University of Maryland, College of Information Studies

INST 604: Introduction to Archives & Digital Curation

Fall 2018
Course Meeting Time: Tuesdays, 6:00 PM – 8:45 PM
Course Meeting Location: Hornbake Library 0103

Instructor: Adam Kriesberg, Ph.D.
Office: HBK 0216C
Office Hours: Tuesdays, 4:00-5:00pm, or by appointment
Contact Information: 301-405-0619 | akriesbe@umd.edu

Course Description:

This course introduces students to the practice of archival thinking, an important skill in caring for an increasingly complex, multimedia, and heterogeneous information. Is the information stored in a secure place (be it in servers or stacks)? Is there guaranteed long-term access to the records, manuscripts, or data? How do we ensure the authenticity and reliability of the information we keep? How do we use archival records to hold those in positions of power accountable? What are the ways that marginalized groups are represented in historical sources? What access systems should be in place to maximize the discoverability of the items in our collection? Archivists answer these questions in particular ways and those specific perspectives and ideas that inform their actions are what we will study during the term.

As a class, we shall examine fundamental theories and practices as well as the essential principles and standards that archivists apply in designing and implementing strategies for the preservation and long-term access of information. We will also pay attention to the changing informational, organizational, societal, and technological landscapes and consider how those changes are affecting archival practices, the information and preservation professions, and the implementation of foundational archival ideas. You will also become acquainted with the values of the archives profession that underlie the mandate to manage and care for a body of information resources in diverse organizational and institutional contexts.

This is a foundational course if you are training to become a professional archivist, manuscripts curator, records manager, digital curator, data librarian, etc. Thus, the course will provide you with essential knowledge for pursuing a variety of career paths, including:

- Professional careers in archives and records management - This course provides you an introduction to the field; introduces terms and concepts that will be used in more advanced courses; and builds a foundation for internships and professional networking.

- Careers in related information fields - This course provides you with a survey of broadly applicable concepts used in information management, data curation, information policy, and user services.

- Advanced degrees in history - This course provides you with critical understanding of how archives are formed and organized; describes how archival actions, policies and functions influence knowledge production; and gives an overview of the changing
intellectual and social perspectives on the function archives in society as well as the purpose and value of archival research.

No matter what your career goals, you will become conversant with terminology and concepts and learn how archives and records relate to other aspects of information management.

Learning Outcomes

- Comprehension/critique of professional literature: Become conversant with the basic concepts, practices, and methods used to create, store, organize, and preserve records and archives
- Presentation on a topic of professional interest: Identify organizational, legal, technological, and cultural factors that have an impact on records and archives
- Quality and quantity of contributions to discussions/debates in class and online: Analyze how organizations and individuals use records and archives for research, ongoing operations, accountability, and organizational memory
- Analysis of problems presented in case studies/examples: Develop a knowledgebase and set of principles for responding to legal, policy, and ethical issues
- Develop and defend your position on a contemporary issue or problem: Understand how archival and recordkeeping practices differ from other information management practices
- Explain an archives or records management concept to an interested third party: Understand how archival and recordkeeping practices relate to other information management practices

Course Structure

This course is roughly divided into three parts, described below:

Part 1: Archives and Records – Foundational Concepts and Functions will present the core ideas in archival science that have defined the profession for the past century or more. The purpose of this portion of the course is to master the basic concepts, become familiar with the literature in the field, and establish common ground for addressing archives and records issues and problems. You will get a quick overview of widely accepted conventions and practices in archives.

Part 2: Current Issues in Archives, Records and Digital Curation focuses on important changes in the ways that records and archives are created, used by individuals and organizations, and valued by society. In this section, we will focus on the relationship between archives and the technological, organizational, and political context in which they are created.

Part 3: Reinventing Archives for Today and Tomorrow will present new and revised concepts, principles and terminology to address the challenges digital environments, distributed recordkeeping, and new ways in which users access archival materials and other digital objects.

