SYLLABUS

LBSCI 730: Archival Appraisal, Arrangement, and Access

GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES

Queens College/CUNY

Fall 2024

Mode: in-person

Meeting days/times:

- Section 001: Thursdays 3:55-6:30 PM
- Section 002: Thursdays 6:40-9:15 PM

Classroom: Tanenbaum classroom, room 300i (in Rosenthal Library, third floor)

INSTRUCTOR INFORMATION

Instructor: Caitlin Colban-Waldron

Phone number: (718) 997-3652

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.

- 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.

Office Hours: available by zoom, in-person, or phone, but by appointment **only**

A. BULLETIN DESCRIPTION

3 hr.; 3 cr. Prereq.: LBSCI 700, 701, 702, 703; or permission of instructor.

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 STUDENT LEARNING OUTCOMES

Course Learning Goals	Assignments	GSLIS Student Learning Outcomes						
		A	B	C	D	E	F	G

1. **Understand** the basics of archival practice.	Finding aid analysis	X	X				X	X
2. **Implement** foundational knowledge towards practical archival appraisal, processing, and access work.	Practicum deliverables	X		X				
3. **Discuss** and critically engage in current issues related to archival practice.	Annotations Discussion lead		X		X	X	X	
4. **Develop** ability to communicate importance of archives in professional and external contexts.	Access/use project Presentation		X			X		X

GSLIS 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. Analyze and critically assess the design, implementation and results of research and apply them to information practice

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. REQUIRED TEXTS, TECH, AND SUPPLIES

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.

The course website is: www.introtoarchives.com.

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

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 in the Help section of the Commons website.

Additionally, 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, and a course-specific FAQ page is available for more help.

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

Finally, 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. TENTATIVE SCHEDULE SUMMARY

Week	Date	Topics	Assignments due
One	8/29	Introduction & course overview	none
Two	9/5	Archives and archivists; histories of archival practice	#1
Three	9/12	Archives building	none
Four	9/19	Making the appraisal decision	none
Five	9/26	Processing, or establishing control	#2
NO CLASS	10/3	NO CLASS	none

Six	10/10	Preservation	none
Seven	10/17	Arrangement	none
Eight	10/24	Description principles and standards	#3
Nine	10/31	Metadata and digital description	#4
Ten	11/7	Copyright, licensing, and intellectual property	#5
Eleven	11/14	Archival reference and research	#6
Twelve	11/21	Archival literacy and teaching with primary sources	#7
NO CLASS	11/28	**THANKSGIVING RECESS**	none
Thirteen	12/5	GSLIS Job Fair, Student Project Showcase and Alumni Reception	none
Fourteen	12/12	Advocacy and outreach	#8
Fifteen	12/19	Conclusion	#8
	12/21		#9, #10

TENTATIVE READING SCHEDULE

All readings, resources & details will be posted on the course website. Please check it at least weekly.

The below schedule is tentative; if the syllabus and the website are in conflict, **follow instructions on the website.**

Instructions: **Required** and **foundational** readings (and sometimes **further** readings) will be posted each week.
-   **Required** readings MUST be read before the class they're assigned. The required readings are the ones we will be discussing during the

discussion portion of the class, and annotations/replies are due only on each required reading.

- **Foundational** and **further** readings provide more context to each week's topic but are, ultimately, optional.

SESSION ONE: Archives and archivists
Thursday, August 29

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

SESSION TWO: Histories of archival practice
Thursday, September 5

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

Caswell, M. (2016). "The archive" is not an archives: acknowledging the intellectual contributions of archival studies. Reconstruction (Bowling Green, Ohio), 16(1).

SESSION THREE: Archives building
Thursday, September 12

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

SESSION FOUR: Making the appraisal decision
Thursday, September 19

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

SESSION FIVE: Processing, or establishing control
Thursday, September 26

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

SESSION SIX: Preservation
Thursday, October 10

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.

SESSION SEVEN: Arrangement
Thursday, October 17

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.

