

# The University of North Carolina at Charlotte

Course Syllabus  
HIST 6833: Archives and Public Memory  
Fall Semester 2020 (3 Units)  
Web-Enhanced Course  
Location: Atkins 1000 (and canvas.uncc.edu)

Instructor Prof. Tyler Cline, M.A., D.A.S.  
Office ATKNS L10  
Hours: By appointment only (no public access to office)  
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Response time for telephone and email messages: one full business day.

## ABOUT THE INSTRUCTOR

Tyler Cline has been the Digital Archivist at UNC Charlotte since 2017. Previously, he was a Digital Archivist and Digital Programs Manager at the University of Wyoming. He holds a Digital Archives Specialist certificate from the Society of American Archivists, and received his Master of Arts in Public History from Sacramento State University in 2011.

## COURSE DESCRIPTION

This is a graduate course in the Public History M.A. program, designed to fulfil elective credit. It has a cap of twelve students.

This semester-long course serves as an introduction to the practice of archival science through the lens of public history. It is being offered in-person at the Atkins Library Special Collections and University Archives reading room (10<sup>th</sup> floor).

There is a web-enhanced component for discussion groups and assignments. Students are expected to have access to a personal or tablet computer to complete all non-optional assignments and readings in this course. This course is being offered in-person to make use of the valuable primary source archival material housed at UNC Charlotte, and to offer students the ability to interact with the visceral raw material of history.

## PREREQUISITES

Students should have a strong understanding of the history of 20<sup>th</sup> century America and modern historiography. As archives serve the public interest, it is not necessary that students in the course intend to become historians or archivists, though it is not by any means discouraged; public archives are meant to be used by all.

## 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>
- Identify and apply archival terminology and practices.
- Examine and debate the role archives and archivists play in creating and preserving public memory.

## **LEARNING OUTCOMES**

Upon completion of the course, students will

- have the knowledge, skills, and abilities to successfully utilize an archives to conduct archival research.
- apply the archival concepts of appraisal, description, preservation, and access to the evaluation of the archival field.
- understand the development and context of archives in the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries, and how archives and archivists contribute to the public memory.

## **COURSE MATERIALS**

Hunter, Gregory. *Developing and Maintaining Practical Archives: A How-To-Do-It Manual, third edition*. New York, NY: Neal-Schuman Publishers, Inc., 2020. ISBN: 978-0-8389-1277-5.

*Additional readings as noted in the individual module descriptions.*

## **INSTRUCTIONAL METHODS**

This course has lecture, reading, group activity, presentation, and individual research components. Participation in reading discussions and group projects is required. Occasional short essay assignments are included as well as a final research paper in which students conduct their own original archival research within collections housed at UNC Charlotte or a similar archives (please contact the professor to discuss conducting archival research at institutions other than UNC Charlotte).

## **COURSE TECHNOLOGY**

All students in the course are required to have access to a computer or computing device that can browse the internet, read PDF documents, access Canvas, and record text. If students do not have a personal or tablet computer capable of meeting these requirements, there are computers available at Atkins Library for student use, and for checkout, that meet these requirements.

## **TIPS FOR SUCCESS**

This course relies on you, the student, to be aware of each weeks' readings and deadlines. Groups will be assigned, and it is up to you to reach out to your partners to ensure the successful completion

of group assignments. Deadlines for your final paper topic, preliminary annotated bibliography, and rough draft are included to help your success through instructor and peer feedback.

## ASSIGNMENTS AND ASSESSMENTS

Discussions, short and long responses, and group activities = 75 pts

Archival research methods = 10 pts

Final research paper = 15 pts

Total: 100 pts

Attendance is noted, and it is expected that every student will read the course materials, view the lectures, and interact with one another in group and individual posts. Participation counts towards the majority of your grade, and can be accomplished through the online discussions of the course readings. Late postings and replies may be completed within one week following the due date for half credit. Late, incomplete, or missing posts in group projects will result in no credit.

Learning archival research methods, referred to as bibliographic instruction, will count for ten percent of the final grade. This has an individual as well as group grade component.

The final paper will be based on individual, in-person archival research at an archive. The archive does not have to be the UNC Charlotte Special Collections; however, students are encouraged to contact the professor for a list of archives in the Metrolina area that are suitable for research.

