**INLS 690 Community Archives**

**Fall 2016**

**T/Th 9:30 -10:45**

**303 Manning Hall**

Dr. Denise Anthony

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Office Hours: M, W, 1-2 and by appointment

**Description:**

A number of archivists are advocating for a new, collaborative model of archiving that empowers communities to look after their own records “by partnering professional archival expertise with communities’ deep sense of commitment and pride in their own heritage and identity.”  This class will explore the many ideas and issues surrounding this new model by working with a local community group to develop a comprehensive strategy for collecting, describing and maintaining their historical records in both analog and digital formats. The work will be informed by discussion of relevant literature and examination of other community archiving projects.

**Expectations:**

Participation in class discussions, group work and service learning activities is key to your success in this course as well as the continuing success of the community groups being served. Once the needs of the community are determined and a plan set in place, the community group is dependent on members of this class to see the project through to completion. Consequently, your grade in this class is determined by the extent of your contribution and involvement throughout.

**Assignments and Grading:**

Class participation: for class discussion days (see Schedule in Sakai), please read the assigned readings ahead of time and come prepared to ask questions, reflect on and occasionally debate the facts and opinions in the articles. Your understanding of the differing perspectives of archivists on their relationship to community archives as well as your position on the subject can/will affect your project work. 20%

Project Work: Service work is governed by the needs of the community partners. Students in the class are responsible for determining these needs, what will fulfill them, what is to be done, by whom and when, with guidance from me and the class teaching assistant. You will be graded on your participation in the process and your level of contribution to the projects and tasks. 80%

The following grade scale will be used AS A GUIDELINE (subject to any curve) for **graduate** students. (Definitions are from the [Office of the University Registrar](http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/))

H 95-99%       High Pass L 70-79.9%    Low Pass  
P 80-94.9%    Pass F 0-69.9%      Fail

**Academic Integrity and Diversity**

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

* Ensure inclusive leadership, policies, and practices;
* Integrate diversity into the curriculum and research;
* Foster a mutually respectful intellectual environment in which diverse opinions are valued;
* recruit traditionally underrepresented groups of students, faculty, and staff; and
* Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective, and committed to the concepts of equity and fairness.

**UNC Honor code:** https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf