LIS 653: Seminar on Archival Management

Instructor: Dr. Andrew Wertheimer

Contact Information:
003G Hamilton Library, 2550 McCarthy Mall, Honolulu HI 96822

TEL: 808.956.5812  FAX: 808.956.9564

e-mail: wertheim@hawaii.edu
Please write LIS 653 in the subject line.

Course Portal: http://www2.hawaii.edu/~wertheim/653F10.html

Office Hours:
- Tuesdays 4:00-5:00 PM
- Thursdays 1:00-3:00 PM
- Or by appointment. Please check:
  http://www2.hawaii.edu/~wertheim/OfficeHours.html

Class Time: Tuesdays: 1:00 PM - 3:40 PM

Classroom: Hamilton Library 3F

Course Catalog Description:

LIS 653 Seminar in Archival Studies
Theory of archival studies from historical and contemporary perspectives. Includes public administration, legislation, and relationship to other repositories. Includes field component.

Prerequisites: LIS 652 or consent.
Note

Because the UH LIS Program does not offer a Special Collections course per se, this course will introduce Special Collections librarianship. Students interested in SCL as a career should consider taking additional subject courses in Hawaiian Materials, Pacific Materials, East Asian Materials or bibliography courses in different schools. Students should also take Preservation/Conservation and relevant internships.

Laulima: Our Online Discussion Space

In addition to face-to-face instruction this course is utilizing UH’s Sakai-based online course environment Laulima.

https://laulima.hawaii.edu/portal

Assigned posts should be posted in the discussions venue. Instructions are listed in the syllabus and at Laulima.

Textbook & Readings

Required Textbooks:


Students who did not take LIS 652 should read:


Additional Required Readings & Optional Supplement:

Additional required readings will be assigned throughout the course.
**Additional Reference Works**

You will find the following reference work of great help as you take this class:

(Chicago: The Society of American Archivists, 2005)  
Online at http://www.archivists.org/glossary/

You also should explore some of the following journals:

- *American Archivist* (the journal) [CD 3020.A45]  
- and *Archival Outlook* (the newsletter) [CD 921 .S2] (Society of American Archivists)  
- *Archival Issues* [CD 3054 .M53] (Midwest Archives Conference).  

**The Following Journals Are Available Online via UHM Libraries:**

- *Archival Science*  
- *Archives & Museum Informatics*  
- *Journal of the Society of Archivists*  
- *New Zealand Archivists*

**Special Collections Librarianship Journals**

- *RBML*  
- *Fine Books & Collections* (please review two articles as they are short)  
- *A&B Bookman’s Weekly* (defunct) (please review two articles as they are short)

**Articles from the Following Journals Are Available via ILL:**

- *Archivaria* (Association of Canadian Archivists)  
- *Provenance* (Society of Georgia Archivists),  
- *Records and Information Management Report*

**And other language readers can consider:**

- *Revue Internationale des Archives* [CD 1.A18]  
  (UNESCO/ Conseil international des archives)
• 档案工作 = Dang an gong zuo = Archival work.
  [Hamilton East CD 2030 .T36]

Please re-shelve these journals so others can also use them. Thanks!

---

Course Schedule

This schedule is in progress and subject to change.

---

We will be taking several fields trips to archival repositories as a part of this class. These will be announced in class.

[Class 1]: 24 August 2010

• Introductions: Review syllabus, and course objectives; How to approach the text, and Introducing Laulima
• Briefly Introducing Archives and Special Collections

Readings: None.

DUE: Nothing.

[Class 2]: 31 August 2010

• Reviewing Archival Studies
• DUE: Laulima Post on Readings [1]

[Class 3]: 7 September 2010

• Reviewing Archival Studies
• DUE: Laulima Post on Readings [2]

[Class 4]: 14 September 2010

• Special Collections
• DUE: Laulima Post on Readings [3]
[Class 5]: 21 September 2010

- Special Collections
- **DUE:** *Laulima* Post on Readings [4]

---

[Class 6]: 28 September 2010

- Special Collections
- **DUE:** *Laulima* Post on Readings [5]

---

[Class 7]: 5 October 2010

- **Processing** Save Sandy Beach Papers
- **DUE:** *Laulima* Post on Readings [6]

---

[Class 8]: 12 October 2010

- **Field Trip:** University Art Gallery, Gorey Collection
  Meet the Curators
- **DUE:** *Laulima* Post on Readings [7]

