

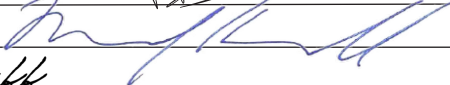

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval <u>12-6-21</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> History <b>College</b> Dorothy F. Schmidt College of Arts and Letters <i>(To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a>)</i>		
<b>Prefix</b> HIS  <b>Number</b> 3081	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i>  <b>Lab Code</b>	<b>Type of Course</b> <div style="border: 1px solid red; padding: 2px;">Lecture/Lab</div>	<b>Course Title</b> Introduction to Archives
<b>Credits</b> <i>(Review Provost Memorandum)</i> 3	<b>Grading</b> <i>(Select One Option)</i> <b>Regular</b> <input checked="" type="radio"/> <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> <i>(Syllabus must be attached; see <a href="#">Template</a> and <a href="#">Guidelines</a>)</i> This course will introduce students to basic theoretical issues, archival principles, and professional ethics. Students will develop an understanding of archives and libraries by engaging with current issues, trends, and theories that are shaping the field. This course will attempt to create a balance between theory and practice. Students will learn about archival responsibilities by working with materials thereby gaining a deeper understanding of archival concepts.	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i> Fall 2022	<b>Prerequisites, with minimum grade*</b>		
		<b>Corequisites</b>	<b>Registration Controls</b> <i>(Major, College, Level)</i>
<b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>			
<b>WAC/Gordon Rule Course</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <small>WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a>.</small>		<b>Intellectual Foundations Program (General Education) Requirement</b> <i>(Select One Option)</i>  None  <small>General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">GE Guidelines</a>.</small>	
<b>Minimum qualifications to teach course</b> Terminal degree in Archives/MLS			
<b>Faculty Contact/Email/Phone</b> vthur@fau.edu		<b>List/Attach comments from departments affected by new course</b>	
<b>Approved by</b> Department Chair <u></u> College Curriculum Chair <u></u> College Dean <u></u> UUPC Chair <u>Dan Meeroff</u> Undergraduate Studies Dean <u>Edward Pratt</u> UFS President _____ Provost _____			<b>Date</b> 11/9/2021 11.23.21 12-1-2021 12-6-21 12-6-21 _____ _____

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.



## HIS 3081: Introduction to Archives

Wednesdays 4:00 PM - 6:50 PM

3 credits

Fall 2022

Instructor: Victoria Thur

Office: LY 259 Office hours: by appointment

Classroom: LY 551 Telephone: 561-297-3787

Email: [vtthur@fau.edu](mailto:vtthur@fau.edu)

### Course Description

This course seeks to introduce students to basic theoretical issues, archival principles, and professional ethics. Students will develop an understanding of archives and libraries by engaging with current issues, trends, and theories that are shaping the field. This course will attempt to create a balance between theory and practice. Students will learn about archival responsibilities by working with materials thereby gaining a deeper understanding of archival concepts.

### Instructional Method

This class will consist of lecture and discussion, and on select dates there will be group work that involves hands-on work with artifacts and documents.

### Prerequisites/Corequisites N/A

### Course Objectives/Student Learning Outcomes

- Understand basic archival terminology and concepts
- Understand and describe the various types and history of the libraries and archives
- Describe and discuss legal, ethical, & environmental issues surrounding archives and collections
- Describe the core components and functions of archival procedures
- Complete a portion of a finding aid

#### *COVID-19 Statement*

*Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/> In classes with face-to-face components, quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work. Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.*

# Course Evaluation Method

Assignments		Date
Class participation & discussion	15%	throughout the semester
Quizzes	10%	9/7, 9/28, 11/1, & 11/16
Finding aid practicum	25%	throughout the semester
Finding aid evaluation	15%	10/26
Final paper & presentation on archives topic	35%	12/7

**Class participation and discussion:** for each class session, please be prepared to participate and discuss the readings

**Quizzes:** there will be 4 quizzes related to the previous weeks' readings and topics

**Finding aid practicum:** each week we will have a hands-on experience working with FAU University Archives materials, and we will create a finding aid together

**Finding aid evaluation:** a 3-to-5-page paper that evaluates and critiques a finding aid at a cultural heritage institution

**Final paper and presentation:** 10-page paper that discusses any of the archival topics covered over the semester. Final paper should be 12pt font, follow Chicago Manual of Style, include citations, and bibliography.

