University of Maryland
College of Information Studies

INST 604:
INTRODUCTION TO ARCHIVES
& DIGITAL CURATION

Fall 2020 | Online | Asynchronous
Course Dates: August 31 – December 14
Instructor: Caitlin Christian-Lamb
Pronouns: she/her/hers
Office Hours: Available via Zoom (https://umd.zoom.us/my/cclamb) by appointment
Office: 4111B Hornbake Library
Email: cclamb@umd.edu

COURSE DESCRIPTION:

This course introduces students to the practice of archival thinking, an important skill in caring for an increasingly complex, multimedia, and heterogeneous information. Is the information stored in a secure place (be it in servers or stacks)? Is there guaranteed long-term access to the records, manuscripts, or data? How do we ensure the authenticity and reliability of the information we keep? How do we use archival records to hold those in positions of power accountable? What are the ways that marginalized groups are represented in historical sources? What access systems should be in place to maximize the discoverability of the items in our collection? Archivists answer these questions in particular ways and those specific perspectives and ideas that inform their actions are what we will study during the term.

As a class, we shall examine fundamental theories and practices as well as the essential principles and standards that archivists apply in designing and implementing strategies for the preservation and long-term access of information. We will also pay attention to the changing informational, organizational, societal, and technological landscapes and consider how those changes are affecting archival practices, the information and preservation professions, and the implementation of foundational archival ideas. You will also become acquainted with the values of the archives profession that underlie the mandate to manage and care for a body of information resources in diverse organizational and institutional contexts.

This is a foundational course if you are training to become a professional archivist, manuscripts curator, records manager, digital curator, data librarian, etc. Thus, the course will provide you with essential knowledge for pursing a variety of career paths, including:

- Professional careers in archives and records management - This course provides you an introduction to the field; introduces terms and concepts that will be used in more advanced courses; and builds a foundation for internships and professional networking.
- Careers in related information fields - This course provides you with a survey of broadly applicable concepts used in information management, data curation, information policy, and user services.
- Advanced degrees in history - This course provides you with critical understanding of how archives are formed and organized; describes how archival actions, policies and functions influence knowledge production; and gives an overview of the changing intellectual and social perspectives on the function archives in society as well as the purpose and value of archival research.

No matter what your career goals, you will become conversant with terminology and concepts and learn how archives and records relate to other aspects of information management.

LEARNING OUTCOMES & COURSE OBJECTIVES:

- Comprehension/critique of professional literature: Become conversant with the basic concepts, practices, and methods used to create, store, organize, and preserve records and archives

- Presentation on a topic of professional interest: Identify organizational, legal, technological, and cultural factors that have an impact on records and archives

- Quality and quantity of contributions to discussions/debates in class and online: Analyze how organizations and individuals use records and archives for research, ongoing operations, accountability, and organizational memory

- Analysis of problems presented in case studies/examples: Develop a knowledgebase and set of principles for responding to legal, policy, and ethical issues

- Develop and defend your position on a contemporary issue or problem: Understand how archival and recordkeeping practices *differ from* other information management practices

- Explain an archives or records management concept to an interested third party: Understand how archival and recordkeeping practices *relate to* other information management practices

COURSE STRUCTURE:

This course is taught online using Canvas/ELMS; course content is accessible via http://elms.umd.edu ("INST604"). The primary methods of instruction for this course will be pre-recorded lectures and interviews, course readings, presentations and online discussion relevant to course readings. The course is organized into two-week modules, as shown in the course schedule beginning on page 8. All assignments will be due by 11:59 PM on the last day of the module and are noted in the course schedule.

Tips for Success in an Online Course:
1. **Participate.** Discussions are a critical part of the course. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Make time for your online learning and participation in discussions each module. Give yourself plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** Log in to Canvas/ELMS several times per module to view announcements, discussion posts and replies to your posts.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use Canvas/ELMS notification settings.** Canvas/ELMS can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or in a daily digest.
6. **Ask for help if needed.** If you need help with Canvas/ELMS or other technology, IT Support. If you are struggling with a course concept, reach out to me and/or your classmates for support. I am always available for questions about course content, concepts, or assignments – there are no such things as "stupid" questions!

