

LIS 643 (Archives and Manuscripts Management) Syllabus, Fall 2018

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Course and syllabus originally developed by Stacie Williams, University of Chicago

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 appraisal, acquisition, arrangement and description, access and outreach, and preservation. The courses discusses the importance of archives in the management of knowledge for society and organizations.

Grading Rubric

There will be two major assignments for the course, in addition to some “in-class” work. The first is a group project. 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 finding aid based on the group project. 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***. Assignments 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 points – 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 as a Microsoft Word document.

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>. If you have questions or specific issues with these policies please contact me directly.

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, Distance Learning Librarian

Local Phone: 859-257-0500, ext. 2171

Long-distance Phone: (800) 828-0439 (option #6)

Email: dllservice@email.uky.edu

Mental and Emotional Health

As your instructor it is my responsibility to help you build relevant skills and create original scholarship. In addition to these professional responsibilities, I also care about your mental and emotional health. While graduate-level work is challenging, I will not put you in a situation where you cannot succeed. If you feel you are struggling with mental or emotional health and feel comfortable speaking with me about it, please reach out to me by any means of contact at any time. If you do not feel comfortable speaking with me, please visit the UK Counseling Center website (<http://www.uky.edu/counselingcenter/>) for additional resources or contact them at 859-257-8701.

Assignment #1

Archival Op-Ed: Write a short paper opinion piece (at least 1,000 words) as an archivist responding to issues of ownership/ethical collecting. Using articles about Harvard, The Ransom Center, and the Jewish Iraqi artifacts that we read and discuss in class, (as well as other articles or new stories you find) respond to this question: **“How should archives or special collections libraries decide which collections to acquire or purchase? What ethical concerns should be addressed when archives and special collections libraries purchase collections? Why or why not?”**

Group Assignments:

Group 1 (Appraisal, arrangement & description): This group will create a processing plan for a small born digital collection (The Healing Place). 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 user personas 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.

For each of these assignments, and in addition to the white paper, you are required to list the contributions each group member made to the assignment. Be as detailed as possible, but it is not necessary to list percentages or any other indicator of time spent – the expectation is that you will all put forth equal effort.

** 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 #2: Create a finding aid, including biographical/historical note, scope and content note, and at least three subject headings for The Healing Place collection. Use [Chicago Manual of Style](#) and Library of Congress authorities formatting. You will be provided with examples of finding aids well in advance of the assignment.

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Percentage of Final Grade

Assignment 1: 15 points

White Papers: 25 points

Assignment 2: 40 points

Participation: 20 points

Logistics

This will operate as a flipped classroom. Students should begin their weekly readings on Monday, the lectures—which will be audio files, playable on any desktop media player—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 in order to receive participation credit for the week.

Schedule

Week	Topic	Reading	Assignment
Week 1 – August 22	Introduction to the Course, Housekeeping		Discussion board: Introduce yourself and tell us why you are interested in this course.
Week 2 – August 29	History and Theory: What is an archive? What is the profession?	<ul style="list-style-type: none">- SAA Definition- Leavitt- Politico article- PolitiWoops/Twitter	Group 1 begins assignment (Discuss with instructor)
Week 3 – Sept. 5	Collection Development: Appraisal, Acquisition	<ul style="list-style-type: none">- Peterson Article- Greener/Harvard articles- Iraqi/Jewish Artifacts articles- Form examples- Ransom Center "Final Destination"	

Week 4 – Sept. 12	Arrangement & Description, Finding Aids	- "MPLP", Greene & Meissner - "Original Order", Boles - "Arranging & Describing", Roe - DACS	
Week 5 – Sept. 19	Arrangement & Description, Finding Aids	- "Slave Names", Paterson - "Holocaust", Berman - "Khmer Rouge", Caswell - LCSH Slideshare	Group 1 Assignment due
Week 6 – Sept. 26	Preservation, Storage	- "Deadhead", New Yorker - "Cobweb", New Yorker - NARA Resources	
Week 7 – Oct. 3	Reference, Access	- "Reference Services", Yakel - Digital Divide - NADI website - "Modes of Seeing", Conway	Assignment #1 Due
Week 8 – Oct. 10	Threats	- Lee Israel article, NPR - "American Animals", Lexington Herald Leader - "Supreme Paper Caper" - The New Yorker - Boston Library article	Group 2 Assignment due
Week 9 – Oct. 17	Advocacy/Outreach	- "Selling the College and University Archives", Chute - Emory University – Bobby Jones Exhibit case study - PhillyHistory - Teach Archives	
Week 10 – Oct. 24	Legal/Ethics	- "Empathy, Evidence, and Ethics", Blee - Boston College IRA oral history project articles - Human Rights archives	Group 3 Assignment due
Week 11 – Oct. 31	Privacy	- "Archives on the Web" – Hodson - Privacy Act readings - Larry Rivers - Rwandan Genocide -FOIA	Group 4 Assignment due
Week 12 – Nov. 7	Born-Digital Materials	- "Instant Documentaion" – Caswell	Group 5 Assignment due

