

Syllabus MLIS 7710: Archival Theory and Issues, Fall 2014

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**The email address above is for emergency contact only. We will write to each other through Blazeview. You don't want your class emails to mix with my regular emails. We could both miss something.

Course Description:

An introduction to archival theory and practice. The course explores archival history and the profession, including legal issues, standards and ethics, terminology and concepts, research tools, and methods and practice

Students will:

1. Explain archival history and current theory as defined by the profession
2. Apply principals of archival theory by either completing an analysis of a current archival issue or through a field experience
3. Use standard archival practices to organize and describe an archival collection
4. Assess areas of disaster vulnerability for an archive
5. Discuss digital resources used for online archives
6. Recognize the importance of networking with peers and leaders in archives in Georgia
7. Identify career options within the field of archives

Books:

Text Books: Purchase from Society of American Archivists website-- Join SAA and get discount, but you don't have to join to buy books. Amazon seems to have them at a very high price, so I suggest getting them from SAA at

<http://saa.archivists.org/Scripts/4Disapi.dll/4DCGI/store/storeFront.html?Action=Store>

UNDERSTANDING ARCHIVES AND MANUSCRIPTS (Archival Fundamentals Series II)
Cox, Richard J and O'Toole, James M. Society of American Archivists, 2006.

ARRANGING AND DESCRIBING ARCHIVES AND MANUSCRIPTS (Archives and Foundation Series II) -Kathleen Roe. Society of American Archivists, 2005.

ARCHIVAL ARRANGEMENT AND DESCRIPTION: Trends in Archives Practice ed. by Christopher J. Prom and Thomas J. Frusciano. Society of American Archivists, 2013.

PRESERVING ARCHIVES AND MANUSCRIPTS (2ND ED.) -Mary Lynn Ritzenthaler
Society of American Archivists, 2010.

Other Readings will be posted on E-Reserve or BlazeView.

A note on the reading. The E-reserve reading is selected based on the reading list of the Academy of Certified Archivists or on the reprinting of these articles in publications by the Society of American Archivists. In other words, they are vetted for several ways. They run in time from 1940-2013. Because none of these are just "published articles," there may be a time lag for any specific topic. Another note on the readings. This is a graduate class. Most weeks the readings will be in the range of 80-100 pages. Do not get behind.

E-Reserves Reading: Almost every week you will be responsible for articles that are not in your books. These articles are on E-reserves on Odum Library under my name. The password is **arch**. Here are instructions from the library on accessing E-reserves:

Go to library homepage: <http://www.valdosta.edu/academics/library/welcome.php>

Go to **Course Reserves** on the bottom left group "Collections"

Put in instructor's last name [**Davis, Deborah**]

Find the title of the Article--located under the title the library location will be **Electronic Reserves**, click on that.

It will prompt for a password. The password is **arch**

Document should appear.

If there are problems it could be you are using the wrong password, or try a different browser. You must have at least version 8.0 of Adobe Acrobat Reader. Any questions should be directed to Donna Jones 229 333-7082. Or email her at djones@valdosta.edu

Schedule for Semester:

A Reading Log (discussion) is DUE each week by Saturday. Some of these are “required” of all students and are marked below. There are four of these. Two weeks do not have reading logs attached, leaving a total of 10 weeks for regular reading logs, of which you have to do 8. Use your dropped logs wisely. Please feel free to submit early. Your reading log should indicate that you have read and thought hard about that reading. I’m not big on page limits, but a non-required reading log should be at least a page, but not more than two, double-spaced pages in Word, unless otherwise specified. I realize that when you paste into blazevue, the double-spacing goes away, but this is just a guide.

Week 1. August 18-25: Introductions, Role Delineation

Topic: Archives Background and History

Readings:

Textbook: Chapter 1 of *Understanding Archives*, pp 1-43

E-

Reserves:

Fleckner – “Dear Many Jane” – American Archivist (AA)

Vol. 54, 1991, pg. 8-13—short and on choosing Archives as a profession.

Footo – *To Remember and Forget* – AA Vol. 53, 1990, pg. 378-392—one of the most memorable readings of the semester.