---

[Class 9]: 19 October 2010

- **Processing** Save Sandy Beach Papers
- **DUE:** *Laulima* Post on Readings [8]

---

[Class 10]: 26 October 2009

- **Guest Speaker:** *Phil Estermann*, Save Sandy Beach Coalition
- **DUE:** *Laulima* Post on Readings [9]

---

[2 November 2010]  

**No Class: Go Vote!**

---

[Class 11]: 16 November 2010

- **Tour of the University of Hawaii Archives/ Special Collections**
- **DUE:** *Laulima* Post on Readings [10]
**[Class 12]: 23 November 2010**

- **Student Presentations**
- **Processing** Save Sandy Beach Papers
- **DUE:** Laulima Post on Readings [11]

---

**[Class 13]: 30 November 2010**

Research Presentation

- **Student Presentations**
- **Processing** Save Sandy Beach Papers
- **DUE:** Research Presentation

---

**[Class 14]: 7 December 2010**

- **Student Presentations**
- **Processing** Save Sandy Beach Papers
- **Course wrap-up**
- **Course Evaluations**

**DUE:** Nothing

---

**Finals Week**

There is no exam in this course or class meeting during Finals Week. Please keep up with the readings though. All papers and extra credit must be handed in by the end of class on 7 December 2010.
Instructions for Specific Assignments

(Please consult the course schedule for due dates.)

Archival Studies/ Special Collections Research Paper (Group/ Individual Work)

The major project for this class is an 8 to 12 double-spaced page research paper on one aspect of archival studies or special collections librarianship. There are two options for this assignment.

This project may be done individually or in groups of up to two members. Individuals should use at least 4 secondary sources beyond readings assigned for class. Groups should use at least 4 sources (times the number of group members). You are encouraged to consider also doing an interview with an archivist to gain further understanding.

You are also to do a presentation to the class on your subject to the class. The presentation should be:

- 4 to 5 minutes long if working alone,
- 6 to 8 minutes long for a group of three people,
- 10 to 12 minutes long for a group of four people.

You are encouraged to use PowerPoint or other original audio/video materials to create a professional presentation.

[Option 1]; Research Paper
Sample topics include some aspect of: Electronic Records, School Archives, Privacy, Presidential archives, (or a deeper study of one archive such as the Nixon Presidential Archive). In other words, the topic may be a deeper study on a type of archive, a specific archive, or a research question that interests you. Your professor is always happy to respond to inquiries.

Stuck?? Skim recent issues of archival studies journals for possible ideas. There will be a sign-up sheet on Laulima for topics so as to avoid duplication of topics.

[Option 2]; Oral History Interview with a Pioneer in Hawaii Archives
The alternative option for this project is to conduct an oral history interview with one of Hawaii's pioneering archivists.
STEP 1: To prepare for the interview you should skim Donald Richie’s guide to oral history, and then read as much as you can about the specific repository and archivist.

STEP 2: You should talk with the current director of the archives and share your questions with her/him for feedback. You should hand in your list of questions.

STEP 3: Conduct the interview. You should secure a written permission form, and record the interview. This interview will be deposited at the AHA Collection at BYU-Hawaii Archives.

STEP 4: You should create a rough 10-page outline of the questions and answers, and hand this in along with your recording and permissions form.

EXTRA CREDIT: Hand in a typed transcript of the interview.

Evaluation
The paper will be worth 20% of your semester grade. The paper will be evaluated in terms of the following aspects: Summary of Thesis and Research, Quality of Writing, Quality of Research, Evaluation and Critical Discussion, and clear explanation as to the importance of your topic to archival studies or special collections librarianship.

