



University of Hawai'i at Mānoa  
Library & Information Science Program  
Information & Computer Sciences Department

## LIS 654/ Archival Ethics & Profession      **Fall 2018** **Syllabus**

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Course Portal: <https://laulima.hawaii.edu/portal>

### Office Hours:

- Mondays & Wednesdays      4:00-4:50.
- If possible, please email me to make an appointment.

**Class Meets:**                      Mondays: 5:00 - 7.30 pm @ Hamilton Library Room 2K.

### Course Catalog Description:

**LIS 654/ Archival Ethics & Profession (3)** The history and nature of records, archives and the archival profession. Topics include cultural memory, ethics and values, and colonized and indigenous materials.  
**Prerequisites:** None. This is a core class for the UHM LIS Archival Certificate.

### UHM SLO Core Course

**SLO2 Professions:** Apply history and ethics to develop a professional LIS identity.

To a lesser extent, this course also deals with the following:

- **SLO1 Services:** Design, provide, and assess information services
- **SLO4 Technologies:** Evaluate and apply information technologies
- **SLO5 Cultures:** Analyze and apply knowledge about information needs and perspectives of indigenous cultures and/or diverse communities

**Required Textbook:** *None*

- ❑ Most required readings are available using online journals at UHM Libraries. Additional readings will be assigned.

**Course Schedule (subject to change)**

**>> UNIT I: INTRODUCTION TO ARCHIVAL PROFESSION & SPECIAL COLLECTIONS**

|                         |  |
|-------------------------|--|
| <b>Class #1</b>         | <b>20 August 2018</b>  |
| <b>Lecture/Activity</b> | <ul style="list-style-type: none"> <li>❑ <b>Introductions and some basic definitions</b> <ul style="list-style-type: none"> <li>❑ Archival Repository, Collection</li> <li>❑ Special Collections (vs Special Library)</li> </ul> </li> <li>❑ <b>Ethics in Special Collections</b></li> </ul>   |
| <b>Reading</b>          | <p>Optional Readings for Future Reference:</p> <p>§ · Timothy Arnold and Walker Sampson, "Preserving the Voices of Revolution: Examining the Creation and Preservation of a Subject-Centered Collection of Tweets from the Eighteen Days in Egypt." <i>The American Archivist</i>, 77 (2014): 510-533.</p> <p>§ · Terry Belanger, "Rare books and special collections in American libraries: Seeing the sites", <i>Rare Books and Manuscripts Librarianship</i>, 1, (1986): 11 - 24.</p> <p>§ · Jonathan B. Bengtson, "Reinventing the treasure room: The role of special collections librarianship in the 21st century," in Frederick C. Lynden (ed.) <i>Advances in Librarianship (Advances in Librarianship, Vol. 25)</i> (2001):187 - 20</p> <p>§ · Sidney Berger and Michèle V. Cloonan, "The Continuing Development of Special Collections Librarianship," <i>Library Trends</i> 52.1 (2003): 9-13.</p> <p>§ · Sidney Berger, "What is So Rare . . . : Issues in Rare Books and Special Collections," <i>Library Trends</i> 36 (1987).</p> <p>§ · Michèle V. Cloonan, "Recent trends in rare book librarianship", <i>Library Trends</i> 36, (1987).</p> <p>§ · William L. Joyce, "The evolution of the concept of special collections in American research libraries", <i>Rare Books and Manuscripts Librarianship</i>, 3 (1988): 19 - 29.</p> <p>§ · Paul F. Marty, "An introduction to digital convergence: libraries, archives, and museums in the information age." <i>Archival Science</i>, 8 (2008): 247.</p> <p>§ · Daniel Traister. . "Is there a future for special collections? And should there be?", <i>RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage</i>, 1 (2000): 54 - 76.</p> <p>§ · Elizabeth Yakel and Soo Rieh and Beth St. Jean and Karen Markey and Jihyun Kim, "Institutional Repositories and the Institutional Repository: College and University Archives and Special Collections in an Era of Change." <i>The American Archivist</i>, 71 (2008): 323-349.</p> |
| <b>Due:</b>             | Nothing  |

**>> UNIT II: ARCHIVAL PROFESSION**

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|------------------------------|---|
| <b>Class #2</b>              | <b>27 August 2018</b>   |
| <b>Lecture/<br/>Activity</b> | Careers in Archives, Archival Certification, Types of Archives<br>A*Census, Archival Education, Professional Education, Professional Associations<br>(SAA, AHA) Archival Studies Journals, AERI, Academy of Certified Archivists,<br>UHM LIS Archival Certificate, Education for the Profession, Postgraduate<br>Education, SAA-Digital Archives Specialist (DAS) & Arrangement & Description<br>(A&D) Certificate_Certificate Programs. Preparing yourself for the job market. |
| <b>Reading</b>               | T B A   |
| <b>Due:</b>                  | <b>Laulima Post [1]:</b> Response to Special Collection Ethics (4 points)   |

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| <b>&gt;&gt;&gt;&gt;</b> | <b>3 September 2018</b> |
|                         |                         |
| <b>&gt;&gt;&gt;&gt;</b> | <b>No Class</b>         |
| <b>&gt;&gt;&gt;&gt;</b> | <b>Labor Day</b>        |

