

LSC Use Only Proposal No:  
LSC Action-Date:

UWUCC Use Only Proposal No: 14-1150  
UWUCC Action-Date: AP-2/16/15 Senate Action Date: App-4/28/15

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit History	Phone 7-2436

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

- New Course       Course Prefix Change       Course Deletion  
 Course Revision       Course Number and/or Title Change       Catalog Description Change

Current course prefix, number and full title: \_\_\_\_\_

Proposed course prefix, number and full title, if changing: HIST 421 – Archival Studies

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)  
 Global Citizenship     Information Literacy     Oral Communication  
 Quantitative Reasoning     Scientific Literacy     Technological Literacy

3. Other Designations, as appropriate

- Honors College Course       Other (e.g. Women's Studies, Pan African)

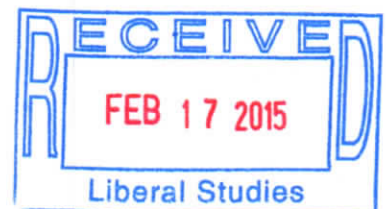
4. Program Proposals

- Catalog Description Change     Program Revision     Program Title Change     New Track  
 New Degree Program     New Minor Program     Liberal Studies Requirement Changes     Other

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		11-17-14
Department Chairperson(s)	Robert Hartman	11-12-14
College Curriculum Committee Chair		
College Dean		
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	Gail Sechrist	2/17/15



## **SAMPLE SYLLABUS OF RECORD**

### **I. Catalog Description**

#### **HIST 421 Archival Studies**

3 class hours  
0 lab hours  
3 credits  
(3c-0l-3cr)

**Prerequisites:** Sophomore standing, 3cr of college history

Provides students with an introduction to the archival profession and its practices. None of the Public History courses (HIST 420, 421, 422, or 423) may be counted towards the B.S.Ed. in Social Studies Education/History Track. Only one may be counted towards the History B.A. or the B.A. in History/Pre-Law Track.

### **II. Course Objectives**

Students will be able to:

1. Synthesize and interpret the professional standards and ethical responsibilities of an archivist.
  2. Evaluate and critique the historical importance of record keeping in society.
  3. Synthesize the archivist's multiple role in preserving and managing historical records and explain their value in society.
  4. Analyze the skills and methods associated with archival practice.
  5. Evaluate the importance of intellectual and professional honesty in archival practices.
  6. Evaluate and critique the significance of the role played by archivists in historical research and writing.
  7. Apply relevant skills associated with archival practice through service learning.
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- 1) Students will become informed learners. Students will be exposed to the professional standards and ethical responsibilities of being an archivist. Students will also learn of the historical importance of record keeping in society and the significance of the archivist's role in collecting, preserving, and maintaining these records.
  - 2) Students will become empowered learners. Students will combine classroom instruction in archival methods with practical experience in an archival setting. Service learning is an integral component to this course.

- 3) Students will become responsible learners. Archivists are civically engaged professionals. Through various modes of instruction, students will demonstrate the importance of intellectual and professional honesty as applied to the field. They will both learn as well as demonstrate the values of the profession and the obligation(s) they have to the community/ies in which they work and live.

### **III. Course Outline**

#### **Week 1: Introduction to Archives**

*Hunter*, chapter one, "Introduction to Archives and Manuscripts"

*O'Toole and Cox*, Introduction

HGSIC and University Archives visits

Introduction to project

#### **Week 2: Selection, Appraisal and Accessioning**

*Hunter*, chapters 3 and 4, "Selection and Appraisal" and "Acquisitions and Accessioning"

*O'Toole and Cox*, chapter 1 "Recording, Keeping, and Using Information"

Project work

#### **Week 3: The History of Archives/Arrangement and Description**

*Hunter*, chapters 5 and 6, "Arrangement" and "Description"

*O'Toole and Cox*, chapter 2 "The History of Archives and the Archives Profession"

Project work

#### **Week 4: Professional Values/Preservation Techniques**

*Hunter*, chapter 7, "Preservation"

*O'Toole and Cox*, chapter 3 "The Archivist's Perspective: Knowledge and Value"

Project work

#### **Week 5: Patron Relations and Professional Responsibilities**

*Hunter*, chapter 9, "Access, Reference, and Outreach"

*O'Toole and Cox*, chapter 4 "The Archivist's Task: Responsibilities and Duties"

Project work

#### **Week 6 The Digital Archivist**

*Hunter*, chapter 10, "Digital Records"

Project work

#### **Week 7: AV Archives**

*Hunter*, chapter 11, "Audiovisual Archives"

Project work

#### **Week 8: Safety, Security and Disaster Planning**

*Hunter*, chapter 2, "Conducting a Survey and Starting an Archival Program" and chapter 8, "Security and Disaster Planning"



Project work

**Week 9: Archival Management**

*Hunter*, chapter 12, “Management”

*O’Toole and Cox*, “Bibliographic Essay”

