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 591 Archival Research and Scholarship – Course Syllabus (3)

Program: MAS
Year: 2021-22, Winter Term 2
Course Schedule: Thursdays, 2:00-4:50pm
Location: IKBLC 155
Instructor: Dr. Jennifer Douglas
Office location: IKBC 487
Office phone: 604-827-5905
Office hours: Thursdays, on zoom 10-11am, in-person 11:15am-12:15pm
E-mail address: jen.douglas@ubc.ca
Learning Management Site:

Course Goal: The purpose of this course is to introduce the theory and practice of research methods used in archives and related information-based organizations. It provides a framework of structured problem solving that is used to analyze and implement the research activities and needs of your field. The emphasis is on those techniques and knowledge required to produce research as well as the informed consumption and interpretation of existing research and includes both quantitative and qualitative research.

Additional course information: This course recognizes that research is carried out in many different ways and contexts and is essential to moving the archival discipline and profession(s) forward. With the idea that every archivist, records professional and/or archival scholar should know how to think about, conduct and assess research in order to make good decisions and develop new ideas and practices, this course aims to empower students to think and act with a research mindset.

The course also recognizes that all research (like archives) is contextual. Research questions arise and research is conducted in particular contexts (institutional, cultural, social, personal, etc.). Contextual factors influence: the identification of research problems; the participation and behaviour of people (researchers and researched); systemic and structural constraints and opportunities; biases/perspectives of researchers and researched; institutional expectations, etc. This course will prepare students to approach research in a self-reflexive and context-aware manner and will emphasize the ethical dimensions of all stages of the research process.

FNCC specialization: The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). For example, this course provides an excellent opportunity to explore how Indigenous research methodologies can be employed in archives and records settings, or

to design a research project on Indigenous record-making and -keeping 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. Discuss the roles that research plays in records professions [1.4]
2. Discuss the importance of research method knowledge for records professionals [5.3]
3. Describe the basic elements of social science research methods and their applications in records professions
4. Critique a published research study
5. Prepare a detailed research plan including problem identification and selection, research questions/hypotheses, literature review, methodological design, data collection and analysis techniques [4.1, 4.2]

In addition, students will be able to:

- Critically reflect upon the roles that research plays (and can play) in archival scholarship and in records professions [1.4]
- Articulate the moral and ethical responsibilities of the researcher and design research that acknowledges and attends to those responsibilities [5.1, 1.4]
- Adopt a self-reflexive stance and articulate how your own values, beliefs and experiences impact your approach to research

Course Topics:

- The role of research in the archival discipline and records professions
- The application of research findings in scholarly, institutional and community settings
- Research epistemologies and approaches
- Social science and humanities research models and their application to specific methodological designs
- The research process: the identification and evaluation of research problems and agendas; the relationship between research problems, methods and design; methods for data collection and analysis; etc.
- Research ethics
- Citation practices
- Knowledge mobilization
- Collaborative and community-based approaches to research
- Indigenous research methods
- Self-reflexive research practice
- Critical archival studies

Prerequisites:
MAS and Dual students: completion of the MAS core courses.

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

Format of the course: The course will include short lectures by the instructor, class discussion, and in-class activities. Time to work on the term project and other assignments will be incorporated into most classes.

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

Required and Recommended Reading: All readings will be available through UBC Library's online catalogue or through the Library Online Course Reserves in Canvas. Please note that additional case studies (i.e. published archival research articles) may be assigned in various weeks to help ground and guide our discussions of different topics. These will be circulated at least 1 week in advance of the relevant class.

