

Syllabus:7710 Archival Theory and Issues

Contact Information:

VSU Archives 229 259-7756

Website:<http://www.valdosta.edu/academics/library/depts/archives-and-special-collections/welcome.php>

Email: dsdavis@valdosta.edu **

**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.

Note: This class is happening online during the covid pandemic. We will be online so we should all be safe, but I hope you all be careful out there. Let me know if you test positive for the disease and we can work out how you can continue in the class.

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.

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, 2019

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 1940-2016. 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:<https://www.valdosta.edu/academics/library/>

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 Serena Taylor 229 333-7082. Or email her at smshirle@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. You have to do 8 others of the regular reading logs. 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. January 11-17: 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 18-22

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 phone and visit online—make initial contact and get appointment. If you don’t know of an archives in your area, go to

<https://www.georgiaarchives.org/ghrac/directory> to search by county for historical organizations. Choose the bigger ones.

Week 3. January 25-29

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 1-5

Assignment, Due Feb 7, Adopted Archives Description

Topic: Selection and Appraisal pt 2 Readings:

E-Reserves-read at least 3

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 8-12 Preservation pt 1 Readings:

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

Week 6. February 15-19

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.

Preservation pt 2 Readings:

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

Week 7. February 22-25

Preservation and Disaster Planning pt. 1

Readings:

E-Reserves: read at least 3

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. Look in Odum Library’s discover tab and search by title and see that this is an ebook we have access to.

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

Look over Disaster Plan materials

Assignment, begin work with Adopted Archives on Vulnerability Assessment or begin your short disaster paper.

Week 8. March 1-5

March 4 is midterm and very close to the last time you can drop the class with a W.

Preservation and Disaster Planning pt 2

Readings:

E-Reserves: Look at NEDC, and read all three

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/preservationleaflets/overview>: do the sections on 3.1; 3.2; 3.3; 3.4; 3.6; 3.7; and 3.8

Week 9. March 8-12

Assignment: Adopted Archives Vulnerability Assessment or paper due March 8

Arrangement and Description pt 1

Readings: read all E-Reserves:

Roe, Kathleen *Arranging and Describing Archives and Manuscripts* SAA 2005, pp 45-98

Roe, Kathleen "Appendix D: Finding Aids for Sample Records,"

Hackbard-Dean, *Collections that Grow*, p 105-120 (see Readings in week 9 for link to article)

March 16-19 Spring break—Yahoo—don't do anything fun if you haven't had a vaccine

Week 10. March 22-26

The Practice of Arrangement and Description

Readings:

Textbook

Miesner *Archival Arrangement and Description* chapters 1-4

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 29-April 2

Arrangement and Description pt 2

Readings: Textbook:

Miesner *Archival Arrangement and Description* C5- end, skim as needed through appendices.

E-reserves:

J. Gordon Daines, III, Processing Digital Records and Manuscripts, Archival Arrangement and Description, Prom and Fruciano. SAA 2013 pp 90-128

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

Assignment: Arrangement and Description Exercise Due April 5

Week 12. April 5-9

Arrangement and Description, with a twist Readings:
E-Reserves or Links under Reading for the Week

Read all

***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/ChapterEightProm.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 12-16

Outreach and Reference:

Readings:

E-Reserves: read 4 including Money Talk

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, p5876

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 19-23

Online Presence and Displays, and Digital Preservation

Readings:

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 26-30

Law and Ethics

Readings: **Do this reading early in the week as the required reading log is due April 29, before the end of the week to give you extra time for your final papers.**

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 April 29-short week : each student responding to a case study online, length of 1-2 pages.

Finals May 4-7

Final papers due May 4, 2020, Good Luck and please fill out evaluations.

After class:

Check out if you get a chance.

Management—Extra Section cut because of Spring break. You may read through if you want. And the module is on the content page with a narrated PowerPoint. In the reading, I especially recommend the Joyce Chapman link to Facebook on Return on Investment. It's a quick read of a PowerPoint. I recommend this over the rest of the content, but look through the module if you want info on management or grant writing. I'm sorry I had to cut this, but my previous class thought the required reading log on ethics was too close to the final paper. This class was previously designed for Fall, with only two day fall break so I had time and didn't want to cut this completely, so take a look.

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>

Assignments:

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

Four 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 required 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 **online**, meet the Archivist **on the phone** 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 **online** 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? You will get to know this archives through their web presence, so spend a lot of time on their website and follow all the links and look for their finding aids and digital content. Do not choose a very small archives without a real web presence. In other semesters this would be ok, but not this semester. Stay away from small historical societies and go for bigger archives. Write this up as a narrative. I want to see this place (you may use pictures or screen shots) and know this Archivist from your writing. While online please note any policy statements: mission and collection development, usage policy, and any forms like deed of gift, accession, processing, etc. that they have put online--or ask the archivist to email you some. But these are for later, just to save you a call. 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, email the archives the syllabus, so they can say if they are OK with the optional Vulnerability Assessment if you are interested in doing it.)

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 screen shots, but screen shots 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 found online or got emailed 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.)

Adopted Archives Preservation Vulnerability Assessment or Archives Paper- 10%

Option one: Call your adopted Archives, and with the help of the staff, interview them about the "Vulnerability Assessment" and write up the findings. This is the first step of a disaster plan. Length determined by instrument, but if the narrative is done well, it should only be about three pages.

Option two if your archives is not comfortable with the assessment: pick a library or archives disaster, such as Tulane with Hurricane Katrina or the 1986 Los Angeles Central Library fire (a good starting place is the Library Book by Susan Orlean) or you can choose any disaster you can find coverage of, from the Great Library at Alexandria to a small library flood written up in library literature. Describe this disaster, the recovery (or lack of one) and lessons learned in a short paper of three to five pages.

Arrangement and Description Exercise:-- 10%

Scanned pieces of a collection will be put on BLazeview 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 Blazeview. 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 "Assessments" in the top tab and click on "assignments", then "Final Paper" to see a complete discussion of this assignment: write a research Paper from 10-12 pages 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. This will be hard to do this semester as most archives may not take interns or volunteers, or might not even be open to the public, during this time. This is an option, but is probably not possible for most of you. Generally it is a great opportunity to get to know the profession and network.

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.

Note: in this time of Covid it is probably that some of you might get the disease at some point in the semester. I will work with you and it is possible for you to get an incomplete if it comes late in the semester. I will need to see your Covid test results, however.

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) You will need to be able to play audio or video for this class, mostly off of youtube
- (6) check discussion groups as needed; and
- (7) 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.

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*.

****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

VSU reference librarians are responsible for coordinating library services for off-campus VSU students. For assistance please contact the Reference desk at 229 333-7149. You may also chat or contact them at <https://www.valdosta.edu/academics/library/>. 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, in phone nos:

229-245-2498 (V/VP)

229-219-1348 (TTY)

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