LIS 643 (Archives and Manuscripts Management) Syllabus, Spring 2022

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Course Description

This course is designed to introduce library and information science professionals to the field of archival studies, including, but not limited to, collecting, processing, curating, preserving, sharing, accessing and digitizing items of cultural, social, or material value. It also focuses on ethical concerns and archival theory to help students better understand the world of archives and special collections libraries. 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.

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. For information on academic offenses (cheating and plagiarism), please see the Faculty Senate page on Academic Offenses Rules for Undergraduate and Graduate Students.

Diversity, Inclusivity, and Inclusion

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (https://www.uky.edu/regs/gr14). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a

course, they are encouraged to speak with the instructor of record and/or the [Office of Institutional Equity and Equal Opportunity](#). Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

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.

Grading Rubric

This course is composed of five major components: three individual assignments, one group assignment, and participation (composed of discussion responses and weekly readings). Details on assignment grading, instructions, and additional information can be found in Canvas.

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. Late submissions will receive a reduction of a half letter grade per day after the due date.

Percentage of Final Grade

Assignment 1: 20 points

Assignment 2: 25 points

Assignment 3: 30 points

Participation: 25 points

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)

Assignment #1: Building Collections (due by midnight, 2/13) 4-5 pages (double-spaced)

Based on our readings up to this point on archival history/theory, collection development, and acquisitions, answer these questions: **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? Should there be uniform, universal rules for how institutions build collections?**

Assignment #2: Exhibit/Outreach Project (due by midnight, 3/27)

You will be assigned a digital collection from ExploreUK and must create an exhibit featuring at least 10 images, documents, or artifacts and design an exhibit for display at an archival institution. Assignments must include captions, exhibit narrative, outreach plan, and at least one teaching activity that coincides with the collection.

Assignment #3: Archival Challenges (due by midnight, 5/1), 8-10 pages (double-spaced)

You are an archivist preparing to give a report to the leadership council of the nation's biggest archival professional organization. Using the readings, conversations, and discussion responses throughout this

semester answer this prompt: **What is the biggest challenge facing the archival field? Based on this challenge, issue, or problem, how should archivists work to meet it? How do you see it influencing the future of the field? What technology, strategies, or processes should institutions or repositories employ in order to thrive in the face of this challenge?**

Discussion Responses: (13) throughout the Semester

Your discussion responses are the main form of participation for this course. For each discussion prompt, the instructor will briefly discuss the issues brought up in that week's readings. Discussion responses must be substantial, based in the topic of that week's reading, and show a deep understanding of the topic presented in order to obtain complete credit. Responses are due by midnight of the following Sunday. (Example: For the week of January 10th, your discussion response is due by midnight on January 16th).

Schedule/Readings

Week 1 (1/10): Introduction to the Course/Housekeeping

- No readings
- **Answer Discussion #1 on Canvas**

Week 2 (1/17): History and Theory of Archives and Archival Practice

- "What are Archives?" – Society of American Archivists - https://www2.archivists.org/about-archives
- "What are Archives?" – Arthur Leavitt – (PDF in Readings Folder)
- "The 'Archive' is not an Archives" – Michelle Caswell (PDF in Readings Folder)
- **Answer Discussion #2 on Canvas**

Week 3 (1/24): Collection Development: Appraisal and Acquisition

- **Conversation with Ruth Bryan, University Archivist, University of Kentucky** (recording in Conversations folder)
- "The Gift and the Deed" – Tracy Huskamp Peterson (PDF in Readings Folder)
- Greener collection/Harvard (Chicago Tribune) https://search-proquest-com.ezproxy.uky.edu/docview/1442363534/FA3374694A694AA7PQ/1?accountid=11836
- Greener collection/Harvard – (Boston Magazine) https://www.bostonmagazine.com/news/2013/10/16/richard-t-greener-harvard-diploma-chicago-man-threatens-to-burn/
- **Answer Discussion #3 on Canvas**

Week 4 (1/31): Collection Development: Building Collections

- 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
- **Answer Discussion #4 on Canvas**

Week 5 (2/7): Assignment #1

- **Assignment #1 Due by midnight on February 13th**

Week 6 (2/14): Introduction to Arrangement and Description

- "More Product, Less Process" – Dennis Meissner and Mark Greene – (PDF in Readings Folder)
- "Disrespecting Original Order" – Frank Boles – (PDF in Readings Folder)
- Finding Aid examples:
  o **https://exploreuk.uky.edu/fa/findingaid/?id=xt72jm23br0c**
  o **https://norman.hrc.utexas.edu/fasearch/findingAid.cfm?eadid=00541&kw=david%20foster%20wallace**
  o **https://findingaids.library.emory.edu/documents/walker1061/?keywords=alice+walker**
- **Answer Discussion #5 on Canvas**

