University of Toronto Faculty of Information
INF 2150 Legal Issues in Archives (Winter 2016)
Course Syllabus

Time: Wednesdays, 6:30-9:30
Location: BL538
Instructor: Loryl MacDonald
Office Phone: (416) 978-7656
Email address: loryl.macdonald@utoronto.ca
Office Hours: By appointment

Course Goal:
The course will introduce students to the legal framework that applies to the management, creation, preservation and use of public and private archival documents in Canada.

Course Objectives:
Upon completion of the course, students will be able to discuss and demonstrate an understanding of:
- the fundamental concepts of the Canadian legal system
- the implications and challenges of the law for public and private sector archival institutions
- the course topics listed below.

Course Topics:
- Archives' legal framework
- Legal issues in acquisition and ownership
- Cultural property and tax laws
- Freedom of information and protection of privacy laws
- Intellectual property law
- Evidence law
- Ethics and the archival profession

Format of the Course:
The class will meet for three hours each week. The format of the course will consist of lectures, class discussions, in-class activities and guest-speakers.

Course Site:
Course documents are available electronically through Blackboard. Please check Blackboard periodically for newly posted materials including syllabus updates, lecture notes, assignments, or announcements. An instruction sheet is at the end of this syllabus.
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Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Short paper on legal issue / archives current event</td>
<td>February 10</td>
<td>15%</td>
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<tr>
<td>2. Formal Paper</td>
<td>March 9</td>
<td>35%</td>
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<tr>
<td>3. Final Exam</td>
<td>April 6 (6:30-8:30)</td>
<td>35%</td>
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<tr>
<td>4. Class Attendance and Participation</td>
<td>Throughout</td>
<td>15%</td>
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Assignment 1: Short Paper on a Legal Issue / Archives Current Event
A short paper about a news items related to law and archives. The topic does not necessarily have to be a recent current event. The assignment will be graded on your ability to summarize the news item concisely and to demonstrate critical analysis of the legal/archival issue.
**Length:** 1500-1750 words
**Due:** February 10

Assignment 2: Formal Paper
A formal paper exploring in greater detail a legal issue covered in the course. Some suggestions for topics include:
- How do archives and archivists balance the competing values of access to information and protection of privacy?
- What issues do copyright law present for the administration of archives?
- Has the tax credit system been a blessing or a burden for archivists?
- What impact does archival practice have on the admissibility of documents as evidence?
- What roles do archives play in enhancing accountability?
- What is the relationship between archival ethics, the law, and acquisition?
The paper will be graded on evidence of a critical analysis of the topic, relevant content, use of appropriate sources, organization of material into a coherent structure, and clear style.
**Length:** 3000-3500 words
**Due:** March 9

Format of Written Assignments:
Papers must be formatted in 12 point font, double spacing with one-inch margins.

Over Length Assignments:
Assignments that run over length will be reduced by one grade point (e.g., from A to A-, from B+ to B).
Submission of Assignments:
Please submit your assignments in both paper and electronic format.

Late Assignments:
Unless the instructor and student have reached a prior agreement, late assignments will be reduced by one grade point (e.g., from A to A-, from B+ to B) for each week to a maximum of two weeks. Thereafter any passing assignment will receive a B- grade.

Extensions within Term:
All requests for extensions must be submitted to the instructor in written form at least one week before the due date. The instructor may ask that requests for extensions be accompanied by appropriate documentation from relevant authorities.

Grading:
Grading for the course will be based on the FI Grading Guidelines (http://current.ischool.utoronto.ca/grade-interpretation). The Guidelines are also included at the end of this document.

Class Attendance and Participation:
Regular attendance as well as participation in class activities and discussions are expected.

Academic Integrity:
Always cite your sources and credit the authors whose work or ideas you use. Plagiarism is taken very seriously at the U. of T.; be aware of the relevant policies. Please review Governing Council’s Code of Behaviour on Academic Matters for the University’s policy on plagiarism, cheating, and other forms of academic dishonesty. (http://www.governingcouncil.utoronto.ca/policies/behaveac.htm).

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.