Sleeman, *Cultural Genocide -- Archives and Archivists*, 2006, pp 187-199

Assignment: Counts as first reading log. Please complete early in week: Introduction, who you are, why you are taking class, what do you do—conclude with a short reaction to one of the readings.

Week 2. August 25-30

Topic Archives, Background and History

Readings: A lot of readings this week, over 100 pages. Don’t get behind. Skim Creatively.

Textbook: *Understanding Archives* : chapter 2, pp 45-86

E-Reserves:

Posner – *Some Aspects of Archival Development Since the French Revolution* – AA, 1940, pg. 159-172

Panitch – *Liberty, Equality, Posterity?* – AA Vol. 59, 1996, pg. 30-47

Gilliland-Swetland – *Provenance of a Profession* – AA, 1991, Vol. 54 pg. 160-175

Cook – *Blessings of Providence* – AA, 1983, Vol. 46 pg. 374-399

Assignment: Choose an Archives to visit—make initial contact and get appointment

Week 3. Sept. 2-7

Topic: Selection and Appraisal pt 1

Readings: Don't forget to skim to get through it all

Textbook: *Understanding Archives*, pp. 87-146

E-Reserves:

Samuels – *Who Controls the Past* – AA, 1986, Vol. 49 pg. 109-124

O'Toole – *On the Idea of Uniqueness* – AA, 1994, Vol. 57 pg. 632-658

Lee, "Collecting the Externalized Me: Appraisal of Materials in the Social Web" in *I, Digital: Personal Collections in the Digital Era*. 2011, pp 202-240

Recommended:

Cox – *Documentation Strategy* – Archivaria, 1994, pg. 11-31

Ericson – *At the Rim* – Archivaria pg, 1991-1992. 66-77

Week 4. September 8-13

Assignment, Due Sept 10, Adopted Archives Description

Topic: Selection and Appraisal pt 2

Readings:

E-Reserves

Boles – *The Big Picture: Mission Statements, Records Management and Collection Development Policies from Selecting and Appraising Archives and Manuscripts*, 2005. pg. 43-74

Boles and Young – *Exploring the Black Box* – AA Vol. 48, 1985, pg. 121-140

Danielson - "*The Ethics of Acquisition*" from the *Ethical Archivist*, 2010, pg. 46-85

Danielson - "*The Ethics of Disposal*" from the *Ethical Archivist*, 2010, pg. 887-119

Week 5. September 15-20

Preservation pt 1

Readings:

Textbook: Ritzenthaler – *Preserving Archives and Manuscripts*, pages 1-108

Due Sept 20: Required Reading Log Assignment: Using Boles Big Picture, examine mission and collection development statements from your Adopted Archives and the ones supplied in Blazeview or by SGA to compare and contrast the content and comment on their function and adequacy. 2 pp, required reading log.

Week 6. Sept 22-27

Preservation pt 2

Readings:

Textbook: Ritzenthaler-- *Preserving Archives and Manuscripts* pages 109-221

Sept. 26 Optional Extra Credit Field Trip to Morrow

Week 7. Sept. 29- Oct. 4

Preservation and Disaster Planning pt 1

Readings:

E-Reserves: O'Toole – *On the Idea of Permanence* – AA Vol. 52, 1989, pg. 10-25

Conway – *Archival Preservation Practice* – AA Vol. 53, 1990, pg. 204-222

McDonough and Jimenez "Video Preservation and Digital Reformatting" in *Archives and the digital Library*, 2006, pp167-193

Hackbart-Dean and Slomba "*Preservation Administration*" in *How to Manage processing*, 2012, pg 57-65

Disaster Plan materials

Assignment, begin work with Adopted Archives on Vulnerability Assessment

Week 8. Oct. 6-11

Preservation and Disaster Planning pt 2

*****October 9 is the last day to withdraw passing.*****

Readings:

E-Reserves: Carmichael, "Levels of Organization" in *Organizing Archival Records*, 2012, p. 7-23

Conway, "Preservation in the age of Google: digitization, digital preservation, and dilemmas" in *Library Quarterly* 80 (1) 2010, pg 61-79. Read Here: <http://deepblue.lib.umich.edu/bitstream/handle/2027.42/85223/J15%20Conway%20Preservation%20Age%20of%20Google%202010.pdf?sequence=1>

and

Catch up week for preservation: Complete any unread materials from preservation section, get ahead on Roe for next week