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| <b>Class #3</b>              | <b>10 September 2018</b>   |
| <b>Lecture/<br/>Activity</b> | Marketing Archival Skills  |
| <b>Reading</b>               | T B A  |
| <b>Due:</b>                  | <b>Laulima Post [2]:</b> Introduction and Career Goal (6 points) |

**>> UNIT III: ARCHIVAL HISTORY**

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| <b>Class #4</b>              | <b>17 September 2018</b>  |
| <b>Lecture/<br/>Activity</b> | <b>History of Archives I:</b> Oral Cultures, European Monasteries, Royal Archives in<br>Europe, Archives in Asia, Archives in Jewish and Arab Cultures, |
| <b>Reading</b>               | T B A   |

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| <b>Due:</b> | None |
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| <b>Class #5</b>              | <b>24 September 2018</b>  |
| <b>Lecture/<br/>Activity</b> | <b>History of Archives II: Modern Archival Traditions</b> - England, France, United States, Canada, Australia, New Zealand  |
| <b>Reading</b>               | <p><i>Read: at least two of the following:</i></p> <p>§ Terry Cook, "Archival science and postmodernism: new formulations for old concepts." <i>Archival Science</i>. March 2001, Vol. 1: 3-24.</p> <p>§ Eric Ketelaar, "Tacit narratives: The meanings of archives." <i>Archival Science</i>, 1(2001): 131-141.</p> <p>§ Lajos Körmendi, "Changes in archives' philosophy and functions at the turn of the 20th/21st centuries." <i>Archival Science</i>, 7 (2007): 167-177.</p> |
| <b>Due:</b>                  | <b>Laulima Post [3]:</b> Response to a Reading from class 4 or 5 (5 points)   |

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| <b>Class #6</b>              | <b>1 October 2018</b>  |
| <b>Lecture/<br/>Activity</b> | <b>History of Archives III: Archives in Hawaii:</b> History and Overview |
| <b>Reading</b>               | T B A  |
| <b>Due:</b>                  | None   |

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| <b>Class #7</b>              | <b>8 October 2018</b>  |
| <b>Lecture/<br/>Activity</b> | Student Presentations on an pioneer or History of an archival repository with 1 page Handout (10 points) |
| <b>Reading</b>               | T B A  |
| <b>Due:</b>                  | None   |

>> UNIT IV: ARCHIVAL ETHICS

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|------------------------------|-----------------------------|
| <b>Class #8</b>              | <b>15 October 2018</b>      |
| <b>Lecture/<br/>Activity</b> | Archival Ethics - Reference |
| <b>Reading</b>               | T B A                       |
| <b>Due:</b>                  | None                        |

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| <b>Class #9</b>              | <b>22 October 2018</b>  |
| <b>Lecture/<br/>Activity</b> | Archival Ethics - Processing  |
| <b>Reading</b>               | T B A   |
| <b>Due:</b>                  | <b>Laulima Post [4]:</b> Response to a Reading (5 points) from class 8 or 9 |

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| <b>Class #10</b>             | <b>29 October 2018</b>   |
| <b>Lecture/<br/>Activity</b> | Archival Ethics - Archival Value   |
| <b>Reading</b>               | <p><b>Read: at least two of the following:</b></p> <p>§ Ben Alexander, "Excluding Archival Silences: Oral History and Historical Absence." <i>Archival Science</i>, 6 (2006): 1-11.</p> <p>§ John Bolcer, "The Protocols for Native American Archival Materials: Considerations and Concerns from the Perspective of a Non-Tribal Archivist." <i>Easy Access</i>, 34 (2009): 3-6.</p> <p>§ Melissa Castan, Julie Debeljak, "Indigenous peoples' human rights and the Victorian Charter: a framework for reorienting recordkeeping and archival practice." <i>Archival Science</i>, 12 (2012): 213-233.</p> <p>§ Kimberly Christen, "Opening Archives: Respectful Repatriation" <i>American Archivist</i>, 74 (2011): 185-210.</p> <p>§ Dominique Daniel, "Archival representations of immigration and ethnicity in North American history: from the ethnicization of archives to the archivization of ethnicity." <i>Archival Science</i>, 14 (2014): 169-203.</p> <p>§ Lorraine Dong, "The economics and politics of international preservation</p> |

collaborations: a Malian case study." *Archival Science*, 12 (2012): 267-285.

§ Anthony W. Dunbar, "Introducing critical race theory to archival discourse: getting the conversation started." *Archival Science*, 6 (2006): 109-129.

§ Mick Gooda, "The practical power of human rights: how international human rights standards can inform archival and record keeping practices." *Archival Science*, 12 (2012): 141-150.

§ Emiko Hastings, "No longer a silent victim of history:" repurposing the documents of Japanese American internment." *Archival Science*, 11 (2011): 25-46.

§ Brian Edward Hubner, "'This is the Whiteman's Law': Aboriginal resistance, bureaucratic change and the Census of Canada, 1830-2006." *Archival Science*, 7 (2007): 195-206.

