THE UNIVERSITY OF BRITISH COLUMBIA

School of Information
Faculty of Arts

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 540 Archival Public Services – Course Syllabus (3)

Program: MAS
Year: 2022/23, Winter Term 2
Course Schedule: Wednesdays, 6:00-8:50pm
Location: BUCH B302
Instructor: Dr. Jennifer Douglas
Office location: IBLC 487
Office phone: 604-827-5905
Office hours: In-person, Wednesdays, 12:30 to
2:00pm; zoom, by appointment
E-mail address: jen.douglas@ubc.ca
Learning Management Site:

Course Goal: This course prepares students for the public-facing work of archivists and records professionals. The course will familiarize students with principles that guide and processes involved in a variety of archival public services, including: providing reference assistance; planning and implementing public programming; engaging with community; outreach to existing and potential archival users; advocating for collections and for the people who use and rely on them and/or are represented in them. Taking a broad view of public service, the course will help students identify and understand the publics that archival institutions and records programs currently serve and have historically served, as well as those that have historically been underserved or ignored. Students will consider how improvement to archival public service, especially related to equity, accessibility and inclusion, can be enacted.

FNCC specialization: The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC); for example, FNCC students can focus on Indigenous user groups in two assignments (user-group analysis and outreach/programming plan), as well as structure their advocacy assignment around an issue that is of relevance to Indigenous archival programs, Indigenous archivists, Indigenous researchers and/or records by and/or about Indigenous creators and communities. 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. Demonstrate understanding of the principles and concepts applying to archivists' responsibility to make archival holdings accessible; [1.2, 1.3, 1.5, 4.1]

2. Identify and discuss the diversity of uses and users of archives (including potential uses and users); [1.1, 1.2, 1.3, 1.4]
3. Analyze what access means in archival settings, how it is provided, what barriers to access exist & how these can be mitigated; [1.3, 1.4, 1.5, 2.1, 3.1, 4.1, 4.2]
4. Explain archival access and reference policies and procedures to users and non-specialists; [2.1]
5. Explain the need for and nature of trauma-informed approaches to archival public service; [1.1, 1.2, 1.4, 1.5]
6. Design an outreach program for an identified group or community; [1.2, 1.3]
7. Discuss the role of advocacy and archivists' responsibility for it, and draft a proposal for an advocacy action; [1.5, 4.1, 4.2, 4.3]
8. Critically engage with the roles, ethics and responsibilities of the archivist in serving their public(s). [1.5, 4.1, 4.2, 4.3]

Course Topics:

- Public service in specific contexts: what's different about public service in archives, libraries and museums?
- Accessibility: what does it mean and to whom? What barriers to it exist? How can access to archives and archival materials be improved?
- Uses and users of archives: who uses archives, why and what are their needs? Who doesn't use archives and why?
- Reference spaces and interactions: how is archival reference service different than library reference service? What do archivists need to know to conduct reference service? How can archivists facilitate meaningful and productive reference experiences for different users?
- Ethics of access and reference: what ethical issues arise in access and reference interactions and how can archivists ensure they are serving different publics ethically and equitably?
- The purposes and processes of archival outreach: how do archivists connect with users (and potential users) outside their institutions?
- The role of advocacy and archivist's responsibilities as advocates: how can and do archivists advocate for the materials they care for, their users, their institutions, and their profession? How can archivists become stronger advocates for records-related issues in society?
- Technology and archival public service: how are digital technologies impacting how archivists interact and work with the public?
- Trauma-informed approaches to working with public: how can archivists incorporate principles of trauma-informed practice into their work with different publics?

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 class will include lectures, guest speakers, in-class discussion and group exercises, and student presentations.

