



University of Hawai'i at Mānoa



Library & Information Science Program
Information & Computer Sciences Department

COURSE SYLLABUS

Fall 2017

LIS 693: Archival & Special Collections Management

Instructor: Dr. Andrew Wertheimer

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

Office Hours:

Tuesdays: 4:00-5:30 PM

Thursdays: 3:30-5:00 PM

or by appointment

Class Time/ Location: Tuesdays 1-3:40 pm @ Hamilton 3G

Course Catalog Description:

LIS 693 (Special Topics): Archival & Special Collections Management introduces students to the proper management of an archive, manuscript collection or special collection using management approaches and best practices from archival studies. This course introduces management theory, appraisal theory, and relevant issues concerning facilities and legal issues related to privacy, intellectual property, records management, as well as advocacy, fundraising, reference and educational outreach functions. This course, along with Archival Ethics, Archival Processing, is part of the professional preparation for the archival field. 3 credits. **Prerequisites:** None. Beginning in Fall 2018, pending approval, this course will be offered as LIS 658: Archival & Special Collections Management.

Textbook & Readings

Required Textbook:

Kate Theimer, *Management: Innovative Practices for Archives and Special Collections*. Lanham: Rowman & Littlefield Publishers, 2014 ISBN 978-1-59884-864-9 (at the University Bookstore). (also available as an e-book)

Additional Required Readings:

- Additional required readings will be posted in Laulima.
- Articles are available via UHM's electronic resources.
- Students who have not taken LIS 652 should skim the most recent edition of Gregory S. Hunter's *Developing and Maintaining Practical Archives: A How-to-do-it Manual*.

Additional Reference Works

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).

Assignments

<i>Assignment Name / Brief Description</i>	<i>% of Course Grade</i>
<p>Assignment 1: Archival Consultant's Report</p> <p>The main project for this class will be a solo project to apply management theory to an archive or special collection. This can either be a hypothetical or real exercise, but should be based on a real organization. For this project you will study a policy or service at a real archive or special collections. This grade includes a presentation on your work. See detailed instructions below.</p>	40
<p>Assignment 2: Journal on Assigned Readings / Case Studies</p> <p>Post on LAULIMA your response to the assigned readings for the period. You should not simply summarize the text, but rather 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 page numbers from the text and any other references you mention.</p> <p>Some of the required postings will relate to case studies. In responding to a case study, you should do the following: 1) Briefly summarize the situation, 2) Apply diagnostic managerial approaches to discover the problem(s), 3) come up with a solution that meets archival ethics and principles, law. 4) Identify counter-arguments, and refute by you are not selecting that approach, 5) discuss how you would test this remedy.</p>	20
<p>Assignment 3: Advocacy / Public Relations</p> <p>You are to select a real archival repository or special collections, and then develop one of the following: Development Plan, Grant, Public Relations Materials, Lobbying efforts. <i>See detailed description and rubric below.</i></p>	15
<p>Assignment 4: Poster Session and Presentation on Archival Management</p> <p>You are to research on some aspect of Archival / Special Collection Management and present your findings as a poster session. Ideally, this would be something that will advance the profession and your career if you presented it at the annual conference of the Association of Hawaii Archivists or Hawaii Library Association, or perhaps even the Society of American Archivists.</p>	12
<p>Final Exam</p> <p>There will be a final exam, including multiple choice, matching, and essay based on materials covered in the class.</p>	8
<p>Participation</p>	5

See “Assessing Participation” below.	
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Assignments: Detailed Instructions & Assessment Rubrics

ASSIGNMENT 1: Consultant’s Report and Presentation		
Solo Work	15 points	Oral Presentation + Bring two hard copies to class (or submit as an attachment via e-mail)

Instructions

The purpose of this assignment is for you to study one special collection or archive’s physical plant, organizational structure, and other aspects. On one hand the purpose is for you to study a given library so that you can create a standard library that you can visualize. On the other hand you should treat this assignment as if you were an experienced outside consultant who is being paid to examine the special collection/ archive in terms of physical plant, policies, organization, and demographics in order to offer a brief report with some recommendations.