COURSE POLICIES:

Course Participation. Students are expected to actively participate through the class discussion boards in Canvas. For each module, I will be posting 1) one or two general discussion questions will be posted for each two-week module, and 2) a "Reading Reflections" discussion. For each of these discussions, you are expected to make a minimum of two posts – one of these should be a response to a fellow classmate's post. See a more detailed explanation of expectations for graded discussion forum posts below, in the "Assignments & Evaluation" section of this syllabus.

I hope that this is unnecessary, but a word about my expectations for our online discussions: Please remain professional and respectful at all times. If you disagree with a fellow student, do so politely. If you have a problem with a fellow student's tone or behavior, please bring this to my attention and I will follow up. Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Textbook & Course Materials. There will be no assigned textbook for this course. All readings are available on Canvas as either .pdfs or URLS, in the "Readings" folder located in the "Files" section.

Syllabus Change Policy. This syllabus is a guide for the course and is subject to change with advance notice.

Submitting Assignments. Each assignment must be submitted by 11:59 p.m. on the indicated due date through our Canvas/ELMS site ("INST604").

Late Work. In general, unless you are facing an emergency situation AND you request an extension from me at least 48 hours in advance of the due date, late work will automatically be graded down by one step (e.g., an A- will become a B+) for each day that it is late. However, I recognize that now is a particularly difficult time to be going to school and given the current pandemic and other world/national events, I understand that there may be sudden changes of plans and will endeavor to be as lenient as possible. But please communicate with me about your need for additional time!

Academic Integrity. It is important that you practice academic honesty in all aspects of the class. Much of your learning happens when you challenge yourself to produce original work. You should familiarize yourself with violations of the Code of Academic Integrity. Among these include:

- *Cheating*: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- *Fabrication*: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- *Facilitating Academic Dishonesty:* Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- *Plagiarism:* Intentionally or knowingly representing the words or ideas of another as one's own in an academic exercise.

For further clarification or information on the Code of Academic Integrity:
https://www.president.umd.edu/administration/policies/section-iii-academic-affairs/iii-100a.

Students with Disabilities. The University provides appropriate accommodations for students with disabilities. The campus' Disability Support Services Office (DSS) works with students and faculty to address a variety of issues ranging from test anxiety to physical and psychological disabilities. If you think you may have a disability, you should consult with DSS (4-7682, email Dissup@umd.edu). To receive accommodations, you must first have your disabilities documented by DSS. Once notified, DDS prepares an Accommodation Letter for course instructors regarding needed accommodations. Students are responsible for presenting this letter to their instructors.

Statement of Support Students with Children. I welcome and support students who are parents. I appreciate that parenthood presents unique challenges and demands on a student's time and availability. If childcare constraints present an issue with timing around course assignments, I invite student parents to work with me to discuss alternate arrangements. I also welcome and support pregnant students and will provide possible accommodations and discuss arrangements so that students can complete course requirements.

Names/Pronouns and Self-Identifications. The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more. Pronouns can also be added to your name/profile on Canvas/ELMS.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in

classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Emergency Preparedness. For complete information, please visit: https://prepare.umd.edu/.

UMD COVID-19 Information. Information about the Fall reopening plan, 4Maryland, can be found here: https://umd.edu/4Maryland. Current data related to COVID-19 on and around campus can be found via by the UMD COVID-19 Dashboard: https://umd.edu/covid-19-dashboard.

CourseEvalUM. Course evaluations are a part of the process by which the University of Maryland seeks to improve teaching and learning. The University Senate approved the implementation of a standard, online, University-wide course evaluation instrument. Each course evaluation contains a set of universal questions, and some are supplemented by questions from specific colleges. Across the University, course evaluations are being administered through a web-based system dubbed CourseEvalUM. Students who leave no "Pending" evaluations in their Evaluation Dashboard each semester can view the aggregate results of a sub-set of universal items online.

All information submitted to the Evaluation System is confidential. Instructors and academic administrators can only view summarized evaluation results after final grades have been submitted. Instructors and academic administrators cannot identify which submissions belong to which students. This standardized set of evaluation results provides the University with useful information on teaching and student learning across the campus.

For additional info see CourseEvalUM Help Center at:
https://confluence.umd.edu/display/courseeval/CourseEvalUM+Help+Center.