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities): 8 hours

Required and Recommended Reading:

Required: Required readings are listed in the week-by-week schedule. All course readings will be available online as open links, through the UBC Library catalogue, or through Library Online Course Reserves. We will be working closely with the Reconciliation Framework for Canadian archives, which you can find here: https://archives2026.files.wordpress.com/2022/02/reconciliationframeworkreport_en.pdf

Recommended: A list of recommended and supplementary readings will be available in Canvas.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies	Course learning objectives
User group analysis	February 1	20%	1.2	CLO2
Assessment of institutional reference, access and outreach services	March 8 – in class presentations	25%	2.1	CLO1, 2, 3
Outreach/programming proposal	March 29	20%	2.1	CLO6
Advocacy action	April 12	20%	4.3, 2.1	CLO7
Participation reflection journal (will be completed over the course of the term, in class)	April 14	15%	1.5, 2.1, 4.1	CLOs 1-8

Description of assignments:

Assignment 1: User group analysis (20%)

Archives can serve many publics, and there are some publics and communities that are underserved or neglected by mainstream archival institutions. This assignment provides you with the opportunity to consider the needs of a particular community or group of users or potential users.

For this assignment, you will:
- identify one community or group of users that you wish to consider (e.g. historians, genealogists, treaty researchers, care leavers, etc.);
- locate relevant journal articles or other resources related to this user group and summarize their characterization of the identified group's user needs and behaviours;
- identify how the group's needs are currently met (or not) by mainstream archives; and
- identify any needs that are not likely met by mainstream archives

This assignment will be submitted as a short paper (4-5 pages, double spaced plus works cited), and will be evaluated based on its 1) clarity and coherence; 2) depth of description of the user group; 3) depth of analysis of the user group's needs and behaviours.

Assignment 2: Assessment of institutional reference, access and outreach services (25%)

This assignment provides you with an opportunity to review in detail an institution's public-facing website, and to assess its reference and access services. For this assignment, you will form groups of 2-3 and prepare a presentation on an archival website chosen from a list that will be provided to you.

To prepare for your presentation, you and your group should consider the following questions:

- What information is provided on the website about the physical research space? (e.g., Hours, location, research procedures, etc.)?
- What types of access are provided on the website? (e.g., Access to finding aids? In what form? Access to digitized records? etc.)
- Are there any reference and access tools provided on the website? (e.g. tips for using finding aid systems; tutorials; links to other sites; etc. – there may be any number of other types of reference tools; these are just examples to give you an idea.)
- What outreach activities are featured on the website? (e.g., online exhibits; links to social media; information about physical exhibits; etc. – there may be any number of other types of outreach; these are just examples to give you an idea.)
- Does the website include content warnings, language warnings, and/or indication of trauma-informed practices?

For your presentation in class, your small group should:
- Provide a brief introduction to the institution
- Provide a general introduction to the reference, access and outreach services provided by the institution
- Highlight key strengths and/or weaknesses of the institution's reference, access and outreach initiatives and efforts
- Finish by sharing your own views regarding the overall effectiveness of reference, access and outreach on the website

Your presentation should be 15 minutes, and will be followed by a short period for questions and class discussion.

Your presentation will be evaluated based on: 1) the clarity and coherence of your delivery; 2) your ability to distill and effectively communicate the most relevant initiatives and information provided on your website; 3) the insightfulness of your analysis and assessment.

Assignment 3: Outreach/programming memo (20%)

This assignment provides you with the opportunity to practice designing an outreach initiative targeted to a specific user group.

In this assignment you will design an outreach or other programming initiative that will serve the needs of the user group you identified in Assignment 1.
- Assume that you work either for the institution you worked on for assignment 2 or pick an institution you know (e.g. RBSC, UBC Archives, City of Vancouver Archives).
- Assume you have a small budget
- Describe the objectives of the proposed outreach or programming initiative and how they will be carried out
- Include a rationale: how does it help the user group? The institution? The archives' goals?
- Explain how some or all of the principles discussed in module 1 (person-centred; relationality; positionality; archival ethics; trauma-informed approaches) are enacted in your programming plan
- Write the proposal in the form of a memo (max. 2 pages). You can consult the Purdue OWL website for information about how to write a memo: https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/memos/format.html

Your proposal will be evaluated based on 1) the connections you draw between the needs of the identified user group, the proposed initiative and other stakeholders; 2) the strength of the rationale you provide; 3) the clarity and coherence of the written memo.