SESSION EIGHT: Description principles and standards
Thursday, October 24

Required reading–annotation and discussion:

Archives for Black Lives in Philadelphia, metadata recommendations.
https://github.com/a4blip/A4BLiP/blob/master/Resources/5_Metadata.md

The Queer Metadata Collective. (2024). Best Practices for Queer Metadata (1.0). Zenodo. https://doi.org/10.5281/zenodo.12580531

Alston, M., Basile, N., Carrier, S., Cronquist, M., Cullom, P., Dean, J., Figueroa, M., Gregory, L., Hart, L., Hoover, S., Howell, A., Kaiser, N., Lucas, D., Mc Keehan, M., Nakasone, S., Reynolds, R., Smithers, A., Stukes, D., Thomas, K., Thomas, T., & Wells, A. (2022). A Guide to Conscious Editing at Wilson Special Collections Library. University of North Carolina at Chapel Hill. University Libraries. https://doi.org/10.17615/rabx-a430

SESSION NINE: Metadata and digital description
Thursday, October 31

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

SESSION TEN: Copyright, licensing, and intellectual property

Thursday, November 7

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

SESSION ELEVEN: Archival reference and research
Thursday, November 14

Required reading–annotation and discussion:
Radick, C. (2016). Romance Writers' Use of Archives. Archivaria, 81, 45-73. Retrieved from https://archivaria.ca/index.php/archivaria/article/view/13558

Tucker, S. (1). Doors Opening Wider: Library and Archival Services to Family History. Archivaria, 62, 127-158. Retrieved from https://archivaria.ca/index.php/archivaria/article/view/12893

SESSION TWELVE: Archival literacy and teaching with primary sources
Thursday, November 21

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

SESSION THIRTEEN: Advocacy and outreach
Thursday, December 12

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

SESSION FOURTEEN: Conclusions
Thursday, December 19

Required reading–annotation:
LBSCI 730: Archival Appraisal, Arrangement, and Access Spring 2024 Syllabus

E. ASSIGNMENTS, DUE DATES AND GRADING PLAN

The final grade for this course will be determined as follows:
- Practicum deliverables, 20%
- Annotations, 20%
- Finding aid analysis, 15%
- Access/use project, 20%
- Class participation, 25%

Listed below are summaries of most, but not all, of the major activities that will be required in this course. Additional detailed instructions will be provided on the course website for each of them by your professor.

Practicum deliverables (20%): This assignment addresses Course SLO 2.

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

Each deliverable REQUIRES a 200-500 word reflection in addition to specific requirements. If you do not include a reflection, the maximum number of points you will receive is 2.

DUE: throughout, see COURSE SCHEDULE (tentative outline below).
- Assignment #2: Appraisal report, September 26 (5 points)
- Assignment #3: Arrangement schema, October 24 (5 points)
- Assignment #4: DACS description elements, October 31 (5 points)
- Assignment #7: Reference request, November 21 (5 points)
- Assignment #10: Social media post (extra credit, 2 points), December 21

Annotations (Assignment #12) (20%): This assignment addresses Course SLO 3.

Summary: 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 week's 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.

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) (15%): This project addresses Course SLO 1.

Summary: 1500-1800 word paper that analyzes and critiques two to three finding aids you locate online from different repositories, measuring them against professional standards.

DUE: November 7, 15 points

Access and use project (Assignments #6, #8, and #9) (20%): This project addresses Course SLO 4.

Summary: 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.

In addition to a paper, you are required to present on your initiative. The presentation should be no shorter than 5 minutes and no longer than 10 minutes and must include a slide deck.

TOPIC DUE (assignment #6): November 14, 0 points (but required)
PRESENTATION DUE (assignment #8): December 12 or December 19, 5 points
PROJECT DUE (assignment #9): December 21, 15 points

Class participation (25%): This assignment addresses Course SLOs 3 and 4.

