LBSCI 730: Archival Appraisal, Arrangement, and Access (Introduction to Archival Practice)

Spring 2024 | Thursdays 3:55-6:30 PM | RO-300i, Rosenthal Library
Queens College, CUNY

SYLLABUS

Instructor: Caitlin Colban-Waldron
Email: caitlin.waldron@qc.cuny.edu AND caitlinmariewaldron@gmail.com
- Note about QC email: please make sure you are sending messages to a ==@qc.cuny.edu== address and NOT a @qmail.cuny.edu address. If you are sending an email from within the QMail client, it will autopopulate my old student email—I DO NOT check this email and will not see it. Please check before sending any messages.

Phone number: (516) 382-6632
Office Hours: one hour after class AND by phone/Zoom appointment

Please allow 2 business days 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. Before arrangement is archival appraisal, which 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; the emergence of digital archives, including open-source software and metadata schemes; and modes of digital description, access, and repository management.

B. Course Learning Goals & GSLIS Program Objectives

Course objectives

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	**Access project**				x	x	x	
4. Present experience in an engaging and professional manner to colleagues	**Presentation and discussion lead**				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 and technology

The course website is: **www.introtoarchives.com**.

Please register for a CUNY Academic Commons account before our first meeting and follow the class page. More information about taking a course on the Commons can be found on the Help section of the Commons website.

This class follows a Zero-Cost Textbook model that will use various Open Educational Resources and/or library materials. You will *not* need to purchase a textbook for this class.

That means that all materials will be available one of the following ways:
- Linked directly from course website
- Sourced through QC Library resources like databases and journals

We will be utilizing the annotation tool **Hypothes.is**, which works as a Chrome extension or a bookmarklet, depending on your preferred browser. Instructions on how to download and use the tool will happen in our first class session.

Please use the Hypothes.is group invitation link to access highlights, notes, and discussions on the semester's readings.

You will be submitting all assignments through Dropbox, directly on the course website. I prefer PDFs, but will accept Word documents. Please use the following file name convention when naming files:
Lastname_Assignment#

D. Course schedule [SUBJECT TO CHANGE]

UNIT ONE: FOUNDATIONS

SESSION ONE: Archives and archivists

Thursday, January 25

Required reading:

LBSCI 730: Archival Appraisal, Arrangement, and Access Spring 2024 Syllabus

Assignments DUE:

SESSION TWO: Histories of archival practice

Thursday, February 1

Required reading–annotation and discussion:

Cook. (2013). Evidence, memory, identity, and community: four shifting archival paradigms. *Archival Science*, *13*(2-3), 95–120. https://doi.org/10.1007/s10502-012-9180-7

Gracy, D. B. (1985). Our Future Is Now. *The American Archivist*, *48*, 12–21. https://doi.org/10.17723/aarc.48.1.4p700782677307t3

Optional–foundational reading:

Cook. (1997). What is Past is Prologue: A History of Archival Ideas Since 1898, and the Future Paradigm Shift. *Archivaria*, *43*(43), 17–63.

Yeo, G. (2022). "Let Us See What Is Meant by the Word Recorde: Concepts of Record from the Middle Ages to the Early 20th Century. *Archivaria*, *93*, 6-41. Retrieved from https://archivaria.ca/index.php/archivaria/article/view/13833

Assignments DUE:

1. Assignment #1: Welcome! Submission

UNIT TWO: APPRAISAL

SESSION THREE: Archives building

Thursday, February 8

Required reading–annotation and discussion:

Cook. (1996). Building an Archives: Appraisal Theory for Architectural Records. *The American Archivist*, *59*(2), 136–143. https://doi.org/10.17723/aarc.59.2.9016827w6t4271wl

Sauer, C. K. (2001). Doing the Best We Can? The Use of Collection Development Policies and Cooperative Collecting Activities at Manuscript Repositories. *The American Archivist*, *64*(2), 308–349. https://doi.org/10.17723/aarc.64.2.gj6771215231xm37

Optional–foundational reading:

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

Millar, L. A. (2017). *Archives: Principles and practices*. Facet Publishing. Chapter 10: Acquiring archives (pp. 179-212).