§ Livia Iacovino, "Rethinking archival, ethical and legal frameworks for records of Indigenous Australian communities: a participant relationship model of rights and responsibilities." *Archival Science*, 10 (2010): 353-372.

§ Terri Janke, Livia Iacovino, "Keeping cultures alive: archives and Indigenous cultural and intellectual property rights." *Archival Science*, 12 (2012): 151-171.

§ Rand Jimerson, *Archives Power: Memory, Accountability, and Social Justice*. Chicago: Society of American Archivists, 2009.

§ "Protocols for Native American Archival Materials": Information and Resources Page" @ <http://www2.archivists.org/groups/native-american-archives-roundtable/protocols-for-native-american-archival-materials-information-and-resources-page>

§ Elisabeth Kaplan, "'Many paths to partial truths': Archives, anthropology, and the power of representation." *Archival Science*, 2 (2002): 209-220.

§ Allison Boucher Krebs, "Native America's twenty-first-century right to know." *Archival Science*, 12 (2012): 173-190.

§ Kaisa Maliniemi, "Public records and minorities: problems and possibilities for Sámi and Kven." *Archival Science*, 9 (2009): 15.

§ Kay Mathiesen, "A Defense of Native Americans' Rights over Their Traditional Cultural Expressions." *The American Archivist*, 75, (2012): 456-481.

§ Sue McKemmish, Shannon Faulkhead, Lynette Russell, "Distrust in the archive: reconciling records." *Archival Science*, 11 (2011): 211-239.

§ Sue McKemmish, Anne Gilliland-Swetland and Eric Ketelaar, "'Communities of Memory': Pluralising Archival Research and Education Agendas," *Archives and Manuscripts*, 33 (2005): 146-174.

§ Laura Millar, "Subject or object? Shaping and reshaping the intersections between aboriginal and non-aboriginal records." *Archival Science*, 6 (2006): 329-350.

§ Bradford W. Morse, "Indigenous human rights and knowledge in archives, museums, and libraries: some international perspectives with specific reference to New Zealand and Canada." *Archival Science*, 12 (2012): 113-140.

§ Tom Nesmith, "The concept of societal provenance and records of nineteenth-century Aboriginal-European relations in Western Canada: implications for archival theory and practice." *Archival Science*, 6 (2006): 351-360.

§ Lyndon Ormond-Parker, Robyn Sloggett, "Local archives and community

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|             | <p>collecting in the digital age." <i>Archival Science</i>, 12 (2012):191-212.</p> <p>§ Karen Underhill, "Protocols for Native American Archival Material" <i>RBM Journal</i>, 7 (2006): 134-145.</p> <p>§ Diana K. Wakimoto, Christine Bruce, Helen Partridge, "Archivist as activist: lessons from three queer community archives in California." <i>Archival Science</i>, 13 (2013): 293-316.</p> <p>§ Evelyn Wareham, "From explorers to evangelists: Archivists, recordkeeping, and remembering in the pacific islands." <i>Archival Science</i>, 2 (2002): 187-207.</p> <p>§ Ian E. Wilson, "Peace, order and good government": archives in society." <i>Archival Science</i>, 12 (2012): 235-244.</p> <p>§ Kirsten Wright, "Recording 'a very particular Custom': tattoos and the archive." <i>Archival Science</i>, 9 (2009): 99.</p> |
| <b>Due:</b> |   |

**>> UNIT IV: DECOLONIZING ARCHIVES, DIVERSITY & INDIGENOUS VALUES**

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| <b>Class #11</b>             | <b>5 November 2018</b>  |
| <b>Lecture/<br/>Activity</b> | Archival Ethics - Indigenous Values, Decolonizing Archives, Diversity in the Archival Field   |
| <b>Reading</b>               | <p><b>Read: at least two of the following:</b></p> <p>§ Tom A. Adami, "'Who will be left to tell the tale?' Recordkeeping and international criminal jurisprudence." <i>Archival Science</i>, 7 (2007): 213-221.</p> <p>§ Jeannette Allis Bastian, "Reading Colonial Records Through an Archival Lens: The Provenance of Place, Space and Creation." <i>Archival Science</i>, 6 (2006): 267-284.</p> <p>§ Jeannette A. Bastian, "The records of memory, the archives of identity: celebrations, texts and archival sensibilities" <i>Archival Science</i>. 13 (2013): 121-131.</p> <p>§ Jenny Bunn, "Questioning autonomy: an alternative perspective on the principles which govern archival description." <i>Archival Science</i>, 14 (2014): 3-15.</p> <p>§ Daniel J. Caron , Andreas Kellerhals, "Archiving for self-ascertainment, identity-building and permanent self-questioning: archives between scepticism and certitude." <i>Archival Science</i>, 13 (2013): 207-216.</p> <p>§ Michelle Caswell, "Khmer Rouge archives: accountability, truth, and memory in Cambodia." <i>Archival Science</i>, 10 (2010): 25-44.</p> <p>§ Terry Cook, "Evidence, memory, identity, and community: four shifting archival paradigms" <i>Archival Science</i>, 13 (2013): 95-120.</p> <p>§ Graham Dominy, "Overcoming the apartheid legacy: the special case of the Freedom Charter." <i>Archival Science</i>, 13 (2013):195-205.</p> <p>§ Jarrett M. Drake, "Insurgent citizens: the manufacture of police records in</p> |

post-Katrina New Orleans and its implications for human rights." *Archival Science*, 14 (2014): 365-380.

§ Craig Gauld, "Democratising or privileging: the democratisation of knowledge and the role of the archivist." *Archival Science* (2015): 1-19.

§ Lawrence Dritsas, Joan Haig, "An archive of identity: the Central African Archives and Southern Rhodesian history." *Archival Science*, 14 (2014): 35-54.

§ Wendy M. Duff, Andrew Flinn, Karen Emily Suurtamm, David A. Wallace, "Social justice impact of archives: a preliminary investigation." *Archival Science*, 13 (2013): 317-348.

§ Astrid M. Eckert, "Managing their own past. German archivists between national socialism and democracy." *Archival Science*. 7 (2007): 223-244.

§ Margaret Hedstrom, "Archives, Memory, and Interfaces with the Past." *Archival Science*. 2.1 (2002): 21-43.

§ Joanne Evans, Sue McKemish, Elizabeth Daniels, Gavan McCarthy, "Self-determination and archival autonomy: advocating activism." *Archival Science*, 15 (2015): 337-368.

§ Andrew Flinn, Mary Stevens, Elizabeth Shepherd, "Whose memories, whose archives? Independent community archives, autonomy and the mainstream." *Archival Science*, (2009): 71.

§ Rabia Gibbs, "The Heart of the Matter: The Developmental History of African American Archives." *The American Archivist*, 75 (2012): 195-204.

§ Anne J. Gilliland, "Moving past: probing the agency and affect of recordkeeping in individual and community lives in post-conflict Croatia" *Archival Science*, 14 (2014): 249-274.

§ Matthew Gordon-Clark, "Paradise lost? Pacific island archives threatened by climate change." *Archival Science*, 12, (2012): 51-67.

§ Hariz Halilovich, "Reclaiming erased lives: archives, records and memories in post-war Bosnia and the Bosnian diaspora." *Archival Science*. 14 (2014): 231-247.

§ Karen F. Gracy, "Documenting Communities of Practice: Making the Case for Archival Ethnography." *Archival Science*, 4 (2004): 335-365.

§ Verne Harris, "Antonyms of our remembering." *Archival Science*, 14 (2014): 215-229.

§ Verne Harris, "Jacques Derrida meets Nelson Mandela: archival ethics at the endgame." *Archival Science*, 11 (2011): 113-124.

§ Trond Jacobsen, Ricardo L. Punzalan, Margaret L. Hedstrom, "Invoking 'collective memory': mapping the emergence of a concept in Archival Science." *Archival Science*, 13 (2013): 217-251.

§ Karsten Jedlitschka, "The Lives of Others: East German State Security Service's Archival Legacy." *The American Archivist*, 75 (2012): 81-108.

§ David Kaye, "Archiving justice: conceptualizing the archives of the United Nations International Criminal Tribunal for the former Yugoslavia." *Archival Science*, 14 (2014): 381-396.

§ Bruce P. Montgomery, "Saddam Hussein's Records of Atrocity: Seizure, Removal, and Restitution." *The American Archivist*, 75 (2012): 326-370.

§ Elizabeth Nannelli, "Memory, records, history: the Records of the Commission for Reception, Truth, and Reconciliation in Timor-Leste." *Archival*



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|             | <p><i>Science</i>, 9 (2009):29.</p> <p>§ Cristine N. Paschild, "Community Archives and the Limitations of Identity: Considering Discursive Impact on Material Needs." <i>The American Archivist</i>, 75 (2012): 125-142.</p> <p>§ Geoffrey Robinson, "Break the rules, save the records: human rights archives and the search for justice in East Timor." <i>Archival Science</i>, 14 (2014): 323-343.</p> <p>§ Frederik Rosén, "Off the record: outsourcing security and state building to private firms and the question of record keeping, archives, and collective memory." <i>Archival Science</i>, 8 (2008): 1-14.</p> <p>§ Joan M. Schwartz, Terry Cook, "Archives, records, and power: The making of modern memory." <i>Archival Science</i>, 2 (2002): 1-19.</p> <p>§ Kalpana Shankar, "Recordkeeping in the Production of Scientific Knowledge: An Ethnographic Study." <i>Archival Science</i>, 4 (2004): 367-382.</p> <p>§ Donghee Sinn, "Room for archives? Use of archival materials in No Gun Ri research." <i>Archival Science</i>, 10 (2010): 117-140.</p> <p>§ Ann Laura Stoler, "Colonial archives and the arts of governance." <i>Archival Science</i>, 1 (2002): 87-109.</p> <p>§ David A. Wallace, Patricia Pasick, Zoe Berman, Ella Weber, "Stories for Hope–Rwanda: a psychological–archival collaboration to promote healing and cultural continuity through intergenerational dialogue." <i>Archival Science</i>, 14 (2014): 275-306.</p> <p>§ Sara White, "Crippling the Archives: Negotiating Notions of Disability in Appraisal and Arrangement and Description." <i>The American Archivist</i>, 75 (2012): 109-124.</p> <p>§ Stacy Wood, Kathy Carbone, Marika Cifor, Anne Gilliland, Ricardo Punzalan, "Mobilizing records: re-framing archival description to support human rights" <i>Archival Science</i>, 14 (2014): 397-419.</p> <p>§ Sonia Yaco, Beatriz Betancourt Hardy, "Historians, archivists, and social activism: benefits and costs." <i>Archival Science</i>, 13 (2013): 253-272.</p> |
| <b>Due:</b> | Student Presentation: Take the lead of presenting one of the articles dealing with today's theme with 1 page Handout (10 points)  |