Summary: This class is in-person for a reason! Participation in discussions and in-class exercises is essential. Attendance, active engagement with the readings and class contributions are mandatory to receive a passing grade. Participation includes the welcome post

(Assignment #1, due September 5), and discussion lead (assignment #12, due throughout the semester).

Overall Course Grades

Evaluation will be on a percentage system as detailed above. Grade assignment will follow the scholastic standards in the *2020-2021 Queens College Graduate Bulletin*, p. 28.

A A +	97-100
A	93-96
A -	90-92
B +	87-89
B	83-86
B -	80-82
C +	77-79
C	73-76
C -	70-72
F	0-69

Incompletes

An incomplete (Inc.) grade for the course will not be granted unless extenuating circumstances exist and with explicit, prior approval of the professor and in compliance with the rules of the College. See the *2020-2021 Queens College Graduate Bulletin*, p. 29 for additional information.

Please note that falling behind in course work or receiving unsatisfactory grades do not, in themselves, constitute sufficient cause to receive an Incomplete. (In other words, do not assume that you may simply choose to take an incomplete; this must be requested of the professor with ample justification in writing; it is not guaranteed.)

F. 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. Please consult http://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/ for the policy and other related information.

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 lists-servs or working as professionals in the field to do your work for you.

G. 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.

H. REASONABLE ACCOMMODATIONS FOR CANDIDATES WITH DISABILITIES

Candidates with disabilities needing academic accommodation should: (1) register with and provide documentation to the Special Services Office, Frese Hall Room 111; (2) bring a letter to your professor 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 Services Office, Frese Hall Room 111: Telephone: 718-997-5870; Email: QC.SPSV@qc.cuny.edu (Office/Testing Hours: Monday – Thursday: 8am – 6pm; Friday: 8am – 5pm; Saturday: 9am – 2pm).

I. ADDITIONAL INFORMATION

Queens College Writing Center

The Queens College Writing Center provides its services and resources offered at no cost to QC students. The Center stresses the importance of writing well. You are encouraged to take advantage of these services and resources. For more information about the available services and resources, please consult
https://www.qc.cuny.edu/academics/wc/

Writing

All papers submitted should be in Helvetica, 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.

Course Evaluation

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.

Participation and Conduct

Faculty and students are expected to behave in a professional manner, including participation that is inclusive, community-building, active, considerate, collaborative and respectful. Respectful behavior includes addressing each other by our preferred names and pronouns.

Degrading, disrespecting, insulting or harassing another person or group will not be tolerated. This includes in person or online abuse or any persistent and unwelcomed action that another person has notified you is unwelcome. Examples include: expressions of White supremacist ideology; offensive comments related to gender, gender identity and expression, sexual orientation, disability, neuro(a)typicality, physical appearance, body size, race or religion; deliberate misgendering or use of dead names; threats of violence or incitements to violence or self harm; intimidation; sustained disruption of discussion; unwelcome sexual attention; continued one-to-one communication after requests to cease; and the publication of non-harassing private communication.

We value freedom of speech when practiced in good faith, including rational debate and discussion, genuine exchanges of ideas, and spreading useful or enlightening information. White supremacy, hate speech and spreading disinformation will not be tolerated in GSLIS.

Counseling

Queens College has a counseling service through which licensed psychologists, certified social workers, licensed professional counselors, and counseling interns supervised by professional staff offer individual counseling, groups, and referrals to appropriate college or community resources. All sessions are free and confidential. Students meet with counselors for many reasons, including:

- College adjustment
- Family/relationship conflict
- Career/life choices
- Anxiety

- Poor academic performance
- Loneliness
- Life crisis
- Sexual identity/orientation

- Depression
- Low self-esteem

- Sexual assault/harassment
- Interpersonal violence

For more information see:

https://www2.qc.cuny.edu/StudentLife/services/counseling/counseling/Pages/default.aspx

If you are distressed and are seeking help, you can text the crisis text line:

Text CUNY to 741741 or you can call the New York City Helpline at: 1-888-692-9355.

The number for the National Suicide Hotline is: 1-800-273-8255.