LIS-438
Introduction to Archival Theory and Practice
3 credits

FACULTY INFORMATION
Adam Kriesberg, Assistant Professor
School of Library and Information Science

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Office: P-205C
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.

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.
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.

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

<table>
<thead>
<tr>
<th>CLASS OBJECTIVES</th>
<th>READINGS &amp; ASSIGNMENTS</th>
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<tbody>
<tr>
<td><strong>Week 1: History of Archives</strong></td>
<td><strong>READINGS</strong></td>
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<tr>
<td>Upon completion of Week 1, students will be able to:</td>
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<tr>
<td>- Describe some of the reasons why records are collected</td>
<td>Steven L. Hensen, &quot;Revisiting Mary Jane, or, Dear Cat: Being Archival in the 21st Century,&quot; <em>American Archivist</em> 65:2 (2002), p. 168</td>
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<tr>
<td></td>
<td>ASSIGNMENTS/ACTIVITIES</td>
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<tr>
<td>- Post in the Introduce Yourself forum</td>
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<tr>
<td>- Post in the Week 1 Discussion forum</td>
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<tr>
<td><strong>Week 2: Who are Archivists? What is a Record?</strong></td>
<td><strong>READINGS</strong></td>
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<td>Upon completion of Week 2, students will be able to:</td>
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<tr>
<td>Discuss the archival profession and education in the United States</td>
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<td>Identify basic archival principles and activities</td>
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<td>Explain how records management and archives work together</td>
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<tr>
<td>James M. O'Toole and Richard J. Cox, Chapters 1 and 2 in Understanding Archives and Manuscripts, p. 1-43, 45-86</td>
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**ASSIGNMENTS/ACTIVITIES**

- Post to the Weekly Discussion forum
- Complete Vocabulary Quiz
- Looking ahead: Website Analysis due next week

**Week 3: Appraisal**

*Upon completion of Week 3, students will be able to:*

- Define appraisal
- Describe the values of records
- Describe when archivists appraise records
- Identify archival theories and strategies

**READINGS**


**ASSIGNMENTS/ACTIVITIES**

- Submit Website Analysis
- Complete SSC Appraisal activity
- *Looking ahead: Field Experience contract due next week*

### Week 4: Acquisitions and Policy Development

**Upon completion of Week 4, students will be able to:**

- Explain the types of acquisitions in an archives
- Define the terms acquisition, collection policy, and gift agreement
- Discuss the elements of a gift agreement

**READINGS**

- Aaron D. Purcell, in *Donors and Archives: A Guidebook for Successful Programs*,
  - "Part I: The Planning" p. 3-23
  - “Chapter 7: Donor Types,” p. 121-140

**ASSIGNMENTS/ACTIVITIES**

- Submit Field Experience contract or Practicum proposal
- Complete Collective Development Policy activity
### Week 5: Arrangement

**Upon completion of Week 5, students will be able to:**
- Describe the steps in accessioning
- Identify the steps in a workplan
- Explain levels of processing

**READINGS**

**ASSIGNMENTS/ACTIVITIES**
- Post to the Weekly Discussion forum
- *Looking ahead: Processing Plan due next week*

### Week 6: Description

**Upon completion of Week 6, students will be able to:**
- Identify the tools of archival description
- Explain the elements of a finding aid
- Recognize MARC bibliographic records

**READINGS**
<table>
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<th>Assignments/Activities</th>
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<tr>
<td>Submit Processing Plan</td>
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<td>Complete Finding Aid Review activity</td>
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<tr>
<td>Looking ahead: Interview Report with Questions due next week</td>
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**Week 7: Reference and Access**

*Upon completion of Week 7, students will be able to:*

- Identify the components of archival reference service
- Describe how to conduct a reference interview
- Explain the intellectual, legal and physical aspects of access
- Summarize the elements of access policies

<table>
<thead>
<tr>
<th>Readings</th>
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<tbody>
<tr>
<td>Mary Jo Pugh, <em>Providing Reference Services for Archives and Manuscripts</em>, p. 111-147</td>
</tr>
</tbody>
</table>

**Assignments/Activities**

- Submit Interview Report with Questions
### Week 8: Archival Institutions

**Upon completion of Week 8, students will be able to:**

- Identify different types of archival institutions
- Understand how institution type affects mission statements, collecting, and other aspects of the archival workflow

**READINGS**

- Compiled mission statements (PDF)

**ASSIGNMENTS/ACTIVITIES**

- Submit Lit Review Proposal
- Complete Weekly Discussion
- Looking ahead: Field Experience/Practicum Midpoint Report

### Week 9: Outreach and Advocacy

**Upon completion of Week 9, students will be able to:**

- Define the terms outreach and advocacy in regards to archival theory and practice
- Understand a range of approaches to outreach in different archival settings
- Understand the importance of assessment, evaluation, and reporting in archival outreach and advocacy

**READINGS**

- Jennifer Welch, Susan Hoffius, and E. Brooke Fox, “Archives, Accessibility, and Advocacy: a Case Study of Strategies for Creating and Maintaining Relevance,”
- Identify the connection between outreach and advocacy work and the evolving relationship of archives and social justice


ASSIGNMENTS/ACTIVITIES

- Submit Field Experience/Practicum Midpoint Report
- Post to the Weekly Discussion forum
- Looking ahead: Finding Aid due next week

**Week 10: Digital Records: In Focus**

Upon completion of Week 10, students will be able to:

- Identify types of digital records
- Recognize the continuity of issues facing archivists between analog and digital records
- Explain digitization and its significance in the field
- Understand the essential issues of digital preservation practice

**READINGS**

### Assignments/Activities

- Post to the weekly discussion forum
- Submit Part II of the arrangement and description assignment (finding aid)
- Complete vocabulary quiz
- *Looking ahead: Literature review due in two weeks*

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### Week 11: Ethics and Legal Issues

Upon completion of Week 11, students will be able to:

- Describe different ethical issues faced by archivists
- Discuss the purpose of codes of ethics
- Understand the place of copyright in archival practice
- Understand legal and security concerns in archives

### Readings


### Assignments/Activities

- Complete Ethical Scenarios Activity
- *Looking ahead: Literature Review due next week*
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**

- 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
Violence in Cleveland." *Journal of Critical Library and Information Studies*, 1(2).


**ASSIGNMENTS/ACTIVITIES**

- Post to the Weekly Discussion forum

- *Looking ahead: Field Experience/Practicum Final Reflection due next week*

**Week 14: Current Issues & Conversations**

*Upon completion of Week 14, students will be able to:*

- Understand current issues in the archival field as they relate to theory and practice

- 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

**READINGS**


ASSIGNMENTS/ACTIVITIES

- Submit Field Experience/Practicum Final Report
- Post to the Weekly Discussion forum
- Complete the Vocabulary Quiz

GRADING and COURSE DELIVERABLES

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>PERCENT</th>
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<tbody>
<tr>
<td>Field Experience/Practicum</td>
<td>25%</td>
</tr>
<tr>
<td>Archival Arrangement and Description</td>
<td>15%</td>
</tr>
<tr>
<td>Website Analysis &amp; Interview</td>
<td>15%</td>
</tr>
<tr>
<td>Literature Review</td>
<td>20%</td>
</tr>
<tr>
<td>Discussions and Exercises</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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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.

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, academicintegriy@simmons.edu.

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.

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, MCB C-208, 617-521-2768

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 or write to OAS at access@simmons.edu.

**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.