The course will become increasingly interactive as we move through the term. During Part 1 we will cover the canon through a combination of reading, presentations, discussions and class activities. Part 2 will enhance our understanding of both the application of archival and records
management principles to contemporary information management challenges and the limitations of traditional principles and practices in a complex and dynamic environment. During Part 3 we will work together to develop new approaches to archives and records management that are suited to today’s context.

COURSE POLICIES

Citation and Formatting
Use standard professional formatting (double spacing, 1” margins, Times New Roman, 12-point font) for all assignments. For citations, you may either use APA or Chicago style.

Class Participation and Attendance
This course makes active use of the classroom time and space. Students are expected to contribute productively to classroom discussions, debates, and exercises. Your ability to contribute to classroom activities will depend on your preparation in advance. The quality of your contributions will be judged on that basis. Advance preparation includes completing all reading assignments; listening to/watching pre-recorded talks, lectures, presentations, videos, etc.; and completing on-line explorations and exercises. You will also have the opportunity to initiate discussions and bring related material to our attention (such as breaking news on archives and records).

University policy excuses the absences of students for illness, religious observances, participation in University activities at the request of university authorities and compelling circumstances beyond the student's control. You may miss a single class for a medical reason without providing medical documentation, but for more than one absence you should provide documentation. For more information, see University Policy V-1.00G on Medically Necessary Absence. If you are unable to attend class, please inform me in advance by email to akriesbe@umd.edu so that we can make appropriate alternative arrangements.

Classroom Technology Etiquette
You are encouraged to bring laptop, notebook, or tablet computers to class and to use them actively as learning tools. You should:

... Use laptops for taking notes, conducting research required for activities, and other specific classroom tasks as assigned by the instructor. During class, you should strongly resist the temptation to check e-mail, chat, IM, play games, or perform other off-task activities.

... Engage in class activity as actively as you can. The computer should not become a barrier to interaction and engagement, but instead should help facilitate the exchange of ideas and engagement in classroom contact. If you know you are not good at multi-tasking and your electronic devices become a distraction rather than an aide, focus on the opportunity to listen – think – talk without mediation.

... Tweet, if you think any 140 characters are worth sharing with your followers or the world in general and you can protect the privacy and anonymity of fellow class members.

... Show sensitivity to others. You should not display screen images and multimedia content that might be distracting or offensive to other members of the class, including wallpapers, screen savers, or random browsed content.
Textbook & Course Materials
There is no assigned textbook for this course. All readings are available for download on ELMS or via URLs defined in this syllabus.

Syllabus Change Policy
This syllabus is a guide for the course and is subject to change with advance notice.

Academic Integrity
It is important that you practice academic honesty in all aspects of the class. Much of your learning happens when you challenge yourself to produce original work. You should familiarize yourself with the violations outlined in the University of Maryland’s Code of Academic Integrity. Among these include:

- **Cheating**: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Fabrication**: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- **Facilitating Academic Dishonesty**: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- **Plagiarism**: Intentionally or knowingly representing the words or ideas of another as one's own in an academic exercise.

Violation of these university policies will result in penalties, which might range from failing an assignment, to failing a course, to being expelled from the program, at the discretion of the instructor and the iSchool administration.

Students With Disabilities
The University provides appropriate accommodations for students with disabilities. The campus' Disability Support Services Office (DSS) works with students and faculty to address a variety of issues ranging from test anxiety to physical and psychological disabilities. If you think you may have a disability, you should consult with DSS (4-7682, email Dissup@umd.edu). To receive accommodations, you must first have you disabilities documented by DSS. Once notified, DDS prepares an Accommodation Letter for course instructors regarding needed accommodations. Students are responsible for presenting this letter to their instructors.

