

**LIS-438**

## **Introduction to Archival Theory and Practice**

3 credits

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### **FACULTY INFORMATION**

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**Virtual Office Hours:** Tuesdays, 11:30-12:30



### **COURSE SUMMARY**

Fundamentals of archival theory and practice, including the issues, values, methods, and activities in archival settings. Introduction to core archival functions of appraisal, acquisition, arrangement, description, reference, and access. Overview of history and terminology of the profession. Discussion of the types and varieties of archival repositories and the value of historical records beyond traditional research use. Engagement with contemporary issues in the archival profession. Course includes a required 60-hour field experience. Open to all MS students. First in a required three-course sequence in the Archives Management Concentration and required by the Cultural Heritage Informatics.

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### **COURSE OBJECTIVES**

*Upon completion of the course the student will:*

- understand basic archival concepts.
- understand the history and development of the archives profession and of archives and manuscript institutions.
- complete a practical experience in an archival setting.
- learn archival theory and its relationship to archival practice.

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## COURSE STRUCTURE

Start of Week: **Wednesday**

End of Week: **Tuesday**

Unless otherwise specified, all assignments are due Tuesdays at 11:59pm ET. Weekly discussion and exercise posts are due Mondays at 10:00am ET.

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## COURSE ORGANIZATION

This course is scheduled for 14 weeks.

- WEEK 1: History of Archives
- WEEK 2: Who are Archivists? What is a Record?
- WEEK 3: Appraisal
- WEEK 4: Acquisitions and Policy Development
- WEEK 5: Arrangement
- WEEK 6: Description
- WEEK 7: Reference and Access
- WEEK 8: Archival Institutions
- WEEK 9: Outreach and Advocacy
- WEEK 10: Digital Records: In Focus
- WEEK 11: Ethics and Legal Issues
- WEEK 12: Collective Memory
- WEEK 13: Community Archives
- WEEK 14: Current Issues & Conversations

## COURSE OUTLINE

CLASS OBJECTIVES	READINGS & ASSIGNMENTS
<b>Week 1: History of Archives</b>	
<p><i>Upon completion of Week 1, students will be able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Define basic terms such as archives, archivists and records</li> <li><input type="checkbox"/> Describe some of the reasons why records are collected</li> <li><input type="checkbox"/> Identify differences between libraries and archives</li> </ul>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> John A. Fleckner, "Dear Mary Jane': Some Reflections on Being an Archivist," <i>American Archivist</i> 54:1 (1991), p. 8-13</li> <li><input type="checkbox"/> Steven L. Hensen, "Revisiting Mary Jane, or, Dear Cat: Being Archival in the 21st Century," <i>American Archivist</i> 65:2 (2002), p. 168</li> <li><input type="checkbox"/> Ricardo L. Punzalan, "Dear Students: Becoming an Archivist in a Time of Uncertainty and Unrest," <i>The Library Quarterly</i> 87:4 (2017), p. 303-305</li> <li><input type="checkbox"/> Watch: The Archival trail: an introduction to the role archives play in business and community. <a href="https://simmons.kanopy.com/video/archival-trail-introduction-role-archives-play-business-and-community">https://simmons.kanopy.com/video/archival-trail-introduction-role-archives-play-business-and-community</a></li> </ul> <p><b>ASSIGNMENTS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Post in the Introduce Yourself forum</li> <li><input type="checkbox"/> Post in the Week 1 Discussion forum</li> </ul>
<b>Week 2: Who are Archivists? What is a Record?</b>	
<p><i>Upon completion of Week 2, students will be able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe how archivists think about records</li> </ul>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Laura A. Millar, "What are Archives?" in <i>Archives: Principles and Practices</i> (London: Facet Publishing, 2017), p. 3-22</li> </ul>

