

COURSE SYLLABUS

HIST-4307-110-History Careers: Archivist

Spring 2020

Texas A&M University-Central Texas

COURSE DATES AND LOCATION

This is a 100% online, 16-week course, and uses the *A&M-Central Texas Canvas Learning Management System* [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Victoria Eastes

Office: The Beck Family Heritage Hall, Room 211A

Phone: (254) 519-5499

Email: veastes@tamuct.edu [quickest] or CANVAS email

Office Hours:

8-4pm (CST) [M-Thurs] by appointment only

Student-instructor interaction

Students should never hesitate to contact me whenever they have any questions or concerns related to the course or their own performance. This will not only help me to assist students as needed, but will also provide valuable feedback for improving the course in the future.

Though I will also check for emails sent through Canvas, I am most responsive to emails sent to veastes@tamuct.edu and generally respond in 24 hours or sooner. On the weekends, I will check for emails at least once in the evening on both Saturdays and Sundays.

In any emails, please list “[Last Name, First Name] – History Careers” in the subject line so it will stand out!

911 Cellular: Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911

Cellular. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) [<https://www.tamuct.edu/police/911cellular.html>] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert->

management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description:

This course serves as an introduction to the world of archives and to the archival profession. The functions of selection, appraisal, acquisition, arrangement and description, reference services and access, preservation and protection, outreach, advocacy, promotion, management, and ethical and legal responsibilities will be explored and applied.

Course Objective:

As the title implies, the purpose of this course is to provide students with an introduction to archives and the archival profession as a potential career path for those pursuing a degree in History.

Student Learning Outcomes:

By the end of this course, students should have an understanding of archives and archivists – what and who they are, how they function, **types of** challenges faced, as well as current issues and future concerns. In addition to weekly readings and discussions, students will complete three major assignments – the first on archives and pop culture, the second a visit to and evaluation of an archives **or institutional repository**, and **the** third a brief research paper on a current issue facing archives and archivists.

Students will work through materials provided each week and are expected to interact with each other and the instructor on a consistent basis. Otherwise, the instructor will be staring at her computer screen each week wondering where everything went wrong and that would be very depressing.

Required Reading and Textbook(s):

There is no required textbook for this course, although if you have a genuine interest in archives and wish to learn more about them, I highly recommend the following books:

- Roe, K. (2005). *Arranging & Describing Archives & Manuscripts*. Society of American Archivists. [Part of the *Archival Fundamentals Series* published by the SAA and often required reading when pursuing an archival degree]
- Hunter, G. (2003). *Developing and Maintaining Practical Archives: A How-To-Do-It Manual*. Neal-Schuman.
- Millar, L. A. (2017). *Archives: Principles and Practices*. Neal-Schuman.

Though there is no required textbook, there will be required readings and/or other materials each week that students must complete and post responses to questions concerning on the discussion board.

COURSE REQUIREMENTS

Group Discussion/Participation (Weeks 1-14, 2 points/week [30 points overall]):

Students are expected to complete all assigned readings/materials and participate in weekly Canvas discussions.

- Each week, students are required to post an original response to the week's discussion prompt. Students must provide thoughtful analysis of course materials and concepts, as well as demonstrate critical thinking.
 - **Must be no less than 250 words** - roughly a single word document page.
- In addition, each student must respond to at least **two** of their classmate's original responses.
 - **Must be no less than 100 words** - roughly a paragraph.
 - Simply writing "Good point" or "Yes, I agree" as a response will not count!

More posts and responses are encouraged (and hoped for!) to further discussion. Full points will be awarded to students who meet the minimum posting requirements and provide thoughtful analysis and/or pose questions showing an understanding of and engagement with the week's materials.

Content Quizzes (Weeks 4, 6, 9, 11, and 14, 5 points/quiz [25 points overall]):

There will be five quizzes over the course of the semester. These quizzes are open book and will cover content both from the readings/materials and various presentations.

- **Quiz #1** – Covers content from Weeks 1-4
- **Quiz #2** – Covers content from Weeks 5-6
- **Quiz #3** – Covers content from Weeks 7-9
- **Quiz #4** – Covers content from Weeks 10-11
- **Quiz #5** – Covers content from Weeks 12-14

Written Assignments (Weeks 5, 10, and 16):

There will be three written assignments over the course of the semester.