POINTS WILL BE TAKEN AWAY FOR ANY OF THE FOLLOWING
- Incomplete bibliographic citations on the paper
- Presentation too superficial or goes overtime
- Paper/presentation does not explain the importance of your topic

Presentation and Poster Session on Archival Studies/ Special Collections Research Paper (Group/ Individual Work)

In order to share research and advance your career you are expected to craft a poster session and make a brief presentation on your research paper. I propose that the SAA Student Chapter invite members of the Association of Hawaii Archivists to a special program featuring your research during one of our class sessions. AHA members will be asked to give awards for the following recognitions:

- Best Presentation on Significant Research on Archival Studies
- Best Presentation on Significant Research on Special Collections Librarianship
- Best Presentation on Archival Theory
- Best Presentation on Applied Special Collections Librarianship
- Best Presentation on Applied Archival Studies
• Best Presentation on Ethnographic Research on Archival Studies/ Special Collections Librarianship
• Best Presentation on Comparative/ International Research on Archival Studies/ Special Collections Librarianship
• Best Presentation on Digital Archives/ Libraries
• Special Recognition for Visual Presentation (Presentation Slides)
• Special Recognition for Visual Presentation (Poster)

**Evaluation**

Evaluation of the presentation will be in terms of content, following time constraints, creativity, correct use of archival / special collections terminology, and your ability to explain the significance of your findings to the practice and/ or theory of archives. I will also be evaluating for creativity, humor, persuasiveness or other elements of public speaking.

Evaluation of the poster session will be in terms of content, readability, aesthetic presentation, overall visual ability to convey your subject, professionalism, etc.

**Basic Instruction Assignment (Group/ Individual Options)**

One of the best ways to master content is by having to teach a subject. Instruction also is becoming a key professional competency for archivists and special collections librarians.

There are two options for this assignment depending on whether you took LIS 652 or not.

For students who took LIS 652: You are charged with selecting a chapter from Hunter and giving the other students a brief review/ overview. This will be on the second week of class. Your talk should be between 5 and 15 minutes. Be sure to introduce key terms. You are encouraged to add notes from lectures, additional readings. A visual powerpoint presentation would be ideal, but is not required. Dr. Wertheimer will circulate a sign-up sheet for topics.

For students who did not take LIS 652: You are to explore the world of archives and special collections by doing a presentation sometime throughout the semester on an archive / special collections.

This option has two parts:
  a) A roughly 5 minute in-class presentation introducing a major archival depository / special collection in the United States or abroad.
b) A 1-double-sided page handout on your archival repository. Please bring enough copies for each student or post it on Laulima.

You are encouraged to locate information on the archival repository from articles, websites, and telephone interviews. You can get started in your search with online indexes *Library and Information Science Abstracts* (LISA) and *Library, Information Science & Technology Abstracts* (LISTA). You can also locate holdings information regarding many repositories using such online tools as

- *ArchiveGrid* (formerly Archival Resources) (UHM Libraries Online Resource)
- *Directory of Historical Records Repositories in Hawaii* (and updated list of links) http://www2.hawaii.edu/~wertheim/AHA.html

Your presentation and handout should focus on the following:

- The repository’s history and collections (This should be your main emphasis)
- The Location, Management, Staffing, and other fundamentals (Briefly)
- Website and ways of accessing the collection (Briefly)

Your presentation should be in the form of a PowerPoint presentation ideally with photographs of the repository and useful information. Students will be able to sign up for the repository. You must select a ‘traditional’ archival repository (not an Internet-only Archive), although it may be located anywhere in the world.

You will be evaluated on the following:

**PRESENTATION:**
- Delivery
- Timing
- Presentation of required information
- Additional creative/ interesting information that captures student interest and emphasizes a repository’s unique contribution
- PowerPoint Presentation and Visuals
- Appropriate Use of Archival Terminology

**HANDOUT:**
- Variety and quality of sources cited (website, articles, interview, etc) (obviously these should be listed for evaluation and interested students)
Quality and amount of original information
Originality of materials
Graphic design

Collaborative Learning Exercise: (Group/ Individual Options)

As previously mentioned, one of the best ways to master content is by having to teach a subject. Instruction also is becoming a key professional competency for archivists and special collections librarians.

For this assignment you have two options depending if you prefer to work alone or in a group:

Option 1) Individual student selects a significant article on archival studies (American Archivist, Archival Science, or another archival studies research journal) or special collections librarianship and leads class discussion on the article. 10-15 minutes.

In order to encourage you to explore and share recent research from archival studies, you are to select one research journal article from within the past 10 years of issues of the archival journals listed in this syllabus. This article/book chapter may not be one already mentioned in the syllabus. If you want to select an article or book chapter from another source, please confirm it with the instructor. Only two people may select the same article.

The assignment is to make a brief 4 to 5 minute presentation summarizing the article and your findings.

