LIS 643 (Archives and Manuscripts Management) Syllabus, Fall 2015

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Building Hours: 9:00am – 5:00pm
Drop-in Office Hours: Fridays 10:00am-3:00pm

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 interpretation of holdings in guides and catalogs for researchers' use. 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--will be a 5-7 page paper integrating and analyzing all of the learned elements. Students will also be graded on participation, which includes commenting on other groups' white papers 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 process a small University of Kentucky manuscript collection held at the Special Collections Research Center. Group will then write a 3-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 digitize the processed collection through digitization. This group will write a 3-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 3-page white paper discussing different ways the collection can be accessed 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 outreach that would publicize the collection and develop three prototypical users to whom you would market the collection and explain how you would do so. The 3-page white paper should explain 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 3-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*,* 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 and a scope and content note for the collection. Be thorough in research and use only primary sources, use Chicago Manual of Style. 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's collection. 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 a mix of synchronous and asynchronous. For those unable to make the live discussions, the class will also 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. 26	Introduction: Housekeeping		Discussion board: One sentence on why you're interested in this course.
Week 2 - Aug. 31	History and Theory, What is an archives?	- Derrida, "Archive Fever" p. 9-11 - Harris, South African archives - PolitiWoop/Twitter	Group 1 begins assignment (discuss with instructor)
Week 3 - Sept. 7	Collection Development: Appraisal, Acquisition	- 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. 14	Arrangement & Description, finding aids	- 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. 21	Arrangement & Description, finding aids	- Paterson, Indexing slave names - LCSH SlideShare - Berman, Holocaust - Caswell, Classifying Khmer Rouge	- in-class exercises (Lincoln School, cont.) - Group 1 assignment due
Week 6 - Sept. 28	Preservation	"Deadhead" - Sound preservation, Chopin archives - ARL YouTube video - Library of Congress website	Group 2 begins assignment
Week 7 - Oct. 5	Reference/Access	- Yakel, Archival reference - Digital Divide - Conway, Users and methodology	

Week 8 - Oct. 12	Threats	• Israel, "Can You Ever Forgive Me?" • Boston Public Library article • Dark Data article • Saving Antiquities for Everyone website • "Supreme Paper Caper," New Yorker	Group 2 Assignment due
Week 9 - Oct. 19	Advocacy/Outreach	• Chute, "Selling the college & university archives" • University of Arizona case study • PhillyHistory case study	Assignment #1 due
Week 10 - Oct. 26	Legal/Ethics	• Boston College IRA oral history project articles • Blee, Ku Klux Klan oral histories • Human Rights Archives resources	Group 3 assignment due
Week 11 - Nov. 2	Privacy	• Hodson, Privacy and Archives • Radical Reference anti-surveillance zine • Larry Rivers-related articles	Group 4 Assignment due
Week 12 - Nov. 9	Born-digital materials	• Caswell and cellphone records • Salman Rushdie archives articles	Group 5 Assignment due
Week 13 - Nov. 16	"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. 30	Jobs	• In the Library with the Lead Pipe, "Soliciting Performance" • Cultural Fit, NY Times	Assignment #2 due
Week 16 - Dec. 7	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-redir=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_Photographs
Freedom of Information Act: http://www.archives.gov/foia/

Week 12:
Rare Book School reading list http://www.rarebookschool.org/reading/libraries/l95/
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.archiviosegretovaticano.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/salarysurvey-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?lweb_id=253&llib_id=16