

LIS 643 (Archives and Manuscripts Management) Syllabus, Fall 2016

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Course Description

This course is designed to cover the servicing, management and care of manuscript and archival material.

Attention will also be given to arrangement and description, and ethical concerns around stewardship.

Prerequisite: LIS 602 or consent of instructor.

Course Objective

Students will become familiar with core archival principles, theories and practices. These include acquisition, arrangement and description, access and outreach, and preservation. The course discusses the importance of archives in the management of knowledge for society and organizations.

Grading Rubric

Nearly all of the assignments will be group projects. Groups will be assigned within the first week of class. Everyone in the group will receive the same grade and all of the assignments will build on each other for an interactive learning experience. The final project—due from every student—is a 5-7 page paper integrating and analyzing all of the learned elements. Students will also be graded on participation, which includes the comment board and weekly readings.

All papers and assignments will be evaluated for organization, clarity and writing appropriate for ***graduate-level work***. Papers should be proofed for spelling, grammar, and presentation and follow The Chicago Manual of Style. Up to 10 points may be automatically deducted for work that fails to meet this standard. Late submissions will receive a reduction of a half letter grade per day after the due date.

Grading Scale

[90 points – 100 points] = A (Exceptional Achievement)

[80 points – 89 points] = B (High Achievement)

[70 points – 79 points] = C (Average Achievement)

[0 – 69 points] = F (Failing)

Assignments will be due on Fridays by 5:00 p.m., without exception. Given that everyone will be working in a group, name a point person to turn in the assignments. Papers should be submitted in one of the following file formats: .doc, .docx

Group 1 (Appraisal, arrangement & description): This group will create a processing plan for a small manuscript collection. Group will then write a three-page white paper* explaining why they chose to arrange and describe the collection as they did and **use current literature**** to make their arguments.

Group 2 (Preservation): This group will decide how to preserve the collection and make a series of recommendations taking into account the collection's format and needs over time. This group will write a three-page white paper explaining the process and current trends or issues with the procedures. Group must also explain their workflow and quality control process. Discuss pros and cons.

Group 3 (Reference and Access): This group will write a three-page white paper discussing different ways the collection could be accessed (or not) or used in a reference capacity, comparing it with similar collections and using rationale from current literature. Discuss pros and cons.

Group 4 (Outreach): This group will create a proposal for archival advocacy that would center on the collection's importance to the community, and develop three prototypical users to whom you would make your pitch. The three-page white paper should explain the course of action and link it to current professional trends.

Group 5 (Legal Issues/Ethics): This group will analyze potential ethical, legal or physical issues related to the collection. Write a three-page white paper that briefly describes a SWOT (strengths, weaknesses, opportunities and threats) analysis of the in-class collection, and steps the repository could take could avoid any threats and how to utilize strengths.

** A white paper explains the results, conclusions, or construction resulting from some organized committee or effort. In academia, a white paper will usually advocate a certain position or solution.*

***Current literature refers to scholarly literature, the likes of which can be found in such peer-reviewed or open-access journals as American Archivist, Provenance, Archivaria, Archival Issues, Collections: A Journal for Museum and Archives Professionals, The Reading Room, etc. You are not limited to these, but these are the types of resources you should use when stating your case in white papers and Assignment 2. If you are having trouble finding appropriate literature, please contact me.*

Assignment #1: Create a biog/hist note, scope and content note, and at least three subject headings for the We Think Alone collection. Use Chicago Manual of Style and Library of Congress authorities formatting. This can be revised for up to **four** extra credit points.

Assignment #2: Final 5-7 page paper comparing and contrasting the in-class collection with a collection from the repository of your choice. Describe ways in which in-class suggestions and practices may differ or be the same from the other repository. Draw on findings from group work and current literature.

Percentage of final grade

Assignment 1: 20%

White Papers: 25%

Assignment 2: 40%

Participation: 15% (participation grade includes the "in-class" exercises)

Course Policies

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at: <http://ci.uky.edu/lis/sites/default/files/policies.pdf>.

Logistics

Class will be recorded, podcast-style, and include slides or handouts. Students should begin their weekly readings on Monday, the lectures will be posted Wednesday, and all comments about both should be posted on the discussion board by that Friday. This does not mean that you can only post on Fridays, however. You may post to the board all week, but everything relevant to that week's lecture and discussion should be up by Friday.