Assignment 4 (in small groups): Advocacy action (20%)
This assignment provides you with the opportunity to practice advocating for change to recordkeeping policies and practices in response to urgent issues.

You will work in small groups to write an open letter to be sent to a political representative and shared with the public on an archival or recordkeeping issue related to the TRC CTAs, the implementation of UNDRIP, the recommendations of the MMIWG report, or to climate crisis and action. Your letter should identify a recordkeeping issue and make a case to politicians and the public about its importance. It should explain why records and/or recordkeeping matter in the context of the issue you've identified and what archivists/recordkeepers/institutions need to respond to the issue (e.g. more funding, other resources, etc.) and why. Your letter should make specific requests and should outline the consequences that result from the requests being either granted or ignored. The letter should be concise (1-2 pages), persuasive, clear and non-jargony.

Your letter will be evaluated based on its clarity, conciseness and ability to persuade.

Participation: Activity Reflection Journal (15%)*:*
Participation marks will be awarded for participation in and reflection on in-class activities. For this class, you will keep an activity reflection journal in which you will respond to specific questions and prompts to reflection related to in-class activities and assigned readings. These questions and prompts will be shared after the completion of in-class activities. Class time will be provided to respond. This activity will provide you with the opportunity to critically reflect on course learning objectives and to develop a reflexive stance in your approach to providing archival public service.

The Activity Reflection Journal will be completed over the course of the term. It will be evaluated for its completeness and thoughtfulness.

Course Schedule [week-by-week]:

Topic	Date
MODULE 1: PRINCIPLES In this class we will: • Introduce archives as public service and discuss the differences between public services in libraries, archives and museums • Consider our positionality as archivists and discuss the importance of addressing positionality in archival public service In-class activity: Identifying positionality In preparation for this week's class, please read: • Karen Buckley, "'The Truth Is in the Red Files:' An Overview of Archives in Popular Culture," *Archivaria* 66 (Fall 2008): 95-123.	WEEK 1: Jan11

• Genevieve Weber, "From Documents to People: Working Towards Indigenizing the BC Archives," *BC Studies* 199 (Autumn 2018): 95-112. • Review: Principles 4 and 8 in the Reconciliation Framework	
MODULE 1: PRINCIPLES (cont.) In this class we will: • Discuss the records-centred, person-centred and relational approaches to archival public service, acknowledging how they might differ and where they overlap • Review archival codes of ethics and professional conduct to identify and analyze how they position archivists' roles and relationships with respect to their publics • Discuss the principles of trauma-informed practice and identify why they are needed In-class activity: • Workshop: analyzing archival codes of ethics and professional conduct In preparation for this class, please read: • Kirsten Thorpe, "Transformative Praxis – Building Spaces for Indigenous Self-Determination in Libraries and Archives," *In the Library with the Lead Pipe*, 23 January 2019, https://www.inthelibrarywiththeleadpipe.org/2019/transformative-praxis/ • Kirsten Wright and Nicola Laurent, "Safety, Collaboration, and Empowerment: Trauma-Informed Archival Practice," *Archivaria* 91 (Spring 2021): 38-73. • Review: Principles 3 and Objectives 1 and 3 in the Reconciliation Framework Please also review the following codes of ethics and protocols: • Association of Canadian Archivists: https://www.archivists.ca/resources/Documents/Governance%20and%20Structure/aca_code_of_ethics_final_october_2017.pdf • Society of American Archivists: https://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics • International Council on Archives: https://www.ica.org/sites/default/files/ICA_1996-09-06_code%20of%20ethics_EN.pdf • Protocols for Native American Archival Materials: https://www2.nau.edu/libnap-p/	WEEK 2: Jan18
MODULE 2: USE AND USERS In this class we will:	WEEK 3: Jan 25

• Consider who uses archives, for what purposes and what their records needs are, including:
   ◦ Identifying and discussing both historically predominant users (e.g. academic historians, genealogists) and the marginalization of some user groups
   ◦ Who does not use archives and why
   ◦ Characteristics and needs of particular user groups
 	
