CATHOLIC UNIVERSITY OF AMERICA  
School of Library & Information Science  
LSC 630 Archives Management  
Fall 2008  
Faculty: Dr. Mary Edsall Choquette, Assistant Professor  
(edsall@cua.edu; phone 202-319-6277; cell 215-880-0119)  
Office Hours: Tuesdays, 1:00pm – 3:00pm  
Call or email for an appointment – email questions also welcome.

SYLLABUS: LSC 630  
Tuesday, 3:35pm – 6:05pm  
Stone Conference Room, Marist Hall

3 GRADUATE CREDIT HOURS

COURSE DESCRIPTION
This course provides a survey of archival principles and practices, with emphasis on accessioning, arrangement, description, preservation, and reference services, with attention to computer applications. It also focuses in part on the differences between archives, manuscript repositories, and libraries. More specifically, this course is an introduction to principles, practices, and current debates in the field of archives administration. It is designed with two types of students in mind:

1.) For students who plan to specialize in archives, this course provides an in depth introduction to the field; introduces terms and concepts that will be used in other courses in the specialization; and, explains how the various components of archives and records administration fit together.

2). For students pursuing a more broadly based MLS or another specialization area, the course offers an overview of archives and records administration; helps students become conversant with archival terminology; and, explains how archives administration relates to other aspects of information management.

The course is a combination of lecture, discussion, problem solving, and experiential learning. It requires participants to conduct independent research and writing as well as participate in tours of archives facilities and virtual visits to archives facilities as represented on the world wide web. It is an intensive introduction to the field. Critical reading of course materials will be essential to stimulate active participation in class discussions. Students will be called upon to lead discussions of readings.

STUDENT LEARNING OUTCOMES
By the end of the semester-long course the students will:
1. Understand why societies, cultures, organizations, and individuals create and keep archives.
2. Become familiar with the evolution of methods and technologies used to create, store, organize, and preserve archives.
3. Become conversant in the terminology and concepts used in archival administration.
4. Be aware of the ways that organizations and individuals use archives for research, ongoing operations, accountability, litigation, and organizational memory.
5. Become familiar with the basic components of archival programs including inventory, appraisal, disposition, acquisition, arrangement, description, preservation, access, use, outreach, and education. Understand the relationships among these program elements.
6. Be aware of the various environments where archives are created, managed, and used ranging from very informal settings to well established archival institutions.
7. Understand how archival practices differ from and relate to other information management practices.
8. Be aware of the legal, policy, and ethical issues surrounding archives administration.
9. Become familiar with the environment, structure, organization, literature, and current issues in the archival profession.

**PREREQUISITE**
There is no prerequisite for this course, though it is highly recommended that students complete the core curriculum before taking this course.

**REQUIRED SOURCES**
The three required texts for the course:


Goody and Yates are available for purchase online. Jimerson can be purchased used online or new if ordered directly from the Society of American Archivists.

All books have been placed on 2 hour reserve in Mullen Library.

**ADDITIONAL READINGS**
Although there are no other assigned readings, students are encouraged to investigate sources on their own and bring additional sources and found ideas into class discussions.

**STYLE MANUAL**

This is an accepted style manual for use in research in the arts and humanities. Students are not required to purchase this volume, but must adhere to these guidelines in preparing all written assignments. Additionally, all written assignments must contain a title page as outlined in the manual. Written assignments must have a professional appearance and not be handwritten. Any written assignment of more than one page must be securely fastened together with a staple or other metal or plastic paper fastener.

**INSTITUTIONAL WEB SITES**
Students are expected to visit the web sites of each site visit institution in advance of each visit. Students are encouraged (but not required) to visit as many web sites as possible to develop a comparing/contrasting viewpoint for discussion purposes.
EVALUATION
Evaluation will be based on the following factors:
Preparation and class participation: 20%
First written assignment 20%
Research Paper/Practicum 30%
Final Exam 30%

COURSE GRADE
Course grade will be based on the percentages listed above using an A-F scale.

COURSE REQUIREMENTS
Adequate preparation -- reading required materials each week.

Participation in class discussions – active engagement with course material, raising questions, contributing to classroom discussions; preparation for leading assigned class discussions; and participation in in-class practica.

Brief paper (5-7 pages) comparing and contrasting the mission, program, holdings, and services of three archival repositories based on information from their World Wide Web home pages (due: Week 7—October 7). (See Written Work Products below).

