

SYLLABUS
Queens College, CUNY
LBSCI 730
Archival Appraisal, Arrangement, and Access
(Introduction to Archival Practice)
Fall 2022 | Tuesdays 6:40-9:15 PM | RO-300i, Rosenthal Library

Instructor: Caitlin Colban-Waldron

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Phone number: (516) 382-6632

Office Hours: one hour prior to class AND by phone/Zoom appointment

Please allow 24 hours for a response to any communications outside of class. For quickest response, please copy both my QC email and Gmail, provided above.

A. Course Description

This in-person course provides an in-depth exploration of the archival principles of Appraisal, Arrangement, and Access. The key principles of this course represent the hierarchy of archival practice: access to archives is dependent on the description of archives, which in turn is dependent on the arrangement of archives. Archival appraisal represents the archivist's foundational intervention into the process of records management and disposition. The nature of the archival record is shaped by these processes, and by extension, our relationship with history and the past. We will look closely at this process of shaping the archival record that takes place in the archive.

Within a practical and theoretical framework students will consider how recent advances in technology provide opportunities for more dynamic and interactive tools for archival access. Key concepts covered will include: the construction of archival finding aids, including content standards such as DACS; the emergence of digital archives, including open-source software such as Omeka, and metadata schemes such as Dublin Core; and modes of digital description, access, and repository management, including Encoded Archival Description (EAD) and ArchivesSpace.

B. Course Learning Goals & GSLIS Program Objectives

Goals

The goals of the course are to:

1. Provide students with a basic knowledge and understanding of archival practice.
2. Provide students with opportunities to work through the stages of archival processing.
3. Engage students in current issues in discourse related to archival practice.

Student Learning Outcomes	Assignments	Student Learning Objectives (text appears on next page)						
		A	B	C	D	E	F	G
1. Gain hands-on experience appraising and arranging materials, and familiarity with digital archival technologies, as well as address hypothetical “real-world” scenarios re: archival management	Practicum and deliverables	x	x	x			x	
2. Become familiar with key professional best practices	Finding aid analysis		x					x
3. Conduct a survey on a topic related to contemporary archival practice	Editorial				x	x		
4. Present experience in an engaging and professional manner to colleagues	Presentation				x	x		

Legend: GSLIS Program Objectives Stated as Student Learning Outcomes:

- A.** Enable access to information and knowledge, including its creation, acquisition, organization and management, storage and retrieval
- B.** Articulate the role and importance of ethics, values, lifelong learning and advocacy underlying the practice of the information professions
- C.** Apply appropriate standards, policies, tools and practices in various specializations of information science, as articulated by representative professional organizations
- D.** Design and conduct research studies, critically assess research claims, and synthesize and

disseminate findings

- E. Advocate for social justice, particularly in our metropolitan community, by understanding the needs, designing programs with, and amplifying the strengths of our underserved groups
- F. Identify, evaluate and implement current and emerging technologies to create, store, and present information in a way such that users can access it, process it, and experience it
- G. Explain and apply principles of effective management and leadership in the library and related information institutions in a rapidly changing society

C. BOOKS

There are no required texts to purchase. All texts are provided on Blackboard.

D. COURSE SCHEDULE [SUBJECT TO CHANGE]

Tuesday, August 30: SESSION ONE

Topic: What is an archive?

Required reading:

None

Assignments DUE: none

Tuesday, September 6: SESSION TWO

Topic: Theories of Archival Practice

Lecture reading:

Cook, T. (1997). "What is past is prologue: A history of archival ideas since 1898 and the future paradigm shift." *Archivaria* 43, 17-63.

Cook, T. (2013). Evidence, memory, identity, and community: Four shifting archival paradigms. *Archival Science*, 13(2-3), 95-120.

Required reading–discussion:

Group A:

Hughes-Watkins, Lae'I (2018) "Moving Toward a Reparative Archive: A Roadmap for a Holistic Approach to Disrupting Homogenous Histories in Academic Repositories and Creating Inclusive Spaces for Marginalized Voices," *Journal of Contemporary Archival Studies*: Vol. 5, Article 6.

Group B:

Rochat, D. & Young, K. (2019). Maison d'Haïti's collaborative archives project: archiving a community of records. In J. A. Bastian & A. Flinn (Eds.), *Community archives, community spaces: Heritage, memory and identity* (pp. 113-127). Facet Publishing.