<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the archival profession and education in the United States</li> <li><input type="checkbox"/> Identify basic archival principles and activities</li> <li><input type="checkbox"/> Explain how records management and archives work together</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> James M. O'Toole and Richard J. Cox, Chapters 1 and 2 in <i>Understanding Archives and Manuscripts</i>, p. 1-43, 45-86</li> <li><input type="checkbox"/> Luke J. Gilliland-Swetland, "The Provenance of a Profession: The Permanence of the Public Archives and Historical Manuscripts Traditions in American Archival History," <i>American Archivist</i> 54 (1991), p. 160-175</li> <li><input type="checkbox"/> Randall C. Jimerson, "Documenting American Society." In <i>Archives Power: Memory, Accountability, and Social Justice</i> (Chicago: SAA, 2009), p. 76-129</li> <li><input type="checkbox"/> (Optional) Listen: Archives in Context: S. 2, E. 2: Laura Millar <a href="https://archivesincontext.archivists.org/2019/09/24/season-2-episode-2-laura-millar/">https://archivesincontext.archivists.org/2019/09/24/season-2-episode-2-laura-millar/</a></li> </ul> <p><b>ASSIGNMENTS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Post to the Weekly Discussion forum</li> <li><input type="checkbox"/> Complete Vocabulary Quiz</li> <li><input type="checkbox"/> <i>Looking ahead: Website Analysis due next week</i></li> </ul>
<p><b>Week 3: Appraisal</b></p>	
<p><i>Upon completion of Week 3, students will be able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Define appraisal</li> <li><input type="checkbox"/> Describe the values of records</li> <li><input type="checkbox"/> Describe when archivists appraise records</li> <li><input type="checkbox"/> Identify archival theories and strategies</li> </ul>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fiorella Foscarini, "Archival Appraisal in Four Paradigms," in <i>Currents of Archival Thinking</i> (Santa Barbara: Libraries Unlimited/ABC-CLIO, 2017), p. 107-134</li> <li><input type="checkbox"/> Randall C. Jimerson, "Archives and Manuscripts: Deciding What to Save" <i>OCLC Systems and Services</i>, 19:4 (2003), p. 135-140</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lae'l Hughes-Watkins, "Filling in the Gaps: Using Outreach Efforts to Acquire Documentation on the Black Campus Movement, 1965-1972," <i>Archival Issues</i> 36:1 (2014), p. 27-42</li> </ul> <p><b>ASSIGNMENTS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Submit Website Analysis</li> <li><input type="checkbox"/> Complete SSC Appraisal activity</li> <li><input type="checkbox"/> <i>Looking ahead: Field Experience contract due next week</i></li> </ul>
<p><b>Week 4: Acquisitions and Policy Development</b></p>	
<p><i>Upon completion of Week 4, students will be able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain the types of acquisitions in an archives</li> <li><input type="checkbox"/> Define the terms acquisition, collection policy, and gift agreement</li> <li><input type="checkbox"/> Discuss the elements of a gift agreement</li> </ul>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Menzi L. Behrnd-Klodt, "Acquiring Archives; Transferring Ownership and Rights," in <i>Navigating Legal Issues in Archives</i> (Chicago: SAA, 2008), p. 39-59</li> <li><input type="checkbox"/> Aaron D. Purcell, in <i>Donors and Archives: A Guidebook for Successful Programs</i>, <ul style="list-style-type: none"> <li><input type="checkbox"/> "Part I: The Planning" p. 3-23</li> <li><input type="checkbox"/> "Chapter 7: Donor Types," p. 121-140</li> </ul> </li> <li><input type="checkbox"/> Rachel F. Corbman, "A Genealogy of the Lesbian Herstory Archives, 1974-2014," <i>Journal of Contemporary Archival Studies</i> Vol. 1 (2014), p. 1-15</li> </ul> <p><b>ASSIGNMENTS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Submit Field Experience contract or Practicum proposal</li> <li><input type="checkbox"/> Complete Collective Development Policy activity</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Vocabulary Quiz</li> <li><input type="checkbox"/> Begin field experience or practicum work</li> </ul>
<b>Week 5: Arrangement</b>	
<p><i>Upon completion of Week 5, students will be able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe the steps in accessioning</li> <li><input type="checkbox"/> Identify the steps in a workplan</li> <li><input type="checkbox"/> Explain levels of processing</li> </ul>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pam Hackbart-Dean and Christine De Catanzaro, "The strongest link: The management and processing of archival collections." <i>Archival Issues</i> (2002): 125-136.</li> <li><input type="checkbox"/> Frank Boles, "Disrespecting Original Order." <i>American Archivist</i> 45:1 (1982), p. 26-32</li> <li><input type="checkbox"/> Dorothy Waugh, Elizabeth Russey Roke and Erika Farr, "Flexible Processing and Diverse Collections: a Tiered Approach to Delivering Born-Digital Collections," <i>Archives and Records</i> 37:1 (2016), p. 3-19</li> </ul> <p><b>ASSIGNMENTS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Post to the Weekly Discussion forum</li> <li><input type="checkbox"/> <i>Looking ahead: Processing Plan due next week</i></li> </ul>
<b>Week 6: Description</b>	
<p><i>Upon completion of Week 6, students will be able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the tools of archival description</li> <li><input type="checkbox"/> Explain the elements of a finding aid</li> <li><input type="checkbox"/> Recognize MARC bibliographic records</li> </ul>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Jennifer Douglas, "Toward More Honest Description." <i>The American Archivist</i> 79:1 (2016): 26–55. <a href="https://doi.org/10.17723/0360-9081.79.1.26">https://doi.org/10.17723/0360-9081.79.1.26</a>.</li> <li><input type="checkbox"/> Elizabeth Yakel, "Archival representation" <i>Archival Science</i>, 3 (2003), 1-25</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Elizabeth Dunham and Xaviera Flores, "Breaking the Language Barrier: Describing Chicano Archives with Bilingual Finding Aids," <i>American Archivist</i> 77:2 (Fall/Winter 2014): 499-509.</li> <li><input type="checkbox"/> Gracen Brilmyer, "Archival assemblages: applying disability studies' political/relational model to archival description." <i>Archival Science</i> 18.2 (2018): 95-118.</li> <li><input type="checkbox"/> Pam Hackbart-Dean and Elizabeth Slomba, "The Impact of Description, Standards and Innovation" in <i>How to Manage Processing in Archives and Special Collections</i> (Chicago: SAA, 2014): 67-81.</li> </ul> <p><b>ASSIGNMENTS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Submit Processing Plan</li> <li><input type="checkbox"/> Complete Finding Aid Review activity</li> <li><input type="checkbox"/> <i>Looking ahead: Interview Report with Questions due next week</i></li> </ul>
<b>Week 7: Reference and Access</b>	
<p><i>Upon completion of Week 7, students will be able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the components of archival reference service</li> <li><input type="checkbox"/> Describe how to conduct a reference interview</li> <li><input type="checkbox"/> Explain the intellectual, legal and physical aspects of access</li> <li><input type="checkbox"/> Summarize the elements of access policies</li> </ul>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mary Jo Pugh, <i>Providing Reference Services for Archives and Manuscripts</i>, p. 111-147</li> <li><input type="checkbox"/> Wendy Duff, Elizabeth Yakel, and Helen Tibbo, "Archival Reference Knowledge," <i>American Archivist</i>, 76:1 (2013), p. 68–94</li> </ul> <p><b>ASSIGNMENTS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Submit Interview Report with Questions</li> </ul>