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| >>>> | <b>12 November 2018</b> |
| >>>> | No Class                |
| >>>> | Veteran's Day           |

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| <b>Class #12</b> | <b>19 November 2018</b>  |
| >>>>             | (No regular class meeting)   |
| >>>>             | <b><u>Independent student research day for semester project.</u></b>                                     |
| <b>Due:</b>      | C-1: Culminating Project: Thesis Statement, Outline, and Bibliography for Culminating Project (5 points) |

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| <b>Class #13</b>             | <b>26 November 2018</b>  |
| <b>Lecture/<br/>Activity</b> | Online lecture: Learning from Māori Archival Practice in New Zealand <i>Aotearoa</i> |
| <b>Reading</b>               | T B A  |
| <b>Due:</b>                  | None   |

|                              |  |
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| <b>Class #14</b>             | <b>3 December 2018</b>   |
| <b>Lecture/<br/>Activity</b> | <b>STUDENT PRESENTATION: FINAL PROJECT</b>                         |
| <b>Reading</b>               | T B A  |
| <b>Due:</b>                  | Culminating Student Presentation, Research Paper, Reflection Paper |

**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.*

|              |   |             |
|--------------|---|-------------|
| <b>L1</b>    | <b>Laulima Post [1]:</b><br>Response to Special Collection Ethics   | <b>05 %</b> |
| <b>L2</b>    | <b>Laulima Post [2]:</b><br>Introduction and Career Goal  | <b>05 %</b> |
| <b>L3</b>    | <b>Laulima Post [3]:</b><br>Response to a Reading from class 4 or 5   | <b>05 %</b> |
| <b>L4</b>    | <b>Laulima Post [4]:</b><br>Response to a Reading from class 8 or 9   | <b>05 %</b> |
| <b>P1</b>    | <b>Student Presentation [1]:</b> Pioneer or history of an archival repository including handout                                 | <b>10 %</b> |
| <b>P2</b>    | <b>Student Presentation [2]:</b> Take the lead of presenting one of the articles dealing with today's theme with 1 page Handout | <b>10 %</b> |
| <b>CP(a)</b> | <b>Culminating Project:</b> Thesis Statement, Outline, and Bibliography for Culminating Project                                 | <b>05 %</b> |
| <b>CP(b)</b> | <b>Culminating Project:</b> Oral Presentation   | <b>10 %</b> |
| <b>CP(c)</b> | <b>Culminating Project:</b> Written Paper   | <b>30%</b>  |
| <b>CP(d)</b> | <b>Culminating Project:</b> Reflection Journal  | <b>05 %</b> |
|              | <b>Participation Score</b>  | <b>10 %</b> |

**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-. |

**On Incompletes.** UHM policy is that an Incomplete can only be issued if a student has completed 80% of the coursework and has a significant reason for needing an incomplete. <http://www.manoa.hawaii.edu/graduate/content/grading-policies>

In order to make up an incomplete, you must hand in your missing materials by **1 April 2019**, however, I will be on sabbatical in Spring 2019 and will not be issuing grades until Fall 2019.

## Instructions for Specific Assignments

(see due dates on the course schedule)

### GENERAL RUBRICS FOR EVALUATING LAULIMA POSTINGS:

|   |          |
|---|----------|
| <b>Originality:</b> If another student already posted the same thought then you should find another element or go deeper or criticize (as a polite scholar) your co-student’s perspective.  | 1 point  |
| <b>Writing and Logical Development:</b> Well written. Spell-checked. Grammar is correct. Citation is standard. Logical arguments flow. The posting followed instructions and was submitted on time.   | 2 points |
| <b>Grounding in Archival Terminology:</b> The posting appropriately uses terms from Archival Studies.   | 1 point  |
| <b>Grounding in Archival Literature:</b> In order to get an A+ for each posting you should locate, read, and cite something relevant from Archival Studies literature. Works already mentioned by other postings (above) do not count. Assigned readings also do not count. The purpose of this is to encourage you to develop your own independent learning in the field. UHM subscribes to a number of relevant journals, such as <i>The American Archivist</i> . | 1 point  |

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| <b>Laulima Post [1]:</b> Response to Special Collection Ethics |          |                                     |
| Individual Work  | 5 points | <b>Post Outline on Laulima (L1)</b> |

### Instructions

Although this course is mostly focused on the Archival professional, Special Collections is a cognate field, which is not well covered other parts of the LIS Curriculum. For this Laulima posting. You are to:

1) Review the codes listed at <https://rbms.info/standards/>, especially “*ACRL Code of Ethics for Special Collections Librarians*” and to a lesser extent “ACRL/RBMS Guidelines Regarding Security and Theft in Special Collections” and other codes with ethical implications.

