Archival thinking is an important skill in caring for an increasingly complex, multimedia, and heterogeneous information. This course provides you with an overview of 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. As a class, we shall examine 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.
Course Objectives and Evaluation. The evaluation criteria serve two purposes: 1) You can use the evaluation criteria for self-assessment or for assessment by other students. 2) They illustrate the types of criteria that will be used to evaluate your performance in the course. (Note: there is not a one-to-one correspondence between a specific learning objective and a specific evaluation criterion).

- 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

Requirements and Deadlines. There are four graded assignments. Three are required for all students. The fourth provides a choice – to write a position paper or an essay-based take home final exam. Instructions for each will be made available on the Canvas course site, in the folder Syllabus and Assignments. 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, use the Chicago Manual of Style (Notes and Bibliography).

Students are expected to submit all class requirements in a timely manner. Late submissions will not be accommodated unless justified by a documented illness or other acceptable excuse. 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 5 (Sept. 27), anytime before class</td>
</tr>
<tr>
<td>Lightning Talks</td>
<td>Select topic by Week 2. Presentations begin Week 6 (Oct. 4).</td>
</tr>
<tr>
<td>Archival GIF</td>
<td>Due: Week 11 (Nov. 8), anytime before class</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. 4). Position paper topics will be released on Week 7 (Oct. 11). Position paper is due on Week 14 (Nov. 26). Final Exam questions will be released Week 15 (Dec. 6) and due the following week, Dec. 13 at 5:00 p.m.</td>
</tr>
</tbody>
</table>

**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 (Aug. 30). Choose a topic from the list by Week 2 (Sept. 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 6 (Oct. 4). A lightning talk is 5 minutes, excluding Q&A.

**Archival GIF.** This project simulates some key aspects of archival promotion and outreach via social media programming. The class will be divided in small groups (2 to 3 members per group). Each group is tasked with creating a GIF that involves using digitized archival images and creatively transforming them to deliver a message relating to archives or archival concepts or ideas that you wish to advocate. Part of the exercise is developing a social media campaign plan for the GIF your group is developing. You will be required to release your GIF on a social media platform of your choosing (Facebook, Twitter, Instagram, etc.) and encourage re-sharing. There are two deliverables for this assignment, the GIF itself and a report on your social media plan and experiences in implementing a social media campaign. For this assignment, consult the Smithsonian Libraries’ [Library Hacks: Creating Animated Gifs](https://www.si.edu/).
Position Paper (8 pages max.) or Final Exam. Choose one of the following assignments:

- **Final exam.** Take home exam, open book, and open notes.
- **Position Paper.** 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.

**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 online 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 punzalan@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.

Basis for Grade. 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:

- Lightning Talk 20%
- Archival GIF 20%
- Repository Website Analysis 20%
- Position Paper / Final Exam 20%
- Class Participation (includes attendance) 20%

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: Society of American Archivists, A Glossary of Archival and Records Terminology (2005).

- The archives & archivists (A&A) list is sponsored by the Society of American Archivists (SAA). The opinions expressed on the A&A List do not necessarily represent those of SAA and are not endorsed by the Society. To subscribe to the list, visit http://www.archivists.org/listservs/change.asp.

- Ready, 'Net, Go! Archival Internet Resources: http://www.tulane.edu/~lmiller/ArchivesResources.html

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.

Textbook & Course Materials. There will be no assigned textbook for this course. All readings are available for download on Canvas.

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 violations of the 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."
For further clarification or information on the Code of Academic Integrity:
http://www.studenthonorcouncil.umd.edu/code.html

