



THE CATHOLIC UNIVERSITY OF AMERICA
SCHOOL OF LIBRARY AND INFORMATION SCIENCE (SLIS)
Graduate Syllabus
CLSC 630/646 Archives Management
Spring 2010

3 Credit Hours
No Prerequisites

Location:
Library of Congress, Adams Building, Room LA100

Days/Times:
Wednesdays, 4:30pm – 7:00pm

Instructor Contact Information:

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Office Hours: Thursdays 1:00pm – 3:00pm or by appointment
Phone or email questions also welcome.

Course Description

This course provides a survey of archival principles and practices, with emphasis on accessioning, arrangement, description, preservation, and reference services, with attention to computer applications. It also focuses in part on the differences between archives, manuscript repositories, and libraries. More specifically, this course is an introduction to principles, practices, and current debates in the field of archives administration. It is designed with two types of students in mind:

- 1.) For students who plan to specialize in archives, this course: provides an in depth introduction to the field; introduces terms and concepts that will be used in other courses in the specialization; and, explains how the various components of archives and records administration fit together.
- 2.) For students pursuing a more broadly based MLS or another specialization area, the course: offers an overview of archives and records administration; helps students become conversant with archival terminology; and, explains how archives administration relates to other aspects of information management.

The course is a combination of lecture, discussion, problem solving, and experiential learning. It requires participants to conduct independent research and writing as well as participate in tours of archives facilities and virtual visits to archives facilities as represented on the Internet. It is an intensive introduction to the field. Critical reading of course materials will be essential to stimulate active participation in class discussions. Students will be called upon to lead discussions of readings.

Instructional Methods

Seminar: lecture/discussion/experience

Student Learning Outcomes

By the end of the semester-long course the students will:

1. Understand why societies, cultures, organizations, and individuals create and keep archives.
2. Become familiar with the evolution of methods and technologies used to create, store, organize, and preserve archives.
3. Become conversant in the terminology and concepts used in archival administration.
4. Be aware of the ways that organizations and individuals use archives for research, ongoing operations, accountability, litigation, and organizational memory.
5. Become familiar with the basic components of archival programs including inventory, appraisal, disposition, acquisition, arrangement, description, preservation, access, use, outreach, and education. Understand the relationships among these program elements.
6. Be aware of the various environments where archives are created, managed, and used ranging from very informal settings to well established archival institutions.
7. Understand how archival practices differ from and relate to other information management practices.
8. Be aware of the legal, policy, and ethical issues surrounding archives administration.
9. Become familiar with the environment, structure, organization, literature, and current issues in the archival profession.

SLIS Program Objectives Addressed:

- Are skilled in organizing, disseminating, managing, preserving information;
- Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management;
- Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field;
- Are capable of serving information seekers in a global society;
- Appreciate education and service as integral to the role of the information professional in society;
- Interpret and apply research results from library and information science and related fields;
- Articulate the economic, political, cultural, and social importance of the information profession;
- Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.

Society of American Archivists (SAA) Guidelines for a Graduate Program in Archival Studies Addressed :

The importance and complexity of archival work require that individuals entering the profession receive a strong graduate-level archival education, which must be based on core archival knowledge. Archival knowledge, however, must be supplemented by knowledge drawn from other disciplines, such as history, sociology, anthropology, economics, and/or library and information science. In order that students receive the education necessary to do archival work, fully developed graduate programs in archival studies must establish a curriculum that achieves the following goals:

- Provides students with a solid foundation in the theory, methodology, and practice of archival studies, and in:
- the scholarship of their discipline;
- Strengthens this foundation by giving students the opportunity to acquire knowledge from other relevant disciplines;
- Assists students in developing critical thinking and decision-making skills for records and papers as part of the larger cultural heritage;
- Prepares students to conduct and communicate scholarly research for the enrichment and development of their own discipline; and
- Inculcates in students the sense of their professional and social responsibilities and the knowledge of the ethical and legal dimensions of their work.

Required Texts

Jimerson, Randall C. (ed.). *American Archival Studies: Readings in Theory and Practice*. Chicago: Society of American Archivists. 2000.

O'Toole, James M. and Richard J. Cox. *Understanding Archives and Manuscripts*. Chicago: Society of American Archivists. 2006.

Can be purchased from the CUA Bookstore, used or new online at Amazon or Barnes & Noble, or new if ordered directly from the Society of American Archivists.

The books have been placed on 2 hour reserve in Mullen Library.

Recommended Readings

Students are encouraged to investigate sources on their own and bring additional sources and found ideas into class discussions.

Given the diversity of sources for course readings, the following “key” is offered to serve as a guide as to where specific course readings can be located:

B - Book for purchase, available in reserves

BD – Blackboard Documents

O - Online reading

In addition, the Society of American Archivists has posted an online glossary that will prove useful to you over the course of the semester:

Society of American Archivists, *A Glossary of Archival and Records Terminology* (2005). <http://www.archivists.org/glossary/index.asp>

Style Manual

The Chicago Manual of Style. Chicago: University of Chicago, 2006.

This is an accepted style manual for use in research in the arts and humanities. Students are not required to purchase this volume, but must adhere to these guidelines in preparing all written assignments. Additionally, all written assignments must contain a title page as outlined in the manual. Written assignments must have a professional appearance and not be handwritten. Any written assignment of more than one page must be securely fastened together with a staple or other metal or plastic paper fastener.

Internet Sites

Students are encouraged (but not required) to visit as many web sites as possible to develop a comparing/contrasting viewpoint for discussion purposes.

Required Technologies:

Capabilities Required for Course Delivery and Student Participation:

Blackboard; standard CUA software; CUA library and information system accounts; and high-speed Internet access. Blackboard is available at: <http://bb.cua.edu>

Assessment

Evaluation will be based on the following factors:

Preparation and class participation:	20%
First written assignment	20%
Research Paper/Practicum	30%
Final Exam	30%

Course Grades

Course grade will be based on the percentages listed above using an A-F scale.

University Grades

The University grading system is available at

<http://policies.cua.edu/academicundergrad//gradesfull.cfm#II> for undergraduates and

<http://policies.cua.edu/academicgrad//gradesfull.cfm#iii> for graduate students.

Reports of grades in courses are available at the end of each term on <http://cardinalstation.cua.edu>

Course Requirements

Adequate preparation -- reading required materials each week.

Participation in class discussions – active engagement with course material, raising questions, contributing to classroom discussions; preparation for leading assigned class discussions; and participation in in-class practica.

Brief paper (5-7 pages) comparing and contrasting the mission, program, holdings, and services of three archival repositories based on information from their Internet home pages (due: Week 6—February 17.) (See Written Work Products below.)

Research and writing of a major paper (20 pages) on some aspect of the history, basic principles, core functions, or current debates in archives administration (Selection of topic due: Week 5 –February 10). Paper due: Week 15 –April 18; paper presentation due Week 14—April 21 or Week 15—April 28.) (See Written Assignments below.)

OR

Archives Practicum based in the CUA Archives. Students will conduct project work for 50 hours during the semester on an archival collection in the CUA Archives. Students who opt for this will submit a brief description of the project and will submit a short culminating process essay. (Brief project description due: Week 5—February 10 .) Process Essay and Presentation due: Week 15—April 28; project presentations due Week 14—April 21 or Week 15—April 28).

Final exam -- Take home essay exam. Distributed on Week 15—April 28; due Week 16—May 3 @ noon via email or the digital drop box on Blackboard.

Internet: Some class preparation requires review of information resources available via the Internet. URLs are provided with the reading assignments.

Written Work Products

Brief Review of Archives Internet Presence

Due: Week 6—February 17

A directory of thousands of websites containing information about repositories holding rare books, manuscripts, archives and special collections is located at:

<http://www.uidaho.edu/special-collections/Other.Repositories.html>

Go to this website and select the homepages of three repositories. Write a brief paper (5-7 pages) comparing and contrasting the mission, program, holdings, and services of three archival repositories based solely on information from their Web presence. To facilitate comparisons, it is advisable to select three sites that share some common features (similar types of repositories, thematic emphasis, location, etc.). Please address the following questions:

What is your impression of the purpose and mission of each repository?

Who do you think is the primary clientele of each repository?

What useful information did you find at the website?

What did you expect to find that was not there?

How would you evaluate the three websites in terms of content, services offered, ease of use, and navigation?

The following articles provide illustrative examples:

William Landis, "Archival Outreach on the World Wide Web," *Archival Issues* 20 (no. 2, 1995): 129-47.

Elizabeth Yakel and Jihyun Kim, "Midwest State Archives on the Web: A Content and Impact Analysis," *Archival Issues* 28 (no. 1, 2003-2004): 47-62.

Research Paper:

Topic Selection Due: Week 5—February 10

Final Research Paper and Presentation Due: Week 15—April 28; paper presentation Week 14—April 21 or Week 15—April 28.

Conduct research and write a major paper (20 pages) on a topic of your choice. During the final class session, students will provide a brief presentation on their research paper

Topic Selection: provide a one-page summary of the topic, major issues, and preliminary bibliography.

Final Paper Due: Week 15—April 28; paper presentations: Week 14—April 21 or Week 15—April 28.

