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
LIBSCI 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

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


*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


Optional Book Reading:


Week 3: Archives and the Shape of History

Sep 25

Guest Speaker 1 - John Thayer


Optional Book Reading:


Week 4: Access and Political Power (International)

Oct 2

Africa. Archival Science 2, 63-86.
- Select readings from international archives

Optional Book Reading:

Week 5: Access and Political Power (United States)      Oct 9
*ONLINE*
- TBD: selected readings on NARA, FOIA, NSA

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

Optional Book Readings:

Week 7: Orality, Visuality, and Repertoire

Oct 23


Optional Book Readings:

Week 8: The Case for Community Archives

Oct 30

Guest Speaker 2 - Obden Mondesir


Week 9: Community Archives, Sustainability, Collaborative Modelling

Nov 6

**ONLINE**

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


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

- Society of American Archivists’ archival ethics case studies

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

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


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


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%20Violation%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.