- **Assignment #1: Archives in Pop Culture and/or the News (10 points, 2-3 pages)** – Do not use peer-reviewed or academic articles, for this assignment ONLY! This is meant to make you think about how the world (including yourself) thinks about archives.
 - **First Option:** Describe how archives often appear in pop culture (think movies like *Star Wars: Rogue One*, television shows like *Game of Thrones*, to name a few). What does this say about the impression most people have about what an archives is? Do you think this is accurate or inaccurate? Why?
 - **Second Option:** Archives appear in the news every day, either directly or indirectly. Identify an archival issue that appears in at least three contemporary news articles and discuss the treatment of the issue and any professional implications (For example: Issues of public access to the documents of public officials, etc.).

- **Assignment #2: Archives Site Visit and Report (15 points, 3-5 pages)** – I recommend visiting an archives in person for the experience, but understand that schedules and time constraints make visiting a digital archives an appealing option!
 - First Option: Make an in-person visit to an archival institution on your own, review a finding aid (either online if they have a webpage or at the repository), and request access to a physical collection or a particular item from one for your examination (For example: Cushing Memorial Library and Archives in College Station has one of the largest Sci-Fi/Fantasy books and memorabilia in the country; the Harry Ransom Center at UT has the first known photograph on permanent display). Summarize your experience. Examples of what you may discuss include: How easy was it to visit and use the archives? Which procedures, if any, were necessary to access the collection? Any noticeable security or preservation issues? Did you speak with an archivist?
 - Second Option: Visit a digital archives online. Make observations concerning the following: Is the archives user-friendly? Are you able to browse through collections or must you search for specific ones? Is the site visually appealing or stimulating? Are there any displays, items, events, or collections highlighted on the main page? Locate a single collection and see what information is provided in terms of provenance, description, etc. Is there any contact information, email, or chat available for you to speak with an archivist or librarian directly?
- **Assignment #3: Personal Essay (20 Points, 3-5 pages)** – Towards the end of the semester, begin to evaluate what you see as the most interesting and/or challenging issue facing archives today. Use this opportunity to not only demonstrate what you have learned in class, but to express your feelings (positive or negative) about archives and the archival profession.

Formatting/Writing Styles:

Archival studies are largely interdisciplinary and as such have no default referencing style. Students in this class are free to choose a commonly accepted reference style (For example: Not one you just make up!) of their choice, but must use it **accurately and consistently** for all assignments. Preferred styles include APA, MLA, and Chicago.

Formatting must be Times New Roman, 12 pt. font, with 1" margins, and **MUST INCLUDE PAGE NUMBERS**. Student papers will be graded on content, grammar, use of page numbers, adherence to chosen reference style, and timely submission.

Papers must be submitted through Canvas **by noon** (CST) on the final day of the assigned week. Late submissions will be accepted, but will be docked 5 points for every 24-hour period.

*Life happens, so please contact me **before** the due dates if you know there is a chance that

you will need an extension and we can discuss alternatives.

Grading Criteria Rubric and Conversion

Assignment:	Possible Points:
Group Discussion/Participation (Ongoing)	30 (roughly 2 points/week)
Content Quizzes (Weeks 4, 6, 9, 11, and 14)	25
Assignment 1: Archives in Pop Culture/News (due Week 4)	10
Assignment 2: Archives Site Visit (due Week 10)	15
Assignment 3: Personal Essay (due Week 16, by noon (CST) final day of semester)	20
Total Possible Points:	100

Final Grades will be computed according to the following scale:

- A = 90-100 points
- B = 80-89 points
- C = 70-79 points
- D = 60-69 points
- F = 59 or fewer points

Posting of Grades:

All grades will be posted in the Canvas grade book. The grade book will be updated at the end of each week to reflect work completed up to that point. Any questions or concerns should be raised with the instructor via email as soon as possible.

