

Subject name/code:	Archives and Manuscripts / BDI-DK-0170A
Subject coordinator:	Head of the Doctoral School
Lecturer(s) of the subject:	Dr. Karáth Tamás László, PhD habil., Associate Professor Dr. Reuss Gabriella, PhD habil., Senior Lecturer
Credits:	5
Lesson type:	Practice
Brief subject description:	The seminar introduces students into various types of archival collections (manuscript archives, letter archives, museum collections, literary correspondence, editorial reviews and reports, theatre archives, visual and film archives, private collections, etc.). Instructors present case studies on the use of archival materials in literary research. The seminar also examines the history of literary/theatrical institutions from the creation of archives to the digitization of archival materials. Furthermore, it reflects on the process of canonization by analysing the relationship between archival materials and public access, as well as cultural heritage and digital humanities. The course will also include field trips to literary/theatrical collections in Budapest (e.g., Széchényi National Library, Theatre History Collection, the Manuscript Collection of the University Library, Hungarian Theatre Museum and Institute). During these visits, students learn about the challenges of cataloguing and preserving collections and the possibilities for including archival research in their projects.
Theoretical knowledge to be acquired:	
Practical knowledge to be acquired:	Topics covered during the semester: <ul style="list-style-type: none"> <li>- The significance of archival research and methods in literary studies</li> <li>- The difference between archives and manuscripts</li> <li>- The scope of archives and the principles governing their activities: provenance, structure, cataloguing, selection, preservation, restoration, ensuring access, social engagement</li> <li>- The significance and place of archives in the discourse of the humanities: memory, canonization and ethics</li> <li>- Literary archives in a historical dimension</li> <li>- Gaining experience in literary and theatre archives</li> <li>- The usefulness of archives in individual research projects</li> </ul>
List of the most important required literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	Bausi, Alessandro, et al.: <i>Manuscripts and Archives: Comparative Views on Record-Keeping</i> . De Gruyter, 2018. ISBN 978-3-11-054136-6 Caswell, Michelle: "The Archive" Is Not an Archives: Acknowledging the Intellectual Contributions of Archival Studie., <i>Reconstruction</i> , 16.1 (2016), <a href="https://escholarship.org/uc/item/7bn4v1fk">https://escholarship.org/uc/item/7bn4v1fk</a> Stead, Lisa and Carri Smith (ed.): <i>The Boundaries of the Literary Archive: Reclamation and Representation</i> . Routledge, Taylor and Francis Group, 2013. ISBN 978-0-8153-4658-6 Sant, Toni (ed.): <i>Documenting Performance. The Context and Processes of Digital Curation and Archiving</i> . Bloomsbury Academic, 2017. ISBN 978-1-472-58818-0

List of the most important recommended literature (2–4 pieces) with bibliographical details (author, title, edition or specific pages, ISBN)	<p>Clemens, Raymond and Timothy Graham: <i>Introduction to Manuscript Studies</i>. Ithaca and London: Cornell University Press, 2007. ISBN 978-0-8014-8708-8</p> <p>Brady, Susan, et al.: <i>Preserving Theatrical Legacy: An Archiving Manual for Theatre Companies</i>. The American Theater Archive Project, 2021 <a href="https://www.americantheatrearchiveproject.org/resources/preserving-theatrical-legacy-an-archiving-manual-for-theatre-companies/">https://www.americantheatrearchiveproject.org/resources/preserving-theatrical-legacy-an-archiving-manual-for-theatre-companies/</a></p> <p>Prescott, Andrew and Alison Wiggins (ed.): <i>Archives: Power, Truth, and Fiction</i>. Oxford Twenty-First Century Approaches to Literature. Oxford University Press, 2023. ISBN 9780198829324</p> <p>V&amp;A Collections, Theatre and Performance. <a href="https://collections.vam.ac.uk/archive/ARC10423">https://collections.vam.ac.uk/archive/ARC10423</a></p>	
Theory to practice ratio:	Number of theoretical contact hours:	Number of practical contact hours: 2
Applied teaching methods:	<p>Discussion of critical studies and their application to individual research topics</p> <p>Individual project work and student presentations</p> <p>Critical comments on presentations, discussion</p> <p>Discussion of methodological issues</p> <p>Field trip (optional): visits to archival collections</p>	
Method of assessment:	<p>Three-level grade</p> <p>Students carry out project work on a freely chosen collection corpus or item related to their individual research topic. The results of the project are presented in the seminar. The presentation should highlight the possibilities and methodological challenges of archival research in the context of a case study.</p>	
Assessment criteria:	<p>Regular attendance: The maximum number of absences from practical classes is 25% of the total number of classes.</p> <p>Preparation for classes: reading the assigned literature for seminars, formulating questions</p> <p>Quality of presentations</p> <p>A grade of "excellent" (5) will be awarded to students who demonstrate active, independent thinking, insights, analytical and interpretative perspectives, and questions. They connect their own research topic in a relevant way to the methodological context of the studies presented. Their presentation and individual project report are linguistically sophisticated, well-structured, coherent, and sufficiently supported by arguments. Their visual presentation is clear, easy to follow, aesthetically pleasing, and free of spelling and formatting errors. They provide informative answers to questions asked during the discussion and avoid irrelevance and digression. The student responds appropriately to criticism, is able to recognize their mistakes, and provides appropriate arguments in defence of their position.</p> <p>Students who remain mostly passive in course discussions due to superficial preparation will receive a "mediocre" (3) grade for the</p>	

	<p>course. They do not contribute to discussions with their insights or interpretations, but are able to connect their research topic with methods and principles relevant to archival research. Their presentation and individual project report contain linguistic and compositional errors. The intellectual content of their presentation is limited. Their answers to questions are partly irrelevant and less informative. They reject criticism and find it difficult to acknowledge their mistakes.</p> <p>Students who regularly attend classes but do not read the assigned readings and are unable to participate in discussions will receive a grade of "fail" (unsatisfactory) for the course. The style and language of their presentations and project reports are poor, their reasoning is illogical and poorly structured, their understanding of the subject is minimal, their terminology is uninformed, and their visual presentations are chaotic. They do not understand the questions asked during the discussion, give irrelevant answers, their improvisations reveal serious gaps in their knowledge, and they insist on incorrect positions or approaches.</p>
<p>How the subject contributes to the achievement of the learning outcomes at level 8 of the MKKR, as identified as learning outcomes in the doctoral school's training programme?</p> <p>Elaborate on the way in which competence elements specified in the Training and Outcome Requirements are/may be achieved (<i>Note: do not simply copy the competence elements from the Training and Outcome Requirements</i>)</p>	<p>Students of the course will discuss and understand the relevance of their own research topics to archives and archival research, and will be able to contextualise their field of study in a broader dimension of sources and archival research.</p> <p>By learning about archival methods, they will be able to synthesise the connections and approach the theoretical framework of their own research topics from a new perspective.</p> <p>Students will gradually discover the numerous research possibilities in their own field, the historical changes in the significance and role of archival research, and the role of archives in cultural memory, canonization, and social ethical issues, which prepares students to take a position on issues that are still difficult to understand and controversial today.</p> <p>By learning about the possibilities of archival research, students learn about the practical stakes of their own field of research and, influenced by the ethical discourse surrounding archives, become more aware of the ethical dimensions of their own field of research.</p>