

School of Information Management**INFO 6850: Archives II****Fall 2015 | Monday 5:35 p.m. | Room 5001, Management Building**

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Information Management

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COURSE DESCRIPTION

This course will consider advanced topics in archives, with an emphasis on Canadian practice. It will provide an overview of the management of archives by closely examining topics including donor relations, archival and monetary appraisal, multi-level archival description, project management, and public service.

COURSE PRE-REQUISITES

INFO 6800 Archives

COURSE GOAL

The goal of this course is to introduce students to advanced topics in archival theory and practice, including collections management, 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, including acquisitions and monetary appraisal;
- 3) Create a multi-level archival description that conforms to the Canadian Rules for Archival Description;
- 4) Deconstruct the various ethical, legal, cultural, and political issues that may arise during the acquisition, management, and use of archival material; and
- 5) Integrate core concepts of archival theory into archival practice.

TECHNOLOGY USED

The course makes use of Dalhousie's online learning environment, Blackboard. 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 must 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, case studies, online discussions, and assignments. Potential discussion questions and handouts for in-class activities will be distributed before 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 syllabus lists the readings for each week. Handouts for each seminar and in-class activities are also available for download through the course website. Students should use the handouts to prepare for each week's seminar.

A suite of case studies have been prepared to support all learning methods used in this course. Case studies include a handout that provides information about the case, discussion questions, and links or references to supporting material such as news articles, journal articles, reports, etc.

In addition to the case studies, practicing archivists around the world have been asked to make submissions to the class. Submissions will be used to support all learning methods used in this course.

ASSIGNMENTS

Assignments are due at the beginning of class. Assignments must be submitted via the course website. Assignments submitted via any other method will not be marked. Marks will be returned via the course website. See associated handouts and other material for more details.

1. TAX CERTIFICATION REPORT (20%)

Due Monday October 19, 2015

A handout on the tax certification process is available:

<http://hdl.handle.net/10222/59332>. Review the handout and associated materials and write a 1500–2000 word report that addresses the tax certification “problem” and related questions. See the assignment handout for more details:

<http://hdl.handle.net/10222/59333>.

2. ARCHIVAL DESCRIPTION ASSIGNMENT (20%)

Due November 9, 2015

Arrange a small archival collection and prepare a multi-level archival description using the Rules for Archival Description.

3. GRANT APPLICATION (40%)

Due December 7, 2015

A list of grant programs and information about potential projects will be provided. Form a group and establish roles and responsibilities. Choose a grant program and 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 seminars, in-class activities, and online discussions are mandatory. Simple attendance is not enough to guarantee a passing participation mark. See the handout for more details: <http://hdl.handle.net/10222/59854>.

METHOD 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. See the assignment handouts for a detailed explanation of the method of evaluation used for each assignment. Marks will be provided in letter grades that conform to the School of Information Management’s Grading System:

<http://www.dal.ca/faculty/management/school-of-information-management/current-students-site/sim-grading-policy.html>

Please feel free to consult me if you have any questions about the grading of your work.

CLASS POLICIES

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

Absence from class (one class)

Students are required to inform the instructor ahead of time of any absence from class. This absence may affect participation marks or class activities.

Extended absence from class (two or more classes)

- **Emergencies**
 - Contact the MLIS Program Coordinator and provide a list of the courses you are taking and your instructors' names.
- **Illness**
 - Contact your instructor(s) as soon as possible **prior to class** to inform him or her of your illness.
 - **All absences due to illness must be supported by a physician's note to be submitted to the MLIS Program Coordinator (JoAnn Watson) with a list of courses you are taking and your instructors' names.**

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 above). 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.

Announcements

Announcements are usually made within the first 10 minutes of class. All students are responsible for being in class on time in order to hear them.

Participation

A high degree of participation in class will be expected. At a basic level, this means regular attendance, discerning reading of the assigned texts, engaging with in-class discussions and exercises, and collegial interaction with your peers. The course website will provide a forum for discussions to continue online. Student participation and engagement are critical to ensuring the material is adequately covered.