Assignments DUE:

SESSION FOUR: Making the appraisal decision

Thursday, February 15

Required reading–annotation and discussion:

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

Wexler, G., & Long, L. (2009). Lifetimes and Legacies: Mortality, Immortality, and the Needs of Aging and Dying Donors. *The American Archivist*, *72*(2), 478–495. https://doi.org/10.17723/aarc.72.2.u84p72872w461264

Optional–foundational reading:

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

Purcell, A. D. (2015). *Donors and archives: A guidebook for successful programs*. Rowman & Littlefield Publishers, Incorporated. Chapter 1: Donor preparedness and the archival program (pp. 28-47).

Assignments DUE:

<mark>NO CLASS SESSION</mark>, February 22

Classes follow Monday schedule

UNIT THREE: ARRANGEMENT

SESSION FIVE: Processing, or establishing control

Thursday, February 29

Required reading–annotation and discussion:

Rockefeller Archive Center, Guide to Processing Collections - Processing. https://docs.rockarch.org/processing-manual/processing/

Dundon, K.; McPhee, L.; Arroyo-Ramirez, E.; Beiser, J.; Dean, C.; Eagle Yun, A., et al. (2020). Guidelines for Efficient Archival Processing in the University of California Libraries (Version 4). UCLA: Library. Retrieved from https://escholarship.org/uc/item/4b81g01z

Optional–foundational reading:

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

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

Assignments DUE:

1. Assignment #2: Appraisal report

SESSION SIX: Preservation

Thursday, March 7

Required reading–annotation and discussion:

Darms, L. (2009). The Archival Object: A Memoir of Disintegration. *Archivaria*, *67*, 143-155.

Jedlitschka, R. "Together We Are Strong": Emergency Associations for the Protection of Germany's Cultural Heritage. *The American Archivist* 85 (2): 334–358.

Optional–foundational reading:

Northeast Document Conservation Center. "Preservation 101" (2015). https://www.nedcc.org/preservation101/welcome

Optional–further reading:

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.

Assignments DUE:

SESSION SEVEN: Arrangement

Thursday, March 14

Required reading–annotation and discussion:

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

Douglas, J. (2013). What We Talk About When We Talk About Original Order in Writers' Archives. *Archivaria*, *76*, 7-25.

Optional–foundational reading:

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

Meehan, J. (2009). Making the Leap from Parts to Whole: Evidence and Inference in Archival Arrangement and Description. *The American Archivist*, *72*(1), 72–90. http://www.jstor.org/stable/40294596

Assignments DUE:

SESSION EIGHT: Description principles and standards

Thursday, March 21

Required reading–annotation and discussion:

Brilmyer, Gracen M. (2022) "Toward a Crip Provenance: Centering disability in archives through its absence," *Journal of Contemporary Archival Studies*: Vol. 9, Article 3.

White. (2012). Crippling the Archives: Negotiating Notions of Disability in Appraisal and Arrangement and Description. *The American Archivist*, *75*(1), 109–124. https://doi.org/10.17723/aarc.75.1.c53h4712017n4728

Optional–foundational reading:

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

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

Wiedeman, G. (2019). The Historical Hazards of Finding Aids. *The American Archivist*, *82*(2), 381–420. https://doi.org/10.17723/aarc-82-02-20

Optional–further reading:

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

Assignments DUE:
1. Assignment #3: arrangement schema

SESSION NINE: Metadata and digital description

Thursday, March 28

Required reading–annotation and discussion:

Fear. (2010). User Understanding of Metadata in Digital Image Collections: Or, What Exactly Do You Mean by "Coverage"? *The American Archivist*, *73*(1), 26–60. https://doi.org/10.17723/aarc.73.1.j00044lr77415551

Gorzalski, M. (2016). Archivists and Thespians: A Case Study and Reflections on Context and Authenticity in a Digitization Project. *The American Archivist*, *79*(1), 161–185. https://doi.org/10.17723/0360-9081.79.1.161

Optional–foundational reading:

Zhang, & Mauney, D. (2013). When Archival Description Meets Digital Object Metadata: A Typological Study of Digital Archival Representation. *The American Archivist*, *76*(1), 174–195. https://doi.org/10.17723/aarc.76.1.121u85342062w155

DCMI metadata terms. DCMI. (n.d.). https://www.dublincore.org/specifications/dublin-core/dcmi-terms/

Optional—further reading:

Vinson, E. (2019). Reassessing A/V in the Archives: A Case Study in Two Parts. *The American Archivist*, *82*(2), 421–439. https://doi.org/10.17723/aarc-82-02-05

Assignments DUE:

1. Assignment #4: DACS description elements

UNIT FOUR: ACCESS

SESSION TEN: Copyright, licensing, and intellectual property
Thursday, April 4

Required reading–annotation and discussion:

Tsou, J., & Vallier, J. (2016). ETHER TODAY, GONE TOMORROW: 21ST CENTURY SOUND RECORDING COLLECTION IN CRISIS. *Notes (Music Library Association)*, *72*(3), 461–483. https://doi.org/10.1353/not.2016.0041

Dryden, J. (2014). Just Let It Go? Controlling Reuse of Online Holdings. *Archivaria*, *77*, 43-71. Retrieved from https://archivaria.ca/index.php/archivaria/article/view/13486

Optional–foundational reading:

Hirtle, Hudson, Kenyon. (2009). *Copyright and Cultural Institutions: Guidelines for Digitization for US Libraries, Archives, & Museums*. Ithaca, New York: Cornell University Library. Chapters 5, 6, and 7.

Rimmer, M. (2022). The Internet Archive and the National Emergency Library: Copyright Law and COVID-19. *Laws*, *11*(5), 79-. https://doi.org/10.3390/laws11050079

Assignments DUE:

1. Assignment #5: Finding aid analysis

SESSION ELEVEN: Archival literacy and teaching with primary sources

Thursday, April 11

Required reading–annotation and discussion:

Quagliaroli, J., & Casey, P. (2021). Teaching with Drawings: Primary Source Instruction with Architecture Archives . *The American Archivist*, *84*(2), 374–396. https://doi.org/https://doi.org/10.17723/0360-9081-84.2.374

Emerling. (2018). Civics in the Archives: Engaging Undergraduate and Graduate Students with Congressional Papers. *The American Archivist*, *81*(2), 310–322. https://doi.org/10.17723/0360-9081-81.2.310

Optional–foundational reading:

SAA-ACRL/RBMS Joint Task Force. (June 2018). GUIDELINES FOR PRIMARY SOURCE LITERACY.

Roussain, J. (2020). Pedagogue in the Archive: Reorienting the Archivist as Educator. *Archivaria*, *90*, 70-111.

Optional–further reading:

Baines. (2023). Establishing special collections literacy for undergraduate students: an investigation into benefits and barriers of access. *Archives and Records (Abingdon, England)*, *44*(1), 8–35. https://doi.org/10.1080/23257962.2022.2149481

Assignments DUE:

1. Assignment #6: Final project topic/form

SESSION TWELVE: Archival reference and research

Thursday, April 18

Required reading–annotation and discussion:

Radick, C. (2016). Romance Writers' Use of Archives. *Archivaria*, *81*, 45-73.

Tucker, S. (1). Doors Opening Wider: Library and Archival Services to Family History. *Archivaria*, *62*, 127-158.

Dreger, A. (2018). The Delicate Art of Dealing With Your Archivist. *The Chronicle of Higher Education*.

Brenes, M. (2018). Historians Just Don't Get Archivists. Here's Why. *The Chronicle of Higher Education*.

Optional–foundational reading:

Duff, Yakel, E., & Tibbo, H. (2013). Archival Reference Knowledge. *The American Archivist*, *76*(1), 68–94. https://doi.org/10.17723/aarc.76.1.x9792xp27140285g

Millar, L. A. (2017). *Archives: Principles and practices*. Facet Publishing. Chapter 12: Making archives available.

Optional–further reading:

Anderson, I. G. (2004). Are You Being Served? Historians and the Search for Primary Sources. *Archivaria*, *58*, 81-129. Retrieved from https://archivaria.ca/index.php/archivaria/article/view/12479

Assignments DUE:

NO CLASS SESSION, April 25

Spring Recess, campus closed

SESSION THIRTEEN: Advocacy and outreach

Thursday, May 2

Required reading–annotation and discussion:

Buchanan, Gruning, J., Gursoy, A., & Barker, L. (2017). Surveying Archivists and Their Work toward Advocacy and Management, or "Enterprise Archiving." *The American Archivist*, *80*(2), 268–295. https://doi.org/10.17723/0360-9081-80.2.268

