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Class time/location: Thursdays, 9:10 am to noon/room 507

Office hours: Thursdays, noon to 1:30 pm or by appointment

Course goal
The goal of this course is to provide students with the theoretical, methodological, and practical knowledge necessary for the arrangement and description of archival documents.

Course learning outcomes
By the end of this course students should understand and be able to apply in real world situations:

• the principles and methods of describing an archival fonds and its parts according to standards adopted by the archival community;

• the principles and methods of establishing name access points to archival descriptions according to standards adopted by the archival community;
• the principles and levels of archival arrangement and their application to the analysis and representation of a fonds and its parts;

• the intellectual framework for the systematic identification and critical evaluation of an archival fonds and its parts.

By the end of the course students should also have some familiarity with:

• international description standards;

• some contemporary currents of thinking about the future of archival description.

Relationship of course objectives to MI Program Learning Outcomes
INF 1331H is intended to meet three of the six learning outcomes of the MI Program, i.e.,

1. Students understand and are conversant with fundamental concepts, theories, practices and the diverse horizons of information disciplines, and can respond to changing information practices and needs of society.

2. Students develop an understanding of the development of theory concerning information, where it is found and how it is used.

3. Students develop an understanding of the application of new technological developments to the preservation and communication of information, and in the identification of the impact of such developments on society.

Course format
Lectures; exercises

Required and recommended readings
These are listed in the weekly course schedule; additional readings may be assigned throughout the term.

Online repository of course-related documents and announcements
The course syllabus, assignments, instructor handouts and announcements are available on Blackboard. For assistance in accessing course material on Blackboard go to https://portal.utoronto.ca/webapps/portal/frameset.jsp

Note about accessing course readings: once you login to Blackboard, from My Page at the bottom you will see a link under Library Course Reserves. You click on it and the list of readings will show up.
## Weekly course schedule

<table>
<thead>
<tr>
<th>Week/Date/Topic</th>
<th>Required and Recommended Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Jan. 14</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Overview of the course and assignments | **SUGGESTED BACKGROUND READING**  
http://journals.sfu.ca.myaccess.library.utoronto.ca/archivar/index.php/archivaria/article/view/11884  
| **2. Jan. 21**  |
| Introduction to description-related processes and tools; administrative and intellectual control over archival holdings  
Lab: preliminary walk-through of RAD | **REQUIRED TEXT**  
In preparation for walkthrough, browse table of contents; chapters; chapter 1 areas and elements  
**REQUIRED READING**  
**RECOMMENDED READING**  


### DEADLINE FOR SIGNING UP FOR ARCHIVAL FINDING AID REPORT

3. Jan. 28

**Required Text**

RAD, pt. 1: pp. xxii-xxv; rule 1.0A2(a)-(d)
Browse chapter 1, areas 1-5; chapters 3 and 4, areas 1-5

**Required Reading**


**Recommended Reading**


Schellenberg, Theodore R. “Principles of Arrangement.” In *Modern Archives: Principles and
[Inforum: 025.171 S322MA – Course Reserves – check availability]


4. Feb. 4
Students carry out site visits to their chosen archives to view finding aids onsite for assignment 1

5. Feb. 11
Analysis of external and internal structure of a fonds and their representation in the Rules for Archival Description (RAD)

Lab:
Preparation of multi-level description, areas 7 and 8

REQUIRED TEXT
RAD, pt. 1
Browse chapter 1, area 7

REQUIRED READING (EXTERNAL STRUCTURE)

REQUIRED READING (INTERNAL STRUCTURE)

RECOMMENDED READING (EXTERNAL STRUCTURE)


**RECOMMENDED READING (INTERNAL STRUCTURE)**


<table>
<thead>
<tr>
<th>Feb. 12 MIDNIGHT</th>
<th>REPORT ON ARCHIVAL FINDING AIDS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Feb. 18</td>
<td>Feb. 15-18 is reading week; no classes</td>
</tr>
<tr>
<td><strong>7. Feb. 25</strong></td>
<td><strong>REQUIRED TEXT</strong></td>
</tr>
<tr>
<td>Access Points and Authority Control: Navigating RAD, pt. 2</td>
<td></td>
</tr>
<tr>
<td>In-class exercise on name authority control</td>
<td>RECOMMENDED READING</td>
</tr>
<tr>
<td>Reid, Lydia J. E. and C. Jerry Simmons. “Authority Control at the National Archives and Records Administration.” <em>Journal of Archival Organization</em> 5, 1/2 (January 2008): 95-120. [e-article] <a href="http://dx.doi.org/10.1300/J201v05n01_06">http://dx.doi.org/10.1300/J201v05n01_06</a></td>
<td></td>
</tr>
</tbody>
</table>
### MAR. 1

<table>
<thead>
<tr>
<th>LAST DATE TO DROP CLASSES WITHOUT ACADEMIC PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8. Mar. 3</strong> Issues/complications in arranging and describing archives I</td>
</tr>
</tbody>
</table>

**REQUIRED READING**


- Yeo, Geoffrey. “Bringing Things Together: Aggregate Records in a Digital Age.” *Archivaria* 74 (Fall 2012): 43-91. [e-article]  