Writing Support:
The SGS Office of English Language and Writing Support provides writing support for graduate students. The services are designed target the needs of both native and non-native speakers of English and include non-credit courses, single-session workshops, individual writing consultations, and website resources. These programs are free. Please avail yourself of these services, if necessary.
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Course Outline
(Subject to Revision)

Class Date Topic


Readings: No readings assigned.


National Archival Appraisal Board. Available at: http://www.naab.ca/


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Cultural Property Export and Import Act (R.S.C., 1985, c. C-51)
Available at: http://laws.justice.gc.ca/eng/C-51/index.html

4. February 3: Cultural property and tax laws (continued). Guest-speaker: Michael Moir, University Archivist and Head, Clara Thomas Archives and Special Collections.

Readings: Please see January 27.


Office of the Privacy Commissioner of Canada. Available at: http://www.priv.gc.ca/index_e.cfm

Office of the Ontario Information and Privacy Commissioner. Available at: http://www.ipc.on.ca/


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Personal Health Information Protection Act (R.S.O. 2004, c.3). Available at: http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_04p03_e.htm


February 17 Reading Week


Readings: Please see February 10.


Readings: Access Copyright. Available at: http://www.accesscopyright.ca/

Canadian Council of Archives Copyright Committee. Information for Archives and Archivists. Available at: http://www.edncouncilarchives.ca/copycomm_info.html


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Geist, Michael. *The Battle over C-11 Concludes: How Thousands of Canadians Changed the Copyright Debate.* (June 18, 2012). Available at: http://www.michaelgeist.ca/content/view/6544/125/

Marrelli, Nancy. *Speaking notes from appearance before the Legislative Committee on Bill C-32.* Ottawa: Canadian Council of Archives, 2011. [Available in Blackboard]


Readings: Please see March 2.


Canadian General Standards Board. *Microfilm and Electronic Images as Documentary Evidence* (CAN/CGSB-72.11-1993). [Inforum: 651.5 C212M – Course Reserves – check availability] [check Blackboard]


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11. March 30: Wrap up and review of course.

Readings: No readings assigned.

12. April 6: Final Exam

[Reading List Service provided and links accessed by the Information Services Unit at the Inforum: Winter term, 2015-2016]
Joining Blackboard Course Site

Logging in to your Blackboard Course Website:
Like many other courses, FIS 2150 uses Blackboard for its course website. To access the FIS 2175 website, or any other Blackboard-based course website, go to the UofT portal login page at http://portal.utoronto.ca and log in using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the My Courses module, where you’ll find the link to the INF 2150 course website along with the link to all your other Blackboard-based courses.

Activating your UTORid and Password:
If you need information on how to activate your UTORid and set your password for the first time, please go to www.utorid.utoronto.ca. Under the “First Time Users” area, click on “activate your UTORid” (if you are new to the university) or “create your UTORid” (if you are a returning student), then follow the instructions. New students who use the link to “activate your UTORid” will find reference to a “Secret Activation Key”. This was originally issued to you when you picked up your Tcard at the library. If you have lost your Secret Activation Key you can call 416-978-HELP or visit the Help Desk at the Information Commons on the ground floor of Robarts Library to be issued a new one. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can also answer any other questions you may have about your UTORid and password.

Email Communication with the Course Instructor:
At times, the course Instructor may decide to send out important course information by email. To that end, all UofT students are required to have a valid UofT email address. You are responsible for ensuring that your UofT email address is set up AND properly entered in the ROSI system. You can do that by using the following instructions:

To submit the information to activate your UTORid and password (see above), you will need to click the “Validate” button. Follow the instructions on the subsequent screens to receive your utoronto.ca address. Once you have your UofT email address, go to the ROSI system (www.rosi.utoronto.ca), log in and update the system with your new UofT email address.

You can check your UofT email account from:
1. The UofT home page http://www.utoronto.ca: From the Quick Links menu on the top right, choose “my.utoronto.ca”. Enter your UTORid and password, and when the Welcome page opens, click “WEBMAIL”.
2. Email software installed on your computer, for example Microsoft Outlook or Mozilla Thunderbird. Visit the Help Desk at the Information Commons or call 416-978-HELP for help with the set up.
Grade Interpretation Guidelines
December 8, 2011

The Faculty of Information ("iSchool") has adopted the Governing Council’s Graduate Grading and Evaluation Practices Policy. This document supplements that policy by presenting guidelines that the iSchool has adopted for interpreting the grades assigned under that policy.