2) Write a brief posting: a) Summarize the document, b) Focus on a unique aspect and explain why it is of interest, . c) Critically reflect on that aspect. Does it have ramifications for you or special collections librarians here? d) Can you criticize or suggest something perhaps needing updating or do you simply agree. Your Laulima posting, like all Laulima postings, will be evaluated on the rubric above. Posting 1 will be brief, and only should take a paragraph or two.

|  |          |                                     |
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| <b>Laulima Post [2]: Introduction and Career Goal (5 points)</b> |          |                                     |
| Individual Work  | 5 points | <b>Post Outline on Laulima (L2)</b> |

As a reflective exercise you should (1) find at least two ideal **entry-level professional-level archival position** descriptions. Many can be found at <http://careers.archivists.org/jobs> or <https://www.archives.gov/careers/jobs>. (2) Try to find the most descriptive position description and audit the required and desired qualifications. (3) Reflect on the skills you have and those you need to learn. (4) Come up with a plan on how you will meet the MQs (Minimum Qualifications) /DQs (Desired Qualifications) using courses, webinars, internships, additional readings. The position does not have to be currently open. You can also find professional positions on email lists like UHM's [LIS-JOBS](#) or [AHA's list](#). Your posting does not need to be comprehensive in terms of all DQs, but rather should be a reflective summary auditing your skills, and plans to acquire skills in order to be competitive on the job market. If you are interested in Special Collections, you might also want to review [Guidelines: Competencies for Special Collections Professionals](#).

This should be a narrative paragraph rather than simple list of MQs and DQs. Your posting should be positive in recognizing what you would bring to the position and how you plan to learn other skills before you go on the job market. (Don't get too depressed when doing this assignment as employers often post dream descriptions).

|   |          |                                     |
|---|----------|-------------------------------------|
| <b>Laulima Post [3]: Response to a Reading (5 points) from class 4 or 5</b> |          |                                     |
| Individual Work   | 5 points | <b>Post Outline on Laulima (L3)</b> |

You only need to post on one of the readings. You should be the first to comment on the reading or the point you want to raise. What is the qualifications of the author? How can one implement the findings? Are there logical or critical problems with the article?

Post on LAULIMA your response to the assigned readings for the period. Beyond simply summarizing the text, you should focus on some aspect that shows that you read the text / reading and critically thought about it. If you have a question go try to find the answer and write up your findings. Please be sure to cite author and page numbers from the article, and any other references you mention.

|   |          |                                     |
|---|----------|-------------------------------------|
| <b>Laulima Post [4]: Response to a Reading (5 points) from class 8 or 9</b> |          |                                     |
| Individual Work   | 5 points | <b>Post Outline on Laulima (L4)</b> |

See the instructions for Post [3] above.

### GENERAL INSTRUCTIONS STUDENT PRESENTATIONS:

- 1) Step 1: Claim your topic using **Laulima Post [5] and [6]**.
- 2) Your presentation should be accompanied by a handout.

Your presentation should have a 1-page (double-sided) **handout**, with one copy per student and the instructor. The handout should include your name, class, date, subject (title), an original abstract explaining the topic with key dates and details. A bibliography of sources used. Include URLs for online materials. The emphasis of the handout should be takeaways as to why the topic is significant.

3) Your presentation should be accompanied with **presentation software**. This can be on PPT, Prezi, Google Presentation or other package that does not require installation on the classroom computer. Be sure to cite any illustrations or texts that are not your own creations.

4) Each presentation should be **10 to 15 minutes long**. You should allow another 2-5 minutes for Q&A / discussion. Please be ready to upload your presentation before class begins. There will be a sign up list on the blackboard in class in terms of speaking order.

### GENERAL RUBRICS FOR EVALUATING STUDENT PRESENTATIONS:

|   |          |
|---|----------|
| <b>Content was original, well researched, showed independent critical thought and logical development, extending from materials discussed in class:</b> Information rich presentation delivered in your own words, but reflecting research, appropriate use of LIS and archival terminology. The presentation was able to present more than one side if there is debate. Originality counts, following choice posted on Laulima. Theoretical and critical aspects are very welcome, but she be based on real archival practice. Students are free to diverge from traditional archival thought, but when presenting more controversial or theoretical ideas should try to explain how this differed from traditional practice, and also discuss how one can practically implement this. | 4 points |
| <b>Oral Communication:</b> Well delivered presentation showing evidence of well structured and organized presentation. The presentation followed instructions, including time-length, and was ready on time. Most importantly, the presentation was compelling and suggested the student is on track to being able to present herself/himself as a professional.  | 3 points |
| <b>Visual Communication:</b> The PowerPoint/ other software presentation was equally well structured, information rich, and complemented the presentation. Images and text were readable from the back of the room.   | 2 points |

|  |         |
|--|---------|
| Images and text were compelling (captured interest). The student did not just read word-for-word from the slides.  |         |
| <b>Informative Handout:</b> The handout followed instructions and would be useful to students wanting to explore the topic. There are references for further research. Key terms are defined. The page is well-written and checked for spelling and grammar. | 1 point |

| <b>Student Presentation [1]: History Presentation</b> |           |   |
|---|-----------|---|
| Individual Work                                       | 10 points | <b>Oral/ Visual Presentation with Paper Handout</b> |

The main focus of this assignment is to introduce the class to a significant player in the historical development of archives or the history of an individual repository.

