

East Carolina University
Master of Library and Information Science
LIBS 6860 Introduction to Archives & Records Management
Spring 2023, 3 credits

Instructor: Dr. Lindsay Mattock (she/her)

Email: mattockl22@ecu.edu

Phone: 252-737-2486

Office Location: 207A Ragsdale

Virtual Office Hours: by appointment <https://bit.ly/MattockOfficeHours> (evening hours available Tuesdays 3-6pm and Thursdays 4-7pm)

Course Description and Objectives

This course examines the principles and practices of archives and records management, focusing on the history and evolution of archival science, theories, and methodologies, including topics of archival practice, such as appraisal, arrangement, and description. Prerequisites: LIBS 6010 and LIBS 6014

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

1. Describe the distinctions between practices in archives, special collections, libraries, and other collecting institutions.
2. Recognize the key shifts in archival theory as the profession has evolved and describe how these shifts have impacted the role of archives in society.
3. Define the core functions of archival praxis including, archival appraisal, processing and arrangement, description through finding aids, as well as standards of reference and outreach.

Textbooks and Reading Materials

The reading for each module will be listed in Canvas and the Course Schedule at the end of this document. Rather than relying on a textbook, the course will use a wealth of reading available through academic journals and other sources. All the assigned reading is available through Joyner Library.

Course Requirements and Grading

Grading Scale

This course is based on a 200-point scale:

Grade / Quality Point / Points / Percentage

A / 4.0 / 200-185 points / 100-93%

B / 3.0 / 184-169 points / 92-85%

C / 2.0 / 168-153 points / 84-77%

F / 0 / 152-0 points / 76% or below

Course Assignments and Assessment

During the semester, you will complete a variety of assignments including research papers and discussion posts. All assignment descriptions and expectations are available through the course Canvas site. Please do not hesitate to ask questions if you are unsure about the assignment expectations or if

the instructions are unclear. Q&A Sessions will be held for each of the major assignments. You may also post your questions to the Course Q&A discussion board.

Discussion Board Posts – 90 points total due throughout the semester

The course discussion boards will serve as our forum for interaction as we move through the course materials together. There are **six** different discussion boards throughout the semester, each with a different prompt. **Your initial post to each discussion is worth 10 points** and will be assessed according to the following criteria:

Requirement	Criteria	Points
Responds to the prompt	The post responds directly to each of the questions in the assignment prompt, staying on topic.	2
Connection to weekly materials	The prompt makes direct connections to the assigned reading or other weekly course materials, without relying on lengthy quotes from the reading materials.	2
Synthesis and Analysis	The post goes beyond a summary of the reading for the week, bringing together the required reading and other course materials as evidence to support your thoughts and observations.	4
Word Count	The post meets the minimum word count for a total of 300-400 words without the reference list.	1
Proofing, Citations, and Clarity	The post contains few, if any, proofing errors and includes proper citation of any works referenced. References to assigned readings only require parenthetical citation in the body of the post, materials outside of the syllabus require a full citation at the end of the post. The post meets the minimum word count for a total of 300-400 words without the reference list.	1

You will not be able to read what others have posted until after you have submitted your initial post. The discussion board will remain open one week past the due date for your original post so that you may have time to respond to your classmates. **Over the course of the semester, you are responsible for responding at least 10 times to posts from your classmates.** Each response is worth 3 points for a total of **30 required points**. You may earn more than the required 30 points; however, you will only earn credit for responses that meet the following criteria:

- Your response must be posted on a different date than your original response
- Your responses must be posted on different dates, only one response will be counted per day
- Your response must be substantial and drive the conversation forward
 - The response **should**:
 - Analyze and synthesize ideas and themes emerging from the other submissions, offering new ideas and perspectives
 - Offer additional evidence from the readings and/or additional materials to support your thoughts and ideas
 - Be respectful, it is ok to disagree, but we must do so constructively, offering critiques and criticism that are substantiated by evidence
 - Be substantive, at least 150-200 words in length
 - The response **must not**:

- Simply summarize the readings or responses from your classmates
- List lengthy quotes from the reading without interpretation and analysis
- Stray off topic or use disrespectful language
- Briefly respond in one or two sentences

Feedback for your responses will be included with your initial post, but the points will be tracked as a separate tally in the Canvas grade book. Any points earned beyond the required 30 will be considered bonus points for the semester.

Describing the Archival Paradigms – 40 points

Q&A Session, Thursday, January 19th, 5:30pm

due Friday, February 24th

During the first half of the semester, we will explore the history of archival thought through the framework of Terry Cook's Four Archival Paradigms. In this assignment, you will demonstrate what you have learned, recounting the core ideas from each paradigm. Your assignment may be presented as a word document, a set of power point slides, or some other format of your choosing, but must respond to each of the following questions:

Paradigm Prompts – For each of the archival paradigms defined by Cook:

Question	Required Length	Points
1. What are the key archival terms associated with the paradigm? Identify at least three terms and define each in your own words.	1-2 sentences per term	1
2. What types of materials are considered archival records in this paradigm? For the first paradigm, how is the concept of the "record" defined in this paradigm? For the 2 nd , 3 rd , and 4 th paradigms, how has the concept shifted or changed?	2-3 paragraphs	1
3. How is the role of the archivist defined in this paradigm?	1-2 paragraphs	1
4. Identify at least two archival theorists that align with this paradigm. Who are they and what did they argue?	1-2 paragraphs per theorist	2

Analysis – After responding to the questions for each paradigm, review your responses and respond to the following:

1. How has the role of the archives in society shifted and changed over time?	400-500 words
2. Based on what you have learned, what are the most pressing issues facing archivists today?	

This assignment will be assessed according to the following criteria:

Requirement	Criteria	Points
Paradigm Prompts	Your assignment responds all five questions for each of the four archival paradigms. Each response meets the stated length requirement and addresses the question fully and completely. Responses should reference the assigned	20 points

	reading and additional authoritative sources where appropriate, avoiding lengthy quotations. Every attempt should be made to paraphrase or summarize in your own words to express your personal understanding of the subject area.	
Analysis	Your assignment responds to the required questions providing an analysis of what you have learned. Your response should be supported by your responses to the paradigm questions and/or archival scholarship. Your response should reference the assigned reading and additional authoritative sources where appropriate, avoiding lengthy quotations. The reflection meets the stated length requirement.	16
Proofing, Citations, and Formatting	Your work contains few, if any, proofing errors and includes proper citation of any works referenced including parenthetical citation in the body of the work and a reference list. The assignment is easy to read utilizing headings, tables, bullets, and other formatting mechanisms to guide the reader.	4

Archives Research Project – 70 points total

Proposal Q&A Session, Tuesday, February 21th, 5:30pm

Proposal due Friday, March 3 (20 points)

Final Project Q&A Session, Thursday, March 30th, 5:30pm

Final Project due Friday, April 28 (50 points)

The final assignment for the course provides an opportunity for you to explore an aspect of archival theory or praxis that is of interest to you. You may decide the format of your final assignment (additional requirements for each of the project formats is available on the course Canvas site):

- **Archives Analysis:** You will use an archival collection, project, or exhibit as a means for exploring an aspect of archival theory. Your paper will engage with both the archival scholarship and a collection, project, or exhibit of your choice.
- **Archives Grant:** Write a grant proposal based on one of two grants available through the NHPRC. You may choose either the [Public Engagement with Historical Records](#) program or [Archival Projects](#).
- **Archives Literature Review:** Write a literature review focused on an aspect of archival theory or praxis that interests you. Your paper should incorporate a minimum of twelve scholarly sources.
- **Choose Your Own Archival Adventure:** I am also happy to consider another format for the final assignment if you have other ideas. If you would like to do something different, you'll need to **pitch your idea to Prof. Mattock by Friday, February 24.**

You will identify your project format and outline your ideas in the project proposal. The **proposal** is worth **20 points** and is **due by Friday, March 3**. The proposal will be assessed according to the following criteria:

Requirement	Criteria	Points
Project Focus	The project has a clearly defined focus on a topic relevant to archival theory or practice. The project is clearly	2

	connected to a specific aspect of archival praxis, with a clearly defined thesis or purpose.	
Project Description	The proposal clearly defines a project conforming to one of the assignment formats. The proposal addresses each of the requirements for the selected format concisely.	8
Annotated Bib	The proposal includes an annotated bibliography that lists at least 5 scholarly sources that support your project topic. Each source is accompanied by a substantial paragraph that describes the focus of the article, the author's position/argument, and how this source supports your project.	8
Proofing, Clarity, and Citations	The proposal contains few, if any, proofing errors and includes proper citation of any works referenced including parenthetical citation in the body of the work and a reference list. The proposal has a project title that clearly identifies the focus of your project and meets the required length (300-400 words without the annotated bibliography).	2