This assignment consists of several parts:

Portfolio – Part A: Gathering Primary Reference Materials

From the special collection / archive, you should be able to secure any available background reference material:

- A rough blueprint of the facility
- A diagram of the organizational structure
- A copy of the organization’s mission statement and policies
- A recent annual report and budget

If these items are not available, you can try to make a rough outline yourself of the plant and organizational structure.

B) Additional Research Reference Materials

You should then briefly search for any major documents or policies or grants that you can locate from the parent organization, Internet, local media, or professional journals.

Parts A and B of your portfolio can be a set of printed documents or an online document with complete citations and links to the materials you’ve gathered.

Portfolio – Research Notes

By doing a walking inspection and other **unobtrusive research** you should be able to make a log of observations noting which collections/ areas / are being used or not. For example, if a large amount of prime space is devoted to a reference collection, but it is out of date and not used, this would be something to consider. Be sure to observe at

different times of the day / week so that you can track different types of users. This might be compared with the library's own data about use.

- If the archive allows you to photograph the building, you may wish to include photographs. You can annotate these and also use them in your presentation. Be careful with photographing users (especially minors without parental permission) or even staff, as they may feel uncomfortable.
- Be sure to examine the archive's website, newsletter and signage (inside and outside).
- Also pay attention to public transit, parking, and how the library location relates to community development and public transit futures.
- You should take notes on the physical plant (ADA compliance, needed repairs, structural concerns, evidence of leaks, furniture, paint). You can also make observations on collections, computer equipment, copiers, microform readers, etc.
- You should also observe staff coverage, customer service, operating hours, and programming.
- After conducting unobtrusive research you are welcome to request a brief interview with the library/ archive's director. If you decided to do this, be sure to explain that this is only for a class project. If you do such an interview you should be sure to plan a list of relevant questions in advance of your visit.
- You should understand if the director is somewhat hesitant about such a study, and also has a tight schedule. Please remember that the professionals you are studying are busy and have their own agendas within the larger complex organization, so be respectful of their time and priorities. That does not mean that you cannot criticize your understanding of their practices. This report will be confidential, but you are encouraged to provide the archive director with a copy of your paper, along with a nice thank you note.

Portfolio – Research from Professional Literature (D)

Examine professional literature for benchmarking standards that you can use to analyze or compare your special collection/ archive. The SAA, ALA-ARCL-RBMS and other associations have published standards for types of archive of special collection depending on emphasis and community size.

Portfolio – Part E: Original Analysis

Using the above data you should write up a brief 5 to 10 page group paper answering the question if this is a model special collection/ archive or not. What practices were worthy of benchmarking and what areas seemed problematic? You might try to find out what institutions this library compares itself to, and then see how well they follow their goals and objectives.

Your analysis should start out with a brief summary of the organization's factual information (structure, relationship to other agencies, staffing, collection size, number of computers, demographics on users and non-users). You should also explain how the archive is divided in terms of collections, and overall condition of facilities – as far as

you can tell. You should also note use patterns. Be sure to include community demographics (schools in the area, income, median age, ethnicity, literacy, etc.) that relate to repository use (past/ present/ future). You also should look at staff and hours of operation. Is the special collection / archive maximizing its potential or is it stuck because of some problems. For example, if a library has a large microfilm reading room, and many staff in that area, but few users, and the archives usage shows an increasing decrease of microform users, you might encourage the archive to reconsider this division – or encourage them to try different programs or initiatives to somehow reach this audience. You only have a few pages, so I encourage you to focus on a few areas. Please be sure to recognize areas of excellence as well as areas for improvement. Any suggestions should be precise. For example, don't simply suggest an archive offer more programs, but rather point to others that have increased usage by offering specific types of programs and be sure to cite references.

Portfolio – Front Matter

The Portfolio notebook / paper should include a cover page with your name, the full name of the library / archive/ the course name/ and the explanation: “Mock Consultant’s Report.” You also should create a table of contents and tabs separating each of the above sections.

Presentation

Your presentation in class should clearly identify: a) The special collection/ archive you examined; b) Basic Statistics; c) Community Demographics d) Non-Users; e) How you went about establishing benchmarks and appropriate standards; f) some sample recommendations. The presentation should range between 5 to 10 minutes. Your presentation should be visually rich with images of the library to support your recommendations.

ALTERNATIVE OPTION: Another option for the Portfolio will be to work with an archivist / special collections chief to come up with a new policy, strategic plan, annual report or handbook. You may do this at the organization where you work or volunteer or are interning (although you should not count this project towards internship credit). For this project you should submit the following:

- 1) Cover Page and Table of Contents
- 2) Introduction with reason for the new policy or document
- 3) Copy of the old policy / annual report / strategic plan
- 4) Copy of your new policy / annual report / strategic plan
- 5) A Journal stating how you developed (4) and what reference materials you used to create the new policy / annual report / strategic plan.

Evaluation

You will be evaluated on the basis of a) the materials you gather for your research, and b) your analysis. Your paper should be related to content learned in the LIS program (class texts, lecture notes, LIS literature, especially archival literature and standards). Be sure to

cite your findings whether primary or secondary research. The instructor on the following criteria will evaluate your assignment:

a) The reference materials provide extensive documentation on the library's plant, organizational structure, budget, etc. (per instructions).	2 points
b) The evaluation is based on appropriate / relevant / recent published research articles/ books (as per syllabus instructions). The paper evidences appropriate use of terminology from Archival Studies, LIS management, Nonprofit administration and Management studies. Terms are defined (if not included in our textbook) either in a note or the text itself. Citations are properly noted according to style in a bibliography or footnotes following one of the following styles: APA/MLA/Chicago.	3 points
c) Overall writing in the analysis is grammatically correct, free of typographical errors, and flows logically.	2 points
d) the recommendations are balanced and thoughtful based on your research and appropriate benchmarks/ standards.	5 points
e) The presentation provides an informative overview following the instructions.	3 points

Assignment 3a: Advocacy / Public Relations: Brief Class Presentation on Group PR/ Marketing Project (Part A)		
Group Work	5 points	Oral Presentation

Instructions: Form a group to work with a client in order to create a public relations / marketing product. You should select a client special collections library or archive and see if they have a public relations or marketing campaign they would like help with. You are to work with the client to create some product. The more complex the project the more people you can have in a group. For example, designing a bookmark or bookplate could be an individual project, whereas designing a website or newsletter could have up to 8 team members. Other possible products include: Brochure/ Pamphlet, Annual Report, Poster, TV spot, Radio announcement, press release.

Your presentation in class should clearly identify:

- a) The Client; b) The Product; c) The Message; d) The Intended Audience (be as specific as possible); e) How your team went about creating the “product.”; f) Identify good resources for others on creating the “product.”; g) What your group has learned about marketing / PR through the assignment; h) How the “product” could be improved; i) What further research or PR/marketing would help the agency meet its objectives?

The presentation should range between 4 minutes for “groups of one” to up to 20 minutes for a group of 8. Larger groups should show mock-ups of early drafts (yes, they are messy) and discuss the complex process of working with the client as well as others involved with the process.

Evaluation All group members will receive the same score unless a complaint is raised that certain member(s) did not contribute equally to the final product. Your assignment will be evaluated by the instructor on the following criteria:

a) The presentation follows the instructions in terms of delivering required content within the allotted time. It clearly identifies the client, and the roles that individual team members played in crafting the product.	2 points
b) The presentation explains the intended audience, and how the audience was researched.	1 point
c) The presentation is interesting, well organized, well delivered, and supplemented with either some creative flair or an informative PowerPoint presentation or samples of related products.	1 point
d) The presentation includes a draft or sample version of the final product.	1 point

ASSIGNMENT 3b: Group PR/ Marketing Project		
Group Work	10 points	Hand in two hard copies in class

Instructions

Follow the instructions for Assignment 3a. Hand in two hard copies of your final product. The instructor will keep one on file, and the other will be handed back with notes.

You also should submit a brief 2-4 page journal reiterating the a) client [name, position, agency, e-mail], b) message, c) list team members, d) describe who did what, e) critically review the final product: What could have been done better. Is it effective? Will the organization actually use your product?

Evaluation Your assignment will be evaluated by the instructor on the following criteria. All group members will receive the same score unless a complaint is raised that certain member(s) did not contribute equally to the final product.

a) The final product appears to meet your agency’s objectives of delivering a specific message (explained in the journal) to a specific audience (also explained in the journal).	3 points
b) The final product is the product of research, such as identifying users/ non-users, and locating samples from other agencies.	3 points
c) The final product is interesting, original, creative, aesthetically pleasing, and eye-catching in order to meet the intended audience.	2 points
d) The journal meets the above requirements and is interesting, and well organized. It reflects the decision-making process that led to envisioning the audience and how to best reach them. It describes how the team conducted the research and creative efforts as well as documenting the negotiations with the client during the project.	2 points

ASSIGNMENT 4: Poster Session and Presentation on Archival Management		
Solo/ Small	12 points	Submit draft text on Laulima

Group Work		Submit poster in class
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Instructions

You are to research on some aspect of Archival / Special Collection Management and present your findings as a poster session. Ideally, this would be something that will advance the profession and your career if you presented it at the annual conference of the Association of Hawaii Archivists or Hawaii Library Association, or perhaps even the Society of American Archivists. This can be done individually or in a group of two. See the deadlines in the schedule.

Evaluation Your assignment will be evaluated by the instructor on the following criteria. All group members will receive the same score unless a complaint is raised that certain member(s) did not contribute equally to the final product.

a) The presentation was informative, well researched, and relevant to archival or special collections management. Appropriate terminology was used, and explained correctly.	3 points
b) The poster and presentation were based on a good review of relevant archival and other relevant literature.	3 points
c) The poster is interesting, original, creative, aesthetically pleasing, and eye-catching in order to meet the intended audience. It includes the student's name, course name, UH LIS Program, LIS logo, professor's and class name, and poster title.	3 points
d) The poster and presentation offer a new perspective or new research or a well-reasoned argument in favor of something, which will be of interest to archivists or special collection librarians.	3 points

Course Schedule

- This syllabus lists readings in both the Theimer (T) text as well as other readings.
- *This schedule is highly subject to change.* Lecture and discussion topics vary in response to current happenings in the profession. We will also have perhaps two or three field trips, which will mandate more schedule changes. We also will have several guest speakers

Week 1	Professional Context: Defining the Archive
Class: <u>22 AUG. 2017</u>	Key terms. Types of Repositories. Records Management. Associations (ARMA, SAA, AHA, ACA, ALA-ACRL-RBMS, AERI)
Readings:	None <i>(How could something be due on the first day?)</i>
DUE:	LAULIMA POST (00): By the end of the week (after class), post an introduction on Laulima (no credit)

Week 2	Introducing Special Collections Management
Class: <u>29 AUG. 2017</u>	Hybrid nature of special collections, Rare Books, Rare Book Market, Antiquarian Booksellers' Association, Access debate, Security, Special Cataloging, Provenance, Valuing Materials, Grey Literature, Mission, Public v private research collections, open / closed stacks
Readings:	Paul Conway, "Archival quality and long-term preservation: A research framework for validating the usefulness of digital surrogates." <i>Arch Sci</i> (2011) 11:293–309 DOI 10.1007/s10502-011-9155-0 Ciaran B. Trace, Andrew Dillon, "The evolution of the finding aid in the United States: from physical to digital document genre." <i>Arch Sci</i> (2012) 12:501–519 DOI 10.1007/s10502-012-9190-5
DUE:	Assignment 3a: Advocacy / Public Relations: Select Client (Post Client and Theme on Laulima)

Week 3	Organization and Management Theory
Class: <u>5 SEP. 2017</u>	Mission, Goals, Assessment, Strategic Planning Policies, Standards, Planning, Accreditation