Guest speaker: Working with Indigenous researchers
 	
In preparation for this week's class, please read:
• Jessie Loyer and Darrell Loyer, "Talking with my Daughter About Archives: Métis Researchers and Genealogy*," KULA: Knowledge Creation, Dissemination, and Preservation Studies*, vol. 5, no. 1 (2021): https://kula.uvic.ca/index.php/kula/article/view/140
• Elizabeth Yakel and Deborah Torres, "Genealogists as a 'Community of Records'," *The American Archivist* 7(Spring/Summer 2007), p. 93-113.
• Adele Perry, "The Colonial Archive on Trial: Possession, Dispossession, and History in *Delgamuukw v. British Columbia*," in *Archive Stories: Facts, Fictions and the Writing of History*, ed. Antoinette Burton, Duke University Press, 2005, p. 325-350.
• Review: Principle 1 from the Reconciliation Framework	

MODULE 3: WORKING WITH DONORS In this class we will: • Identify and discuss different types of interactions archivists have with donors • Identify and discuss different motivations, emotions, and conceptions of archives and archival work held and experienced by donors • Identify and discuss strategies for working effectively and sensitively with donors In class activity: Donor interviewing In preparation for this class, please read: • Robert Fisher, "Donors and Donor Agency: Implications for Private Archives Theory and Practice," *Archivaria* 79 (Spring 2015): 91-119. [online journal available through UBC Library catalogue] • Itza Carbajal, "The Politics of Being an Archival Donor: Defining the Affective Relationship Between Archival Donors and Archivists," *Journal of Critical Library and Information Studies*, vol. 3, no. 2 (2021): https://journals.litwinbooks.com/index.php/jclis/article/view/114/81 • Review: Objective 4 in the Reconciliation Framework	WEEK 4: Feb 1
MODULE 4: ACCESS AND REFERENCE SERVICES	WEEK 5: Feb 8

Focus on: Providing in-person reference services and thinking about reference spaces
 	
In this class we will:
• Identify, analyze, model and evaluate the processes of providing archival reference services to different user groups
• Identify and discuss the application of trauma-informed practices to in-person archival reference services and the design and management of reference spaces
• Identify and discuss potential difficulties in assisting archival researchers including, for example:
   ○ Users' lack of experience with archives
   ○ Encounters with offensive or difficult materials
   ○ Difficult interactions between archivists and users
 	
In class activities:
• Workshop: practicing deep listening and de-escalation
 	
In preparation for this class, please read:
• Wendy Duff, Elizabeth Yakel, and Helen Tibbo, "Archival Reference Knowledge," *The American Archivist* vol. 76, no. 1 (Spring/Summer 2013): 68-94.
• Elizabeth Yakel and Deborah Torres, "AI: Archival Intelligence and User Expertise," *The American Archivist* vol. 66, no.1 (Spring/Summer 2003): 51-78.
• Review: Objective 5 (Access) in the Reconciliation Framework
• Check out: https://peelarchivesblog.com/2019/01/23/how-can-you-help-an-archivist-to-help-you-reference-service-from-our-side-of-the-desk/	

MODULE 4: ACCESS AND REFERENCE SERVICES (cont.) Focus on: Digital reference services and spaces In this class we will: • Identify and discuss the differences between in-person and online access and reference services and interactions • Discuss the role of digitization in providing online access to archival materials • Discuss what makes online systems accessible, understandable and hospitable to different user groups In class activity: • Assessing online descriptions In preparation for this class, please read: • Scott P. Pitol, "Evaluating How Well an Archival Website Allows a Research to Prepare for an On-Site Visit," *American Archivist* vol. 82, no. 1 (Spring 2019): 137-154.	WEEK 6: Feb 15

