Department: History
Course No. HP630

Title of Course: Issues in Historic Preservation
Date: 2/1/2016

Please check: New

I. Catalog Description (Credit Hours of Course):
Examination of specialized issues in historic preservation relating to archives and special collections, historic site administration, or museum studies. (3 hours)

II. Co- or Prerequisite(s):
Graduate status.

III. Purposes or Objectives of the Course (optional):
To provide students the opportunity to study topics related to specific areas of public history interests. The specific focus of the course will normally be archives management, museum management, or historic site administration, depending upon the specific expertise of the instructor.

IV. Student Learning Outcomes (Minimum of 3):
A. Students will be able to give examples of, describe, and explain accepted practices and procedures relevant to the preservation, interpretation, presentation, management or administration of historical documents, objects, buildings, landscapes, or historic sites.

B. Students will be able to demonstrate knowledge of relevant issues in the field of archives, museums, historic sites or built environment preservation.

C. Students will be able to communicate, in written and oral forms, using the technical language of the historic preservation professional.

V. Optional departmental/college requirements:
None.

VI. Course Content or Outline (Indicate number of class hours per unit or section):
Will vary by semester and instructor. Individual course outlines will be presented in advance for departmental approval.

Please Attach copy of class syllabus and schedule as an example

Signature: ___________________________ Date: ______________
Chair

Signature: ___________________________ Date: ______________
Dean
Issues in Historic Preservation:
Archives and Special Collections Management (HP630)
Spring 2016 ~ CR109 ~ T/Th 12:30-1:45

Catalog Description:
Examination of specialized issues in historic preservation relating to archives and special collections, historic site administration, or museum studies. Prerequisite: Graduate status. (3 hours)

Course Objectives:
To provide students the opportunity to study topics related to specific areas of public history interests. The specific focus of the course will normally be archives management, museum management, or historic site administration, depending upon the specific expertise of the instructor.

This course will introduce students to the history, theories, and operational issues involved in managing archives and special collections as well as their application to the organization and administration of archival collections within public and private institutions. Through readings, lectures, discussions, and hands-on activities, students will become familiar with the standard practices related to surveys of resources, acquisitions and processing, housing and equipment, conservation and restoration, and user access in archives and special collections.

Student Learning Outcomes:
A. Students will be able to give examples of, describe, and explain accepted practices and procedure relevant to the preservation, interpretation, presentation, management or administration of historical documents, objects, buildings, landscapes, or historic sites.

B. Students will be able to demonstrate knowledge of relevant issues in the field of archives, museums, historic sites or built environment preservation.

C. Students will be able to communicate, in written and oral forms, using the technical language of the historic preservation professional.

Expectations of Students:
Students are expected to participate in all class sessions; read all assigned materials; effectively complete all class projects, written and practical; and complete a literature review of a current archival issue.

Course Requirements:
PARTICIPATION & IN CLASS ACTIVITIES
Students are expected to attend all class sessions and be active participants in all in-class activities and discussion of readings. Students should come to class prepared to take notes and talk about the topics and themes covered in the readings for that week. To do this effectively, you will need to complete the entire reading assignment before attending class for that week. Many reading assignments are long and, occasionally, complex. It is recommended that you take notes while you read and bring any questions to class.
Participation grades are dependent upon actual participation in discussion and activities (silent/uncooperative attendance does not earn credit). Participation and in class activities are worth 20% of your final grade.

MINI-PAPERS
Students will write three short papers (1-2 pages) in response to a prompt posted on Moodle. Follow the instructions for each paper closely. Students should submit their papers on Moodle by the beginning of
class on the due date. Late papers will not be accepted. Papers that violate the University's academic honesty policy will receive a zero. Each paper is worth 5% of your course grade.

CONSERV-O-GRAM PRESENTATION & HANDOUT
Students will work in pairs to do outside research on a topic covered by the National Parks Service’s Conserv-O-Gram and present their findings to the class with an accompanying handout (1 page) with a bibliography of current scholarship/resources on the topic. All students must sign up for topic on Moodle by Midnight on Friday, February 5th. Additional instructions for this project will be available on Moodle. The presentation and handout will count for 20% of your course grade.

ARCHIVAL ISSUE LITERATURE REVIEW
Each student will be assigned an archival management issue that is the subject of debate among professionals today. Students will become familiar with the existing scholarship on their assigned issue and write a 5-8 page essay outlining the debates and consensus regarding best practices in the field. In your essay, you should identify the five most important works on this topic and indicate your professional analysis of the issue. Students should submit their papers on Moodle by the beginning of class on the due date. Late papers will not be accepted. Papers that violate the University’s academic honesty policy will receive a zero. The literature review is worth 15% of your course grade.

FINAL PROJECT
In the final weeks of the semester, each student will accession and process their own manuscript collection. Completed projects will consist of a processed collection in proper storage, a descriptive finding aid, and a final project paper (5-6 pages) that summarizes how the student completed the project. Students’ papers, finding aids, and processed collections must adhere to the guidelines posted in Moodle and the practices and standards studied in this course. The completed final project (collection, finding aid, & paper) is worth 30% of your course grade.