Readings:	Jenny Bunn, "Questioning autonomy: An alternative perspective on the principles which govern archival description." <i>Arch Sci</i> (2014) 14:3–15 DOI 10.1007/s10502-013-9200-2 Marcus C. Robyns and Jason Woolman, "Institutional Functional Analysis at Northern Michigan University: A New Process of Appraisal and Arrangement of Archival Records." <i>The American Archivist</i> , 74 (2011): 241-256.
DUE:	LAULIMA POST (1): Readings

Week 4	Introducing Facilities, Security, & Preservation Personnel & Student Presentations
Class: <u>12 SEP. 2017</u>	Hiring (getting hired), A-Census, Hiring, Trends, Working Solo
Readings:	Jody L. DeRidder, Amanda Axley Presnell and Kevin W. Walker, "Leveraging Encoded Archival Description for Access to Digital Content: A Cost and Usability Analysis." <i>The American Archivist</i> , 75 (2012): 143-170. Hea Lim Rhee, "Archival appraisal practice in U.S. state archives and records management programs." <i>Arch Sci</i> (2016) 16:167–194 DOI 10.1007/s10502-014-9237-x
DUE:	Assignment 3a: Advocacy / Public Relations: Brief Class Presentation on Group PR/ Marketing Project (Part A)

Week 5	
Class: <u>19 SEP. 2017</u>	Tour of Kamehameha Schools Archives, Midkiff Learning Center and guest lecture by Archivist Stacy Naipo
Readings:	Hea Lim Rhee, "Archival appraisal practice in U.S. state archives and records management programs." <i>Arch Sci</i> (2016) 16:167–194 DOI 10.1007/s10502-014-9237-x
DUE:	Nothing.

Week 6	Legal Contexts for Archives and Records Managements
Class: <u>26 SEP. 2017</u>	Chain of Custody, Privacy, Transparency, FERPA
Readings:	Jackie Dooley, 2015. <i>The Archival Advantage: Integrating Archival Expertise into Management of Born-digital Library Materials</i> . Dublin, Ohio: OCLC

	<p>Research. http://www.oclc.org/content/dam/research/publications/2015/oclcresearch-archival-advantage-2015.pdf.</p> <p>And read at least one of the following:</p> <p>Maggie Dickson , “Due Diligence, Futile Effort: Copyright and the Digitization of the Thomas E. Watson Papers.” <i>The American Archivist</i>, 73 (2010): 626-636.</p> <p>Jean Dryden, “The Role of Copyright in Selection for Digitization.” <i>The American Archivist</i>, 77 (2014): 64–95.</p> <p>Eleanor Mattern, “A six-stage process for recovery of public records: Replevin and the state of North Carolina.” <i>Arch Sci</i> (2016) 16:195–212 DOI 10.1007/s10502-015-9241-9</p>
DUE:	LAULIMA POST (2): Readings

Week 7	“Show me the money”
Class: 3 OCT. 2017	Fundraising, Budgeting, Development, Grants, Working with donors
Readings:	<p>Read at least two of the following:</p> <p>Laura Bots, and Kata, Lauren, "Are the Digital Natives Restless? Reaching Out to the Ne(x)t Generation," <i>Provenance, Journal of the Society of Georgia Archivists</i> 24 (2006): 3-21. http://digitalcommons.kennesaw.edu/provenance/vol24/iss1/2</p> <p>Cox, Richard J., "Fund Raising for Historical Records Programs: An Underdeveloped Archival Function," <i>Provenance, Journal of the Society of Georgia Archivists</i> 6 no. 2 (1988) . Available at: h8p://digitalcommons.kennesaw.edu/provenance/vol6/iss2/2</p> <p>Sean Heyliger, Juli McLoone and Nikki Lynn Thomas, “Making Connections: A Survey of Special Collections' Social Media Outreach.” <i>The American Archivist</i>, 76 (2013): 374-414.</p> <p>Patricia J. Rettig, “Water Tables: A Case Study of a Successful Archival Fund-Raising Event .” <i>The American Archivist</i>, 73 (2010): 204-218.</p> <p>Kate Theimer, “What Is the Meaning of Archives 2.0? ” <i>The American Archivist</i>, 74 (2011): 58-68.</p> <p>Elizabeth Yakel and Wendy Duff and Helen Tibbo and Adam Kriesberg and</p>

