



We acknowledge that we are on the traditional, ancestral and unceded territory of the hə́nqə́miñə́m 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 545 Advanced Arrangement and Description – Course Syllabus (3)

Program: MAS

Year: 2022-23, Winter Term 2

Course Schedule: Mondays, 2:00-4:50pm

Location: IBLC 191

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 helps students to extend their understanding of arrangement and description as acquired in the Master of Archival Studies (MAS) core courses. In the core arrangement and description class, we learned the history of the principles that underpin arrangement and description as well as established and accepted methodologies and standards for completing arrangement and description projects. In this course, we undertake a more critical analysis of arrangement and description principles and methods, paying special attention to how these have been challenged by and are adapting to technological and social pressures in the professional field and scholarly discipline.

FNCC specialization: The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If you would like to take this course for FNCC credit, please contact me to discuss this option. For students wishing to take this option, we will work together at the beginning of the course to develop a set of keyword-related readings written by Indigenous scholars or practitioners and/or about or for Indigenous archives and archivists.

Course Objectives:

Upon completion of this course you will be able to:

1. Critically examine and assess the classical literature concerning the arrangement and description of archives and contemporary interpretations of that literature [1.2, 1.3, 1.4, 4.1]
2. Distinguish between and assess various contemporary perspectives and evolving ideas about the nature, purpose and implementation of archival arrangement and description theories and methods. [1.2, 1.3, 1.4, 4.1]
3. Recognize and explain archival arrangement and description as representational acts with social impacts [1.4, 5.1]



4. Appraise and critique archival descriptive standards (RAD and ICA standards) [1.2, 1.4]
5. Identify, articulate and describe current problems, issues and/or opportunities in arrangement and description [2.1, 4.1]
6. Identify, describe and assess emerging methodological approaches to arrangement and description [1.4, 4.1]

Course Topics:

- Arrangement and description as representational acts
- Classical, contemporary and critical perspectives on the principles that underpin archival arrangement (provenance, respect des fonds, original order)
- Challenges to established archival theories and practices
- Contemporary, evolving and emerging perspectives on and models for archival description
- Indigenizing and 'decolonizing' arrangement and description
- Archival descriptive standards: their development, purposes, structures and effects
- Reparative description: purposes and projects

Additional course topics may include, but not be limited to:

- Computational approaches to arrangement and description
- Confronting white supremacy and/or racist or offensive language in description
- Accessibility and description
- Non-narrative approaches to arrangement and description (e.g., information visualization, etc.)
- Contemporary and alternative perspectives on subject access to description
- Participatory approaches to arrangement and description
- Metadata standards as/and archival description
- Different disciplinary understandings of provenance
- Fonds-based systems vs. series-based systems

Prerequisites:

MAS and Dual students: completion of MAS core.

MLIS students: Completion of the MLIS core courses, plus permission of the Graduate Adviser

Format of the course: The course will consist of seminar discussion, short lectures, in-class activities, and student presentations.

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities): 6-10 hours

Required and Recommended Reading:

Weekly readings are listed in the week-by-week schedule, below. Each week you will be required to read **one** reading from the selection of four readings. In class, you will be introduced to the other three readings from that selection. All readings will be available through the UBC Library and/or through Library Online Course Reserves.



Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Keyword Journal and Seminar Preparation 1. Representation and Interfaces 2. Provenance 3. Original order 4. Finding aids 5. Users 6. Reparation and Reconciliation 7. Automation and Computation 8. Collaborating and Imagining	Jan. 16 @1:45pm Jan. 23 @1:45pm Jan. 30 @1:45pm Feb. 6 @1:45pm Feb. 13 @1:45pm Feb. 27 @1:45pm Mar. 6 @1:45pm Mar. 13 @1:45pm	10% 10% 10% 10% 10% 10% 10% 10%	
Experimental description lab report (in-class presentation)	April 13, in class	10%	
Seminar participation	In class, Weeks 2-10 (Jan 16-Mar 13); submit by April 13	10%	

Keyword Journal and Seminar Preparation:

The bulk of the work you will do in this class will involve carefully reading one article each week we have a keyword seminar (weeks 2-10, for a total of 8 weeks; see week-by-week schedule below) and preparing to discuss it in class in small groups. You will be assigned a group for weeks 2-5 on the first day of class. At week 5, you will be assigned a new group for weeks 6-9.