DRAFT READING LIST

Required:
- Hurley, Erica Samms and Margot K. Jackson, "Msit No'kmaq: An Exploration of Positionality and Identity in Indigenous Research." *Witness: The Canadian Journal of Critical Nursing Discourse* 2, no. 1 (2020): 39-50. https://witness.journals.yorku.ca/index.php/default/article/view/43/25
- Tuck, Eve and K. Wayne Yang. "R-Words: Refusing Research." In *Humanizing Research: Decolonizing Qualitative Inquiry with Youth and Communities*, eds. Django Paris and Maisha T. Winn. Los Angeles, Sage: 2014. (e-book available through UBC Library)
- Hickson, Helen. "Critical Reflection: Reflecting on Learning to Be Reflective." *Reflective Practice* 12, no. 6 (2012): 829-839.
- Maharaj, Nandini. "Using Field Notes to Facilitate Critical Reflection," *Reflective Practice: International and Multidisciplinary Perspectives* 17, no. 2 (2016): 114-124.
- Gilliland, Anne J. "Archival and Recordkeeping Traditions in the Multiverse and their Importance." In *Research in the Archival Multiverse*, eds. Anne J. Gilliland, Sue McKemmish and Andrew J. Lau (Monash, 2017), p. 31-73.
- Caswell, Michelle L. "'The Archive' is not an Archives: On Acknowledging the Intellectual Contributions of Archival Studies." *Reconstruction* 16, no. 1 (2016): https: //escholarship. org/content/qt7bn4v1fk/qt7bn4v 1fk. pdf
- Creswell, John. "Chapter 1: Selection of a Research Approach." In *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 5th ed.
- Jane Agee, "Developing Qualitative Research Questions: A Reflective Process," *International Journal of Qualitative Studies in Education* 22, no. 4 (2009): 431-447.
- Sara Efrat Efron and Ruth Ravid, *Writing the Literature Review: A Practical Guide* (Guilford Publications, 2018), Chapters 1 ("What Is a Literature Review?") and 6 ("Evaluating Research Articles")
- Creswell, John. "Five Qualitative Approaches to Inquiry." In *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 3rd ed. 65-110
- Association of Internet Researchers (AOIR) (2012) *Ethical Decision-Making and Internet Research* https://aoir.org/reports/ethics2.pdf
- Linda Tuhiwai Smith, "Introduction," In *Decolonizing Methodologies: Research and Indigenous Peoples* (New York: Zed Books, 2012), 1-19.

- Wilson, Shawn. "What Is Indigenous Research Methodology?" *Canadian Journal of Native Education*. 25, no. 2 (2001): 1750-197.
- Johnny Saldaña and Matt Omasta, "Introduction: Analyzing Life," in *Qualitative Research: Analyzing Life* (London: Sage, 2018), 3-28.
- DeCuir-Gumby, Jessica T, Patricia L. Marshall and Allison W. McCulloch, "Developing and Using a Codebook for the Analysis of Interview Data: An Example from a Professional Development Research Project," *Field Methods* 23, no. 2 (2011): 136-155.
- Ballamingie, Patricia, and Sherrill Johnson. "The Vulnerable Researcher: Some Unanticipated Challenges of Doctoral Fieldwork." *Qualitative Report* 16, no. 3 (2011): 711-729. https://files.eric.ed.gov/fulltext/EJ926321.pdf
- Gillies, Val and Alldred, Pam (2012) "The Ethics of Intention: Research as a Political Tool," pp. 43-60 in (eds.), *Ethics in Qualitative Research. 2nd ed*. Thousand Oaks: Sage.
- Boilevin, Louise, et al. *101: A Manifesto for Ethical Research in the Downtown Eastside*, June 27, 2019, https://docs.google.com/document/d/1M2D6_XAVNI78UjxKJpsmBn2N1ORIb9t7uJ6A7y9P3no/mobilebasic
- Billard, Thomas J. "Out of the Tower and Into the Field: Fieldwork as Public Scholarship in the Face of Social Injustice." *International Journal of Communication* 13 (2019): 3512-3528.
- Social Sciences and Humanities Research Council, Guidelines for Effective Knowledge Mobilization https://www.sshrc-crsh.gc.ca/funding-financement/policies-politiques/knowledge_mobilisation-mobilisation_des_connaissances-eng.aspx
- Israel, Barbara A., Amy J. Schulz, Edith A. Parker, Adam B. Becker, Alex J. Allen, J. Ricardo Guzman, and Richard Lichtenstein. "Critical Issues in Developing and Following CBPR Principles." in *Community-based Participatory Research for Health*. John Wiley & Sons, 2017. pp. 31-46.
- Tuck, E., Yang, K. W., & Gaztambide-Fernández, R. (April, 2015). Citation practices challenge. *Critical Ethnic Studies Blog*. Retrieved from http://www.criticalethnicstudiesjournal.org/citation-practices/
- Ahmed, S. (September 11, 2013). Making feminist points. *feministkilljoys*. Retrieved from https://feministkilljoys.com/2013/09/11/making-feminist-points/
- Dunbar, Anthony W. "Introducing Critical Race Theory to Archival Discourse: Getting the Conversation Started." *Archival Science* 6, no. 1 (2006): 109-129.
- Caswell, Michelle, Ricardo Punzalan, and T-Kay Sangwand. "Critical Archival Studies." *Memory* 2 (2002): 1-19.
- Roussain, James. "Pedagogue in the Archive: Reorienting the Archivist as Educator." *Archivaria* 90 (November 2020): 70-111.
- White, Kelvin L., and Anne J. Gilliland. "Promoting Reflexivity and Inclusivity in Archival Education, Research, and Practice." *The Library Quarterly* 80, no. 3 (2010): 231-248.
- Kumar, Smita and Liz Cavallaro. "Researcher Self-Care in Emotionally Demomanding Research: A Proposed Conceptual Framework." *Qualitative Health Research* 28, no. 4 (2018): 648-658.

