HIST 522
Archives and Manuscript Management

3 Credit Hours
Length of Course: 16 weeks

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

Table of Contents

Instructor Information

Course Description (Catalog)

 This course examines the theory, principles, practices, and current debates of managing archival documents, such as personal papers, institutional records, photographs, electronic records, and other unpublished materials.   The course provides an introduction to the field; introduces terms and concepts of manuscript and records acquisition and appraisal, arrangement and description, conservation and preservation, reference, and access. The course provides in-depth study of current issues and practices in archives, addressing fundamental problems, theoretical principles, techniques, and practical administration of archives and manuscripts; the importance of records in the modern information age; discussion of the types and varieties of archival repositories and the value of historical records beyond traditional research use.

Course Scope

 A considerable emphasis in this course is on the history and changing nature of recordkeeping. It is essential that individuals preparing for careers in records management, information resources management, knowledge management, and archival administration understand what a record is, how the concept of a record has changed or remained the same, and how systems governing the creation and use of records have changed and are changing. Archival and current records relate to, but are not exclusive to, the concept of "documents" many information professions now use to characterize their work. Readings on this topic have been assigned throughout the course, and there will be class discussions of these readings. During the course we will explore case studies, real-life scenarios, and examples from archival literature to launch discussions.

Students will learn about the differences and similarities between archivists, records managers, librarians, and practitioners in related information fields; how organizational records and personal manuscripts share common traits and principles as records; the importance of records in the modern information age; what records management is and what records professionals do; the history and development of recordkeeping systems; the place of records professionals in the information professions; how archives and records management is broadly applied in a variety of institutional settings (government, corporate, college and university, and non-profit);

and records management as an important function in archival administration.

Three Common Themes for this course:

- ☐Archival Theory-Nature of Archives, records, papers, and archival functions
- ☐Archival Methodology-Techniques for performing archival functions
- ☐Archival Scholarship-History of Archival Theory and Methods and their articulation in professional literature

Professionally trained archivists and manuscript curators work in a variety of repositories, including college and university archives and special collections departments, historical societies, state and local government archives, federal repositories, research libraries and other cultural institutions, and for corporate archives serving businesses and religious organizations. Although there is no formal archival degree, professional archivists have a wide range of education. There are increasing numbers of graduate programs with archival components. More archivists have a graduate degree in history or library or information science that may or may not include courses in archives management. There are many archivists who have been trained "on-the-job" or through institutes such as the Modern Archives Institute and the Society of American Archivist which provide basic instruction.

Course Objectives

After successfully completing this course, you will be able to:

1. Compare and contrast the different career options available in the archives profession;
2. Understand why societies, cultures, organizations, and individuals create and keep records.
   3. Become familiar with terminology and concepts used in archival records.
4. Summarize archival theory; archival methodology; archival scholarship-history of archival theory   and methods and their articulation in professional literature.
5. Become familiar with structure, organization, literature, and current issues in archives profession
   6. Evaluate an institutional collection policy and/or practice based on standard archival and records   practice, supported by the course readings.
7. Engage in the processing of a collection: appraisal, arrangement, description, reference and digitization.
8. Discern the central debates going on in the archival profession today and the importance of those debates to the "new" archives professionals.
9. Become aware of the various environments where archives and records are created, managed, and used.

Course Delivery

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (located in Resources in SAKAI) and access to an online learning management system (SAKAI) will be made available to each student. Online assignments include discussion Forum questions accomplished in groups through a threaded forum and individual assignments submitted for review by the Faculty Member. Dr. LaMotta is the assigned faculty who will support the students throughout this sixteen-week course.

Participation in weekly discussion forums is critical to the success of the course. For each discussion topic, an initial post is due by 11:59pm Thursday of the week of the discussion topic, and replies to at least two of your classmates are due by 11:59 pm of the Sunday of the week of the discussion topic.