Laptops and Mobile Devices

Laptops and mobile devices will be permitted during seminars 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. Sana, Weston and Cepeda (2013) concluded that students did not learn as effectively when nearby peers were

multitasking on their laptops. Junco (2012) has also shown that social media and texting are negatively related to GPA. The decision to multi-task on one's laptop is a conscious choice that can detract from a positive, collaborative, and participatory learning environment.

Junco, Reynol. "In-class multitasking and academic performance." *Computers in Human Behavior* 28, no. 6 (November 2012): 2236-2243.
<http://dx.doi.org.ezproxy.library.dal.ca/10.1016/j.chb.2012.06.031>.

Sana, F., Weston, T., and Cepeda, N. J. (2013). "Laptop multitasking hinders classroom learning for both users and nearby peers". *Computers & Education*, 62 (March 2013): 24-31. <http://dx.doi.org.ezproxy.library.dal.ca/10.1016/j.compedu.2012.10.003>.

Students will be asked to shut off laptops during in-class exercises unless the exercise requires the use of computers. Please turn off your mobile phones when you enter the classroom.

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

ACCOMMODATION POLICY FOR STUDENTS

Students with permanent or temporary disabilities who would like to discuss classroom or assignment accommodations should arrange to see me as early in the term as possible. Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. 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 for more information and to obtain the Request for Accommodation – Form A.

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.

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 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 online 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 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 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.

COURSE SCHEDULE

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

Week One (September 14, 2015) Introduction and Review of Core Functions	
Handout	http://hdl.handle.net/10222/60660
Objectives:	<ol style="list-style-type: none">1. Understand course goals, objectives, and expectations2. Review and reflect on the core functions of archives3. Introduce the types of documents created by archivists
Week Two (September 21, 2015) Collections Management	
Handout	http://hdl.handle.net/10222/62793
Objectives:	<ol style="list-style-type: none">1. Evaluate archives collection management policies2. Examine and critique strategies for developing and managing archival collections3. Review types of archival acquisitions
Activities:	Collection management exercise
Required Readings:	Bond, Trevor James. "Collection Development for Digital Photographs." <i>Library Review</i> 56, no. 2 (2007): 127-133. DOI:10.1108/00242530710730312.

	<p>http://search.proquest.com.ezproxy.library.dal.ca/docview/218297318/fulltextPDF/869B2076114E4A35PQ/1?accountid=10406.</p> <p>Harris, Valerie and Kathryn Stine. "Politically Charged Records: A Case Study with Recommendations for Providing Access to a Challenging Collection." <i>The American Archivist</i> 74 (Fall/Winter 2011): 633-651. http://archivists.metapress.com/content/f252r28174251525/fulltext.pdf.</p> <p>International Centre for the Study of the Preservation and Restoration of Cultural Property & UNESCO. <i>RE-ORG methodology</i> (2013). http://www.re-org.info/en/register/download-the-whole-methodology.</p> <p>National Archives. <i>Step 1: Appraising Your Records</i>. (Also review files under "further guidance on appraisal"). http://www.nationalarchives.gov.uk/information-management/manage-information/selection-and-transfer/appraising-records/.</p> <p>Nova Scotia Archives. <i>Archival Acquisition Policy</i> (2004). http://novascotia.ca/archives/about/policies/acquisition.pdf.</p>
<p><u>Weeks Three and Four – Acquisitions</u></p> <p>Week Three (September 28, 2015) – The Donation Process</p>	
<p>Objectives:</p>	<ol style="list-style-type: none"> 1. Explain 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 potential problems or conflicts 3. Analyze deeds of gift and other documentation created during the donation of archival materials 4. Consider donor relations strategies
<p>Activities:</p>	<p>Class starts at 6:45 – You are encouraged to attend the Information Management Public Lecture from 5:35-6:35 p.m. in Room 1020, Rowe Building. Dr. Keith Lawson will be speaking about digital humanities.</p>
<p>Readings:</p>	<p>Bellmore, Audra, Claire-Lise Bénaud, and Sever Bordeianu. "J.B. Jackson, Cultural Geographer: Evolution of an Archive." <i>Collection Building</i> 31, no. 3 (2012): 115-119. doi: http://dx.doi.org/10.1108/01604951211243515. http://ezproxy.library.dal.ca/login?url=http://search.proquest.com/docview/1022686521?accountid=10406.</p> <p>Society of American Archivists. <i>Donating Your Personal or Family Records to a Repository</i> (2013). http://www2.archivists.org/publications/brochures/donating-familyrecs.</p> <p>Society of American Archivists. <i>A Guide to Deeds of Gift</i> (2013). http://www2.archivists.org/publications/brochures/deeds-of-gift.</p> <p>Summers, Carla. "Archival Donor Relations and Development: Keeping a Balance." <i>Provenance: The Journal of the Society of Georgia Archivists</i> 20, no. 1 (2002): 73-81.</p>