	Amber Cushing, “The Economic Impact of Archives: Surveys of Users of Government Archives in Canada and the United States.” <i>The American Archivist</i> , 75 (2012): 297-325.
DUE:	ASSIGNMENT 3b: Group PR/ Marketing Project: Presentation & Final Project LAULIMA POST (3): Readings

Week 8	Users
Class: <u>10 OCT. 2017</u>	Information needs. Historians, Genealogy (introduction)
Readings:	Theimer: Alexandra Chassanoff , “Historians and the Use of Primary Source Materials in the Digital Age .” <i>The American Archivist</i> , 76 (2013): 458-480. Diana E. Marsh, Ricardo L. Punzalan, Robert Leopold, Brian Butler, Massimo Petrozzi. “Stories of impact: the role of narrative in understanding the value and impact of digital collections.” <i>Archival Science</i> (2016) 16:327–372 DOI 10.1007/s10502-015-9253-5. Pamela H. Mayer, “Like a Box of Chocolates: A Case Study of User-Contributed Content at Footnote.” <i>The American Archivist</i> , 76 (2013): 19-46. Hea Lim Rhee, “Genres and genre repertoires of user and use information sources in U.S. state archival and records management appraisal practice.” <i>Arch Sci</i> (2012) 12:461–483 DOI 10.1007/s10502-012-9176-3
DUE:	ASSIGNMENT 1: Consultant’s Report and Presentation Select the client (Post on Laulima)

Week 9	Outreach
Class: <u>17 OCT. 2017</u>	Exhibits Instruction
Readings:	<i>Read at least two of the following:</i> Richard J. Cox, Janet Ceja Alcalá and Leanne Bowler, “Archival Document Packets: A Teaching Module in Advocacy Training Using the Papers of Governor Dick Thornburgh.” <i>The American Archivist</i> , 75 (2012): 371-392. Karen F. Gracy , “Ambition and Ambivalence: A Study of Professional

	<p>Attitudes toward Digital Distribution of Archival Moving Images.” <i>The American Archivist</i>, 76 (2013): 346-373.</p> <p>Magia G. Krause , “Undergraduates in the Archives: Using an Assessment Rubric to Measure Learning.” <i>The American Archivist</i>, 73 (2010): 507-534.</p> <p>Leigh McWhite , “‘So, Your Institution Is Hosting a Presidential Debate...’: A Case Study of 2008 Programming by the University of Mississippi Archives and Special Collections.” <i>The American Archivist</i>, 73 (2010): 219-234.</p> <p>Marcus C. Robyns, “The Archivist as Educator: Integrating Critical Thinking Skills into Historical Research Methods Instruction.” <i>The American Archivist</i>, 64 (2001): 363-384.</p> <p>Barbara Rockenbach. “Archives, Undergraduates, and Inquiry-Based Learning: Case Studies from Yale University Library.” <i>The American Archivist</i>, 74 (2011): 297-311.</p>
DUE:	Nothing

Week 10	Materials I
Class: <u>24 OCT. 2017</u>	<p>Formats (1) - Papers Manuscript Collections More on Archival Value and Appraisal Theory</p>
Readings:	<p><i>Read at least two of the following:</i></p> <p>Rebecca Altermatt and Adrien Hilton, “Hidden Collections within Hidden Collections: Providing Access to Printed Ephemera.” <i>The American Archivist</i>, 75 (2012): 171-194.</p> <p>Mark A. Greene, “MPLP: It's Not Just for Processing Anymore.” <i>The American Archivist</i>, 73 (2010): 175-203.</p> <p>Kit Hughes, “Appraisal as Cartography: Cultural Studies in the Archives.” <i>The American Archivist</i> 77 (2014): 270–296.</p> <p>Laura Uglean Jackson and D. Claudia Thompson, “But You Promised: A Case Study of Deaccessioning at the American Heritage Center, University of Wyoming.” <i>The American Archivist</i>, 73 (2010): 669-685.</p> <p>Christopher J. Prom, “Optimum Access? Processing in College and University Archives.” <i>The American Archivist</i>, 73 (2010): 146-174.</p> <p>Carl Van Ness, “Much Ado about Paper Clips: ‘More Product, Less Process’</p>

