



We acknowledge that we are on the traditional, ancestral and unceded territory of the hə́nqəmíneh̓ 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.

Course Number and Name: ARST 510 – Course Syllabus (3)

Program:	Master of Archival Studies
Year:	2019-2020 Winter Session Term 1
Course Schedule:	Synchronous, Tuesdays from 2:00 to 4:50 pm (PST)
Location:	Online
Instructor:	Lois Evans
Office location:	Vancouver
Office phone:	(604)736-8395
Office hours:	Tuesdays from 5:00 to 6:00 pm (PST) or by appointment
E-mail address:	lois.evans@ubc.ca
Learning Management Site:	http://lthub.ubc.ca/guides/canvas/

Course Goal: To provide students in archival studies with foundational knowledge in the archival discipline and an introduction to the principles, concepts, and methods of archival diplomatics.

Learning Outcomes:

Upon completion of this course students will be able to:

1. Master fundamental archival terminology and understand the characteristics of archival material [1.2, 1.4];
2. Develop an intellectual framework for the systematic identification and critical evaluation of archival material [1.1, 1.2, 1.4, 2.1];
3. Analyze documents based on their form, formation, and consequences [1.2, 2.1, 2.2]; and
4. Understand the nature, function, use, and value of documentary evidence of actions and transactions [1.3, 1.4, 2.1, 2.2, 3.2, 4.1].

Course Topics:

1. The concepts of data, information, document, and archival document/record;
2. The concepts of reliability, accuracy and authenticity;
3. The status, methods, and forms of transmission of archival documents;
4. The juridical system, the concepts of fact and act, and the function of archival documents in relation to facts and acts;



5. The persons concurring in the formation of archival documents and the effects they have on their nature;
6. The formation of archival documents and the characteristics they derive from it; and
7. The extrinsic and intrinsic elements of archival documents.

Prerequisites: MAS and Dual students take this as part of the MAS Core.

Core courses in the MAS program can only be taken by students registered in the MAS program.

Format of the course: The course is offered synchronously to support student interactions, group learning, and cohort building. The course was modified for online learning.

Each class is three hours long and includes announcements, lectures, discussions, group and pair activities, videos, and/or guest speakers, with two breaks where students can socialize or go offline.

Acknowledgements: This course is based on the work of Dr. Luciana Duranti, who introduced North American archivists to diplomatics in the late 1980s and has since taught this course to hundreds of students at the School of Information. A selection of the documents studied in this course come from her personal collection.

Additional content was provided by Dr. Corinne Rogers, who taught the course several times in the 2010s and who participates in a class discussion this term. The syllabus and materials used by Dr. Fiorella Foscarini in her course on Record Cultures at the University of Toronto represents another source.

In her role as Graduate Academic Assistant, Rachel Wertheim provided technical and scholarly support around document selection and analysis, along with a selection of self-study materials she created while in the 2018-2019 cohort.

I'm also indebted to School faculty, including Dr. Erik Kwakkel, Dr. Jennifer Douglas, Dr. Corinne Rogers, and Dr. Muhammad Abdul-Mageed, for participating in class discussions, and to Reto Tschan and Mark Panneton for appearing in class videos.



Course Schedule:

Week	Topic(s)	Class Activities	Assignment Due	Date
1	Orientation Day			Sep 2
2	Overview & History	Introductions, orientation to Canvas, and a short lecture		Sep 8
3	Definitions	Lecture, activities		Sep 15
4	Diplomatics	Lecture, activities	Record Description Posting	Sep 22
5	Fact and Act	Lecture, activities	Reading Quiz 1	Sep 29
6	Persons. Public and Private.	Lecture, guest speaker Dr. Jennifer Douglas	Fact and Act Exercise	Oct 6
7	Procedures	Lecture, activities	Persons and Public/Private Exercise	Oct 13
8	Mid-Term			Oct 20
9	Extrinsic Elements	Lecture, guest speaker Dr. Erik Kwakkel	Procedures Exercise	Oct 27
10	Intrinsic Elements	Lecture, activities	Extrinsic Elements Exercise	Nov 3
11	Digital Diplomatics	Lecture, guest speaker Dr. Corinne Rogers	Intrinsic Elements Exercise	Nov 10
12	Advanced Criticism. The Future.	Lecture, guest speaker Dr. Muhammad Abdul-Mageed	Reading Quiz 2	Nov 17
13	Final Exam			Nov 24