## FINAL PAPER RUBRIC

Criteria	Ratings				Pts
<b>LENGTH</b> Paper is the appropriate length of at least five pages, not counting the works cited section.	<b>3.0 pts</b> <b>Full Marks</b> Paper is five pages, excluding references.	<b>2.0 pts</b> <b>Some Effort</b> Paper is one to two pages short of required length.	<b>1.0 pts</b> <b>Minimal Effort</b> Paper is three or more pages short of required length.	<b>0.0 pts</b> <b>No Marks</b> No content submitted or paper is under one page in length.	3.0 pts
<b>FORMAT</b> Paper is in Chicago Style with appropriate footnotes and works cited, free from spelling and grammatical errors.	<b>3.0 pts</b> <b>Full Marks</b> Paper is free of format errors and free of spelling, grammar, and proofreading errors.	<b>2.0 pts</b> <b>Some Effort</b> Paper has one to three format errors and/or spelling, grammar, and proofreading errors.	<b>1.0 pts</b> <b>Minimal Effort</b> Paper has four or more format errors and/or spelling, grammar, and proofreading errors.	<b>0.0 pts</b> <b>No Marks</b> No content submitted or format is not in Chicago/Turabian.	3.0 pts
<b>ORGANIZATION</b> Paper has a readily identifiable introduction, thesis statement, supporting arguments, and conclusion.	<b>3.0 pts</b> <b>Full Marks</b> Paper's introduction, thesis, arguments, and conclusion are all present.	<b>2.0 pts</b> <b>Some Effort</b> Paper is missing a required element.	<b>1.0 pts</b> <b>Minimal Effort</b> Paper is missing two or more required elements.	<b>0.0 pts</b> <b>No Marks</b> Paper is missing all or most elements.	3.0 pts
<b>SOURCES</b> Paper is based on a primary source archival collection and includes at least four direct citations to this source, as well as at least two secondary sources.	<b>3.0 pts</b> <b>Full Marks</b> Paper has the appropriate number of primary and secondary sources and cites them properly.	<b>2.0 pts</b> <b>Some Effort</b> Paper has a primary source that is cited two to three times and at least one secondary source.	<b>1.0 pts</b> <b>Minimal Effort</b> Paper is missing either its primary or secondary sources.	<b>0.0 pts</b> <b>No Marks</b> Paper is missing both primary and secondary sources, or no content was submitted.	3.0 pts
<b>REVISIONS</b> Paper incorporates instructor and peer feedback in final submission, and makes corrections and expansions where noted.	<b>3.0 pts</b> <b>Full Marks</b> Paper addresses all instructor and peer feedback, makes significant revisions from first submitted draft.	<b>2.0 pts</b> <b>Some Effort</b> Paper incorporates some instructor or peer feedback, does not address all suggestions.	<b>1.0 pts</b> <b>Minimal Effort</b> Final paper addresses little instructor or peer feedback.	<b>0.0 pts</b> <b>No Marks</b> Paper addresses no feedback or has no content.	3.0 pts
Total Points: 15.0					

## GRADING INFORMATION

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = Below 60%

Plus/minus grades are not given. Extra credit assignments may be available, these cannot substitute for major assignments. For a thorough explanation of course marks, including withdrawals, incompletes, and unsatisfactory marks, please reference: [provost.uncc.edu/policies-procedures/academic-policies-and-procedures/grading](http://provost.uncc.edu/policies-procedures/academic-policies-and-procedures/grading) (Links to an external site.)

## COURSE SCHEDULE

**Module One: What is an archive? *Primary and secondary sources. Academic, governmental, private, and corporate archives.***

Students will be able to explain the difference between a primary and secondary source, give examples of what constitutes an archive and archival record, and give examples of different types of archives.

**Readings:** Hunter, ch. 1-2

**Module Two: History of the development of archival science. *Diplomatics and the formation of the modern archive.***

Students will be able place contemporary 21<sup>st</sup> century archives in their historical context. Trace the routes of archival development from antiquity in ancient Babylon, China, and Rome, through medieval and early modern Europe, to the renaissance, archives in the age of empire, and through to the 20<sup>th</sup> century, including American academic, government, and corporate archives. Students will contextualize the requirements and functions of archives in these periods.

