LIS 643 (Archives and Manuscripts Management) Syllabus, Fall 2017

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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
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 – 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, however, I will *also* accept Google documents this year.

Assignment #1
Group 1 (Appraisal, arrangement & description): This group will create a processing plan for a small born-digital collection (We Think Alone). 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.

* 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 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.

Percentage of final grade
> Assignment 1: 20 points
> White Papers: 25 points
> Assignment 2: 40 points
> Participation: 15 points (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
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 - Aug. 23	Introduction: Housekeeping		Discussion board: Introduce yourself, tell us why you're interested in this course.
Week 2 - Aug. 28	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. 4	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. 11	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. 18	Arrangement & Description, finding aids	● Paterson, Indexing slave names ● LCSH SlideShare ● Berman, Holocaust ● Caswell, Classifying Khmer Rouge	● in-class exercises (Lincoln School) ● Group 1 assignment due
Week 6 - Sept. 25	Preservation	● "Deadhead" ● Sound preservation, Chopin archives ● ARL YouTube video ● Library of Congress website	
Week 7 - Oct. 2	Reference/Access	● Yakel, Archival reference ● Digital Divide ● National Digital Inclusion	Assignment #1 due

		- Alliance - Conway, Users and methodology	
Week 8 - Oct. 9	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. 16	Advocacy/Outreach	- Chute, "Selling the college & university archives" - University of Arizona case study - PhillyHistory case study	
Week 10 - Oct. 23	Legal/Ethics	- Boston College IRA oral history project articles - Blee, Ku Klux Klan oral histories - Human Rights Archives resources	Group 3 assignment due *If you have time, livestream the DLF Forum. Lots of great discussions on stewardship of born-digital materials for later discussion.*
Week 11 – Oct. 30	Privacy	- Hodson, Privacy and Archives - Radical Reference anti-surveillance zine - Larry Rivers-related articles	Group 4 Assignment due
Week 12 - Nov. 6	Born-digital materials	- Caswell and cellphone records - Salman Rushdie archives articles - Planned Obsolescence - Web Archiving and Mainstreaming Special Collections	Group 5 Assignment due
Week 13 - Nov. 13	"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. 27	Jobs	In the Library with the Lead Pipe, "Soliciting	Assignment #2 due

		Performance" ● Cultural Fit, NY Times ● WArS/SAA salary survey	
Week 16 - Dec. 4	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
National Digital Inclusion Alliance Cleveland/AT&T report
https://digitalinclusion.org/blog/2017/03/10/atts-digital-redlining-of-cleveland/

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

Planned Obsolescence http://www.plannedobsolescence.net/sustainability

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/

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/

WArS/SAA 2017 Salary Survey https://www2.archivists.org/sites/all/files/WArS-SAA-Salary-Survey-Report.pdf
- 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