McWhite. (2010). "So, Your Institution Is Hosting a Presidential Debate...": A Case Study of 2008 Programming by the University of Mississippi Archives and Special Collections. *The American Archivist*, *73*(1), 219–234. https://doi.org/10.17723/aarc.73.1.n374578518678vk2

Optional–foundational reading:

Grabowski. (1992). Keepers, Users, and Funders: Building an Awareness of Archival Value. *The American Archivist*, *55*(3), 464–472. https://doi.org/10.17723/aarc.55.3.r9gmpj0rj8530811

Primer. (2009). Resources for Archives: Developing Collections, Constituents, Colleagues, and Capital. *Journal of Archival Organization*, *7*(1-2), 58–65. https://doi.org/10.1080/15332740902892833

Skinner, M., & Hulbert, I. G. (2022, August 22). *A*CENSUS II All Archivists Survey Report*. https://doi.org/10.18665/sr.317224

Assignments DUE:

1. Assignment #7: reference request
2. Assignment #8: Presentations

SESSION FOURTEEN: Conclusions

Thursday, May 9

Required reading–annotation and discussion:

LBSCI 730: Archival Appraisal, Arrangement, and Access Spring 2024 Syllabus

Assignments DUE:

1. Assignment #8: Presentations
2. Assignment #9: Access and use initiative project (5/19, midnight)
3. Assignment #10: Extra credit deliverable: social media (5/19, midnight)

E. Assignments, due dates, and grading plan

GRADING PLAN & ASSIGNMENTS

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

Practicum	20%
Annotations	20%
Finding aid analysis	15%
Access/use propsal	15%

Presentation	5%
Class participation	25%

Practicum

4 hands-on exercises/deliverables in appraising and arranging materials, describing archival collections, and addressing hypothetical "real-world" scenarios re: archival management.

Each deliverable <mark>REQUIRES</mark> a 200-500 word reflection in addition to specific requirements. If you do not include a reflection you will not receive full points.

DUE: throughout, see COURSE SCHEDULE
1. Assignment #2: Appraisal report, 2/29 (5 points)
2. Assignment #3: Arrangement schema, 3/21 (5 points)
3. Assignment #4: DACS description elements, 3/28 (5 points)
4. Assignment #7: Reference request, 5/2 (5 points)
5. Assignment #10: Social media post (extra credit, 2 points), 5/19

Annotations

Assignment #12: Using the annotation tool **Hypothes.is**, you will engage with the required readings listed in the course schedule. You are required to contribute at least one comment of substance and at least one thoughtful reply on each week's required reading(s) for full points.

You have the option of utilizing ONE skip week with no penalty. You will still be required to complete the readings, but formal annotations (comments AND replies) will not be checked. If you are exercising this option, please comment "SKIP" on the reading's associated page note with article information. No more than five students can skip one weeks' readings at any point in order to preserve discussion material for the rest of the class. If all skips are taken for any one week, I will comment "SKIPS CLOSED" on the page note.

The tool works as a Chrome extension or a bookmarklet, depending on your browser. The start guide is linked above, but instruction on how to download and use the tool will happen in our first class session.

Please use the [Hypothes.is group invitation link](#) to access highlights, notes, and discussions on the semester's readings.

DUE: Before class assigned

Finding aid analysis

Assignment #5: 1500-1800 word 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: 4/4

Access and use project

Assignments #6 & #9: Write a 1500-2000 word (2300 word absolute maximum, not including title page/references) proposal for one access and use initiative for the Creative Services Video Collection, the Creative Services Photographs Collection, or another Queens College Special Collections and Archives collection. You are free to be creative in your application of our learning objectives in Unit Four towards this initiative.

TOPIC DUE (assignment #6): 4/11
PROJECT DUE (assignment #9): 5/19

Presentation

Assignment #8: No shorter than 5 minutes and no longer than 10 minutes. Present on your access initiative. Must include slide deck.

DUE: 5/2 or 5/9

Class participation

This class is in-person for a reason! 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. 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 the course website in addition to emailed, so you should be sure to check your 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. There is no official grade penalty for late work or missed deadlines. As more time goes by the less flexible I can be with grading and even submission. You may lose points the longer work remains unsubmitted with no explanation, or I may decide not to accept the work if it's late enough in the semester. Email me early on! I want you to succeed.

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, 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.