Syllabus MLIS 7710:

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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

Books:

Text Books: Purchase from Society of American Archivists on 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://www.archivists.org/catalog/index.asp?keywordID=88

UNDERSTANDING ARCHIVES AND MANUSCRIPTS (Archival Fundamentals Series II) Cox, Richard J; O'Toole, James M

ARRANGING AND DESCRIBING ARCHIVES AND MANUSCRIPTS—Kathleen Roe, Archives and Foundation Series II

Online Book: posted on E-Reserve by special permission of the Society of American Archivists:
PRESERVING ARCHIVES AND MANUSCRIPTS – Mary Lynn Ritzenthaler, Archives and Foundation Series

Other Readings will be posted on E-Reserve or Web CT.

Schedule for Semester:

Week Jan 7-11: Introductions, Role Delineation
Archives Background and History pt 1
Readings:
Fleckner – *"Dear Many Jane"* – American Archivist (AA) Vol. 54 pg. 8-13
Foote – *To Remember and Forget* – AA Vol. 53 pg. 378-392
O'Toole – *Symbolic Significance of Archives* – AA Vol. 56 pg. 234-255
Kaplan and Mifflin – *Mind and Sight* – Archival Issues Vol. 21 No. 2pg.106-126
½ of Understanding Archives
Assignment: Counts as first reading log. Please complete early in week: Introduction, who you are, why you are taking class, what do you do?

Week of Jan 14-18
Archives, Background and History pt 2
Readings:
Second half of Understanding Archives and History:
Posner – *Development Since the Frence Revolution* – AA pg. 159-172
Panitch – *Liberty, Equality, Posterity?* – AA Vol. 59 pg. 30-47
Gilliland-Swetland – *Provenance of a Profession* – AA Vol. 54 pg. 160-175
Cook – *Blessings of Providence* – AA Vol. 46 pg. 374-399

Week of Jan 21-25
Selection and Appraisal pt 1
Readings:
Ericson – *At the Rim* – Archivaria pg. 66-77
Samuels – *Who Controls the Past* – AA Vol. 49 pg. 109-124
Cox – *Documentation Strategy* – Archivaria pg. 11-31
O'Toole –*On the Idea of Uniqueness* – AA Vol. 57 pg. 632-658
Assignment, Due Jan 22, Adopted Archives Description

Week of Jan 28-Feb 01
Selection and Appraisal pt 2
Readings:
Boles and Young – *Exploring the Black Box* – AA Vol. 48 pg. 121-140
Greene – *The Surest Proof* – Archivaria pg. 127-169

Week of Feb 04-08
Preservation pt 1
Readings:
Ritzenthaler – *Preserving Archives and Manuscripts*
Assignment, Due Feb 05: Policy Statement assignment due

Week of Feb 11-16

Preservation pt 2
Readings:
Complete *Preserving Archives and Manuscripts*
Week of Feb 18-22
Preservation and Disaster Planning pt 1
Readings: Begin: O'Toole – *On the Idea of Permanence* – AA Vol. 52 pg. 10-25
Conway – *Archival Preservation Practice* – AA Vol. 53 pg. 204-222
Paton – *Preservation Re-Recording of Audio Recordings* – AA Vol. 61 pg. 188-219
Disaster Plan materials
Assignment, begin work with Adopted Archives on Vulnerability Assessment

Week of Feb 25-29
Preservation and Disaster Planning pt 2
Readings: Complete any unread materials from preservation section
Assignment: Adopted Archives Vulnerability Assessment due Feb 29
Trip to Morrow March 1—Christine Wiseman--Preservation

Week of Mar 3-7
Arrangement and Description pt 1
Readings:
Arrangement and Description- Roe
Assignment: Final decision on work proposal

Week of Mar 10-14
Spring Break (Complete *Arrangement and Description*-Roe)
For those who opt for the 40 hour archives work project instead of term paper, this is a good time to get some work in without other distractions.