Research and writing of a major paper (20 pages) on some aspect of the history, basic principles, core functions, or current debates in archives administration (Selection of topic due: Week 6 –September 30). Paper and Presentation due: Week 16 –December 2). During the final class session, students will provide a brief presentation on their research paper. (See Written Assignments below).

OR

Archives Practicum based in the CUA Archives. Students will conduct project work for 50 hours during the semester on an archival collection in the CUA Archives. Students who opt for this will submit a brief description of the project and will submit a short culminating process essay. (Brief project description due: Week 6—September 30). Process Essay and Presentation due: Week 16—December 2).

Final exam -- Take home essay exam. Distributed on Week 15; due Monday, Dec. 8 @ noon.

World Wide Web: Some class preparation requires review of information resources available via the World Wide Web. URLs are provided with the reading assignments.

Other readings are required; students must locate these independently.

Given the diversity of sources for course readings, the following “key” is offered to serve as a guide as to where specific course readings can be located:

B = Book for purchase, available in reserves
I = Required readings, independently researched
O = Online reading
In addition, the Society of American Archivists (SAA) has posted an online glossary that will prove useful to you over the course of the semester:


WRITTEN WORK PRODUCTS

Brief Review of Archives Web Presence
Due: Week 7—October 7

A directory of over than 5,500 websites containing information about repositories holding rare books, manuscripts, archives and special collections is located at: <http://www.uidaho.edu/special-collections/Other.Repositories.html>

Go to this website and select the homepages of three repositories. Write a brief paper (5-7 pages) comparing and contrasting the mission, program, holdings, and services of three archival repositories based solely on information from their World Wide Web presence. To facilitate comparisons, it is advisable to select three sites that share some common features (similar types of repositories, thematic emphasis, location, etc.). Please address the following questions:

What is your impression of the purpose and mission of each repository?

Who do you think is the primary clientele of each repository?

What useful information did you find at the website?

What did you expect to find that was not there?

How would you evaluate the three websites in terms of content, services offered, ease of use, and navigation?

The following articles provide illustrative examples:

Research Paper:
Topic Selection Due: Week 6—September 30
Final Research Paper and Presentation Due: Week 16—December 2

Conduct research and write a major paper (20 pages) on a topic of your choice. During the final class session, students will provide a brief presentation on their research paper

Topic Selection: provide a one-page summary of the topic, major issues, and preliminary bibliography.

Final Paper and Presentation Due: Week 16—December 2.
Topics: Appropriate topics include any aspect of the history, basic principles, core functions, or current debates in archives and records administration. The research paper must be focused on a specific topic which allows you to apply the general themes and concepts in the course to a particular problem, issue, type of organization, time period, place, form of material, etc. For example, most of the lectures and almost all of the readings draw on experiences from the developed, English-speaking world. You might explore an archival topic in other countries. However, a topic like "Archival Administration in Russia" is still way too broad. Such a topic needs to be re-focused on a more particular aspect of archival administration or on a specific issue -- such as "Access to Soviet Archives in the Post-Cold War Era."

The methods and principles presented in the course generally apply to all formats of archives. But, we do not have time to explore special problems of special formats. A paper topic like subject access to photographs or best practices for film preservation would be appropriate.

Remember that the purpose of the paper is discuss critically the issues and debates surrounding your topic. Don’t just rehash the assumed wisdom: actively summarize and analyze debates and differences of opinion.

There are also many controversies involving archives to choose from for paper topics, ranging from those dealing with the profession itself, such as the best role for a code of ethics, to those involving broader societal concerns, such as confidentiality of medical records, and recent headlines over illegal/questionable corporate document destruction.

There is relatively little quality research on records management. Papers on some aspect of records management are encouraged.

Students specializing in Archives may wish to use this research paper as a starting point for a more serious paper that can be expanded in future courses and eventually submitted for publication.

Requirements: Your paper should be thoroughly researched, well written, and fully documented (e.g., in context citations or footnotes/endnotes, and a bibliography). I do not expect you to conduct original research (e.g. from primary sources, survey data, etc.). I do expect you to find and review relevant published literature and Internet resources (if appropriate) until you feel that you have run out of new insights. Keep in mind that the field of archives and records administration is undergoing rapid change. With the possible exception of historical topics, you should make every effort to find the most recent literature -- keeping in mind that you may need to go back to earlier material on the subject. Also, keep in mind that archival and records management literature is not well indexed. Be prepared for creative searching -- including exploiting electronic (online sources such as America: History and Life; Historical Abstracts; Library Literature; Library and Information Science Abstracts, and print library indexes as well as browsing through the stacks. Try to draw on sources from other disciplines. I am willing to consult with students on possible sources, but only after evidence of a concerted effort to find relevant materials.

