



We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmiñəm 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 – Course Syllabus (3)

Program:	ARST 573
Year:	Winter 2020-2021, Term 1
Course Schedule:	Asynchronous
Location:	Online
Instructor:	Dr. Elizabeth Shaffer
Office location:	Online
Office phone:	604.822.0885
Office hours:	Wednesday 10am-noon or by appointment
E-mail address:	elizabeth.shaffer@ubc.ca
Learning Management Site:	https://canvas.ubc.ca/courses/52428

Course Goal: The goal of this course is to give students a broad understanding of the various components of the Canadian archival system and profession and how they have developed over time in comparison with archival systems and the profession in other countries as a means of developing a critical appreciation of the context in which archivists work. The course format will enable students to develop methods and skills to critically engage with and build understanding of the historical underpinnings of the archival profession, its evolution and contemporary discourse within the profession.

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 encouraged to do so and asked to inform the instructor so I can better support their interests.

Learning Outcomes:

Upon completion of this course students will be able to:

1. Demonstrate understanding of the origins, broad lines of development, and current state of the institutions and organization that constitute the Canadian archival system. [1.4]*
2. Demonstrate understanding of the broad lines of development of archival systems in countries comparable to Canada. [1.4]*
3. Demonstrate understanding of the mandates of Canadian public archival institutions as reflected in the laws establishing them, regulations governing management of public records, and laws governing use and access to public records. [1.4]*



4. Demonstrate understanding of the roles, responsibilities, and functioning of archival programs in a variety of settings, including for example, national, provincial and municipal levels of government, universities and colleges, churches, businesses, and other private organizations in Canada with comparisons to similar programs in other countries. [1.4]*
5. Analyze and evaluate the evolution of the responsibilities, values, and culture of the archival profession as a means of assessing its role in contemporary society. [1.4, 5.1, 5.2]*

* *Course objectives are stated in terms of student learning outcomes and reference the [iSchool Statement on Graduate Competencies](#).*

Course Topics:

- The concept of an archival system
- The origins and broad development of contemporary archival systems in Europe and North America
- The origins and evolution of the mandate, functions, and structure of Canadian public archives and the “total archives” concept, and comparison with public archives in other countries
- The origins and development of archival programs in educational institutions, churches, businesses, and other private organizations
- Contemporary Canadian archival institutions: their governance, principal policies, programs, and challenges, and comparison to institutions in other countries
- The roles of international, national and regional archival organizations (e.g. the Canadian Council of Archives, regional councils of archives, and professional associations)
- The origins and development of archival education programs
- The archival profession: its history, organization, responsibilities, values and role in contemporary society

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: Asynchronous online course, with optional synchronous weekly meeting; lectures; discussions; student directed seminars; and guest speakers.

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

Required and Recommended Reading: Refer to ARST 573 Course Readings by Week handout, available on Canvas on first day of class. All readings will be available through the UBC Library (online) or within the Canvas course site.



Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Weekly Seminar Discussions a. Seminar leader b. Seminar participant	a. Once (TBD) b. Weekly	a. 20% b. 20%	1.4, 2.1, 2.2, 3.1. 4.1, 5.1
Major Project Paper (Group or Individual) a. Project Proposal b. Project Deliverable	a. 5 October b. 5 December	a. 10% b. 25%	1.1, 1.4, 2.1, 3.1, 4.1, 5.1
Individual Topic Response to prompts	Bi-weekly (5x)	25%	1.1, 1.4, 2.1, 4.1, 5.1

Course Schedule [week-by-week]:

Topic	Date
MODULE 1 <ul style="list-style-type: none"> • Introduction to course • Overview – nature of archives • European perspective on origins of archival institutions 	Week 1: 8 – 13 September
MODULE 2 <ul style="list-style-type: none"> • Development of archives in Canada • Evolution of total archives in Canada 	Week 2: 14 – 20 September
MODULE 3 <ul style="list-style-type: none"> • Indigenous and First Nations archives • UNDRIP • TRC, MMIWG and archives • Reconciliation Framework for Canadian Archives 	Week 3: 21 – 27 September
MODULE 3 <ul style="list-style-type: none"> • Indigenous and First Nations archives • UNDRIP • TRC, MMIWG and archives • Reconciliation Framework for Canadian Archives 	Week 4: 28 September – 4 October
MODULE 4 <ul style="list-style-type: none"> • Development of national archives outside of Canada • Archival legislation • Archival mission, roles and responsibilities 	Week 5: 5 – 11 October
MODULE 4 <ul style="list-style-type: none"> • Development of national archives outside of Canada • Archival legislation • Archival mission, roles and responsibilities 	Week 6: 12 – 18 October



MODULE 5 <ul style="list-style-type: none">Professional associationsEquity and diversity in the profession	Week 7: 19 – 25 October
MODULE 6 <ul style="list-style-type: none">Archival ethicsHuman rights and archivesTrauma in records and archives	Week 8: 26 October – 1 November
MODULE 7 <ul style="list-style-type: none">Archival educationArchival researchCritical archival studies	Week 9: 2 – 8 November
MODULE 8 <ul style="list-style-type: none">Specialized archives [faith-based archives, corporate archives, university archives, international organizations]	Week 10: 9 – 15 November
MODULE 8 <ul style="list-style-type: none">Specialized archives [faith-based archives, corporate archives, university archives, international organizations]	Week 11: 16 – 22 November
MODULE 9 <ul style="list-style-type: none">Community archivesSocial justice in archives and the profession	Week 12: 23 – 29 November
MODULE 10 <ul style="list-style-type: none">Future of archives and archival professionCourse wrap-up	Week 13: 30 November – 3 December

Attendance: As an asynchronous course, engagement with the course material in Canvas and participation in online discussions will act as your attendance in the course. Please be aware that Canvas enables instructors to view specific details of when, where, and for how long each student visits Canvas. I will only view this data if I am concerned that specific students are not contributing or there is little or no evidence of working through course materials.

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). Please take time to review the criteria at the start of term.

A penalty of 1% per day will be imposed on assignments not handed in by the due date. Assignments outstanding one week after the due date will not be accepted unless an extension has been granted prior to due date in consultation with the instructor.

Required Materials: All materials will be made available through the course learning management side (i.e. Canvas).



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



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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:

Please take time to communicate respectfully and efficiently. Online courses can be time consuming; time management is key. As we navigate our way through an unprecedented pandemic please be kind to yourselves and each other. Keep up to date with information shared via Canvas and do not hesitate to reach out if you have questions or require support.