Final Product – 50 points, due Friday, April 28

Requirement	Criteria	Points
Response to Critique	The final project evidences an attempt to build on any critiques provided in the proposal feedback.	5
Format Requirements	The final project meets all the criteria for the selected format as outlined in the descriptions on Canvas.	10
Project Focus	The project has a clearly defined focus on a topic relevant to archival theory or practice. The project is clearly connected to a specific aspect of archival praxis, with a clearly defined thesis or purpose.	5
Synthesis and Analysis	The project moves beyond summary, using the selected scholarship and your observations of archival praxis (where appropriate) as evidence to support your thesis or purpose. The project represents multiple perspectives on the selected archival topic while revealing your thoughts and ideas. The project provides a substantive conclusion that supports the stated thesis or purpose of the project. Every attempt should be made to paraphrase or summarize in your own words to express your personal understanding of the subject area, rather than rely on lengthy quotes from scholarly sources.	20
Bibliography	The project builds on the scholarly research in the identified area of archival theory/practice. The project cites an appropriate number of sources to support your argument/stated purpose from a variety of different sources. All sources and authoritative.	5
Clarity, Proofing, and	The project contains few, if any, proofing errors and	5

Citations	includes proper citation of any works referenced including parenthetical citation in the body of the work and a reference list. The project is easy to read, utilizing headings, tables, bullets, and other formatting mechanisms to guide the reader. The proposal has a project title that clearly identifies the focus of your project and meets the required length (10-15 double-spaced pages).	
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Assignment Submission and Formatting

All assignments must be submitted through the appropriate Canvas assignment link. Assignments should adhere to standard formatting where appropriate:

- 12-point font Times New Roman or equivalent
- Double-spaced without additional spaces between titles, headings, and paragraphs
- Charts, tables, etc. should be single spaced and use a smaller font when needed
- References also appear double-spaced 12-point font
- Page limits and word counts (if provided) do **not** include title pages, references, or attachments
- All references should follow APA 7th edition (parenthetical) OR Chicago Manual of Style 17th edition (footnotes):
 - The APA Publication manual is available through Joyner Library: [APA](#) OR [Chicago](#)
 - You may also reference the Online Writing Laboratory of Purdue University: [APA](#) OR [Chicago](#)

Work Expectations, Due Dates, and Late Work

As a 3-credit course, you are expected to spend a **minimum of 9 hours per week** completing the readings, reviewing recorded lectures, and completing assignments for this course. This meets the standards and expectations set by ECU for all credit-bearing courses at the university.

While the asynchronous delivery of this course allows you some flexibility to work at your own pace, is important to follow the course schedule so that you have adequate time to complete the coursework this semester. Submitting assignments in a timely matter also allows me to assess your work promptly. I will return grades and feedback within two weeks of assignment deadlines for major assignments and within one week for discussion boards.

All assignments are due on the date posted on the course Canvas site, except in cases of genuine emergency. **If you cannot meet an assignment deadline, contact Dr. Mattock as soon as possible.** No penalty extensions will only be granted in extenuating circumstances. Otherwise, assignments received after the deadline will be **docked 5% per day**.

Incomplete Grades

Incompletes may be considered, but only as a result of serious and unexpected health and life situations. Documentation for the request is required in writing, most commonly in the form of an email, with appropriate signatures or other evidence if necessary. Incompletes must be made up promptly and by a deadline set by the instructor and before the deadline set by the Registrar's Office which is indicated in the academic calendar for every semester. The Registrar's Office deadline is for actual grade input, whereas your instructor will need time to read and grade the works before assigning the final grade. Students who are unable to complete assignments when due are expected to withdraw

from the course. The deadline for graduate students to drop a course without a grade is mid-semester (March 23, 2023 as indicated on the [Spring 2023 Academic Calendar](#)) so it would have to be an extreme case for the instructor to agree to an 'I' rather than suggesting the student drop the course.

