

**LIS 658: Archival Management**  
**Section 01**  
**University of North Carolina at Greensboro**  
**Spring 2022 Syllabus**  
**Class Time: Tuesdays, 5:30-8:20 PM (Eastern)**  
**Class Location: Online (via Zoom)**

**Instructor Information:**

Professor: Dr. Colin Post

Email: [cpost@uncg.edu](mailto:cpost@uncg.edu)

Office: SOE 352

Office hours (via Zoom): Mon, 1:00-3:00 PM; Thur 9:00-11:00 AM or by appointment

*UNCG is located on the traditional lands of the Keyauwee and Saura. Let us venture to honor them with our work together.*

**Communication:**

*To me:*

If you have a problem, concern, or question, please communicate with me. The sooner you come to me with any concern, the sooner we can resolve the issue. Don't hesitate to bring up any issue—major or minor. I'll be checking in with the whole class periodically to make sure the course is going smoothly on all fronts. I will also provide time for general questions during each class session.

The best way to get in touch with me is via email ([cpost@uncg.edu](mailto:cpost@uncg.edu)). I will typically respond to all emails within 24 hours during the week and within 48 hours during the weekend. I will also create a Frequently Asked Questions (FAQ) thread on the Canvas discussion forum. If I receive several similar questions, I'll post a generalized and anonymized version of the question there.

For more detailed questions about assignments, grades, and so on, I will want to schedule a meeting (via Zoom) to discuss in-depth. You can schedule an appointment during my office hours by visiting [my calendar](#) and clicking on an appointment block. If my regular office hours do not work for you, you can also email me to schedule another time that fits your schedule. You can refer to my calendar to see my availability and propose an open time for a meeting.

*From me:*

You can expect to hear from me via email and through Canvas. I will send individual emails (to your UNCG email account) regarding things like specific questions about an assignment or following up on something from a class session. I will make general class announcements through Canvas, and we will all be engaging in ongoing discussion through the forums (more on this below).

**Teaching philosophy:**

I believe that my role as a teacher is facilitating a collaborative and active process of knowledge construction. I don't have all (or even most) of the answers. My role is not to pass a clearly defined body of information directly to you, the student. While there is some foundational information relevant to professional practice that we will work through in this course, my main

goal is to inspire inquiry, critical reflection, and creative thinking launching off from this foundational information. I also hope to establish a space for us to all share in this inquiry, a space where we can all contribute and where everyone's contributions are valued.

**Course description:**

Survey of archival management theory and practice, including the appraisal, acquisition, and organization of archival materials and the role of technology in preserving and providing access to collections.

**Student learning outcomes:**

By the end of the course, students should accomplish the following:

- Gain an understanding of the role of archives and records across diverse social and cultural contexts
- Develop a sense of the wide range of repositories and institutions responsible for archival materials
- Understand both the traditional and emerging professional roles and responsibilities of archivists
- Gain a broad knowledge of the core archival functions
- Critically engage with ethical issues in current professional discourse

**Teaching methods:**

During our weekly synchronous class sessions, we will engage in discussions and participate in activities that will help you to achieve the learning outcomes for the course. These weekly sessions will also provide time and space for us to build a community supportive of everyone's learning and growth. I will provide some introductory remarks and slides highlighting key concepts each session, but my formal lecturing will be limited. I want to reserve the bulk of our class time for interactive and engaging discussions and activities. You will also have a stake in leading class discussions through in-class presentations that will occur throughout the semester.

Throughout the semester, we will be working with Maggie Murphy, the Visual Art & Humanities Librarian at UNCG, to enhance a digital repository managed by the library. The repository collects digital documentation of [\*Sight Sound Touch\*](#), an ongoing public art project in Greensboro. There will be several facets to our collaboration with Maggie, including both individual and group work. The graded components of the project are outlined in detail in the assignment description documents in Canvas.

