

## Course Goals

This class is intended to introduce students to the history and practice of archival science, through the lens of public history.

- *Place the modern archive in its historical context: contextualize the development and practice of archives from early antiquity to the 21<sup>st</sup> century.*
- *Identify and apply archival terminology and practices.*
- *Examine and debate the role archives and archivists play in creating and preserving public memory.*

MODULE	TITLE & LEARNING OUTCOME	OBJECTIVES	ASSESSMENT & ACTIVITIES	INSTRUCTIONAL MATERIAL
Four	<p><b>Providing access, using archives. Research, access, online archives.</b></p> <hr/> <p>Students will explore the ways archivists provide access to records (in-person, distance, online, proxy). Students will participate in optional in-person archival research, and/or view video on researcher best practices. (CG 2, 3)</p>	<ol style="list-style-type: none"> <li>1. View the introductory researcher video from the Ransom Center and evaluate its message – Welcoming? Authoritative? Enough information?</li> <li>2. Using the assigned collection from the instructor, locate the collection in a finding aid, document your search process and which service you used (e.g. OAC, RMOA, ArchivesGrid etc).</li> <li>3. Using the same assigned collection, search the online collections through AHC Luna and UNCC Goldmine and record what is and is not available vs. the finding aid.</li> </ol>	<p>DISCUSSION ACTIVITY (7 pts)</p> <ul style="list-style-type: none"> <li>• Students will view an introductory video from the Harry Ransom Center and evaluate its messages. What does the video convey and how does it convey it?</li> <li>• Students will discuss how the experience of conducting research using archival finding aids and discovery platforms compares with examples of preparing collections for access in Hunter’s text. Students will offer insights on the experience and point out successes and failures in the process</li> </ul> <p>“SEARCH AND SEIZURE” ACTIVITY (8 pts)</p> <ul style="list-style-type: none"> <li>• Students are assigned one archival collection from a randomized list in repositories nationwide. Students use a discovery service to locate the finding aid for the collection and briefly describe the collection’s contents.</li> <li>• Using the same randomly assigned collection, students will discover which parts of the collection, if any, are accessible online, what formats are accessible, and to what extent.</li> </ul>	<p>Readings:</p> <ol style="list-style-type: none"> <li>1. Hunter, Chapter 9 <ul style="list-style-type: none"> <li>• <a href="#">Schmidt, Using Archives</a></li> </ul> </li> </ol> <p>Videos:</p> <ul style="list-style-type: none"> <li>• Guest Lecture – Dawn Schmitz, AD for Special Collections and University Archives</li> <li>• <a href="#">Harry Ransom Center: Collecting Creativity</a></li> <li>• <a href="#">NMU’s Archives 101</a></li> </ul> <p>Additional Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Online Archive of California</a></li> <li>• <a href="#">Rocky Mountain Online Archive</a></li> <li>• <a href="#">UNCC Goldmine</a></li> </ul>

**Course Design Alignment Matrix**

Module Topics	Course Goal  Use the same course goals you used in Project 2	Objectives (Include measurable objectives)  Include a minimum of 3 objectives  Show the alignment to course goal by including CG in parenthesis	Activities (Formative)  (at least one interactive activity such as discussion forum, wiki, blog etc)	Instructional Material  (at least three sources of instructional material – readings, web resources, powerpoint, videos etc)	Summative Assessment  Assessment (at least one assessment such as quiz, assignment, project, paper etc)	Max Points
<p><b>MODULE 4:</b></p> <p><b>Providing access, using archives.</b> <i>Research, access, online archives.</i></p> <hr/> <p>Students will explore the ways archivists provide access to records (in-person, distance, online, proxy). Students will participate in optional in-person archival research, and/or view video on researcher best practices. (CG 2, 3)</p>	<p><i>CG3: Examine and debate the role archives and archivists play in creating and preserving public memory.</i></p>	<p>MLO 1: View the introductory researcher video from the Ransom Center and evaluate its message – Welcoming? Authoritative? Enough information? (CG3)</p>		<p>Readings:</p> <ul style="list-style-type: none"> <li>• Hunter, Chapter 9</li> <li>• <a href="#">Schmidt, Using Archives</a></li> </ul>	<p>“SEARCH AND SEIZURE” ACTIVITY:</p> <ul style="list-style-type: none"> <li>• Students are assigned one archival collection from a randomized list in repositories nationwide. Students use a discovery service to locate the finding aid for the collection and briefly describe the collection’s contents. (MLO 4.1)</li> </ul>	<p>4 POINTS</p>

“	<i>CG 2: Identify and apply archival terminology and practices.</i>	MLO 2: Using the assigned collection from the instructor, locate the collection in a finding aid, document your search process and which service you used (e.g. OAC, RMOA, ArchivesGrid etc). (CG2)	<p>DISCUSSION ACTIVITY:</p> <ul style="list-style-type: none"> <li>• Students will view an introductory video from the Harry Ransom Center and evaluate its messages. What does the video convey and how does it convey it? (MLO 4.2)</li> <li>• Students will discuss how the experience of conducting research using archival finding aids and discovery platforms compares with examples of preparing collections for access in Hunter’s text. Students will offer insights on the experience and point out successes and failures in the process. (MLO 4.3)</li> </ul>	<p>Videos:</p> <ul style="list-style-type: none"> <li>• Guest Lecture – Dawn Schmitz, AD for Special Collections and University Archives</li> <li>• <a href="#">Harry Ransom Center: Collecting Creativity</a></li> <li>• <a href="#">NMU’s Archives 101</a></li> </ul>		7 POINTS
“	<i>CG 2: Identify and apply archival terminology and practices.</i>	MLO 3: Using the same assigned collection, search the online collections through AHC Luna and UNCC Goldmine and record what is and is not available vs. the finding aid. (CG2)		<p>Additional Resources:</p> <ul style="list-style-type: none"> <li>• <a href="#">Online Archive of California</a></li> <li>• <a href="#">Rocky Mountain Online Archive</a></li> <li>• <a href="#">UNCC Goldmine</a></li> </ul>	<ul style="list-style-type: none"> <li>• Using the same randomly assigned collection, students will discover which parts of the collection, if any, are accessible online, what formats are accessible, and to what extent. (MLO 4.1)</li> </ul>	4 POINTS