**Readings:** University of Alberta, [Diplomatics \(Links to an external site.\)](#); [Culham, Archives and Alternatives in Republican Rome \(Links to an external site.\)](#); [NARA, Getting Started With Research \(Links to an external site.\)](#)

**Module Three: Doing archives. *Appraisal, arrangement, and description.***

Students will understand the concepts of appraisal, arrangement, and description, and apply them in example scenarios. Students will learn the development of appraisal theory in the 20<sup>th</sup> century. Students will learn the development and repercussions of the MPLP method for arrangement and description. Students will explain the records lifecycle, how appraisal decisions are made, the twin concepts of provenance and original order, and what descriptive standards are currently in practice.

**Readings:** Hunter, ch. 3-6; [Greene & Meissner, “More Product, Less Process” \(Links to an external site.\)](#)

**Module Four: Providing access, using archives. *Research, access, online archives.***

Students will explore the ways archivists provide access to records (in-person, distance, online, proxy). Students will participate in in-person archival research, and view video on researcher best practices.

**Readings:** Hunter, Chapter 9; [Schmidt, Using Archives \(Links to an external site.\)](#)

**Module Five: Archives and archivists and the public memory. *Neutrality, power, and the long arc of history.***

Students will make connections between preserving history and how historians conduct research and create history through archives. Students will explore the relationships between archives and the state, corporate power, donors, and the nonprofit industrial complex.

**Readings:** Hunter, Chapter 13; Hunter, Appendix B; [Zinn, “Secrecy, Archives, and the Public Interest \(Links to an external site.\)”](#); Derrida, *Archive Fever* pp. 9-23; [U of O Article 1 \(Links to an external site.\)](#); [U of O Article 2 \(Links to an external site.\)](#)

## UNIVERSITY POLICIES

For detailed University policies and notices, refer to your student handbook or visit [legal.uncc.edu](http://legal.uncc.edu)

### Classroom Expectations

This syllabus contains the policies and expectations established for HIST 3833, and set forth by University policy. Please read the entire syllabus carefully before continuing in this course.

These policies and expectations are intended to create a productive learning atmosphere for all students. *The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class, or email.*

### Disability Accommodations

Students in this course seeking accommodations to disabilities must first consult with the Office of Disability Services and follow the instructions of that office for obtaining accommodations.

## **Gender Identity**

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. All students will be asked to indicate their pronouns at the start of the course. If you have any questions or concerns, please do not hesitate to contact me.

## **Student Conduct**

All students and the instructor are expected to engage with each other respectfully. Unwelcome conduct directed toward another person based upon that person's actual or perceived race, actual or perceived gender, color, religion, age, national origin, ethnicity, disability, or veteran status, or for any other reason, may constitute a violation of University Policy 406, The Code of Student Responsibility. Any student suspected of engaging in such conduct will be referred to the Office of Student Conduct.

## **Plagiarism**

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office

## **Sexual Harassment and Title IX Reporting**

UNC Charlotte is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC Charlotte has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware that many UNC Charlotte employees, including all faculty members, are considered [Responsible Employees \(Links to an external site.\)](#) who are required to relay any information or reports of sexual misconduct they receive to the Title IX Coordinator. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must [report the information to the Title IX Coordinator \(Links to an external site.\)](#). Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

If you wish to speak to someone confidentially, you can contact any of the following on-campus resources, who are not required to report the incident to the Title IX Coordinator: (1) University Counseling Center ([counselingcenter.uncc.edu](http://counselingcenter.uncc.edu) (Links to an external site.), 7-0311); (2) Student Health Center ([studenthealth.uncc.edu](http://studenthealth.uncc.edu) (Links to an external site.), 7-7400); or (3) Center for Wellness Promotion ([wellness.uncc.edu](http://wellness.uncc.edu) (Links to an external site.), 7-7407). Additional information about your options is also available at [titleix.uncc.edu](http://titleix.uncc.edu) (Links to an external site.) under the "Students" tab.

		Max Points	Points Received
1	Course Description Include course number, title and description	5	4
2	Instructor Information Include a picture and bio of the instructor which would be you	5	5
3	Delivery Method. Include an explanation why this is the chosen delivery method for this course	5	5
4	Course Goals and Expected learning outcomes	5	5
5	Course Requirements (Projects & Assignments). Criteria for grade determination	5	5
6	Describe your learners and any prerequisite skills they need to bring to the course	5	5
7	Instructional Strategies Used	5	5
8	Course policies on attendance, missed/late assignments, class participation, plagiarism, netiquette	5	5
9	Technology and tools usage in this course	5	5
10	Describe how a student can be successful in this course?	5	5
	Other components that you think are important for your course.		
	<b>Total</b>	<b>50</b>	<b>49</b>