How Grades are Determined:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation &amp; In Class Activities</td>
<td>20%</td>
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<tr>
<td>Mini-Paper #1</td>
<td>5%</td>
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<tr>
<td>Mini-Paper #2</td>
<td>5%</td>
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<tr>
<td>Mini-Paper #3</td>
<td>5%</td>
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<tr>
<td>Conserv-O-Gram Presentation &amp; Handout</td>
<td>20%</td>
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<tr>
<td>Literature Review</td>
<td>15%</td>
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<tr>
<td>Final Project</td>
<td>30%</td>
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<tr>
<td>Total</td>
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ASSIGNMENT GRADE SCALE:
A=93-100; A-=90-92.99; B+=87-89.99; B=83-86.99; B-=80-82.99; C+=77-79.99; C=73-76.99; C-=70-72.99; F=0-69.99

GRADUATE COURSE GRADE SCALE:
A=90-100; B=80-89; C=70-79; F=0-69

Readings:
There is one required textbook for this course:


Additional readings listed in the syllabus are available through Kent Library and/or on Moodle. The professor may also give out additional reading assignments in class.
The required books for this course can be purchased at the University Bookstore. There will also be additional readings made available on Moodle. Students are expected to keep up with all assigned readings listed in the syllabus, and complete any reading assignments given in class. Readings are listed for each week in the Course Schedule. **Students are expected to have read the assignment for the week before attending class.**

**Learning Environment Expectations:**
This course abides by the university's policies regarding attendance, academic honesty, civility and harassment, and support for students with disabilities, and has additional requirements regarding the use of technology:

**ATTENDANCE**
This course abides by the university's policies regarding attendance. It is essential that you be in class. Students are expected to actively participate in class discussion, including commenting on ideas from the reading assignments, concepts presented by other students, and ideas advanced by the instructor. Although attendance in and of itself is not graded, if you are not present you cannot engage in the discussion of the ideas which form the core of the course. If you are not present, you cannot benefit from this discussion and dialogue, and you deny everyone else in the class the opportunity to learn from you. The official statement about attendance, derived from the Undergraduate Bulletin, may be accessed at: [http://www.semo.edu/bulletin/](http://www.semo.edu/bulletin/).

**ACADEMIC HONESTY**
The Graduate Bulletin defines academic dishonesty as “…those acts which would deceive, cheat, or defraud so as to promote one’s scholastic record…”, and states that “[v]iolations of academic honesty represent a serious breech of discipline and may be considered grounds for disciplinary action, including dismissal from the university”. Students are expected to understand and abide by the rules governing academic honesty.

Students should be familiar with the University’s Academic Honesty Statement: [http://www.semo.edu/facultysenate/handbook/5d.htm](http://www.semo.edu/facultysenate/handbook/5d.htm). Additional information may be accessed at: [http://www6.semo.edu/judaffairs/](http://www6.semo.edu/judaffairs/). Penalties for academic dishonesty range from failing the assignment and/or failing the course to expulsion from the University.

**Civility and Harassment**
All students are expected to be active participants in class, and join in polite discussion (no name-calling, slurs, or talking over each other). Because historical actors often have funny names and unusual worldviews, it is understandable if you mispronounce names, places, and events. There is even room for lighthearted discussion of historical actors’ motives and actions. There is room for disagreement and strong opinions. However, students must exhibit respect for their classmates (and their opinions/questions/answers) at all times.

To ensure a civil and welcoming atmosphere for discussion, students are asked to adhere to some basic rules:

- Please turn off all electronic devices during class. If your phone rings, it will upset the flow of discussion. Texting, playing video games, facebook, etc. is distracting and gives your classmates (and the professor) the impression that you are not interested in the conversation.

- If you need to leave the room, please be discreet—try to leave at a moment when it won't distract others. Don’t make a scene.

- When engaged in discussion, give your classmates the same respect you would ask of them. Even if you do not agree with your classmate (or the instructor), avoid personal attacks. We will be wrestling with some difficult and complex ideas and events this semester, and there is plenty of...
room for differing interpretations. In fact, that is how public historians do their jobs—through thoughtful, candid, and respectful debate about interpretations and best practices. For this to work, however, all participants must treat speakers as equal and intelligent human beings.

Students should be familiar with the University’s Civility Statement, available here: http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

Judicial Affairs is responsible for addressing disciplinary matters related to breaches of accepted civility and harassment standards. Information about this process is available at: http://www6.semo.edu/judaffairs/.

DISABILITIES
Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Please see the University’s official Accessibility Statement here: http://www.semo.edu/pdf/old/ds_working_with_studentsS2.pdf
Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented. Accommodations are implemented on a case by case basis. For more information visit: www.semo.edu/lapdss or contact Disability Support Services at 573-651-2273.