Assignments DUE:

1. Welcome! Submission
2. Welcome exercise discussion

Tuesday, September 13: SESSION THREE

Topic: Appraisal I

Lecture reading:

Boles, F. (2005). Chapter 3. *Selecting & appraising archives & manuscripts* (pp. 43-75). Chicago: Society of American Archivists.

Society of American Archivists. "SAA Core Values Statement and Code of Ethics." Approved by SAA Council February 2005, updated August 2020.

Carbajal, I. A. (2021). The politics of being an archival donor: Defining the affective relationship between archival donors and archivists. *Journal of Critical Library and Information Studies*, 3.

Required reading–discussion:

Group A:

Cox, Douglas. "In the Trenches." *Journal of Information Ethics* 22.2 (2013): 90-101.

Group B:

Jackson, L. U. & Thompson, D. C. (2010). But You Promised: A Case Study of Deaccessioning at the American Heritage Center, University of Wyoming. *The American Archivist* 73(2), 669-85.

Assignments DUE: none

Tuesday, September 20: SESSION FOUR

Topic: Appraisal II

Lecture reading:

Boles, F. (2005). Chapters 1 and 5. *Selecting & appraising archives & manuscripts* (pp. 1-11 and 97-119). Chicago: Society of American Archivists.

Shallcross, M. and Prom, C. J. (2016). Module 14. *Appraisal and acquisition strategies* (pp. 10-32). Chicago: Society of American Archivists.

Boles, F., & Young, J. M. (1985). Exploring the Black Box: The Appraisal of University Administrative Records. *The American Archivist*, 48(2), 121–140.

Required reading–discussion:

Group A:

Lutz, C. (2022). Making a Scene: A Scenes Approach to a Local Music Archives. *The American Archivist*, 85(1), 268–287.

Group B:

Jarvie, K., Evans, J., & McKemmish, S. (2021). Radical appraisal in support of archival autonomy for animal rights activism. *Archival Science*, 21(4), 353-372.

Assignments DUE:

1. Topic for editorial paper

Tuesday, September 27: NO CLASS (Rosh Hashanah)

Tuesday, October 4: NO CLASS (Yom Kippur)

Tuesday, October 11: SESSION FIVE

Topic: Processing I

Lecture reading:

O'Toole, J. M. and Cox, R. J. (2006). Chapter 4. *Understanding archives and manuscripts* (pp. 87-133). Chicago: Society of American Archivists.

Santamaria, D. A. (2015). Chapter 3. *Extensible Processing for archives and special collections* (pp. 29-39). Chicago: American Library Association Neal-Schuman.

Meissner, D. (2019). Chapter 4. *Arranging and describing archives and manuscripts* (pp. 68-93). Chicago: Society of American Archivists.

Faulder, E. & Jackson, L. U. (2022). Digital Processing: Exploring the Enigma. *The American Archivist* 85(1), 146–172.

Required reading–discussion:

Group A:

Rockefeller Archive Center, Guide to Processing Collections - Processing.

<https://docs.rockarch.org/processing-manual/processing/>

Group B:

Guidelines for Efficient Archival Processing in the University of California Libraries (2012).

Assignments DUE:

1. Practicum deliverable #1: appraisal report

Tuesday, October 18: SESSION SIX

Topic: Processing II

Lecture reading:

Greene, M. and Meissner, D. (2005). “More product, less process: Revamping traditional archival processing.” *The American Archivist* 68(2), 208-263.

Greene, M. and Meisner, D. (2010). “More application while less appreciation: The adopters and antagonists of MPLP.” *Journal of Archival Organization* 8(3-4). 174-226.

Northeast Document Conservation Center. “Preservation 101: Section 1 (What is Preservation?)” (2015). <https://www.nedcc.org/preservation101/session-1>

Required reading–discussion:

Group A:

Harling, A. (2014). MPLP as Intentional, not Necessarily Minimal, Processing: The Rudolf W. Becking Collection at Humboldt State University. *The American Archivist* 77(2), 489–498.

Group B:

Vinson, E. (2019). Reassessing A/V in the Archives: A Case Study in Two Parts. *The American*

Archivist 82(2), 421–439.