Schedule

Week	Topic	Reading	Assignment
Week 1 - Aug. 24	Introduction: Housekeeping		Discussion board: One sentence on why you're interested in this course.
Week 2 - Aug. 29	History and Theory, What is an archives?	<ul style="list-style-type: none"> ● Derrida, "Archive Fever" p. 9-11 ● Harris, South African archives ● PolitiWoop/Twitter 	Group 1 begins assignment (discuss with instructor)
Week 3 - Sept. 5	Collection Development: Appraisal, Acquisition	<ul style="list-style-type: none"> ● Huskamp Peterson, "The Gift and the Deed" ● Harvard/Chicago articles ● Iraqi Jewish artifacts articles ● Ransom Center, "Final Destination" ● Letters to the Unabomber 	
Week 4 - Sept. 12	Arrangement & Description, finding aids	<ul style="list-style-type: none"> ● Boles, "Disrespecting original order" ● Roe, "Arranging & Describing" ● Greene & Meissner, "More Product, Less Process" ● SAA's DACS workbook 	in-class exercises (Lincoln School)
Week 5 - Sept. 19	Arrangement & Description, finding aids	<ul style="list-style-type: none"> ● Paterson, Indexing slave names ● LCSH SlideShare ● Berman, Holocaust ● Caswell, Classifying Khmer Rouge 	<ul style="list-style-type: none"> ● in-class exercises (Lincoln School) ● Group 1 assignment due
Week 6 - Sept. 26	Preservation	<ul style="list-style-type: none"> ● "Deadhead" ● Sound preservation, Chopin archives ● ARL YouTube video ● Library of Congress website 	Assignment #1 due
Week 7 - Oct. 3	Reference/Access	<ul style="list-style-type: none"> ● Yakel, Archival reference ● Digital Divide ● Conway, Users and methodology 	
Week 8 - Oct. 10	Threats	<ul style="list-style-type: none"> ● Israel, "Can You Ever 	Group 2 Assignment due

		<ul style="list-style-type: none"> ● Forgive Me?" ● Boston Public Library article ● Dark Data article ● Saving Antiquities for Everyone website ● "Supreme Paper Caper," New Yorker 	
Week 9 - Oct. 17	Advocacy/Outreach	<ul style="list-style-type: none"> ● Chute, "Selling the college & university archives" ● University of Arizona case study ● PhillyHistory case study 	
Week 10 - Oct. 24	Legal/Ethics	<ul style="list-style-type: none"> ● Boston College IRA oral history project articles ● Blee, Ku Klux Klan oral histories ● Human Rights Archives resources 	Group 3 assignment due
Week 11 – Oct. 31	Privacy	<ul style="list-style-type: none"> ● Hodson, Privacy and Archives ● Radical Reference anti-surveillance zine ● Larry Rivers-related articles 	Group 4 Assignment due
Week 12 - Nov. 7	Born-digital materials	<ul style="list-style-type: none"> ● Caswell and cellphone records ● Salman Rushdie archives articles ● Digital Library Federation Forum 	Group 5 Assignment due *If you have time, livestream the DLF Forum. Lots of great discussions on stewardship of born-digital materials.
Week 13 - Nov. 14	"Different archives"	see links below	Discussion board: Tell me what type of archives you'd be interested in working for. Are there skills you need that you don't have?
Week 14	Thanksgiving break		
Week 15 - Nov. 28	Jobs	<ul style="list-style-type: none"> ● In the Library with the Lead Pipe, "Soliciting Performance" ● Cultural Fit, NY Times 	Assignment #2 due
Week 16 - Dec. 5	Wrap up		Taking your questions!

Week 2:

PolitiWoops shutdown (Reuters) <http://blogs.reuters.com/talesfromthetrail/2015/06/05/twitter-draws-fire-for-politwoops-shutdown/>

Week 3:

Greener collection/Harvard (Chicago Tribune) http://articles.chicagotribune.com/2013-10-17/news/ct-met-richard-greener-artifacts-20131017_1_documents-harvard-university-howard-university

Greener collection/Harvard (Boston magazine)

<http://www.bostonmagazine.com/news/blog/2013/10/16/richard-t-greener-harvard-diploma-chicago-man-threatens-to-burn/>

US Archivist saves Iraqi Jewish artifacts (BBC) <http://www.bbc.co.uk/news/magazine-24830078>

Who Owns Iraqi Jewish Archives? (Capital Public Radio, Sacramento State University)

<http://www.capradio.org/news/npr/story?storyid=242172553>

Example of gift of deed: <http://www.dartmouth.edu/~library/rauner/docs/pdf/Deed.pdf?mswitch-redirect=classic>

Example of accession form:

<http://www.loc.gov/rr/print/tp/Accession%20Form%20Samples.pdf>

Week 4:

DACS: <http://www2.archivists.org/groups/technical-subcommittee-on-describing-archives-a-content-standard-dacs/dacs>

Week 5:

Library of Congress Subject Heading SlideShare <http://www.slideshare.net/roycekitts/library-of-congress-subject-headings>

Week 6:

ARL preservation YouTube video:

<https://www.youtube.com/watch?v=MEHBUkvSjOw>

Northeast Document Conservation Center Bibliography:

<https://www.nedcc.org/free-resources/preservation-leaflets/3.-emergency-management/3.5-emergency-management-bibliography>

Dangers of nitrate:

<http://www.amianet.org/groups/committees/nitrate/documents/NitrateIGNov08.pdf>

Library of Congress Preservation standards:

<http://www.loc.gov/preservation/>

Week 7:

Digital divide (Financial Times) <http://www.ft.com/intl/cms/s/2/b75d095a-5d76-11e4-9753-00144feabdc0.html#axzz3cUzClSgw>

Week 8:

Dark Data (PBS) http://www.pbs.org/newshour/updates/search-engine-sheds-light-dark-data/?utm_source=twitter&utm_medium=pbsofficial&utm_campaign=newshour
NARA <http://www.archives.gov/research/recover/importance.html>
Methodist Archives theft (CNN) <http://www.cnn.com/2010/CRIME/03/19/fbi.methodist.archives.theft/>
Cornell University Theft Prevention Measures
<https://www.library.cornell.edu/preservation/librarypreservation/mee/management/securitymeasures.html>

Week 9:

Advocacy/outreach examples:

- NARA <http://www.archives.gov/press/press-releases/2015/nr15-03.html>
American Archives Month <http://www2.archivists.org/living-dangerously/value-of-archives>
- Conde Nast http://www.condenaststore.com/-st/Conde-Nast-Archive-Collection-Prints_c154928_.htm
- Coca-Cola <http://www.coca-colacompany.com/history/2011/04/a-virtual-walk-through-the-coke-archives.html>
- University of Kentucky Curiosities and Wonders <http://ukyarchives.blogspot.com/>

Week 10:

Boston College IRA-related articles

- Subpeonas, detailed: <http://bostoncollegesubpoena.wordpress.com/>
- SAA statement on BC oral histories:
http://files.archivists.org/advocacy/BostonCollIRAOralHist_FINAL2.pdf

UCLA Human Rights Archives list: <https://uclahumanrightsarchives.wordpress.com/resources/>

Week 11:

Overview of Privacy Act: <http://www.justice.gov/opcl/overview-privacy-act-1974-2012-edition>
http://www.ecfr.gov/cgi-bin/text-idx?SID=e4b8de8e2309dcc5d6319bd0ba9114af&node=se36.3.1202_160&rgn=div8

Privacy Act as relates to NARA: http://www.ecfr.gov/cgi-bin/text-idx?SID=e4b8de8e2309dcc5d6319bd0ba9114af&tpl=/ecfrbrowse/Title36/36cfr1202_main_02.tpl

Larry Rivers <http://www.larryriversfoundation.org/mission.html> ;
<http://www.nytimes.com/2010/07/17/arts/design/17rivers.html> ;
<http://www.nytimes.com/2010/07/08/arts/design/08rivers.html>

Rwandan genocide archives

http://www.genocidearchiverwanda.org.rw/index.php/Category:Alleged_Perpetrator_Photos

Freedom of Information Act: <http://www.archives.gov/foia/>

Week 12:

Rare Book School reading list <http://www.rarebookschool.org/reading/libraries/195/>

Occupy, Twitter & historical documentation http://mediadecoder.blogs.nytimes.com/2011/11/15/surprise-eviction-at-zuccotti-park-one-twitter-friendly-celebrity-saw-it-coming/?_r=0

Week 13:

Different types of archives:

- Corporate archives: <http://online.wsj.com/articles/SB10000872396390444327204577615862729273038>
- Coke: <http://www.coca-colacompany.com/history/get-a-glimpse-into-coke-archives-interview>

- Marie Curie papers: <http://www.csmonitor.com/Innovation/Horizons/2011/1107/Marie-Curie-Why-her-papers-are-still-radioactive>
- United Nations archives: <http://www.unhistory.org/resources/nyarchives.html>
- Hollywood Special Collections: <http://www.hollywoodreporter.com/news/batmobiles-gremlins-matrix-villains-inside-648373>
- Conde Nast: <https://artsy.net/post/editorial-conde-nasts-shawn-waldron-on-how-horst>
- CIA archives: <https://www.cia.gov/news-information/featured-story-archive/cia-museum-the-people.html>
- Miscellaneous: <http://www.gonightclubbing.com/TheArchive.htm>
- Vatican archives: <http://www.archiviosegregretovaticano.va/?lang=en>

Week 15:

“Soliciting Performance: Whiteness and Bias” (In the Library with the Lead Pipe)

<http://www.inthelibrarywiththeleadpipe.org/2015/soliciting-performance-hiding-bias-whiteness-and-librarianship/>

- <http://hacklibraryschool.com/tag/hacklibschool/>
- <https://archivesgig.wordpress.com/>
- <http://inalj.com/>
- <http://careers.archivists.org/jobs/>
- <https://docs.google.com/spreadsheet/ccc?key=0AuYsyqpmSJUHdFJOS0toVC1tTmNwTXVBM0xMdW5UR3c&usp=sharing#gid=0>
- <http://www.hrworld.com/features/30-interview-questions-111507/>
- <http://mrlibrarydude.wordpress.com/nailing-the-library-interview/>
- <https://mllearchivist.files.wordpress.com/2014/11/salariesurvey-final.pdf>

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <https://iweb.uky.edu/MSDownload/>.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

Information Technology Customer Service Center (UKIT)

<http://www.uky.edu/UKIT>

859-218-4357

Library Services

Distance Learning Services

<http://www.uky.edu/Libraries/DLLS>

Carla Cantagallo, DL Librarian

Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) Email: dllservice@email.uky.edu

DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/libpage.php?](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16)

[lweb_id=253&llib_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16)