

# EXPLORING ARCHIVES

Historic Preservation 488/588 and English 488  
**Syllabus - Summer 2019**



## Course Description

Small archives are treasure troves of original letters, journals, and photographs that document the joys and tribulations of everyday citizens. Join us on this adventure in the Shanower Archives/Library at Century Village in Burton, Ohio, where we will explore this archival repository while creating an inventory of its collections for the library committee's use.

This course is for you if you are considering a profession in archives, libraries, or historical research! And this type of aid is exceptionally beneficial to small non-profit historical societies with big jobs and limited resources.

## Faculty

**Dr. Bari Oyler Stith**, Director,  
Historic Preservation Program  
[BStith@ursuline.edu](mailto:BStith@ursuline.edu)  
Office: Mullen 115  
Summer Office hours: By appt.

**Dr. Katharine Trostel**  
Chair, English Department  
[Katharine.Trostel@ursuline.edu](mailto:Katharine.Trostel@ursuline.edu)  
Office: Mullen 331  
Summer Office hours: By appt.

*This syllabus is subject to change at the discretion of the professors.*



## **ALL CLASSES MEET AT:**

### **Shanower Library, Century Village**

Geauga County Historical Society  
14653 East Park Street, Burton, Ohio 44021

Just southeast of Burton Square  
Parking lot is off South Cheshire/Rt. 700

## ***What Are Archives?*** The word *archives* can be used in 3 different ways:

- ☞ The word *archives* (usually written with a lower case *a* and sometimes referred to in the singular, as *archive*) refers to the permanently valuable records – such as letters, reports, accounts, minute books, draft and final manuscripts, and photographs – of people, businesses, and government. These records are kept because they have continuing value to the creating agency and to other potential users. They are the documentary evidence of past events. They are the facts we use to interpret and understand history.
- ☞ An *Archives* (often written with a capital *A* and usually, but not always, in the plural) is an organization dedicated to preserving the documentary heritage of a particular group: a city, a province or state, a business, a university, or a community. For example, the National Archives and Records Administration in the United States, Bentley Historical Library at the University of Michigan, The Coca-Cola Company Archives, and The Archives of the Episcopal Church are all responsible for the preservation and management of archives.
- ☞ The word *archives* is also used to refer to the building or part of a building in which archival materials are kept, i.e., the archival repository itself.

*Excerpted from The Story Behind the Book: Preserving Authors' and Publishers' Archives by Laura Millar  
From Society of American Archivists at <https://www2.archivists.org/about-archives>*

## **Reading before the course begins on May 13**



### **Background on Century Village/Geauga County Historical Society:**

Read: the section on "History" under the "More" tab

Review: homepage and section on events

All are at <http://www.centuryvillagemuseum.org>

### **Background on Geauga County:**

Read:

"History of Geauga County" in the History and Research section at

<https://www.co.geauga.oh.us/Departments/Archives/Holdings/County-History>

"Gauga County" at [http://www.ohiohistorycentral.org/w/Geauga\\_County](http://www.ohiohistorycentral.org/w/Geauga_County)

### **Background on Archives:**

Read:

"What are Archives?" section including "What's an Archivist," "The Work of Archivists,"

"Archivists and Other Professions," and "Archivists in the World."

Both at <https://www2.archivists.org/about-archives>

"So You Want to Be An Archivist" at <https://www2.archivists.org/careers/beanarchivist>

Review: Society of Ohio Archivist webpages at <http://www.ohioarchivists.org>

# Course Calendar

**May 13 Monday**  
9:45 a.m. Meet at Shanower Library, Century Village  
Geauga County Historical Society  
14653 East Park Street, Burton, Ohio

10:00 a.m. Introductions  
Guided tour of Century Village  
11:30 Tour of the Shanower Library  
Organize and begin inventory



*Shanower Library, Century Village*

**May 14 Tuesday**  
10:00 a.m. Meet at Shanower Library, Century Village  
Resume inventory

1:00 p.m. Lunch at Quintealia's Tea Parlor  
in the George Ford Mansion  
in the Burton Village Historic District



*Quintealia's Tea Parlor/Ford Mansion*

**May 20 Monday**  
10:00 a.m. Meet at Shanower Library, Century Village  
Resume inventory

1:00 p.m. Lunch  
Guided tour of Burton Village Historic District  
Stop in the Burton Log Cabin



**May 21 Tuesday**  
10:00 a.m. Meet at the Shanower Library, Century Village  
Complete inventory and Recap experience

## Assignment List

**FRIENDLY ADVICE:** *Always check your graded assignments against Desire 2 Learn for accuracy and then retain your graded papers until you have received your final grade on your transcript.*

**PLEASE NOTE:** Assignments are due at the beginning of class on the date indicated. Page lengths are based on a typed, double-spacing. Handwritten papers are acceptable if the *instructor* deems them legible.

Assignment 1: Attendance/Participation on Monday May 13	Worth: 25%
Assignment 2: Attendance/Participation on Tuesday May 14	Worth: 25%
Assignment 3: Attendance/Participation on Monday May 20	Worth: 25%
Assignment 4: Attendance/Participation on Tuesday May 21	Worth: 25%



Hope you have a SUPER SUMMER !

## Instructional Objectives:



**Knowledge** - Students will:

Investigate and analyze the connections between archival resources and the community landscape.

**Skills** - Students will:

Demonstrate their ability to organize and document archival materials.

**Attitudes, values, and/or dispositions:** Students will:

Acknowledge and advocate the cultural significance of historic resources.

Acknowledge and advocate respect and appreciation for the work of employees at heritage organizations.

Influence and act to take responsibility for the stewardship of our national heritage as embodied in communities, neighborhoods, buildings, and their contents as well as in the holdings of libraries and archives.

## Course Requirements /*The Fine Print*

A. **Attendance:** Classroom and field trip attendance are *expected* and will be reflected in your grade.

In case of threatening weather conditions, please tune in to local radio or television stations for announcements of school closings. *URSALEERT is invaluable, exceptionally convenient, and readily available via the college*

A 95-100%	A- 91-94%	B+ 88-90%	B 85-87%	B- 82-84%	C+ 79-81%
C 76-78%	C- 72-75%	D+ 69-71%	D 66-68%	D- 61-65%	F Failing (below 61%)

*website, so take advantage of this free service.*

- B. Active and well considered participation** is essential to your individual learning and to the collaborations that you will experience in this class. It will be reflected in your grade.
- C. Required Texts and Articles:** Students are responsible for reading the assigned material *PRIOR* to class. All materials are either online or will be provided by the instructor.
- D. Course Learning Management System (CLMS) Information:** All students should have access to Ursuline’s course learning management system. The course gradebook is located there and is updated regularly. Syllabi and other course documents will be uploaded into the CLMS as well. I also use the CLMS for reminders and announcements, which can be automatically forwarded to other email accounts.

You must have an Ursuline network account to access the CLMS. You can apply for an account online by clicking Current Students from the Home Page, then Campus resources and then Apply for an Ursuline Login under the Computer Information Services.

- E. Contact information:** Messages sent via email and voicemail will be returned by the instructor regularly during posted office hours. Printing and downloading of assignments submitted via email will also be performed regularly during posted office hours.
- F. Assessment and Late Work Policy:** **Assignments** total a maximum of 100 points. They are due at the *beginning of class* on the days indicated.

**Assignments may be submitted in the following ways:**

Via Dropbox in D2L

Via email using Microsoft Word – *Beware: I am often unable to open other software.*

*Assignments submitted via email should be labeled with the students’ name and assignment number.*

**Please note:**

*Presentations/speeches must be presented in person during class during your appointed timeslot for points.*

Tardy submissions will be downgraded by 1% per day tardy, including breaks and holidays and weekends.

Tardy assignments will not be accepted for grading any later than 14 days after their due date.

No tardy assignments will be accepted for grading after the beginning of the last scheduled class.

Tardy submissions may not benefit from the usual one-week grading turnaround.

No deadline extensions will be offered on assignments due during the last week of class and finals week.

I do not offer extra credit unless I offer it to the entire class.

Incompletes must be requested in advance in writing using the Registrar’s “Request for an Extension.”

Please see the UC Catalog for appropriate reasons for this.