Select your subject on Laulima so as to avoid repetition. It can be a national/ state/ college/ corporate/ ethic repository. It cannot be a virtual archive only. What is unique about this repository? Is there anything that we can learn by studying this repository? Be sure to sign up in advance to claim your subject on Laulima, as it is first come first-served.

You should research the person or subject using a variety of sources, including published (print or online) sources, such as encyclopedias, books, or articles.

The initial 1 to 2 minutes should give a brief biographical overview of where and when your pioneer lived and worked. The main emphasis, however, should be on that person's contribution to the archival field.

| <b>Student Presentation [2]: Lecture/ Lead Discussion on an Reading on Critical Archive Theory or Practice</b> |           |   |
|--|-----------|---|
| Individual Work  | 10 points | <b>Oral/ Visual Presentation with Paper Handout</b> |

For this assignment, you are to demonstrate your understanding of critical archival theory. You will be leading the class discussion on one of the assigned readings for that day or another article from Archival Science or AERI or the like. Please follow the following steps.

- 1) Select one of the articles assigned for that day or find an alternative recent article from Archival Science, Papers of the AERI. Post your choice on Laulima. One student per article.
- 2) Your presentation (including Powerpoint and handout) should (a) give a summary of the article and the main thesis. (b) Give arguments in support and against this article. You can often find articles supporting or critiquing an article if you do a search of Web of Science or Google Scholar. (c) Give a very brief biography of the author(s), focusing on aspects relevant to the article. Highlight practitioner experience, education, position, awards or other recognition. (d) offer your own opinion / evaluation of the article. Does it meet its objectives or not? (e) If time allows you are welcome to do a brief activity or class discussion; however this



**The culminating experience project is required of all students.** Students admitted in Fall 2018 / later using the new LIS curriculum can use this assignment set for their e-portfolio presentation on **SLO 2**.

|  |           |   |
|--|-----------|---|
| <b>CULMINATING PROJECT: Culminating Project: Oral Presentation</b> |           |   |
| Individual Work  | 10 points | <b>Oral / Visual Presentation (last day of class)</b> |

**Your presentation on the culminating project should include aspects from the project itself and the reflective element. For Evaluation criteria see instructions and rubrics for presentations.**

|                             |           |   |
|-----------------------------|-----------|---|
| <b>CULMINATING PROJECT:</b> |           |   |
| Individual Work             | 30 points | <b>Submit written paper using Laulima DropBox</b> |

The culminating project should be a major piece of research, reflection, and writing that helps you to explore your professional philosophy as an archivist. It should incorporate your professional values and ethics. The aim is for you to do research related to your personal professional career objectives and to find relevant research. You may use first-person voice when writing this paper. Your challenge is to dig deep and explore archival studies. This can build on your earlier Laulima postings, but should include at least five journal articles from Archival Studies that are related to your vision and ethics.

If you wanted to become a video archivist, you might want to explore some of the ethical questions regarding preserving orphan films, and do related research on preservation, intellectual property law, especially focusing on how these shape your own philosophy and values. As another idea, if you wanted to work in the National Archives you might craft a paper on looking at the historical lessons of the Nixon Papers



from the Perspective of an archivist in the Trump years. How is the archival mission different? If you are interested in Native Hawaiian collections, you might ask about how has the Renaissance been documented, and how does it need to be done differently? Part of this research would be looking for models, questioning funding, etc.

Another option would be to do an oral history interview with a senior archivist (someone with an MLISc with archival education and at least 10 years of experience) and to do a life history interview with her/him. Your paper should focus on your subject’s philosophy and values. You should supplement this with research related to this person’s career. In your reflection piece you should write a longer paper saying how this contrasted or challenged your own vision/ethics/values.

**STEP 1 (for Oral History Option):** 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 and Hand typed transcript of the interview

In evaluating your work, I am looking less at page numbers (although I imagine most would run something like 10 to 15 pages) than I am at something that helps you to really engage in the profession... so that you start thinking like an archivist and challenge yourself. I believe that we grow through such challenges. With this in mind, I should add that if you take a position outside of traditional archives that you frame it as such. Show that you understand how it may be seen, but clearly defend your ideas. I won’t grade your project based on whether I agree with your idea or not, but rather on your logical development, wide research, quality writing, and engagement with the archival field. Your reflection journal helps me to evaluate this engagement.

|  |          |                                     |
|--|----------|-------------------------------------|
| <b>CULMINATING PROJECT: Reflection Journal</b> |          |                                     |
| Individual Work                                | 5 points | <b>Submit using Lailima DropBox</b> |