Recommended:
- Nencel, Lorraine. "Situating Reflexivity: Voices, Positionalities and Representations in Feminist Ethnographic Texts." *Women's Studies International Forum* 43 (March-April 2014): 75-83.
- Tuck, Eve. "Suspending Damage: A Letter to Communities." *Harvard Educational Review* 79, no.3 (2009): 409-428.
- Eastwood, Terry. "Archival Research: The University of British Columbia Experience." *American Archivist* 63, no. 2 (Fall/Winter 2000): pp. 243-257

- Couture, Carol, and Daniel Doucharme. "Research in Archival Science: A Status Report." *Archivaria* (2005): 41-67.
- Banks, Brenda, Paul Conway, Nancy Lenoil, and Michael Suarez. "The View From Here: Perspectives on Educating about Archives (Session 306)." *The American Archivist* 74, no. Supplement 1 (2011): 1-32.
- Nesmith, Tom. "Archives from the Bottom Up: Social History and Archival Scholarship." *Archivaria* 14 (January 1982), 5-26.
- Creswell, John W. and J. David Creswell. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 5th ed. Thousand Oaks: Sage, 2017.
- Creswell, John W. and Cheryl N. Poth. *Qualitative Inquiry and Research Design, 4th ed*. Thousand Oaks: Sage, 2018.
- Mauthner, Natasha S. and Andrea Doucet, "Reflexive Accounts and Accounts of Reflexivity in Data Analysis," *Sociology* 37, no. 3 (2003): 413-431.
- Cullen, Jim. *Essaying the Past: How to Read, Write, and Think about History* 3rd ed. Wiley Blackwell, 2017. pp. 7-34.
- Erll, Astrid. "The Invention of Cultural Memory: A Short History of Memory Studies." In *Memory in Culture*, pp. 13-37. Palgrave Macmillan, London, 2011.
- Gaillet, Lynee Lewis. "(Per) Forming Archival Research Methodologies." *Communication College Composition and* 64, no. 1 (2012): 35-58.
- Brennan, Claire. "Digital Humanities, Digital Methods, Digital History, and Digital Outputs: History Writing and the Digital Revolution." *History Compass 16, no. 10 (2018): https: //doi. org/10. 1111/hic3. 12492*
- Milligan, Ian. *History in the Age of Abundance?: How the Web is Transforming Historical Research*. McGill- Queen's University Press, 2019.
- Bors, Douglas. *Data Analysis for the Social Sciences: Integrating Theory and Practice*. Sage, 2018.
- Hardiman, Rachel. "*En mal d'archive*: Postmodernist Theory and Recordkeeping." Journal of the Society of Archivists 30, no. 1 (2009): 27-44.
- Warren, Kellee E. "We Need These Bodies, But Not Their Knowledge: Black Women in the Archival Science Professions and their Connection to the Archives of Enslaved Black Women in the French Antilles." *Library Trends* 64, no. 4 (2016): 776-794.
- Brilmyer Gracen M. "It Could Have Been Us in a Different Moment. It Still Is Us in Many Ways": Community Identification and the Violence of Archival Representation of Disability." in Sundqvist A., Berget G., Nolin J., Skjerdingstad K. (eds) Sustainable Digital Communities. iConference 2020. Lecture Notes in Computer Science, vol 12051 (2020). Springer. https://doi.org/10.1007/978-3-030- 43687-2_38