Office Hours and Communication with the Professor

Office Hours

Office hours will be held by appointment. I will do my best to reserve 3-6pm on Tuesdays and 4-7pm on Thursdays each week. The [office hours scheduler \(https://bit.ly/MattockOfficeHours\)](https://bit.ly/MattockOfficeHours) links directly to my calendar, so that you may find a time that works best with your schedule. I'm available via Webex or phone. If you cannot find a time that suits your schedule or wish to meet in a different modality (in-person), please feel free to email me to schedule an appointment.

I am always available via email to answer your questions or address your concerns during the semester. I will do my best to respond as quickly as I can but will respond within 24 hours during the week and 48 hours on the weekends. You may also post general questions to the Course Q&A discussion board on Canvas.

Cultural Norms for the Classroom

Any successful learning experience requires mutual respect on the part of the student and the instructor. I believe that my role is to help facilitate your path through the course material as we learn together. Neither the instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, or demeaning. At a minimum the expectations for the professor and student are as follows:

Instructor's responsibilities:

- Treat all students with courtesy and respect.
- Be open to constructive input from students in the course.
- Ensure that all students have an equal opportunity to participate in the course.
- Respond to student e-mail requests in a timely manner (please allow 24hrs during the week and 48hrs over the weekends for my response).
- Provide assignment feedback in a timely manner (within two weeks of due date).

Student's responsibilities:

- Remain active on the course Canvas site, checking the announcements at least once per week.
- Work through all the assigned reading and materials by the stated deadline in Canvas.
- When communicating with classmates, use courteous, respectful language and keep comments and questions relevant to the topic at hand.
- Operate in discussion with respect, accountability, and patience. This is an environment for learning and we will all be challenged by the course material at times.
- Take responsibility for your learning experience, submit your work on the agreed upon deadlines and be open to constructive criticism.

ECU Policies

ADA Accommodation

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the instructor immediately. East Carolina University seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a

disability must be registered with the Department for Disability Support. For more information on the department's ADA compliance see <http://www.ecu.edu/cs-educ/disted/ADA.cfm>

Copyright

The intellectual property used or created in LIBS 6860 and fixed in any tangible medium (electronic or paper format) is fully protected by the copyright law as embodied by US Code Title 17. Examples of intellectual property include the intellectual property of you and your classmates as expressed in course assignments and email discourses, and the course instructor as expressed in his course syllabus, class assignments, course resources, and presentations of an audio/video nature. The copyright law does allow what is described as "fair use" of copyright materials. Under "fair use" of copyright protected materials used or generated within LIBS 6860, students may only utilize protected intellectual property in support of their education pursuits in this class as long as fully cited and authorship/creator acknowledgement is noted. Please ask the instructor if you have any questions regarding copyright law and "fair use."

Academic Integrity

Students are expected to turn in original work and adhere to all "Academic Honesty" policies and procedures. All resources consulted for the work should be listed as "Consulted or Background Sources" and all resources actually used (quoted, cited, exemplified, etc.) should be listed in detail. When you quote a resource verbatim, you must enclose the text in quotation marks and identify the original resource in your citations following proper APA Manual of Style rules. Ideas that you paraphrase must be attributed, even if you are not quoting the original source verbatim. Any use of copyright protected materials in your assignments must follow all applicable copyright and intellectual property laws. Students shall avoid all forms of deliberate academic dishonesty, including but not limited to:

- Collusion – students concealing their collaborating in the completion or production of course assignments submitted for credit when specifically prohibited in advance by the instructor.
- Plagiarism – the use or nearly exact use of others intellectual property without attribution and without enclosing the property in quotation marks or other identifier notation. An extended quotation or paraphrase of another's intellectual property must be attributed to its source and will be considered plagiarism if not attributed to its source.

Course Schedule and Required Reading

The following is a list of the *required* reading for the semester. Please refer to the course Canvas site for a complete schedule of readings, learning objectives, assignments, and additional materials.