Detailed expectations and criteria for grading will vary from course to course, depending on specificities of instructor, course content, and learning outcome. In general, however, submitted work in the Faculty will be evaluated on criteria of accuracy, clarity, organization, depth, originality, understanding of relevant issues, scholarship (to the extent to which assigned readings and other literature are incorporated into discussion and analysis), and precision in following directions. Written work will also be graded on quality of writing, as the Faculty believes that excellent communication skills are essential characteristics of graduate education. 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.

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<tr>
<th>Interpretation - A</th>
<th>Interpretation - B and FZ</th>
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<tr>
<td><strong>A+</strong> Truly exceptional work, demonstrating tremendous initiative, originality, creativity, and insight, based on a superb understanding of the subject matter. The work is of unusual depth, considerably surpassing technical mastery, and going well beyond anything presented in class and/or encountered in readings.</td>
<td><strong>B+</strong> Very good work, meeting applicable academic and/or professional standards, demonstrating: (i) sound, critical judgment; (ii) a very good understanding of all pertinent issues; (iii) a mastery of relevant material, including appropriate facts, data, literature, methods, systems, principles, and techniques; and (iv) the ability to distill, organize, and present complex and difficult material clearly, articulately, and persuasively.</td>
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<tr>
<td><strong>A</strong> A high level of excellence, meeting exemplary academic/professional standards, presenting original and creative ideas, and demonstrating: (i) sound, critical judgment; (ii) an accurate, rigorous, and deep understanding of all pertinent issues; (iii) a thorough mastery of relevant material, including applicable facts, data, literature, methods, systems, principles, and techniques; (iv) the ability to distill, organize, and present complex, difficult material clearly, articulately, and persuasively; and (v) the initiative and ability to find, comprehend, discriminate, evaluate, synthesize, and make excellent use of appropriate resources.</td>
<td><strong>B</strong> Good work, meeting most applicable academic and/or professional standards, demonstrating: (i) good critical judgment; (ii) an understanding of pertinent issues; (iii) a general mastery of all relevant material, including appropriate facts, data, literature, methods, systems, principles, and techniques; and (iv) a general ability to distill, organize, and present complex and difficult material clearly and articulately.</td>
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<td><strong>A-</strong> Excellent work, meeting all applicable academic and/or professional standards, demonstrating: (i) sound, critical judgment; (ii) an accurate and rigorous understanding of pertinent issues; (iii) a mastery of relevant material, including appropriate facts, data, literature, methods, systems, principles, and techniques; (iv) the ability to distill, organize, and present complex and difficult material clearly, articulately, and persuasively; and (v) the initiative and ability to find, comprehend, discriminate, evaluate, synthesize, and make effective use of appropriate resources.</td>
<td><strong>B-</strong> Adequate work, meeting applicable academic and/or professional standards, demonstrating: (i) some critical judgment; (ii) an adequate understanding of pertinent issues; (iii) command of the majority of the relevant material, including appropriate facts, data, literature, methods, systems, principles, and techniques; and (iv) an adequate ability to distill, organize, and present complex and difficult material clearly and articulately.</td>
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| **FZ** Work that fails to meet applicable academic and/or professional standards, and/or that fails to meet the minimal levels of adequacy described in the interpretation of the grade B-. | **FZ** Work that fails to meet applicable academic and/or professional standards, and/or that fails to meet the minimal levels of adequacy described in the interpretation of the grade B-.

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1 Available at [http://www.governingcouncil.utoronto.ca/policies/grade.htm](http://www.governingcouncil.utoronto.ca/policies/grade.htm)

2 Students are encouraged to consult the writing centre websites [http://www.writing.utoronto.ca](http://www.writing.utoronto.ca) and [http://www.sgs.utoronto.ca](http://www.sgs.utoronto.ca/). All URLs checked as of Dec 8, 2011.