We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ speaking Musqueam people.

The mission of UBC iSchool is to enhance humanity's capacity to engage information in effective, creative and diverse ways, through innovative research, education and design.

ARST 545 Advanced Arrangement and Description of Archival Documents – Course Syllabus (3)

Program: MAS
Year: Winter 2018-19, Term 2
Course Schedule:
Tuesdays, 2:00-4:50 pm
Location: SOWK 224
Instructor: Dr. Jennifer Douglas
Office location: IKBC 487
Office phone: 604-827-5905
Office hours:
Tuesdays, 10:00am-noon
E-mail address:
jen.douglas@ubc.ca
Learning Management Site:
https://canvas.ubc.ca/courses/17903

Course Goal: The goal of this course is to provide students with an in-depth understanding of classical and contemporary theories, methodologies, and models for arranging, describing and providing access to archives.

Course Objectives:

Upon completion of this course students will be able to:
1. Demonstrate enhanced, critical understanding of 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 and critique various contemporary perspectives and evolving ideas about the nature, purpose and implementation of archival arrangement and description. [1.2, 1.3, 1.4, 4.1]
3. Recognize and explain archival arrangement and description as social action [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 a variety of methodological approaches to arrangement and description [1.4, 4.1]

Course Topics:

- Classical and contemporary theories of archival arrangement
- Contemporary and evolving perspectives on and models for archival description
- Archival descriptive standards and their development
- Archival representation
- Description as rhetorical genre
- Descriptive systems as online interfaces

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

- Arrangement and description of personal archives
- Fonds-based systems vs. series-based systems
- Indigenizing and decolonizing arrangement and description
- Non-traditional 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

Prerequisites:
MAS and Dual students: completion of MAS core, plus 12 credits of which 6 credits must be ARST courses
MLIS students: ARST 510, ARST 515, ARST 516 or LIBR 516 and completion of the MLIS core courses, plus permission of the SLAIS Graduate Adviser

Format of the course:
The course will consist of a combination of short lectures, discussion, in-class activities and student-led seminars. Active participation is expected.

The course is roughly divided into two halves. In the first half, we will discuss classical archival theory and contemporary interpretations of 'traditional' principles, theories and methodologies. We will look at ways of framing the theory and practice of arrangement and description (including archival descriptive standards), considering arrangement and description as social action; with this framing in mind, we will compare different systems of and models for arrangement and description. This half of the class is intended to provide students with a deeper understanding of the origins and evolution of the principles that underpin archival arrangement and description and to encourage and foster critical thinking about these principles and about the methods and standards through which arrangement and description are achieved.

In the second half of the class, the focus will be on *problems* or *issues* related to arrangement and description. In this part of the class, students will have the opportunity to explore in depth topics that are of particular interest to them. The main assignment for the course will involve students identifying and characterizing a problem or issue; identifying, locating and assessing relevant resources to understand the problem, its implications and possible solutions; and leading a seminar discussion and/or demonstration on the nature of the problem, its impact(s) on arrangement and description, and possible approaches to mitigating or solving it. This half of the course is intended to allow students to be self-directed and creative, to work collaboratively toward the success of the seminar format, and to develop enhanced critical thinking skills in a time where considerable evolution and transformation of archival theory, methods and practice is possible.

Required and Recommended Reading:
A full list of required and recommended readings will be available on Canvas and circulated in the first class. All course readings will be available through the UBC Library and/or in Library Online Course Reserves (LOCR) in Canvas.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
Problem statement	January 29	15%	1.4, 2.1, 4.2
Annotated bibliography	February 12	20%	2.1, 4.1
Seminar facilitation	TBD [Weeks 9-12]	25%	1.4, 2.1, 3.1, 4.1, 4.2, 5.1
Seminar report (Final paper)	April 9	25%	1.4, 2.1, 3.1, 4.1, 4.2, 5.1
Participation (Participation marks will be awarded for completion of specific in-class exercises and tasks. These will be described and assessment criteria outlined in a handout on the first day of class.)	Throughout	15%	2.1, 3.1, 5.1

Course Schedule: This schedule may be subject to some minor change as the course gets underway.

Topic	Date
WEEK 1: Intro to course Frameworks for thinking about arrangement and description as representational activity and social action	January 8
WEEK 2: Classical archival theory: a closer look	January 15
WEEK 3: Evolving ideas about the principle of provenance	January 22
WEEK 4: Presentation of problem statements Evolving ideas about the principle of provenance (continued)	January 29
WEEK 5: What do finding aids do? Archival description as rhetorical genre Comparing descriptive standards	February 5
WEEK 6: User perceptions of arrangement and description Assessment of online description exercise	February 12
WEEK 7: Reading Week: NO CLASS	February 19
WEEK 8: Comparing models for arrangement and description Guest speaker: Evelyn McLellan, Artefactual – "Linked Data for Archival Description"	February 26
WEEK 9: Student-led seminars	March 5

WEEK 10: Student-led seminars	March 12
WEEK 11: Student-led seminars	March 19
WEEK 12: Student-led seminars	March 26
WEEK 13: Ongoing and developing themes and trends in arrangement and description [note: the specific contents and readings for this course will be determined based on the outcomes of the student seminars in the previous weeks. Readings – if any are assigned – will be circulated one week in advance.] Course wrap up	April 2

Attendance:
Attendance is expected in all class meetings. If you cannot attend a class, it is your responsibility to ensure that you acquire any missed materials and understand concepts or methods discussed in class. Please note that participation marks will be awarded based on attendance at and participation in in-class activities and discussions. If you know you are going to be absent for one of these activities please inform me beforehand if at all possible. Please be aware that penalties may be imposed for excessive absences.

Evaluation: All assignments will be marked using the iSchool's evaluative criteria. This grading scale will be reviewed in class, and you are encouraged to also review it on your own.

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]. 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/

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.

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/

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