	<input type="checkbox"/> <i>Looking ahead: Lit Review Proposal due next week</i>
<b>Week 8: Archival Institutions</b>	
<p><i>Upon completion of Week 8, students will be able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify different types of archival institutions</li> <li><input type="checkbox"/> Understand how institution type affects mission statements, collecting, and other aspects of the archival workflow</li> </ul>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sandra Roff, "The College Archivist as College Historian: Baruch College Celebrates its Historical Roots," <i>Journal of Archival Organization</i>, 8:3-4 (2010), p. 251-259</li> <li><input type="checkbox"/> Compiled mission statements (PDF)</li> </ul> <p><b>ASSIGNMENTS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Submit Lit Review Proposal</li> <li><input type="checkbox"/> Complete Weekly Discussion</li> <li><input type="checkbox"/> <i>Looking ahead: Field Experience/Practicum Midpoint Report</i></li> </ul>
<b>Week 9: Outreach and Advocacy</b>	
<p><i>Upon completion of Week 9, students will be able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Define the terms outreach and advocacy in regards to archival theory and practice</li> <li><input type="checkbox"/> Understand a range of approaches to outreach in different archival settings</li> <li><input type="checkbox"/> Understand the importance of assessment, evaluation, and reporting in archival outreach and advocacy</li> </ul>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> George W. Bain, John A. Fleckner, Kathy Marquis, and Mary Jo Pugh, "Reference, Access and Outreach: An Evolved Landscape, 1936-2011," <i>American Archivist</i> 74:1 (2011), p. 1-40</li> <li><input type="checkbox"/> Sigrid McCausland, "Archival Public Programming," in <i>Currents of Archival Thinking</i> (Santa Barbara: Libraries Unlimited/ABC-CLIO, 2017), p. 225-244</li> <li><input type="checkbox"/> Jennifer Welch, Susan Hoffius, and E. Brooke Fox, "Archives, Accessibility, and Advocacy: a Case Study of Strategies for Creating and Maintaining Relevance,"</li> </ul>