On the first day of class (and each day thereafter), I will have a sign-up sheet to reserve days for each person to present their article critique. Groups of two may collaborate on the same presentation if they examined the same article; however, the papers are not group efforts. Groups should take 6-10 minutes, and both members should cooperate on all aspects of the presentation.

You will be evaluated on the following basis:

- Either a (a) half or 1-page handout with complete citations and note with relevant archival terms (and definitions) and other notes or a (b) PowerPoint Presentation slides with the same information. If you do the handout, please make enough copies for the instructor and fellow students.
- Clear brief summary of article (should be 50% or less of your time)
The criteria indicated above also apply for the presentation except you do not need to explain how you looked up information.

Option 2) Two students cooperate to lead a 20-40 minute class discussion of a major concept related to archival studies or special collection librarianship.

**Service Learning Project** [Individual or Group Work]

For this assignment you will work either in a group or on your own with a professional archivist or special collections librarian on a specific learning service project.

You may select an archive/ special collection where you are doing an internship or are employed, but this should be a new learning project that is not part of your regular work. We will discuss this option more in class so as to best develop a meaningful experience for you.

Another option would be to assist an archival / special collections association with an educational program. For example, two students could get credit for organizing a special AHA/SAA-SC Research Forum.

You should hand in a brief (2 to 5 page) journal explaining what you did, and what you learned. You should read and cite at least one article that related to the work you did. Your journal might compare how the theoretical approach (in the article or lecture) differed from the real life work.

**LIS 653 Journal on Laulima** [Individual Work]

You will be expected to post an online journal on Laulima with original reflective comments related to the reading or topic of collection management. This will be a major part of your participation score. This should be posted each week indicated on the syllabus one hour before class begins. Please see the deadlines in the syllabus. Your posting need only be a paragraph long, but should be both original and substantial. Postings done during or after class will be considered late, and penalized appropriately. Your postings will be evaluated at the end of the semester on the basis of: (1) originality; (2) evidence of critical reading of the text and lecture notes; and (3) overall logic and writing.
OPTIONAL EXTRA CREDIT (LIMIT: 2 extra credit projects per student only)

Attend a professional or scholarly meeting of one of the following LIS professional associations.

- Association of Hawaii Archivists
  http://www2.hawaii.edu/~wertheim/AHA.html
- Society of American Archivists Student Chapter

Write a brief journal on the conference. You should submit a brief (3 to 6 page) journal summarizing and evaluating aspects of interest. Rather than simply listing programs, you are encouraged to focus on one to three elements, and summarize and critique the most noteworthy aspects. Your journal would certainly be enhanced if you related aspects to items learned in class (text, lecture, or discussion). Be ready to share this in class!
Expectations for All Assignments

**Plagiarism**, if caught, will result in failing the class. It also will be reported to the department for appropriate action. Please don’t do it.

As a review, any quotes should either be placed in quotation marks or block quotes for longer extracts. You may use any recognized citation style (Chicago, APA, ASA, MLA) to cite sources of quotations or other information as long as you are consistent in doing so, and that you **cite the specific page**. If you will be citing the same source (such as in the article critique), then I suggest you use parenthetical references such as the MLA style. For example, you can write (Daniels 1995, 15), or (Daniels 15) if you have only one citation by Daniels, or (15) if you only cite one article.

**Bibliography**

For papers using parenthetical references, you need to submit a bibliography of works cited. You do not need such a bibliography, however, if you use complete citations in footnotes. Information from personal conversations, letters, e-mail, and Internet or database-derived content should also be cited with the date.

**Limit Your Quotations**

In addition to being careful with citations, you should limit the number of times that you use quotations except for interviews. Quotations should be selected for narrow specific purposes such as showing an author’s language or demonstrating precise definitions. Quotes should **not** be used simply as if they were your own words to make your argument. You will lose points if your paper becomes a collage of others’ quotations.

**Contextualizing Your Information**

Any time that you introduce a quotation or information, you should preface it with some information about the source. For example:

> In a *Library Journal* interview, Flushing (NY) Branch Librarian Esther Y. Cheng claimed, “....”.

This context shows the reader the credibility of the source and its value.