Topics: Appropriate topics include any aspect of the history, basic principles, core functions, or current debates in archives and records administration. The research paper must be focused on a specific topic which allows you to apply the general themes and concepts in the course to a particular problem, issue, type of organization, time period, place, form of material, etc. For example, most of the lectures and almost all of the readings draw on experiences from the developed, English-speaking world. You might explore an archival topic in other countries. However, a topic like "Archival Administration in Russia" is still way too broad. Such a topic needs to be re-focused on a more particular aspect of archival administration or on a specific issue -- such as "Access to Soviet Archives in the Post-Cold War Era."

The methods and principles presented in the course generally apply to all formats of archives. But, we do not have time to explore special problems of special formats. A paper topic like subject access to photographs or best practices for film preservation would be appropriate.

Remember that the purpose of the paper is to discuss critically the issues and debates surrounding your topic. Don't just rehash the assumed wisdom: actively summarize and analyze debates and differences of opinion.

There are also many controversies involving archives to choose from for paper topics, ranging from those dealing with the profession itself, such as the best role for a code of ethics, to those involving broader societal concerns, such as confidentiality of medical records, and recent headlines over illegal/questionable corporate document destruction.

There is relatively little quality research on records management. Papers on some aspect of records management are encouraged.

Students specializing in Archives may wish to use this research paper as a starting point for a more serious paper that can be expanded in future courses and eventually submitted for publication.

Requirements: Your paper should be thoroughly researched, well written, and fully documented (e.g., in context citations or footnotes/endnotes, and a bibliography). I do not expect you to conduct original research (e.g. from primary sources, survey data, etc.). I do expect you to find and review relevant published literature and Internet resources (if appropriate) until you feel that you have run out of new insights. Keep in mind that the field of archives and records administration is undergoing rapid change. With the possible exception of historical topics, you should make every effort to find the most recent literature -- keeping in mind that you may need to go back to earlier material on the subject. Also, keep in mind that archival and records management literature is not well indexed. Be prepared for creative searching -- including exploiting electronic (online sources such as America: History and Life; Historical Abstracts; Library Literature; Library and Information Science Abstracts, and print library indexes as well as browsing through the stacks. Try to draw on sources from other disciplines. I am willing to consult with students on possible sources, but only after evidence of a concerted effort to find relevant materials.

Your paper must include the following components:

Introduction stating the subject of the paper and thesis
Summary of the literature (a.k.a. literature review)
Critical review/theoretical analysis of the topic based off the literature
Conclusion summarizing what you have learned and what other research is needed.
Bibliography

The reader should be able to glean the current state of knowledge about the topic, the key issues it is concerned with, and questions it raises for archives, records management or broader information professions. Citations should conform to a standard style manual or commonly accepted disciplinary format such as the Chicago Rules of Style or the Publication Manual of the American Psychological Association. Your paper should indicate the style guide you employ. A bibliography listing the sources consulted is required.

Papers will be evaluated on the following criteria:

Appropriateness of the topic
Thoroughness of background research
Clarity of writing
Originality of analysis (depth of analysis, critique, synthesis)
Presentation (citations, proofreading, bibliography, etc.). Make sure to spell check your work!

Practicum Option:

Students who choose the archives practicum option will work in the CUA Archives 50 hours during the semester. Days and hours are Monday-Friday, 9:00 to 5:00, 3 hours per week. Students must be able to lift 30 lbs. Practicum Project Options:

Manuscript Collections: Processing, Appraisal, Inventory creation
University Records: Processing, Appraisal, Inventory creation
Managing a Museum Collection
Basic Preservation of Photographic Materials
Archives Administration and Outreach: Running an Archive, Public Programs, and Creating archive-based educational materials for the web.

For more general information about the Archives, please visit the Archives website:

<http://libraries.cua.edu/archcua/index.html>

Students who opt for this will submit a brief description of the project and will submit a short process essay in culmination (Brief project description due: Week 5—February 10. Process Essay due: Week 15—April 28; project presentations: Week 14, April 21 or Week 15—April 28).

Final Exam:

This will be a take home written exam. You will have 5 days to complete this exam.
Distributed: Week 15—April 28
Due: Week 16—Monday, May 3, noon, via email or digital drop box on Blackboard.

The final exam will be divided into two sections. You will be required to select one question from each section and compose a well-reasoned analytical essay specifically addressing the questions you select. Your answers should run 5 pages, double-spaced, per question. In crafting your

answers you should draw off the course readings but not be limited to them, as you will have read only a small portion of the relevant archives and records management literature through this course. Model essays are expected to dig deeper into the literature and the literature of other professions relevant to the topic of the paper.

