Queens College, CUNY
LIBSCI 732: Archives, Manuscripts, and the Shapes of Material History
Fall 2018

Instructor Information

Professor: Alexandra Dolan-Mescal, Adjunct Lecturer
Email: adolanmescal@qc.cuny.edu
Office Hours: By appointment, email to schedule. Phone and video calls encouraged.

Course Information

Tuesdays, Joseph Murphy Institute, 18th Floor
3:55-6:30 p.m.
Note: Three classes, Oct 9, Nov 6, and Nov 27, will be remote and asynchronous.

Course Description

LBSCI 732 is an introductory course intended to expose GSLIS students to archival theory and methods of practice. Students will be introduced to the history of archival theory, and the relationship between archives, the historical record, and memory. Archival ethics and the relationship between archival control, access, and political power will be discussed. Readings and a practical application exercise will explore strategies for documenting communities and marginalized peoples and cultures. We will end the semester by looking at the current and future shapes of digital archives. Guest speakers will be brought in to discuss their experiences working in various archival settings.

Bulletin Description

This course provides an introduction to the theory and practice of managing archives and manuscript collections. The course will cover the theoretical basis for preserving and using historical records; the role of the archivist; and the various types of archives and manuscript repositories as well as the techniques of acquisition; arrangement; description; preservation; reference; and the handling of special formats such as photographs, moving images, sound recordings, and electronic records.

Mission, Program Goals & Objectives, and Student Learning Outcomes

GSLIS Mission Statement

The GSLIS serves the general public, students, employers, the university, and other stakeholders through its various programs in library and information studies.

GSLIS Program Goals and Objectives

The GSLIS prepares graduates for employment and service in a diverse, global and rapidly changing information society now and the future. Graduates of the GSLIS are able to demonstrate appropriate competencies and to articulate ethical values as defined by LIS professional organizations, and other stakeholder communities. GSLIS maintains a rigorous yet flexible curriculum that reflects the changing needs of its constituency, through ongoing assessment and revision.

LIBSCI 732 Course Student Learning Outcomes

Activities for SLOs*	Assignments	SLO A.1	SLO A.2	SLO B	SLO C	SLO D	SLO E	SLO F	SLO G	SLO H
Conduct research and produce literature review on a archives field topic	Final Paper					x	x	x		
Present engaging research to colleagues professionally	Presentation			x		x	x	x	x	
Independently visit two archives and write reports	Site Visits							x	x	x
Participate in discussions and respond to prompts	Blackboard Discussions			x		x	x	x	x	x

*GSLIS Student Learning Outcomes (SLOs)

Program and course requirements in the GSLIS are designed to ensure that graduates have met the following Student Learning Outcomes (SLOs). These SLOS (A-H) state that graduates will have the ability to:

A. Assist users in gaining access to information and knowledge, including its creation, acquisition, organization and management, storage and retrieval, by demonstrating that they can:

> **A1.** Identify, acquire, create, organize, process, store and provide access to information in all its forms for libraries, cultural institutions and other information organizations in a global environment.

> **A2.** Identify, retrieve, evaluate and use general and specialized resources to address current and future information needs and provide related services to diverse user communities.

B. Articulate the role and importance of ethics, values, and advocacy within the legal and historical frameworks underlying the practice of librarianship and the information professions

C. Apply the appropriate practices and policies of established Library and Information Science professional standards in various specializations

D. Find, analyze, assess, apply, and conduct research in Library and Information Science and other disciplines in response to gaps in knowledge and practice

E. Contribute to a diverse, global society—including the role of addressing the needs of underserved groups--through exemplary Library and Information Science practice and research

F. Identify, evaluate and implement current and emerging technologies and services to meet the evolving information needs of diverse user communities in an increasingly interconnected environment

G. Demonstrate understanding of the importance of continuing professional development in LIS; articulate and apply principles, theories and measures underlying the role of the library in supporting lifelong learning within the community

H. Explain and apply principles of effective management and leadership in the library and related information institutions

Books (Suggested Readings)

The following titles are not required, but will deepen your engagement with the materials we discuss in class. I suggest that students read 1-2 of these titles according to interests.

