

Syllabus:7710 Archival Theory and Issues

Syllabus MLIS 7710: Archival Theory and Issues, Spring 2020

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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 <https://www2.archivists.org/> (copy this into your browser and look for Bookstore under Publications)

ARRANGING AND DESCRIBING ARCHIVES AND MANUSCRIPTS (Archives and Foundation Series II) - Dennis Meissner

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 course name **MLIS 7710** (don't forget the space)

You will see a list of articles. Choose one or search for it if you can't find it easily

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 blazeview, the double-spacing goes away, but this is just a guide.

Week 1. January 13-17: Introductions, Role Delineation

Topic: Archives Background and History

Readings: Must Read

Recording, Keeping and Using Information, O’Toole and Cox, pp 1-43

E-Reserves: Read at least

one:

Fleckner – “*Dear Many Jane*” – American Archivist (AA) Vol. 54, 1991, pg. 8-13—short and on choosing Archives as a profession.

Foote – *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 required 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 two of the readings, one of which must be O’Toole and Cox.

Week 2. January 20-24

Topic Archives, Background and History

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

Must Read: “History of Archives and the Archives Profession”, 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. January 27-31

Topic: Selection and Appraisal pt 1

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

Must Read: *The Archivists Perspective. 87-146*

E-Reserves: Read at least one

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. February 3-7

Assignment, Due Feb 9, 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. February 10-14

Preservation pt 1

Readings:

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

Due February 16: Required Reading Log Policies 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. February 17-21

Preservation pt 2

Readings:

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

Week 7. February 24-28

Field Trip to Morrow, Feb. 28 meet at 5800 Jonesboro Road

Morrow, GA 30260 at 1pm. Lunch at 11:30am at Olive Garden, 1176 Mt Zion Rd, Morrow, GA 30260

Preservation and Disaster Planning pt. 1

Readings:

E-Reserves:

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

Foot, Mirjam. Preservation policy and planning” in *Preservation Management for Libraries, Archives and Museums*, 2006.

Kahn, Miriam. Section 1, *Protecting your library’s digital sources*, 2004.

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. March 2-6

March 5 is midterm and the last time you can drop the class with a W.

Preservation and Disaster Planning pt 2

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>

De Lusenet, Yola, "Moving with the times in search of permanence” in *Preservation Management*, 2006.

Preservation Planning NEDC: <https://www.nedcc.org/free-resources/preservation-leaflets/overview>: do the sections on 3.1; 3.2; 3.3; 3.4; 3.6; 3.7; and 3.8

Assignment: Adopted Archives Vulnerability Assessment due March 8

Week 9. March 9-13

Arrangement and Description pt 1

Readings:

Textbook: *Arranging and Describing Archives and Manuscripts*- Meissner, Chapters 1-4

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

March 16-20 Spring break

Week 10. March 23-27

The Practice of Arrangement and Description

Readings:

Textbook: *Complete Arrangement and Description*-Meissner 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

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

Week 11. March 30-April 3

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.

Assignment: Arrangement and Description Exercise Due April 5

Week 12. April 6-10

Arrangement and Description, with a twist

Readings:

E-Reserves or Links under Reading for the Week

****More Product, Less Process, Greene and**

Meissner, <http://americanarchivist.org/doi/pdf/10.17723/aarc.68.2.c741823776k65863> 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.

Greene “MPLP—It’s not just for processing anymore” *American*

Archivist: <http://americanarchivist.org/doi/pdf/10.17723/aarc.73.1.m577353w31675348>

Week 13. April 13-17

Outreach and Reference:

Readings:

E-Reserves:

Lacher-Feldman “From Soup to Nuts” *Chapter 2, pp 17-33*, AND “Stonewall 40th Anniversary, 1969-2009” *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. April 20-24

Online Presence and Displays, and Digital Preservation

Readings: Very Heavy Reading week

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

Harvey, Ross "What is Preservation in the digital Age? "Changing Preservation Paradigms" Chapter 1 in *Preserving Digital Materials*. 2012

Harvey, Ross "Overview of Digital Preservation Strategies" Chapter 6 in *Preserving Digital Materials*. 2012

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

Ambacher, Bruce. "Introduction" in Marks, Steve, *Becoming a trusted digital repository*. xi-xxv

Web Page discoveries

Required Reading Log, April 25: class creates annotated list of Archival web pages, each contributing one or two on the discussion posting.

Week 15. April 27-May 1

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 16

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

End of week May 2-4

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 [I connected with facebook and it works.](#)

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>

Final papers due May 5, 2020, Good Luck and please fill out evaluations.

Assignments:

Reading Logs (Participation) -20% for the 8 (non-required) reading logs. You may choose any 8 of the 11 (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 □required□ of all students. There are four of these. Check the due dates 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. I'm 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 two 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 readings, the policy statements you got from your archives and others found on the internet at SGA's Form's Forum (<https://soga.wildapricot.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" or "Assessments" in the top tab 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 Trip:

The field trip for this class is 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 this field trip 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 this opportunity. Even though it is optional, it does carry extra credit. This field trip is 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 this field trip. If that is the case you have two choices; 1) find something similar to this field trip, like a state or regional conference or 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.

Field Trip: worth 5 points extra credit: To Atlanta. We will be visiting the State Archives in Morrow archivists will talk to us about preservation and give us a tour of the preservation and conservation labs, the vaults, etc. Maureen Hill, archivist and past student of this class of NARA, will give us a tour of their impressive facility. **Date: February 28.** I've also proposed a lunch at Olive Garden beforehand for those that wish so we can get acquainted.

The address for the GA Archives and NARA is 5800 Jonesboro Road
Morrow, GA 30260

The address for Olive Garden is 1176 Mt Zion Rd, Morrow, GA 30260

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. ½ 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
- (2) Submit WORD documents in word 2010 or lower
- (2) view all PowerPoints placed on the course BLAZEVIEW site
- (3) Use the E-Reserves Feature of Odum Library found under "collections" on the webpage. 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**. 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.**

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.

Most of your technical help in this class should come from E-learning: <https://www.valdosta.edu/academics/elearning/> Contact them if you need assistance.

Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX section 504 of the Rehabilitation Act of 1973. Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students must register with the Access Office for Students With Disabilities, in Farber Hall, phone nos:

229-245-2498 (V/VP)

229-219-1348 (TTY)

Web site: <https://www.valdosta.edu/student/disability/>