Write up a 2-page paper reflecting on (a) what you learned, (b) how you researched the project, (c) how the experience impacted your thinking and professional philosophy, and (d) what you still don’t know or want to learn more on, and how you plan to explore this.

|  |
|--|
| <b>OPTIONAL EXTRA CREDIT</b>   |
| [1 point per extra work credit possible] Discuss options with Dr. Wertheimer |

## 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
- Critical Incident Analysis
- Ethnographic
- Interview
- Naturalistic Inquiry
- Needs Assessment
- Usability Studies

**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.

## Course Learning Objectives

This is an introductory course on archival ethics, history, and profession (that should be taken along with LIS 651/ Archival Arrangement and Description, LIS 658/ Archival & Special Collections Management, and other courses in the pathway) enabling students to:

- 1) Understand the various types of archival repositories and their historical development;
- 2) Develop their own personal set of professional ethics based on the codes of ethics from SAA, ACRL-RBMS, ARMA and other professional associations;
- 3) Engage in the archival field by reading research, and correctly applying archival terminology, concepts on a theoretical and practical level;
- 4) Understand how Kanaka Maoli, women, People of Color, workers, LGBTs, pacifists, unionists, political dissidents, and other “Others” were marginalized in historic archival practice and be able to articulate paths to decolonizing the archival endeavour;
- 5) Understand how ethical and professional decisions are made while selecting, deaccessioning, and processing collections;
- 6) Be able to practice ethical archival service that reflects legal demands, privacy safeguards, while balancing the needs of information from closed collections, such as declassifying
- 7) Be able to clearly articulate the social relevance of archives and special collections in society today;.

## 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 them or offer counter-proposals. If you want to pursue this, please consult with me well in advance of the deadline of the assignment you want to replace.

## Assessing Participation

Your **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. I should clarify that “irrelevant comments” certainly doesn’t mean you can’t disagree with me or any other student. I am always thrilled when students are able to formulate a different idea. Especially when disagreeing with other students -- in class or online -- please treat each other with the same kind of respect you would want to receive. That will help encourage a healthy learning environment.

You are welcome to bring a **laptop** or device 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, twitter, 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, chit-chatting 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.

I don't usually like giving tests or quizzes since I don't believe graduate education should be about regurgitating information, but reserve the right to give a quiz that will count towards the participation score. The purpose of this is to encourage students to come on time and keep up with the readings.

## 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 an *Archival Outlook* interview, York University (ON) Archivist, Nobuko X. Hayakawa-Olson claimed, "...."<sup>1</sup>

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 654] (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. This often helps writers to establish a focused theme. You are also highly encouraged to use a few section headings on larger papers to organize your thoughts. Some of the most common headings are Introduction, Definitions, Methodology, Analysis, and Conclusion.

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 the last class meeting.

### **General Grading Criteria:**

Specific grading criteria are mentioned in the instructions for each assignment, but in general I like to reward papers that are well-written, well-researched, creative, and show me that you are integrating questions from this class and your real life experiences and readings from relevant professional literature.

Part of demonstrating professionalism includes using LIS terminology when appropriate. I also am happy if you can tie theoretical issues to the larger world as long as this supplements your LIS readings (not in lieu of them). I highly value critical thinking. Do not take everything you read or hear as truth.

**Sample Papers:** If you write an exceptional paper, I might ask you to submit your paper to my samples website. If so, I would appreciate if you would try to follow up on some of the corrections/ suggestions I made, and then email me your paper as a Word/ HTML/ PDF file attachment. I count revised and submitted papers towards your extra credit score.

### **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.

**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.

### **Note Taking**

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

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

Richard Pearce-Moses, *A Glossary of Archival and Records Terminology* (Chicago: The Society of American Archivists, 2005)  
<http://www2.archivists.org/glossary/>

*Encyclopedia of Archival Science*. by Luciana Duranti & Patricia C. Franks, eds. (Rowman & Littlefield, 2015). (@ Hamilton Library and LIS Library).

*A-Census* (2004-6) at the SAA website.

An excellent (albeit dated) overview of the archival profession.

You also should explore some of the following **journals**:

- *American Archivist* (the journal) [CD 3020.A45] (+@ UHM Libraries/Online Journals)
- and *Archival Outlook* (the newsletter) [CD 921 .S2] (Society of American Archivists)
- *Archival Issues* [CD 3054 .M53].
- *International Journal of Archives* [CD 4.I61] (International Council on Archives)
- *Archives and Manuscripts*. [CD 2500.A7] (Australian Society of Archivists).
- *Journal of the Society of Archivists*. [CD 1.S6] (Society of Archivists [UK])

[Archival Education and Research Institutes \(AERI\)](#)

*Many of the conference proceedings are online at each site.*

**The Following Journals are Available online via UHM Libraries:**

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

**Special Collections Librarianship Journals**

§ *RBML*

**Time-permitting Articles from the Following Journals are Available via ILL:**

- *Archivaria* (Association of Canadian Archivists)
- *Fine Books & Collections* (please review two articles as they are short)
- *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 print journals** so others can also use them. *Thanks!*