



We acknowledge that we are on the traditional, ancestral and unceded territory of the hə́nqəmíhəm 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 573 Archival Systems and the Profession – Course Syllabus (3)

Program:	MAS/MASLIS
Year:	Winter 2021-2022, Term 1
Course Schedule:	Mondays, 9:00 – 11:50 am
Location:	Neville Scarfe 1023
Instructor:	Dr. Elizabeth Shaffer (she/her)
Office location:	IRSHDC 113
Office phone:	604.822.0885
Office hours:	Mondays 1:00 – 2:30 pm
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Learning Management Site:	https://canvas.ubc.ca/courses/76888

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.

Additional Information: 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 invited to contact me to discuss this option so I can better support your 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 Topics:

- The concept of an archival system and its socio-cultural and juridical-administrative contexts
- The origins and broad development of contemporary archival systems and the context of their development
- 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
- The origins, development and future directions of archival education programs
- The archival profession: its history, organization, responsibilities, values and role in contemporary society
- Colonialism and recordkeeping: the role of recordkeeping in colonization, its ongoing effects in archival theory and practice, institutions and social memory
- Colonialism in Canadian recordkeeping and archives – the Truth and Reconciliation Commission of Canada; the role of records and archives in the TRC; the responsibilities of archivists and archival institutions after the TRC

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: Classes will consist of lectures; discussions; student directed seminars; in-class activities and guest speakers.

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

Required and Recommended Reading: Course readings for the course will be listed in Canvas. 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. 15% 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. 18 October b. 11 December	a. 10% b. 30%	1.1, 1.4, 2.1, 3.1, 4.1, 5.1
Individual Topic Response Reflections	Bi-weekly (5x) Weeks: 3,6,9,10,12	25%	1.1, 1.4, 2.1, 4.1, 5.1

Course Schedule [week-by-week]:

Topic	Date
Introduction to course and each other	Week 1: 13 September
Overview – origins of archives Perspectives on archival institutions	Week 2: 20 September
Development of archives in Canada Evolution of total archives in Canada	Week 3: 27 September
Indigenous and First Nations archives UNDRIP TRC and archives Reconciliation Framework for Canadian Archives	Week 4: 4 October
No Class – Thanksgiving Holiday	Week 5: 11 October
Archival mission, roles and responsibilities	Week 6: 18 October
Development of national archives outside of Canada Archival legislation	Week 7: 25 October
Professional associations Equity and diversity in the profession	Week 8: 1 November
Archival ethics Human rights and archives Trauma in records and archives	Week 9: 8 November
Archival education Archival research Critical archival studies	Week 10: 15 November
Specialized archives [faith-based archives, corporate archives, university archives, international organizations]	Week 11: 22 November
Community archives Social justice in archives and the profession	Week 12: 29 November
Future of archives and archival profession Course wrap-up	Week 13: 6 December



Attendance: This is a synchronous in-person class and attendance is expected in all class meetings as this course requires ongoing and significant class participation. If you know you are going to be absent you are asked to please notify the instructor beforehand if at all possible and we can work together to ensure your learning is not interrupted.

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

Citation Style: Please use either APA or Chicago citation standards. There is not a preference for either, but please choose one and use it consistently.

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 misconduct includes cheating, plagiarism, and self-plagiarism <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959> (§7)

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.

Additional course information:

COVID-19 Safety: You are **required** to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. [UBC Respectful Environment Statement](#).

If you are sick, it is important that you stay home. Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>. In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still succeed.

If you miss class because of illness: If you are concerned that you will miss a key activity due to illness, please contact me to discuss or attend office hours to ensure you do not fall behind.

If you are feeling ill and cannot attend class for in-class assessment, please email me right away. If you arrive and you are clearly ill, we will make alternate arrangements with you. It is better to email ahead of time and not attend.

If I am feeling ill: I will make every reasonable attempt to communicate plans for class as soon as possible through Canvas. Our classroom will still be available for you to sit in and attend an online session. In this instance I may arrange a guest speaker or ask you to do an activity in place of class time. 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 announcement in Canvas informing you how to join the class.