ASSIGNMENTS & EVALUATION:

You will receive various forms of feedback (such as written comments and one-on-one consultations) on your class performance. Keep in mind that grades are only one type of indicator of learning and progress in this course. Grades will be based on the quality of your assignments and classroom engagement. If at any point during the semester you are in need of additional guidance or explanation on how your assignments are graded, please do not hesitate to set up an appointment with me so we can explore ways to ensure that you are meeting the expectations of the course. Grade distribution shall be as follows:

- Course Participation (discussion forums & reading reflections)   30%
- Lightning Talks   15%
- Interview with an Archivist Reflection Paper   15%
- Repository COVID-19 Response Paper   15%
- Final Paper   25%

There are five graded assignment types. Instructions for each will be made available on the Canvas/ELMS course site, on each individual assignment page.

Citation and Formatting. Use standard professional formatting (double spacing, 1" margins, Times New Roman, 12-point font) for all assignments. For citations, use the *Chicago Manual of Style* (Notes and Bibliography). I will also accept APA (American Psychological Association) if that style is more common in your subfield – in the iSchool there are many different subfields and different preferred citation styles for the major journals within each. The Purdue OWL is a good resource if you have questions about aspects of each citation style.

Students are expected to submit all class requirements in a timely manner. Late submissions will be accommodated if discussed with me. If you require an extension, please let me know so we can explore alternative arrangements.

Course Participation. Students are expected to actively and productively participate through the class discussion boards in Canvas. For each module, I will be posting 1) one or two general discussion questions will be posted for each two-week module, and 2) a "Reading Reflections" discussion. For each of these discussions, you are expected to make a minimum of two posts – one of these should be a response to a fellow classmate's post. You will also have the opportunity to initiate discussions and bring related material to our attention (such as breaking news on archives and records) in the various course discussion forums.

General Discussion Questions: Contributions will be assessed based on substance, the incorporation of reading materials, and your insights/assessment. I do not have hard and fast rules regarding the expected length of discussion posts, as I evaluate them based on quality, rather quantity – 50-150 words is a good ballpark figure though. A few other discussion post guidelines:
- Add something new to the discussion. If you don't post until later in the module, I understand that this can be difficult sometimes. But you can still explain why something a classmate says resonated with you or ask a follow-up question!
- Whenever possible, incorporate weekly readings or other relevant sources (quoting small passages is acceptable - try to limit quotes to no more than a few lines)
- Where appropriate, recognize earlier contributions from other students
- Your first post on the discussion thread should be responding to the question prompt; the second should be in response to a classmate's post.

Reading Reflections: During each module, you should read over all of the assigned pieces. You will then choose one of these articles to more deeply read and discuss that article within the threaded discussion forum on Canvas/ELMS.
- So, what do I mean by a reflection? First, let me be clear about what I do not mean – I don't want you to summarize the article. Please don't do that. You could approach the analysis/critique in any number of ways – tell me what surprised/interested you the most about the reading, tell me the questions that linger after mulling the reading over for a bit, tell me why the reading "spoke" to you (in either a positive or negative way), or point out connections between readings for that module or the previous ones. Again, 50-150 words is a good ballpark.
- Your second post should be a response to a classmate's reflection on any of the other readings (outside of the one you initially posted about) that you did for the module.

Lightning Talks. The ability to present complex ideas concisely and understandably is critically important in the information professions. This assignment helps you further develop this skill. The

lightning talk is an opportunity for you to lead the class in discussing case studies within archival practice and theory, evaluating digital projects or tools in archives and digital curation, or by delving further into a topic that we only touch upon in our course readings. A list of topics will be provided on Canvas/ELMS during the first week of the course. Choose two topics from the list by writing your name in the appropriate column on the spreadsheet by the end of module 1 (11:59 PM on September 13). Due dates for this assignment vary depending on the topic chosen – talks will be submitted during the module most closely related to that topic, so please pay attention to the date noted in the signup spreadsheet.

A lightning talk is 5-10 minutes, excluding Q&A (to be conducted via comments on the discussion forum for lightning talks). Talks will be recorded in an audio and/or video format and should include slides or other visual aids, will be and shared with the rest of the class via Canvas/ELMS. Part of your grade for this assignment will include your participation with other students' lightning talks by asking questions or making comments on their submissions.

