

**School of Information Management
INFO 6860 Archives II
Fall 2024**

Course Type: In Person (Unless Noted in Schedule); NS Archives, Akins Room (1st Floor, 6016 University Ave.)

Instructor: Patti Bannister

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Office hours: By Appointment

Course website: <http://www.dal.ca/brightspace>

COURSE DESCRIPTION

This course considers advanced topics in archives, with an emphasis on Canadian practice. The course explores the core archival functions by examining topics such as donor relations, archival and monetary appraisal, multi-level archival description, museum/archives intersections, grant writing, and outreach/public programming.

COURSE PRE-REQUISITES

INFO 6800 – Archives

LEARNING OUTCOMES

The goal of this course is to help prepare students to become qualified and effective archivists in a variety of archival settings. The course introduces students to advanced topics in archival theory and practice, including collections management, public programming, donor relations, multi-level description, grant writing and budgeting, and the legal and fiscal documentation of collections acquisition used in archival settings.

At the conclusion of this course, students will be able to:

- 1) Summarize and differentiate the current and emerging standards and best practices used in archival settings;
- 2) Recommend and produce the appropriate type of documentation required to fulfill certain archival functions (e.g., acquisition, archival description)
- 3) Understand the working relationships between Museums and Archives and the emergence of GLAMs groups in Canada
- 4) Deconstruct the risks and the ethical, legal, cultural, and political issues that may arise during the acquisition, management, and use of archival material; and
- 5) Integrate aspects of traditional archival theory into contemporary archival practice.

TECHNOLOGY REQUIREMENTS

The course makes use of Dalhousie's online learning environment, Brightspace.

INSTRUCTIONAL METHODS

The course will be delivered through a variety of instructional methods, including class discussions, assigned readings, guest speaker presentations, case studies, online discussions, and assignments. Students are expected to be prepared to participate in activities and discussions. A high level of student participation is expected.

LEARNING MATERIALS

The course website lists the readings for each week. Most materials are freely available on the Internet, but certain readings must be downloaded from the course website (available to registered students). Class slides and guest speaker presentations (if applicable) will be available on the course website.

METHODS OF EVALUATION

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.

See also the [Grading Policy](#)

COMPONENT	DETAILS	DUE DATE	VALUE/ WEIGHT
1. Finding Aid Evaluation	Choose a multi-level finding aid and write a 1500-2000 word evaluation report that explains how the archival descriptions align with archival standards and best practices. Highlight strengths and weaknesses and suggest general and specific revisions.	September 25, 2024	20%
2. Grant Application	Prepare a grant application for an archives processing project. Choose a project and prepare a grant application and project work plan using the Provincial Archival Development Program as your guide	October 30, 2024	35%
3. Key Issues Current State Analysis	Choose one topic from the list of key/emerging issues and write a 1500-2000 word report outlining the main themes/positions/debates involved in the issue and provide your analysis of how you feel this issue will impact professional archival practice.	November 27, 2024	25%
4. Participation	Attendance and participation in class discussions are mandatory. Simple attendance		20%

	is not enough to guarantee a passing participation mark.	Ongoing throughout the semester	
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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](#)

Your learning experiences in this course will cover the entire spectrum of the MI Competencies. In addition to the assignments, the class discussions and guest speakers will provide opportunities for exploration and development of understanding in all areas.

PROGRAM COMPETENCY	COURSE LEARNING OUTCOME	COURSE ASSESSMENT
Adaptation	1,4 and 5	Finding aid evaluation Key issues current state analysis
Collaboration	2,3,4 and 5	Finding aid evaluation Key issues current state analysis Grant application
Commitment to equity, diversity, inclusion, accessibility, and decolonization	1,2,3,4 and 5	Finding aid evaluation Key issues current state analysis Grant application
Communication	2,3,4 and 5	Finding aid evaluation Key issues current state analysis Grant application
Digital and technological literacy	2,4 and 5	Finding aid evaluation Grant application
Evidence-based practices	2,4 and 5	Finding aid evaluation Grant application

Leadership	3,4 and 5	Grant application Key issues current state analysis
Learning	1,4 and 5	Finding aid evaluation Key issues current state analysis Grant application
Management	1,2,4 and 5	Finding aid evaluation Key issues current state analysis Grant application
User-centred design	1,2,3, and 4	Finding aid evaluation

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

SIM 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

In general:

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 software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to support instructors in confirming 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 Intellectual Honesty contained in the Academic 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 to plagiarism detection software. 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 a lapse in academic integrity by colleagues or a professor, you may confidentially share your concerns via DeanManagement@dal.ca.