**Attendance:**

Attending the synchronous online class sessions each week will be a foundation for your success in the course. Because your and your classmates' learning in the course depends on these synchronous meetings, you will be expected to attend all these sessions. I also understand that everyone has busy schedules and many commitments outside of class. Just let me know ahead of time if you need to miss a class session for any reason and we can make accommodations.

**Discussion forums:**

Along with our weekly synchronous meetings, we will be using the [discussion forums](#) to discuss key concepts and think through real-world applications and situations for ideas from the

readings. Each week, I will post questions or prompts to think about as you read, and I will share other relevant items (e.g. stories on current events, links to interesting videos) to expand our conversation. Each week, you should make substantive and thoughtful contributions to the discussions. These contributions can be responses to my questions, comments on other students' posts, or your own questions that you'd like to pose to the class. The goal is to sustain engaging discussions among the class on the forums and NOT for each student to make one post directly responding only to my questions.

There is no strict quota or requirement for discussion forum posts, though you need to post *something* to the forum every week. As noted below, contributions to the discussion forum are part of your weekly participation grade.

### **Assignments:**

Assignments are listed in the Assignment Table, in the Course Schedule below, and are available on Canvas. Each assignment will ask you to perform tasks, create examples, and/or provide analysis related to topics covered in this class. All assignments are due by the beginning (5:30 PM) of class on the date listed (see the assignment table and course calendar below).

**Assignments need to be turned in via Canvas.** I am generally accommodating in receiving late work, though I appreciate if you let me know as soon as possible if you are not able to complete an assignment by the deadline.

Rubrics and full descriptions for all assignments may be found on Canvas, but I have included some pertinent information regarding participation and presentations specifically below.

<b>Assignment</b>	<b>Due Date</b>	<b>Percent of final grade</b>
Reflective essays	2/8; 3/15; 4/19	30%
Repository project	2/22; 3/29; 5/3	30%
Presentation	1/25 (sign up)	20%
Participation	Weekly	20%
<b>Total</b>		100%

### **Grading:**

A = 95-100%, A- = 90-94

B+ = 87-89, B = 84-86, B- = 80-83

C+ = 75-79, C = 70-74

F = 0-69

### **Participation:**

I will assess participation holistically based on your engagement both on the discussion forums and in the synchronous class sessions. I recognize, though, that students participate in class in different ways. Participation may take the form of sharing comments and questions in the chat feature in Zoom or sharing out from a group activity.

I will record participation grades weekly throughout the semester (20 points per week), so you will be able to have a good sense of my expectations for participation from the start of the course. If you have any concerns about your participation, please express those to me early on in the semester so that we can come up with a solution.

**Presentations:**

Throughout the semester, you will be making presentations on either current events or an historical event related to archives (see assignment description for more information). I strongly encourage working with a partner on the presentation. I'll post a schedule of presentation dates in a Google Doc, and share this with you all so that you can sign up for your preferred week. **By the third week of class**, each pair will need to choose a topic. The presentation should be an approximately 10 minute oral report on that topic to the class on the assigned date via Zoom. If you have a genuine fear of public speaking and wish to come up with an alternative to a live presentation, please discuss this with the instructor during the first two weeks of the semester.

**Required Text:**

There is one required textbook for the class, which we'll be reading throughout the semester:

O'Toole, James and Richard Cox. *Understanding Archives & Manuscripts*. Archival Fundamentals Series II. Chicago: Society of American Archivists, 2006.

Other readings are listed in this syllabus and posted on Canvas.

*Additional Resources:*

Throughout the course, we will be encountering and discussing many terms related to archival work. I encourage everyone to frequently consult this incredible resource: *The Dictionary of Archives Terminology* (<https://dictionary.archivists.org/>). This online dictionary is totally open and free to use, and each entry includes citations to literature applying the given concept.