**Week 10: The Profession, Part II**

*Hunter*, chapter 13, “The Archival Profession”; and, review the appendices

*O’Toole and Cox*, chapter 5 “Archivists and the Challenges of New Worlds”

Project work

**Week 11: The Postmodern Archivist**

*Derrida*, *Archive Fever*

Project work

**Week 12: The Archivist and the Public**

*Burton*, Introduction and Part I - Close Encounters

*Burton*, Part II - States of the Art: “Official” Archives and Counter-Histories

*Burton*, Part III – Archive Matters: The Past in the Present

Project work

**Week 13: Instructor Guided Research at the IUP Library and Historical Society  
Meetings with Professor to Review Finding Aid/Revisions to Finding Aid**

**Week 14: Coding and Data Recording**

- Coding in DACS
- Coding in EAD
- Coding in Dublin Core
- Record in Archivists’ Toolkit

**FINAL EXAM – CULMINATING ACTIVITY – return processed collections to Historical Society and present student work**

**IV. Evaluation Methods**

**The final grade will be determined as follows:**

*1. Participation and various learning activities (50 points)* – This class comprises heavy discussion, as well as in-class and D2L (D2L.iup.edu) learning activities. It is expected that students will be attentive, active discussion participants, as well as fully engage in class activities. It is expected that students will go beyond surface reading in their interrogation of course materials. Some materials assigned for this course will provide practical instruction, and students are expected to prove proficiency in archival practice. At times students will be required to work collaboratively.

Among other things, the types of activities required will include:

- Quizzes on Hunter and O'Toole content.
- Short reflective papers on Derrida and essays found in Burton.
- Computer lab work.
- Focused presentations of materials, especially electronic archival repositories – both assigned and student researched.

Attendance/punctuality, how you conduct yourself in the classroom and most importantly the quality of your participation will factor into your participation grade. Please carefully read the note on professionalism found in this syllabus.

2. *Collection project and reflective ESSAY (50 points)* – Each one of you will be processing a small collection from the Historical and Genealogical Society of Indiana County. You will be given the skill set to complete this project through readings, in-class discussion, and instructor guidance/feedback. We will spend considerable class time working through the project. It is understood that any additional time needed to complete any phase of the project will be done outside of class.

There are multiple phases to this project:

- a. Accession, appraisal, arrangement, preservation (if needed), rehousing of materials, and description of collection. This includes all accompanying records – accession, appraisal, preservation, finding aid, and database record and mark-up (Archivist Toolkit, DACS, Dublin Core, EAD and maybe even MARC!!).
- b. Reflective journal of experience noting all phases of the project. This journal should be typed and turned in as you complete each stage of the project.
- c. Short reflective essay of your work and overall experience. It should be 4-5 pages in length. It is due on final exam day. Further details will be discussed in class.

## V. Grading Scale

Grading Scale: 90-100 A; 80-89 B; 70-79 C; 60-69 D; 59 and below F

## VI. Attendance Policy

The IUP Attendance Policy, as found in the catalog, will be followed.

## VII. Required Textbooks

Burton, Antoinette, ed. *Archive Stories*. Durham, NC: Duke University Press, 2005

Derrida, Jacques. *Archive Fever*. Chicago: University of Chicago Press, 1996.

Hunter, Gregory S. *Developing and Maintaining Practical Archives*, second edition. New York: Neal-Schuman, 2003.

O'Toole, James and Richard J. Cox. *Understanding Archives & Manuscripts*. Chicago: Society of American Archivists, 1990.

### **VIII. Special Resources Requirement**

Project material will be provided by the Historical and Genealogical Society of Indiana County.

### **IX. Bibliography**

Allison-Brunnell, Jodi. "Access in the Time of Salinger: Fair Use and the Papers of Katherine Anne Porter." *American Archivist* (Summer 1995): 40-64.

Bastian, Jeannette Allis. *Owning Memory: How a Caribbean Community Lost Its Archives and Found Its History*. Westport, Conn.: Libraries Unlimited, 2003.

Blouin, Francis X. *Processing the Past: Contesting Authority in History and the Archives*. Toronto: Oxford University Press, 2011.

\_\_\_\_\_ and William G. Rosenberg, eds. *Archives, Documentation and Institutions of Social Memory*. Ann Arbor: University of Michigan Press, 2009.

Cox, Richard and David Wallace. *Archives and the Public Good: Accountability and Records In Modern Society*. Westport, Conn.: Quorum Books, 2002.

Daniels, Maygene F. and Timothy Walch, eds. *A Modern Archives Reader: Basic Readings on Archival Theory and Practice*. Washington, D.C.: National Archives and Records Administration, 1984.

*Describing Archives, A Content Standard*. Chicago: Society of American Archivists, 2007.

Kurtz, Michael J. *Managing Archives & Manuscript Repositories*. Chicago: Society of American Archivists, 2004.

Roe, Kathleen. *Arranging and Describing Manuscripts*. Chicago: Society of American Archivists, 2005.

Robyns, Marcus C. "The Archivist As Educator: Imagining Critical Thinking Skills into Historical Research Methods Instruction." *American Archivist* 64 (Fall/Winter 2001): 363-384.