Emergency Preparedness
For complete information on university closures and other emergencies, please visit: http://www.umd.edu/emergencypreparedness/

CourseEvalUM
Course evaluations are a part of the process by which the University of Maryland seeks to improve teaching and learning. The University Senate approved the implementation of a standard, online, University-wide course evaluation instrument. Each course evaluation contains a set of universal questions, and some are supplemented by questions from specific colleges. Across the University, course evaluations are administered through a web-based system dubbed CourseEvalUM. Students who leave no "Pending" evaluations in their Evaluation Dashboard each semester can view the aggregate results of a sub-set of universal items online.
All information submitted to the Evaluation System is confidential. Instructors and academic administrators can only view summarized evaluation results after final grades have been submitted. Instructors and academic administrators cannot identify which submissions belong to which students. This standardized set of evaluation results provides the University with useful information on teaching and student learning across the campus.

For additional info see Student Fast Facts at: https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml

Assignments and Evaluation
You will receive various forms of feedback (such as written comments and one-on-one consultations) on your class performance. Keep in mind that grades are only one type of indicator of learning and progress in this course. Grades will be based on the quality of your assignments and classroom engagement. If at any point during the semester you are in need of additional guidance or explanation on how your assignments are graded, please do not hesitate to set up an appointment with me so we can explore ways to ensure that you are meeting the expectations of the course. Grade distribution shall be as follows:

- Repository Website Analysis 10%
- Lightning Talk 15%
- Wikipedia Assignment 15%
- Course Themes in the News 20%
- Position Paper / Final Exam 20%
- Class Participation (includes attendance) 20%

There are five graded assignments. Four are required for all students. The fifth provides a choice – to write a position paper or an essay-based take home final exam. Instructions for each will be made available on ELMS.

Repository Website Analysis
Compare and contrast the mission, program, holdings, and services of three archival institutions based solely on information from their institutional public websites World Wide Web home pages. To facilitate comparisons, select three institutional websites that share some common features (types of repository, thematic emphasis, location, etc.).

Lightning Talks
The ability to present complex ideas concisely and understandably is critically important in the information professions. This assignment helps you further develop this skill. The lightning talk is an opportunity for you to lead the class in evaluating digital projects or tools in archives and digital curation. A list of topics will be provided on Week 1 (Jan 30). Choose a topic from the list by Week 2 (Feb 6). The schedule for the lightning talks will be posted in Week 3. Each student will only present once. The first group of presenters will start Week 7 (March 13). A lightning talk is 5 minutes, excluding Q&A.

Wikipedia Assignment
This assignment will ask students to expand, strengthen, and write articles for Wikipedia on a variety of topics related to the course. The assignment will train students on how to write for the encyclopedia, identify relevant sources, and represent archival concepts on this information platform.
**Course Themes in the News**

For this assignment, your task is to draw a connection between course themes and the news/current events. Identify a story from which has been discussed at least three times in the previous year (2017-present) from which to build your paper. The story or issue should have issues related to archives and/or digital curation at its core, or relate closely to the concepts we discuss in class.

Your assignment is to write a paper explaining the current event and its relationship to archives and digital curation. Go beyond just summarization of the article and apply the critical lens we've been developing in class this term. How did the article represent an archival or digital curation function? What would change about this article if the author were a student in this course?

**Position Paper or Final Exam**

Choose one of the following assignments:

- **Final exam.** Take home exam, open book, and open notes.
- **Position Paper (10 – 12 pages, double spaced).** This assignment gives you an opportunity to analyze one legal and/or ethical problem that is similar to issues you are likely to confront at some point in your career. You will have to select a topic from a list. The purpose of this assignment is to research the archives and digital curation issues related to the case as thoroughly as you can (in the limited time available) then formulate your position on the topic. Present your position and make the best argument you can to support your position using factual information, guidelines, precedent, related cases, and the like to support your position. You will have to let the instructor know that you are opting to take this assignment by Week 6.

**Submission and Citation**

All assignments are to be submitted on Canvas on their respective due date. Use standard professional formatting (double spacing, 1” margins, Times New Roman, 12-point font) for all assignments. For citations, you can use APA or the *Chicago Manual of Style* (Notes and Bibliography). Please see me with any questions if you prefer a different style.