- Lee, Jamie A, "A Queer/ed Archival Methodology: Archival Bodies as Nomadic Subjects." *Journal of Critical Library and Information Studies* 1, no. 2 (2017).
- Sheffield, Rebecka Taves. "Archival Optimism, or, how to Sustain a Community Archives." in *Community Archives, Community Spaces: Heritage, Memory and Identity*. Andrew Flinn and Jeannette Bastian (Eds.). Facet, 2019: 1-20.
- Alcoff, Linda. "The Problem of Speaking for Others." *Cultural Critique* 20 (Winter, 1991-1992): 5-32.
  http: //conflictmatters.eu/conference-2017/wp- content/uploads/2017/10/ The-Problem-of-Speaking- for-others.pdf
- Gillies, Val and Pam Alldred. "The Ethics of Intention: Research as a Political Tool." In *Ethics in Qualitative Research*, eds. Melanie Mauthner et al. Sage: 2002.
- Hart, M. A. "Indigenous Worldviews, Knowledge, and Research: The Development of an Indigenous Research Paradigm" (February 2010). *Journal of Indigenous Voices in Social Work* 1, no. 1 (February 2010): 1-16.

- Denzin, N. K., Lincoln, Y. S., & Smith, L. T. *Handbook of Critical and Indigenous Methodologies*. Thousand Oaks, CA: SAGE Publications, 2008.
- Robyns, Marcus. "The Archivist as Educator: Integrating Critical Thinking Skills into Historical Research Methods Instruction." *The American Archivist* 64, no. 2 (2001): 363-384.
- Ballamingie, Patricia and Sherrill Johnson. "The Vulnerable Researcher: Some Unanticipated Challenges of Doctoral Fieldwork." *Qualitative Report* 16, no. 3 (2011): 711-729.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Methods presentation	March 3, in class	15%	2.1

Scaffolded Research Design Term Project
   1. Literature Review and Research Questions
   2. Methods Protocol
   3. Presentation of design
	
	February 17
	
	March 24
	March 31 or April 7, in class
		
		25%
		
		25%
		20%
			4.1, 4.2, 5.1

Field Notes	April 14	15%	1.4, 5.1

Methods presentation:
For this assignment, you will select a research method and prepare a presentation in which you will: (1) describe and explain the main features of the method, (2) discuss its relevance to archival studies and (3) show its use through examples of completed research. Research methods to choose from can include: surveys, case studies, ethnographies, autoethnography, action research, evaluation research, phenomenological research, etc. Each student will present on a different method, and we will discuss choices in class to be sure that this happens.

Your presentation should be 10-12 minutes in length, and will be evaluated based on its informativeness and clarity, and on how well you explain how your chosen method has been and/or can be used in archives and records research.

Scaffolded research design:
For this assignment, you will create a mini-research design proposal and share it with your classmates. This assignment will be completed in 3 parts.