• Caitlin Patterson, "Perceptions and Understandings of Archives in the Digital Age," *American Archivist* 79, no. 2 (Fall 2016): 339-370. • Peel Art Gallery Museum Archives. "Why Don't Archivists Digitize Everything?" Archives@PAMA (blog). 31 May, 2017: https://peelarchivesblog.com/2017/05/31/why-dont-archivists-digitize-everything/ • Familiarize yourself with the Gladue Rights Research Database: https://gladue.usask.ca/	
READING WEEK – NO CLASS	Feb 22
MODULE 4: ACCESS AND REFERENCE SERVICES (cont.) Focus on: Closer analysis of barriers to access in archival spaces and their removal In this class we will: • Critically analyze what "access" means in archives and to whom • Discuss legal and security concerns in archival reference services • Identify barriers to access that exist in archival spaces and for different individuals and communities • Review accessibility principles and best practices and discuss how they can be more fully integrated into archival practices In class activity: • Workshop: Analysis of barriers to access in online systems In preparation for this class, please read: • Cartwright, Ryan Lee. "Out of Sorts: A Queer Crip in the Archives." *Feminist Review* 125 (2020): 62-69. • Rawson, KJ. "Accessing Transgender // Desiring Queer(er?) Archival Logics," *Archivaria* 68 (Spring 2010): 123-140. • Review: Principle 6 and Objective 6 in the Reconciliation Framework • Prior to this class a selection of short articles from *Outlook* (the SAA's newsletter) will be circulated. Each student will read one article and these will be discussed in sharing groups in class.	WEEK 7: Mar 1
MODULE 4: ACCESS AND REFERENCE SERVICES (cont.) In-class presentations on access and reference services In this class: • Students will present in groups on archival access and reference and services and discuss each other's presentations	WEEK 8: Mar 8
MODULE 5: OUTREACH, INSTRUCTION AND ADVOCACY Focus: Outreach in archives In this class we will:	WEEK 9: Mar 15

• Define and discuss archival outreach • Consider principles for respectful community engagement • Explore examples of impactful archival outreach initiatives • Discuss how to evaluate and assess the impact of outreach initiatives In-class activity: • Workshop: assessing impact of archival outreach In preparation for this class, please read: • Kate Theimer, "Outreach," in *Encyclopedia of Archival Science*, eds. Luciana Duranti and Patricia Franks, Rowman & Littlefield, 2015, pp. 256-259. • La'el Hughes-Watkins, "Moving Toward a Reparative Archive: A Roadmap for a Holistic Approach to Disrupting Homogenous Histories in Academic Repositories and Creating Inclusive Spaces for Marginalized Voices," *Journal of Contemporary Archival Studies*, vol. 5, 2018: https://elischolar.library.yale.edu/jcas/vol5/iss1/6/ • Nampombe Saurombe, "Taking Archives to the People: An Examination of Public Programs in the National Archives of the Eastern and Southern Africa Regional Branch of the International Council on Archives," *Archives and Manuscripts* 48, no. 1 (2020): 25-44. • Review: Principles 5 and 7 in the Reconciliation Framework • Prior to this class a selection of short articles from *Outlook* (the SAA's newsletter) will be circulated. Each student will read one article and these will be discussed in sharing groups in class.	
MODULE 5: OUTREACH, INSTRUCTION AND ADVOCACY (cont.) Focus: Archival advocacy In this class we will: • Define archival advocacy and discuss how advocacy is involved in archival work • Explore examples of impactful archival advocacy • Identity and discuss areas where archival advocacy is needed, focusing in particular on archival responses (or potential archival responses) to the Truth and Reconciliation Commission's Calls to Action, the UN Declaration on the Rights of Indigenous Peoples, the final report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, the Joinet-Orentlicher Principles, OCAP, and climate crisis In-class activity: • Workshop: Archival advocacy assignment In preparation for this class, please read: • Larry Hackman, "Advocacy," in *Encyclopedia of Archival Science*, eds. Luciana Duranti and Patricia Franks, Rowman & Littlefield, 2015, pp. 12-14	WEEK 10: Mar 22