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

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Note: this schedule is subject to minor changes throughout the semester.

Note: classes will be held at NS Archives, Akins Room & on Teams as outlined below and subject to changes announced weekly.

Note: weekly readings will be available on the course website.

Week One (September 4, 2024) – Introduction and review of core archival functions

- Objectives:**
1. Review course syllabus
 2. Review core archival functions
 3. Introduce key current issues in archives in Canada

Week Two (September 11, 2024) – Arrangement and description

- Objectives:**
1. Review the principles of arrangement and description
 2. Review the Canadian standard, Rules for Archival Description
 3. Examine multi-level descriptive records and finding aids
 4. Examine current and emerging practices for archival description

Week Three (September 18, 2024) * TEAMS *– Acquisitions: the donation process

- Objectives:**
1. Examine the process by which archival materials are donated or transferred to archival institutions
 2. Examine the legal, administrative, and ethical aspects of the donation process and solve hypothetical problems or conflicts

3. Analyze deeds of gift and other documentation created during the donation of archival materials
4. Discuss donor relations

Week Four (September 25, 2024) – Acquisitions: the monetary appraisal system in Canada

- Objectives:**
1. Explain the Canadian monetary appraisal system
 2. Differentiate archival appraisal and monetary appraisal
 3. Debate the legal and fiscal implications of monetary appraisals
 4. Analyze monetary appraisal reports and tax receipts
 5. Discuss the roles of CRA, CCPERB and NAAB in the monetary appraisal process

Due: Finding aid evaluation assignment

**Week Five
(October 2,
2024)**

Grant Writing

- Objectives:**
1. Investigate relevant provincial and federal funding programs
 2. Review the Provincial Archival Development Program documentation
 3. Discuss key issues in archives project management

**Week Six
(October 09,
2024)**

Grant Writing

Objectives:

1. Review best practices and tips for grant writing and reporting
2. Discuss the process of “adjudication” for grant programs
3. Discuss grant application assignment

Week Seven (October 16, 2024) – Archives and Museums

- Objectives:**
1. Explore the current connections between archival and museum practice
 2. Introduce GLAMs organizations
 3. Discuss areas of difference in professional practice and challenges that arise from these differences

Week Eight (October 23, 2024) – Archives and Museums

- Objectives:**
1. Hear from Museum curators about their use of archives in professional practice
 2. Explore the concept of “visitor experience” in the archival context
 3. Discuss traditional vs virtual exhibition

Week Nine (October 30, 2024) – Outreach/Public Programming

- Objectives:**
1. Understand how archives deliver and manage core public services
 2. Identify opportunities and challenges associated with archives programming and public service

Due: Grant Writing Assignment

Week Ten (November 06, 2024) – Outreach/Public Programming

- Objectives:**
1. Explore, through relevant examples, how outreach and public programming become part of core activities in an archive.
 2. Discuss popular methods of outreach and analyse the pros and cons of these methods
 3. Debate measurements of 'success' for outreach programs

November 13, 2024 – No Class – Study Break

Week Eleven (November 20, 2024) – Rights management

- Objectives:**
1. Examine the documentation associated with the management of rights in archives
 2. Debate the legal, administrative and ethical issues involved in rights management in archives

Week Twelve (November 27, 2024) *TEAMS*– Canadian archival system

- Objectives:**
1. Assess the structure of the Canadian archives system
 2. Identify and examine connections between course learning objectives and current work environment

Due: Key Issues Current State Analysis