Assignment: Adopted Archives Vulnerability Assessment due Oct. 10

Week 9. Oct.13-18

Arrangement and Description pt 1

Readings:

Textbook: *Arranging and Describing Archives and Manuscripts*- Roe, Chapters 1-3 and 1/2 , pp Introduction - p. 70

E-Reserves: Hackbard-Dean, *Collections that Grow*, p 105-120 (see readings for week for link to article)

Assignment: Final decision on work proposal/research paper—email me what you decide.

Week 10. Oct. 20-25

The Practice of Arrangement and Description

Readings:

Textbook: *Complete Arrangement and Description*-Roe c. 4 and appendices, pp 71-105, plus skim appendices.

Textbook: *Begin Archival Arrangement and Description*, Promm and Frusclano, 2013, *Introduction and Module 1*, pp 1-68

Assignment: Look over collection for Arrangement and Description Exercise

Week 11. Oct.27-Nov. 1

Arrangement and Description pt 2

Readings:

Textbook: Archival Arrangement and Description, Promm and Frusclano, 2013, Module 1 Appendix and Module 2, pp 69- 143

Assignment: Ask any questions needed about Arrangement and Description Exercise.

Week 12. Nov. 3-8

-Society of Georgia Archivists Annual Meeting in Athens, Nov.6-7-- includes special tour of new Special Collections building

Arrangement and Description, with a twist

Readings:

E-Reserves or Links under Reading for the Week***More Product, Less Process*, Greene and Meissner, <http://www.uiowa.edu/~c024120/Readings/Greene-Meissner.pdf> 2005, pg 1-61

**Prom – *Chapter 8: Optimum Access? Processing in College and University Archives*, 2008 p. 155-185 <http://archives.library.illinois.edu/workpap/ChapterEight-Prom.pdf>

I would appreciate it if you all did this log, even though it is one of the 8 out of 10.

Assignment: Arrangement and Description Exercise Due Nov 9

Week 13. Nov. 10-15

Outreach and Reference:

Readings:

E-Reserves: Lacher-Feldman *Chapter 2, pp17-33, and Chapter 13, pp 125-133 in Exhibits in Archives and Special Collections Libraries*, 2013

Cooney, "Education programme development" in *Archives and Archivists*, 2006, p58-76

Yakel and Hensey – *Understanding Administrative Use – AA*, 1994, Vol. 57 pg. 596-615

Hohmann, Judy P. "Money Talk" in *Advocating Archives*, 2003

Mooney, Phillip F. "A Modest Proposal: Marketing Ideas for the Expansionist Archives" in *Advocating Archives*, 2003

Week 14. Nov. 17-22

Readings: Online Presence and Displays, and Digital Preservation

Textbook: Archival Arrangement and Description, Promm and Frusclano, 2013, Module 1 Appendix and Module 3, pp 148-214

E-Reserves: Dow, "What's the problem with digital materials" in *Electronic Records in the Manuscript Repository*, 2009, pg 21-39,

Stielow, Frederick, "Creating Website and Display Options" in *Building Digital Archives, Descriptions, and Displays*, 2003

Henry – Schellenberg in *Cyberspace* – AA Vol. 61 1998, pg. 309-327

Web Page discoveries

Required Reading Log, Due Nov. 23: class creates annotated list of Archival web pages, each contributing one or two on the discussion posting.

Week 15. Nov.24-29, Rest of the week is Thanksgiving.

Law and Ethics

Readings:

E-Reserves Crews, "Copyright Law and Unpublished Materials" in *College and University Archives* 2008, pp 227-244

von Hielmcrone "Digital Library and the Law-legal issues regarding the acquisition, preservation and dissemination of digital cultural heritage" in *Microform & Digitation Review* (41 3/4), 2012, pp 159-70.

Online case studies--in the learning module marked Week of Nov 24-29

Required Reading Log due November 30 : each student responding to a case study online, length of 1-2 pages.

