Class: Tuesday, 12:30-3:15 pm, HBK 2119
Office Hours: Tuesday, 3:30-4:30 pm,
Wednesday 4:00-5:00 pm and by appointment

**Course Objectives**
Students will understand the theory and practice surrounding the selection and appraisal of records and papers with enduring value. Archival repositories can retain only a small fraction of the available documentation. This makes appraisal a core function for the profession. The decisions made determine what survives as society’s documentary and cultural heritage. Through readings, lecture, discussion, and visits to archives, students will understand how appraisal is carried out in different institutional contexts and how archivists apply appraisal concepts to build collections in various formats.

**Readings**
The following books or manuals are available from the University Book Center. Members of the Society of American Archivists can order these books from SAA at the member (discount) price. Other required readings are available on reserve. Additional readings and other materials may be distributed during the semester. Most of the reserve readings will be available electronically through the course elms blackboard site.


Cox, Richard J. *No Innocent Deposits: Forming Archives by Rethinking Appraisal*. Lanham, MD: Scarecrow Press, 2004


**Course Structure**
Each week the class will consist of lecture/discussion, led by the instructor or a guest lecturer. There will be no formal student presentations on the readings, but students are expected to have done the reading and to participate in the discussions in class or on
elms (blackboard). In addition, there will be visits to area repositories, all scheduled during class time

Course Requirements

1. Class Participation (20%):
   Students are expected to attend class, having read the assigned readings and participate in the discussions. Student presence and punctuality are also expected at the off campus repository visits, out of respect for our hosts.

2. Appraisal Project (25%)
   Students will conduct an appraisal project on a collection in the Special Collections in the Performing Arts in the Smith Center. Specific details on that assignment will be provided on September 8. Due: October 13

3. Acquisition Policy Report (25%)
   Each student will select a repository and evaluate its acquisition and/or appraisal policies. While it is probably simpler to select a local repository from the list of Cooperating Archives Practicum Institutions at http://ischool.umd.edu/programs/fieldstudy/, any archive (except those covered by guest lectures in class) is acceptable. As usual, it is best to avoid one’s place of employment. The report should be 5-7 pages, double-spaced, and should:
   a. Describe the institution’s collecting policy (or practice if it lacks a formal policy).
   b. Place the collecting policy within the context of the institution.
   c. Evaluate the institution’s policy/practice based on appropriate archival and records management standards.
   d. Refer to the literature on collecting policies as appropriate.
   e. Propose ways that the policy and practice could be strengthened.
   f. Propose ways that the “success” of the policy and practice could be measured or evaluated. Due: November 10.

4. Research Report (30%)
   Each student will write a research paper of 10-15 pages, double-spaced, on a topic of his/her choosing. Since students are already conducting analyses of specific repositories, this paper should focus on a specific archival topic, type of material, or theme in the archival literature, relating to the documentation, selection, or appraisal of records, rather than a specific repository. Repository examples can, however, be used to illustrate points in the paper, which should also utilize archival literature beyond what we read in class. Topic Abstract due by October 20. Paper Due: December 8.

Grade
The course grade will be assigned in accordance with University and iSchool guidelines:
A=Outstanding; B=Satisfactory; C=Barely Adequate; D/F=Failure; I=Incomplete. The grade will be computed as follows: Class participation=20%; Appraisal project=25%; Repository report=25%; Research paper=30%.

Requirements for Written Work
Quality of Writing
Excellent written communication skills are essential to the provision of information in professional contexts. Written work will therefore be graded on the quality of writing as well as on the content and evidence of critical analysis. Grades for work that is not well written, clearly organized, and grammatically correct will be reduced accordingly.

Formatting:
- Double space, in Times New Roman 12 point type with one inch margins
- Include a list of sources consulted
- Cite sources, both in the text or as footnotes/endnotes, and in the list of sources consulted in conformity with the most recent edition of the Chicago Manual of Style, or the Publication Manual of the American Psychological Association. Be sure to include page numbers for all citations.
- Number the pages and staple the pages together. Do not place in a folder or binder.

Classroom Environment: The classroom environment should be professional and respectful. Punctual arrival for class, especially when we visit other sites or have a guest lecturer, contributes to the smooth operation of the class and the quality of the learning experience. Late arrivals, early departures, and unavoidable breaks are disruptive and distracting. If you know you be late or have to leave early, please let the instructor know in advance. Please turn off or mute all cell phones and other communication devices during each class. You also should limit computer usage to course-related work (i.e. taking notes).