Due Dates

(Week 5, February 10)	Research Paper Topic Selection OR Practicum Description
(Week 6, February 17)	Brief Review of Archives Web Presence
(Week 15, April 28)	Research Paper/Presentation OR Practicum Essay
(Week 15, April 28)	Final Exam handed out
(Week 16, Monday, May 3 @ noon	Final exam due via e-mail or digital drop box on Blackboard

Extra-curricular Activities

One objective of the course is to become familiar with the field of archives and records management, the nature and diversity of careers in this field, and the structure of these professions. Therefore, students are encouraged to participate in extra-curricular activities that will augment information presented in the class. Possible extra curricular activities include:

Participating in listserv discussions in the field of archives and records management. A list of potential discussion lists can be found at the end of this syllabus.

Attending lectures and discussion on archival topics within the DC area.

Finding part-time employment or volunteering at local organizations with archival or records management problems.

Exploring Web based resources. These are numerous archival and records management resources -- including institutions, professional associations, research projects, laws, policy papers, and the like -- available on the Internet and new sites will certainly emerge during the course of the semester. The Internet is also a tremendous resource for current events reporting on archives and records related issues.

Additional opportunities/activities/resources will be announced in class as they come to my attention.

Another objective of the course is to understand how archives management relates to other aspects of information management and other information professions. Therefore, students are encouraged to raise related issues from other courses they are taking in class discussions.

Student Participation and in-class Presentations

Class Participation and Protocol

Attendance: Attendance is mandatory, in keeping with university policy. All participants are expected to attend all classroom sessions and field site visits. Participation is primary to the context of this course.

Late work: Late work will not be accepted except by prior arrangement.

Arrive on time: Chronic lateness can negatively affect class participation grades.

Behave respectfully: Students are expected to behave respectfully while in class. Participation grades will reflect a student's maturity level and professionalism, and whether the student actively participates in class discussions.

No phone calls during class: Turn off or silence cell phones and pagers. Students leaving the room for calls are not allowed to return to that class session. This especially important to adhere to when we are on site visits.

No grade discussions in class: Instructor will not discuss grades in class. Questions with regard to assignments will be discussed only before and after class, if time allows, and during a scheduled appointment during the Instructor's office hours. Please consult the syllabus before asking questions about the course requirements.

Expectations and Policies

Academic honesty:

Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student's own work, cheating, and fabrication.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from <http://policies.cua.edu/academicundergrad/integrityprocedures.cfm>): "The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student's past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction."

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at:
<http://policies.cua.edu/academicundergrad/integrity.cfm>

Campus Resources for Student Support

Accommodations for Students with Disabilities

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: <http://disabilitysupport.cua.edu>

CUA Libraries

<http://libraries.cua.edu/welcome.html>

CUA Writing Center

<http://english.cua.edu/wc/>

Campus Safety

<http://www.cua.edu/safety/>

Emergency Number: 202-319-5111

CUA Counseling Center
<http://counseling.cua.edu/>

Some Relevant ARM-related Listserv Discussion Groups

<www.unesco.org/webworld/portal_archives/pages/Internet_Resources/Mailing_Lists/>

Internet Gateways to Archives and Records Management Sources

UNESCO Archives Portal <www.unesco.org/webworld/portal_archives/pages/index.shtml>

Ready, 'Net, Go! Archival Internet Resources

<www.tulane.edu/~lmiller/ArchivesResources.html>

Class Schedule (subject to revision)

WEEK 1 (January 13)

Class visit to the CUA Archives, Aquinas Hall, CUA campus—tour and introduction by CUA Associate Archivist, John Shepherd. Please be prompt.

WEEK 2 (January 20)

INTRODUCTION AND OVERVIEW

Course Logistics

Course Objectives and Requirements

Introduction of the students and instructor

Archives and Records Management Professional Organizations/Literature

Overview of Archives & Records Management

- the records lifecycle/continuum
- what are records?
- what are archives?
- the significance of records to each of us
- archives & records in the news media
- core archival and records management functions
- nature of archival and records management professions

WEEK 3 (January 27)

WHY DO ARCHIVES EXIST?

The evolution and nature of written communications

Historical evolution of archives and archival programs

Users and uses for archives

Archives and accountability

READ:

B James M. O'Toole and Richard J. Cox, *Understanding Archives and Manuscripts* (Chicago: Society of American Archivists, 2006). Chapters 1 & 2, pp. 1-86.

