Department of Information Science
INFO 6800 Archives I
Winter 2024

Course Type: In Person. Nova Scotia Archives Akins Room
Instructor name/title: Patti Bannister
Office: Nova Scotia Archives 1st Floor
Contact info : Patti.Bannister@dal.ca; Patti.Bannister@novascotia.ca; 902-424-6076
Office hours: By appointment

COURSE DESCRIPTION
This course will provide an overview of the issues and practices of archival science, with an emphasis on Canadian approaches. It will consider principles of acquisition, appraisal, arrangement, description, reference, and use of archival records, along with the management of archives and the relationship between archival work and other information professions.

COURSE PRE-REQUISITES
None

LEARNING OUTCOMES
The objective of this course is to foster an appreciation of the role of archives in our society and to introduce students to the core functions of professional archivists, including acquisitions, appraisal, arrangement and description, preservation, and public service and outreach. Course outcomes include:

1) To develop an understanding of the core archival functions and how they are practiced in contemporary Canadian archives;

2) To develop an understanding of terminology and forms of professional writing used in Canadian archives;

3) To develop an understanding of the documentary formats found in archives;

4) To examine the various roles played by archives in an organizational setting as a key component of information management and as a repository for research;

5) To explore the differences between organizational records and personal papers and the requirements of each from an archival perspective;

6) To develop an understanding of the relationship of archives to their communities and to other repositories such as manuscript and historical centres, libraries, museums, and documentation centres; and

7) To develop an understanding of the fundamental differences between archives and libraries and the interdependence of records management and archives in managing records.

TECHNOLOGY REQUIREMENTS
The course makes use of Dalhousie's online learning environment, Brightspace. Classes will be held in person and, if necessary via Microsoft Teams. Information systems used in routine archival functions will be discussed, demonstrated, and used during seminars and in-class exercises. The reading list is primarily comprised of articles published in online journals, some of which may be accessed through the Dalhousie Libraries' electronic journal databases.

INSTRUCTIONAL METHODS
The course will be delivered through a variety of instructional methods, including seminars, in-class discussions, in-class activities, assigned readings, and assignments. A high level of student participation is expected.

LEARNING MATERIALS
All learning materials are available for download through the course website (available to registered students). The course syllabus lists the readings for each week. Most readings are freely available online, but online full-text access to some of the readings is only available through the course Brightspace site. The course Brightspace site contains handouts that explain assignments and in-class exercises. News articles, current events in the archival community, and other freely available online resources may also be shared and discussed throughout the semester. Most of the learning materials are freely available online through the course Brightspace site

METHODS OF EVALUATION
Assignments will be evaluated based on three or four equally-weighted criteria. I will provide a breakdown of your mark for each assignment and in-text comments on the style and substance of your written work. Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection.
Please feel free to consult me if you have any questions about the grading of your work

See also the Grading Policy.

COMPONENT	DETAILS	DUE DATE	VALUE/WEIGHT
Seminar Presentation	Presentations will take the form of a 750-1000 word summary, which will be presented in class, and questions to facilitate a class discussion led by the presenters

Comprehension (10 points) Evidence of your understanding of the major concepts addressed in the readings will be assessed. This will include your ability to provide an informed discussion of the theoretical and practical aspects of your topic and your ability to analyze and interpret key points raised by the authors.

Presentation (10 points) This component assesses your presentation, prepared questions and in-class discussion, including preparation, clarity, and ability to engage and lead the class in discussion. The quality of your discussion questions will be assessed in terms of their relevance to the topic and potential for opening meaningful discussion.

Expression (5 points) Your essay and questions will be assessed for grammar, punctuation, diction, spelling, and your ability to clearly and concisely convey arguments and ideas. | Due Dates Throughout the Semester | 25% |
| Archival Appraisal Report | Conduct an archival appraisal on a small unprocessed fonds. Write an appraisal report that includes a summary of the materials, recommendations on which materials should be discarded and which materials should be retained – a rationale for your recommendations,and an explanation of the appraisal criterial used.

