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, digital forensics, digital preservation, grant writing, and public service.

COURSE PRE-REQUISITES
INFO 6800 Archives

COURSE GOAL
The goal of this course is to help prepare students to become qualified and effective archivists in a variety of archival settings. The course introduce students to advanced topics in archival theory and practice, including collections management, digital preservation, donor relations, multi-level description, grant writing and budgeting, and the information technology used in archival settings.

COURSE LEARNING OBJECTIVES
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) Create multi-level archival descriptions that conforms to the Rules for Archival Description (RAD)

4) Write biographical sketches or administrative histories that conform to the International Standard Archival Authority Record for Corporate Bodies, Persons, and Families (ISAAR-CPF);
5) Deconstruct the risks and the ethical, legal, cultural, and political issues that may arise during the acquisition, management, and use of archival material; and
6) Integrate aspects of traditional archival theory into contemporary archival practice.

TECHNOLOGY USED
The course makes use of Dalhousie’s online learning environment, Brightspace. Software applications used in routine archival functions will be discussed, demonstrated, and used during seminars and in-class exercises. Applications include:

- Archivematica: https://www.archivematica.org/
- Bagger: https://github.com/LibraryOfCongress/bagger
- FTK Imager v4.2.0: https://accessdata.com/product-download/ftk-imager-version-4.2.0

INSTRUCTIONAL METHODS
The course will be delivered through a variety of instructional methods, including class discussions, individual and group activities, experiential learning opportunities, assigned readings, case studies, online discussions, and assignments. Potential discussion questions and handouts for in-class activities will be distributed before each class. Students are expected to be prepared to discuss the questions and participate in activities. A high level of student participation is expected.

LEARNING MATERIALS
The course schedule 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). Handouts for each class and in-class activity are also available for download through the course website. Students should use the handouts to prepare for class each week.

METHODS OF EVALUATION
The course website includes detailed instructions for each assignment and in-class exercise. Assignments are due at the beginning of class. Assignments must be submitted via the course site. I will return marks via the course site. I will also provide a breakdown of your mark for each assignment and written feedback on the style and substance of your work. Please feel free to consult me if you have any questions about the grading of your work.
Assignments

1. FINDING AID EVALUATION (20%)

Due Thursday January 31, 2019

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.

2. ARCHIVAL DESCRIPTION ASSIGNMENT (25%)

Due March 7, 2019

Arrange a small archival collection and prepare (a) a multi-level finding aid using the Rules for Archival Description and (b) an authority record using the International Standard Archival Authority Record for Corporate Bodies, Person, and Families.

3. GRANT APPLICATION (35%)

Due April 4, 2019

Prepare a grant application for an archives processing project. Form a group and establish roles and responsibilities. Choose a project and prepare a grant application and project work plan.

4. PARTICIPATION AND IN-CLASS ACTIVITIES (20%)

Throughout the semester

Attendance and participation in class discussions, in-class activities, and online discussions are mandatory. Simple attendance is not enough to guarantee a passing participation mark. Participation is assessed using the following grading rubric:

1. **Preparation (20 points)** – 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.)

2. **Quality of contributions (40 points)** – The student’s comments are relevant and reflect understanding of readings and other course material. The student’s contributions move the discussion forward in a collegial and respectful manner.

3. **Frequency of participation (20 points)** – The student is actively engaged in the discussions and in-class activities at all times.
4. **Attendance and punctuality (20 points)** – The student is punctual and present for every class.

**SIM Grading Policy**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>Demonstrates original work of distinction.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>Demonstrates high-level command of the subject matter and an ability for critical analysis.</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>Demonstrates above-average command of the subject matter.</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>Demonstrates average command of the subject matter.</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>Demonstrates acceptable command of the subject matter.</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>Demonstrates minimally acceptable command of the subject matter.</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
<td>Unacceptable for credit towards a Master's degree.</td>
</tr>
</tbody>
</table>

**INTEGRATION OF MLIS PROGRAM COMPETENCIES**

<table>
<thead>
<tr>
<th>Program competency</th>
<th>Course learning objectives</th>
<th>Method of evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Information management leadership</td>
<td>1, 2, 5, and 6</td>
<td>Grant application</td>
</tr>
</tbody>
</table>
| 2. User-centred information services | 1, 2, 3, and 4 | Finding aid evaluation  
Archival description assignment |
| 3. Management of information technology | 1, 2, 5, and 6 | Finding aid evaluation  
Grant application |
| 4. Research and evaluation | 2, 3, 4, 5, and 6 | Finding aid evaluation  
Archival description assignment  
Grant application |
| 5. Risk management | 1, 2, and 5 | Grant application |
| 6. Change management | 2 and 5 | Grant application |
| 7.1. Workplace skills & attributes: collaborate and communicate | 2, 5, and 6 | Finding aid evaluation  
Grant application |
| 7.2. Workplace skills & attributes: organize, plan & manage | 1, 2, 3, 4, 5, and 6 | Finding aid evaluation  
Archival description assignment  
Grant application |
| 7.3. Workplace skills & attributes: develop personally & professionally | 5 and 6 | Grant application |
CLASS POLICIES

**No food and drink are allowed in areas where archival materials are processed, stored, and accessed.**

**Laptops and Mobile Devices**

Students may use laptops and tablets during classes strictly for taking notes. Please note that use of laptops for other purposes can negatively affect your peers and detract from your own learning experience. Students must shut off laptops and tablets during in-class exercises unless the exercise requires the use of computers. Please turn off your mobile phones when you enter the classroom.