TECHNOLOGY
All written assignments must be typed, using a word-processing program, such as MS Word. Students will have the opportunity, but will not be required, to submit some written assignments electronically in Moodle. All other assignments must be turned in as hard-copies (printed on paper) at the beginning of class on the due date. This means students must have access to a printer. Students will be required to access some of the reading material for the course on the internet. Students who anticipate difficulty in mastering any of the technological components of the course are responsible for seeking assistance from the instructor in a timely manner.

Questions, Comments, or Requests:
Questions, comments or requests regarding this course or program should be taken to your instructor, Dr. Lily Santoro. Dr. Santoro will respond to student communications within 24 hours, Mon-Fri, and within 48 hours on weekends and during University holidays.

Unanswered questions or unresolved issues involving this class may be taken to Dr. Wayne Bowen, Chair, Department of History.
Course Schedule/Assignments:

Note: Course schedule subject to change. Any changes will be announced in class and on Moodle.

Archives and Special Collections History and Philosophy

Week 1 (Jan 19-21) Introduction to Archives/Special Collections:
Read: Chap. 1 “What are Archives?”

Week 2 (Jan 26-28) History of Archives and Special Collections
Read: Chap. 2 “Archival institutions: creatures of history and culture”

Week 3 (Feb 2-4) Philosophical Basis for Conservation and Preservation
Read: Chap. 3 “Archival service: a matter of trust”

Tuesday: explore the website for the Society of American Archivists (SAA) to become familiar with what an Archivist is/does. Pay particular attention to “The Archives Profession” tab.

Thursday: we will be discussing the variety of archival institutions. Come to class prepared to provide 2 examples of specific archives and how you would classify them.

Remember to sign up for a Conserv-O-Gram topic by midnight on Friday, Feb. 5th.

Managing an Archives/Special Collections

Week 4 (Feb 9-11) Finding Your Mission
Read: Visit the website, Preservation 101: Introduction to Preservation http://unfacilitated.preservation101.org/session1/expl_whatis.asp
read the sections entitled “What is Preservation?” and “Collection Management.” Preservation 101 is a project of the Northeast Document Conservation Center, Andover, Massachusetts (NEDCC).

Mini-Paper #1 Due on Tuesday
In-Class Activity: What is our “Mission Statement?”

Week 5 (Feb 16-18) Long-Range Planning and Collecting
Read: Chap. 6 “Appraising and acquiring archives”

In Class Activity: Creating a Collections Policy

Week 6 (Feb 23-25) Preservation and Protection
Read: Chap. 4 “Protecting Archives”

In Class Activity: Assessing likely disasters/dangers and developing a Disaster Plan

Week 7 (Mar 1-3) A Careful Balance: Privacy, Preservation, and Access
Read: Chap. 8 “Making archives available”

**Week 8 (Mar 8-10) Access on site and online**

Tuesday: Guest Lecture: Tyson Koenig, University Archives and Special Collections: Balancing Security and Access – meet in Kent Library 215
Thursday: Guest Lecture: Roxanne Dunn, University Archives and Special Collections: Planning a Digital Project – meet in Kent Library 215

**Spring Break (Mar. 15-17)**

**Week 9 (Mar 22-24) Challenges for the next generation of records**
Read: Chap. 9 “The challenge of digital archives”


*Mini-Paper #2 due on Thursday*

**Week 10 (Mar 29-31) Identifying and Preserving Collections**

Tuesday: Meet at the University Archives for a tour and discussion of space and storage
Thursday: Class time will be devoted entirely to Conserv-O-Gram Presentations

**Week 11 (Apr 5-7) Identifying and Preserving Collections**
This week's class time will be devoted entirely to Conserv-O-Gram Presentations

**Week 12 (Apr 12-14) Processing and File Organization**
Read: Chap. 5 “Provenance, original order and *respect des fonds*”
Chap. 7 “Arranging and describing archives”

In Class Activity- Finding Aids, Arranging, and Describing
**Week 13** (Apr 19-21) Processing Collections

Available at: [http://bentley.umich.edu/uarphome/processing_guide.doc](http://bentley.umich.edu/uarphome/processing_guide.doc)

*Mini-Paper #3 due on Tuesday*
Thursday's class time will be devoted entirely to processing collections for your final projects.

**Week 14** (Apr 26-38) Processing Collections
This week's class time will be devoted entirely to processing collections for your final projects.

*Archival Issue Literature Review due on Tuesday*

**Week 15** (May 3-5) Processing Collections & Wrap Up
This week's class time will be devoted entirely to processing collections for your final projects. All students must turn in processed collection by the end of class on Thursday.

*Finding Aids must be submitted on Moodle by 3pm on Friday, May 7.*

**Week 16** (May 9-12) Finals Week
*Submit Final Project Paper (5-6 pages) on Moodle by 3pm on Thursday, May 12.*

Students must collect their completed/graded archival projects during one of our usual class-times on Tuesday or Thursday of finals week.