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 515 Arrangement and Description of Archives – Course Syllabus (3)

Program: MAS
Year: Winter 2020/21, Term 1
Course Schedule: Asynchronous
Location: https://canvas.ubc.ca/courses/52421
Instructor: Dr. Jennifer Douglas
Office location: IKBLC 487
Office phone: 604-827-5905 / cell # shared as needed
Office hours: Thursdays, 10am-noon. The first hour will be a group drop in and in the second hour, I'll use breakout rooms for one-on-one meetings. You can also make an appointment to meet with me outside these office hours, if needed.
E-mail address: jen.douglas@ubc.ca
Learning Management Site:
https://canvas.ubc.ca/courses/52421

Course Goal: The goal of this course is to provide students with the **fundamental** theoretical and methodological knowledge needed for the arrangement and description of archival documents.

Learning Outcomes:

Upon completion of this course students will be able to:
1. Demonstrate understanding of the characteristics of aggregations of archival documents and their interrelationships. [1.2, 2.1, 5.1]
2. Demonstrate understanding of the principles underlying the arrangement of archival documents and their historical evolution. [1.2, 2.1, 5.1]
3. Undertake the systematic identification and critical evaluation of an archival aggregation and its parts. [1.2, 1.4, 5.1]
4. Demonstrate understanding of the principles and methods of archival description, and apply these according to standards adopted by the archival community. [1.2, 1.4, 5.1]
5. Demonstrate understanding of the principles and methods of establishing name access points to archival descriptions according to standards adopted by the archival community. [1.2, 1.4, 5.1]

Course Topics:

- The nature of archival aggregations
- The principles of provenance, respect des fonds and respect for original order
- The concept of fonds, series, file, and item
- The analysis of the internal and external structure of a fonds
- Types of descriptive instruments
- Principles and assumptions underlying the development of archival descriptive standards
- The structure, content and application of *Rules for Archival Description*, Parts I and II
- International descriptive standards

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: ARST 515 is an asynchronous class, meaning the work can be completed by you at any time that best suits your schedule and responsibilities. The course is organized into weekly modules; each module will include recorded lectures, required course readings, small group activity forums where the focus will be on working through concepts and methods introduced in lectures, and optional discussion forums to discuss in a more general manner the content of lectures and readings. Regular interaction in your small groups is expected and required. If you have – or anticipate having – any difficulty maintaining expected levels of interaction, please let me know as soon as you can so we can work out solutions and/or alternatives.

The estimated number of weekly hours students should dedicate to this class, including preparation activities + class activities is approximately 10 hours.

Required and Recommended Reading: Required and supplementary readings are listed in course modules in the Canvas course site. All readings will be made available to you through the UBC Library or UBC Library Online Course Reserves (LOCR), or will be accessible online.

Information about how to access readings is available in the Canvas course site. If you need further assistance accessing readings, please ask me promptly (please don't let yourself fall behind out of fear of asking!).

NOTE: You will be required to refer to the Bureau of Canadian Archivists *Rules for Archival Description*, the Canadian archival descriptive standard. The text is available online at http://www.cdncouncilarchives.ca/archdesrules.html. You can use this online, print it yourself, and/or order a paper copy of the text for $40.00 from the Canadian Council of Archives (http://www.cdncouncilarchives.ca/public.html) Most students find it helpful to have a paper copy; if you work in Canada at any point in time, a paper copy will continue to be extremely useful.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Critical Reflection on Course Readings #1	October 9	15%	1.4, 4.1

Critical Reflection on Course Readings #2	December 11	15%	1.4, 4.1
Description Portfolio	November 27	30%	1.2, 1.4, 2.1, 5.1
Contribution to Weekly Activities Discussion Forums • Contributions Weeks 1, 2 & 3 • Contributions Weeks 4, 5 & 7 • Contributions Weeks 8, 9 & 10 • Contributions Weeks 11, 12 & 13	September 28 October 26 November 16 December 4	40% (10% for each assessment)	1.4, 2.1, 3.1, 4.1,

Course Schedule [week-by-week]:

Topic	Date
Module 1: Introductions and What Is Arrangement and Description At the end of this module, you will be able to: • **Demonstrate** initial understanding of the purpose of archival arrangement and description • **Articulate** the relationship between arrangement and description and other key archival functions • **Recognize** an archival finding aid and begin to read it critically	Sept 8-11
Module 2: Records and Aggregations At the end of this module, you will be able to: • **Demonstrate** understanding of the characteristics of records and record aggregations • **Discuss** different ideas about the definitions of 'record' and 'archives'	Sept 14-18
Module 3: The Principle of Provenance At the end of this module, you will be able to: • **Demonstrate** initial understanding of the principle of provenance and its sub-principles (the principle of respect des fonds and respect for original order) • **Discuss,** at an introductory level, why archivists adhere to the principle of provenance • **Identify** potential weaknesses or shortcomings of the principle of provenance	Sept 21-25
Module 4: Analyzing Fonds (Part 1) At the end of this module, you will be able to: • **Explain** the importance of establishing initial control over archives • **Identify** the types of information about records that need to be captured and recorded during accessioning • **Produce** a simple accession record	Sept 28-Oct 2

• **Understand** the structure and key elements of the Canadian Archival Accession Information Standard (CAAIS)	
Module 5: Analyzing Fonds (Part 2) At the end of this module, you will: • **Understand** how and why archivists identify fonds and their internal structure (series, files and items) • Have had an opportunity to **conduct** this analysis in its general outlines	Oct 5-9
Module 6: Review • This week we are going to slow down, check in and take a look at what we've covered so far in this course to ensure understanding.	Oct 12-16
Module 7: Introducing Descriptive Standards At the end of this module, you will be able to: • **Demonstrate** familiarity with the history of the development of descriptive standards in Canada and internationally • **Discuss** some benefits and drawbacks of standardization of archival description • **Discuss** the principles upon which archival descriptive standards are based	Oct 19-23
Module 8: Descriptive Standards I (RAD) At the end of this module, you will be able to: • **Identify** key areas and elements of RAD and **navigate** its structure • **Apply** the use of RAD areas for title, dates and physical description • **Identify** and **discuss** the ways in which RAD succeeds as a descriptive standard	Oct 26-30
Module 9: Descriptive Standards I (cont.) (RAD) At the end of this module, you will be able to: • **Identify** key areas and elements of RAD and **navigate** its structure • **Apply** the use of RAD areas for archival description and notes • **Identify** and **discuss** the ways in which RAD could be improved as a descriptive standard	Nov 2-6
Module 10: Descriptive Standards II (the ICA Standards) At the end of this module, you will be able to: • **Identify** key elements of the various ICA standards • **Apply** these standards at an introductory level • **Discuss** the similarities and differences between RAD and ISAD(G) • **Understand** the concept archival authority control at an introductory level	Nov 9-13

Module 11: Descriptive Standards III (DACS and AToM) At the end of this module, you will be able to: • **Identify** key elements of the DACS standard • **Create** basic descriptive records using AtoM	Nov 16-20
Module 12: Reconciliation, Decolonization, and Indigenization At the end of this module, you will be able to: • **Identify** and **discuss** at an introductory level colonial contexts in which Canadian archival institutions are situated and participate • **Articulate** how and why reconciliation, decolonization and Indigenization relate to archival arrangement and description • **Identify** and **discuss** some strategies for addressing inequities in arrangement and description theories and practices	Nov 23-27
Module 13: Challenges to Traditional Principles and Practices and some Future Directions At the end of module, you will be able to: • **Understand** at an introductory level the development and features of the 'series system' of description • **Identify** and **discuss** the primary ways in which digital archives challenge 'traditional' principles and methods of arrangement and description • **Identify** and **discuss** some emerging digital arrangement and description practices	Nov 30-Dec 4

Evaluation: Assignments will be marked using the iSchool's evaluative criteria. 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. Assignment deadlines are set to the Vancouver time zone, so be sure you check the timezone app in Canvas.

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. As stated above, you have the option to purchase RAD ($40), but can also use the free PDF version of the standard. If at any point you have trouble accessing course readings, please let me know right away so I can help.

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.

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.

Other Course Policies as Relevant:

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.

Keep Learning: You, your instructors, and peers are all figuring out how to teach and learn in a fully online environment. This transition comes with expected and unexpected challenges and means your learning may not look or feel like what you expect. Know that you are not alone in navigating these changes. UBC is an exceptional community doing all we can to support one another. The Keep Learning website (https://keeplearning.ubc.ca) compiles resources to help you set up, learn effectively online, understand the technologies used at UBC, take care of yourself, answer questions, and get support in this new context.