Students are expected to submit all class requirements in a timely manner. If you require an extension, please let me know so we can explore alternative arrangements.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
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<tbody>
<tr>
<td>Repository Website Analysis</td>
<td>Due: Week 4 (Sept 18)</td>
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<tr>
<td>Lightning Talks</td>
<td>Select topic by Week 2.</td>
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<td></td>
<td>Presentations begin Week 9 (Oct 23)</td>
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<tr>
<td>Course Themes in the News</td>
<td>Due: Week 10 (Oct 30)</td>
</tr>
<tr>
<td>Wikipedia Assignment</td>
<td>Online: Week 13 (Nov 20)</td>
</tr>
<tr>
<td>Position Paper / Final Exam</td>
<td>Choose between submitting a position paper or taking the final exam. Inform the instructor of choice by Week 6 (Oct 2). Position paper topics will be released on Week 7 (Oct 2). Final Exam questions will be released Week 15 (Dec 4). Position papers and final exams due Dec 12 at 11:59 p.m.</td>
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</tbody>
</table>
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The average of your grades on all the assignments (including your class participation grade) will be converted to a letter grade according to the following table:

<table>
<thead>
<tr>
<th>Average</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>97.0 and above</td>
<td>A+</td>
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<tr>
<td>94.0-96.9</td>
<td>A</td>
</tr>
<tr>
<td>90.0-93.9</td>
<td>A-</td>
</tr>
<tr>
<td>87.0-89.9</td>
<td>B+</td>
</tr>
<tr>
<td>84.0-86.9</td>
<td>B</td>
</tr>
<tr>
<td>80.0-83.9</td>
<td>B-</td>
</tr>
<tr>
<td>77.0-79.9</td>
<td>C+</td>
</tr>
<tr>
<td>74.0-76.9</td>
<td>C</td>
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<tr>
<td>70.0-73.9</td>
<td>C-</td>
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<tr>
<td>67.0-69.9</td>
<td>D+</td>
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<tr>
<td>64.0-66.9</td>
<td>D</td>
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<tr>
<td>60.0-63.9</td>
<td>D-</td>
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<tr>
<td>Below 60.0</td>
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ADDITIONAL RESOURCES

Beyond the assigned readings and class discussions, the following resources will help you navigate the field of archives and digital curation:

- The Society of American Archivists has posted an online glossary that will prove useful to you over the course of the semester: A Glossary of Archival and Records Terminology [https://www2.archivists.org/glossary](https://www2.archivists.org/glossary)

- Archives in the News Google Group: Aggregated list of domestic and international news stories related to archives and records [http://ter.ps/ghn](http://ter.ps/ghn)

- The Digital Curation Centre in the UK has extensive resources on digital curation and data management [http://www.dcc.ac.uk/resources](http://www.dcc.ac.uk/resources)

Extra-Curricular Activities

I encourage you to participate in extra-curricular activities to augment information presented in the class. Participation in extra-curricular events will help you grow as a professional. It will also help you become more actively informed about issues and trends in the field. Possible extra-curricular activities include:

- Active participation in various activities organized by the Student Archivists of Maryland (SAM). Upcoming events will be announced in class.

- Subscribing to discussion forums or participating in blogs in the field of archives and records management.

- Visiting local repositories and/or records management programs. Be sure to call and arrange visits in advance. SAM will likely be organizing tours and site visits throughout the academic year.

- Attending lectures and discussion on archives and records topics sponsored by the iSchool or other organizations on campus and beyond, such as professional organizations.

- Finding part-time archival or records management employment or volunteering at local organizations.

