Program: ARST/LIBR
Year: Winter 2013-2014
Course Schedule: Wednesdays, 2:00-4:50 pm
Location: MATH 203
Instructor: Dr. Jennifer Douglas
Office location: SLAIS Adjunct Office
Office phone: 604-822-0051
Office hours: Wednesdays, 12:45-1:45 pm
E-mail address: jldoug@mail.ubc.ca
SLAIS Student Portal: http://connect.ubc.ca

Course Goal: This course will introduce students to the theoretical and methodological knowledge necessary for the management of archives created by individuals, families and communities. After completing the course, students will understand the particular challenges posed by such archives and will have acquired knowledge and strategies required for meeting these challenges.

Course Objectives:
Upon completion of this course students will be able to:

• Demonstrate a clear understanding of the theoretical and methodological issues related to the archives of individuals, families and communities.
• Demonstrate the ability to analyze personal archives and to make decisions about how best to treat them.
• Demonstrate an understanding of how non-organizational archives both strengthen and challenge traditional archival ideas.
• Demonstrate an understanding of the topics below.

Course Topics:

• The nature and characteristics of individual, family and community archives.
• Issues related to the appraisal and acquisition of personal archives.
• Issues related to the arrangement and description of personal archives.
• Digital personal archives.
• Ethical and legal issues related to personal archives.
• Community archives projects and goals.
• The relationship between community archives and established archival institutions.

Prerequisites:
For ARST 575K: completion of the MAS core courses
For LIBR 559H: completion of the MLIS core courses and LIBR 579G
Dual students must meet the prerequisites for the section [ARST or LIBR] in which they are registered

Format of the course:
Lectures, in-class group work and discussion, student presentations and site visits.
Required and Recommended Reading:

Required:


- Craig, Barbara L., “The Archivist as Planner and Poet: Thoughts on the Larger Issues of Appraisal for Acquisition,” Archivaria 52 (Fall 2001): 175-183. [online journal]


- Flinn, Andrew and Mary Stevens, “‘It is non mistri, wi mekin histri;’ Telling Our Own Story: Independent and Community Archives in the U.K., Challenging and Subverting the Mainstream,” in Community Archives: The Shaping of Memory, eds. Jeannette Allis Bastian and Ben Alexander, London: Facet, 2010. [available online through class Connect site]


- Hodson, Sara S., “In Secret Kept, In Silence Sealed: Privacy in the Papers of Authors and Celebrities,” American Archivist 67 (Fall/Winter 2004): 194-211. [online journal]

- Hurley, Chris, “Personal Papers and the Treatment of Archival Principles,” Archives and Manuscripts 6 (February 1977): 351-365. [available online through class Connect site]


- McKemmmish, Sue, “Evidence of Me,” Archives and Manuscripts 24 (May 1996): 28-45. [available online through class Connect site]
• Meehan, Jennifer, “Rethinking Original Order and Personal Records,” Archivaria 70 (Fall 2010): 27-44. [online journal]
• Powell, Graeme, “Archival Principles and the Treatment of Personal Papers,” Archives and Manuscripts 6 (August 1976): 259-268. [available online through class Connect site]

Recommended:
• etc.

Additional recommended readings:
• See handout.
## Course Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Analysis of your personal fonds</td>
<td>25%</td>
<td>October 23, 2013</td>
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<tr>
<td>Critical review partner presentation</td>
<td>25%</td>
<td>In-class, throughout</td>
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<tr>
<td>Term paper</td>
<td>40%</td>
<td>November 27, 2013</td>
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<tr>
<td>Participation</td>
<td>10%</td>
<td>N/A</td>
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## Course Schedule:

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<thead>
<tr>
<th>Week 1 – Sept. 4</th>
<th>No readings this week</th>
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<tbody>
<tr>
<td>Course introduction</td>
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<tr>
<td>Orientation at RBSC</td>
<td></td>
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<tr>
<td>Format: Lecture and class discussion, site visit</td>
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<tr>
<th>Week 2 – Sept. 11</th>
<th>Required reading:</th>
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<tbody>
<tr>
<td>Personal Archives: Their Nature and Characteristics</td>
<td>• Williams, “Personal Papers”</td>
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<tr>
<td>The last hour of class will be spent at RBSC working with the Douglas Coupland fonds.</td>
<td>• Hobbs, “Re-envisioning”</td>
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<tr>
<td>Format: Lecture and class discussion, site visit and group work</td>
<td>• McKemmish, “Evidence of me”</td>
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<tr>
<th>Week 3 – Sept. 18</th>
<th>Class cancelled for TRC activities</th>
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<tr>
<th>Week 4 – Sept. 25</th>
<th>Required reading:</th>
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<tr>
<td>Personal Archives: Their Nature and Characteristics (cont)</td>
<td>• <strong>Harris, “On the Back of a Tiger”</strong></td>
</tr>
<tr>
<td>Format: Lecture and class discussion</td>
<td>• Douglas and MacNeil, “Arranging the Self”</td>
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<td>• Fisher, “In Search of a Theory for Private Archives”</td>
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<th>Week 5 – Oct. 2</th>
<th>Required reading:</th>
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<tbody>
<tr>
<td>Appraisal and Acquisition of Personal Archives</td>
<td>• Hobbs, “Character of Personal Archives”</td>
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<td></td>
<td>• Rosenberg, “The Power of a Family Archive”</td>
</tr>
</tbody>
</table>
| Format: Lecture and class discussion, in-class group work, student presentation. | • Craig, “The Archivist as Planner and Poet”  
Recommended reading:  
• Pollard, “The Appraisal of Personal Papers”  
• Momryk, “National Significance” |
|---|---|
| **Week 6 – Oct. 9**  
Arrangement and Description of Personal Archives  
*Class will meet in RBSC* for first half of class to work with Douglas Coupland fonds.  
Format: Site visit and group work; lecture and class discussion | **Required reading:**  
• Powell, “Archival Principles”  
• Hurley, “Personal Papers” |
| **Week 7 – Oct. 16**  
Arrangement and Description of Personal Archives (cont)  
Format: Lecture and class discussion, student presentations. | **Required reading:**  
• Meehan, “Rethinking Original Order”  
• Yeo, “Custodial History, Provenance and the Description of Personal Records”  
• Wells, “Related Material”  
• Harris, “Paper Memories, Presented Selves” |
| **Week 8 – Oct. 23**  
Personal Archives and Ethics  
Format: Lecture and class discussion, in-class case study, student presentations | **Required reading:**  
• Hodson, “In Secret Kept”  
• Panofsky and Moir, “Halted by the Archive”  
• Devlin, “The Ethics of Archiving ‘Murderabilia’”  
Recommended reading:  
• Hobbs, “Personal Ethics” |
| **Week 9 – Oct. 30**  
Digital Personal Archives: Creation  
Format: Lecture and class discussion, guest lecture, student presentation. | **Required reading:**  
• Marshall, “Rethinking Personal Digital Archiving, Part 1”  
• Becker and Nogues, “Saving, Over-Saving, and the Future Mess”  
• Williams et al., “The Personal Curation of Digital Objects” |
| **Week 10 – Nov. 6**  
Digital Personal Archives: Preservation | **Required Reading:**  
• Carroll et al., “A Comprehensive Approach” |
| Format: Lecture and class discussion; student presentation | • Marshall, “Challenges and Opportunities”  
• Lee, “Collecting the Externalized Me”  
Suggested Reading:  
• Marshall, “Rethinking…,Part 2”  
• Johnstone, “Making It Usable”  
• Thomas, “Curating the I, Digital”  
• Spurgin, “‘Three Backups” |
| --- | --- |
| **Week 11 – Nov. 13**  
Community Archives: Projects and Goals and Relationships to Traditional Archival Institutions | Required reading:  
• Flinn, “Community Histories, Community Archives”  
• Flinn and Stevens, “‘It is noh mistri, wi mekin histri”  
• **Moore and Pell**, “Autonomous Archives”  
Recommended reading:  
• Flinn, Stevens and Shepherd, “Whose Memories, Whose Archives?” |
| **Week 12 – Nov. 20**  
Community Archives: Cont. | Required reading:  
• Barriault, “Archiving the Queer and Queering the Archives”  
• **Bastian**, “‘Play mas’: Carnival in the archives”  
• Paschild, “Community Archives and the Limitations of Identity” |
| **Week 13 – Nov. 27**  
Guest panel and course wrap-up  
Format: Guest panel and class discussion | No readings this week |