Bastian, J. (2004). *Owning Memory : How a Caribbean Community Lost its Archives and Found its History.* London: Libraries Unlimited **(Memory)**

Blouin, F. X. and Rosenberg, W. G. (2012). *Processing the Past: Contesting Authority in History and the Archive.* New York: Oxford University Press. **(History and Archives)**

Burton, A. (2005). *Archive Stories: Facts, Fictions, and the Writing of History.* London: Duke University Press. **(Identity and Archives)**

Caswell, M. (2014). *Archiving the Unspeakable: Silence, Memory, and the Photographic Record in Cambodia.* Madison: University of Wisconsin Press. **(Accountability)**

Danielson, E. (2010). *The Ethical Archivist.* Chicago: Society of American Archivists **(Ethics)**

De Kosnik, A. (2016). *Rogue Archives: Digital Cultural Memory and Media Fandom.* Cambridge: MIT Press. **(Digital Disruption)**

Derrida, J. (1996). *Archive Fever: A Freudian Impression.* Chicago: University of Chicago Press. **(Archival Theory)**

Taylor, D. (2003). *The Archive and the Repertoire : Performing Cultural Memory in the Americas*. Durham: Duke University Press. **(Performativity)**

Weld, K. (2014). *Paper Cadavers: The Archives of Dictatorship in Guatemala.* Durham, NC: Duke University Press. **(Accountability)**

ALL REQUIRED READINGS WILL BE UPLOADED TO BLACKBOARD

Course Schedule

Week 1: Introduction and State of the Profession   **Aug 28**

Week 2: Theory of Archival Practice   **Sep 4**

- Blouin, F. X. (1999). "Archivists, Mediation, and Constructs of Social Memory." Archival Issues 24(2), 101-112.
- Cook, T. (1997). "What is Past is Prologue: A History of Archival Ideas Since 1898 and the Future Paradigm Shift." Archivaria 43, 17-63.
- Cox, R. (2013). "Archival Futures: The Future of Archives." Collections: A Journal for Museum and Archives Professionals. 9(4), 331-352

Optional Book Reading:

Derrida, J. (1996). *Archive Fever: A Freudian Impression*

Week 3: Archives and the Shape of History   **Sep 25**
Guest Speaker 1 - John Thayer

- McKemmish, S. (2005). "Traces: Document, Record, Archive, Archives" from *Archives: Recordkeeping in Society*, 1-20.
- Gates, C. (1938). "The Administration of State Archives." The American Archivist 1 (3), 130-141.
- Lockwood, E. (1990). "Imponderable Matters: The Influence of New Trends in History on Appraisal at the National Archives." The American Archivist 53 (3), 394-405

Optional Book Reading:

Blouin, F. X. and Rosenberg, W. G. (2012). *Processing the Past: Contesting Authority in History and the Archive.*

Week 4: Access and Political Power (International)   **Oct 2**

- Ketelaar, E. (2011). "The Panoptical Archive," from *Archives, Documentation, and the Institutions of Social Memory.*
- Harris, V. (2002). "The Archival Sliver: Power, Memory, and Archives in South

Africa. Archival Science 2, 63-86.