	http://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=1102&context=provenance .
<u>Weeks Three and Four – Acquisitions</u>	
Week Four (October 5, 2015) – The Monetary Appraisal System in Canada	
Objectives:	<ol style="list-style-type: none"> 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; Monetary appraisal exercise
Readings:	<p>Government of Canada. Cultural Property Export and Import Act (R.S., 1985, c. C-51). http://laws.justice.gc.ca/eng/C-51/index.html.</p> <p>Kula, Sam. "Monetary Appraisal of Film Archives." Chapter 6 in <i>Appraising Moving Images: Assessing the Archival and Monetary Value of Film and Video Records</i>. Maryland and Oxford: Scarecrow Press, 2003, p. 93-126. (available in course website).</p> <p>Library and Archives Canada. "Audit Report: Monetary Appraisal of Acquisitions." Library and Archives Canada, Internal Audit Function, Audit and Evaluation Directorate, September 2012.</p> <p>National Archival Appraisal Board. http://naab.ca/index_e.asp.</p> <p>Silversides, Brock. "Appraising Moving Images: Assessing the Archival and Monetary Value of Film and Video Records (Review)." <i>Archivaria</i> 55 (Spring 2003): 149-152. http://journals.sfu.ca.ezproxy.library.dal.ca/archivar/index.php/archivaria/article/view/12413/13513.</p> <p>Walden, David. "The Tax Credit System: Blessing or Burden?" <i>Archivaria</i> 18 (Summer 1984): 84-90. http://journals.sfu.ca.ezproxy.library.dal.ca/archivar/index.php/archivaria/article/view/11080/12016.</p>
Week Five (October 12, 2015) – No Class (Thanksgiving)	
Happy Thanksgiving!	
<u>Weeks Six and Seven – Multi-Level Archival Description</u>	
Week Six (October 19, 2015) – Series, File, and Item-level Description	
Objectives:	<ol style="list-style-type: none"> 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:	Series-level description exercise
Due:	Report on tax certification
Required Readings:	<p>Krawczyk, Bob. "Cross Reference Heaven: The Abandonment of the Fonds as the Primary Level of Arrangement for Ontario Government Records." <i>Archivaria</i> 48 (1999): 131-153. http://journals.sfu.ca/archivar/index.php/archivaria/article/view/12720/13899</p> <p>Meehan, Jennifer. "Making the Leap from Parts to Whole: Evidence and Inference in Archival Arrangement and Description." <i>American Archivist</i> 72, no. 1 (Summer 2009): 72-90. http://archivists.metapress.com/content/kj672v4907m11x66/fulltext.pdf</p> <p>Daines, J. Gordon and Cory L. Nimer. "Re-Imagining Archival Display: Creating User-Friendly Finding Aids. <i>Journal of Archival Organization</i> 9, 1 (2011): 4-31. DOI: 10.1080/15332748.2011.574019.</p> <p>Dancy, Richard. "Developing Archival Standards." <i>Archivaria</i> 78 (Fall 2014): 171-174. http://journals.sfu.ca.ezproxy.library.dal.ca/archivar/index.php/archivaria/article/view/13503/14832.</p>
<u>Weeks Six and Seven – Multi-Level Archival Description</u>	
Week Seven (October 26, 2015) – Theory, Standards, and Best Practices	
Objectives:	<ol style="list-style-type: none"> 1. Examine current and emerging practices for archival description 2. Debate the role of provenance and assess its impact on contemporary archival description 3. Apply international standards for authority records and archival institutions 4. Produce multi-level archival descriptions
Activities:	Item-level description exercise
Required Readings:	<p>Barney, Brett et al. "Ordering Chaos: An Integrated Guide and Online Archive of Walt Whitman's Poetry Manuscripts." <i>Literary and Linguistic Computing</i> 20, no. 2 (2005): 205-217. http://llc.oxfordjournals.org.ezproxy.library.dal.ca/content/20/2/205.full.pdf+html.</p> <p>Pitti, Daniel et al. "Social Networks and Archival Context: From Project to Cooperative Program." <i>Journal of Archival Organization</i> 12, no. 1-2 (2014): 77–97. http://www.tandfonline.com.ezproxy.library.dal.ca/doi/abs/10.1080/15332748.2015.999544#.VRI5xuEI92A.</p> <p>"History Research Tool." Social Networks and Archival Context (SNAC) Project. http://socialarchive.iath.virginia.edu/snac/search.</p>