Expression (5 points) Your appraisal report will be assessed for grammar, punctuation, diction, spelling, and your ability to clearly and concisely document the archival appraisal using appropriate professional language and terminology. | Feb.14 | 25% |

Archival Description Assignment	Comprehension (15 points) Evidence of your understanding of archival appraisal will be assessed. This will include your understanding of archival appraisal methodology, your ability to justify your recommendations, and your ability to develop and apply appropriate retention criteria. Structure/Clarity (5 points) The appraisal report will be assessed in terms of adherence to the instructions. This will include an assessment of the structure and completeness of the report as well as the quality and accuracy of the information provided. Analyze the information provided on a selection of archival records and conduct the necessary research to gather information about them. Prepare a RAD-compliant fonds level archival description for the records. Expression (5 points) Your fonds level description will be assessed for grammar, punctuation, diction, spelling and your ability to clearly and concisely describe the records. Comprehension (15 points) Evidence of your ability to clearly and concisely describe the records. Evidence of your understanding of archival arrangement/processing, the levels of archival description and the Canadian descriptive standard, RAD, will be assessed. This will include adherence to RAD and your ability to follow instructions. Overall Presentation (10 points) This component assesses the overall quality of your fonds level description, including structure, formatting choices, layout, attention to detail, and potential usability as a tool for archival discovery.	March 20	30%
Participation & In-Class Exercises	Attendance and participation in seminars and in-class exercises is mandatory. Simple attendance is not	Ongoing throughout the semester	20%

enough to guarantee a passing participation mark.

Attendance (10 points) Your attendance will be recorded each week.

Expression (5 points) This component assesses your ability to articulate comments and discussion questions in class seminars and during in-class exercises. This includes preparation, clarity, and your ability to engage in discussion.

Comprehension (5 points) Evidence of your understanding of the major concepts addressed in each class will be assessed.

PARTICIPATION EVALUATION RUBRIC

CRITERIA	WEIGHTING	INDICATORS
Preparation	40%	The student demonstrates consistent preparation for class; readings are always completed and the student is able to relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.)
Quality of contributions	40%	The student's comments are relevant and reflect understanding of readings and other course material. The student's contributions move the discussion forward.
Frequency of participation	10%	The student is actively engaged in the class and/or discussions at all times.
Attendance/Punctuality	10%	The student is always punctual and no unexcused absences.

INTEGRATION OF MI Competencies

PROGRAM COMPETENCY	COURSE LEARNING OUTCOME	COURSE ASSESSMENT
Adaptation	3,5 and 6	Seminar Presentation
Collaboration	3,5,6 and 7	Seminar Presentation; Participation & In-Class Exercises

Commitment to equity, diversity, inclusion, accessibility, and decolonization	1,2,4,6 and 7	Seminar Presentation; Archival Appraisal Report; Description Assignment
Communication	3,5 and 6	Seminar Presentation; Participation & In- Class Exercises
Digital and technological literacy	2,5 and 6	Seminar Presentation; Archival Appraisal Report; Description Assignment
Evidence-based practices	1,3 and 4	Seminar Presentation; Archival Appraisal Report; Description Assignment
Leadership	1,3,5 and 6	Seminar Presentation; Archival Appraisal Report; Description Assignment
Learning	1,3 and 4	Seminar Presentation; Archival Appraisal Report; Description Assignment
Management	3 and 4	Seminar Presentation; Archival Appraisal Report
User-centred design	1 and 2	Seminar Presentation

CLASS POLICIES

Attendance
Class attendance is required in all MI courses and is included in the participation mark. Attendance records will be kept by the instructor.

Citation Style
MI courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at https://libraries.dal.ca/help/style-guides.html or the APA's Frequently Asked Questions about APA

Late penalties for assignments
A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see below). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

Missed or Late Academic Requirements due to Student Absence:
Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed Student Declaration of Absence form to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term.

GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).
If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit www.dal.ca/access for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. Visit https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html for more details.

Please note that your classroom may contain accessible furniture and equipment. It is important that these items remain in the classroom, undisturbed, so that students who require their use will be able to fully participate.

ACADEMIC INTEGRITY

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information

literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's Academic Integrity page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Academic Dishonesty contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:
If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:
- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:
- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

UNIVERSITY STATEMENTS
This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate.

ACCESSIBILITY

The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. We work collaboratively with Dalhousie and King's students, faculty, and staff to create an inclusive educational environment for students. The Centre is responsible for administering the university-wide Student Accommodation Policy working across all programs and faculties.

STUDENT CODE OF CONDUCT

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner— perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

DIVERSITY AND INCLUSION

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

INTERNATIONALIZATION

At Dalhousie, "thinking and acting globally" enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders."

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit https://native-land.ca/.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

FAIR DEALING POLICY

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

COURSE SCHEDULE: Please note that this schedule is subject to change throughout the semester. All required readings are available via the course website.

Date of Class	Topics & Assignments
Week One: January 10, 2024. Introduction	- Understand course goals, objectives and expectations - Review assignments and course practices
Week Two: January 17, 2024. Overview of Archival Core Functions	- Become familiar with the core functions of archives - Explore archival repositories and practices within the information professions.

Week Three: January 24, 2024. Acquisition & Accessioning	- Discuss the challenges with acquiring archival materials - Examine donation agreements and accession forms - Explore the relationships between donors, users and archival repositories - Examine mandates, collection policies and acquisition strategies. **Activities:** Seminar Presentation
Week Four: January 31, 2024. Archival Appraisal	- Introduce key concepts of appraisal theory - Explore implications of selecting and assigning value to archival materials - Examine the documentation of archival appraisal **Activities:** In Class Exercise
Week Five: February 07, 2024. Archival Appraisal	- Introduce various archival appraisal methods - Examine practical challenges presented by archival appraisal - Apply appraisal theory to actual archival materials **Activities:** Seminar Presentation
Week Six: February 14, 2024. Arrangement and Description	- Introduce theoretical concept of respect des fonds - Explore practical challenges presented by arranging archival materials - Introduce best practice standards for archival arrangement and description **Activities:** In Class Exercise **Due:** Archival Appraisal Report Assignment
February 21, 2024	**Break Week – No Class**
Week Seven: February 28, 2024. Arrangement and Description	- Examine current and emerging practices for archival processing - Become familiar with information systems used to create multi-level archival descriptions - Understand the similarities and differences between institutional, collecting and total archives **Activities:** Seminar Presentation
Week Eight: March 06, 2024. Preservation	- Introduce basic concepts in preservation management planning - Discuss current equipment and processes used in preservation activities - Discuss preservation vs access **Activities:** In Class Exercise
Week Nine: March 13, 2024. Archives as a Workplace and a Profession	- Explore the relationship between archival facilities and core archival functions - Become familiar with the various settings in which archives can be found (e.g. Governments, universities, etc.)) - Discuss the current Canadian archival profession.

	Activities: Seminar Presentation
Week Ten: March 20, 2024 Access, Privacy and Outreach	- Understand the practical issues involved with archival reference and access services - Discuss strategies for archival outreach - Introduce access, copyright and privacy legislation **Activities**: Seminar Presentation **Due:** Description Assignment
Week Eleven: March 27, 2024. Ethics	- Introduce basic concepts surrounding archival ethics - Examine professional codes of ethics - Become familiar with ethical challenges facing contemporary archivists **Activities:** Seminar Presentation
Week Twelve: April 03, 2024. Archives Management and Emerging Issues	- Become familiar with current and emerging issues in the archival community - Discuss aspects of archival management - Revisit course goals and learning objectives