## Course Grading Scale

Quizzes will consist of both short answer identifications and essay questions. I will provide a choice of questions to choose from. Questions and Identifications will come from the readings and lectures. Thus, it is important to attend class.

### GRADING SCALE

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

## **Policy on Makeup Tests, Late Work, and Incompletes (if applicable)**

All quizzes, papers, and presentations are clearly marked on the syllabus. Make-up exams will not be allowed unless there is a documented emergency.

## **Special Course Requirements (if applicable)**

There will be two guest lectures, one via zoom and the other in person at FAU Libraries, Jaffee Center for Book Arts. We will watch and critique one film in class, “A Midwife’s Tale”

## **Classroom Etiquette Policy (if applicable)**

Students are expected to turn off all electronic devices for the duration of the class. Students who take calls or otherwise disrupt the class will be asked to leave. Using laptops for the purpose of taking notes is allowed and encouraged. Students observed using their laptops to play games or e-mail will be asked to leave.

## **Policy on the Recording of Lectures**

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University’s Student Code of Conduct and/or the Code of Academic Integrity.

## **Attendance Policy**

*Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.*

## **Counseling and Psychological Services (CAPS) Center**

*Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>*

## **Disability Policy**

*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).*

## **Code of Academic Integrity**

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).*

If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation.

## **Readings:**

**Readings: all reading will be available on course reserve**

**required:** Technical Subcommittee of the Society of American Archivists, *Describing Archives: A Content Standard (DACs)*, (Society of American Archivists, 2020).

[https://files.archivists.org/pubs/DACS\\_2019.0.3\\_Version.pdf](https://files.archivists.org/pubs/DACS_2019.0.3_Version.pdf)

### **Fall Semester Course Schedule**

**August 24, Week 1:** History of Archives & Libraries

Class overview, intro to LAMs (Libraries, Archives & Museums)

- Laura Millar, "The nature of Archives in Archives," in *Principles and Practices*, (Chicago: Neil-Schuman Publishers, Inc. 2017), 52-66.
- Kathleen D. Roe, "Why Archives?" *American Archivist* 79, no. 1 (Spring/Summer 2016): 6-13.
- Society of American Archivists Code of Ethics: <https://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics>
- ACRL Code of Ethics for Special Collections Librarians: [https://rbms.info/standards/code\\_of\\_ethics/](https://rbms.info/standards/code_of_ethics/)

- We will start looking at how to use the DACS manual, see required reading

### **August 31, Week 2: Archivists/Librarians, Records, & Primary Resources**

- Katherine S. Madison, "Who Lives, Who Dies, Who Tells Your Story': The Use and Representation of Records in Hamilton: An American Musical," *American Archivist* 80, no. 1 (Spring/Summer 2017): 53-81.
- Terry Cook, "What is Past is Prologue: A History of Archival Ideas Since 1898 and the Future Paradigm Shift," *Archivaria* 43, (Spring 1997): 17-63.
- Guidelines: Competencies for Special Collections Professionals, <https://www.ala.org/acrl/standards/comp4speccollect>

Activities: hands on work with University Archives

Select final paper topic and get approval from instructor

### **September 7, Week 3: Accessioning, Records Management & Archival Processes**

- Terry Cook, "'We Are What We Keep; We Keep What We Are': Archival Appraisal Past, Present and Future," *Journal of the Society of Archivists*, 32, no. 2 (2011): 173-189.
- Pam Hackbart-Dean and Christine De Catanzaro, "The strongest link: The management and processing of archival collections," *Archival Issues* (2002): 125-136.
- Audra Eagle Yun, ed., *Principles and History of Archival Accessioning in Archival Accessioning* (Society of American Archivists 2021), 5-30.