Academic Integrity: The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.

The Code of Academic Integrity strictly prohibits students from cheating on exams, plagiarizing, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. Plagiarism is of particular concern in the networked digital environment. Students must write their own essays and assignments in their own words. Whenever students take an idea or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing using footnotes or in-text citations.
Instances of any suspected academic dishonesty will be reported and handled according to University policy and procedures. For a more detailed description of the University’s definition of academic dishonesty, visit http://faculty.umd.edu/teach/integrity.html.

To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment).”

Website: shc.umd.edu

This course follows all University policies and procedures, including adherence to the Honor Code, accommodation for students with disabilities, and consideration for religious holidays.

CourseEvalUM Fall 2009

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses between Tuesday, December 1 and Sunday, December 13. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting December 1. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Schedule of Classes, Readings and Topics

September 1
Unit 1: Introduction to Course/Introduction to Basic Appraisal Concepts
Readings:


September 8
Unit 2: Historical Development of Appraisal Theory
Introduction to appraisal project. – Vin Novaro
Readings:


September 15
Unit 3: Appraisal Methods and Practices I: Records Management/Functional Analysis
Readings:

Cox, Richard J. *No Innocent Deposits*, Chapter 4, 6, pp. 87-113, 147-163.


September 22
Unit 4: Appraisal Methods and Practices II: Collection Development and Collecting Policies
Readings:
Boles, Frank. *Selecting and Appraising Archives and Manuscripts*, Chapter 5, pp. 97-120.

Cox, Richard J. *No Innocent Deposits*, Chapter 5, pp. 115-145.


Archival Studies, pp. 177-192. Also available at:

Max, D.T. “Final Destination,” The New Yorker, June 11 & 18, 2007, pp. 54-71,

September 29
Unit 5: Appraisal Methods & Practices III: Documentation Strategies and other Cooperative Approaches
Readings:


October 6
Unit 6: Appraisal Methods & Practices IV: Sampling, “Black Box,” and Case Files
Readings:
Boles, Frank. Selecting and Appraising Archives and Manuscripts, Chapter 4 and Appendix 2, pp. 75-96 and 149-157.


October 13
Unit 7: Appraisal Contexts I: College and University Archives
Guest lecturer: Anne Turkos, University Archivist, University of Maryland
[Appraisal assignment due]
Readings:

Samuels, Helen Willa. Varsity Letters: Documenting Modern Colleges and Universities, SAA and Scarecrow Press, 1998. (all)

October 20
Unit 8: Appraisal Contexts II: Records of Science and Technology
Visit to American Institute of Physics
Host: Joe Anderson
[Paper topic due]
Readings:
Read AIP document to be distributed


October 26 or 27
Unit 9: Appraisal Contexts III: Government Archives
Visit to U.S. Senate Historical Office
Site visit in Hart Senate Office Building
Host: Karen Paul, Senate Historical Office
Readings:
Read Senate document to be distributed

Aronsson, Patricia. “Appraisal of Twentieth-Century Congressional Collections,” in Archival Choices: Managing the Historical Record in an Age of Abundance, Nancy E. Peace, ed., Heath & Co., 1984, Chapter 4, pp. 81-104. (e-reserve)


Brown, Lauren R. “Present at the Tenth Hour: Appraising and Accessioning the Papers of Congresswoman Marjorie S. Holt,” Rare Books and Manuscripts Librarianship (1987): 95-102. (e-reserve)

November 3
Unit 10: Appraisal Contexts IV: Records of Business
Readings:


November 10
Unit 11: Special Formats I: Non-print media
Guest lecturer: Chuck Howell, National Public Broadcasting Archives
Readings:


Ritzenhaler, Mary Lynn and Diane Vogt-O’Connor. *Photographs: Archival Care and Management*, (Chicago:SAA, 2006), Chapter 4, pp. 78-133. (e-reserve)

November 17
Unit 12: Special Formats II: Electronic Records [websites]
Guest lecturer: Mark Conrad, Electronic Records Archives
[Institutional report due]

Readings:


November 24
Unit 13: Websites

Readings


December 1
Unit 13: Social Context, Activism, the Post-Custodial Era, and Postmodernism
Readings:
Cox, Richard J. *No Innocent Deposits*, Chapter 9, pp. 231-258.


December 8

**Unit 14: Reappraisal, Deaccessioning, and Ethics**

[Paper due]

**Readings:**


Cox, Richard P. *No Innocent Deposits*, Chapter 10, pp. 259-293.


