journal available through UBC Library Catalogue]</p> <p>Wright, Kirsten and Nicola Laurent. "Safety, Collaboration, and Empowerment: Trauma-Informed Archival Practice." <i>Archivaria</i> 91 (Summer 2021): 38-73. [Online journal available through UBC Library Catalogue]</p> <p>If you can, please also read these blog posts:</p> <p>Robertson, Tara. "Not All Information Wants to Be Free." November 20, 2016. https://tararobertson.ca/2016/lita-keynote/</p> <p>Tansey, Eira. "No One Owes their Trauma to Archivists, or, the Commodification of Contemporaneous Collecting." 5 June 2020. http://eiratansey.com/2020/06/05/no-one-owes-their-trauma-to-archivists-or-the-commodification-of-contemporaneous-collecting/</p>	
<p>Relationships (1): Working with Creators and Donors</p> <p>Guest panel</p> <p>In this class we will:</p> <ul style="list-style-type: none"> • Consider the role of the archival donor • Consider the relationship between archivists and creators/donors • Discuss ways of working effectively with creators/donors • Think about who donates, who doesn't and why <p>In preparation for this class, please read:</p> <p>Fisher, Rob. "Donors and Donor Agency: Implications for Private Archives Theory and Practice." <i>Archivaria</i> 79 (Spring 2015): 91-119. [online journal available through UBC Library Catalogue]</p> <p>Carbajal, Itza. "The Politics of Being an Archival Donor: Defining the Affective Relationship Between Archival Donors and Archivists." <i>Journal of Critical Library and Information Studies</i>. Special Issue: Radical Empathy in</p>	November 7



<p>Archival Practice. 2021. https://journals.litwinbooks.com/index.php/jclis/article/view/114</p> <p>And if you have time...</p> <p>McMaster, Susan. "Rat in the Box: Thoughts on Archiving My Stuff." In <i>Basements and Attics, Closets and Cyberspace: Explorations in Canadian Women's Archives</i>, Linda M. Morra & Jessica Schagerl, Eds. (Waterloo, ON: Wilfrid Laurier UP, 2012): 207-214. [ebook available through UBC Library Catalogue]</p>	
<p>Relationships (2): Working with Community</p> <p>Guest Panel</p> <p>In this class we will:</p> <ul style="list-style-type: none">• Consider the relationship between mainstream archival institutions and community archives: what roles and responsibilities do mainstream archives have? How can they work respectfully and reciprocally with community archives?• Consider the relationship between the community archivist and the community: what are effective strategies and practices for community archives work?• Discuss sustainability in community archives• Consider the role of the archivist as activist <p>In preparation for this class, please read:</p> <p>McCracken, Krista. "Community Archival Practice: Indigenous Grassroots Collaboration at the Shingwauk Residential Schools Centre." <i>American Archivist</i> 78 (Spring/Summer 2015): 181-191. [online journal available through UBC Library Catalogue]</p> <p>Cifor, Marika, Caswell, Michelle, Migoni, Alda Allina, and Noah Geraci. "'What We Do Crosses Over to Activism': The Politics and Practice of Community Archives." <i>The Public Historian</i> 40, no. 2 (May 2018): 69-95.</p> <p>Reciprocity in Researching Records Collaborative. "'Come Correct or Don't Come at All': Building More Equitable Relationships Between Archival Studies Scholars and Community Archives." White Paper. December 2021. https://escholarship.org/uc/item/7v00k2qz</p>	November 14
<p>Rethinking archival functions, policies and methodologies for personal and community archives lab</p> <p>In this class we will:</p> <ul style="list-style-type: none">• Draw from all earlier class readings, lectures, panels, activities and discussion to assess and analyze key archival functions (selection and appraisal; arrangement and description; reference; outreach;	November 21



etc.) and to reimagine them to respond to issues identified in class and in the personal and community archives literature

In preparation for this class, please read TWO articles from the following list:

Read **two** articles from the following selection of readings on rethinking archival practices:

Caswell, Michelle. "Dusting for Fingerprints: Introducing Feminist Standpoint Appraisal." *Journal of Critical Library and Information Studies* 3 (2020): <https://journals.litwinbooks.com/index.php/jclis/article/view/113/67>

Caswell, Michelle and Marika Cifor "From Human Rights to Feminist Ethics: Radical Empathy in the Archives." *Archivaria* 81 (Spring 2016): 23-43. [online journal available through UBC Library Catalogue]

Hughes-Watkins, Lae'l. "Moving Toward a Reparative Archive: A Roadmap for a Holistic Approach to Disrupting Homogenous Histories in Academic Repositories and Creating Inclusive Spaces for Marginalized Voices." *Journal of Contemporary Archival Studies* 5 (2018): <https://elischolar.library.yale.edu/jcas/vol5/iss1/6/>

Douglas, Jennifer. "Toward More Honest Description." *American Archivist* 79, no. 1 (2016): 26-55. [online journal available through UBC Library Catalogue]

Rawson, K.J. "Accessing Transgender // Desiring Queer(er?) Archival Logics." *Archivaria* 68 (Fall 2009): 123-140. [online journal available through UBC Library Catalogue]

Sellie, Alycia, Jesse Goldstein, Molly Fair and Jennifer Hoyer. "Interference Archive: A Free Space for Social Movement Culture." *Archival Science* 15 (2015): 453-472.

Joffrion, Elizabeth and Natalia Fernàndez, "Collaborations between Tribal and Nontribal Organizations: Suggested Best Practices for Sharing Expertise, Cultural Resources, and Knowledge." *American Archivist* 78 (Spring/Summer 2015): 192-237.