Activities: quiz & hands on work with University Archives

### **September 14, Week 4: Appraisal, Acquisition, & Collection Development**

- Sue McKemmish, "Evidence of Me," *Archives and Manuscripts* 24, (May 1996): 28-45.
- Caryn Wojcik, "Appraisal, Reappraisal and Deaccessioning," *Archival Issues* 27, no. 2 (2002): 151-160.
- Michelle Light and Margery Sly, "Selecting and Appraising Archives and Manuscripts," in *Arranging and Describing Archives and Manuscripts*, ed. Dennis Meissner (Chicago, IL: Society of American Archivists, 2019): 129-132.
- Purcell, Aaron D. "The Planning" and "The Partners" in *Donors and Archives: A Guidebook for Successful Programs* (Lanham, MD: Rowman & Littlefield, 2015): 25-40 and 120-140.
- Richard Cox and Helen Samuels, "The Archivist's First Responsibility: A Research Agenda to Improve the Identification and Retention of Records of Enduring Value," *The American Archivist* 51, no. 1 (1988): 28-42.

Activities: hands on work with University Archives

### **September 21, Week 5: Arrangement & Description**

- Erin Baucom, "An Exploration into Archival Descriptions of LGBTQ Materials," *American Archivist* 81, no. 1 (Spring/Summer 2018): 65-83.
- Dennis Meissner, "Arranging and Describing Archives and Manuscripts" in *Arranging and Describing Archives and Manuscripts* (Chicago, IL: Society of American Archivists, 2019): 16-32.
- Sara White, "Crippling the Archives: Negotiating Notions of Disability in Appraisal and Arrangement and Description," *The American Archivist*, 75 (2012): 109-124.
- Stacy Wood, Kathy Carbone, Marika Cifor, Anne Gilliland, Ricardo Punzalan, "Mobilizing Records: Re-framing Archival Description to Support Human Rights," *Archival Science*, 14 (2014): 397-419.

Activities: hands on work with University Archives

**September 28, Week 6:** Visit to JCBA artist books and distinctive collections

guest speaker: John Cutrone (Director JCBA, FAU Libraries)

Activities: quiz & hands on work in the print shop

**October 5, Week 7:** Preservation, Conservation, Security, & Disaster Planning

- Michelle L. Berenfeld, "Planning for Permanent Emergency: 'Triage' as a Strategy for Managing Cultural Resources Threatened by Climate Change," *The George Wright Forum* 32, no. 1 (2015): 5-12.
- Eira Tansey, "Archival Adaptation to Climate Change," *Sustainability, Science, Practice & Policy* 11, no. 2 (2016): 45-56.
- ACRL/RBMS Guidelines Regarding Security and Theft in Special Collections, [https://www.ala.org/acrl/standards/security\\_theft](https://www.ala.org/acrl/standards/security_theft)
- Travis McDade, *Torn from their Bindings: A Story of Art, Science, and the Pillaging of American University Libraries* (Lawrence, Kansas: University Press of Kansas, 2018): 5-17, 83-116.
- Northeast Documentation Center, Preservation 101, <https://www.nedcc.org/preservation101/session-1/1what-is-preservation>

Activities: hands on work with University Archives

**October 12, Week 8:** Reference, Access, & Outreach

guest speaker: Lolita Rowe (Community Outreach Archivist, Rose Library, Emory University)

- Mary Jo Pugh, "Looking Backward, Looking Forward" and "Identifying Uses and Users of Archives in Providing Reference Services for Archives and Manuscripts," in *Providing Reference Services for Archives & Manuscripts* (Chicago, IL: Society of American Archivists, 2005): 1-7 and 33-73.
- T-Kay Sangwand, "Revolutionizing the Archival Record through Rap: Cuban Hip Hop and Its Implications for Reorienting the Archival Paradigm," In Mary A. and Kathryn M. Neal eds. *Through the Archival Looking Glass: A Reader on Diversity and Inclusion* (Chicago, IL: Society of American Archivists, 2014): 91-110.
- Sharon Thibodeau, "Building Diversity Inside Archival Institutions," In Mary A. and Kathryn M. Neal eds. *Through the Archival Looking Glass: A Reader on Diversity and Inclusion* (Chicago, IL: Society of American Archivists, 2014): 195-213.

**October 19, Week 9:** Decolonizing the Archives

- Peter Wosh, "Reflections on Public History and Archives Education," *Journal of Archival Organization* 14, no. 3 (2018): 95-99.
- Ashley Farmer, "Archiving While Black," *The Chronicle of Higher Education*, July 22, 2018.
- M. H. Ramirez "Being Assumed Not to Be: A Critique of Whiteness as an Archival Imperative," *American Archivist* 78, no.2 (Fall/Winter 2015): 339-356.
- Stephen D. Booth, "Practice What You Preach: Diversity in Action," In *Archival Values: Essays in Honor of Mark A. Greene*, eds. Christine Weideman and Mary A. Caldera (Chicago: IL: Society of American Archivists, 2019): 67-74.