	Yeo, Geoffrey. "Archival Description in the Era of Digital Abundance." <i>Comma</i> 2013, no. 2 (Spring 2015): 15-26. doi:10.3828/comma.2013.2.2. (available in course website).
Week Eight (November 2, 2015) – Programming and Public Service	
Objectives:	<ol style="list-style-type: none"> 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 museum and gallery workers
Activities:	Exhibition exercise
Readings:	<p>Freeman, Nancy and Robert B. Riter. "An Online Exhibit: A Tale of Triumph and Tribulation." <i>Case Studies in Archival Ethics, Case #1</i>. Society of American Archives, May 2014. http://www2.archivists.org/sites/all/files/AnOnlineExhibit-SAA-CaseStudy_0.pdf.</p> <p>Harris, Valerie A., and Ann C. Weller. "Use of Special Collections as an Opportunity for Outreach in the Academic Library." <i>Journal Of Library Administration</i> 52, no. 3/4 (April 2012): 294-303. DOI: 10.1080/01930826.2012.684508.</p> <p>McCrea, Donna E., Nielsen, Elizabeth A. and Anne Foster. "The Northwest Archivists Mentoring Program: A Case Study." <i>The American Archivist</i> 77, no. 2 (Fall/Winter 2014): 350-376. http://www.metapress.com.ezproxy.library.dal.ca/content/2458080u50422715/fulltext.pdf.</p> <p>McKay, Ian. "Imagining a Liberal Enlightenment: D.C. Harvey and a "Laboratory for History" for Nova Scotia." <i>Journal of the Royal Nova Scotia Historical Society</i> 16 (2013): 154–IX. http://ezproxy.library.dal.ca/login?url=http://search.proquest.com.ezproxy.library.dal.ca/docview/1444641683?accountid=10406.</p>
<u>Weeks Nine and Ten – Grant Projects</u>	
Week Nine (November 9, 2015) – Grant Writing	
Objectives:	<ol style="list-style-type: none"> 1. Apply 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
Due:	Multi-level archival description

Readings:	<p>Canadian Heritage. <i>About Young Canada Works</i> (2014). http://www.pch.gc.ca/eng/1358260464627/1358260720464.</p> <p>Harrop, Ken et al. "Bidding for Records: Local Authority Archives and Competitive Funding." <i>Journal of the Society of Archivists</i> 23, no. 1 (2002): 35–50. http://dx.doi.org/10.1080/00379810220120546. http://www.tandfonline.com.ezproxy.library.dal.ca/doi/pdf/10.1080/00379810220120546.</p> <p>Kraicer, Jacob. <i>The Art of Grantsmanship</i> (1997). http://www.hfsp.org/funding/art-grantsmanship.</p> <p>Levine, S. Joseph. <i>Guide for Writing a Funding Proposal</i> (2014). http://learnerassociates.net/proposal/.</p> <p>Nova Scotia Communities, Culture, and Heritage. <i>Provincial Archival Development Program</i> (2015). http://novascotia.ca/archives/padp/</p> <p>Przeworski, Adam and Frank Salomon. <i>The Art of Writing Proposals</i>. Social Science Research Council (1995 rev., 1988). http://www.ssrc.org/publications/view/7A9CB4F4-815F-DE11-BD80-001CC477EC70/.</p>
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Weeks Nine and Ten – Grant Projects