Interview with an Archivist Reflection Paper. Understanding archival work as it is practiced now in all of its varied ways in a key component to readying yourself to enter the field, or to better understand archives place within a larger information economy. In order to better understand the variance of work in archives, you will conduct a short interview with a current archival practitioner (recent archival practitioners who have retired or switched fields are also acceptable). You may interview any archivist (or curator, librarian, keeper, or other related title, so long as their work relates to archives) of your choosing, but I will also provide a list of archival practitioners who have indicated that they are willing to be interviewed by my students for those of you that do not have a specific individual in mind.

A set of suggested questions will be provided on the assignment page on Canvas/ELMS, along with a link to the list of archivists open to being interviewed. After the interview, you will write a short (approximately 3-5 pages) reflection that introduces the archivist you interviewed, as well discussing what you found salient, surprising, or educational about your conversation. Due by 11:59 PM on September 27th.

Repository COVID-19 Response Paper. During this time of pandemic, many archival repositories are experimenting with new ways of providing services, connecting with users, and documenting the present moment. For this assignment, you will select four specific archival repositories to focus on. In a 4-7 page paper, you will describe the repository, its current status, the services being provided, ways of communicating these services, and suggest best practices for archives during a pandemic, including whether to engage in rapid response or contemporaneous collecting, engaging with documenting trauma, and continuing to engage with users when physical access is not commonly accessible or desired. Alternatively you may choose to write about rapid response, contemporaneous collecting, or archives focusing on documenting a traumatic event or series of events other than COVID-19, such as police brutality or national/local tragedies – if you wish to take this option, please email me to discuss and clarify how your paper will differ. Due October 25th.

Final Paper. This assignment gives you an opportunity to analyze one legal and/or ethical problem that is similar to issues you are likely to confront at some point in your career. You will have to select a topic from a list, which will be provided to you via Canvas/ELMS during module 6. The purpose of this assignment is to research the archives and digital curation issues related to the case you select as thoroughly as you can (in the limited time available) then formulate your position on

the topic. Present your position and make the best argument you can to support your position using factual information, guidelines, precedent, related cases, and the like to support your position in a 10-14 page paper. Due December 14th.

Grade Total. The weighted average of your grades on all of the assignments (including your class participation grade) will be converted to a letter grade according to the following table:

Weighted Average	Letter Grade
97.0 and above	A+
94.0-96.9	A
90.0-93.9	A-
87.0-89.9	B+
84.0-86.9	B
80.0-83.9	B-
77.0-79.9	C+
74.0-76.9	C
70.0-73.9	C-
67.0-69.9	D+
64.0-66.9	D
60.0-63.9	D-
Below 60.0	F

COURSE OUTLINE & SCHEDULE:

Module	Dates	Topic	Readings	Deadlines
1	August 31 – September 13 (Labor Day is September 7)	Course Introduction; What are Archives and Who are Archivists? What are Records?	Michael K. Buckland, "What is a Document?," *Journal of the American Society of Information Science* 48, no. 9 (Sept 1997): 804-809. Michelle Caswell, "'The Archive' is not an Archives." *Reconstruction* 16.1 (2016). Terry Cook, "What is Past is Prologue: a History of Archival Ideas Since 1898, and the Future Paradigm Shift," *Archivaria* 43 (Spring 1997): 17-63. Laura A. Millar, "What are Archives?" in *Archives: Principles and Practices* (London: Facet Publishing 2017): 3-22. James M. O'Toole, *Understanding Archives and Manuscripts* (Chicago: Society of American Archivists, 1990),	Sign up for lightning talk topic by September 13 (topic list and signup will be available on Canvas/ELMS by September 6).