**Long/ Block Quotations**

You should not have many quotations that are over 2 or 3 lines long. Any such “long quotation” (more than 1 sentence) should be placed in a **block quotation**, which does not use quotation marks or italics, but should be single-spaced and indented on both sides, along with full citation.
**Formatting**

Use 12-point Times font and double-space your written assignments and leave a 1-inch margin on all sides. Footnotes and block quotations should be single-spaced. Papers should also be stapled. Assignments under 10 pages should not have a cover page, but should include your name, the date, and assignment name, my name [Professor Wertheimer] and class [LIS 615] (all single spaced) on the first page of all materials. Assignments 10 pages or more should have a cover sheet. Pages following this should have your name in the header. Each page should be paginated (except a cover page, which does not get counted).

Papers should be spell-checked and proofread. My interest is to see that you follow the instructions and are able to develop a logical, analytical, well-written paper, and provide evidence for your observations.

**Titles and Headings**

You also should use a descriptive and unique title for each paper. These help writers to establish a focused theme. You are also highly encouraged to use a few section headings on larger papers to organize your thoughts.

Papers are due at the start of class. One point per day late will be subtracted from overdue assignments (starting with the time papers are handed in). No overdue assignments or extra credit projects will be accepted after final class meeting date.

---

**Note Taking**

There may be one or more quizzes or exams in class. These would be reflected as a part of your participation score. (See Participation for more on this.)

You should take good class notes of lecture and discussion. I do not usually make copies available of PowerPoint lectures (My main exception is for ESL students, who can download the slides from the computer immediately after class). I do this because studies have shown that note taking dramatically increases your memorization and keeps you more mentally involved in class.

---

**Sample Papers**

I am afraid there are no sample papers for this class, as it has not been offered in many years.
If you write an exceptional paper, I might ask you to submit your paper to this page. If so, I would appreciate if you would try to follow up on some of the corrections/ suggestions I made, and then e-mail me your paper as a Word/ HTML/ PDF file attachment. I count revised and submitted papers towards your extra credit score.

Consult with the professor regarding other alternatives.

---

**Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii**

Students in the LIS Program should familiarize themselves with the professional code for LIS students, which may be found on the LIS Program website.

---

**Student Learning Outcomes**

This course addresses the following objectives of the LIS Program, enabling students to:

1. Demonstrate an understanding of the history, philosophy, principles, policies and ethics of library and information science and technology;
2. Demonstrate an understanding of the development, organization, and communication of knowledge;
3. Apply basic competencies and knowledge that are essential for providing, managing, and designing information services and programs in a variety of information environments;
4. Demonstrate theoretical understanding of and basic competencies in evaluating, selecting and organizing information sources;
5. Demonstrate theoretical understanding of and basic competencies in storage, retrieval, dissemination, utilization and evaluation of information;
6. Demonstrate an understanding of the principles of administration applicable in libraries, archives, and information centers;
7. Demonstrate basic competencies required for instructional program development in particular information environments;
8. Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available;
9. Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users;
10. Demonstrate basic competencies in the latest specialized information
technologies;
12. Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies.

[Numbers and text refer to the 2008 Revised UH LIS Program Mission and Goals.]

Course Learning Objectives:
This is an introductory course on archives management, enabling students to:

1) Understand the various types of archival repositories; and their historical development in Hawaii and elsewhere;
2) Gain practical experience in processing, arranging, and describing manuscript collections;
3) Become familiar with basic resources and standards related to archival management;
4) Develop a core knowledge of archival management, including fundamental archival concepts and terminology;
5) Gain experience in defining and solving challenges in archival management;
6) Understand issues faced by a variety of archival institutions.

This course may also assist with meeting the following LIS Program objectives for Service:

2. Faculty and students conduct continuing education sessions for the professional community and general public that are related to the program's areas of expertise.

6. Students develop and demonstrate professionalism through participation and leadership in professional and service organizations.

7. Students volunteer their services to community, professional, university and state organizations and agencies.

[The numbers and text above come from the UH LIS Program Mission and Goals.]
LIS Research Methodologies

Research is an important part of the work and expertise of modern LIS professionals. This course utilizes the following research methods, as selected from “Qualitative and Quantitative Research Methods Taught and Utilized in LIS Program Courses”:

- Action research
- Case study
- Evaluation research
- Historiography

Explanation: In 2007 the LIS Program decided to make explicit the research agenda in our program, so students can chart their own development as researchers – both as graduate students and as future LIS professionals.