On each of the keyword weeks you will be assigned one reading from a selection of weekly readings. Before the start of the class (by 1:45pm), you will submit a short summary and response to the article to which you have been assigned. The summary and response should be between 500-1000 words. It should:

- *Briefly* summarize the main arguments in the article and
- Respond to one or more of the following prompts:
 - How does this article relate to this week's keyword(s)?
 - What does the article contribute to understanding of the keyword? And/or What debates, critiques of or issues related to the issue does it raise?
 - How does this article connect to other article's we've read and/or discussions we've had?
 - What does this article contribute to your understanding of arrangement and/or description theories and/or practices? What is your reaction or response to the arguments or ideas it raises?
 - You can also develop your own prompts or respond in a creative way; what I really want to see is that you are reading carefully and thinking about the article!
- Include a question or prompt you will bring to your seminar group for discussion

The expectation is that you will spend approximately 3 hours a week on reading and writing, paying close attention to one article each week, so that you are ready for a fulsome discussion in class. This is the only written work you will submit for the entirety of the course. My aim is to decrease expectations



of workload while increasing potential for engagement in class and with the course material. The theme of this assignment is – wait for it – More Process, Less Product.

Weight: 10% per entry for a total of 80%

Evaluation criteria: You will receive 5 marks out of 10 for each entry simply by submitting the journal entry by 1:45pm on the day we discuss the keyword. The other marks will be awarded for (1) supplying a concise summary of the article that clearly outlines its main arguments and contributions; and (2) responding in an engaged manner to one or more of the response prompts. Engagement will be assessed based on (1) ability to synthesize ideas; and (2) depth of analysis and/or (3) depth of reflection and/or (4) creativity of the response.

II. Experimental description lab presentation (group assignment)

In Week 12 we will devote the full class time to an Experimental Description Lab. More detailed instructions will be provided during the class time, but the purpose of the lab is to synthesize and mobilize the discussions we've engaged in through weeks 2-10 in our keyword(s) seminars. You will be provided with scenarios and asked to develop an experimental approach to arranging and/or describing the material at hand. The purpose of this activity is to allow you to think about how you would apply ideas discussed during the rest of the course to most effectively represent and make accessible a body of records.

In Week 13, your lab group will make a short presentation to the class to share your ideas. You will be provided with prompts during the lab activity to address in the presentation. You are not expected to spend a great deal of time outside of class preparing this presentation. It is intended to be informal and is primarily a way to share ideas and generate some conversations about the potential for experimentation in arrangement and description. Each group will have 5-10 minutes to present followed by time for questions and discussion.

Weight: 10%

Evaluation criteria: Your experimental description lab report will be evaluated based on its completeness (did you respond to the provided prompts?); its creativity (how have you experimented with new ideas?); and your ability to engage in conversation with your classmates about your choices and decisions.

III. Seminar participation

Weight: 10%

Evaluation criteria: Seminar participation is self-assessed. Each week you will complete a very brief self-assessment on your participation, using the Seminar Participation Assessment Worksheet available in Canvas. The self-assessment will be submitted at the end of term.

Course Schedule:

Topic	Date
Introductions: to the course and to each other	WEEK 1: Jan 9
Review of Arrangement and Descriptions as Discussed in ARST 515	



Guest: Claire Malek (RBSC)	
KEYWORD(S): Representation and Interfaces Readings: 1. TBD 2. TBD 3. TBD 4. TBD	WEEK 2: Jan 16
KEYWORD(S): Provenance Readings: 1. TBD 2. TBD 3. TBD 4. TBD	WEEK 3: Jan 23
KEYWORD(S): Original Order Readings: 1. TBD 2. TBD 3. TBD 4. TBD	WEEK 4: Jan 30
KEYWORD(S): Finding aids Readings: 1. TBD 2. TBD 3. TBD 4. TBD	WEEK 5: Feb 6
KEYWORD(S): Use and users Readings: 1. TBD 2. TBD 3. TBD 4. TBD	WEEK 6: Feb 13
READING WEEK – NO CLASS	Feb 20



KEYWORD(S): Reparation and Reconciliation Readings: 1. TBD 2. TBD 3. TBD 4. TBD	WEEK 7: Feb 27
KEYWORD(S): Accessibility and 'Hidden Collections' Readings: 1. TBD 2. TBD 3. TBD 4. TBD	WEEK 8: Mar 6
KEYWORD(S): Automation and Computation Readings: 1. TBD 2. TBD 3. TBD 4. TBD	WEEK 9: Mar 13
KEYWORD(S): Collaborating and Imagining Readings: 1. TBD 2. TBD 3. TBD 4. TBD	WEEK 10: Mar 20
NO CLASS	WEEK 11: Mar 27
Experimental description lab	WEEK 12: Apr 6
Experimental description lab lightning talks Course wrap up	WEEK 13: Apr 13

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 office hours [with one office hour on zoom and one office hour in-person, in my office (masks required)]; if over time we discover that one option is far more popular than the other, I might decide to alter this schedule to adjust to student preferences. The link for zoom office hours can be found on the Canvas course home page. A waiting room is enabled for the meeting. Zoom office hours will be group drop-in style; we can also use breakout rooms to speak one-on-one when requested (don't hesitate to request it!).

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.