

**LIS 658: Archives and Records Management
Section 01
University of North Carolina at Greensboro
Spring 2024 Syllabus
Class Time: Wednesdays, 5:30-8:20 PM (Eastern)
Class Location: Online (via Teams)**

Instructor Information:

Professor: Dr. Colin Post

Email: ccpost@uncg.edu

Office: SOE 352

Office hours (via Teams): By appointment, schedule using [my calendar](#)

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.

The best way to get in touch with me is via email (ccpost@uncg.edu). I will 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 Teams) to discuss in-depth. You can schedule an appointment by visiting [my calendar](#).

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.

Teaching and Learning 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.

Your role as a student is to be an active participant in the construction of knowledge. While aspects of the subject matter for this course may be entirely new to you, you are expected to contribute to the process by asking critical and inquisitive questions, making connections to your own experience, and embracing the unknown with curiosity. As an information professional, you will often be confronted with novel challenges that you need to solve by gaining new skills and wading into new areas of knowledge. I encourage you to treat the classroom as a safe space to develop the essential mindset of the 'reflective practitioner.'

Course Description:

This course introduces students to the theory and practice of archives and records management, including the appraisal, acquisition, and organization of archival materials. The course emphasizes the societal role and function of archival institutions in preserving authentic records for their evidentiary and informational value.

Student Learning Outcomes (SLO):

This class will focus in large part on [Program Learning Outcomes](#) (PLOs) 1 and 2.

Upon successful completion of this course students will be able to:

1. Demonstrate an understanding of the history of the archival profession (1.1, 1.6, 1.7)
2. Apply archival description and arrangement standards (1.3, 1.4)
3. Discuss a major archival appraisal and selection theory (1.2, 1.7, 2)
4. Discuss the ethical, social, and cultural significance of records (1.1, 1.7)
5. Demonstrate an understanding of the records life cycle (1.1, 1.6)

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.

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 synchronous sessions. I also understand that everyone has busy schedules and many commitments outside of class, so let me know ahead of time if you need to miss a class session for any reason and we can make accommodations.

Classes will be recorded to assist those that need to miss a synchronous session, as well as to provide an easy way to review class lectures and discussions. However, these recordings should not be circulated to anyone outside of the class.

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.

Late work policy: 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. I do not assess a penalty for late work if arrangements for an extension have been made, or if the assignment is turned in within a day of the due date. Otherwise, late work will be docked 10% of the earned grade.

I have included brief overviews of the assignments below; full descriptions and grading rubrics for all assignments may be found on Canvas.

Assignment	Due Date	Percent of Final Grade
Reflective essay	2/14	20%
Archives description exercises	3/13; 4/3	20%
Presentation	1/31 (signup)	20%
Archival appraisal policy analysis	4/26	20%
Discussions	Weekly	20%
Total		100%

Reflective essay: You will listen to an archives-related podcast episode and use that as a jumping off point to write a reflective essay on the work that archivists do. This essay will provide an opportunity early in the semester to begin to meditate on the key concepts pertaining to archives.

Archives description exercises: You will complete two archival description exercises that will ask you to apply two different approaches to representing archival records. In the first exercise, you will use archival metadata standards to create a finding aid for a personal archival collection. For the second exercise, you will create metadata records for individual digital archival objects.

Presentation: Throughout the semester, students will work in groups to share in-class presentations on a current event related to archives, archivists, or archival records. These presentations will complement the course material to illustrate the range of ways that archives are important to society today.

Archival appraisal policy analysis: The final assignment for the course will ask you to critically reflect on archival appraisal, arguably the most fundamental component of archival work. You will select an archives and analyze its appraisal policy, considering how the appraisal policy

shapes the archival materials collected by that institution and how this policy puts into practice appraisal theories and approaches discussed in class.

Discussions: 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. Participation in the discussion forums constitutes 20% of your overall class grade, based on points assessed each week. There is no strict quota or requirement for discussion forum posts, though you need to post *something* to the forum every week. For grading purposes, discussion posts need to be made **before the class meeting for a given week**, but you are welcome to continue ongoing discussions from previous weeks.

Grading:

Grade	Range	GPA	Meaning
A	95-100	4.0	Exceptional work: Student work exceeds expectations by demonstrating strong command of concepts, depth and originality of thought, and superb articulation of ideas.
A-	90-94.999	3.7	Outstanding work: Student work demonstrates solid command of concepts and completes all assignment requirements at a superior level.
B+	87-89.999	3.3	Very good work: Student work is squarely above average in grasp of course concepts, articulation of ideas, and completion of assignment requirements.
B	84-86.999	3.0	Good work: Student performance meets expectations for graduate-level work in library and information science.
B-	80-83.999	2.7	Marginal work: Student work demonstrates an incomplete comprehension of course materials, or the articulation of ideas may be underdeveloped; students may not complete all requirements of assignments.
C+	75-79.999	2.3	Unsatisfactory work: Student work is well below average and demonstrates inadequate comprehension of course concepts; significant requirements of assignments are not fulfilled.
C	70-74.999	2.0	
F	0-69.999	0.0	Failing: Student needs to retake course to achieve credit; student position in program may be at risk.

I = Incomplete; indicates inability to complete course requirements by the end of the term in which the course was offered. Students who take Incompletes are granted additional time to complete coursework, at which point the final grade is assigned, following the above rubric.

Incompletes are only assigned after consultation with the Instructor and are only granted under exceptional circumstances beyond the student's control.