Part 1: Mini literature review, research question and rationale:

For this assignment, you will submit a paper that includes (1) a mini-literature review on your research area (6-8 pages; ~10-15 resources); (2) a research question; and (3) a short rationale (2-3 paragraphs) explaining why your research question is significant/important. The literature review section should summarize existing work on the topic, critically evaluate that work, draw some conclusions about work done to date on the topic and identify gaps in the literature. The research question and rationale should clearly connect to and develop out of the literature review.

Evaluation criteria: The assignment will be evaluated based on (1) the appropriateness of the resources included in the literature review; (2) the incisiveness of the analysis of those resources; and (3) the ability to link (in the rationale) the development of the research question to an understanding and analysis of the literature. A rubric will be distributed in advance of the assignment due date.

Part 2: Methods protocol:

For this part of the assignment, you will identify and elaborate a methodology for addressing the research question articulated in Part 1. You should explain methods for data collection and analysis; identify and elaborate ethical issues associated with the proposed research and how they will be addressed; and outline the limitations of the proposed project and/or methodological approach.

Evaluation criteria: The methods protocol will be evaluated based on (1) the appropriateness of the research design to the research question; (2) the clarity of the description of the method(s) used for data collection and analysis; (3) the ability to identify and address ethical concerns related to the research; and (4) the ability to identify the limitations of the proposed research project. A rubric will be distributed in advance of the assignment due date.

Part 3: Final presentation
This presentation provides you with the opportunity to share your proposed research project with your classmates and to discuss it together in some detail. Presentations will be done in class over the last 2 weeks of the course. Your presentation should be ~15 minutes and should include:
- an introduction to your research area (i.e., a summary of the lit review) and to your research question and rationale;
- an outline of your methods protocol (e.g. methods chosen, processes to follow, reasons for making the choices you've made about how to conduct the research, ethical issues associated with the research and measures taken to address these, and limitations of the research)
- a discussion of the contribution your proposed research could make to archival research and scholarship
- a reflection on the process of identifying and refining your research question and design
- a reflection on your role as a researcher

We will have discussed all of these topics in a variety of ways throughout the course; the final presentation gives us an opportunity to discuss and reflect on cumulative learning and to put the different pieces of the course together with a focus on the iterative development of your own research interests and dispositions.

Evaluation criteria: The presentation will be evaluated based on (1) its completeness (i.e., it includes all required components); (2) its clarity of delivery; (3) your demonstrated effort to engage in self-reflection and to thoughtfully consider the role(s) of research in the archival discipline and profession and in your own personal and professional capacities. A rubric will be distributed in advance of the presentation.

Field Notes:

For this assignment, you will complete a series of self-reflection writing exercises. The purpose of writing field notes and strategies for doing so will be discussed early in the course. Field note writing exercises will primarily be completed in class and guidelines for each separate field note writing exercise will be provided. This assignment is included in lieu of assigning a participation grade *and* to foster a reflexive approach to research design and thinking.

Field notes will be written throughout the course and graded together at the end of the course; you will submit all field notes in a single file at the end of the course.

Evaluation criteria: The final field note file will be evaluated based on (1) its completeness and (2) the depth of reflection demonstrated.

Course Schedule [week-by-week]:

Topic	Date
Introduction to course What is research? In this class we will: • Discuss the structure and contents of the course and familiarize ourselves with course objectives and expectations • Reflect on and discuss why we do research and what 'counts' as research, generally and in the archival discipline and professions • Reflect on and discuss the role(s) of the researcher • Reflect on and discuss how your values, beliefs and experiences affect what you think of as research and as good research • Reflect on why you want to do research • Consider our positionality as researchers • Learn about the functions of field notes and memos and how to write them	WEEK 1: January 13
The role(s) of research in the archival discipline and records professions Research paradigms In this class we will: • Discuss how research has been conducted and used in the archival discipline and in records professions • Start to think about what topics you are interested in researching • Discuss differences in research epistemologies and approaches • Discuss research approaches common in archival studies • Discuss the role of theory in research • Discuss how theory and research inform practice in the records professions	WEEK 2: January 20
Research design Research questions In this class we will: • Discuss the differences between qualitative and quantitative research design • Introduce research methods and methodologies • Explore the relationship between research design and methods • Identify the characteristics of a good research question	WEEK 3: January 27

