



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmi̓nəm̓ 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 550: Management of Audiovisual and Non-textual Archives– Course Syllabus
(3)**

Program: Master of Archival Studies

Year: 2020-2021 Winter Session, term 1

Course Schedule: Mondays, 6:00-8:50 pm

Location: Online, via Collaborate

Instructors: Jana Grazley & Kristy Waller

Office location: SLAIS Adjunct Office, Room 489

Office phone: 604-822-0051

Office hours: By appointment

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Learning Management Site: Canvas (<http://lthub.ubc.ca/guides/canvas/>)

Course Goal: Through this elective course students will be introduced to the theoretical and methodological knowledge necessary for the management of audiovisual and non-textual archives. Through lectures, in-class activities, guest-speaker presentations, virtual tours and class discussions, students will gain insight into and practical knowledge of the management of audiovisual and non-textual archives. The knowledge acquired in this course compliments the knowledge obtained in other required and elective first and second-year library and archival courses.

FNCC specialization: The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact us to discuss this option.

Learning Outcomes:

Upon completion of this course students will be able to:

1. Identify different non-textual formats and understand their application and use. [1.1]
2. Demonstrate an understanding of the context of creation, format, and use of audiovisual and non- textual materials. [1.2, 1.4]
3. Demonstrate an understanding of how archivists and other information and heritage professionals manage, preserve and provide access to audiovisual and non-textual materials in different environments, including digital. [1.3; 1.4; 2.1; 2.2, 4.1]
4. Participate in archival work through a series of projects. [1.3, 1.4, 2.1, 3.1, 3.2]



5. Discuss and demonstrate an understanding of archival materials, including: cartographic, photographic, moving images (film and video), audio and broadcast records [4.1; 3.1]
6. Identify different non-textual formats and understand their application and use. [1.1]
7. Demonstrate an understanding of the context of creation, format, and use of audiovisual and non- textual materials. [1.2, 1.4]
8. Demonstrate an understanding of how archivists and other information and heritage professionals manage, preserve and provide access to audiovisual and non-textual materials in different environments, including digital. [1.3; 1.4; 2.1; 2.2, 4.1]
9. Participate in archival work through a series of projects. [1.3, 1.4, 2.1, 3.1, 3.2]
10. Discuss and demonstrate an understanding of archival materials, including: cartographic, photographic, moving images (film and video), audio and broadcast records [4.1; 3.1]
11. Identify different non-textual formats and understand their application and use. [1.1]
12. Demonstrate an understanding of the context of creation, format, and use of audiovisual and non- textual materials. [1.2, 1.4]
13. Demonstrate an understanding of how archivists and other information and heritage professionals manage, preserve and provide access to audiovisual and non-textual materials in different environments, including digital. [1.3; 1.4; 2.1; 2.2, 4.1]
14. Participate in archival work through a series of projects. [1.3, 1.4, 2.1, 3.1, 3.2]
15. Discuss and demonstrate an understanding of archival materials, including: cartographic, photographic, moving images (film and video), audio and broadcast records [4.1; 3.1]

Course Topics:

- Photographic Archives;
- Cartographic and Architectural Archives;
- Moving Image Archives;
- Sound and Broadcast Archives.

Prerequisites: MAS and Dual Students: completion of the MAS core courses. MLIS Students: completion of the MLIS core courses, plus permission of the SLAIS Graduate Adviser.

Format of the course:

The course meets synchronously each week. The format of the course consists of: lectures, class discussions, and synchronous and asynchronous activities. Additional content will be posted to Canvas including pre-recorded guest speaker presentations and virtual tours. Students are expected to attend all synchronous class meetings and participate in both synchronous and asynchronous activities.

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities/assignments): 10-12 hours



Required and Recommended Reading:Required:

General:

- Bureau of Canadian Archivists. Planning Committee on Descriptive Standards. Rules for Archival Description. Ottawa: Bureau of Canadian Archivists, rev 2008. Parts I and 2 of RAD are available at: <http://www.cdncouncilarchives.ca/archdesrules.html> .
- Birrell, A. "The Tyranny of Tradition." In *Archivaria* 10 (Summer 1980), 249-252.
- Cook, Terry. "The Tyranny of the Medium." *Archivaria* 9 (Winter 1979-80): 141-149.
- Cook, Terry. "Evidence, Memory, Identity, and Community: Four Shifting Archival Paradigms." In *Archival Science* vol.13, 2-3: 95-120
- Dancy, Richard. "RAD Past, Present, and Future." *Archivaria* 74, (Fall 2012): 7-41.
- Sassoon, Joanna. "Beyond Chip Monks and Paper Tigers: Towards a New Culture of Archival Format Specialists." *Archival Science* 7 (2007): 133-145.
- WATCH: AABC Roundtable on the Future of RAD. Available at <http://ikblc.ubc.ca/aabc-ikblc-2/>

Photographs:

- Bushey, Jessica. "Convergence, connectivity, ephemeral and performed: new characteristics of digital photographs." *Archives & Manuscripts* 42, no.1 (2014): 33-47.
- Charbonneau, Normand. "The Selection of Photographs." *Archivaria* 59 (Spring 2005): 119-38.
- Image Permanence Institute. "Graphics Atlas." <http://www.graphicsatlas.org/>
- Hurst, Rachel Alpha Johnston. "Colonial Encounters at the Turn of the Twentieth Century: 'Unsettling' the Personal Photograph Albums of Andrew Onderdonk and Benjamin Leeson." *Journal of Canadian Studies* vol 49, no. 2 (Spring 2015): 227-267.
- Schlak, Tim. "Framing Photographs, Denying Archives: The Difficulty of Focusing on Archival Photographs." *Archival Science* 8 (2008): 85-101.
- Schwartz, Joan M. "Coming to Terms with Photographs: Descriptive Standards, Linguistic 'Othering,' and the Margins of Archivry." *Archivaria* 54 (Fall 2002): 142-171.
- WATCH: AABC Roundtable on Orphan Works. Available at <http://ikblc.ubc.ca/archivesassociationbc/>

Cartographic and Architectural Records:

- Daniels, Maygene and David Peyceré (eds.). A Guide to the Archival Care of Architectural Records: 19th-20th centuries. International Council on Archives, Section on Architectural Records, 2000. <https://www.ica.org/sites/default/files/ArchitectureEN.pdf>.
- Janes, Andrew. "Of Maps and Meta-Records: Eighty-Five Years of Map Cataloguing at The National Archives of the United Kingdom." *Archivaria* 74 (Fall 2012): 119-165.
- Saucier, Renee. "Medical Cartography in Southern Ontario, 1880–1920: A Records Perspective." *Archivaria* 89 (Spring 2020): 130-163.

Moving Images:

- Bergeron, Rosemary. "Archiving Moving-Image and Audio-Cultural Works in Canada." *Archivaria* 63 (Spring 2007): 55-74.



- Blewer, Ashley. "Minimum Viable Station Documentation." Ongoing collaborative document, 2018.
<https://bits.ashleyblewer.com/blog/2016/12/02/minimum-viable-transfer-station-documentation/>
- Blood, George. "Refining Conversion Contract Specifications: Determining Suitable Digital Video Formats for Medium-term Storage." Office of Strategic Initiatives, Library of Congress, 2011.
http://www.digitizationguidelines.gov/audio-visual/documents/IntrmMastVidFormatRecs_20111001.pdf
- Edmondson, Ray. "Audiovisual Archiving: Philosophy and Principles." 3rd ed. Paris: UNESCO, 2016. <http://unesdoc.unesco.org/images/0024/002439/243973e.pdf>
- FADGI Audio-Visual Working Group. "Digitizing Motion Picture Film: Exploration of the Issues and Sample SOW." Federal Agencies Digitization Guidelines Initiative, 2016.
http://www.digitizationguidelines.gov/guidelines/FilmScan_PWS-SOW_20160418.pdf
- IASA Technical Committee. "Guidelines for the Preservation of Video Recordings." ed. by Carl Fleischhauer and Kevin Bradley. First edition 2018. (IASA-TC 06).
<https://www.iasa-web.org/tc06/guidelines-preservation-video-recordings>
- Jackson, John. D. "Production, Preservation and Access: The Struggle to Retain Audiovisual Archives." *Canadian Journal of Communication* 26 (2001): 285-293. <http://cjc-online.ca/index.php/journal/article/viewFile/1219/1183>
- Kula, Sam. "Conclusions and Guidelines," In *The Archival appraisal of Moving Images: A RAMP Study with guidelines*. 92-98. UNESCO, 1983.
<http://unesdoc.unesco.org/images/0005/000576/057669e.pdf>
- Kula, Sam. "Appraisal Policies and Practices: Canada ONLY." In *The Archival appraisal of Moving Images: A RAMP Study with guidelines*. 76-79. UNESCO, 1983.
<http://unesdoc.unesco.org/images/0005/000576/057669e.pdf>
- Leigh, Andrea. "Context! Context! Context!: Describing Moving Images at the Collection Level." *The Moving Image* 6, no. 1 (Spring 2006): 33-65, available at:
http://muse.jhu.edu/journals/the_moving_image/summary/v006/6.1leigh.html
- National Film Preservation Foundation. *The Film Preservation Guide: The Basics for Archives, Libraries, and Museums*. San Francisco: National Film Preservation Foundation, 2004, available at <http://www.filmpreservation.org/dvds-and-books/the-film-preservation-guide-download> [Read chapters 1, 2, 5 and 8]
- Jimenez, Mona and Liss Platt. *Videotape Identification and Assessment Guide*. Texas Commission on the Arts, 2004. Available at:
<http://www.arts.texas.gov/wp-content/uploads/2012/04/video.pdf>
- Wheeler, Jim. "Videotape Preservation Handbook." Jim Wheeler, 2002.
<http://www.amianet.org/sites/all/files/WheelerVideo.pdf>
- WITNESS. "Activists' Guide to Archiving Video." Available at <https://archiving.witness.org/>.
- Wozny, Michele. L. "National Audiovisual Preservation Initiatives and the Independent Media Arts in Canada." *Archivaria* 67 (Spring 2009): 87-113.