- Select readings from international archives

Optional Book Reading:

Derrida, J. (1996). *Archive Fever: A Freudian Impression*

Week 5: Access and Political Power (United States)   **Oct 9**

ONLINE

- Drake, J. M. (2014). "Insurgent Citizens: The Manufacture of Police Records in post-Katrina New Orleans and its Implications for Human Rights."Archival Science 14, 365-380.
- Soyka, H. and Wilczek, E. (Spring/Summer 2014). "Documenting the American Military Experience in the Iraq and Afghanistan Wars." The American Archivist 77(1), 175-200.
- Robertson, C. (2005). "Mechanisms of Exclusion: Historicizing the Archive and the Passport." from *Archive Stories: Facts, Fictions, and the Writing of History,* 68-86
- **TBD:** selected readings on NARA, FOIA, NSA

Week 6: Accountability, Truth, Justice, Ethics   **Oct 16**

- White, K. (2017). "Minding the Gaps: Interprofessional Communication and the Stewardship of Oral Histories With Sensitive Information." The Journal of Academic Librarianship, 43(4), 354-363
- Doyle, K. (2007). "The Atrocity Files: Deciphering the Archives of Guatemala's Dirty Water." Harper's Magazine 315 (1891), 52-64
- Szekely, I. (2014). "The Right to be Forgotten and the New Archival Paradigm"*,* from *The Ethics of Memory in a Digital Age,* 28-49
- Blouin, F. X. and Rosenberg, W. G. (2012). "Rethinking Archival Politics: Trust, Truth, and the Law," pp 161-182, from *Processing the Past: Contesting Authority in History and the Archive. New York: Oxford University Press.*

Optional Book Readings:

Caswell, M. (2014). *Archiving the Unspeakable: Silence, Memory, and the Photographic Record in Cambodia.*

Weld, K. (2014). *Paper Cadavers: The Archives of Dictatorship in Guatemala.*

Week 7: Orality, Visuality, and Repertoire
Oct 23

- Swain, E. (2003). "Oral History in the Archives: Its Documentary Role in the Twenty-First Century." The American Archivist, 66(1), 139-158.
- Campa, M. (2017). The Archive and the Repertoire in Roshini Kempadoo's Ghosting. Small Axe, *21*(1), 111-126.
- Crane, S. (2008). "Choosing Not to Look: Representation, Repatriation, and Holocaust Atrocity Photography" History and Theory 47, 309-330
- Daniels, C.; Fox, H.; Poindexter, S. J.; et al. (2015). "Saving All the Freaks on the Life Raft: Blending Documentation Strategy with Community Engagement to Build a Local Music Archives," The American Archivist 78(1), 238-261.

Optional Book Readings:

De Kosnik, A. (2016). *Rogue Archives: Digital Cultural Memory and Media Fandom.*

Taylor, D. (2003). *The Archive and the Repertoire.*

Week 8: The Case for Community Archives   **Oct 30**
Guest Speaker 2 - Obden Mondesir

- Caswell, M. (2014). "Seeing Yourself in History: Community Archives and the Fight Against Symbolic Annihilation." The Public Historian 36(4), 26-37.
- Flinn, A. (2007). "Community Histories, Community Archives: Some Opportunities and Challenges." Journal of the Society of Archivists 28(2), 151-176.
- Sellie, A., Goldstein, J., Fair, M., & Hoyer, J. (2015). "Interference Archive: A Free Space for Social Movement Culture." Archival Science, 15(4), 453-472.

Week 9: Community Archives, Sustainability, Collaborative Modelling   Nov 6
ONLINE

- Smith-Cruz, S., Rando, F., Corbman, R., Edel, D., Gwenwald, M., Nestle, J., & Thistlethwaite, P. (2016). "Getting from Then to Now: Sustaining the Lesbian Herstory Archives as a lesbian organization." Journal of Lesbian Studies, 20(2), 213-233.

- Christen, K., Merrill, A., & Wynne, M. (2017). "A Community of Relations: Mukurtu Hubs and Spokes." D - Lib Magazine, 23(5/6) .
- Sustainable Futures posts: https://medium.com/community-archives

---

Week 10: Becoming Digital   **Nov 13**
Final Paper Presentations (Group 1)

- Miller, L. (2013). "All Text Considered: A Perspective on Mass Digitizing and Archival Processing." The American Archivist, 76(2), 521–541.
- Enticknap, L. (2007). "Have digital technologies reopened the Lindgren/Langlois debate?" Spectator 27(1) 10-20.
- Newell, J. (2012). Old objects, new media: Historical collections, digitization and affect. Journal of Material Culture, *17*(3), 287-306.
- LeClere, E. (2016). "As Libraries and Archives Digitize, Implications for Maintaining Individual Privacy." Mediashift, Libraries + Media Series.