**Assignment Submissions**

Assignment submissions must meet the following criteria:

- Submitted through course website
- Use surname as the beginning of the filename (e.g., Surname, First name – Assignment 1)
- MS Word (.docx) format
- 12 point font
- Appropriate grammar, spelling, writing style
- Cite sources using a standard citation style guide (APA is the preferred standard in SIM but many archives journals use Chicago Manual of Style)

**Attendance**

Class attendance is required in all MLIS courses and is included in the participation mark. The instructor will keep attendance records.

**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 (note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum).

**Citation Style**

SIM courses use APA as the default standard citation style. In this course, you may use any generally accepted citation style 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](https://libraries.dal.ca/help/style-guides.html) or the APA’s Frequently Asked Questions about APA at: [https://www.apastyle.org/learn/faqs/index](https://www.apastyle.org/learn/faqs/index).

**ACCOMMODATION POLICY FOR STUDENTS**

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit [www.dal.ca/access](http://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. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.
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 now subscribes to SafeAssign.com, a computer based service 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 Intellectual Honesty 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 SafeAssign anti-plagiarism 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

Accessibility

The Advising and Access Centre serves as Dalhousie’s Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie’s Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.
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).

Recognition of Mi’kmaq territory

Dalhousie University would like to acknowledge that the University is located in Mi’kma’ki, the ancestral and unceded territory of the Mi’kmaq. 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).

COURSE SCHEDULE

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

Note: January 18, 2019 is the last day to drop winter term courses without financial implications. Week Two is the last chance to “sample” the course.

Note: February 4, 2019 is the last day to drop winter term courses without a “W.” It is also the last day to change winter term courses from audit to credit (and vice versa) and the last day to drop X/Y courses with a “W.”

Week One (January 10, 2019) – Introduction and review of core archival functions

Objectives:
1. Review course syllabus
2. Review core archival functions
3. Discuss contemporary issues in archives
4. Review documents created by archivists
Week Two (January 17, 2019) – Arrangement and description part 1: access points, archival authority records, and encoded archival context (EAC-CPF)

Objectives:
1. Examine current and emerging practices for archival description
2. Summarize Encoded Archival Description (EAD) and Encoded Archival Context (EAC) standards
3. Introduce international standards for access points (e.g., subject headings, genre terms, and authority records)

Activities: Authority record exercise

Required Readings:


Week Three (January 24, 2019) – Arrangement and description part 2: series, file, and item-level description

Objectives:
1. Review the principles of arrangement and description
2. Examine key aspects of the Canadian standard Rules for Archival Description
3. Produce multi-level archival descriptions

Activities: Finding aids exercise

Readings:

Week Four (January 31, 2019) – Acquisitions part 1: 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

Activities:
Guest speaker: Patti Bannister, Provincial Archivist (meet at Nova Scotia Archives at 2:35 p.m.)

Due:
Finding aid evaluation assignment

Required Readings:

Week Five (February 7, 2019) – Acquisitions part 2: 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. Consider donor relations strategies

Activities: Acquisitions policy exercise

Required Readings:


Week Six (February 14, 2019) – Acquisitions part 3: acquisition of born-digital archives

Objectives: 1. Introduce basic concepts in digital information
2. Explore the use of digital forensic tools and techniques in archival settings
3. Discuss the challenges and opportunities presented by “hybrid” fonds

Activities: Demonstration of digital archives tools

Readings:


**Reading Week (February 21, 2019) – No class**

**Week Seven (February 28, 2019) – Arrangement and description part 3: description of born-digital archives**

**Objectives:**
1. Review the principles of arrangement and description
2. Examine key aspects of the Canadian standard Rules for Archival Description
3. Produce multi-level archival descriptions

**Activities:**
Demonstration of digital archives tools

**Required Readings:**


**Week Eight (March 7, 2019) – Grant projects part 1: grant writing**

**Objectives:**
1. Review best practices and tips for grant writing and reporting
2. Investigate relevant provincial and federal funding programs
3. Generate project proposals and build budgets for mock grant funded projects
4. Examine broader context of archives funding

**Activities:** Grant writing exercise (form groups for final project)

**Due:** Archival description assignment

**Readings:**

**Week Nine (March 14, 2019) – Grant projects part 2: managing grant funded projects**

**Objectives:**
1. Analyze key issues in archives project management and formulate personal approaches to project management
2. Debate labour issues associated with grant funded projects
3. Differentiate project management and program management in archival settings

**Activities:** Project management exercise

**Readings:**
- Balbi, Mathias, and Abis, Alberto. “Enlightening music: The catalogue and digitisation project of Verdi’s archive at the ‘Archivio Storico Ricordi’ in
Week Ten (March 21, 2019) – 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
3. Investigate library programming and curatorial practices of museums and galleries

Activities: Guest speaker: Patti Bannister, Provincial Archivist (meet at Nova Scotia Archives at 2:35 p.m.)

Required Readings:


Week Eleven (March 28, 2019) – Rights management

Objectives:
1. Examine the documentation associated with the management of rights in archives
2. Debate the legal, administrative, and ethical issues involved with rights management in archives
3. Formulate value statements to inform your professional practice

Activities: Rights management activity
Readings:


**Week Twelve (April 4, 2019) – Canadian archival system**

**Objectives:**
1. Assess the structure of the Canadian archives system
2. Become familiar with labour issues in the Canadian archives system
3. Debate strategies for addressing future challenges of the profession
4. Identify and examine connections between course learning objectives and current work environment

**Activities:** Archives system brainstorming session

**Due:** Grant application

**Required Readings:**