Audio:



- Brylawski et al., eds. “ARSC Guide to Audio Preservation.” CLIR pub. 164, Association for Recorded Sound Collections, Council on Library and Information Resources, and National Recording Preservation Board, Library of Congress, 2015.
<https://www.clir.org/pubs/reports/pub164>
- Casey, Mike, and Bruce Gordon. “Sound Directions: Best Practices for Audio Preservation.” Bloomington: Indiana University, 2007.
http://www.dlib.indiana.edu/projects/sounddirections/papersPresent/sd_bp_07.pdf
- Council on Library and Information Resources. “Sound Recording Collections: An Overview of Preservation and Public Access in the Twenty-first Century.” In *The State of Recorded Sound Preservation in the United States: A National Legacy at Risk in the Digital Age*, CLIR pub.148, pp. 9-65, National Recording Preservation Board, Library of Congress, 2010.
<https://www.clir.org/pubs/reports/pub148>
- IASA Technical Committee. “Guidelines on the Production and Preservation of Digital Audio Objects.” ed. by Kevin Bradley. Second edition 2009. (= Standards, Recommended Practices and Strategies, IASA-TC 04). www.iasa-web.org/tc04/audio-preservation
- “Indigitization: Toolkit for the Digitization of First Nations Knowledge.”
<http://www.indigitization.ca/>
- Mills, Allison. “Learning to Listen: Archival Sound Recordings and Indigenous Cultural and Intellectual Property.” *Archivaria* 83 (Spring 2017): 109-124.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Assignment one: Photograph assignment – Assess one institution’s online presentation of photographs in reference to Schwartz, “Coming to Terms with Photographs,” and other course readings as appropriate. Individual assignment	Sun. October 4, 11:59pm	20%	1.4, 4.1, 4.2
Assignment two: Moving image preservation strategy assessment. Group assignment	Sun. November 8, 11:59pm	25%	1.1, 1.3, 3.1, 3.2
Assignment three: Short presentation/Lightning talk on your term paper research to date. Individual assignment	November 23 & 30 (sign up at first class)	15%	2.1, 4.1
Assignment four: Term paper on topic of your choice, to be approved by instructors. (3,500 words, double-spaced, footnotes and bibliography). Individual assignment	Tues. December 8, 11:59pm	30%	1.4, 4.1, 4.2
Class participation: Participation in online class discussions and activities (see grading criteria in Canvas)	Throughout	10%	2.1, 1.4



Course Schedule [week-by-week]:

Date	Topic	Readings and assignments
14 September JG/KW	Introduction to course Group agreement Archival perspectives on collections/holdings/asset management RAD refresher	Birrell, Cook, Dancy, Sassoon, RAD
21 September JG/KW	Photographic archives - lecture and readings discussion; in-class activities	Charbonneau, Schwartz, Schlak, Graphics Atlas Hand out Assignment one
28 September KW	Photographic archives, description and access In-class photo description practice in break out groups	Bushey, Hurst, RAD
5 October JG	Cartographic and architectural archives - lecture and readings discussion; in-class activities Cartographic description practice in break out groups	Janes, Lowell & Nelb ch. 2, 3, 4, 5, RAD Assignment one due October 4, 11:59pm
19 October KW	Introduction to moving image archives Video lecture, open source video software demos Assignment two group discussions	Blood, Jimenez & Platt, Wheeler, IASA-TC-06 Hand out Assignment two



26 October KW	Non profit virtual visits – management of video at WF (and other org. TBD)	Wozny, Blewer, WITNESS
2 November JG	Film archives - lecture and readings discussion; in-class activities Film handling, viewing, condition assessment video	Bergeron, Edmondson, FADGI, Jackson, Kula, Leigh, NFPF
9 November JG	U of T Media Commons virtual visit - management of film at the Media Commons Audio archives – lecture and readings discussion; in-class activities Term paper development and rubric review	Bergeron, Edmondson, FADGI, Jackson, Kula, Leigh, NFPF (cont'd) Assignment two due Nov. 8, 11:59pm
16 November JG/KW	Background into Oral Histories, Language Lab, Indigitization, management of audio at MOA Indigitization panel discussion	Brylawski, Casey & Gordon, CLIR, IASA TC-04 Indigitization, Mills, Swain, Thompson
23 November JG/KW	Term paper lightning talks in breakout groups	Assignment four due December 8, 11:59pm
30 November JG/KW	Term paper lightning talks in breakout groups	Assignment four due December 8, 11:59pm

Attendance: Attendance is required in all class meetings. If you know you are going to be absent you must inform us beforehand if at all possible. Any penalties imposed for excessive absences are at the discretion of the instructor.



Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). Extensions to assignment deadlines will be handled case-by-case and will only be considered where there are extenuating circumstances; please discuss with us well ahead of the assignment deadline. If no prior arrangement has been made, 3% will be deducted from the assignment's final mark for each 24-hour period the assignment is late. If there are questions about a grade that has been received, please contact the instructors to discuss.

Required Materials: All required learning materials are available online. Students will need access to a computer with a microphone and camera if possible to participate in class and group discussions via Collaborate (found in Canvas). No specialized software will be required.

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 us 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 us 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.