Week 11: Discussion Day   **Nov 20**
Site Visit Discussion
Final Paper Presentations (Group 2)

- Society of American Archivists' archival ethics case studies

---

Week 12: Born Digital & In Real Time   **Nov 27**
ONLINE

- Carroll, L., Farr, E., Hornsby, P., et. al. (2011). "A Comprehensive Approach to Born-Digital Archives." Archivaria 72, 61-92.
- Arnold, T. and Sampson, W. (Fall/Winter 2014). "Preserving the Voices of the Revolution: Examining the Creation and Preservation of a Subject-Centered Collection of Tweets from the Eighteen Days in Egypt," The American Archivist 77(2), 510-533.
- Marshall, C. (2011). "Challenges and Opportunities for Personal Digital Archiving" from *I, Digital: Personal Collections in the Digital Era,* 90-114

Week 13: Praxis   **Dec 4**
Guest Speaker 3
Final Paper Presentations (Group 3)

- Duff, W. M. and Haskell, J. (Spring/Summer 2015). "New Uses for Old Records: A Rhizomatic Approach to Archival Access." The American Archivist 78(1), 38-58.
- Shilton, K. and Srinivashan, R. (2007). "Participatory Appraisal and Arrangement for Multicultural Archival Collections." Archivaria 63, 87-101.
- Padilla, T. and Arroyo-Ramirez, A. (2017). "Bias, Perception, and Archival Praxis A conversation between Thomas Padilla and Elvia Arroyo-Ramirez", DH+Lib

---

Week 14: Conclusions   **Dec 11**
Final Paper Presentations (Group 4)

- Caswell, M and Cifor, M. (2016). "From Human Rights to Feminist Ethics: Radical Empathy in the Archives" Archivaria 81
- Douglas, J. (Spring/Summer 2016). "Toward More Honest Description." The American Archivist 79(1), 26-55.

Week 15: Final Papers Due   **Dec 18**

CLASS DOES NOT MEET

Assignment Due Dates and Grading Plan

Dates

- **Weekly, by midnight Monday:** Answers to Blackboard prompts
- **Oct 2:** Final Paper Proposals due via email
- **Nov 13 - Dec 11:** Final Paper Presentations
- **Nov 19:** Site Visit Reports due via email by midnight, discussion Nov 20
- **Dec 18:** Final Papers due via email

Blackboard prompts (15%)

Weekly writing assignments to be posted on Blackboard in order to reinforce concepts from readings, engage with the profession, learn from your classmates outside of the classroom, and get our discussions going in class.

Final paper (35%)

15pp literature review of a topic of your interest. All students must be in touch with the instructor outside of class to discuss research plans and the nature of research.

Presentation (10%)

No shorter than ten minutes and no longer than twelve minutes. Present on your topic in its state at the time of the presentation using presentation software and allow for questions and discussion. Expect and seek out feedback for moving forward with the assignment.

Site visits (10%)

All students must visit two archival repositories before the end of the semester. Students are required to write a two-page journal style report on their experiences.

Class participation (30%)

Participation in discussions and in-class exercises is essential. Attendance, active engagement with the readings and contributions to the class are mandatory in order to receive a passing grade.

Additional Information

CUNY Policy of Academic Integrity
The Policy on Academic Integrity, as adopted by the Board is available to all candidates. Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. This policy and others related to candidates' issues are available to you at: http://www.qc.cuny.edu/StudentLife/services/studev/Documents/Academic%20Integrity%20Vio lation%20Form%20RV.pdf.