			Introduction, Chapters 1 and 2 (pages 3-49).	
			Ricardo L. Punzalan, "Dear Students: Becoming an Archivist in a Time of Uncertainty and Unrest," *The Library Quarterly* 87:4 (2017): 303-305.	
			Kathleen D. Roe, "Why Archives?." *The American Archivist* 79, no. 1 (2016): 6-13.	
			Kathryn A. Scanlan, "ARMA v. SAA: The History and Heart of Professional Friction," *The American Archivist* 74:2 (Fall/Winter 2011): 428-450.	
2	September 14 – September 27	History of Archives and Recordkeeping; Records as Accountability and Evidence	Terry Cook, "Evidence, Memory, Identity, and Community: Four Shifting Archival Paradigms," *Archival Science* 13(2-3) (2013): 95-120.	Interview with an Archivist Reflection Paper due by 11:59 PM on September 27.
			Verne Harris, "Archons, Aliens and Angels: Power and Politics in the Archive" In *The Future of Archives and Recordkeeping*, Jennie Hill, Ed. London: Facet, 2011, Chapter 6: 103-122.	
			Michelle Light and Tom Hyry, "Colophons and Annotations: New Directions for the Finding Aid." *The American Archivist:* Fall/Winter 2002, Vol. 65, No. 2: 216-230.	
			First Archivist Circle, Protocols for Native American Archival Material: http://www2.nau.edu/libnap-p/protocols.html.	
			Ciaran Trace, "What is Recorded is Never Simply `What Happened': Record Keeping in Modern Organizational Culture," *Archival Science* 2 (1-2),137-159 (2002).	
			Geoffrey Yeo, "Concepts of Record (1): Evidence, Information, and Persistent Representations," *The American Archivist*:	

			Fall/Winter 2007, Vol. 70, No. 2, pp. 315-343. Howard Zinn, H. "Secrecy, Archives, and the Public Interest." *The Midwestern Archivist*, 2(2), 14-26. (1977; first presented as a speech to the SAA in 1970). **Audio/Visual**: If you have time, please listen to the first episode of the "For the Record" podcast, put out by the University of the Philippines School of Library and Information Studies: https://soundcloud.com/up-slis/for-the-record-episode-1.	
3	September 28 – October 11	Processing Archival Collections: The Principle of Provenance, Original Order, Arrangement and Description, and MPLP	Jeannette Allis Bastian, "A Question of Custody: The Colonial Archives of the United States Virgin Islands," *American Archivist* 64 (1) (2001): 96-114. Kim Christen and Jane Anderson, "Toward Slow Archives," *Archival Science* 19(2) (2019): 87-116. Robert S. Cox," Maximal Processing, or, Archivist on a Pale Horse," *Journal of Archival Organization,* 8:2, 134-148 (2010). Mark A. Greene and Dennis Meissner, "More Product Less Process: Revamping Traditional Archival Processing," *American Archivist,* 208-227 (2005). James M. O'Toole and Richard Cox, *Understanding Archives and Manuscripts* (Chicago: Society of American Archivists, 2006), Introduction, Chapters 3, 4, and 5 (pages 87-146). Sam Winn, "The Hubris of Neutrality in Archives," On Archivy Blog (2017): https://medium.com/on-archivy/the-hubris-of-neutrality-in-archives-8df6b523fe9f.	

			Audio/Visual: Please watch the [Introduction to Arranging Archives](#) and [Introduction to Describing Archives](#) videos, both from the Archives Association of Ontario.	
4	October 12 – October 25	Collection Development, Acquisition and Appraisal; Outreach, Access, and Use; Archival Instruction	Michelle Caswell, "Dusting for Fingerprints: Introducing Feminist Standpoint Appraisal," in "Radical Empathy in Archival Practice," eds. Elvia Arroyo-Ramirez, Jasmine Jones, Shannon O'Neill, and Holly Smith. *Journal of Critical Library and Information Studies* 1, No. 2 (2017). Christy Fic, "Working as an Embedded Archivist in an Undergraduate Course: Transforming Students into Scholars through an Archival Workshop Series," *American Archivist* 81:2 (Fall/Winter 2018): 290-309. Lae'l Hughes-Watkins, "Moving Toward a Reparative Archive: A Roadmap for a Holistic Approach to Disrupting Homogenous Histories in Academic Repositories and Creating Inclusive Spaces for Marginalized Voices," *Journal of Contemporary Archival Studies*: Vol. 5, Article 6 (2018): 27-42. Sigrid McCausland, "Archival Public Programming," In *Currents of Archival Thinking*, 2e Chapter 9: 225-244. Elizabeth Yakel and Deborah Torres, "AI: Archival Intelligence and User Expertise," The American Archivist: Spring/Summer 2003, Vol. 66, No. 1: 51-78.	Repository COVID-19 Response Paper due by 11:59 PM on October 25.
5	October 26 – November 8	Archival Ethics, Power, Privacy, and Security	Jeannette Bastian, "Ethics for Archivists and Records Managers," in Caroline Brown, ed. *Archives and Recordkeeping: Theory into Practice* (London: Facet Publishing, 2014): 101-129.	