O David Bearman, *Archival Methods* (Pittsburgh: Archives and Museum Informatics Technical Reports, Vol. 3, No. 1, Spring 1989). Chapter 6, pp. 59-67. http://www.archimuse.com/publishing/archival_methods/#ch6

O David Bearman, "Recorded Memory and Cultural Continuity." Chapter 6 in *Archival Methods* (Pittsburgh: Archives and Museum Informatics Technical Reports, Vol. 3, No. 1, Spring 1989), pp. 59-67. <www.archimuse.com/publishing/archival_methods/#ch6>

BD Richard J. Cox and David A. Wallace, "Introduction." In Richard J. Cox and David A. Wallace, eds., *Archives and the Public Good: Accountability and Records in Modern Society* (Westport, Connecticut: Quorum, 2002), pp. 1-18

WEEK 4 (February 3)
THE NATURE OF ARCHIVES

Forms and formats of records
Reliability and authenticity of records
Symbolism and records; Uniqueness and records

READ:

BD Luciana Duranti, "Reliability and Authenticity: The Concepts and Their Implications," *Archivaria* 39 (Spring 1995), pp. 5-10.

B James M. O'Toole, "The Symbolic Significance of Archives." In Randall C. Jimerson (ed.), *American Archival Studies: Readings in Theory and Practice* (Chicago: Society of American Archivists, 2000), pp. 47-72.

B James M. O'Toole, "On the Idea of Uniqueness." In Randall C. Jimerson (ed.), *American Archival Studies: Readings in Theory and Practice* (Chicago: Society of American Archivists, 2000), pp. 245-278.

WEEK 5 (February 10)
BASIC ARCHIVES AND RECORDS MANAGEMENT CONCEPTS

Assignment Due: Paper topic selection/practicum description

The definition of a record
The principle of provenance
The principle of original order
Series/fonds/record group
Organizational functions
Recordkeeping requirements
Context and contextual information

READ:

BD Ernst Posner, "Some Aspects of Archival Development Since the French Revolution." In Maygene F. Daniels and Timothy Walch, eds., *A Modern Archives Reader* (Washington, D.C.: National Archives and Records Service, 1984), pp. 1-14.

BD Nancy Bartlett, "Respect des Fonds: The Origins of the Modern Archival Principle of Provenance," *Primary Sources & Original Works* 1 (No.1/2, 1991), pp. 107-115.

BD T.R. Schellenberg, "Archival Principles of Arrangement." In Maygene F. Daniels and Timothy Walch, eds., *A Modern Archives Reader* (Washington, D.C.: National Archives and Records Service, 1984), pp. 149-61.

B David A. Bearman and Richard H. Lytle, "The Power of the Principle of Provenance." In Randall C. Jimerson (ed.), *American Archival Studies: Readings in Theory and Practice* (Chicago: Society of American Archivists, 2000), pp. 345-360.

WEEK 6 (February 17)

ARCHIVAL AND RECORDS MANAGEMENT PROGRAMS AND INSTITUTIONS

Assignment Due: Review of Information about Archives on the World Wide Web

Program missions, mandates and functions

Types of archival institutions

Relations between records managers and archivists

How archives and records management fits into a larger information landscape

READ:

O Association of Research Libraries, *Special Collections in ARL Libraries: A Discussion Report from the ARL Working Group on Special Collections* (March 2009). <http://www.arl.org/bm~doc/scwg-report.pdf>

O U.S. National Archives and Records Administration, *Preserving the Past to Protect the Future: The Strategic Plan of the National Archives and Records Administration (2006-2016, Revised 2009), Draft 8/19/09 For Comment*. <http://www.archives.gov/about/plans-reports/strategic-plan/2009/narastrategic-plan-2006-2016-update.pdf>

BD Anne-Marie Schwirtlich, "Getting Organised." Chapter 2 in Judith Ellis, ed., *Keeping Archives* (Melbourne, Australia: Thorpe, 1993), pp. 25-73

BD F. Gerald Ham, "Archival Choices: Managing the Historical Record in an Age of Abundance," *American Archivist* 47 (Winter 1984), pp. 11-22.

BD Jay Atherton. "From Life Cycle to Continuum: Some Thoughts on the Records Management-Archives Relationship," *Archivaria* 21 (Winter 1985-86), pp. 43-51.

BD Sue Myberg, "Records Management and Archives: Finding Common Ground," *Information Management Journal* March/April 2005: 24-26, 28-29.

O Presentations from "A Sense of A*CENSUS" Session *SAA Annual Meeting, New Orleans August 19, 2005*.

Vicki Walch, *General Data Analysis and Overview*.

<http://www.archivists.org/a-census/reports/Walch-ACENSUS.pdf>

Elizabeth Yakel and Jeannette Bastian, *Special Report: Graduate Education*.