Use of Candidate Work
All programs in New York State undergo periodic reviews by accreditation agencies. For these purposes, samples of candidates' work are made available to those professionals conducting the review. Candidate anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

Reasonable Accommodations for Candidates with Disabilities
Candidates with disabilities needing academic accommodation should: 1) register with and provide documentation to the Special Services Office, Kiely 171; 2) bring a letter to me indicating the need for accommodation and what type. This should be done during the first week of class. For more information about services available to Queens College candidates, contact: Special Service Office; 171 Kiely Hall; 718-997-5870 (8:00 a.m. to 5:00 p.m.).

Attendance
Students are expected to attend every class and notify their professor by phone or email when they will not be or have not been there. Missing three classes or more will result in a failing grade, or with legitimate reasons, assignment of a grade of "incomplete." Missing a scheduled guest speaker will count as two absences.

Participation
Students are expected to show knowledge of the topics under discussion by sharing facts and insights from the class readings and/or personal experiences verbally in class and online through such vehicles as the Discussion Board on Blackboard, as requested. They are expected to ask questions, make comments, etc. Sitting in silence class after class is actively discouraged and will result in a low class participation grade. Courtesy Please turn off cell phones, pagers, and any other personal communication devices before class.

Students found browsing or texting during class will be penalized. If you arrive late or have to leave early, be unobtrusive in doing so. Be patient with fellow students who may not understand something as quickly as you do and ask questions if you are confused.

Late Assignments and Incomplete Grades

Assignments are due BEFORE or at the beginning of class on the due date. If you are going to be absent or late to class, you must make arrangements with the instructor for the paper to be delivered in time. Late assignments and papers will be given a lesser grade based on the assumption that by submitting an assignment after others, the student gains certain advantages. This same rule will apply to requests for an "incomplete" semester grade. Please note that incompletes are given at the discretion of the professor. They are not automatically assigned.

Writing

All papers submitted should be in Times New Roman, 12 point font with one inch margins, a cover sheet, and a reference list. Papers should be written in competent, grammatically correct American English, using the Publication Manual of the American Psychological Association style for organization, content, and citation format. Papers that do not meet these criteria will not be graded. Students should keep copies of all assignments submitted until they have been graded. Your instructor will discuss in class how to submit each paper.

Plagiarism

Copying the work of another author regardless of source, or the work of another student, is automatically grounds for failing the course. Using all or part of your own paper in multiple classes without prior permission is considered a form of plagiarism. This also includes asking people on professional Internet lists or working as professionals in the field to do your work for you.

Course Evaluations

Towards the end of the semester, access to online course evaluation will be enabled. Please remember to participate in the college online course evaluations. Your comments are highly valued, and these evaluations are an important service to fellow students and to the institution. Please also note that all responses are completely anonymous; no identifying information is retained once the evaluation has been submitted.

Queens College Writing Center

The Writing Center continues to provide support for student writing at Queens College. Individual, in-person tutoring will be available during the semester:

- **Monday-Thursday:** 10 am-2 pm and 3-8 pm
- **Friday:** 10 am-1 pm
- **Saturday:** 10 am-2 pm

The Writing Center is located in Kiely Hall, Room 229 and can be reached at 718-997-5676.

Actual tutoring begins on February 13, but students should apply for appointments as soon as possible because the Center follows a first-come, first-served policy. Please direct to the Center the students you think need additional assistance. As in the past, students who can't get (or don't want) standing weekly appointments can call 718-997-5676 to schedule a one-hour "drop-in" session for work on a specific assignment or a specific problem, or they can "walk in" and hope that a tutor is available.

Students may also submit work online via our e-tutoring service, which begins February 10. To find out more about this service, as well as the Writing Center's philosophy, policies, and procedures, you can go to the Center's website, http://writingatqueens.qc.cuny.edu/the-writing-center/. The website can also be found by clicking Quick Links on the college's homepage, then clicking Writing at Queens on the menu that drops down. Once there, click on The Writing Center under Related Links.