**Attendance:** The calendar states: “Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.”

**Evaluation:** All assignments will be marked using the evaluative criteria given on the [SLAIS web site](#). Please read and familiarize yourself with the criteria for different grades before submitting your assignments.
A penalty of 2% per day will be imposed on assignments that are not handed in by the due date. Papers that are still outstanding one week after the due date will not be accepted. Extensions without penalty will only be granted in cases of legitimate illness (documented) or emergencies. Such extensions will not be granted for requests made on the due date for the assignment. Requests for extension for other reasons (i.e. other than a documented illness or emergency) will be considered, but are not guaranteed, and if granted, are subject to late penalties as agreed upon between the student and the instructor. This policy is to ensure fairness to all students.

**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: [http://www.students.ubc.ca/access/drc.cfm](http://www.students.ubc.ca/access/drc.cfm). 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 varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the course drop date. UBC policy on Religious Holidays: [http://www.universitycounsel.ubc.ca/policies/policy65.pdf](http://www.universitycounsel.ubc.ca/policies/policy65.pdf).

**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.

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." Below is an excerpt on reckless plagiarism from UBC Faculty of Arts' leaflet, "Plagiarism Avoided: Taking Responsibility for Your Work," ([http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html](http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html)).

"The bulk of plagiarism falls into this category. Reckless plagiarism is often the result of careless research, poor time management, and a lack of confidence in your own ability to think critically. Examples of reckless plagiarism include:

- Taking phrases, sentences, paragraphs, or statistical findings from a variety of sources and piecing them together into an essay (piecemeal plagiarism);
- Taking the words of another author and failing to note clearly that they are not your own. In other words, you have not put a direct quotation within quotation marks;
- Using statistical findings without acknowledging your source;
- Taking another author's idea, without your own critical analysis, and failing to acknowledge that this idea is not yours;
• Paraphrasing (i.e. rewording or rearranging words so that your work resembles, but does not copy, the original) without acknowledging your source;

• Using footnotes or material quoted in other sources as if they were the results of your own research; and

• Submitting a piece of work with inaccurate text references, sloppy footnotes, or incomplete source (bibliographic) information."

Bear in mind that this is only one example of the different forms of plagiarism. Before preparing for their written assignments, students are strongly encouraged to familiarize themselves with the following source on plagiarism: the Academic Integrity Resource Centre http://help.library.ubc.ca/researching/academic-integrity. Additional information is available on the SAIS Student Portal http://connect.ubc.ca.

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

Students are held responsible for knowing and following all University regulations regarding academic dishonesty. If a student does not know how to properly cite a source or what constitutes proper use of a source it is the student's personal responsibility to obtain the needed information and to apply it within University guidelines and policies. If evidence of academic dishonesty is found in a course assignment, previously submitted work in this course may be reviewed for possible academic dishonesty and grades modified as appropriate. UBC policy requires that all suspected cases of academic dishonesty must be forwarded to the Dean for possible action.

Email Policy:
Emails sent to me on weekdays will be acknowledged, and whenever possible answered, within 24 hours. If you send me an email between 4:00 pm on Friday and 8:00 pm on Sunday, I may not be able to respond as promptly. Questions regarding assignments emailed to me less than 24 hours before the assignment is due may not be answered.