Week Ten (November 16, 2015) – Managing Grant Funded Projects

Objectives:	<ol style="list-style-type: none"> 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:	<p>Petersohn, Barbara et al. "Resource leveling for a mass digitization project." <i>Library Management</i> 34, no. 6-7 (2013): 486–497. http://www.emeraldinsight.com.ezproxy.library.dal.ca/doi/full/10.1108/LM-05-2012-0029.</p> <p>Addonizio, Valerie and Christopher Case. "Collaboration and Education: Engaging High-School Students with EAC-CPF Research." <i>Journal of Archival Organization</i> 12, no. 1-2 (2014): 35–50. DOI:10.1080/15332748.2015.997544. http://www.tandfonline.com.ezproxy.library.dal.ca/doi/full/10.1080/15332748.2015.997544#abstract.</p>

Week Eleven (November 23, 2015) – Archives Technology

Objectives:	<ol style="list-style-type: none"> 1. Describe how information technology is used in archival settings 2. Recognize the opportunities and challenges associated with information technology used in archival settings 3. Summarize Encoded Archival Description (EAD) and Encoded
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	Archival Context (EAC) standards
Activities:	Archivemata demonstration
Required Readings:	<p>Millar, Laura. "Coming Up with Plan B: Considering the Future of Canadian Archives." <i>Archivaria</i> 77 (Spring 2014): 103-139. http://journals.sfu.ca.ezproxy.library.dal.ca/archivar/index.php/archivaria/article/view/13485/14807.</p> <p><i>Digital Preservation Management: Implementing Short-Term Strategies for Long-Term Solutions</i>, online tutorial developed for the Digital Preservation Management workshop, developed and maintained by Cornell University Library, 2003-2006; extended and maintained by ICPSR, 2007-2012; and now extended and maintained by MIT Libraries, 2012-on. http://www.dpworkshop.org/.</p> <p>Moore, Erik. "Strategies for Implementing a Mass Digitization Program." <i>Practical Technologies for Archives</i> 3 (November 2014). http://practicaltechnologyforarchives.org/issue3_moore/.</p>
Week Twelve (November 30, 2015) – Rights Management	
Objectives:	<ol style="list-style-type: none"> 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 exercise
Required Readings:	<p>Ancestry.ca. "Partnering with the Private Sector: A Perspective from Ancestry.ca." <i>Resources: Canadian Archives Summit</i>. Association of Canadian Archivists. http://archivists.ca/sites/default/files/Attachments/Advocacy_attachments/partnering_with_the_private_sector_final.pdf.</p> <p>McCardwell, Katherine. "Intellectual Property Concerns in Undocumented Corporate Collections." <i>Case Studies in Archival Ethics</i>. Case #4. Society of American Archivists, November 2014. http://www2.archivists.org/sites/all/files/IntellectualPropertyConcerns_CEP_C-CaseStudy4_0.pdf.</p> <p>Dryden, Jean. "The Role of Copyright in Selection for Digitization." <i>The American Archivist</i> 77 (Spring/Summer 2014): 64–95. http://www.metapress.com.ezproxy.library.dal.ca/content/3161547p1678423w/fulltext.pdf .</p> <p>Dryden, Jean. "Demystifying Copyright: A Researcher's Guide." Second edition. Canadian Library Association, 2014. 84 p.</p>

Week Thirteen (December 7, 2015) – The Canadian Archives System

Objectives:	<ol style="list-style-type: none">1. Assess the structure of the Canadian archives system2. Become familiar with current and emerging issues in the archival community3. Debate strategies for addressing future challenges of the profession4. Identify and examine connections between course learning objectives and current work environment
Activities:	Case study on records management and archives in Halifax Regional Municipality
Required Readings:	<p>Case study handouts and related documents (especially Halifax Regional Municipality's Administrative Order 31 and proposed Administrative Order 2015-001-GOV)</p> <p>Harrington, Marni and Natasha Gerolami. "Highs and Lows: An Examination of Academic Librarians' Collective Agreements." In <i>In Solidarity: Academic Librarian Labour Activism and Union Participation in Canada</i>, ed. Jennifer Dekker and Mary Kandiuk. Sacramento, CA: Library Juice Press, 2014, p. 151-169. (available on course website).</p>