Swain, Ellen D. "Oral History in the Archives: Its Documentary Role in the Twenty-First Century." *American Archivist* 66 (Spring/Summer 2003): 9-50.

## **COURSE ANALYSIS QUESTIONNAIRE**

### **Section A: Details of the Course**

A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.



This course will be part of the standard upper-division offerings of the History Department. It will be part of a series of public history courses specific to a public history concentration offered by the History Department and open to majors and non-majors. This course is designed for all students with an interest in public history. The course material does not fit into any other courses at IUP. It is a field onto its own.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

No changes at present.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

No.

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

This will not be offered as a dual level course.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course may not be taken for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

At this time, no other undergraduate coursework in this area of study has been able to be located as an archival course. Archival studies may have been offered as a topic in special topics in public history/public history seminar courses at other universities with public history undergraduate offerings.

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

No.

### **Section B: Interdisciplinary Implications**

- B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

This course will only be taught by history faculty.

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

There are no conflicts with course offerings with other departments.

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

This course will not be cross-listed with other departments.

### **Section C: Implementation**

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

Faculty resources are adequate. There are two public history faculty, one who was recently hired to accommodate for increased public history offerings (2014) in the department. One of the two will place this course in their regular rotations. Nothing will be taught less frequently as a result of this course.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

Resources needed to teach this course will vary based on project chosen. Unprocessed collections are provided by the Historical and Genealogical Society of Indiana County and are securely stored in the History Department during the course of the semester. The History Department has both a public history and computer labs which are well stocked with all necessary supplies and software to accommodate most project needs. Any additional materials will be covered by ESF funds, maximum estimated cost of \$200/year. The public history faculty have kept the library well stocked with current and foundational titles in the field. At this time there is no anticipated need for travel funds.

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

No resources for this course will be funded by a grant.

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

This course will be offered according to demand, every other year.

- C5 How many sections of this course do you anticipate offering in any single semester?



One.

- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

Twenty to twenty-five. More students than this makes it difficult to efficiently and effectively run the main course project.

- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

No.

- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

This course is not a distance education course.

**Section D: Miscellaneous**

Include any additional information valuable to those reviewing this new course proposal.

## SAMPLE ASSIGNMENT

### Archival Project

This assignment comprises part of your Project/Lab Work grade as noted on the syllabus. The course project must be completed by the last week of class.

The Historical and Genealogical Society of Indiana County has loaned to our class an unprocessed collection of materials pertaining to area churches. Each one of you has selected a folder containing materials for one or more churches.

You have been assigned a box where your materials will be stored for the duration of the class. You are NOT to remove these items from the classroom. You may NOT take these items home with you. You MUST wash your hands before and after our work with these documents. You MUST keep your documents on a flat surface at all times. You MUST ONLY work with pencil. If I see you with a pen while we work on your archival project I will give you one warning. If you use a pen again I will fail you for the project.

This project includes several parts.

1. Appraisal. You will appraise your materials. What exactly do you have? What are the types of materials (programs, bulletins, etc.)? What condition are they in? Are they falling apart, torn or missing parts? Are they newer, in good condition? Are the staples rusting? Are there ribbons on them? What are the dates of the materials? Do you have a cluster of materials around the same year, etc.? You will write up an appraisal of your collection. This should be between one and three pages typed. **This is due by the end of week 5.**
2. Arrangement. You will arrange your materials. Is there an original order? In other words, do you think you received them in a way that reflects how the materials were kept by the collector or creator? If not, how do you think the materials lend themselves to a logical organization? By item type? Chronologically? If more than one church, by church? A combination of these? You will arrange your collection and make a list of what is in your folders, noting date. This will be as long as it needs to be. If needed, you will put your materials in more than one folder. **This is due by the end of week 8.**
3. Preservation. You will consult with the instructor to determine what types of preservation work needs to be done on fragile, torn or deteriorating materials. We will share preservation techniques on your items with the class. **This is due by the end of week 11.**
4. Description. You will describe what you have in your materials. This means you will describe the types of materials and date, content, etc. of these materials. This means you need to know what is in your collection, which is what you will be doing the whole way through the steps. You will tell the story of your materials and the church(es) in the process. You may need to do research outside of class at either the Historical Society or online to round out your narrative. You will write this up. It will be as long as it needs to be. You will turn this in as both

a paper document and as a Word document sent to the instructor. **This is due by the end of week 12.**

5. Creation of the Finding Aid. The instructor will take your descriptive work and create a Finding Aid for the collection. She will distribute copies to the class and we will review and edit it together. **This is due by the end of week 14.**

6. Reflect on your work on all the steps as well as the completed project. What did you learn about the nature of this work? What do you think about the work produced? **This is due on the day of our final exam.**

While we are working through the parts of this project we will check in as a group to discuss our progress and what we have learned about our object and the university and its people.

If you need additional time to work through your materials you may do so during my office hours. I will pull the materials and you can work with them on the table outside of my office.

Remember that I am available and will work with you through the process at all times.