<http://www.archivists.org/a-census/reports/YakelBastian-ACENSUS.pdf>

WEEK 7 (February 24)

CORE ARCHIVAL AND RECORDS MANAGEMENT FUNCTIONS: PART ONE

Analysis of recordkeeping requirements and organizational functions

Inventory and control

Appraisal

Disposition

READ:

B James M. O’Toole and Richard J. Cox, *Understanding Archives and Manuscripts* (Chicago: Society of American Archivists, 2006). Chapters 3 & 4, pp. 87-132.

BD T. R. Schellenberg, “The Appraisal of Modern Public Records.” In Maygene F. Daniels and Timothy Walch (eds.), *A Modern Archives Reader* (Washington, D.C.: National Archives and Records Service, 1984), pp. 57-70.

B Frank Boles and Julia Marks Young, “Exploring the Black Box: The Appraisal of University Administrative Records.” In Randall C. Jimerson (ed.), *American Archival Studies: Readings in Theory and Practice* (Chicago: Society of American Archivists, 2000), pp. American Archivist 48 (Spring 1985), pp. 279-300.

B Helen W. Samuels, “Who Controls the Past.” In Randall C. Jimerson (ed.), *American Archival Studies: Readings in Theory and Practice* (Chicago: Society of American Archivists, 2000), pp. 193-210.

BD Catherine Bailey, "From the Top Down: The Practice of Macro-Appraisal," *Archivaria* 43 (Spring 1997), pp. 89-128.

BD Luciana Duranti, "The Concept of Appraisal and Archival Theory," *American Archivist* 57 (Spring 1994), pp. 328-344.

BD Frank Boles and Mark A. Greene, "Et tu Schellenberg? Thoughts on the Dagger of American Appraisal Theory," *American Archivist* 59 (Summer 1996), pp. 298-310.

WEEK 8 (March 3)

CORE ARCHIVAL AND RECORDS MANAGEMENT FUNCTIONS: PART TWO

Acquisition

Accessioning

Arrangement and description

READ:

BD Anne-Marie Schwirtlich and Barbara Reed, “Managing the Acquisition Process.” Chapter 5 in Judith Ellis, ed., *Keeping Archives* (Melbourne, Australia: Thorpe, 1993), pp. 137-156

BD Paul Brunton and Tim Robinson, “Accessioning,” Chapter 7 in Judith Ellis, ed., *Keeping Archives* (Melbourne, Australia: Thorpe, 1993), pp.207-221.

O Michael J. Fox, Introduction to Archival Organization and Description. Read and complete the online tutorial.

http://www.getty.edu/research/conducting_research/standards/introarchive/s/index.html

O Lisa Spiro, *Archival Management Software: A Report for the Council on Library and Information Resources* (CLIR, January 2009).

<http://clir.org/pubs/reports/spiro2009.html>

B Timothy L. Ericson, “At the ‘Rim of Creative Dissatisfaction’: Archivists and Acquisition Development.” In Randall C. Jimerson (ed.), *American Archival Studies: Readings in Theory and Practice* (Chicago: Society of American Archivists, 2000), pp. 177-192.

BD Oliver W. Holmes, “Archival Arrangement--Five Different Operations at Five Different Levels,” in *A Modern Archives Reader*, Edited by Maygene F. Daniels and Timothy Walch, Washington, D.C.: National Archives and Records Service, 1984, pp. 162-180.

BD Elizabeth Yakel, “Archival Representation,” *Archival Science* 3 (No.1, 2003), pp. 1-25.

BD Michelle Light and Tom Hyry, “Colophons and Annotations: New Directions for the Finding Aid,” *American Archivist* 65 (Fall/Winter 2002), pp. 216-230.

O Association of Research Libraries, *Exposing Hidden Collections* website.
<http://www.arl.org/rtl/speccoll/hidden.shtml>

PREPARATION:

Review the following two websites (browse/search) Note what you looked at and think about how archival materials are represented for users and access. Come to class prepared to discuss what you found.

O ArchiveGrid. Available electronically via University Library website:
<https://www.lib.umich.edu/> > Search “ArchiveGrid”.

O Online Archive of California. <http://oac.cdlib.org/>

WEEK 9 (March 10)

NO CLASS—SPRING BREAK

WEEK 10 (MARCH 17)

CORE ARCHIVAL AND RECORDS MANAGEMENT FUNCTIONS: PART THREE

Preservation

Reference

Access and use

Outreach and public programming

READ:

B James M. O’Toole, “On the Idea of Permanence.” In Randall C. Jimerson (ed.), *American Archival Studies: Readings in Theory and Practice* (Chicago: Society of American Archivists, 2000), pp. 475-494.

B Paul Conway, “Archival Preservation Practice in a Nationwide Context.” In Randall C. Jimerson (ed.), *American Archival Studies: Readings in Theory and Practice* (Chicago: Society of American Archivists, 2000), pp. 495-518.