For anyone looking to dig deeper in any particular area covered by the course, I highly recommend any of the volumes in the *Archives Fundamentals Series* published by the Society of American Archivists. Each volume covers some aspect of archival work in great depth and breadth. The third version of the series is currently being released, though used copies of volumes from the first two iterations of the series are also worth digging up.

**Accommodations:**

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, 334-5440, [oars.uncg.edu](mailto:oars.uncg.edu) (<http://ods.uncg.edu/especially-for-faculty/>)

If you will need any accommodation in order to successfully complete the course, please contact OARS as soon as possible. I will be happy to work with you and OARS to make sure you are able to fully participate in the course.

**Academic Integrity Policy and Student Ethics Statement:**

Students are expected to uphold the Academic Integrity Policy, which you can find here: <https://drive.google.com/file/d/0B0rFGGhJvbDHUExSZmFFaWFmb00/view>. Each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the university community, and (3) to foster a high sense of integrity and social responsibility on the part of the university community.

Each student is required to sign the Academic Integrity Pledge as part of the admissions and/or orientation into the program. UNCG recommends each new student sign the Academic Integrity Pledge during new student orientation: <https://osrr.uncg.edu/academic-integrity/the-pledge/>

Students should recognize their responsibility to uphold the *Academic Integrity Policy* and to report apparent violations to the appropriate persons. Students who do not understand the *Policy* or its application to a particular assignment are responsible for raising such questions with their faculty member.

### **UNCG Plagiarism Policy:**

(<http://sa.uncg.edu/dean/academic-integrity/violation/plagiarism/>)

Plagiarism- Representing the words of another, as one's own in any academic exercise.

- Plagiarism may occur on any paper, report, or other work submitted to fulfill course requirements. This includes submitting work done by another, whether a commercial or non-commercial enterprise, including web sites, as one's own work.

#### Types and Sanctions

- Failure to Cite References: Intentional or obvious failures to properly cite sources. Recommended sanctions range from requiring the student to re-do the paper to a zero on the paper
- Submitting, as one's own, work done by or copied from another: Includes work done by a fellow student, work done by a previous student, or work done by anyone other than the student responsible for the assignment. Recommended sanctions range from F on assignment to a recommendation for expulsion

**UNCG Acceptable Use of Computing and Electronic Resources Article 10-** (Anti-plagiarism policy: [http://policy.uncg.edu/university-policies/acceptable\\_use/](http://policy.uncg.edu/university-policies/acceptable_use/))

Students agree that by taking courses at UNCG, all required papers may be subject to submission for textual similarity review to an anti-plagiarism service for the detection of plagiarism. **I will not be conducting these reviews on all papers, but I will use this tool if it is warranted** All submitted papers may be included as source documents in the reference database solely for the purpose of detecting plagiarism of such papers. UNCG's anti-plagiarism service is maintained by ITS. The currently used service can be identified by contacting 6-TECH at 336-256-TECH (8324) or 6-tech@uncg.edu.

### **UNCG Copyright Ownership and Use Policy:**

The University of North Carolina at Greensboro is dedicated to its mission of instruction, research and service. It is the policy of this University that its faculty, staff and students carry out their scholarly work in an open and free atmosphere, and that consistent with applicable laws and policy they publish the results of such work without restraint. Additionally, this University is

administratively committed to providing an environment that maximizes the creative potential of its faculty, staff and students.

To that end, the University believes that support for and ownership of creative works should be given to the creator or creators of those works subject to the retention by the University of rights for internal educational use and research. Ownership of Copyright by the University is reserved for those works created at the direction of the University or pursuant to negotiated agreements. Additionally, the University supports the responsible, good faith exercise of full fair use rights by employees and students in furtherance of their teaching, research, service and other educational activities. This Policy implements these principles and commitments (<http://policy.uncg.edu/university-policies/copyright/>)

### **Contrapower Statement:**

As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms - both direct and indirect - and can occur in subtle or overt ways. Traditionally, harassment is seen from a formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes, and course evaluations. **Both Contrapower and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.**