Course Materials

REQUIRED TEXTS

- ☐Daniels, Maygene F. and Timothy Walch. *A Modern Archives Reader: Basic Readings on Archival Theory and Practice*. Paperback. (ISBN 0-911333-12-6)
- ☐O'Toole, James. *Understanding Archives and Manuscripts. Paperback. Society of American Archivists* (ISBN-10: 1931666202 ISBN-13: 978-1931666206)
- ☐Yakel, Elizabeth. *Starting an Archive*. Paperback. The Scarecrow Press, Inc. (ISBN-10: 0810828642 ISBN-13: 978-0810828643)

DIGITIZED READINGS

All of the following readings are available under Resources on the Course Tools menu for this course. In addition, the readings that are available on the World Wide Web have been hyperlinked to their locations. Many are also available through the APUS online library.

Bantin, Phillip. *Records Management in a Digital World*. *Educause Research Bulletin.* 2002:16. Boulder, Colorado: ECAR, August 6, 2001.

Cook, Terry. "The Archive(s) Is a Foreign Country: Historians, Archivists, and the Changing Archvial Landscape," *American Archivist.* 74 (Fall/Winter 2011): 600-632.

Cohen, Daniel and Rosenzweig, Roy. *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web.* Philadelphia, University of Pennsylvania Press, 2006.

Cox, Richard. "Archivists and Public Historians in the United States," *The Public Historian.* 8: 3 (Summer 1986): 29-45.

Cox, Richard. "The Failure and Future of American Archival History: A Somewhat Unorthodox View," *Library & Culture.* 35:1 (Winter 2000): 141-154.

Fleckner, John, "Dear Mary Jane: Some Reflections on Being an Archivist," Society of American Archivists (SAA) Presidential Address, 1990.

Gwinn, Nancy. "The Fragility of Paper, Can Our Historical Record Be Saved?" *The Public Historian.* 13: 3 (Summer 1991): 33-53. Available under Resources in course shell.

Organization of American Historians. Historians and Archivists: Educating the Next Generation. Joint Committee of the Organization of American Historians, the American Historical Association and the Society of American Archivists, 1993.

Park, Eun G. "Understanding "Authenticity" in Records and Information Management: Analyzing Practitioner Constructs," *American Archivist.* 64 (Fall/Winter 2001): 270-291.

Pearce-Moses, Richard and Davis, Susan, editors. New Skills for a Digital Era. A Colloquim sponsored by the National Archives and Records Administration, Society of American Archivists and the Arizona State Library, Archives and Public Records. Society of American Archivists, 2008.

Pearce-Moses, Richard. *Glossary of Archives and Records Terminology,* Archive Fundamentals Series II, SAA, 2005.

Presidential Addresses, Society of American Archivists, 1989-2010. (Not available in Resources)

Simon, Bryant, "Facts and Fictions in the Archives," *Rethinking History.* 5:3 (2001): 427–435.

Spence, Jonathan. "A Life With the Archives," Jonathan Spence in conversation with Judith Schiff, *AHA,* March 2004.

Tibbo, Helen. "So Much Too Learn, So Little Time to Learn It: North American Archival Education Programs in the Information Age and the Role for Certificate Programs." *Archival Science* 6:2 (2006): 231–245.

RECOMMENDED REFERENCES (For All History Majors)
- ☐*Information Literacy* tutorial in the Tutorial Center of the Online Library.
- ☐*The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003. Accessible through The Online Library.
- ☐Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press. *Purchase Optional*.   There is also a Turabian Quick Reference in Resources.
- ☐Turabian Citation Guide Online

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html
- ☐Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007.

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional footnote attribution. Do not use endnotes or parenthetical (MLA) variation.

Evaluation Procedures

This course requires thoughtful reading and analysis. The discussions, assignments, and research paper are designed to allow you to demonstrate a thorough comprehension of the concepts introduced in the readings. Your perception of the issues introduced in these readings will be shaped by your worldview and experience. Feel free to report your views but do so in a considerate and thoughtful manner, and they must be grounded in scholarly evidence. Since this is a graduate-level coursework, do not merely regurgitate information from the reading assignments. You are expected to analyze, critique, and agree, or disagree, with the authors. My expectation is that your work is original. Academic integrity is essential. Scrupulously acknowledge the source of direct quotes, paraphrased passages, and another's ideas.