Shepherd, Elizabeth, Hoyle, Victoria, Lomas, Elizabeth, Flinn, Andrew and Anna Sexton. "Towards a Human-Centred Participatory Approach to Child Social Care Recordkeeping." *Archival Science* 20, no. 4 (2020): 307-325. [online journal available through UBC Library Catalogue]

O'Neill, Cate, Selakovic, Vlad and Rachel Tropea. "Access to Records for People Who Were in Out-of-Home Care: Moving Beyond 'Third Dimension' Archival Practice." *Archives and Manuscripts* 40, no. 1 (2012). [online journal available through UBC Library Catalogue]

Lightning talks (1)

November 28



<p>In this class we will:</p> <ul style="list-style-type: none"> • Present term project lightning talks • Discuss each other’s work 	
<p>Lightning talks (2) Course wrap up</p> <p>In this class we will:</p> <ul style="list-style-type: none"> • Present term project lightning talks • Discuss each other’s work <p>If you have time, please read the following in preparation for our final wrap up:</p> <p>McKemmish, Sue, “Evidence of Me.” <i>Archives and Manuscripts</i> 24 (May 1996): 28-45. [online journal available through UBC Library Catalogue]</p> <p>Caswell, Michelle. “Affective Bonds: What Community Archives Can Teach Mainstream Institutions.” In <i>Community Archives, Community Spaces: Heritage, Memory and Identity</i>, eds. Jeannette Bastian and Andrew Flinn. Facet: 2020. [ebook available online through UBC Library Catalogue]</p>	<p>December 5</p>

Attendance: Please let me know as soon as possible if you will miss a class and we will work together to be sure your absence does not negatively affect your learning or performance in the class. In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still succeed.

If you miss a 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. You can use the discussion forum in Canvas to help to connect with other students.
- Consult class resources on Canvas. All slides, handouts, activity materials, etc. will be posted there each week.
- Use the discussion forum for help. This can be a great space to work together to understand new ideas we discuss in class. I can pop in there and answer questions, too.
- Attend office hours.

If I am 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 and through Canvas announcements). Our classroom will still be available for you to sit in and attend an online session, if one is offered. If I stay home due to illness:

- I may ask you to do an activity, read something additional, watch a webinar or listen to a podcast
- I may post recorded lectures and ask you to complete activities in the discussion forums.



THE UNIVERSITY OF BRITISH COLUMBIA

School of Information
Faculty of Arts

- 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 and an announcement via Canvas with instructions on how to join the online session.

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#).

If you find yourself in need of an extension for an assignment, please contact me as soon as possible by email or in office hours to make arrangements. While I am willing to consider extensions, and especially as we all continue to experience the effects of the Covid19 global pandemic, climate emergency, white supremacy and the responsibilities of caregiving in different ways, please remember that assignment deadlines are there in part to help you manage your time; the core involves meeting many different deadlines, and consideration of your overall workload and ability to complete the term should be part of any of your thinking about an extension. Ideally, extensions should only be used in cases of illness, emergency or other unavoidable situation, but please contact me if at any point you are running into trouble with deadlines and assignments.

Required Materials: All required materials will be made available to you via the UBC Library Catalogue or Online Course Reserves through Canvas. There are no costs for materials associated with this course.

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)

UBC instructors/faculty, must report all incidents of suspected academic misconduct.

"Every case of academic misconduct, whether in coursework, comprehensive exams, a thesis, or a dissertation, must be brought forward to the Dean (or designated Associate Dean) of the Faculty of Graduate and Postdoctoral Studies." <https://www.grad.ubc.ca/faculty-staff/policies-procedures/dealing-academic-misconduct-graduate-students>

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.

Other Course Policies:

Pronouns and Names: I will do my best to treat all students with respect in this course. I will gladly learn to pronounce your name correctly and honour your request to address you by a name different than what appears on the class list. I will also create opportunities for students to share their pronouns if they wish to do so. I use she/her pronouns and you are perfectly welcome to call me Jennifer. If you find it easier to address me more formally, that is also just fine.

Course Use of Canvas: We will use Canvas as a repository for course materials and information about assignments and as a means of communicating with each other:

- Each week lecture slides and other class materials will be posted to Canvas
- Course readings that are not available online directly through the UBC catalogue or otherwise will be made available to you through the online course reserves, which you can access through Canvas
- I will use Canvas announcements to communicate with you outside of class, so please ensure you have notifications turned on to receive announcements
- You are welcome at any time to use the course discussion forum to chat about concepts, follow up on class discussions, share archives stories, etc.
- There is also a course q&a discussion thread that you can use to ask general questions about the course format, requirements and expectations, assignments, etc.; I will check this thread regularly
- Assignments will be submitted and returned through Canvas



THE UNIVERSITY OF BRITISH COLUMBIA

School of Information
Faculty of Arts

Office hours and contacting me: I'll hold regular weekly office hours [with one office hour on zoom and one office hour in-person, in my office (masks required)]; if over time we discover that one option is far more popular than the other, I might decide to alter this schedule to adjust to student preferences. The link for zoom office hours can be found on the Canvas course home page. A waiting room is enabled for the meeting. Zoom office hours will be group drop-in style; we can also use breakout rooms to speak one-on-one when requested (don't hesitate to request it!).

You can come to office hours with questions about assignments, or about the course more generally, or even if you just want to pop in and say hi and have a chat. If the scheduled office hours are at a time that doesn't work for you, please feel free to email me to set up an alternate time. Please don't hesitate to contact me if you have any concerns about the course or about your own performance. These days, I receive a high volume of email. I will try to respond to emails within 24 hours; if you haven't heard from me within 48 hours please don't hesitate to re-send your message.