Assignments DUE: none

Tuesday, October 25: SESSION SEVEN

Topic: Arrangement I

Lecture reading:

Meissner, D. (2019). Chapters 1, 2 and 6. *Arranging and describing archives and manuscripts* (pp. 1-32 and 129-144). Chicago: Society of American Archivists.

Required reading–discussion:

Group A:

Douglas, J. (2013). What we talk about when we talk about original order in writers' archives. *Archivaria*, 76, 7-25.

Group B:

Heil, J. M. (2013). The Procrustean Bed: A History of the Arrangement of the Al Purdy Fonds. *Archivaria*, 76, 27-54.

Assignments DUE:

1. Practicum deliverable #2: processing plan

Tuesday, November 1: SESSION EIGHT

Topic: Arrangement II

Lecture reading:

Daines, J. G. (2013). Module 2. "Processing digital records and manuscripts." From *Archival arrangement and description* (pp. 90-128).

Zhang, J. (2012). Original Order in Digital Archives. *Archivaria*, 74, 167-193.

Required reading–discussion:

Group A:

Gentry, L., Ryan, E., Rayman, J., & Bace, M. (2021). How to Wrangle Multiple Discrete Collections from One Donor: A Case Study of the Subject-based Physical and Digital Consolidation of the Wade Hall Collections. *The American Archivist* 84(1): 62–90.

Group B:

Skrypnyk, M. (2015). The Pillow Book of Chris Marker: The Arrangement and Description of Personal Archives. *Archivaria*, 79, 159-177.

Assignments DUE:

1. Practicum deliverable #3: arrangement schema

Tuesday, November 8: SESSION NINE

Topic: Description I

Lecture reading:

Meissner, D. (2019). Chapters 3 and 5. *Arranging and describing archives and manuscripts* (pp. 35-68 and 93-129). Chicago: Society of American Archivists.

Wright, K. (2019). Archival interventions and the language we use. *Archival Science*, 19, 331-348.

Jennifer Douglas (2016). Toward More Honest Description. *American Archivist* 79(1), p. 26-55.

Required reading–discussion:

Group A:

Baucom, Erin. “An Exploration into Archival Descriptions of LGBTQ Materials,” *American Archivist* 81(1). (Spring/Summer 2018): 65-83.

Group B:

Dunham and Flores (2014). Breaking the language barrier: describing chicano archives with bilingual finding aids. *American archivist* 77:2 p 499-509

Assignments DUE:

1. Finding aid analysis

Tuesday, November 15: SESSION TEN

Topic: Description II

Lecture reading:

Describing Archives: A Content Standard (DACS): <https://saa-ts-dacs.github.io/>

Prom, C. J. and Frusciano, T. J. (2013). Module 1. “Standards for archival description,” from *Archival arrangement and description* (pp. 12-58). Chicago: Society of American Archivists.

Required reading–discussion:

Group A:

Rush, M., Holdzkom, L., Backman, P., Santamaria, D., & Leigh, A. (2008). Applying DACS to Finding Aids: Case Studies from Three Diverse Repositories. *The American Archivist*, 71 (1): 210–227.

Group B:

Antracoli, A. A., & Rawdon, K. (2019). What’s in a Name? Archives for Black Lives in Philadelphia and the Impact of Names and Name Authorities in Archival Description. In J. Sandberg (Ed.), *Ethical Questions in Name Authority Control* (pp. 307-336). Library Juice Press.

Assignments DUE:

1. Practicum deliverable #4: agent/admin description

Tuesday, November 22: SESSION ELEVEN

Topic: Access I

Lecture reading:

Dinah Handel and Mark A. Matienzo. 2021. Facilitating and Illuminating Emergent Futures for Archival Discovery and Delivery: The Final Report of the Lighting the Way Project. Stanford, CA: Stanford University Libraries. November 2021.

Kiesling, K. and Prom, C. J. (2017). Module 18. *Putting descriptive standards to work* (pp. 158-190). Chicago: Society of American Archivists.

Required reading–discussion:

Group A:

Tammi Kim, Karla Irwin; Learning from Las Vegas: Adapting Workflows for Managing Born-Digital Design Records. *The American Archivist* 1 September 2021; 84 (2): 355–373.