Required and Recommended Reading: This primary text for this course is Luciana Duranti’s *Diplomatics: New Uses for an Old Science*, which was first published as a series of six articles in the Canadian journal, *Archivaria*. Students are advised to read these articles closely.

Other required readings provide support in understanding of this text.

Required Readings:

Class One Orientation Day

[No class, no readings]

Class Two Overview & History

Duranti, L. (1991-1992). Diplomatics: New uses for an old science (Part VI). *Archivaria* 33: 6-24.
 [Note: Later published in the book *Diplomatics: New Uses for an Old Science* as Chapter 6 The uses of diplomatics.]



Brooke, Christopher. (1970). The teaching of diplomatic. *Journal of the Society of Archivists* 4(1): 1-9.

Class Three Definitions

Duranti, L. (1997). Archival science. In A. Kent and C.M. Hall (Eds.), *Encyclopedia of Library and Information Science* (pp. 1-19). Marcel Dekker, Inc.

Eastwood, T. (2017). A contested realm: The nature of archives and the orientation of archival science. In H. MacNeil & T. Eastwood (Eds.), *Currents of Archival Thinking* (2 ed., pp. 3-23). ABC-CLIO.

Various authors. (2015). Archival science (pp. 84-86), archives (institutions) (pp. 92-95), archival buildings (pp. 92-95), archives (material) (pp. 95-99), document (pp. 183-186), record(s) (pp. 315-319), archival fonds (pp. 50-53), archival bond (pp. 23-29). In L. Duranti & P. Franks (Eds.), *Encyclopedia of Archival Science*. Rowman & Littlefield.

Class Four Diplomatics

Duranti, L. (1989). Diplomatics: New uses for an old science (Part I). *Archivaria* 28: 7-27.
[Note: Later published as Chapter 1 The origin, nature and purpose of diplomatics.]

MacNeil, H. (2000). Chapter 1 The evolution of legal and historical methods for assessing the trustworthiness of records. In *Trusting Records: Legal, Historical, and Diplomatic Perspectives* (pp. 1-30). Springer.

Rogers, Corinne. (2015). Diplomatics. In L. Duranti & P. Franks (Eds.), *Encyclopedia of Archival Science* (pp. 176-180). Rowman & Littlefield.

Class Five Fact and Act

Duranti, L. (1989-1990). Diplomatics: New uses for an old science (Part II). *Archivaria* 28: 4-17.
[Note: Later published as Chapter 2 The fact, the act, and the function of documents.]

Iacovino, L. (2005). Chapter 10 Recordkeeping and juridical governance. In S. McKemmish, M. Piggot, B. Reed & F. Upward (Eds.), *Archives: Recordkeeping in Society* (pp. 255-276). Centre for Information Studies, Charles Surt University.

Taylor, H. (1988). 'My very act and deed': Some reflections on the role of textual records in the conduct of affairs. *The American Archivist* 51: 456-469.

Class Six Persons. Public and Private Nature of Documents.

Duranti, L. (1990). Diplomatics: New uses for an old science (Part III). *Archivaria* 30: 4-20.
[Note: Later published as Chapter 3 The persons and the public and private nature of documents.]

O'Toole, J. M. (2008). 'These stray letters of mine': Forgery and self-creation in the letters of Cardinal William O'Connell. *The New England Quarterly* 81(3): 489-502.



Class Seven Procedures.

Duranti, L. (1990-1991). Diplomatics: New uses for an old science (Part IV). *Archivaria* 31: 10-25.
[Note: Later published as Chapter 4 The procedure of creation of documents.]