• Harrison Inefuku, "Letter to the Editor," *American Archivist* 82, no. 2 (Fall 2019): 624-627. (This is a response to an article in the same issue by Frank Boles, which you may wish to skim.) • Tomas McMahon, "Decolonizing Archives: A Response to Canadian Archivists," 7 March 2022, https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4044129 • Review: Principle 2 in the Reconciliation Framework • Prior to this class a selection of short articles from *Outlook* (the SAA's newsletter) will be circulated. Each student will read one article and these will be discussed in sharing groups in class.	
NO CLASS THIS WEEK	WEEK 11: Mar 29
MODULE 5: OUTREACH, INSTRUCTION AND ADVOCACY (cont.) Focus: Instruction in archives In this class we will: • Consider the role of instruction in archival work • Explore examples of archival instruction • Discuss how cultural humility is central to anti-oppressive archival interaction • Discuss how archivists can use instruction as a way to remove barriers to access to archival materials and increase the visibility of archival programs • Identify questions to forward to next week's outreach, advocacy and instruction guest panel In-class activity: • Archival instruction workshop: explaining archives and archival processes to non-experts In preparation for this class, please read: • Jonathan Mukwevho, "Educational Programs as an Interactive Tool for Public Engagement by Public Archives Repositories in South Africa," *Archives and Manuscripts* 46, no. 3 (2018): 309-329. • Kathryn G. Matheny, "Instruction Consultation for Archives Visits: Why No One Talks About It, and Why They Should," *American Archivist* 82, no. 2 (2019): 484-507. • Review: Principles 5 and 7 in the Reconciliation Framework • Prior to this class a selection of short articles from *Outlook* (the SAA's newsletter) will be circulated. Each student will read one article and these will be discussed in sharing groups in class.	WEEK 12: Apr 5
MODULE 5: OUTREACH, INSTRUCTION AND ADVOCACY (cont.) Guest panel on advocacy and outreach: this week's class will consist of a guest panel of archivists engaged in outreach, advocacy and instruction. You will have a chance to submit questions in advance for the panel and to ask questions during the session.	WEEK 13: Apr 12

| COURSE WRAP UP

As a final wrap up, we will:
• Discuss how your impression and understanding of public service in archives has changed since you started the class
• Review the principles and concepts discussed in module 1 and consider how we have applied them to different public service roles and processes
• Identify priorities for continued public service research and improvement to services in archival institutions | |

Covid19 Safety:
Per the most recent UBC Broadcast, you are no longer required to wear a mask, yet UBC recommends that you do it in indoor spaces. (I will be wearing a mask in indoor, shared spaces on campus.) Daily health check and frequent hand-washing are advisable. Whether you choose to wear a mask or not, please be mindful and accepting of each other's choices and comfort levels as we navigate the new academic year. Please maintain a respectful environment (UBC Respectful Environment Statement).

Attendance: 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.

If you miss a class because of illness:
• Make a connection early in the term to another student or a group of students in the class. You can help each other by sharing notes. You can use the discussion forum in Canvas to help to connect with other students.
• Consult class resources on Canvas. All slides, handouts, activity materials, etc. will be posted there each week.
• Use the discussion forum for help. This can be a great space to work together to understand new ideas we discuss in class. I can pop in there and answer questions, too.
• Attend office hours.

If I am ill: If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible (by email and through Canvas announcements). Our classroom will still be available for you to sit in and attend an online session, if one is offered. If I stay home due to illness:
• I may ask you to do an activity, read something additional, watch a webinar or listen to a podcast
• I may post recorded lectures and ask you to complete activities in the discussion forums.
• If I am well enough to teach but am taking precautions to avoid infecting others we may hold the class online. If this happens, you will receive an email and an announcement via Canvas with instructions on how to join the online session.

Evaluation: All assignments will be marked using the evaluative criteria given on the iSchool web site.

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. While I am willing to consider extensions, and especially as we all continue to experience the effects of the Covid19 global pandemic, climate emergency, white supremacy and the responsibilities of caregiving in different ways, please remember that assignment deadlines are there in part to help you manage your time; the core involves meeting many different deadlines, and consideration of your overall workload and ability to complete the term should be part of any of your thinking about an extension. Ideally, extensions should only be used in cases of illness, emergency or other unavoidable situation, but please contact me if at any point you are running into trouble with deadlines and assignments.

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.

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 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 in-person office hours on Wednesdays from 12:30-2:00, as well as zoom office hours by appointment. The link for zoom office hours can be found on the Canvas course home page. A waiting room is enabled for the meeting.

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.