**RECOMMENDED READING**

- Evans, Max J. "Authority Control: An Alternative to the Record Group Concept." *American Archivist* 49, 3 (Summer 1986): 249-261. [e-article]  

<table>
<thead>
<tr>
<th>9. Mar. 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues/complications in arranging and describing archives II</td>
</tr>
</tbody>
</table>

### REQUIRED READING


### RECOMMENDED READING


Meehan, Jennifer. “Making the Leap from Parts to Whole: Evidence and Inference in Archival Arrangement and Description.” *American Archivist* 72, 1 (Spring/Summer 2009): 72-90. [e-article] [http://www.metapress.com.myaccess.library.utoronto.ca/content/kj672v4907m11x66/?p=063e247209cb4b6d887aa2d6ce03a97b&pi=3](http://www.metapress.com.myaccess.library.utoronto.ca/content/kj672v4907m11x66/?p=063e247209cb4b6d887aa2d6ce03a97b&pi=3)

Millar, Laura. “The Death of the Fonds and the Resurrection of Provenance:

http://muse.jhu.edu.myaccess.library.utoronto.ca/journals/journal_of_canadian_studies/v040/40.2wiesenthal.html

http://muse.jhu.edu/journals/libraries_and_culture/v044/44.1.yeo.html

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10. Mar. 17

IN-CLASS EXAMINATION

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11. Mar. 24  
Descriptive standards: the bigger picture

**REQUIRED READING**


[Available in Blackboard – Library Online Course Reserves Page, and Inforum: 025.1714 W722M – Course Reserves– check availability]

**RECOMMENDED READING**

**Literature**


**Standards and guidelines**


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**RECOMMENDED READING**


13. Apr. 7
Course wrap-up

Apr. 11 MIDNIGHT
SHORT RESEARCH PAPER DUE

Course assignments, due dates and weight in relation to final course mark

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report on archival finding aids</td>
<td>Feb. 12, 2016</td>
<td>25%</td>
</tr>
<tr>
<td>Deadline for sign-up</td>
<td>Jan. 21, 2016</td>
<td></td>
</tr>
<tr>
<td>In-class examination</td>
<td>Mar. 17, 2016</td>
<td>40%</td>
</tr>
<tr>
<td>Short research paper</td>
<td>Apr. 11, 2016</td>
<td>25%</td>
</tr>
<tr>
<td>Class participation</td>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>

Description of course assignments

1. REPORT ON ARCHIVAL FINDING AIDS
This assignment provides students with an opportunity to familiarize themselves with the arrangement and description practices of archival repositories. Students will organize themselves into groups of two (2) and write a report on the arrangement and description of two fonds (1 personal, 1 organizational) housed in one of the following archival repositories:

- Archives of Ontario
- Art Gallery of Ontario Research Library and Archives
- Canadian National Exhibition Archives
- City of Toronto Archives
- City of Vaughan Archives
- Dundas Museum and Archives
- Hamilton Public Library Local History and Archives
- Ontario Jewish Archives
• Presbyterian Church in Canada Archives
• Region of Peel Archives
• Trinity College Archives
• William Ready Division of Archives and Research Collections, McMaster University Library
• United Church of Canada Archives
• University of St. Michael’s College Archives
• University of Toronto Archives (not in Archeion but has fonds descriptions)
• Victoria University Library and Special Collections
• York University Archives and Special Collections

Except where otherwise noted, all of these repositories are represented in ARCHEION (the Ontario Archival Information Network) located at http://www.archeion.ca so ARCHEION is the starting point for this assignment. [Browse archival institutions]

A few things to keep in mind:

1. If you prefer to work alone you are free to do so; however, please keep in mind the requirements for the assignment are the same whether you work alone or with someone else.
2. At least one of the fonds should be a minimum of 1.0 linear metres in extent and the other should be a minimum of 0.5 linear metres.
3. If you wish to write a report on the arrangement and description of two fonds from an archival repository that is not included on the list above you will need to clear it with me first.

Each group will write a report that synthesizes and summarizes information about the following:

1. The description(s) of each fonds on ARCHEION and/or on the repository’s own website, i.e.,
   • Data elements included in the descriptions
   • Levels of arrangement represented in the description(s)
   • Level of detail of descriptions (depth of descriptions)
   • Links to supplementary finding aids to the fonds (e.g., file lists, inventories)
   • Links to digitized images of all or part of each fonds
   • Other relevant information and observations about the descriptions, e.g., if the fonds is described in both ARCHEION and on the repository’s own website, indicate whether and how the descriptions differ

2. The arrangement and description of the records within each of the fonds, based on an onsite examination of the records e.g.,
   • Physical arrangement of the records
   • Intellectual arrangement of the records
   • Existence and nature of onsite finding aids associated with the fonds, e.g., file lists, inventories and whether they replicate or augment online finding aids associated with the fonds
   • Other relevant information and observations about the descriptions

3. Reflections on the assignment, e.g.,
• Insights about the theory and practice of archival arrangement and description gleaned from the experience
• Connections between the experience and the archival literature read to date [this last section should constitute at least 25% of the report]

4. A statement of responsibility for the contribution made by each group member to the assignment. Both group members should sign off on the statement of responsibility.