Week 16. Dec 1-6

Management

Readings:

E-Reserves

Burke, Frank G. "The Art of the Possible: The Archivist as Administrator." in *Successful Archival Programs, 2001*

Brown, Lauren R. "Archival Programs in the Academic Library" in *Successful Archival Programs, 2001*

Dearstyne, Bruce W. "Leadership of Archival Programs." in *Successful Archival Programs, 2001*

Managing with Data--follow links for reading

Joyce Chapman on ROI, finding aids and metadata, RBMS Annual Meeting, 2012:

http://www.academia.edu/1708422/Return_on_Investment_Metadata_metrics_and_management

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Special Collections Physical Materials Usage Patterns: Visualizing Library Usage Data, Fiscal years 2007/2008-2009/2010 <http://www.lib.ncsu.edu/dli/projects/dataviz/visscrphysical>

No Reading Log

Final papers due December 9, 2010, Good Luck and please fill out evaluations.

Syllabus:7710 Archival Theory and Issues

Assignments:

Reading Logs (Participation) -20% for the 8 (non-required) reading logs. You may choose any 8 of the 12 (non-required) reading logs to do. You must do 8.

One to two weeks do not have reading logs due. And an additional 4 weeks have "required" logs due, thus you can't skip them. The 4 required logs count an additional 20% of your grade or 5% each.

A Reading Log (discussion) is DUE each week by Saturday, unless otherwise indicated.

Some of these are

for when they are due--it might not be on Saturday. One or two weeks might not have reading logs attached, leaving a total of up to 12 weeks for regular reading logs, of which you have to do 8. Use your dropped logs wisely. Please feel free to submit early. Your

reading log should indicate that you have read and thought hard about that reading. It not big on page limits, but it should be at least a page, double-spaced, but not more than two, unless otherwise specified. The required logs will be longer. There must be evidence of reading and engagement with that reading. You should bring in the readings, and also outside points of view such as your experience or your Adopted Archives' experience.

First Required Log: Introduction (see syllabus): 5%--pretty much a freebie: counts as first reading log. Please complete early in the week. Includes an introduction, who you are, why you are taking the class, where you work, previous experience with archives, what you like to do, and conclude with a short reaction to one of the readings.

Adopted Archives Description: 15%

Adopt an Archives. Pay it a visit, meet the Archivist and describe that Archives. (Not the policies, mission statement, collection development policy--that's for later--BUT DO GET THEM). If you work in an archives, go somewhere else. Use your own working archives in your commenting on readings, but make this assignment a new one. You need to know how big it is physically. How big is its collection? Does it include a museum? What does it collect, generally? What formats? What climate control? How many Staff? Levels of education and experience? Certification? Any volunteers? How used? How governed? Organization? Reporting structure?

How funded? Grants? Endowments? Funds for collection development? Biggest strengths according to Archivist? Biggest Weaknesses or needs? Processed or Unprocessed collections? Percentages? Web presence? If they have one, get to know it. Digitizing program? Write this up as a narrative. I want to see this place (you may use pictures) and know this Archivist from your writing. While there please try to get policy statements: mission and collection development, usage policy, and any forms like deed of gift, accession, processing, etc. that they are willing to give you. But these are for later, just to save you a trip. Remember these people are helping with your education. They are important. We are not going to judge them, just use them as a way to describe the many different archives out there and explore the challenges of different archives.

(Also, show your Adopted Archives the syllabus, so they can say if they are OK with the Vulnerability Assessment and the possibility of work if you are interested.)

In this class we are not here to assign "right or wrong" or even demand standards of other archives. If you see something later that contradicts your reading of "good practice" of course you should write about it, but you must first ask that archives why that is the way it is....Why the big backlog? Why the humidity? Etc. You will generally find that things are the way they are not because of ignorance or neglect but because of some constraint you may not be aware of--bring the constraint to the forefront and explore it.

Length 3- 5 pages, not counting pictures, but pictures are encouraged. If you do a good job, it will probably be on the longer side.

Required Log-- Policy Statement Assignment: -- 5%

Using information from *Understanding Archives*, other readings, the policy statements you got from your archives and others found on the internet at SGA's Form's Forum (<http://soga.org/resource/forms>) , describe the type of policy documents you have found and explore how they cover various elements such as collection development, legal ownership, usage, and other things you notice. You might do a compare and contrast to come up with what you think would be the most effective policy statements, pulling from your many examples. at least 2 pages. (by the way, policies have a lot of white space on them.)