Your paper must include the following components:

Introduction stating the subject of the paper and thesis
Summary of the literature (a.k.a. literature review)
Critical review/theoretical analysis of the topic based off the literature
Conclusion summarizing what you have learned and what other research is needed.
Bibliography

The reader should be able to glean the current state of knowledge about the topic, the key issues it is concerned with, and questions it raises for archives, records management or broader information professions. Citations should conform to the Chicago Manual of Style. A bibliography listing the sources consulted is required.

Papers will be evaluated on the following criteria:

- Appropriateness of the topic
- Thoroughness of background research
- Clarity of writing
- Originality of analysis (depth of analysis, critique, synthesis)
- Presentation (citations, proofreading, bibliography, etc.). Make sure to spell check your work!

Practicum Option:
Students who choose the archives practicum option will work in the Archives 50 hours during the semester. Days and hours are Monday-Friday, 9:00 to 5:00, 3 hours per week. Students must be able to lift 30 lbs. Practicum Project Options:

- Manuscript Collections: Processing, Appraisal, Inventory creation
- University Records: Processing, Appraisal, Inventory creation
- Managing a Museum Collection
- Basic Preservation of Photographic Materials
- Archives Administration and Outreach: Running an Archive, Public Programs, and Creating archive-based educational materials for the web.

For more general information about the Archives, please visit the Archives website: [http:// libraries.cua.edu/archcua/index.html](http://libraries.cua.edu/archcua/index.html)

The Archives will be closed for the Thanksgiving holiday (November 26-29).

Students who opt for this will submit a brief description of the project and will submit a short process essay in culmination (Brief project description due: Week 6—September 30. Process Essay and Presentation due: Week 16—December 2).

Final Exam:
This will be a take home written exam. You will have 6 days to complete this exam.
Distributed: Week 16—December 2
Due: Week 17—Monday, December 8, noon, via email

The final exam will be divided into two sections. You will be required to select one question from each section and compose a well-reasoned analytical essay specifically addressing the questions you select. Your answers should run 5 pages, double-spaced, per question. In crafting your answers you should draw off the course readings but not be limited to them, as you will have read only a small portion of the relevant archives and records management literature through this
course. Model essays are expected to dig deeper into the literature and the literature of other professions relevant to the topic of the paper.

**DUE DATES**

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<thead>
<tr>
<th>(Week 6, Sept. 30)</th>
<th>Research Paper Topic Selection OR Practicum Description</th>
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<td>(Week 7, October 7)</td>
<td>Brief Review of Archives Web Presence</td>
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<td>(Week 15, Dec. 2)</td>
<td>Research Paper/Presentation OR Practicum Essay/Presentation</td>
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<td>(Week 16, Dec. 2)</td>
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<td>Monday, Dec. 8 @ noon</td>
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**EXTRA-CURRICULAR ACTIVITIES**

One objective of the course is to become familiar with the field of archives and records management, the nature and diversity of careers in this field, and the structure of these professions. Therefore, students are encouraged to participate in extra-curricular activities that will augment information presented in the class. Possible extra curricular activities include:

- Participating in listserv discussions in the field of archives and records management. A list of potential discussion lists can be found at the end of this syllabus.
- Attending lectures and discussion on archival topics within the DC area.
- Finding part-time employment or volunteering at local organizations with archival or records management problems.
- Exploring Web based resources. These are numerous archival and records management resources -- including institutions, professional associations, research projects, laws, policy papers, and the like -- available on the WWW and new sites will certainly emerge during the course of the semester. The WWW is also a tremendous resource for current events reporting on archives and records related issues.
- Additional opportunities/activities/resources will be announced in class as they come to my attention.

Another objective of the course is to understand how archives management relates to other aspects of information management and other information professions. Therefore, students are encouraged to raise related issues from other courses they are taking in class discussions.

**STUDENT PARTICIPATION AND IN-CLASS PRESENTATIONS**

**Class Participation and Protocol**

*Attendance:* Attendance is mandatory, in keeping with university policy. All participants are expected to attend all classroom sessions and field site visits. Participation is primary to the context of this course.

*Late work:* Students are expected to be working on assignments before and after class sessions throughout the week. Late work will not be accepted except by prior arrangement.
**Arrive on time:** Chronic lateness can negatively affect class participation grades.