Evaluation criteria: The paper will be evaluated on the basis of the report’s accuracy, clarity and coherence, informativeness, and incisiveness.

Weight of report in relation to final grade: 25%

Length of report: 2800-3000 words, excluding any appendices and bibliography. Papers should be double-spaced and in 12 pt. font.

Due date: Feb. 12, 2016 at midnight. Each group will sign up for a particular repository using the sign-up sheet on or before Jan. 21, 2016. Electronic submission of this assignment to Blackboard is required. To upload your term paper please follow the instructions provided under “Assignment 1: Finding Aid Report” in the Syllabus and Assignments section of the course website.

2. IN-CLASS EXAMINATION

Date: Mar. 17, 2016

Students will be asked to provide short and long answers to questions based on the material covered in lectures and readings for the course.

Weight of examination in relation to final grade: 40%

Duration: 3 hours

3. SHORT RESEARCH PAPER

Due date: Apr. 11, 2016 by midnight. When submitting this assignment, please follow the instructions provided under “Assignment Submission” in the Syllabus and Assignments section of the course website.

In this assignment, you are given an opportunity to explore one of the following topics:
1. Fonds and series based approaches to archival intellectual control
2. Development and implementation of archival description standards in Canada and the US or Canada and the UK (or some variation of same)
3. Bibliographic and archival approaches to name authority control
4. Bibliographical and archival approaches to description
5. Treatment of personal and/or organizational records in the theory and practice of archival arrangement and description
6. Description in the wake of Archives 2.0
**Evaluation criteria:** The research paper will be evaluated on the basis of the **effectiveness** of its use of relevant sources drawn from the required, recommended, and recommended reading lists (and any additional relevant sources) to explore the topic, the **sophistication** of its analysis, and the **clarity** and **coherence** of its written articulation.

**Weight of essay in relation to final grade:** 25%

**Length of paper:** 2800-3000 words, excluding endnotes and bibliography and any appendices. Papers should be double-spaced and in 12 pt. font.

**Course Policies**

**Attendance:** Regular on-time attendance in class is an important part of this course. If you miss a class it is your responsibility to find out what you missed from your fellow students.

**Course Conduct and Courtesy:** Punctual arrival at classes contributes to the smooth operation of the class and to the quality of individual and group learning experiences. Late arrivals, early departures, wandering in and out of the classroom, and engaging in sidebar conversations while others are speaking are disruptive, discourteous, and unprofessional. Please advise the instructor if you know you will be unavoidably late or must leave early. Cell phones and other audio-enabled devices are to be turned off during class time as a courtesy to others. Mutual respect is understood to be a given throughout the conduct of the course.


**Late assignments:** A penalty of **2%** per day will be imposed on assignments that are not handed in by the due date. Papers that are still outstanding **five (5) days** after the due date will not be accepted. **Extensions without penalty will only be granted in cases of legitimate illness (documented) or emergencies.** Such extensions will not be granted for requests made on the due date for the assignment. This policy is to ensure fairness to all students.

**Academic integrity:** Please consult the University’s site on Academic Integrity ([http://academicintegrity.utoronto.ca/](http://academicintegrity.utoronto.ca/)). The iSchool has a zero-tolerance policy on plagiarism as defined in section B.I.1.(d) of the University’s Code of Behaviour on Academic Matters ([http://www.governingcouncil.utoronto.ca/Assets/GoverningCouncil+Digital+Assets/Policies/PDF/ppjun011995.pdf](http://www.governingcouncil.utoronto.ca/Assets/GoverningCouncil+Digital+Assets/Policies/PDF/ppjun011995.pdf)). You should acquaint yourself with the Code. Please review the material in Cite it Right and if you require further clarification, consult the site How Not to Plagiarize ([http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize](http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize)).

**Citations:** Citations should be complete, consistent throughout an assignment, and in a style suited to the topic. A humanities style is preferred for essays. Chicago Manual of Style, Turabian, or APA are acceptable. Please note: All references, notes, and citations to publications, web sites, e-resources, manuscripts, and records must be full and complete. It is
the students’ responsibility to ensure accuracy and completeness.

**Writing Support:** As stated in the iSchool’s Grade Interpretation Guidelines, “work that is not well written and grammatically correct will not generally be considered eligible for a grade in the A range, regardless of its quality in other respects”. With this in mind, please make use of the writing support provided to graduate students by the SGS Office of English Language and Writing Support ([http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx](http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx)). The services are designed to target the needs of both native and non-native speakers and all programs are free. Please consult the current workshop schedule ([http://www.sgs.utoronto.ca/currentstudents/Pages/Current-Years-Courses.aspx](http://www.sgs.utoronto.ca/currentstudents/Pages/Current-Years-Courses.aspx)) for more information.

**Accommodation of students with disabilities:** Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach me and/or the Accessibility Services Office as soon as possible. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let them and me know your needs, the quicker we can assist you in achieving your learning goals in this course.