See Also the **Extra Credit Tab** on the syllabus for extra credit trips worth 5 points added to your final grade--could be the difference between an A and a B or, more critically, between a B and a C.

Adopted Archives Preservation Vulnerability Assessment-10%

Go to your adopted Archives, and with the help of the staff, do the "Vulnerability Assessment" and write up the findings. This is the first step of a disaster plan. Length determined by instrument.

Arrangement and Description Exercise:-- 10%

Scanned pieces of a collection will be put on D2L and you will have to arrange it, determine the series, and describe all its parts in a finding aid. Some web research for bio/history may be needed as well. Finding Aid of 1-3 pages.

Required Reading Log, Web page bibliography 5%: class creates an annotated bibliography of Digital Library or Digital Exhibit Sites. Each student annotates 2.

Required Reading Log: Case Study 5%: Each student responds to an Archival Ethics case from Materials posted on D2L. Read some of the cases, without reading the author's response. Then pick one to comment on. Write up a few paragraphs of comments, and then read the author's comments on the cases. Then comment on how the author solved the case. You should not expect to agree with the author on all parts of your case.

Final Paper: -- 25%

Go to "Week 16" to see a complete discussion of this assignment: Research Paper either 10-12 page paper on topic of interest in the Archival World

Or Do an approved "mini-internship" of 30 hours in an **archives where you do not already work** and write up your project: 5-7 pages. You must have a note accepting you from your archives describing your project and clearance from me before you begin.

Field Trips:

The field trips for this class are optional because this is a predominantly online program and we do not want to make barriers for our students. However, the information and contacts you will make from these two field trips can be important. In the last class people used the information and people they met to plan meaningful internships, find out about jobs, and decide on a career path. I hope all of you can come and take advantage of these opportunities. Even though they are optional, they do carry extra credit. Together these field trips are worth 5 points added to your final grade. That is significant and can make a letter grade difference in your final grade. I am aware that some of you live outside of Georgia, and thus outside of access to these field trips. If that is the case you have two choices; 1) find something similar to these field trips, like a state or regional conference and a visit to a major archives or conservation lab and document your experience with words and pictures or 2) just don't worry about it and make sure you don't need the extra credit.

First Trip: worth 2 points extra credit: To Atlanta. We will be visiting the State Archives in Morrow where Kim Norman, the state's very knowledgeable

preservation officer— will talk to us about preservation and give us a tour of the preservation and conservation labs, the vaults, etc. Maureen Hill, of NARA, will give us a tour of their impressive facility. Maureen is very active in SGA and is a past student of this class. **Date: September 26.** I've also proposed a lunch at Olive Garden beforehand for those that wish so we can get acquainted.

Second Trip: worth 3 points extra credit. The second trip is not just a few hours on one day. We will be going to the Society of Georgia Archivists Annual Meeting (Conference) in Athens. I have spoken to folks in Athens and they are willing to give us a tour of the new Special Collections building, including the impressive Vault, in addition to the conference. Come and meet the state's archivists and network. The Vault/Special Collections tour is Wednesday afternoon, **Nov. 5.**

The SGA Meeting is **November 6-7**, with most of the activities taking place on the 6th. That means if you want to come over Wednesday for the afternoon tour, then you could stay one night and see most of the conference the next day. SGA is an amazing conference because SGA is very tied in to national trends in archives. The same year “More Product, Less Practice” (check your syllabus) appeared at SAA (Society of American Archivists), we had one of the originators to speak at SGA. When Archon and Archivists Toolkit, the standards for integrated archival systems, appeared in 2006-07, we got a panel with the creators at SGA. The author of the most popular book on Description in the field (which we are using), Kathleen Roe, was the keynote speaker two years ago. Georgia does very right by its archivists with this organization. This is a very valuable part of the class.

The student rates are very reasonable. The food is usually excellent, and the Thursday night reception and scholarship auction is one of the best events I've ever attended at a conference. Plus you get to come to Athens and eat at the Grit. What's not to like. . .