Week 7 (2/21): Arrangement and Description

- **Conversation with Megan Mummey, Assistant Director for Collections, University of Kentucky** (recording in Conversations folder)
- "Arranging & Describing" – Kathleen Roe – (PDF in Readings Folder)
- "Describing Archives: A Content Standard (DACS)" – SAA -
  https://www2.archivists.org/standards/DACS
- **Answer Discussion #6 on Canvas**

Week 8 (2/28): Preservation and Storage

- "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 Adaptation to Climate Change" – Eira Tansey (PDF in Readings folder)
- **Answer Discussion #7 on Canvas**

<u>Week 9 (3/7): Reference and Access</u>

- **Conversation with Daniel Weddington, former Research Services Archivist, University of Kentucky** (recording in Conversations folder)
- "Why Archives?" – Kathleen Roe (PDF in Readings folder)
- "Thinking inside and outside the Boxes: Archival Reference Service at the Turn of the Century" – Elizabeth Yakel (PDF in Readings folder)
- **Answer Discussion #8 on Canvas**

<u>Week 10 (3/14): Education, Exhibits, and Outreach</u>

- **Conversation with Matt Strandmark, Education Archivist, University of Kentucky** (recording in Conversations folder)
- Teach Archives – www.teacharchives.org
- The Teaching with Primary Sources Collective - **http://rbms.info/tpscollective**
- Emory University – Bobby Jones Exhibit/Outreach:
    o **https://libraries.emory.edu/exhibits/bobby-jones-the-game-of-life.html**
    o http://emorybobbyjones.tumblr.com/
- **Answer Discussion #9 on Canvas**

<u>Week 11 (3/21): Assignment #2</u>

- **Assignment #2 due on Canvas by midnight, 3/27**

<u>Week 12 (3/28): Threats and Risks</u>

- "How a Successful Biographer Became a Forger" – NPR - https://www.npr.org/templates/story/story.php?storyId=94461486
- The Real-Life Heist Caper behind *American Animals* - **https://www.vulture.com/2018/06/the-real-life-heist-caper-behind-american-animals.html**
- "The Supreme Paper Caper" – The New Yorker - https://www.newyorker.com/magazine/2014/12/01/great-paper-caper
- **Answer Discussion #10 on Canvas**

<u>Week 13 (4/4): Legal, Ethics, and Privacy</u>

- "Archives on the Web: Unlocking Collections while Safeguarding Privacy" – Sara Hodson, http://firstmonday.org/ojs/index.php/fm/article/view/1389/1307

- "Evidence, Empathy, and Ethics: Lessons from Oral Histories of the Klan" – Kathleen M. Blee – (PDF in Readings Folder)
- **Answer Discussion #11 on Canvas**

Week 14 (4/11): Technology and Digitization

- **Conversation with Sarah Dorpinghaus, Director of Digital Services, University of Kentucky** (recording in Conversations folder)
- "Instant Documentation: Cell-Phone-Generated Records in the Archives" – Michelle Caswell – (PDF in Readings Folder)
- Web Archiving and Mainstreaming Special Collections: **https://blogs.loc.gov/thesignal/2012/06/web-archiving-and-mainstreaming-special-collections-the-case-of-the-latin-american-government-documents-archive/**
- **Answer Discussion #12 on Canvas**

Week 15 (4/18): Different Types of Archives

- Corporate archives: http://online.wsj.com/articles/SB10000872396390444327204577615862729273038
- Coca-Cola: **https://www.dailymail.co.uk/news/article-5148641/Inside-Coca-Colas-secret-archive.html**
- Marie Curie papers: https://www.csmonitor.com/Technology/Horizons/2011/1107/Marie-Curie-Why-her-papers-are-still-radioactive
- United Nations archives: **https://archives.un.org/**
- Hollywood Special Collections: http://www.hollywoodreporter.com/news/batmobiles-gremlinsmatrix-villains-inside-648373
- Conde Nast: **https://www.artsy.net/article/editorial-conde-nasts-shawn-waldron-on-how-horst**
- CIA archives: https://www.wired.com/2017/01/ufos-psychics-spies-cia-just-put-12m-pages-files-online-start/
- Miscellaneous: **https://www.gonightclubbing.com/**
- Vatican archives: http://www.archiviosegretovaticano.va/?lang=en
- **Answer Discussion #13 on Canvas (Response worth 1 point)**

Week 16 (4/25): Jobs/Wrap-up

- **Assignment #3 due by midnight, 5/1**

PLEASE NOTE – THIS SYLLABUS IS SUBJECT TO CHANGE