Teaching Method

Class-time instruction will be a combination of lectures, guest lectures, student presentations and group discussions. Oral and written assignments, such as case studies, are designed to promote critical analysis and reflection on readings. Assignment due dates are indicated on the course schedule. Attendance and constructive participation are required. Some assignments will appear readily applicable to your first days of professional work, while the majority of assignments will lay the foundations for more advanced understanding. Lecture dates, readings, and guest speakers are subject to change.

Course/ Teaching Philosophy

My personal and professional ambition is to facilitate your learning, so I welcome specific or rough proposals for alternative learning experiences to assignments (preferably during office hours). I reserve the right to reject or make counterproposals, and encourage you to consult with me. If you want to pursue this, please talk with me well in advance of the deadline of the assignment you want to replace.
Class participation is based on:

(a) **Attendance.** At the very minimum, this means coming to class on time and staying for the entire period. If you were late or absent because of illness or another emergency, please submit evidence. You should notify me in advance of excused absences, if possible.

(b) **Active participation** in classroom discussion. This does **not** mean monopolizing discussion, but rather means being prepared (especially having reflected on the readings due for that class), as well as actively contributing to discussion. You may be penalized in this section for any activities that disrupt class, such as tardiness, monopolizing class discussion, disrupting class or group-work or class, especially with irrelevant comments.

(c) In order to encourage active reading and classroom discussion, you should **come to class prepared with one meaningful sentence or passage from one of the assigned readings.** You should be ready to share that specific sentence or idea, and explain what you found significant about it. You may use this to agree or disagree with the author, but should try to put it within a larger context. **Each day I may call on a few students to give this.**

You are permitted to bring a **laptop** to class, but it should be used to supplement your learning, such as for taking notes or looking up references made during class. I will subtract points from your participation score if you seem to be lost in e-mail, blogs, or papers, etc., since that means you are not fully present in class.

Please turn your **cell phone** ringer or pager off during class unless you need to be on call or are expecting an emergency. Ringing phones and pagers, and especially talking on the phone, are highly disruptive to the classroom environment.

As a graduate class, I should not have to remind you that arriving late to class, absenteeism, chitchatting with your neighbor during class is disruptive, and will result in a lower participation score.

On the other hand, I do realize that our class is nearly 3 hours long. Thus, I certainly understand if you have to quickly go to the restroom. Please do so quietly, and return with minimum disruption. This, of course, is not a time to chat or pick up coffee.

You will be expected to submit a **journal** with original reflective comments related to the readings and your service project. Your journals will be
evaluated at the end of the semester on the basis of: (1) originality; (2) evidence of critical reading of the text and lecture notes; and (3) overall logic and writing.

**Group Work**

At least one assignment is designed as a group project. This is because group members can learn from each other while working towards mutual objectives. Another rationale is that libraries rely greatly on work managed by committees and other cooperative efforts. For group work to be effective, each member needs to participate actively, and be invested in the final outcome. For class the primary rewards are, of course, grades and learning. Assignment instructions show if they are individual efforts or group endeavors. Group assignments may include a segment in which you will evaluate the performance of each team member. This will influence that student’s grade in relation to the grade for the group.

It is unfortunate, but possible that some students will not “carry their own weight” on group work. If your group has a member who is disruptive or is not doing his/her share, you should first work with the student. If this remains a problem please contact the instructor. If the majority of your group wants to remove that member the instructor will contact the student. This student will then have a chance to appeal to join another group or complete another project alone.

**Kokua**

If you need reasonable accommodations because of the impact of a disability, please [1] contact the **Kokua Program** (V/T) at 956-7511 or 956-7612 in Room 013 of the Queen Lili'uokalani Center for Student Services; [2] speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.
**Grading:**
I hope that you will focus more on learning and experience than your grade in this course. Your grade will be determined on the following basis.

<table>
<thead>
<tr>
<th>Grading Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archival Research Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Poster Session / Presentation of Archival Research Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Basic Instruction / Archive du Jour</td>
<td>10%</td>
</tr>
<tr>
<td>For students who took LIS 652: Team-teaching Basic Archival Concepts: Reviewing Hunter (Presentation and Handout)</td>
<td>10%</td>
</tr>
<tr>
<td>For students who did not take LIS 652: You will present an Archive du Jour Presentation in class.</td>
<td>10%</td>
</tr>
<tr>
<td>Collaborative Learning Exercise:</td>
<td></td>
</tr>
<tr>
<td>Option 1) Individual student selects a significant article on archival studies (<em>American Archivist</em>, <em>Archival Science</em>, or another archival studies research journal) or special collections librarianship and leads class discussion on the article. 10-15 minutes.</td>
<td>20%</td>
</tr>
<tr>
<td>Option 2) Two students cooperate to lead a 20-40 minute class discussion of a major concept related to archival studies or special collection librarianship.</td>
<td></td>
</tr>
<tr>
<td>LIS 653 Journal on Laulima</td>
<td>15%</td>
</tr>
<tr>
<td>Class Participation and Archival Processing</td>
<td>15%</td>
</tr>
<tr>
<td>Service Learning Project</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Grading Scale:**