**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, DSS 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, 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 being 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
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Key Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug. 30</td>
<td>Course Introduction</td>
<td>• List of Lightning Talk topics and instructions available</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Repository Website Analysis assignment instructions available</td>
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<tr>
<td>2</td>
<td>Sept. 6</td>
<td>Evolution and Development of Archives</td>
<td>• Lightning Talk topic selection</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Archival GIF assignment instructions released</td>
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<tr>
<td>3</td>
<td>Sept. 13</td>
<td>Core Concepts in Archives</td>
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<td>4</td>
<td>Sept. 20</td>
<td>Archival Functions</td>
<td></td>
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<tr>
<td>5</td>
<td>Sept. 27</td>
<td>Archival Representation</td>
<td>• Repository Website Analysis due</td>
</tr>
<tr>
<td>6</td>
<td>Oct. 4</td>
<td>Digital Preservation, OAIS, and Trusted Digital Repositories</td>
<td>• Lightning Talk presentations begin</td>
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<td></td>
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<td></td>
<td>• Choose between position paper and final exam. Let the instructor know.</td>
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<tr>
<td>7</td>
<td>Oct. 11</td>
<td>Data Curation</td>
<td>• Position Paper topics and instructions available</td>
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<tr>
<td>8</td>
<td>Oct. 18</td>
<td>Digitization, Digital Projects, and Digital Tools</td>
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<td>9</td>
<td>Oct. 25</td>
<td>Ethics, Activism, and Social Justice</td>
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<tr>
<td>10</td>
<td>Nov. 1</td>
<td>Community Archives, Participatory Archiving, and Post-Custodialism</td>
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<tr>
<td>11</td>
<td>Nov. 8</td>
<td>The Profession</td>
<td>• Archival GIF due</td>
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<tr>
<td>12</td>
<td>Nov. 15</td>
<td>Archives and Social Media</td>
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<td>13</td>
<td>Nov. 22</td>
<td>Thanksgiving Break</td>
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<tr>
<td>14</td>
<td>Nov. 29</td>
<td>Use, Users, and Impact</td>
<td>• Position Paper due</td>
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<tr>
<td>15</td>
<td>Dec. 6</td>
<td>The Future of Archival Institutions, Collections, and Professions</td>
<td>• Final Exam questions released</td>
</tr>
<tr>
<td>16</td>
<td>Dec. 13</td>
<td>Final Exam</td>
<td>• Final Exam due</td>
</tr>
</tbody>
</table>
Week 1: Course Introduction (Aug. 30)
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: Evolution and Development of Archives (Sept. 6)
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: Core Concepts in Archives (Sept. 13)
This week, 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: Archival Functions (Sept. 20)
In week 2, we discussed the societal role of archives. Last week, we covered the key principles and values that animate archival work. This week we shall look into the internal workings 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 5: Archival Representation (Sept. 27)
In this session, we will 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 6: Digital Preservation, OAIS, and Trusted Digital Repositories (Oct. 4)
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 7: Data Curation (Oct. 11)
Many claim that data curation is a new and added responsibility that has the capacity of 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.

Read the responses of four data curation practitioners regarding their work responsibilities and their perspectives on the field: The Practice of Data Curation.


**Week 8: Digitization, Digital Projects, and Digital Tools (Oct. 18)**
Facilitating digitization and managing the resulting digitized products have 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 9: Ethics, Activism, and Social Justice (Oct. 25)**
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 10: Community Archives, Participatory Archives, Post-Custodialism (Nov. 1)**
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 11: The Profession (Nov. 8)**
Our guest presenters this week will provide some insights on the profession and how novice archives and digital curation professionals seeking a career can best prepare themselves to compete in the job market and changing organizational landscapes.

**Week 12: Archives and Social Media (Nov. 15)**
Twitter, Facebook, Instagram, Wikepedia, Flickr, blogs, and other social media platforms are becoming prominent sites for archival outreach, promotion, and advocacy. This week, we will explore the ways archival and information management professionals use social media platforms in archives, including the opportunities and the challenges they present. Each platform offers different kinds of engagements with different publics. Thus, it is important to develop a good grasp when and how to utilize social media platforms to connect users with archival programs and collections.


Browse through the case studies in *The Interactive Archivist*. We shall discuss and analyze the following cases in class:

1. *Bancroft 2.0: Utilizing Web Technologies to Improve Access to Archival Materials* by Mary W. Elings and Arcadia Falcone
2. *The Blog as an Archival Tool: Coca-Cola Conversations* by Philip F. Mooney
5. *Using Wikipedia to Highlight Digital Collections at the University of Washington* by Ann Lally
6. *Create and Measure Success: The Smithsonian Collections Blog* by Rachael Cristine Woody

**Week 13: Thanksgiving Break (Nov. 22)**

Enjoy the holiday with your loved ones. Take this great opportunity to share why archives and digital curation matter to you and why our field matters to them!

**Week 14: Use, Users, and Impact (Nov. 29)**

Historians no longer constitute the primary set of users of archives (if they ever were). User communities are as diverse as archivists choose to make them. For example, genealogists, climate scientists, urban planners, and media producers all make use of archives. New users and new uses for archives create new needs and requirements. In this session, we will explore a sampling of new types of uses for archives and analyze their implications for how archivists do their work and what they need to know.


**Week 15: The Future of Archival Institutions, Collections, and Professions (Dec. 6)**

We will turn our attention to new institutional arrangements and new types of programs, which also open up new career opportunities. We will assess some of these alternatives using criteria such as feasibility, scalability, and sustainability.

**Explore before class:**

About the Internet Archive, [http://www.archive.org/about/about.php](http://www.archive.org/about/about.php)


… and come to class prepared to discuss their promise and problems.