		- Occupy, Twitter - Rare Book School list - Web Archiving	
Week 13 – Nov. 14	"Different Archives"	See Links below	Discussion Board: What type of archives might you be interested in working in, or learning more about? What skills or experience are you lacking in order to make this happen?
Week 14 – Nov 21	No Class – Thanksgiving Break		
Week 15 – Nov. 28	Jobs	- "Soliciting Performance" - Advice from Archivists - Job resources online	Assignment #2 due
Week 16 – Dec. 5	Wrap-up		Taking your questions!

Readings List

Week 2:

- "What are Archives?" – Society of American Archivists - <https://www2.archivists.org/about-archives>
- "What are Archives?" – Arthur Leavitt – (PDF in Readings Folder)
- PolitiWhoops/Twitter - <http://blogs.reuters.com/talesfromthetrail/2015/06/05/twitter-draws-fire-for-politwoops-shutdown/>
- "Meet the guys who tape Trump's papers back together" - <https://www.politico.com/story/2018/06/10/trump-papers-filing-system-635164>

Week 3:

- "The Gift and the Deed" – Tracy Huskamp Peterson – (PDF in Readings Folder)
- Greener collection/Harvard (Chicago Tribune) http://articles.chicagotribune.com/2013-10-17/news/ct-metricrichard-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-manthreatens-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>
- Final Destination – Ransom Center - <https://www.newyorker.com/magazine/2007/06/11/final-destination>
- Example of deed of gift: <http://www.dartmouth.edu/~library/rauner/docs/pdf/Deed.pdf?mswitchredir=classic>
- Example of accession form: <http://www.loc.gov/rr/print/tp/Accession%20Form%20Samples.pdf>

Week 4:

- “More Product, Less Process” – Dennis Meissner and Mark Greene – (PDF in Readings Folder)
- “Arranging & Describing” – Kathleen Roe – (PDF in Readings Folder)
- “Disrespecting Original Order” – Frank Boles – (PDF in Readings Folder)
- “Describing Archives: A Content Standard (DACS)” – SAA - <https://www2.archivists.org/standards/DACS>

Week 5:

- “A Perspective on Indexing Slave Names” – David Paterson (PDF in Readings Folder)
- “From the Depths: Recovering Original Documentation from the Kovno Ghetto” – Elizabeth Berman – (PDF in Readings Folder)
- “Using classification to convict the Khmer Rouge” – Michelle Caswell – (PDF in Readings Folder)
- Library of Congress Subject Headings Slideshare - <https://www.slideshare.net/roycekitts/library-of-congress-subject-headings>

Week 6:

- “Deadhead” – The New Yorker - <https://www.newyorker.com/magazine/2012/11/26/deadhead>
- “The Cobweb” – The New Yorker - <https://www.newyorker.com/magazine/2015/01/26/cobweb>
- Archival Facilities – National Archives (PDF in Readings Folder)
- Housing – National Archives - <https://www.archives.gov/preservation/environmental-control>
- Environmental Control – National Archives - <https://www.archives.gov/preservation/environmental-control>

Week 7:

- “Thinking inside and outside the Boxes: Archival Reference Services at the Turn of the Century” – Elizabeth Yakel – (PDF in Readings Folder)
- “Mapping the Digital Divide” – Council of Economic Advisers, Obama White House (PDF in Readings Folder)
- National Digital Inclusion Alliance website - <https://www.digitalinclusion.org/>
- “Modes of Seeing: Digitized Photographic Archives and the Experienced User” – Lee Conway – (PDF in Readings Folder)