**Writing standards** from the Ursuline College Department of English should serve as your guide.

**Citation style** for Historic Preservation students is Notes/Bibliography style from Turabian/ Chicago.

**Undergraduate grading scale:** as outlined in the UC Undergraduate Catalog:

**Graduate grading scale: as outlined in the UC Graduate Catalog:**

A 95-100%	A- 93-94%	B+ 91-92%	B 87-90%	B- 85-86%	C+ 83-84%
C 78-82%	C- 76-77%	No D+	D 70-75%	No D-	F Failing (69% and below)

**Grading expectations:**

**Grade: A**

- Demonstrates accurate and sophisticated understanding of readings and issues. Does more than repeat what the text says or what was said in class. Draws out additional important implications.
- Shows a critical stance toward opinions expressed in class or in the readings. The student expresses his or her own views articulately and defends them well.
- Shows originality of thought in expressing the critical stance, in drawing out additional implications from the readings and class discussions, and in finding personal meaning in the readings and issues discussed.
- Expresses his or her ideas clearly. Papers contain few grammatical or stylistic weaknesses.

**Grade: B**

- Shows all the elements of "A" work, but with less accomplishment.
- There is still: accurate understanding of readings and issues with a demonstrated ability to do more than repeat the text; a critical stance with some effort to defend that stance, though not always successful; some attempt to find personal meaning, with at least hints of originality and creativity of thought, and very clear expression of thoughts and ideas.

**Grade: C**

- Overall, demonstrates an accurate grasp of the readings and issues, but with some inaccuracy and without deeper sophistication and the ability to draw out additional implications.
- Some attempt to take a critical stance, but with little effort or success in defending that stance.
- Some attempt to find personal meaning.
- Sufficient clarity of expression to communicate ideas, but stylistic or grammatical weaknesses create some difficulties.

**Grade: D**

- A genuine effort to understand has been made, with some demonstrated understanding of readings and issues, but with serious deficiencies.
- Generally lacking in critical stance or defense of that stance.
- The attempt to find personal meaning is either lacking or greatly hindered by difficulties in understanding.

**Grade: F** Simply an unsatisfactory effort in key respects, especially in understanding or clarity of expression.

- G. Electronic device policy: PLEASE PUT THEM AWAY DURING CLASS. TURN THEM OFF OR TO VIBRATE.** Electronic devices may only be used in the classroom when deemed appropriate by the instructor. Students using electronic devices without the permission of the instructor may be subject to:
1. dismissal from class for the remainder of the period and loss of points for any class activities
  2. reduction of points on the next assignment
  3. additional sanctions as deemed appropriate by the instructor

A student with a diagnosed disability must present to the course instructor the appropriate paperwork from the Office of Academic Support and Disability Services to work out an accommodation for the use of otherwise prohibited electronic devices.

- H. Plagiarism and cheating** will not be tolerated. A grade of 0% will be assigned to any work discovered as having been produced by plagiarism or cheating. Students discovered committing plagiarism or cheating *may* be allowed to redo their assignments for no more than 50% credit at the discretion of the instructor.

Please see the *Ursuline College Catalog* for the Academic Integrity policy.

"Plagiarism involves taking and presenting as one's own the ideas or words of another, whether written or not, without full and proper credit to the source, regardless of whether it is done consciously or inadvertently. Examples include:

- a. Downloading of papers or portions of papers from internet sources.
- b. Submitting portions of other student's papers.
- c. Directly quoting or utilizing sources or intellectual property without proper citation.
- d. Purchasing papers for submission." -- From the *Ursuline College Student Handbook*, 2011-2013; 40

IN OTHER WORDS: **GIVE CREDIT WHERE CREDIT IS DUE WHEN YOU USE SOMEONE'S IDEAS!**

- I. Accommodations:** Students with documented disabilities, including those with documented physical, psychological and learning disabilities may be entitled to reasonable accommodations for this course. If you would like to request testing or other accommodations because of a disability, please make an appointment with the Disability Specialist in URSA (Ursuline Resources for Success and Academics) as soon as possible, to discuss the accommodation process and your accommodation request. You may schedule an appointment with Morgan Weber, the Disability Specialist, by emailing [morgan.weber@ursuline.edu](mailto:morgan.weber@ursuline.edu). If accommodations are provided, students must submit Accommodation Letters (long form) to their instructors to notify them of their accommodations. Testing Arrangement Forms (short form), completed in coordination with the course instructor, are to be submitted to MU 312 no less than three days prior to test dates. Exams are to be taken on the assigned testing date although start times may be adjusted if necessary. Effective and timely communication will allow us to work with URSA to discuss your needs and coordinate accommodations. *\*Note: Students with documented accommodation for extended time on papers will receive one additional week to complete assignments, excluding assignments due during the last week of classes and final exams week. Verbal presentations must be delivered per the published syllabus schedule.*