Forum Assignments: 32% of your grade (16 Forum topics, 2 points each)
Respond to the Forum question(s) of the week in AT LEAST 150 words (this means that 150 words is the bare minimum for a passing grade) using the reading assignments and any outside research you feel is appropriate. Cite relevant examples from the week's reading, and use the opportunity to critique the authors' work (you can comment on issues like author assumption, agenda, research, methodology, etc.) Respond to AT LEAST two other student postings, plus any follow-up questions I ask. Discussion is a very important part of the class. It is a way to interact and learn from each other as well as demonstrate our understanding of course content. I expect all posts to be thoughtful (making good, reasoned, well-written points), thorough (accurate and complete in its response), and interesting (a response that is on point, and relevant to the question asked). When responding to other students it is not enough to simply state "I agree". Respond with at least 2 sentences in a way that moves the discussion forward, and demonstrates your knowledge or unique perspective on the topic. INITIAL POST IS DUE ON THURSDAY, RESPONSES ARE DUE BY SUNDAY. ALL DEADLINES ARE 11:59 EASTERN TIME ON THE DAY DUE.

Arrangement Exercises: 10% of your grade (2 exercises, 5 points each)
These assignments present you with scenarios where you have to decide which records you should preserve in an archives and to arrange those records into series following archival principles. 350 words each.

Archival Tour exercise: 15% of your grade
In this exercise you will visit an archives; describe the reference facilities and services of the archives, and evaluate the effectiveness of their reference services.   1000 words.

Description Exercise: 9% of your grade
This exercise requires you to explore the websites of various record repositories and to evaluate how well they present their mission and their holdings to the public. 700 words.

Appraisal Exercise: 9% of your grade
In this exercise you will use archival theory to decide which items on a records disposition schedule should be designated as permanent records. 700 words.

Research paper: 25% of your grade
This assignment requires you to write an essay that will identify and analyze debates concerning the management of archives and manuscripts, and to evaluate practical steps that can be taken to begin a career as an archivist.   Your essay will synthesize the major concepts and methods that you learned in the class. 1500 words.

Assignments	Points
16 Forum Topics (2 points each)	32
2 Arrangement Exercises (5 points each)	10
Archival Tour	15
Description Exercise	9
Appraisal Exercise	9
Research Paper	25
Total	100

The APUS Grading System is described in the Student Handbook.

Weekly Course Outline

Week	Topic(s)
1	Unit 1: Introduction to professional archival practices

2	**Introduction to professional archival practices**
3	**Introduction to professional archival practices**
4	**Introduction to professional archival practices**
5	**Unit 2:** **Introduction to archival theory, institutional practices, standards, functions, and terminology**
6	**Introduction to archival theory, institutional practices, standards, functions, and terminology**
7	**Introduction to archival theory, institutional practices, standards, functions and terminology**
8	**Introduction to archival theory, institutional practices, standards, functions and terminology**

9	**Introduction to archival theory, institutional practices, standards, functions and terminology**
10	**Unit 3: Issues in Archival Programs**
11	**Issues in Archival Programs**
12	**Issues in Archival Programs**
13	**Issues in Archival Programs**
14	**Issues in Archival Programs**
15	**Unit 4: Record Keeping in the Digital Age**
16	**Record Keeping in the Digital Age**

Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

Drop/Withdrawal Policy
Plagiarism Policy
Extension Process and Policy
Disability Accommodations

Writing Expectations

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations,* 7th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual.* See Chicago Style Manual

---

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. 1.Front matter--e.g., title page, copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, abstract.
2. 2.Narrative with scholarly attributions.
3. 3.Back matter--bibliography, appendices.

Citation and Reference Style

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

- **Endnotes/Footnotes**, the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

- **Bibliography** is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

- *Turabian* and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

    - oMay be in-line, but preferably set in raised superscript.[1]

    - oShould come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.

    - oMust follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: http://www.apus.edu/Online-Library/tutorials/index.htm

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :),

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

1. **Inter Library Loans:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
2. **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
3. **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
4. **Smarthinking:** Students have access to ten free hours of tutoring service per year through **Smarthinking**. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

Request a Library Guide for your course (http://apus.libguides.com/index.php)
The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name.

If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu

Selected Bibliography

Located in SAKAI Resources