<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify the connection between outreach and advocacy work and the evolving relationship of archives and social justice</li> </ul>	<p><i>Journal of the Medical Library Association</i>, 99:1 (2011), p. 57-60</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wendy M. Duff and Catherine A. Johnson, "Where is the List with All the Names? Information-Seeking Behavior of Genealogists," <i>American Archivist</i> 66:1 (Spring/Summer 2003): 79-95</li> <li><input type="checkbox"/> Christy Fic, "Working as an Embedded Archivist in an Undergraduate Course: Transforming Students into Scholars through an Archival Workshop Series," <i>American Archivist</i> 81:2 (2018), p. 290-309</li> </ul> <p><b>ASSIGNMENTS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Submit Field Experience/Practicum Midpoint Report</li> <li><input type="checkbox"/> Post to the Weekly Discussion forum</li> <li><input type="checkbox"/> <i>Looking ahead: Finding Aid due next week</i></li> </ul>
<p><b>Week 10: Digital Records: In Focus</b></p>	
<p><i>Upon completion of Week 10, students will be able to:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify types of digital records</li> <li><input type="checkbox"/> Recognize the continuity of issues facing archivists between analog and digital records</li> <li><input type="checkbox"/> Explain digitization and its significance in the field</li> <li><input type="checkbox"/> Understand the essential issues of digital preservation practice</li> </ul>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Jane Zhang, "Original Order in Digital Archives," <i>Archivaria</i> 74 (2012), p. 167-193</li> <li><input type="checkbox"/> Mpho Ngoepe, "Archival orthodoxy of post-custodial realities for digital records in South Africa," <i>Archives and Manuscripts</i>, 45:1 (2017), p. 31-44</li> <li><input type="checkbox"/> Dharma Akmon, Ann Zimmerman, Morgan Daniels &amp; Margaret Hedstrom, "The application of archival concepts to a data-intensive environment: working with scientists to understand data management and preservation needs," <i>Archival Science</i>, 11 (2011), p. 329-348.</li> </ul>

	<p><b>ASSIGNMENTS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Post to the weekly discussion forum</li> <li><input type="checkbox"/> Submit Part II of the arrangement and description assignment (finding aid)</li> <li><input type="checkbox"/> Complete vocabulary quiz</li> <li><input type="checkbox"/> <i>Looking ahead: Literature review due in two weeks</i></li> </ul>
<p><b>Week 11: Ethics and Legal Issues</b></p>	
<p>Upon completion of Week 11, students will be able to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe different ethical issues faced by archivists</li> <li><input type="checkbox"/> Discuss the purpose of codes of ethics</li> <li><input type="checkbox"/> Understand the place of copyright in archival practice</li> <li><input type="checkbox"/> Understand legal and security concerns in archives</li> </ul>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Elena Danielson, "Introduction," in <i>The Ethical Archivist</i> (Chicago: SAA, 2010), p. 1-26</li> <li><input type="checkbox"/> Jeannette Bastian, "Ethics for Archivists and Records Managers," in Caroline Brown, ed. <i>Archives and Recordkeeping: Theory into Practice</i> (London: Facet Publishing, 2014), p. 101-129</li> <li><input type="checkbox"/> Jean Dryden, "The Role of Copyright in Selection for Digitization," <i>American Archivist</i> 77:1 (2014), p. 64-95</li> <li><input type="checkbox"/> Douglas Cox, "National Archives and International Conflicts: The Society of American Archivists and War," <i>The American Archivist</i>, 74:2 (2011), p. 451-481</li> </ul> <p><b>ASSIGNMENTS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Ethical Scenarios Activity</li> <li><input type="checkbox"/> <i>Looking ahead: Literature Review due next week</i></li> </ul>

## Week 12: Collective Memory

Upon completion of Week 12, students will be able to:

- Define collective memory
- Understand the role of archives in constructing collective memory
- Identify different types of evidence and records used to preserve collective memory