- J. TUTORING SERVICES** Ursuline Resources for Success in Academics (URSA) provides tutorial assistance in a number of different subjects across the curriculum, free-of-charge. One-on-one tutoring sessions in subjects like writing, chemistry, biology, and mathematics, as well as small group review sessions, are offered by our student and professional tutors. For the most up-to-date information about tutor availability, please contact Barbara Huff, Tutoring Coordinator, at [barbara.huff@ursuline.edu](mailto:barbara.huff@ursuline.edu). Barbara is happy to match students in need with available tutors; students are also welcome to get in touch directly with a tutor using the email address provided on the Ursuline College website.

- K. WRITING ASSISTANCE** Consultation on writing projects for courses across the curriculum is available for all Ursuline College students through Ursuline Resources for Support in Academics (URSA). If you would like to arrange an appointment for writing tutoring, please contact Barbara Huff, Tutoring Coordinator, via email at [barbara.huff@ursuline.edu](mailto:barbara.huff@ursuline.edu) or by phone at 440-646-8123. You can also walk in and sign up for an appointment using the sign-up sheet located inside the URSA office, Mullen 312.





**PAPER-GRADING STANDARDS: URSULINE COLLEGE DEPARTMENT OF ENGLISH**

***Characteristics of an "A" Paper: Excellent***

1. Fulfills the requirements of the assignment in an exceptional way
2. Achieves or exceeds the writer's purposes (what the writer hopes to achieve)
3. Engages the reader throughout the paper
4. Is focused and well-organized
5. Contains:
  - ideas that are well supported and developed
  - few or no grammatical or punctuation errors
  - diction that is clear, precise, and demonstrates sophistication of thought
6. Avoids clichés, generalizations, and over-dependence on the ideas of others

***Characteristics of a "B" Paper: Above Average***

1. Fulfills most of the requirements of the assignment
2. Achieves the writer's purposes (what the writer hopes to achieve)
3. Maintains the reader's interest throughout the paper
4. Is focused and organized
5. Contains:
  - ideas that are supported and developed
  - few grammatical or punctuation errors
  - diction that is clear and appropriate but that may not demonstrate sophistication of thought
6. Avoids clichés, generalizations, and over-dependence on the ideas of others

***Characteristics of a "C" Paper: Average/Satisfactory***

1. Fulfills some of the requirements of the assignment
2. Achieves some of the writer's purposes (what the writer hopes to achieve)
3. Sometimes loses the reader's attention
4. May not follow a focused train of thought
5. Exhibits some weaknesses in organization
6. May contain:
  - ideas that are partially supported and developed
  - distracting grammatical or punctuation errors
  - diction that is often imprecise and inappropriate
  - wordiness, clichés, and less original thinking

***Characteristics of a "D" Paper: Below Average***

1. Fulfills some of the requirements of the assignment but does so in a superficial manner
2. Fails to make the writer's purposes clear (what the writer hopes to achieve)
3. Loses the reader's attention
4. Confuses the reader
5. Has little focus or organization
6. May contain:
  - ideas that are poorly supported and undeveloped
  - numerous distracting grammatical or punctuation errors
  - diction that is unclear and inappropriate
  - careless or simplistic thinking

***Characteristics of an "F" Paper: Failure***

1. Does not fulfill requirements of the assignment
2. Fails to make the writer's purposes clear (what the writer hopes to achieve)
3. Fails to engage the reader
4. Confuses the reader
5. Lacks focus and organization
6. May contain:
  - ideas that are poorly supported and undeveloped
  - numerous distracting grammatical or punctuation errors
  - diction that is unclear and inappropriate

- careless or simplistic thinking