



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.

School 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/MASLIS

Year: 2021-22, Winter Term 1

Course Schedule: Thursdays, 2:00-4:50pm

Location: IKBLC 461

Instructor: Dr. Jennifer Douglas

Office location: IKBLC 487

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Office hours: TBA

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

Learning Management Site:

Course Goal: This course will introduce students to the theoretical and methodological knowledge necessary for the understanding and management of archives created by individuals, families and communities. After completing the course, students will understand the particular challenges posed by such archives and will have gained knowledge and strategies necessary to meet 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 it is understood, enacted and/or challenged or disputed in Indigenous recordkeeping and social memory traditions and practices. 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 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 archives.
- Issues related to the arrangement and description of personal archives.
- Issues related to digital personal archives.
- Ethical and legal 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. [see attendance policy below re: pandemic-related accommodations]

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

Required and Recommended Reading: A full list of required and recommended readings will be available on Canvas and circulated in the first class. All course readings will be available through the UBC Library and/or in Library Online Course Reserves (LOCR) in Canvas.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Community archives wiki (in small groups)	October 7	20%	2.1, 3.1, 4.1
Provenance in personal archives lab report (in small groups)	October 21	10%	
Research paper/project proposal and mini-annotated bibliography	November 4	20%	1.4, 2.1, 4.1, 4.2
Research paper/project	December 9	35%	1.4, 2.1, 4.1, 4.2, 5.3
Research paper/project lightning talk	December 2	15%	1.4, 2.1, 4.1

Course Schedule [week-by-week]:



Topic	Date
Introductions: <ul style="list-style-type: none">To each otherTo the courseTo personal archivesTo community archivesTo person-centred archival theory and practice	WEEK 1 – Sept 9
Personal archives: Their nature, characteristics and archival value Emerging theme: The personal in the organizational	WEEK 2 – Sept 16
Community archives: Their nature, characteristics and archival value	WEEK 3 – Sept 23
NO CLASS - National Truth and Reconciliation Day	WEEK 4 – Sept 30
The principle of provenance in personal and community archives Emerging theme: Place and space	WEEK 5 – Oct 7
The principle of provenance in personal archives lab <ul style="list-style-type: none">The first half of this class will take place in the seminar room at UBC Rare Books and Special Collections. Please arrive 15 minutes early to register and put your belongings in a locker	WEEK 6 – Oct 14
Affect, emotion, intimacy and the body Working with difficult records	WEEK 7 – Oct 21
Ethics and representation and description in personal and community archives	WEEK 8 – Oct 28
Ethics and access in personal and community archives Trauma-informed approaches to working in archives	WEEK 9 – Nov 4
NO CLASS – READING WEEK/ REMEMBRANCE DAY	WEEK 10 – Nov 11



Relationships (1) – Working with Donors	WEEK 11 – Nov 18
Relationships (2) – Working with Community	WEEK 12 – Nov 25
Lightning talks Course wrap up!	WEEK 13 – Dec 2

Attendance: As we are still in the midst of a global pandemic, and while we are all required by BC public health orders to stay home if sick, I expect that there will be absences. 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.

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

Late assignments:

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 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

Office hours and contacting me: I'll hold regular weekly office hours [time and location (in-person in my office, on zoom, or options for both) to be determined]. 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.

A Note on Reference Style: Archival studies is a trans- and interdisciplinary area of study. As such, there is no default referencing style associated with the field. Preferred styles include APA, MLA and Chicago. You are free to choose an accepted reference style; please use it consistently and accurately!

Assume good intentions and treat each other with kindness and respect:

Fall 2021 promises to be yet another interesting term! We face significant uncertainty about the return to full in-person teaching and participation in campus life, and I think we must expect some disruptions – I am not anticipating perfectly smooth sailing for 13+ weeks! We are going through this together and if something does happen to disrupt course plans and schedules, we will figure it out. When I reflect on my experience of the last many months, one thing I can say with certainty is that coping with disruptions, anxiety and fear is easier when we treat each other with kindness and respect and assume that we all come to our shared spaces with good intentions. We're in this together!