Yakel, E. (1996). The way things work: Procedures, processes, and institutional records. *The American Archivist* 59: 454-464.

Class Eight Mid-term

[No readings.]

Class Nine Extrinsic Elements.

Duranti, L. (1991). Diplomatics: New uses for an old science (Part V). *Archivaria* 32: 6-24.
[Note: Later published as Chapter 5 The form of documents and their criticism.]

Barbiche, B. (1996). Diplomatics of modern official documents (sixteenth - eighteenth centuries): Evaluation and perspectives. *The American Archivist* 59(4): 422-436.

Class Ten Intrinsic Elements.

InterPARES 1 Project (2000). Appendix 1 Template for Analysis. In *The Long-term Preservation of Authentic Electronic Records: Findings of the InterPARES Project*.
<http://www.interpares.org/book/index.cfm>

Maftei, M. & McAndrew, I. (Eds.), (2000, June). *Lineage of Elements included in the Template for Analysis*. http://www.interpares.org/ip1/ip1_documents.cfm?cat=atf
[Note: Use as a reference when reviewing the Template for Analysis.]

Class Eleven Digital Diplomatics.

Rogers, Corinne. (2015). Diplomatics of born digital documents: Considering documentary form in a digital environment. *Records Management Journal* 25(1): 6-20.

Duranti, Luciana. (2009). From digital diplomatics to digital records forensics. *Archivaria* 68: 39-66.

Class Twelve Advanced Criticism. The Future.

Abokhodair, N., Yoo, D. & McDonald, D. W. (2015). Dissecting a social botnet: growth, content, and influence on Twitter. In D. Cosley & A. Forte (Chairs), *CSCW '15: Proceedings of the 18th ACM Conference on Computer Supported Work and Social Computing*: 839-851. Association for Computing Machinery.
[Note: Skim this article, focusing on "the interesting aspects of the botnet that distinguish it from regular users."]

Abdul-Mageed, M., Diab, M. & Kübler, Sandra. (2014). SAMAR: Subjectivity and sentiment analysis for Arabic social media. *Computer Speech & Language*, 28(1): 20-37.
[Note: Skim this article, focusing on references to "genre."]

Class Thirteen Final Exam

[No readings.]



Recommended Readings:

- Coleman, C. B. (Text/Trans). (1993). *The Treatise of Lorenzo Valla on the Donation of Constantine*. University of Toronto Press.
- Mabillon, J. (1973). On diplomatics. (R. Wertis, Trans.) In P. Gay & V. G. Wexler (Eds.), *Historians at Work: Volume II Valla to Gibbon* (pp. 161-198). Harper & Row. (Original work published 1704).
- Muller, S., Feith, J. & Fruin, R. (1940). Chapter 1 The origin and composition of archival depositories. In *Manual for the Arrangement and Description of Archives* (2 ed. pp. 13-47). (A. H. Levitt, Trans.) H.W. Wilson Company. (Original work published 1920).
- Jenkinson, H. (1922). Part I Introductory. In *A Manual of Archive Administration including the Problems of War Archives and Archive Making* (pp. 1-22). Humphrey Milford.
- Schellenberg, T.R. (1998). Chapter 2 Nature of Archives. In *Modern Archives: Principles and Techniques* (pp. 11-16). The Society of American Archivists. (Original work published 1956).
- Livelton, T. (1996). *Archival Theory, Records, and the Public*. Scarecrow Press, 1996.
- Duranti, L. (1997). The archival bond. *Archives & Museum Informatics* 11(3-4): 213-18.
- Duranti, L. (2010). Concepts and principles for the management of electronic records, or records management theory is archival diplomatics. *Records Management Journal* 20(1):78-95.
- Turner, J. (1990). Experimenting with new tools: Special diplomatics and the study of authority in the United Church of Canada. *Archivaria* 30: 91-103.
- Duranti, L. (1995). The concepts of reliability and authenticity and their implications. *Archivaria* 39: 5-10.
- Various authors. (1996). Special section on diplomatics and modern records. *The American Archivist* 59(4): 412-494.
- Duranti, L. & Thibodeau, K. (2006). The concept of record in interactive, experiential and dynamic environments: The view of InterPARES. *Archival Science* 6(1): 13-68.