### READINGS

- Terry Cook, "Evidence, memory, identity, and community: Four shifting archival paradigms." *Archival Science* 13:2-3 (2013), p. 95–120
- Rebecca Taves Sheffield "Social justice struggles for rights, equality, and identity: The role of lesbian and gay archives" Chapter 10 in D. Wallace, W. Duff, R. Saucier, & A. Flinn, eds. *Archives, Recordkeeping and Social Justice*. (2020), p. 183-198.
- Verne Harris, "The Archival Sliver: Power, Memory, and Archives," *Archival Science* 2 (2002): 63-86.
- Dima Saber and Paul Long, (2017), "I will not leave, my freedom is more precious than my blood". From Affect to Precarity: Crowd-sourced Citizen Archives as Memories of the Syrian War.," *Archives and Records*, 38:1 (2017), p. 80-99

### ASSIGNMENTS/ACTIVITIES

- Complete collective memory exercise
- Submit literature review

## Week 13: Community Archives

Upon completion of Week 13, students will be able to:

- Define community archives
- Describe the role of archives in social justice

### READINGS

- Anne Gilliland and Andrew Flinn, "Community Archives: What are we really talking about?," Keynote address from CIRN Prato Community Informatics Conference, 2013, p. 1-23
- Stacy Williams and Jarrett Drake, "Power to the People: Documenting Police

	<p>Violence in Cleveland.” <i>Journal of Critical Library and Information Studies</i>, 1(2).</p> <ul style="list-style-type: none"> <li>❑ Michelle Caswell, "Affective Bonds: What Community Archives Can Teach Mainstream Institutions,” Chapter 2 in J. Bastian &amp; A. Flinn (eds), <i>Community Archives, Community Spaces: Heritage, Memory and Identity</i> (2019), p. 21-40</li> <li>❑ Diana K. Wakimoto, Christine Bruce and Helen Partridge, “Archivist as Activist: Lessons from Three Queer Community Archives in California,” <i>Archival Science</i>, 13 (2013), p. 293-316</li> </ul> <p><b>ASSIGNMENTS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>❑ Post to the Weekly Discussion forum</li> <li>❑ <i>Looking ahead: Field Experience/Practicum Final Reflection due next week</i></li> </ul>
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**Week 14: Current Issues & Conversations**

<p><i>Upon completion of Week 14, students will be able to:</i></p> <ul style="list-style-type: none"> <li>❑ Understand current issues in the archival field as they relate to theory and practice</li> <li>❑ Analyze and reflect on these issues as they relate to your field experience and other issues we’ve covered over the course of the semester</li> </ul>	<p><b>READINGS</b></p> <ul style="list-style-type: none"> <li>❑ Keith L. Pendergrass, Walker Sampson, Tim Walsh, and Laura Alagna, “Toward Environmentally Sustainable Digital Preservation,” <i>The American Archivist</i>, 82:1 (2019), pp. 165-206.</li> <li>❑ Anna Robinson-Sweet, "Truth and Reconciliation: Archivists as Reparations Activists," <i>American Archivist</i>, 81:1 (2018), p. 23-37</li> <li>❑ Bergis Jules, Ed Summers, and Dr. Vernon Mitchell, Jr., "<i>Documenting The Now White Paper: Ethical Considerations for Archiving Social Media Content Generated by Contemporary Social Movements: Challenges, Opportunities, and Recommendations</i>,” April 2018, 12 p.</li> </ul>
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	<p><b>ASSIGNMENTS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Submit Field Experience/Practicum Final Report</li> <li><input type="checkbox"/> Post to the Weekly Discussion forum</li> <li><input type="checkbox"/> Complete the Vocabulary Quiz</li> </ul>
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## GRADING and COURSE DELIVERABLES

ASSIGNMENT	PERCENT
Field Experience/Practicum	25%
Archival Arrangement and Description	15%
Website Analysis & Interview	15%
Literature Review	20%
Discussions and Exercises	25%
<b>Total</b>	<b>100%</b>

Complete assignment instructions are available on Moodle.

### Late Policies

In order for the class to remain “in sync” throughout the course, it is important for students to complete postings and responses on time. No assignments or quizzes will be accepted after the due date unless the instructor has granted permission for an extension before the due date.

## Grading Standards

It is expected that assignments be completed individually unless otherwise instructed. Students are graded on demonstration of knowledge and competence. Each student is expected to maintain high standards of honesty and ethical behavior. Online discussions and responses need to be respectful and constructive.