Week 8

- "How a Successful Biographer Became a Forger" – NPR - <https://www.npr.org/templates/story/story.php?storyId=94461486>
- "The true story of 'American Animals:' Coverage of the Transylvania rare-book heist" – Lexington Herald-Leader - <https://www.kentucky.com/news/local/crime/article212180224.html>
- Saving Antiquities for Everyone website - <http://savingantiquities.org/>
- "The Supreme Paper Caper" – The New Yorker - <https://www.newyorker.com/magazine/2014/12/01/great-paper-caper>
- "Three Stolen Ancient Books and Manuscripts Returned to Italy by Boston Library" – Rare Book Hub - <http://www.rarebookhub.com/articles/2233>

Week 9

- "Selling the College and University Archives: Current Outreach Perspectives" – Tamar G. Chute – (PDF in Readings Folder)
- Teach Archives – www.teacharchives.org
- Emory University – Bobby Jones Exhibit/Outreach:
 - o <http://web.library.emory.edu/exhibitions/bobby-jones-the-game-of-life.html>
 - o <http://emorybobbyjones.tumblr.com/>
- PhillyHistory - <https://www.phillyhistory.org/PhotoArchive/Home.aspx>

Week 10

- "Evidence, Empathy, and Ethics: Lessons from Oral Histories of the Klan" – Kathleen M. Blee – (PDF in Readings Folder)
- Boston College IRA Oral History projects
 - o Subpoenas, detailed: <https://bostoncollegesubpoena.wordpress.com/>
 - o SAA Statement: http://files.archivists.org/advocacy/BostonCollIRAOralHist_FINAL2.pdf
- UCLA Human Rights Archives list: <https://uclahumanrightsarchives.wordpress.com/resources/>

Week 11

- "Archives on the Web: Unlocking Collections while Safeguarding Privacy" – Sara Hodson, <http://firstmonday.org/ojs/index.php/fm/article/view/1389/1307>
- Overview of Privacy Act: <http://www.justice.gov/opcl/overview-privacy-act-1974-2012-edition>
- http://www.ecfr.gov/cgi-bin/textidx?SID=e4b8de8e2309dcc5d6319bdobag9114af&node=se36.3.1202_160&rgn=div8

- Privacy Act as relates to NARA: http://www.ecfr.gov/cgi-bin/textidx?SID=e4b8de8e2309dcc5d6319bdoba9114af&tpl=/ecfrbrowse/Title36/36cfr1202_main_02.tpl
- Larry Rivers: <http://www.larryriversfoundation.org/mission.html>
 - o <http://www.nytimes.com/2010/07/17/arts/design/17rivers.html> ;
 - o <http://www.nytimes.com/2010/07/08/arts/design/08rivers.html>
- Rwandan genocide archives: http://www.genocidearchiverwanda.org.rw/index.php/Category:Alleged_Perpetrator_Phographs
- Freedom of Information Act: <http://www.archives.gov/foia/>

Week 12

- "Instant Documentation: Cell-Phone-Generated Records in the Archives" – Michelle Caswell – (PDF in Readings Folder)
- Rare Book School reading list: <http://www.rarebookschool.org/reading/libraries/195/>
- Occupy, Twitter & Historical documentation: http://mediadecoder.blogs.nytimes.com/2011/11/15/surpriseeviction-at-zuccotti-park-one-twitter-friendly-celebrity-saw-it-coming/?_r=0
- Planned Obsolescence: <http://www.plannedobsolescence.net/sustainability>
- Web Archiving and Mainstreaming Special Collections: <https://blogs.loc.gov/thesignal/2012/06/webarchiving-and-mainstreaming-special-collections-the-case-of-the-latin-american-government-documentsarchive/>

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-CurieWhy-her-papers-are-still-radioactive>
- United Nations archives: <http://www.unhistory.org/resources/nyarchives.html>
- Hollywood Special Collections: <http://www.hollywoodreporter.com/news/batmobiles-gremlinsmatrix-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-thepeople.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-andlibrarianship/>
- WArS/SAA 2017 Salary Survey: <https://www2.archivists.org/sites/all/files/WArS-SAA-Salary-SurveyReport.pdf>
- "Advice for the New Archivist": <http://www.krauselabs.net/advice-for-the-new-archivist-veterans-in-the-field-explain-how-to-survive/>
- Job Resources:
 - o <http://hacklibraryschool.com/tag/hacklibschool/>
 - o <https://archivesgig.wordpress.com/>
 - o <http://inalj.com/>
 - o <http://careers.archivists.org/jobs/>
 - o <http://www.hrworld.com/features/30-interview-questions-111507/>
 - o <http://mrlibrarydude.wordpress.com/nailing-the-library-interview/>
 - o <https://mllearnivist.files.wordpress.com/2014/11/salariesurvey-final.pdf>