Week of Mar 17-21
Arrangement and Description pt 2
Readings:
Bearman and Lytle – *Power of the Principle of Provenance* – Archivaria pg. 14-27
Michelson – *Description and Reference* – AA Vol. 50 pg. 192-208
Hedstrom – *Descriptive Practices for Electronic Records* – Archivaria pg. 53-63
Pitti – *Encoded Archival Description* – AA Vol. 60 pg. 268-283
Assignment: Look over collection for Arrangement and Description Exercise

Week of Mar 24-29
Arrangement and Description, with a twist
Readings:
Green and Musselman and Prom – Processing Lite etc. On Electronic Records,
Bearman and Hedstrom – *Electronic Records Management* – ERMPS pg. 82-98

Henry – *Schellenberg in Cyberspace* – AA Vol. 61 pg. 309-327
Guilland-Swetland – *Digital Communications* – Archival Issues pg. 39-50
<mark>**Assignment: Arrangement and Description Exercise Due Mar 26**</mark>
<mark>**Trip: UGA Digital Library of Georgia Mar 29**</mark>

Week of Mar 31- Apr 4
Outreach and Reference:
Readings:
Finch – *In the Eye of the Beholder* – AA Vol. 47 pg. 111-123
Conway – *Facts and Frameworks* – AA Vol. 49 pg. 393-407
Yakel and Hensey – *Understanding Administrative Use* – AA Vol. 57 pg. 596-615
Part of outreach manual

Week of Apr 7-Apr 12
Online Presence and Displays
Readings:
Web Page discoveries
<mark>**Assignment: class creates annotated list of Archival web pages, each contributing one or two by email**</mark>
<mark>**Trip: Georgia Music Hall of Fame, Macon, April 12**</mark>

Week of Apr 14-18
Management
Readings:
Jimerson – *Redefining Archival Identity* – AA Vol. 52 pg. 332-340
Grabowski – *Keepers, Users, and Funders* – AA Vol. 55 pg. 464-472
Other chapter to be announced.

Week of April 21- 25
Law and Ethics
Readings:
Online case studies
Chapter on law to be announced
<mark>**Assignment: each student responding to a case study online, length of 1-2 pages.**</mark>

Week of Apr 28-May 02
Good Luck, evaluations
<mark>**Final papers due April 29**</mark>

Assignments:

Reading Logs (Participation) –30%

A note on online reading logs: In order to keep this fresh, we are going to take the perspective of looking at some point in each week's reading from the point of view of our Adopted Archives. Would they find some point that interests you in the article

appropriate, possible, a godsend, or one more thing that looks good on paper, but….In other words, I'm looking for something each week, a few paragraphs that shows you read it and thought about in a realistic way. If you don't know your adopted archives position on some aspect of the reading, or know it and think it is not good, feel free to say so. Just engage with one of these people you are reading once a week in public. We should of course feel free to respond to these, but it is not required. Of course such a tactic isn't possible for some of these sections, especially early on, and I will post one or more possible discussion topics for those.

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). 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? 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.

Policy Statement Assignment: -- 10%
Using information from *Understanding Archives*, other reading, the policy statements you got from your archives, models from E-Reserve, and others found on the internet, 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. 2-4 pages. (by the way, policies have a lot of white space on them ☺)

Adopted Archives 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 E-Reserve or Web-CT 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. If I can find several equivalent ones, you may have choices. Finding Aid of 1-3 pages.

Web page bibliography, and Case Study will be treated as a Reading Log

Final Paper: -- 25%
Research Paper either 10-12 page paper on topic of interest in the Archival World

Or Do an approved "mini internship" of 40 hours in an **archives you do not work at** 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.

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

Technical Requirements
All class materials will be placed on a password-protected Web site using the Vista/WebCTcourse management program. If you are a new Vista user, go to the Vista help pages at http://www.valdosta.edu/vista/. On the right margin are "Self Help" links. View the "GettingStarted" tutorial first. Then return to the Vista 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 WebCT 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 Adobe Acrobat Reader 8.1 (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, just save to a lower version. 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 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.

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*.

Distance Learning Support

A VSU reference librarian, Ms. Shiloh Smith, is responsible for coordinating library services for off-campus VSU students. She may be reached by email at shismith@valdosta.edu or by phone at 229-245-3717. An online guide for distance education students is on the Odum Library Web site at http://www.valdosta.edu/library/services/revised_students.pdf.

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 Special Services Program in Nevins Hall, Room 2164, and 2292452498.