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874
- Murphie Chappell, Title IX Coordinator (reporting agent): 336.256.0362 or [mechappe@uncg.edu](mailto:mechappe@uncg.edu)
- University Police (reporting agent): 336.334.4444

For more information on UNCG's policies regarding harassment, visit [UNCG Sexual Harassment Policy](#)

### **Impact of COVID-19:**

Even though this is an online course and we will not be meeting in person physically, I recognize that COVID-19 will have myriad impacts on all of us throughout the semester. Whether or not you plan to be on campus this semester, it is important to stay safe and follow health recommendations and guidelines. If you are planning to work on campus or attend in-person classes, please follow the below guidelines.

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in

behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Wearing a face covering that covers both nose and mouth](#)
- Observing [social distance](#) in the classroom
- Engaging in proper hand washing hygiene when possible
- [Self-monitoring for symptoms of COVID-19](#)
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS](#) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

*Shield our Spartans Video:*

UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well being of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important.

Please watch this video before the first day of classes. <https://youtu.be/Mb58551qxEk>

**Health and Wellness:**

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress,

alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience.

You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at [Student Health Services](#), or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting [Spartan Recovery Program](#) or reaching out to [recovery@uncg.edu](mailto:recovery@uncg.edu).

### Technology Support:

6-TECH ITS Service Desk: [6tech@uncg.edu](mailto:6tech@uncg.edu), (336) 256-TECH, [\(336\) 256-8324](tel:336-256-8324), Open 24/7

[6-TECH Online](#), a web-based central access point for all of your technical needs! [6-TECH Online](#) will allow you to search for your own solutions from a global knowledge base, submit and view your own tickets, and more. All of these services available 24x7.

**Note:** [As a UNCG student you have access to Office 365/2016 for free on up to five devices.](#)

### Schedule:

Week	Topic	Readings for this class	Assignments Due
1: 1/11	Introductions		
2: 1/18	Recorded information	UAM Ch. 1	
3: 1/25	History of archival work	UAM Ch. 2	Sign up for presentation
4: 2/1	Core values, knowledge, and responsibilities	UAM Ch. 3-4	
5: 2/8	Arrangement and description	Roe; explore finding aids; explore DACs, EAD, EAC	Reflective essay #1
6: 2/15	Processing	Greene & Meissner; Lafferty-Hess & Christian	
7: 2/22	Reference, access, and outreach	Pugh; McCausland; explore "Levels of Born-Digital Access" and Accessing Digital Archives libguide	Group report #1
8: 3/1	Preservation and curation	O'Toole; Hedstrom et al.; explore NDSA "Levels of Digital Preservation	
9: 3/15	Acquisition and appraisal	Samuels; Cook; Caswell	Reflective essay #2
10: 3/22	Archival workflows	Daines; Urquhart; explore Community-Owned Workflows	
11: 3/29	Evolving skills and practices	Lee & Tibbo; UAM Ch. 5	Group report #2



12: 4/5	Evolving contexts	Flinn et al.; Fournet	
13: 4/12	Archives and social justice	Hughes-Watkins; Sutherland; Drake	
14: 4/19	Privacy	Kaplan; Todd	Reflective essay #3
15: 4/26	Archives and power	Schwartz & Cook; Jimerson	
5/3	FINAL REPORT DUE		Group report #3

### **Bibliography:**

Below is a list of all readings we will be covering throughout the semester. All readings and other resources (aside from UAM) will be posted and/or linked to on the Canvas site.

- Caswell, Michelle. 2020. "Dusting for Fingerprints: Introducing Feminist Standpoint Appraisal." *Journal of Critical Library and Information Studies* 3.
- Cook, Terry. 2011. "'We Are What We Keep; We Keep What We Are': Archival Appraisal Past, Present and Future." *Journal of the Society of Archivists* 32 (2): 173–89.
- Daines III, J. Gordon. 2011. "Re-Engineering Archives: Business Process Management (BPM) and the Quest for Archival Efficiency." *The American Archivist* 74 (1): 123–57.
- Drake, Jarrett M. 2016. "#ArchivesForBlackLives: Building a Community Archives of Police Violence in Cleveland." *Medium*. April 22, 2016.  
<https://medium.com/on-archivy/archivesforblacklives-building-a-community-archives-of-police-violence-in-cleveland-93615d777289>.
- Flinn, Andrew, Mary Stevens, and Elizabeth Shepherd. 2009. "Whose Memories, Whose Archives? Independent Community Archives, Autonomy and the Mainstream." *Archival Science* 9 (1–2): 71–86.
- Fournet, Adele. 2021. "Bit Rosie: A Case Study in Transforming Web-Based Multimedia Research into Digital Archives." *The American Archivist* 84 (1): 119–38.
- Greene, Mark, and Dennis Meissner. 2005. "More Product, Less Process: Revamping Traditional Archival Processing." *The American Archivist* 68 (2): 208–63.
- Hedstrom, Margaret L., Christopher A. Lee, Judith S. Olson, and Clifford A. Lampe. 2006. "'The Old Version Flickers More': Digital Preservation from the User's Perspective." *The American Archivist* 69 (1): 159–87.
- Hughes-Watkins, Lae'l. 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* 5 (1).
- Jimerson, Randall C. 2006. “Embracing the Power of Archives.” *The American Archivist* 69 (1): 19–32.
- Kaplan, Diane. 1996. “The Stanley Milgram Papers: A Case Study on Appraisal of and Access to Confidential Data Files.” *The American Archivist* 59 (3): 288–97.
- Lafferty-Hess, Sophia, and Thu-Mai Christian. 2016. “More Data, Less Process? The Applicability of MPLP to Research Data.” *IASSIST Quarterly* 40 (4): 6–13.
- Lee, Christopher A., and Helen Tibbo. 2011. “Where’s the Archivist in Digital Curation? Exploring the Possibilities through a Matrix of Knowledge and Skills.” *Archivaria* 72: 123–68.
- McCausland, Sigrid. 2011. “A Future Without Mediation? Online Access, Archivists, and the Future of Archival Research.” *Australian Academic & Research Libraries* 42 (4): 309–19.
- O’Toole, James. 1989. “On the Idea of Permanence.” *The American Archivist* 52 (1): 10–25.
- O’Toole, James, and Richard Cox. 2006. *Understanding Archives & Manuscripts*. Archival Fundamental Series II. Chicago: Society of American Archivists.
- Pugh, Mary Jo. 2005. *Providing Reference Services for Archives & Manuscripts*. Archival Fundamental Series II. Chicago: Society of American Archivists.
- Roe, Kathleen D. 2005. *Arranging & Describing Archives & Manuscripts*. Archival Fundamental Series II. Chicago: Society of American Archivists.
- Samuels, Helen. 1986. “Who Controls the Past.” *The American Archivist* 49 (2): 109–24.
- Schwartz, Joan M., and Terry Cook. 2002. “Archives, Records, and Power: The Making of Modern Memory.” *Archival Science* 2 (1): 1–19.
- Sutherland, Tonia. 2017. “Making a Killing: On Race, Ritual, and (Re)Membering in Digital Culture.” *Preservation, Digital Technology & Culture* 46 (1): 32–40.
- Todd, Malcolm. 2006. “Power, Identity, Integrity, Authenticity, and the Archives: A Comparative Study of the Application of Archival Methodologies to Contemporary Privacy.” *Archivaria* 61: 181–214.

Urquhart, Christine. 2018. "Workflow Analysis and Process Mapping in US Academic Libraries." In *Information Systems: Process and Practice*, edited by Christine Urquhart, Faten Hamad, Dina Tbaishat, and Alison Yeoman, 127–43. London: Facet Publishing.