**October 26, Week 10:** Evaluating Finding Aids

Finding Aids Analysis – this week you will present your finding aid and discuss your evaluation of a finding aid from a cultural heritage institution.

Activities: hands on work with University Archives

Assignment Due: Finding aid evaluation

**November 2, Week 11: Values, Ethics, & Legal Concerns** – donor agreements, MOUs, and FERPA

- Ashlyn Velte, “Ethical Challenges and Current Practices in Activist Social Media Archives,” *American Archivist* 81, no. 1 (Spring/Summer 2018): 112-134.
- Rachel Onuf, “Sifts in the Firmament: The Place of Preservation in the Constellation of Archival Values,” In *Archival Values: Essays in Honor of Mark A. Greene*, eds. Christine Weideman and Mary A. Caldera (Chicago: IL: Society of American Archivists, 2019): 188-199.
- Menzi L. Behrnd-Klodt, “Access and Privacy Issues in Archives,” in *Navigating Legal Issues in Archives* (Chicago, IL: Society of American Archivists, 2008): 101-123.
- Peter B. Hirtle, Emily Hudson, and Andrew T. Kenyon, *Copyright and Cultural Institutions: Guidelines for Digitization for U.S. Libraries, Archives, and Museums* (Ithaca, NY: Cornell University Library 2009): 1-11 and 107-127. <https://ecommons.cornell.edu/handle/1813/14142>

Activities: quiz & hands on work with University Archives

draft outline and bibliography for final paper topic

**November 9 Week 12: Making Memory & Archival Silences**

- Sonia Yaco, Beatriz Betancourt Hardy, “Historians, Archivists, and Social Activism: Benefits and Costs,” *Archival Science* 13, no. 2 (2013): 253-272.
- Joan M. Schwartz and Terry Cook, “Archives, Records, and Power: The Making of Modern Memory,” *Archival Science* 2, no.1 (2002): 1-19.
- Bruce P. Montgomery, “Saddam Hussein's Records of Atrocity: Seizure, Removal, and Restitution,” *The American Archivist* 75, no.2 (2012): 326-370.
- Terry Cook, "Evidence, Memory, Identity, and Community: Four Shifting Archival Paradigms," *Archival Science* 13, no.2 (2013): 95-120.

**November 16, Week 13: Community Archives & Advocacy**

- Michelle Caswell, “‘Thank You Very Much, Now Give Them Back’: Cultural Property and the Fight over the Iraqi Baath Party Records,” *American Archivist* 74, no. 1(Spring/Summer 2011): 211-240.
- Randall C. Jimerson, “The Ethics of Social Responsibility: Building Public Awareness of Archives,” In *Archival Values: Essays in Honor of Mark A. Greene*, eds. Christine Weideman and Mary A. Caldera (Chicago: IL: Society of American Archivists, 2019): 42-54.
- Michelle Caswell, Alda Allina Migoni, Noah Geraci, and Marika Cifor, “‘To Be Able to Imagine Otherwise’: Community Archives and the Importance of Representation,” *Archives and Records* 38, no. 1 (2016): 1-20.
- Valerie Love and Marisol Ramos, “Identity and Inclusion in the Archives,” In Mary A. and Kathryn M. Neal eds. *Through the Archival Looking Glass: A Reader on Diversity and Inclusion* (Chicago, IL: Society of American Archivists, 2014): 1-22.

Activities: quiz & hands on work with University Archives

**November 23, Week 14: Preparation day to work on your presentation** – no class

**November 30, Week 15: Film, “A Midwife’s Tale”**



- Tanfer Emin Tunc, "Midwifery and Women's Work in the Early American Republic: A Reconsideration of Laurel Thatcher Ulrich's *A Midwife's Tale*," *The Historical Journal* 53, no. 2 (2010): 423-428.
- Christy Fic, "Working as an Embedded Archivist in an Undergraduate Course: Transforming Students into Scholars through an Archival Workshop Series," *American Archivist* 81, no. 2 (2018): 290-309.

Activities: hands on work with University Archives

**December 7, Week 16:** Presentations on paper topics and paper due