- Exploring web based resources. There are numerous archival and records management resources -- including institutions, professional associations, research projects, laws, policy papers, and the like -- available on the web.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Deadlines</th>
<th>Part 1: Archives and Records – Foundational Concepts and Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 28</td>
<td>Course Introduction, Welcome, Review of Syllabus</td>
<td>• List of Lightning Talk topics and instructions available&lt;br&gt;• Repository Website Analysis assignment instructions available</td>
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</tr>
<tr>
<td>2</td>
<td>Sept 4</td>
<td>History and Development of Archives</td>
<td>• Lightning Talk topic selection</td>
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<td>3</td>
<td>Sept 11</td>
<td>Core Concepts in Archives 1: Archival Records and the Nature of Archives</td>
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<tr>
<td>4</td>
<td>Sept 18</td>
<td>Core Concepts in Archives 2: Provenance and Original Order</td>
<td>• Repository Website Analysis due &lt;br&gt;• Introduction of Wikipedia Assignment</td>
<td></td>
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<tr>
<td>5</td>
<td>Sept 25</td>
<td>Archival Functions</td>
<td></td>
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<td>6</td>
<td>Oct 2</td>
<td>Archival Representation</td>
<td>• Choose between position paper and final exam. Let the instructor know.</td>
<td>Part 2: Current Issues in Archives and Records</td>
</tr>
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<td>7</td>
<td>Oct 9</td>
<td>Digital Curation, OAIS, and Trusted Digital Repositories</td>
<td>• Position Paper topics and instructions available</td>
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<td>8</td>
<td>Oct 16</td>
<td>Sustainability, Disasters, Risk, and the Future of Archives</td>
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<td>9</td>
<td>Oct 23</td>
<td>Curation and Management of Research Data</td>
<td>• Lightning Talk presentations begin</td>
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<tr>
<td>10</td>
<td>Oct 30</td>
<td>Digital Surrogacy</td>
<td>• Course themes in the news assignment due</td>
<td>Part 3: Reinventing Archives for Today and Tomorrow</td>
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<tr>
<td>11</td>
<td>Nov 6</td>
<td>Digital Archives and Justice</td>
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<tr>
<td>12</td>
<td>Nov 13</td>
<td>Ethical Dilemmas and Decisions</td>
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<tr>
<td>13</td>
<td>Nov 20</td>
<td>Community Archives, Participatory Archiving, and Post-Custodialism</td>
<td>• Wikipedia assignment due</td>
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<tr>
<td>14</td>
<td>Nov 27</td>
<td>Activism, Human Rights, and Social Justice</td>
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<tr>
<td>15</td>
<td>Dec 4</td>
<td>Issues in the professions</td>
<td>• Final Exam questions released</td>
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<tr>
<td>--</td>
<td>Dec 12</td>
<td>Final Assignment</td>
<td>• Final Assignments due</td>
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</tbody>
</table>
Course Outline

Week 1. (August 28) Course Introduction
We will spend most of this week getting to know each other, sharing our expectations, and going over course logistics. Throughout the semester, we will have the opportunity to discuss the most important ideas and practices that define archives and digital curation, including the challenges and opportunities facing the archival profession. We shall begin our conversation by discussing a critical theme of this course, i.e., the relationship between archives, digital curation, digital preservation, and data curation. We shall also explore what it means to be an archivist and the value of “archival thinking” in the digital age.

Week 2. (September 4) History and Development of Archives
Why do archives exist and why do we create and keep records? We shall have the opportunity to explore answers to this question at this session. In navigating the readings for the week, reflect on this question and consider coming up with your own response.


Week 3. (September 11) Core Concepts in Archives 1: Archival Records and the Nature of Archives
In the next 2 weeks, we will work through the definitions and discuss the applications of archival core concepts. We will also explore the appropriateness and applicability of traditional archival theory to contemporary problems and issues.


Week 4. (September 18) Core Concepts in Archives 2: Provenance and Original Order
This week, we will continue to work through the definitions and discuss the applications of archival core concepts. We will also explore the appropriateness and applicability of traditional archival theory to contemporary problems and issues.