Grades for written assignments will be posted by the end of the following week (For example: The first written assignment must be turned in by noon (CST) on February 16th, grades will be posted by the 23rd). If you turn in the paper on Sunday, no matter how nicely you ask, I will not have it graded by Monday morning.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar:

Week	Days	Topic	Assignment(s)
1	1/13 – 1/19	Introductions – “So you [might] want to be an Archivist?”	Readings/Materials as assigned in Canvas; Group Discussion
2	1/20 – 1/26	History of Archives – What are we even talking about?	Readings/Materials as assigned in Canvas; Group Discussion

Week	Days	Topic	Assignment(s)
3	1/27 – 2/2	Selection and Appraisal – Just because it’s “old” doesn’t mean we want it.	Readings/Materials as assigned in Canvas; Group Discussion
4	2/3 – 2/9	Acquisitions and Accessioning – The Never-Ending Story	Readings/Materials as assigned in Canvas; Group Discussion; Quiz #1-due by 11:59pm (CST) Feb. 9
5	2/10 – 2/16	Arrangement and Description – The Never-ending Story, Part II	Readings/Materials as assigned in Canvas; Group Discussion; Written Assignment #1 due by noon (CST) Feb. 16
6	2/17 – 2/23	Access and Reference – Sometimes You Need to be Social	Readings/Materials as assigned in Canvas; Group Discussion; Quiz #2-due by 11:59pm (CST) Feb. 23
7	2/24 – 3/1	Audiovisual and Visual Collections – How Do You Solve a Problem Like VHS?	Readings/Materials as assigned in Canvas; Group Discussion
8	3/2 – 3/8	Preservation and Protection – The Fun Stuff	Readings/Materials as assigned in Canvas; Group Discussion
☺	3/9 – 3/15	SPRING BREAK!	Relax – catch up on all those Netflix shows.
9	3/16 – 3/22	Tricky Situations – Is There a Box for That?	Readings/Materials as assigned in Canvas; Group Discussion; Quiz #3-due by 11:59pm (CST) March 22
10	3/23 – 3/29	Security and Disaster Planning – You’d be Surprised How Much Damage a Broken Pipe can do!	Readings/Materials as assigned in Canvas; Group Discussion; Written Assignment #2 due by noon (CST) March 29
11	3/30 – 4/5	Digital Issues – Everyone Thinks it’s Easy	Readings/Materials as assigned in Canvas; Group Discussion; Quiz #4-due by 11:59pm (CST) April 5
12	4/6 – 4/12	Outreach and Promotion – Somebody’s Gotta Do It	Readings/Materials as assigned in Canvas; Group Discussion
13	4/13 – 4/19	Professional, Legal, and Ethical Issues	Readings/Materials as

Week	Days	Topic	Assignment(s)
			assigned in Canvas; Group Discussion
14	4/20 – 4/26	So What Kind of Profession Is It, Really?	Readings/Materials as assigned in Canvas; Group Discussion; Quiz #5-due by 11:59pm (CST) April 26
15	4/27 – 5/3	Your time – ask any remaining questions, finish up any research or assignments	No group discussion; Work on Personal Essay.
16	5/4 – 5/8	Exam Week – No exam, just turn in your final written assignment (hint: the sooner it's turned in, the sooner I will have them graded!)	No group discussion; Assignment 3: Personal Essay due May 8 by noon (CST)

Important University Dates:

January 13 – Classes begin for Spring Semester

January 20 – Martin Luther King Jr. Day (University closed)

March 9-12 – Spring Break

April 3 – Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)

May 8 – Deadline to Withdraw from the University for 16-Week Classes

May 8 – Spring Semester Ends.

TECHNOLOGY REQUIREMENTS AND SUPPORT

While you are not expected to be a “computer expert” in order to succeed in this course, you should be aware of the types of documents commonly posted on Canvas (such as *.pdf and *.doc(x) files) and know how to access, use, and create them.

- ***.pdf** – most commonly known as “pdf files,” many of the readings and other materials will be available in this format. Be sure that have Adobe Reader installed on the computer you use to access Canvas. Free versions are available for download at through Adobe’s website at [Link to Adobe website for free download of pdf reader.](#)
- ***.doc or *.docx** – commonly known as “Word documents,” this is the format you will submit your written assignments. Though any version will work, the latest version of Microsoft Word is available to you as a TAMUCT student for free.

Technology Requirements:

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas

through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using

another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel),
[https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel].
If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page
[https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics,

Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones,

webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

The benefit of an online course is its flexibility. This is also its drawback. It will not be difficult to succeed in this course, but it is left to the student to be disciplined and motivated in order to complete all assignments on time. If you don't finish an assignment, I won't be asking you why – it will simply reflect on your grade.

As the instructor, I reserve the right to alter this syllabus if necessary. However, I will not do so without prior warning and I will ***never*** move any due dates ahead, only postpone them if the majority of the class agrees that more time is necessary.

Good Luck!