ARST 520 Selection and Acquisition of Archival Documents (3) -- Course Syllabus

We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓ q̓ əmin̓ əm̓ speaking Musqueam people.

Program: Master of Archival Studies
Year: 2018-2019 Winter Session - Term 2
Course Schedule: Thursday, 2:00-4:50
Location: IKBLC 155
Instructor: Luciana Duranti
Office location: IKBLC #478
Office phone: 604-822-2587
Office hours: Available for quick questions before and after class or during the break, or by appointment if you need more than a few minutes
E-mail address: luciana.duranti@ubc.ca;
Web site www.lucianaduranti.ca (login info. for restricted site will be provided in class)
SLAIS Student Portal: canvas.ubc.ca

Course Goal: To give you the intellectual framework with which to undertake appraisal of archival material. Specifically, to familiarize you with the theory, methods, and practice of appraisal of archival documents and to allow you to formulate your own ideas about this contentious aspect of archives work.

Course Objectives:

Upon completion of this course students will be able to:

• demonstrate an understanding of the concepts of selection, acquisition, and appraisal in archival science (2.1, 1.1)
• make professional decisions concerning the selection/acquisition of archival material and the formation of the documentary heritage (1.2, 3.1, 5.1)
• develop and implement acquisition plans (3.2, 5.1)
• demonstrate a critical appreciation of the pertinent archival literature (1.4, 2.1, 4.1)

Course Topics:

• the concept of appraisal, the principles governing it, and the assignment of responsibility for it
• the purposes of selection and the methods guiding it
• the purposes of acquisition and the methods guiding it
• the role and character of institutional policy and strategy in directing appraisal activities [topic 1]

Prerequisites: MLIS students: completion of the MLIS core courses and of LIBR 579G and LIBR 516, plus permission of the SLAIS Graduate Adviser. MAS and Dual students take this as a Required Course.

Format of the course: lectures, class presentations, discussion of readings

Required and Recommended Reading:

Part I: Traditional Views

A. Required Reading
Part III: Modern Archives.

B. Additional Reading

Part II: Appraisal Theory and Methods

A. Required Reading
B. Additional Reading


Part III: Acquisition Policy and Strategy

A. Required Reading


B. Additional Reading
61. Tom Hyry, Diane Kaplan, and Christine Weideman, “‘Though this be madness, yet there is method in it’: Assessing the Value of Faculty Papers and Defining a Collecting Policy.” AA 65 (Spring/Summer 2002): 56-69.

Part IV: Appraisal Practices: Scheduling, Sampling, Reappraisal, Macro-Appraisal, Postcustodialism, Outsourcing, and Community Archiving

A. Required Reading
76. National Archives of Canada. ”Appraisal Methodology: Macro-Appraisal and Functional Analysis
Part A: Concepts and Theory


B. Additional Readings


### Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Dates on handout schedule</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Presentation</td>
<td>Dates on handout schedule</td>
<td>30%</td>
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<tr>
<td>Term Paper</td>
<td>April 4, 2018</td>
<td>50%</td>
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<tr>
<td>Class Participation</td>
<td>Attendance and discussion</td>
<td>20%</td>
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### Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS BY #</th>
<th>Authors</th>
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<tbody>
<tr>
<td>Jan. 3</td>
<td>Introduction to the course.</td>
<td>None</td>
<td>None</td>
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<tr>
<td>Jan. 10</td>
<td>Traditional Views: Jenkinson and Schellenberg</td>
<td>I, A, #1, 4, 5, 6</td>
<td>Jenkinson Schellenberg</td>
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<td>Jan. 17</td>
<td>Traditional Views: Grigg Report; Hull Presentations</td>
<td>I, A, #1, 2, 4, 5, 6, 8</td>
<td>Grigg Hull</td>
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<td>Jan. 24</td>
<td>Traditional Views: Brooks; Lamb Presentations</td>
<td>I, A, #3, 7</td>
<td>Brooks Lamb</td>
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<td>Jan. 31</td>
<td>Appraisal Theory and Methods Presentations</td>
<td>II, A, #19, 20, 23, 25, 26</td>
<td>Duranti Eastwood Cook Menne- Haritz</td>
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<tr>
<td>Feb. 7</td>
<td>Appraisal Theory and Methods Presentations</td>
<td>II, A, #21, 22, 26, 43, 44</td>
<td>Ham Cappon Booms Duranti</td>
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<td>Feb. 14</td>
<td>ACA@UBC Seminar – Attendance Required</td>
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<td>Feb. 15</td>
<td>ACA@UBC Symposium – Attendance Required</td>
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<td>Feb. 28</td>
<td>Documentation Strategy Presentations</td>
<td>II, A, #24 II, A, #46, 47, 52</td>
<td>Samuels Cook Hackman</td>
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<tr>
<td>Mar. 7</td>
<td>Acquiring Private Archives Presentations</td>
<td>III, A, #45, 48, 50, 51</td>
<td>McCree McDonald &amp; Hives Carter Shilton/Srinivasan</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Presenters</td>
<td>Presentations</td>
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<tr>
<td>Mar. 14</td>
<td>Macro-appraisal Presentations</td>
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<td>IV, A, #76, 79, 80, 81</td>
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<td></td>
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<td>LAC Bailey Lowen &amp; others Brown</td>
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<td>Mar. 21</td>
<td>Appraisal Practices</td>
<td></td>
<td>IV, A, #74, 75, 77, 78, 82</td>
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<td>Guest Speaker: Elaine Goh</td>
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<td>Frost Hull Rapport Powell Duranti</td>
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<td>Mar. 28</td>
<td>Appraisal Practices</td>
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<td></td>
<td>Guest Speaker: Susan Hart</td>
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<td>Apr. 4</td>
<td>Guest Speakers:</td>
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<td></td>
<td>Krisztina Laszlo leading a panel of professionals</td>
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**Attendance**: Attendance of each and every class is mandatory. If you have a good reason for missing class, you have to let me know by email as soon as you know it.