			ARMA International Code of Ethics: https://www.arma.org/page/IGP_Ethics.	
			Elena Danielson, "Introduction," in *The Ethical Archivist* (Chicago: SAA, 2010): 1-26.	
			Verne Harris, "The Archival Sliver: Power, Memory, and Archives in South Africa," *Archival Science* 2 (2002): 63-86.	
			Society of American Archivists (SAA) Core Values Statement and Code of Ethics: https://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics.	
			Tonia Sutherland, "Archival Amnesty: In Search of Black American Transitional and Restorative Justice," in "Critical Archival Studies," eds. Michelle Caswell, Ricardo Punzalan, and T-Kay Sangwand. Special issue, *Journal of Critical Library and Information Studies* 1, No. 2 (2017).	
			Audio/Visual: Please watch the "Archiving Protests, Protecting Activists" recorded discussion from Documenting the Now.	
6	November 9 – November 22	Collective Memory, Oral History, Community Archives, and Social Justice; Remembering and Forgetting	Jeannette A. Bastian, "Flowers for Homestead: A Case Study in Archives and Collective Memory," *American Archivist* 72: 1 (Spring/Summer 2009): 113-132.	
			Rodney Carter, "Of Things Said and Unsaid: Power, Archival Silences, and Power in Silence," *Archivaria*, no. 61 (2006): 215-33.	
			Andrew Flinn, Mary Stevens, and Elizabeth Shepherd, "Whose memories, whose archives? Independent community archives, autonomy and the	

			mainstream." *Archival Science,* 9(1/2), 71-86 (2009). Saidiya Hartman, "Venus in Two Acts," *Small Axe* 26, vol.12, no. 2 (June 2008): 1-14. Ricardo L. Punzalan and Michelle Caswell, "Critical Directions for Archival Approached to Social Justice," *Library Quarterly* 86(1) (January 2016): 25-42. Rebecka Sheffield, "Community Archives" In *Currents of Archival Thinking,* Terry Eastwood and Heather MacNeil, eds. (Libraries Unlimited, 2017): 351-376. **Audio/Visual:** "Collective Memory: Storytelling and Collaboration in the Writing of History" from the Cooper Hewitt Museum.	
7	November 23 – December 6 (Thanksgiving Recess runs November 25 – 29)	Digital Archives, Preservation, Curation, and Stewardship	Paul Conway, "Digital Transformations and the Archival Nature of Surrogates," *Archival Science* 15(1) (2015): 51-69. Jarrett M. Drake, "RadTech Meets RadArch: Towards A New Principle for Archives and Archival Description": https://medium.com/on-archivy/radtech-meets-radarch-towards-a-new-principle-for-archives-and-archival-description-568f133e4325. Sam Meister and Alexandra Chassanoff, "Integrating digital forensics techniques into curatorial tasks: A case study," *International Journal of Digital Curation,* 9(2), 6-16 (2014). Ricardo L. Punzalan, "Understanding Virtual Reunification," *The Library Quarterly* 84 (3): 294–323 (2014). Trevor Owens, *The Theory and Craft of Digital Preservation,* JHU Press: 2018. [All	

			students should read the introduction and conclusion, and I will assign 1 chapter to read per student, with summarization and responses to these chapters to be shared in that module's reading response forum] **Audio/Visual:** Listen to the "Organizing Ideas" podcast episode "Ep. 19 - (Web) Archives and Black Culture with Zakiya Collier." If you'd rather read the transcript instead of listening to the audio, the transcript is available here.	
8	December 7 – December 14	Review and final paper preparation	No readings for this unit – use this time to work on the final paper and ask any questions!	Final paper due by 11:59 PM on December 14.