The opportunity to attend this conference while you're taking the class is not to be missed. It's worth taking time off work if you can afford it. Get together with your classmates and share a motel room because it will be really worth it. The website is here: <http://soga.org/annualmeeting> I'll be updating you about the conference as the class goes on.

Grade Composition:

20% Optional Reading Logs (8 out of 10 required):

20% Required Reading Logs, 4 at 5% each

- 15% Adopted Archives Assignment
- 10% Preservation Vulnerability Assessment
- 10% Arrangement and Description Assignment
- 25% Final Paper/Mini Internship Project

Grading Standards:

General Grading Scale

- A** excellent work - among the best work seen at the graduate level
- B** satisfactory work - better than average work at the graduate level
- C** honest attempt - needs moderate to major revisions to be satisfactory
- D** perfunctory or missing work

Final Grading Scale

- A** - always satisfactory, often excellent
- B** - mostly satisfactory, occasionally excellent
- C** - sometimes satisfactory, often needs revisions
- D** - rarely satisfactory, often perfunctory, late or missing
- F** - lacking even an attempt to learn or do, dishonesty, plagiarism

Incomplete Policy: It is getting harder to get Incompletes at VSU. Here is part of the stated policy

Sometimes for **non-academic** reasons (e.g. serious illness, death in the family), a student needs to request an Incomplete grade for a course. There are three factors to keep in mind: (a) The student must be passing the course; (b) The student must be almost finished with the course; (c) The student must initiate contact with the professor to make the request.

Note the emphasis on "non-academic reasons" and the reasons given. You cannot receive an Incomplete for falling behind. Be sure to check the "Withdraw by" date on the syllabus if you feel overwhelmed in the class. Incompletes are for when life disasters make it impossible for you to complete the work, not for when bad habits or over-committing do.

Technical Requirements

All class materials will be placed on a password-protected Web site using the BLAZEVIEW management program. If you are a new Blazeview user, Click on Blazeview for students, getting started on the first Blazeview page. View the "GettingStarted" tutorial first. Then return to the Blazeview page and login using your BlazeNet email ID and password.

To meet all class requirements, you should be prepared to:

- (1) create PowerPoint slide presentations -As I will be doing most of the work at home, please save to the **2003 version**;
- (2) view all PowerPoints placed on the course BLAZEVIEW site - (Again, see note to Save as 2003 version);
- (3) Use the E-Reserves Feature of Odum Library found under "find it" on the left bar of the web page. If you have problems, call Circulation at 333- 5869 (daytime preferred).
- (4) use at least Adobe Acrobat Reader 8.0 (this is important for E-Reserves.)
- (5) check discussion groups as needed; and
- (6) keep electronic backup copies of each assignment and project you submit.

Documents other than the PowerPoint presentations must be submitted using a word processing program compatible with Microsoft (MS) Word. The preferred document format is **MS Word 2003**; if you are using Word 2007, I can read your documents, but you won't be able to read other folks' stuff. If you are using WordPerfect, save your documents in Rich Text Format (rtf). Documents that can not be opened on VSU equipment will be returned to you for re-formatting. Pasting your text into an e-mail is not an acceptable solution for submitting papers (it's good if you are doing discussions) and will not be accepted.

We may do some video and audio during this class, as well as Live Classroom. That will be announced well in advance.

The university's Information Technology department provides step-by-step guides on how to use VSU's email and other sources. The IT Help Desk is at <http://www.valdosta.edu/helpdesk/guides/> and their phone hot line is 229-245-4357.

UPDATED 8-17-2010

Academic Dishonesty

"Valdosta State University expects that graduate students will pursue their

academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. Specific regulations related to student conduct and behavior is contained in the *Student Handbook, Student Code of Ethics*.

**By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SafeAssign at VSU see <http://www.valdosta.edu/academics/academic-affairs/vp-office/safeassign-for-students.php>

Distance Learning Support

A VSU reference librarian is responsible for coordinating library services for off-campus VSU students. That position is currently in flux. For assistance please contact the Reference desk at 229 333-7149. You may also chat or contact them at <http://www.valdosta.edu/academics/library/welcome.php> An online guide for distance education students is on the Odum Library Web site above.