Assignments: In the move to online teaching, several changes were made to support students' online learning and to provide a wider array of assessment formats:

- One post on a Discussion Forum to launch students' engagement with documentary form (5%);
- Two quizzes consisting of multiple-choice questions to incentivize students to stay on top of the required readings, which are essential to an understanding of the course content (5% each);
- Four exercises consisting of multiple-choice questions to provide individual opportunities for students to practice components of diplomatic criticism after practicing in class (5% each); and
- A mid-term and a final exam with reduced weighting (30% each).

All assignments will be submitted using the Canvas system. The first, fifth, and final assignments will be marked by the instructor. The other assignments will be automatically graded using the Canvas system.



Summary of Assignments:

Class	Assignment	Format	Date	Weight	Competencies
4	Record Description	Discussion Forum post	Sep 22	5%	1.4, 2.1, 2.2, 4.1
5	Reading Quiz 1	Multiple choice	Sep 29	5%	1.2, 1.3, 1.4
6	Fact and Act	Multiple choice	Oct 6	5%	1.2, 1.4, 2.1
7	Persons. Public/Private. Exercise	Multiple choice	Oct 13	5%	1.2, 1.4, 2.1
8	Mid-term (open book)	Two short essays (3 hours)	Oct 20	30%	1.4, 2.1
9	Procedures Exercise	Multiple choice	Oct 27	5%	1.2, 1.4, 2.1
10	Extrinsic Elements	Multiple choice	Nov 3	5%	1.2, 1.4, 2.1
11	Intrinsic Elements	Multiple choice	Nov 10	5%	1.2, 1.4, 2.1
12	Reading Quiz 2	Multiple choice	Nov 17	5%	1.2, 1.3, 1.4
13	Final Exam (open book)	One diplomatic criticism (3 hours)	Nov 24	30%	1.2, 1.4, 2.1

Attendance: Students are required to attend all class meetings. If you must be absent, please inform me beforehand via email.

Classes are not recorded but lecture slides will be available through the Canvas system.

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

The mid-term and final exam must be completed within the designated class time (i.e., 2 hours 50 minutes). Quizzes must be completed within 30 minutes of the start time.

All other assignments must be handed in on time, and there is a 2% penalty for each day an assignment is late.

Required Materials: Readings are available through UBC Libraries, the Canvas system, or online. A package of documents will be mailed to students to coincide with the start of the classes. These and all other documents referenced in class will also be available in digital format via the Canvas system.

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 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.

Conflicting Responsibilities: UBC recognizes that students may occasionally have conflicting responsibilities that affect their ability to attend class or examinations. These may include: representing the University, the province or the country in a competition or performance; serving in the Canadian military; or observing a religious rite. They may also include a change in a student's situation that unexpectedly requires that student to work or take responsibility for the care of a family member, if these were not pre-existing situations at the start of term.

Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid, as much as possible, any conflicts with course requirements. As soon as conflicting responsibilities arise, students must notify either their instructor(s) or their Faculty Advising Office (e.g. Arts Academic Advising), and can request [academic concession](#). Instructors may not be able to comply with all such requests if the academic standards and integrity of the course or program would be compromised.

Varsity student-athletes should discuss any anticipated and unavoidable regular-season absences with the instructor at the start of term, and provide notice of playoff or championship absences in writing as soon as dates are confirmed.



THE UNIVERSITY OF BRITISH COLUMBIA

School of Information
Faculty of Arts

Religious observance may preclude attending classes or examinations at certain times. In accordance with the [UBC Policy on Religious Holidays](#), students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance. Instructors provide opportunity for such students to make up work or examinations missed without penalty.