**Evaluation**: All assignments will be marked using the evaluative criteria given on the SLAIS web site. If you are late in submitting your assignment the penalty will be 2% of the mark per day, unless you submit a medical certificate or have some special agreement based on exceptional circumstances.

**Written & Spoken English Requirement**: Written and spoken work may receive a lower mark if it is, in the opinion of the instructor, deficient in English.

**Access & Diversity**: Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit: [https://students.ubc.ca/about-student-services/access-diversity](https://students.ubc.ca/about-student-services/access-diversity). You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

**Religious Accommodation**: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: [http://equity.ubc.ca/days-of-significance-calendar/](http://equity.ubc.ca/days-of-significance-calendar/)

**Academic Integrity**

*Plagiarism*

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else’s words or ideas in one’s work. The UBC policy on Academic Misconduct is available here: [http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959](http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959).
It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: [http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/](http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/)

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.

Additional course information:

Assignment 1: Class Presentation

Groups of students will present and comment upon the readings that will be assigned to them on the first day of class. The presentation can be a power point or a simple conversation, and should aim to stimulate class discussion. The entire group should use no more than 1 hour, which will be followed by 20 minutes of Q&A. Each member of the group should use about the same amount of time. Students will be given the floor in front of the class and the presentation will involve as little reading as possible; thus, they are encouraged to practice it several times in advance.

Students should take care to make a good presentation: organize their thoughts; express them clearly; speak up so they can be heard; project their voice and pause for effect when wishing to make a point; make eye contact with the audience. In professional life, you will have to speak in similar circumstances to colleagues, patrons, administrators, etc., and skills in this area are important. If you make a power point presentation, make sure any equipment you need is set up prior to the beginning of the class.

Within one week from the presentation students will give the instructor a copy of either the power point or the speaking notes to support her memory of the points made, but the performance will be assessed as well as the content of the presentation.

The instructor will provide students with a confidential written evaluation of the presentation, and a mark, within one week of the submission of power point or notes.

Presentation assignments and dates will be provided on the first day of class.

Assignment 2: Term Paper

You will write an essay of approximately 3000 (2800-3200) words (not including footnotes and bibliography) either on one of the topics listed below or on another topic agreed upon with the instructor. In either case, you are advised to discuss your idea for a topic with the instructor. Settle on a topic as soon as possible, but in no case later than mid-March. Report your selection of topic to the instructor in writing in a brief e-mail message once you have made it. It is also wise to submit a bibliography once you have identified your sources, to get it approved or to receive suggestions on additional readings.

Your essay should provide a critical examination of the ideas, methods or practices relevant to your subject. As the term paper constitutes 50% of the grade for the course, it should be based on extensive reading and demonstrate that you have given the subject considerable thought. It is important that you learn to discipline yourself in terms of space and time available for your contribution, because in your professional life you will be asked to write articles and chapters of a specified length and to present conference papers within a specified amount of time, so stay within the established limits. Your essay should be accompanied by proper citations and bibliography (Chicago Manual of Style or Turabian).

General Ideas for Paper Topics

1. Appraisal Ideas in a Country or Tradition of your choice
2. Appraisal ideas of an author of your choice
3. A specific method of appraisal
4. Documentation strategies or documentation plans
5. Acquisition of archives of individuals, or organizations
6. Influential ideas/authors in a specific time period or on a specific matter
7. Comparison of appraisal practices between two countries (e.g. Canada and Netherlands)
8. Theory and practice of appraisal at a National Archives or any other institution in any country
9. Appraisal of business records or of the records of a specific type of organization
10. Reappraisal and deaccessioning
11. Post-custodialism and outsourcing