**Behave respectfully:** Students are expected to behave respectfully while in class. Participation grades will reflect a student’s maturity level and professionalism, and whether the student actively participates in class discussions.

**No phone calls during class:** Turn off or silence cell phones and pagers. Students leaving the room for calls are not allowed to return to that class session. This especially important to adhere to when we are on site visits.

**No grade discussions in class:** Instructor will not discuss grades in class. Questions with regard to assignments will be discussed only before and after class, if time allows, and during a scheduled appointment during the Instructor’s office hours. Please consult the syllabus before asking questions about the course requirements.

**ADA ACCOMODATION**
Students with disabilities requiring accommodation under federal regulations must present a written accommodation request to the instructor before the first class meeting. It is strongly recommended that the student contact the Office of Disability Support Services, Suite 207, Pryzbyla Center (202-319-5211; email: cua-disabilityservices@cua.edu). This is the University office responsible for disability accommodation and services, and its staff can answer questions about services and requirements regarding documentation. Special accommodations or other arrangements cannot be made without documentation approved by this office.

**ACADEMIC HONESTY POLICY**
As the daily student panel presentations of course readings will be group work, you are expected to consult with your fellow students on this presentation. However, consulting does not mean that you hand in the same written work products. In regard to all written assignments, the work you hand in must be completely the result of your own effort.

All students are expected to adhere to accepted codes of ethical, personal, and civil conduct while in this class and conversing online, using e-mail, or engaging in any online chat sessions. The University’s policy is available at [http://policies.cua.edu/academicundergrad/integrity.cfm](http://policies.cua.edu/academicundergrad/integrity.cfm). Failure to meet these standards will have serious consequences: you will receive a grade of “F” on the assignment or project in question, and will be reported to the Dean for possible further action such as an “F” for the course and possible withdrawal from the program. The Catholic University of America defines plagiarism as:

“presenting the work of another as if it were one’s own. It includes quoting, paraphrasing, summarizing, or utilizing the published work of others without proper acknowledgement, or, where appropriate, quotation marks”

“… any unacknowledged use of another’s ideas constitutes plagiarism, including the use of papers written by other students, interviews, radio or TV broadcasts, and any published or unpublished materials (including web-based materials, letters, pamphlets, leaflets, notes or other electronic or print documents).”
CUA’s “Academic Graduate and Undergraduate Student Academic Dishonesty” Policy, Section III., Categories of Academic Dishonesty.  
http://policies.cua.edu/academicundergrad/integrityfull.cfm#i

Some Relevant ARM-related Listserv Discussion Groups

<www.unesco.org/webworld/portal_archives/pages/Internet_Resources/Mailing_Lists/>

WWW Gateways to Archives and Records Management Sources


Ready, 'Net, Go! Archival Internet Resources  
<www.tulane.edu/~lmiller/ArchivesResources.html>

Records and Information Management Resource List <infomgmt.homestead.com/>

Electronic Recordkeeping Resources (Cal Lee) <www-personal.si.umich.edu/~calz/ermlinks/>
SCHEDULE OF CLASSES

WEEK 1 (August 26)
INTRODUCTION AND OVERVIEW

Course Logistics
Course Objectives and Requirements
Introduction of the students and instructor
Archives and Records Management Professional Organizations/Literature
Overview of Archives & Records Management
- the records lifecycle/continuum
- what are records?
- what are archives?
- the significance of records to each of us
- archives & records in the news media
- core archival and records management functions
- nature of archival and records management professions

WEEK 2 (September 2)
WHY DO ARCHIVES EXIST?

The evolution and nature of written communications
Historical evolution of archives and archival programs
Users and uses for archives
Archives and accountability

READ:


WEEK 3 (September 9)
THE NATURE OF ARCHIVES

Forms and formats of records
Reliability and authenticity of records
Symbolism and records; Uniqueness and records
READ:
Discussion Leader: Joanna Romansic


**WEEK 4 (September 16)**
**Tour of CUA Archives—Class meets in the CUA Archives/Thomas Aquinas Hall.**

**WEEK 5 (September 23)**
**BASIC ARCHIVES AND RECORDS MANAGEMENT (ARM) CONCEPTS**

The definition of a record
The principle of provenance
The principle of original order
Series/fonds/record group
Organizational functions
Recordkeeping requirements
Context and contextual information

READ:
Discussion Leader: Katherine Nuss


WEEK 6 (September 30)
ARCHIVAL AND RECORDS MANAGEMENT PROGRAMS AND INSTITUTIONS

Assignment Due: Paper topic selection/practicum description

Program missions, mandates and functions
Types of archival institutions
Relations between records managers and archivists
How archives and records management fits into a larger information landscape