**Week 5. (September 25) Archival Functions**
In week 2, we discussed the societal role of archives. Weeks 3 and 4 covered the key principles and values that animate archival work. This week we shall look into the internal workings of archival institutions by focusing on their critical functions. These are typically broken down into appraisal and selection, accession and acquisition, arrangement and description, reference and access, promotion and outreach, and preservation. We shall examine how these traditional repository functions reflect the core concepts we previously discussed.


**Week 6. (October 2) Archival Representation**
This week’s readings focus on archival description, or the ways archival holding are represented. In archives, the finding aid forms a prominent role as both an access tool and collections management. Many hours of archival labor and expertise are devoted to the creation of this representational device. Various online access systems are also created either as the online version of, or as supplement to, the paper finding aid. These access tools define the archival collections and in profound ways define the users and uses of archives.


**Week 7. (October 9) Digital Curation, OAIS, and Trusted Digital Repositories**
This week, we will take a closer look at digital curation and how it resonates with archival practice. We shall also examine the Open Archival Information System (also known as the OAIS Reference Model) and discuss how it extends traditional archival ideas in the digital age.

• Chris Hilton, Dave Thompson, and Natalie Walters, “Trust Me, I'm an Archivist,” Ariadne 65 (2010).

Week 8. (October 16) – Sustainability, Disasters, Risk, and the Future of Archives
This course confronts the notion that archives and digital repositories do not exist in a vacuum. This week’s readings speak to the organizational realities and constraints that affect the sustainability of archival initiatives. We will also discuss how climate change impacts archival work and what this might mean in the future.


Week 9. (October 23) Curation and Management of Research Data
Many claim that data curation is a new and added responsibility that has the capacity to transform archival practice. Some, however, argue that managing materials that resulted from research data gathering has always been within the traditional archival purview. This week, we shall examine the roles and contributions of archivists in research data curation.

Week 10. (October 30) Digital Surrogacy
Digitization for preservation and access has become a fundamental archival responsibility. This week we shall take a look closer look at how digital surrogates are changing how we manage heritage collections and are redefining access and use of archives.


Week 11. (November 6) Digital Archives and Justice
Archivists shape our understanding of the past through the decisions we make around what to preserve and what to overlook. This week we will introduce the ideas of archival justice and examine a few case studies of projects using digital tools to collect and preserve records related to human rights and social justice.


Week 12. (November 13) Ethical Dilemmas and Decisions
Archives and records professionals are engaged in debates over their role in creating and enabling transparency, the extent to which they exercise power over creation, destruction and access to records, and the degree to which they have authority over record making and record keeping processes. Professional ethics statements provide principles and guidance, but do not offer a formula for finding an acceptable balance between privacy and access, security and disclosure, author and/or donor restrictions and researchers’ right to know. In this session, we will discuss and debate the issues raised in several controversial cases.


Also browse various Codes of Ethics relevant to the field:

• [Society of American Archivists, Code of Ethics for Archivists (2005)]
• [ARMA International, The Code of Professional Responsibility (Undated)]
• [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]

**Week 13. (November 20) Community Archives, Participatory Archiving, and Post-Custodialism**

Technological changes and shifts in societal and professional values have inspired deep reflections on traditional archival practice. In the past 30 years, we have witnessed new recordkeeping and preservation arrangements as well as the redefinition of what it means to serve to underrepresented communities. There are also efforts to “democratize” archival work. This week, we shall explore some of these important shifts and movements in the field.


**Week 14. (November 27) Activism, Human Rights, and Social Justice**

Archives and records professionals are engaged in debates over their role in creating and enabling transparency, the extent to which they exercise power over creation, destruction and access to records, and the degree to which they have authority over record making and record keeping processes. In this session, we will debate these issues.

Week 15. (December 4) Issues in the Professions
This course will be our final meeting of the semester, and will discuss the current state of the field and issues being discussed in the archival profession, possible career opportunities, and future course ideas.


Final Assignment Due December 12, 11:59pm in ELMS