O Anne R. Kenney and Nancy Y. McGovern, *Digital Preservation Management: Implementing Short-term Strategies for Long-term Problems* (Ithaca, New York: Cornell University, September 2003). Complete this tutorial. <http://www.icpsr.umich.edu/dpm/>

O Paul Conway, “Overview: Rationale for Digitization and Preservation.” In

Maxine Sitts (ed.) *Handbook for Digital Projects: A Management Tool for Preservation and Access* (Andover, MA: Northeast Document Conservation Center, 2000). <http://www.nedcc.org/resources/digitalhandbook/ii.htm>

BD Sigrid McCausland, "Access and Reference Services." Chapter 10 in Judith Ellis, ed., *Keeping Archives* (Melbourne, Australia: Thorpe, 1993), pp. 273-305.

BD Mary Jo Pugh, "The Reference Process." Chapter 4 in *Providing Reference Services for Archives and Manuscripts*, (Chicago: Society of American Archivists, 1992), pp. 41-53.

B Avra Michelson, "Description and Reference in the Age of Automation," In Randall C. Jimerson (ed.), *American Archival Studies: Readings in Theory and Practice* (Chicago: Society of American Archivists, 2000), pp. 361-380.

BD Elizabeth Yakel, "Thinking Inside and Outside the Boxes: Archival Reference Services at the Turn of the Century," *Archivaria* 49 (Spring 2000), pp. 140-160.

BD Ann Pederson, "User Education and Public Relations." Chapter 11 in Judith Ellis, ed., *Keeping Archives* (Melbourne, Australia: Thorpe, 1993), pp. 306-349.

BD Timothy Ericson, "'Preoccupied With Our Own Gardens:' Outreach and Archivist," *Archivaria* 31 (Winter 1990-91), pp. 114-22.

BD Terry Cook, "Viewing the World Upside Down: Reflections on the Theoretical Underpinnings of Archival Public Programming," *Archivaria* 31 (Winter 1990-91), pp. 123-134.

IN-CLASS PRACTICUM: ARRANGEMENT AND DESCRIPTION

WEEK 11 (MARCH 24)

USERS AND USES OF ARCHIVES

Who uses archives?

How are archival records used?

How are changing uses affecting archival programs and functions

READ:

David Bearman, "Access and Use," Chapter 4 in *Archival Methods* (Pittsburgh: Archives and Museum Informatics Technical Reports, Vol. 3, No. 1, Spring 1989), pp. 39-48.

www.archimuse.com/publishing/archival_methods/#ch4

B Paul Conway, "Facts and Frameworks: An Approach to Studying the Users of Archives." In Randall C. Jimerson (ed.), *American Archival Studies: Readings in Theory and Practice* (Chicago: Society of American Archivists, 2000), pp. 433-448.

B Elsie Freeman Finch, "In the Eye of the Beholder: Archives Administration from the User's Point of View." In Randall C. Jimerson (ed.), *American Archival Studies: Readings in Theory and Practice* (Chicago: Society of American Archivists, 2000), pp. 417-432

BD Wendy M. Duff and Catherine A. Johnson, "A Virtual Expression of Need: An Analysis of E-mail Reference Questions," *American Archivist* 64 (Spring/Summer 2001), pp. 43-60.

BD Elizabeth Yakel, "Listening to Users," *Archival Issues* 26 (No.2, 2002), pp. 111-127.

BD Wendy Duff, Barbara Craig, and Joan Cherry, "Finding and Using Archival Resources: A Cross-Canada Survey of Historians Studying Canadian History," *Archivaria* 58 (Fall 2004) pp. 51-80.

BD Helen R. Tibbo, "Primarily History in America: How U.S. Historians Search for Primary Materials at the Dawn of the Digital Age," *American Archivist* 66 (Spring/Summer 2003), pp. 9-50.

ALSO: IN-CLASS ORAL HISTORY PRACTICUM

WEEK 12 (MARCH 31)

LEGAL, POLICY, AND ETHICAL ISSUES

Who owns the archives?

Who has rights to access records and archival materials?

When are restrictions justified?

READ:

O Society of American Archivists, "A Code of Ethics for Archivists with Commentary." (1992). <www.archivists.org/governance/handbook/app_ethics.asp#code >

O Society of American Archivists, "Draft Revision to SAA Code of Ethics." (July 2004). <www.archivists.org/news/ethics.asp>

O ARMA International, "The Code of Professional Responsibility." (1995). <www.arma.org/about/overview/ethics.cfm>

O Association of Colleges and Research Libraries (ACRL), Rare Books and Manuscripts Section (RBMS), Standards for Ethical Conduct for Rare Book, Manuscript, and Special Collections Librarians, with Guidelines for Institutional Practice in Support of the Standards, 2d edition, 1992. www.ala.org/ala/acrl/acrlstandards/standardsethical.htm

BD Elena S. Danielson. "The Ethics of Access," *The American Archivist* 52 (Winter 1989), pp. 52-62.