READ:
Discussion Leader: Chika Ojiaku

1 Anne-Marie Schwirtlich, "Getting Organised." Chapter 2 in Judith Ellis, ed., Keeping Archives (Melbourne, Australia: Thorpe, 1993), pp. 25-73


WEEK 7 (October 7)
CORE ARCHIVAL AND RECORDS MANAGEMENT FUNCTIONS: PART ONE

Assignment Due: Review of Information about Archives on the World Wide Web

Analysis of recordkeeping requirements and organizational functions
Inventory and control
Appraisal
Disposition

READ:
Discussion Leader: Ryan McPherson


WEEK 8 (October 14)
***NO CLASS—ADMINISTRATIVE MONDAY***

WEEK 9 (October 21)
CORE ARCHIVAL AND RECORDS MANAGEMENT FUNCTIONS: PART TWO

Acquisition
Accessioning
Arrangement and description

READ:
Discussion Leader: Leslie Griffin

I Anne-Marie Schwirtlich and Barbara Reed, “Managing the Acquisition Process.” Chapter 5 in Judith Ellis, ed., Keeping Archives (Melbourne, Australia: Thorpe, 1993), pp. 137-156

I Paul Brunton and Tim Robinson, “Accessioning.” Chapter 7 in Judith Ellis, ed., Keeping Archives (Melbourne, Australia: Thorpe, 1993), pp.207-221,


PREPARATION:

Go to Online Archive of California’s list of contributing institutions at: <findaid.oac.cdlib.org/institutions/> and browse through at least 3 finding aids from different institutions. Note what you looked at and think about how archival materials are represented for users and access. Come to class prepared to discuss what you found.

WEEK 10 (October 28)

Meet in the CUA Archives

CORE ARCHIVAL AND RECORDS MANAGEMENT FUNCTIONS: PART THREE
IN-CLASS PRACTICUM: ARRANGEMENT AND DESCRIPTION

Preservation
Reference
Access and use
Outreach and public programming

READ:
Discussion Leader: Dr. Mary Choquette


WEEK 11 (November 4)
***NO CLASS; STUDENTS ATTEND MARAC MEETING, SILVER SPRING MD***

WEEK 12 (November 11)
USERS AND USES OF ARCHIVES

Who uses archives?
How are archival records used?
How are changing uses affecting archival programs and functions

READ:
Discussion Leader: Taras Zvir

<www.archimuse.com/publishing/archival_methods/#ch4>


I Wendy M. Duff and Catherine A. Johnson, “A Virtual Expression of Need: An Analysis of E-mail Reference Questions,” American Archivist 64 (Spring/Summer 2001), pp. 43-60.


ALSO:
LEGAL, POLICY, AND ETHICAL ISSUES

Who owns the archives?
Who has rights to access records and archival materials?
When are restrictions justified?
Who controls the past?

READ:
Discussion Leader: Dr. Mary Choquette

<www.archivists.org/governance/handbook/app_ethics.asp#code >

<www.archivists.org/news/ethics.asp>

<www.arma.org/about/overview/ethics.cfm>

O Association of Colleges and Research Libraries (ACRL), Rare Books and Manuscripts Section (RBMS), Standards for Ethical Conduct for Rare Book, Manuscript, and Special Collections Librarians, with Guidelines for Institutional Practice in Support of the Standards, 2d edition, 1992.
<www.ala.org/ala/acrl/acrlstandards/standardsethical.htm>


I Sara S. Hodson, "Freeing the Dead Sea Scrolls: A Question of Access," American Archivist 56 (Fall 1993), pp. 690-703


WEEK 13 (November 18)
THE ARCHIVAL PROFESSION

Nature of Archival Work
Education
Research
Practice
Relationships with other information management professions
Current issues and debates in archives and records management

READ:
Discussion Leader: Melissa Walker


WEEK 14 (November 25)
WHAT IS THE FUTURE OF THE PAST?

Current issues, debates, and projections within and about archives and records management

READ:


Internet Archive, Wayback Machine <www.archive.org/>
Review this website and come to class prepared to discuss its promise and problems.

WEEK 15 (December 2)
Assignment Due: Research Paper/Practicum Essay and Student Presentations
Final Exams Distributed - Due Monday, December 8 at noon, via e-mail.

ALSO: IN-CLASS ORAL HISTORY PRACTICUM