Week 1 | Introductions and Getting Started – complete by January 13

Read the course syllabus on Canvas

Week 2 | What is an Archives? – complete by January 20

Review the definition of "archives" from the Society of American Archivists, *Dictionary of Archives Terminology* <https://dictionary.archivists.org/entry/archives.html>

Trevor Owens, "What Do You Mean by Archives?" <https://blogs.loc.gov/thesignal/2014/02/what-do-you-mean-by-archive-genres-of-usage-for-digital-preservers/>

Michelle Caswell, "'The Archive' is not an Archives," *Reconstruction* 16, no. 1 (2016): <https://escholarship.org/uc/item/7bn4v1fk>

Week 3 | Archives as Evidence – complete by January 27

Terry Cook, "Evidence, Memory, Identity, and Community: Four Shifting Archival Paradigms," *Archival Science* 13, nos. 2-3 (June 2013): 95-107 <https://go.exlibris.link/RkXVv0YH>

Reto Tschan, "A Comparison of Jenkinson and Schellenberg on Appraisal," *American Archivist* 65, no. .2 (2002): 176-195 <https://go.exlibris.link/LvkVDNKK>

Week 4 | Archives and Memory – complete by February 3

Terry Cook, "Evidence, Memory, Identity, and Community: Four Shifting Archival Paradigms," *Archival Science* 13, nos. 2-3 (June 2013): 107-109 <https://go.exlibris.link/RkXVv0YH>

Francis X. Blouin Jr. and William G. Rosenberg, "The Social Memory Problem," in *Processing the Past: Contesting Authority in History and the Archives* (Oxford University Press, 2011), 97- 115. <https://go.exlibris.link/Nqv24j3W>

Week 5 | Archives and Identity – complete by February 10

Terry Cook, "Evidence, Memory, Identity, and Community: Four Shifting Archival Paradigms," *Archival Science* 13, nos. 2-3 (June 2013): 109-113 <https://go.exlibris.link/RkXVv0YH>

Huilong Feng, "Identity and Archives: Return and Expansion of the Social Value of Archives," *Archival Science* 17 (2017): 97–112 <https://go.exlibris.link/3xk35n37>

Week 6 | Archives and Community – complete by February 17

Terry Cook, "Evidence, Memory, Identity, and Community: Four Shifting Archival Paradigms," *Archival Science* 13, nos. 2-3 (June 2013): 113-120 <https://go.exlibris.link/RkXVv0YH>

Rishika Dugyala, "Evanston Organizes: Evanston's Black Community Lacked Recognition for Decades. Shorefront Legacy Center Amis to Give it to Them," *Daily Northwestern* November 8, 2018: <https://dailynorthwestern.com/2018/11/08/city/shorefront-legacy-center-works-to-preserve-north-shores-black-history/>

Andrew Flinn, Mary Stevens, and Elizabeth Shepherd, "Whose Memories, Whose Archives? Independent Community Archives, Autonomy and the Mainstream," *Archival Science* 9 (Nos. 1-2, 2009): 71-86 <https://go.exlibris.link/ZhTfsq3h>

Week 7 | Archival Theory Across the Paradigms – complete by February 24

Describing the Archival Paradigms Assignment Due

Week 8 | Archives Research Project Proposal – complete by March 3

Archives Research Project Proposal Due

Week 9 | Archival Appraisal – complete by March 17

Fiorella Foscarini, “Archival Appraisal in Four Paradigms,” in *Currents of Archival Thinking, 2nd Edition*, eds. Terry Eastwood and Heather MacNeil (Libraries Unlimited, 2017), 107-133

<https://go.exlibris.link/ZVX4st64>

Week 10 | Archival Processing – complete by March 24

Cheryl Oestreicher, “Personal Papers and MPLP: Strategies and Techniques,” *Archivaria* 76 (Fall 2013):

<https://go.exlibris.link/9mhP7bBR>

Week 11 | Archival Representation and Description – complete by March 31

Sam Winn, “The Hubris of Neutrality in Archives,” <https://medium.com/on-archivy/the-hubris-of-neutrality-in-archives-8df6b523fe9f>

“Statement of Principles,” *Describing Archives: A Content Standard* https://saa-ts-dacs.github.io/dacs/04_statement_of_principles.html

Week 12 | Archival Reference and Outreach – complete by April 6

April K. Anderson-Zorn, “Portable Archives: Using Mobile Technology for Archival Education and Outreach in a Campus Community,” *Archival Issues* 41, no. 1 (2021): 44-56

<https://go.exlibris.link/WcqL6WYn>

Week 13-15 | Final Assignment – complete by April 28

Archival Research Project Due