• Begin to draft research questions to guide term projects • Reflect on how values, beliefs and experiences influence how you identify and draft your research question	
Literature reviews Assessing published research In this class we will: • Discuss the purposes of a literature review • Identify the qualities of a good literature review • Conduct an initial literature search • Discuss citation practices • Discuss how to assess published research • Assess a published research article • Reflect on how your beliefs, values and experiences affect your assessment of the research of others	WEEK 4: February 3
Understanding the relationship between research questions and research design In this class we will: • Discuss how research design is dependent on context • Explore why particular approaches are suitable for particular questions • Identify the key features of different research methods • Brainstorm methods that can be used to answer your research question • Reflect on how your values, beliefs, and experiences affect how you choose a research method and design your study	WEEK 5: February 10
Research ethics In this class we will: • Discuss the TCPS-2 CORE tutorial • Consider who benefits from research and how • Consider how risk and vulnerability are understood by behavioural research ethics boards (BREB) • Identify what types of risk/vulnerability are not considered by BREBs • Identify the ethical questions and issues that relate to your research question and design	WEEK 6: February 17
READING WEEK: NO CLASS	WEEK 7: February 24

Short presentations on research methods: In this class, students will: • Present on a particular research method • Provide feedback to your peers	WEEK 8: March 3
Data analysis Knowledge mobilization and access In this class we will: • Discuss and experiment with different methods of qualitative data coding • Consider how research method influences data analysis • Discuss the responsibilities of researchers to make the results of their research accessible • Discuss different perspectives on access to research findings and participation in knowledge mobilization • Consider archival and records research as public scholarship • Brainstorm a knowledge mobilization plan • Reflect on how your values, beliefs and experiences affect how you analyze data, identify findings, and understand your responsibilities to make research accessible	WEEK 9: March 10
Topic focus: Critical archival studies Topic focus: Research and practice In this class we will: • Define and discuss 'critical theory' and 'critical archival studies' • Consider how critical theories have been applied to the study of archives and records, and how archival theorists have used critical race theory, queer theory, critical disability theory, post-colonial theory, and other critical approaches to study archives and recordkeeping • Consider the responsibilities researchers have to advance the profession and discuss the relationship between archival researchers and the profession • Consider types of research performed 'on the job', e.g. provenance research to support appraisal, arrangement and description; research to design and support outreach and educational activities, etc. • Consider how new professionals can integrate good research skills into their practice • Discuss the factors that enable and constrain research in the archival discipline and records professions	WEEK 10: March 17
Topic focus: Researching in and with communities	

Topic focus: Doing emotionally-demanding research In this class we will: • Consider and discuss why and when archivists and records work with communities and how research with/in communities can be conducted ethically, respectfully and reciprocally • Consider the relationship between colonization and Western concepts of research and how archival researchers can avoid repeating colonizing methodologies and practices • Explore practices of community-based participatory research and how they are relevant to archival studies • Define and discuss 'emotionally-demanding' research approaches and activities and consider the importance of researcher self-care and well-being	WEEK 11: March 24
Final presentations In this class we will: • Present research problems and design • Discuss each others' presentations	WEEK 12: March 31
Final presentations Course wrap up In this class we will: • Present your research problems and design • Discuss each others' presentations • Begin to reflect on and craft a personal research philosophy	WEEK 13: April 7

COVID-19 Safety: You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. UBC Respectful Environment Statement.

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. **If you are sick, it is important that you stay home.** Complete a self-assessment for COVID-19 symptoms here: https://bc.thrive.health/covid19/en.

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.

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, 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.

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!