Course: INLS 754 Archival Access

Fall 2023

Time: asynchronous

Professor: Elliott Kuecker; ellio@unc.edu

Office Hours: Wednesdays 1-2, Manning 205

Description:

Explores user needs, information seeking behaviors, and provision of access to primary source materials in archives, manuscript repositories, and museums. User education and outreach are major focuses.

Outcomes:

-Students will understand the relationships between the archivist/librarian/curator and researcher

-Students will discuss access in light of archival values and fundamentals

-Students will explore outreach and programming in archives

-Students will study primary source education goals and examples

-Students will create formal lesson plans

Required Material

All reading materials will be supplied in Canvas.

Activities/Assignments

Introduction Post (5 Points)

Forum 1: Public Perceptions of Archives (8 points)

Forum 2: Public Perceptions of Archives Workshop (8 points)

Forum 3: Public Services in Archives (8 points)

Forum 4: Public Services in Archives Workshop (8 points)

Forum 5: Inspiration Week (8 points)

Forum 6: Archival Outreach (8 points)

Forum 7: Archival Outreach Workshop (8 points)

Forum 8: Primary Source Education Part 1 (8 points)

Forum 9: Primary Source Education Part 2 (8 points)

Forum 10: Primary Source Education Part 3 (8 points)

Forum 11: Lesson Plans (5 points)

Assignment: Lesson Plan (10 points)

Grading of the Forums

We will use the forums as a space to discuss the readings, so citing the readings in the posts is essential. I assign minimal readings so that students can take the time to study the texts and integrate them into discussion, therefore it is very important that you show your engagement in the reading through your forum posts. In addition, forums are where we report on the workshop elements of the class, which will include archival research, archival literacy, informal interview, and other activities.

Reading and replying to other posts is an essential part of forum posting. When people reply to your post, you should also comment back (unless the replies are extremely tardy). Forums have due dates so that we can move to the next topic as a group. Posting on or before the deadline is important.

This will help you understand how grading of forums works so that you can be as successful as possible!

UNC Graduate Grading Scale

Graduate Permanent Grades

H   High Pass - Clear Excellence

P   Pass - Entirely Satisfactory Graduate Work

L   Low Pass - Inadequate Graduate Work

F   Fail

University Attendance Policy:

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

•   Authorized University activities

•   Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)

•   Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Class Attendance Policy:

Since this is an online, asynchronous class, your participation takes place through reading discussions on forums, activities, and assignments. Every class module opens far in advance of when a discussion, activity, or assignment is due, allowing for flexibility with student schedules. All graded work is due on the Friday of each week, creating a simple schedule for students to remember. Given the flexibility of this format, it is wise to look at the assignment before the day is due. There is little need to turn things in late with a flexible format, but **if you experience something that will make your work late, please ask for an extension around that time rather than wait until the end of the semester and ask to make something up**.

Consider attendance in this asynchronous class to mean "presence." You should be present in our learning community, comment on other's work that is posted, and understand that just like any graduate seminar, work is divided up by weekly modules.

Late Work and Extensions:

You may receive partial credit for some late work if we have communicated about it. If you have asked in advance, you may receive an extension on some assignments.

Honor Code

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected (honor.unc.edu).

Accessibility

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Counseling and Psychological Services

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The Heels Care Network website (https://care.unc.edu) is a place to access the many mental resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: https://ars.unc.edu or email ars@unc.edu.

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at https://eoc.unc.edu/report-an-incident/. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's Policy Statement on Non-Discrimination offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office, or online to the EOC at https://eoc.unc.edu/report-an-incident/.

Diversity Statement

I am attentive to issues of difference, privilege, inclusivity, ability, and experience in our classroom. I take all of this into consideration when I select readings, lead discussions, create assignments, set the classroom pace, and manage classroom environment. I want you to feel like you are not only safe in my classroom, but that you belong in my classroom, that your ideas are wanted, and that your thoughts are respected. Please let me know if you have feedback for me regarding any aspect of this class, including material and delivery.

Syllabus Changes

If the syllabus needs to change during the semester, I will let you know immediately.