Note: This is a graduate-level course, and I will be assessing work and assigning grades accordingly. Earning a B in a graduate course is a fine accomplishment and will mark progress toward earning your MLIS degree just as well as an A grade.

Required Texts:

There are no textbooks required to purchase for this class. All readings will be made available through the Canvas site as PDF documents, links to ebooks available through UNCG Libraries, or free online resources.

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 (<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://osrr.uncg.edu/academic-integrity-policy-pledge/>. 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/)

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.

Artificial Intelligence (AI) tools: We now have access to a range of easy-to-use tools powered by artificial intelligence that can assist in creative and critical work (e.g. ChatGPT). Because the application of these tools for tasks like writing complex documents is relatively new, rules and policies governing usage in academic settings remain nascent. I am not opposed to using these tools on principle, but any usage of these tools should be done responsibly and reflectively—just as with any other tool for supporting creative work. You can use these tools to brainstorm or think through difficult concepts, but you should not use these tools as a replacement for your own writing. **The usage of these tools to complete entire or significant portions of assignments will be regarded as plagiarism. Any direct quotation or paraphrasing of content generated by an AI tool should be cited like any other external source.** You should also critically evaluate the output from an AI tool like you would any other external source. AI learns by processing data generated by humans and, as the saying goes, *to err is human*.

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
- University Police (reporting agent): 336.334.4444

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

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.

Technology Support:

6-TECH ITS Service Desk: 6tech@uncg.edu, (336) 256-TECH, [\(336\) 256-8324](tel:3362568324), 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	Reading for this class	Assignments due
1: 1/10	Introductions	<i>Lost Women of Science</i> episode	
2: 1/17	What is a record?	O'Toole & Cox, Ch. 1	
3: 1/24	The archival profession	O'Toole & Cox, Ch. 2-3	
4: 1/31	Principles of arrangement and description	Meissner, Ch. 1-3	Sign up for presentation slot
5: 2/7	Archival description standards	Selections from DACS and EAD standards	
6: 2/14	Archival discovery tools	Wiedeman; Dietrick et al.	Reflective essay
7: 2/21	Challenges of digital records	Rosenzweig; Houghton	
8: 2/28	Arranging and describing digital records	Force & Smith; Zhang & Mauney	
9:	NO CLASS – Spring Break		
10: 3/13	Appraisal	Cook; Caswell; Samuels	Archival description exercise #1
11: 3/20	Acquisition	Fisher; Kaplan; Holden & Roeschley	
12: 3/27	Processing and reprocessing	Greene & Meissner; Yale Processing Manual; Dean	
13: 4/3	Reference, outreach, and advocacy	Krause; Pugh; Roe	Archival description exercise #2
14: 4/10	Archives and social justice	Hughes-Watkins; Sutherland; #archivesforblacklives	
15: 4/17	Community and participatory archives	Flinn et al.; Haberstock	
16: 4/24	Power of archives	Jimerson; Schwartz & Cook	
4/26	FINAL ASSIGNMENT DUE		Appraisal policy analysis

Readings:

All readings and other resources will be made accessible via 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.
- Dean, Jackie. 2019. "Conscious Editing of Archival Description at UNC-Chapel Hill." *Journal for the Society of North Carolina Archivists* 16: 41–55.
- Dietrick, Kate, Lara Friedman-Shedlov, and Caitlin Marineau. 2016. "A Long and Twisted Road: The Journey from EAD to ArchivesSpace Implementation at the University of Minnesota." *Journal of Archival Organization* 13 (3–4): 90–99.
- 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>.
- Fisher, Rob. 2015. "Donors and Donor Agency: Implications for Private Archives Theory and Practice." *Archivaria* 79: 91–119.
- 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.
- Force, Donald C., and Randy Smith. 2021. "Context Lost: Digital Surrogates, Their Physical Counterparts, and the Metadata That Is Keeping Them Apart." *The American Archivist* 84 (1): 91–118.
- Greene, Mark, and Dennis Meissner. 2005. "More Product, Less Process: Revamping Traditional Archival Processing." *The American Archivist* 68 (2): 208–63.
- Haberstock, Lauren. 2020. "Participatory Description: Decolonizing Descriptive Methodologies in Archives." *Archival Science* 20 (2): 125–38.
- Holden, Jessica and Ana Roeschley. 2020. "Privacy and Access in the Massachusetts Society for the Prevention of Cruelty to Children Records," *The American Archivist* 83 (1): 77–90
- Houghton, Bernadette. 2016. "Preservation Challenges in the Digital Age." *D-Lib Magazine* 22 (7/8). <https://doi.org/10.1045/july2016-houghton>.

- 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.
- Krause, Magia G. 2010. "'It Makes History Alive for Them': The Role of Archivists and Special Collections Librarians in Instructing Undergraduates," *The Journal of Academic Librarianship* 36 (5): 401–11
- Meissner, Dennis. *Arranging and Describing Archives and Manuscripts*. Archival Fundamental Series III. Chicago: Society of American Archivists, 2019.
- 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. 2019. *Advocacy and Awareness for Archivists*. Archival Fundamental Series III. Chicago: Society of American Archivists.
- Rosenzweig, Roy. 2003. "Scarcity or Abundance? Preserving the Past in a Digital Era." *The American Historical Review* 108 (3): 735–62.
- 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.
- Wiedeman, Gregory. 2019. "The Historical Hazards of Finding Aids." *The American Archivist* 82 (2): 381–420.
- Zhang, Jane, and Dayne Mauney. 2013. "When Archival Description Meets Digital Object Metadata: A Typological Study of Digital Archival Representation." *The American Archivist* 76 (1): 174–95.