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## HONOR POLICY and ACADEMIC INTEGRITY

A vital part of the collegiate experience at Simmons University, the Honor System embodies values of personal integrity, honesty, and trust. Fundamental to the Honor System is the Honor Code of Responsibility, and it is upon its principles that the University community has based the Simmons Standards of Conduct. The Simmons University Honor System has existed since 1907, making it one of the oldest continuing honor systems at any university in the country. Throughout the decades, the Honor System has been revised and amended annually. Changes are made after consultations with faculty, staff, and students.

### Honor Code of Responsibility

The students, faculty, and administrators of Simmons University agree to accept the following responsibilities:

- Each member of the Simmons University community is responsible for maintaining a high level of civility, integrity, honesty, and trust within the community.
- Each student is responsible for presenting work of her/his own creation, and refraining from representing as her/his own work that which is not hers/his.
- Conduct in keeping with the policies outlined in this handbook and all other official University publications are expected of each member of the Simmons community.

The entire Simmons community shares the Honor Code of Responsibility. It implies that each segment has obligations based upon its specific function within the University.

### Academic Integrity

At Simmons, we expect serious educational intent from our students, whether in person or online. Students are expected to exhibit the highest standards of honesty and personal conduct in their academic lives. All forms of academic dishonesty are considered to be serious offenses against the University Honor System and are subject to sanctions up to, and including, dismissal from the university. If you have a question as to whether something may or may not be

considered an element of academic dishonesty please feel free to review the academic integrity policy, <https://internal.simmons.edu/students/academics/academic-integrity>, contact your instructor, or contact the Director of Academic Integrity, [academicintegrity@simmons.edu](mailto:academicintegrity@simmons.edu).

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## ONLINE ETIQUETTE

All students are expected to demonstrate the same professional behavior and mutual respect for teachers and colleagues in the online environment as they would demonstrate face-to-face. The expected standards of behavior for interacting with others online are generally referred to as netiquette. Netiquette is addressed in Foundations, and there are a wide variety of resources available on the Internet.

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## GENDER-BASED MISCONDUCT

Title IX Federal law states that all students have the right to an education free of gender-based discrimination. Title IX requires Simmons to respond to reports of sexual harassment, which under the Title IX regulations includes:

- (a) quid pro quo harassment of an individual by an employee;
- (b) unwelcome conduct determined “by a reasonable person to be so severe, pervasive, and objectively offensive” as to deny a person equal access to Simmons’ education programs and/or activities (including employment); or
- (c) sexual assault, dating violence, domestic violence, or stalking.

The Simmons Title IX Policy and a list of resources can be found here:

<https://internal.simmons.edu/students/general-information/title-ix/gender-based-misconduct-policy-for-students-faculty-staff-and-visitors>.

Additionally, the University has a Consensual Relationships Policy prohibiting intimate, romantic or sexual relationships between students, faculty, staff, contract employees of the University, teacher’s assistants, and supervisors at internship/field placement sites.

To make a report under our Title IX policy, please contact the Simmons Title IX Coordinator:

Gretchen Groggel Ralston, AVP & Associate General Counsel

[gretchen.groggelralston@simmons.edu](mailto:gretchen.groggelralston@simmons.edu), MCB C-208, 617-521-2768

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## ACCESSIBILITY SERVICES

The Office of Accessibility Services (OAS) is a strategy-based student support office, which serves qualified Simmons University undergraduate and graduate students to ensure equal access to Simmons University facilities, educational and co-curricular programs, campus

activities, and employment opportunities. Students who wish to receive academic accommodations for this course must first register due to a documented diagnosis or disability with the OAS.

Following registration, OAS provides eligible students with an Academic Accommodation Authorization document to share with the faculty members of their choosing to confirm their authorized accommodations. Students are not eligible to receive or use accommodations in any course until they have provided their Academic Accommodation Authorization document to the course's instructor. Accommodations are applied on a prospective basis; students are not eligible to apply accommodations on a retroactive basis.

When the Simmons on-the-ground campus is open, the OAS is physically located on the first floor of Lefavour Hall in the Center for Student Success and is open from 8:30 am to 4:30 pm Monday through Friday. OAS services are fully available for online students via remote access. For more information about the services and accommodations available through the Office of Accessibility Services, please review the OAS website at [simmons.edu/access](https://simmons.edu/access) or write to OAS at [access@simmons.edu](mailto:access@simmons.edu).

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## CHANGES to the SYLLABUS

This syllabus is not a contract. The professor reserves the right to alter the course requirements and/or assignments based on new materials, class discussions or other legitimate pedagogical objectives.