- 100-98 A+
- 97-94 A
- 93-90 A-
- 89-87 B+
- 86-83 B
- 82-80 B-
- 79-77 C+
- 76-73 C
- 72-70 C-
- 69-67 D+
- 66-63 D
- 62-60 D-
Archival Studies at UH

In 2006, the Society of American Archivists revised its “Guidelines for a Graduate Program in Archival Studies,” which suggested a core of 18 credits in archival studies. Students at UH are encouraged to take the following:

1) [LIS 652] Introduction to Archival Management
2) [LIS 653] Seminar in Archival Studies
3) [LIS 619] Preservation Management
4) [LIS 620] Conservation of Library Materials
5) [LIS 690] Library Internship Program (with an archive option)
6) Selection of a one of the following:
   - Elective in Library & Information Science
     - A second [LIS 690 (internship with an archival emphasis)], or another LIS elective, such as [LIS 612], [LIS 615], [LIS 618], [LIS 687], [LIS 688], [LIS 699], [LIS 700].
   - Elective from Museum Studies
     - [AMST 683] Museums: Theory, History, Practice
     - [AMST 684] Museums and Collections
     - [AMST 685] Museums and Communities
   - Elective from History
     - [HIST 602] Seminar in Historiography

These requirements are in addition to the core LIS classes 601, 605, 610, and 650 / 684 and other MLiSc requirements.

Professional Associations
Students are encouraged to develop their professional socialization by joining the Society of American Archivists and the Association of Hawaii Archivists. Both organizations have student membership rates. This follows the LIS Goals and Missions for Research:

(8) Students present and publish their research.

and Service:

(4). Faculty and students collaborate with community and state organizations and agencies in providing consultative, research, and instructional support for projects and programs.
(6). Students participate and exercise leadership in professional organizations.
(7). Students volunteer their services to community and state organizations and agencies.

You are encouraged to consider joining the student chapter of SAA.

Appendix: **SAA Guidelines for a Graduate Program in Archival Studies**

In 2006, the Society of American Archivists revised its “**Guidelines for a Graduate Program in Archival Studies**,” which suggested a core of 18 credits in archival studies. Students at UH are encouraged to take the following:

7) [LIS 652] Introduction to Archival Management  
8) [LIS 653] Seminar in Archival Studies  
9) [LIS 619] Preservation Management  
10) [LIS 620] Conservation of Library Materials  
11) [LIS 690] Library Internship Program (with an archive option)  
12) **Selection of a one of the following:**  
   - **Elective in Library & Information Science**  
     - A second [LIS 690 (internship with an archival emphasis)], or another LIS elective, such as [LIS 612], [LIS 615], [LIS 618], [LIS 687], [LIS 688], [LIS 699], [LIS 700].  
   - **Elective from Museum Studies**  
     - [AMST 683] Museums: Theory, History, Practice  
     - [AMST 684] Museums and Collections  
     - [AMST 685] Museums and Communities  
   - **Elective from History**  
     - [HIST 602] Seminar in Historiography

Of course, these requirements are in addition to the core LIS classes 601, 605, 610, and 650 / 684 and other requirements for the MLISc.

**Professional Associations**

Students are encouraged to develop their professional socialization by joining the Society of American Archivists and the Association of Hawaii Archivists. Both organizations have student membership rates. This follows the LIS Goals and Missions for **Research:**

(8) Students present and publish their research.

and **Service:**
(4). Faculty and students collaborate with community and state organizations and agencies in providing consultative, research, and instructional support for projects and programs.
(6). Students participate and exercise leadership in professional organizations.
(7). Students volunteer their services to community and state organizations and agencies.

Thus, you are encouraged to participate in the UH SAA student chapter.