Group B:

Cocciolo, A. (2016). When archivists and digital asset managers collide: Tensions and ways forward. *The American Archivist*, 79(1), 121-136.

Assignments DUE:

1. Practicum deliverable #5: materials description

Tuesday, November 29: SESSION TWELVE

Topic: Access II

Lecture reading:

Ostreicher, C. (2020). Chapters 5-7. *Reference and access services for archives and manuscripts* (pp. 52-87). Chicago: Society of American Archivists.

Wendy Duff, Elizabeth Yakel, Helen Tibbo; Archival Reference Knowledge. *The American Archivist* 1 April 2013; 76 (1): 68–94.

Hirtle, Hudson, Kenyon. (2009). *Copyright and Cultural Institutions: Guidelines for Digitization for US Libraries, Archives, & Museums*. Ithaca, New York: Cornell University Library. https://ecommons.cornell.edu/bitstream/handle/1813/14142/Hirtle-Copyright_final_RG_B_lowres-cover1.pdf

Required reading–discussion:

Group A:

Carbone, K. (2015). Artists in the Archive: An Exploratory Study of the Artist-in-Residence Program at the City of Portland Archives & Records Center. *Archivaria*, 79, 27-52.

Group B:

Robert G. Weaver; #FromTheArchives: An Assessment of a Successful Social Media Program in an Academic Archives. *The American Archivist* 1 March 2022; 85 (1): 202–222.

Assignments DUE:

1. Practicum deliverable #6: digital access record

Tuesday, December 6: SESSION THIRTEEN

Topic: Repository management

Lecture reading:

Roe, K. D. (2019). Chapters 2-4. *Advocacy and awareness for archivists* (pp. 1-63). Chicago: Society of American Archivists.

Greene, Mark A. "Useful and Painless Strategic Planning" in *Management : Innovative practices for archives and special collections*. Ed. Theimer, K. (2014).

Required reading–discussion:

Group A:

Haws, Barbara. "Advocating Within the Institution: Twenty-five Years for the New York Philharmonic Archives." In *Many Happy Returns: Advocacy and the Development of Archives, 186-199*.

Group B:

Bruce Dearstyne, Howard Lowell; *Building a Public Archives in Delaware for the Twenty-First Century*. *The American Archivist* 1 April 1997; 60 (2): 152–165.

Assignments DUE:

1. Practicum deliverable #7: social media post

Tuesday, December 13: SESSION FOURTEEN

Topic: Conclusions

Reading:

Skinner, M., & Hulbert, I. G. (2022, August 22). *A*CENSUS II All Archivists Survey Report*.

Assignments DUE:

1. Presentations
2. Editorial paper by midnight Saturday, 12/17

E. ASSIGNMENTS, DUE DATES AND GRADING PLAN

GRADING PLAN & ASSIGNMENTS

The final grade for this course will be determined as follows:

Finding aid analysis	15%
Editorial Paper	20%
Practicum	35%
Class participation	25%
Presentation	5%

Finding Aid Analysis

3-5 pp paper that analyzes and critiques two to three finding aids you locate online from different repositories, measuring them against professional standards. Cite the weekly readings as part of your analysis and critique.

DUE: Before class NOVEMBER 8

Editorial Paper

5-7 pp “editorial” on a contemporary issue in archives. Topic must be proposed by you and approved by the instructor.

DUE: Midnight, Saturday, DECEMBER 17

Presentation

No shorter than 5 minutes and no longer than 10 minutes. Present a summary of your practicum work with reflections on process.

DUE: DECEMBER 13

Practicum

7 hands-on exercises/deliverables in appraising and arranging materials, describing archival collections, and developing familiarity with digital archival technologies, as well as address hypothetical “real-world” scenarios re: archival management.

DUE: throughout, see COURSE SCHEDULE

Class participation

Participation in discussions and in-class exercises is *essential*. Attendance, active engagement with the readings and contributions to the class are mandatory in order to receive a passing grade.

F. Additional Information

CUNY POLICY ON ACADEMIC INTEGRITY

The Policy on Academic Integrity, as adopted by the Board is available to all candidates. Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. This policy and others related to candidates’ issues are available to you at:

<http://www.qc.cuny.edu/StudentLife/services/studev/Documents/Academic%20Integrity%20Violation%20Form%20RV.pdf>.

USE OF CANDIDATE WORK

All programs in New York State undergo periodic reviews by accreditation agencies. For these purposes, samples of candidates’ work are made available to those professionals conducting the review. Candidate anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

REASONABLE ACCOMMODATIONS FOR CANDIDATES WITH DISABILITIES

Candidates with disabilities needing academic accommodation should: 1) register with and provide documentation to the Special Services Office, Kiely 171; 2) bring a letter to me indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College candidates, contact: Special Service Office; 171 Kiely Hall; 718-997-5870 (8:00 a.m. to 5:00 p.m.).

Attendance

Students are expected to attend every class and notify their professor by phone or email when they will not be or have not been there. Missing three classes or more will result in a failing grade, or with legitimate reasons, assignment of a grade of “incomplete.” Missing a scheduled guest speaker will count as two absences.

Your health and your family’s health should be your priority. If you are dealing with illness, sick family members, quarantine or isolation, a bad internet connection, increased anxiety, childcare challenges, or any other issues, please reach out and we will figure out accommodations. If some aspect of this class is not working for you, we will work together to find a solution.

Participation

Students are expected to show knowledge of the topics under discussion by sharing facts and insights from the class readings and/or personal experiences verbally in class and online through such vehicles as the Discussion Board on Blackboard, as requested. They are expected to ask questions, make comments, etc. Sitting in silence class after class is actively discouraged and will result in a low class participation grade.

COVID-19 Guidelines

In accordance with New York State and CUNY mandates, students attending in-person or hybrid classes must be fully vaccinated and submit proof of vaccination into CUNYfirst unless they have been issued an exemption by CUNY (CUNY Vaccine Exemption Form). Medical exceptions and religious exemptions must be submitted 30 days before the start of classes. All religious exemption decisions are final and not subject to appeal. Email studentreligiousexemption@cuny.edu if you have questions. Learn more here: <https://www.qc.cuny.edu/covid/>.

Face masks are not required at this time. That being said, I will wear a mask during every class and any office hours. With new variants circulating, Queens College encourages everyone—faculty, staff, students, and invited guests—to continue voluntary use of face masks, especially indoors. CUNY encourages the small number of students, faculty and staff that are still not vaccinated, and those who have been or will be granted a medical exemption or religious exception, to wear a mask.

It is possible that the course calendar or other aspects of the course may be adjusted due to COVID-19 and other contingencies at QC. Any changes will be posted to Blackboard in addition to emailed, so you should be sure to check your announcements and messages frequently.

Courtesy

Please turn off cell phones, pagers, and any other personal communication devices before class. Students found browsing or texting during class will be penalized. If you arrive late or have to leave early, be unobtrusive in doing so. Be patient with fellow students who may not understand something as quickly as you do and ask questions if you are confused.

Late Assignments and Incomplete Grades

Assignments are due BEFORE or at the beginning of class on the due date. If you are going to be absent or late to class, you must make arrangements with the instructor for the paper to be delivered in time. Late assignments and papers will be given a lesser grade based on the assumption that by submitting an assignment after others, the student gains certain advantages. This same rule will apply to requests for an “incomplete” semester grade. Please note that incompletes are given at the discretion of the professor. They are not automatically assigned.

Writing

All papers submitted should be in Times New Roman, 12 point font with one inch margins, a cover sheet, and a reference list. Papers should be written in competent, grammatically correct American English, using the *Publication Manual of the American Psychological Association* style for organization, content, and citation format. Papers that do not meet these criteria will not be graded. Students should keep copies of all assignments submitted until they have been graded. Your instructor will discuss in class how to submit each paper.

Plagiarism

Copying the work of another author regardless of source, or the work of another student, is automatically grounds for failing the course. Using all or part of your own paper in multiple classes without prior permission is considered a form of plagiarism. This also includes asking people on professional Internet lists or working as professionals in the field to do your work for you.

Course Evaluations

Towards the end of the semester, access to online course evaluation will be enabled. Please remember to participate in the college online course evaluations. Your comments are highly valued, and these evaluations are an important service to fellow students and to the institution. Please also note that all responses are completely anonymous; no identifying information is retained once the evaluation has been submitted.