BD R. Jackson Armstrong-Ingram, "The Givenness of Kin: Legal and Ethical Issues in Accessing Adoption Records," *Archival Issues* 22 (No. 1, 1997), pp. 21-35.

BD Sara S. Hodson, "Freeing the Dead Sea Scrolls: A Question of Access," *American Archivist* 56 (Fall 1993), pp. 690-703

BD Diane E. Kaplan, "The Stanley Milgram Papers: A Case Study on Appraisal of and Access to Confidential Data Files" *American Archivist* 59 (No. 3, Summer 1996), pp. 288-297.

BD Sara S. Hodson, "In Secret Kept, In Silence Sealed: Privacy in the Papers of Authors and Celebrities," *American Archivist* 67 (No. 2, Fall/Winter 2004): 104-121.

BD James M. O'Toole, "Archives on Trial: The Strange Case of the Martin Luther King, Jr. Papers." In Richard J. Cox and David A. Wallace, eds., *Archives and the Public Good: Accountability and Records in Modern Society* (Westport, Connecticut: Quorum, 2002), pp., 21-35.

BD Verne Harris, "'They Should Have Destroyed More': The Destruction of Public Records by the South African State in the Final Years of Apartheid, 1990-1994." In Richard J. Cox and David A. Wallace, eds., *Archives and the Public Good: Accountability and Records in Modern Society* (Westport, Connecticut: Quorum, 2002), pp., 205-228.

WEEK 13 (April 7)

THE ARCHIVAL PROFESSION

Nature of Archival Work

Education

Research

Practice

Relationships with other information management professions

Current issues and debates in archives and records management

READ:

B John Fleckner, "Dear Mary Jane: Some Reflections on Being an Archivist." In Randall C. Jimerson (ed.), *American Archival Studies: Readings in Theory and Practice* (Chicago: Society of American Archivists, 2000), pp. 21-28.

BD James M. O'Toole, "The Archival Curriculum: Where Are We Now," *Archival Issues* 22 (No. 2, 1997), pp. 103-116.

O Society of American Archivists, *Guidelines for a Graduate Program in Archival Studies* (January 2002). <www.archivists.org/prof-education/ed_guidelines.asp>

BD Eric Ketelaar, "Archivistics Research Saving the Profession," *American Archivist* 63 (Fall/Winter 2000), pp. 322-340.

WEEK 14 (April 14)

WHAT IS THE FUTURE OF THE PAST?

Guest Lecture by SLIS Assistant Professor, Dr. Young Choi (tentative)

Who owns the archives?

Who has rights to access records and archival materials?

When are restrictions justified?

Who controls the past?

Current issues, debates, and projections within and about archives and records management

READ:

B James M. O'Toole and Richard J. Cox, *Understanding Archives and Manuscripts* (Chicago: Society of American Archivists, 2006), Chapter 5, pp. 133-146.

BD Steven Hensen, "Revisiting Mary Jane, or, Dear Cat: Being Archival in the 21st Century," *American Archivist* 65 (No. 2, 2002), pp. 168-175.

BD Margaret Hedstrom, "Archives, Memory and Interfaces with the Past," *Archival Science* 2 (nos. 1-2, 2002), pp. 21-43.

BD Brewster Kahle, "Universal Access to All Knowledge," *American Archivist* 70 (Spring/Summer 2007), pp. 23-31.

BD Tom Nesmith, "Seeing Archives: Postmodernism and the Changing Intellectual Place of Archives," *American Archivist* 65 (Spring/Summer 2002), pp. 24-41.

PREPARATION

Review and come to class prepared to discuss the promise and problems of these sources.

O Kahle, Brewster, Rick Prelinger, and Mary E. Jackson, "Public Access to Digital Material," *D-Lib Magazine* 7 (No.10, October 2001). <www.dlib.org/dlib/october01/kahle/10kahle.html>

O Internet Archive, Wayback Machine <www.archive.org/>

WEEK 15 (April 21)

Assignment Due: Research Paper/Practicum Essay Presentations

First ½ of class assigned alphabetically

WEEK 16 (April 28)

Assignment Due: Research Paper/Practicum Essay Presentations

Second ½ of class assigned alphabetically

All papers due at 11:59pm via email or digital dropbox on Blackboard

Final Exams Distributed - Due Monday, April 3 at noon, via e-mail.