	and the Modern Manuscript Repository.” <i>The American Archivist</i> , 73, (2010): 129-145.
DUE:	ASSIGNMENT 4: Select Topic

Week 11	Materials II
Class: <u>31 OCT. 2017</u>	Photography, Audio and Moving Images
Readings:	<p><i>Read at least two of the following:</i></p> <p>Laura Capell , “Digitization as a Preservation Method for Damaged Acetate Negatives: A Case Study.” <i>The American Archivist</i>, 73 (2010): 235-249.</p> <p>Paul Conway, “Modes of Seeing: Digitized Photographic Archives and the Experienced User.” <i>The American Archivist</i>, 73 (2010): 425-462.</p> <p>Melody Kramer, and Anu Paul, “Opening Access to Fresh Air's Archives," <i>Provenance, Journal of the Society of Georgia Archivists</i> 34 (2016): 9-13: h9p://digitalcommons.kennesaw.edu/provenance/vol34/iss1/6</p> <p>Krystyna K. Matusiak and Tamara K. Johnston, “Digitization for Preservation and Access: Restoring the Usefulness of the Nitrate Negative Collections at the American Geographical Society Library.” <i>The American Archivist</i> 77 (2014): 241–269.</p> <p>Larisa K. Miller, “All Text Considered: A Perspective on Mass Digitizing and Archival Processing.” <i>The American Archivist</i>, 76 (2013): 521-541.</p>
DUE:	LAULIMA POST (4): Readings

Week 12	Materials III
Class: <u>7 NOV. 2017</u>	Digital Files
Readings:	<p>Seth Shaw, Richard C. Adler and Jackie Dooley. 2017. <i>Demystifying IT: A Framework for Shared Understanding between Archivists and IT Professionals</i>. Dublin, Ohio: OCLC Research. http://www.oclc.org/content/dam/research/publications/2017/oclcresearch-demystifying-it-shared-understanding-2017.pdf.</p> <p>Erway, Ricky, Ben Goldman and Matthew McKinley. 2014. <i>Agreement Elements for Outsourcing Transfer of Born Digital Content</i>. Dublin, Ohio: OCLC</p>

	<p>Research. http://www.oclc.org/content/dam/research/publications/library/2014/oclcresearch-born-digital-content-transfer-2014.pdf.</p> <p>And read at least two of the following:</p> <p>Costis Dallas, “Digital curation beyond the “wild frontier”: a pragmatic approach.” <i>Arch Sci</i> (2016) 16:421–457 DOI 10.1007/s10502-015-9252-6</p> <p>Karla Irwin, “Moving Forward: Enhancing Preservation of and Access to Oral Histories at UNLV University Libraries,” <i>Provenance, Journal of the Society of Georgia Archivists</i> 34 (2016): 97-111. p://digitalcommons.kennesaw.edu/provenance/vol34/iss1/12</p> <p>Daniel Noonan and Tamar Chute, “Data Curation and the University Archives.” <i>The American Archivist</i> 77 (2014): 201–240.</p> <p>Alex H. Poole, “How has your science data grown? Digital curation and the human factor: a critical literature review.” <i>Arch Sci</i> (2015) 15:101–139 DOI 10.1007/s10502-014-9236-y</p> <p>Lisa M. Schmidt , “Preserving the H-Net Email Lists: A Case Study in Trusted Digital Repository Assessment.” <i>The American Archivist</i>, 74, (2011): 257-296.</p> <p>Joshua Sternfeld , “Archival Theory and Digital Historiography: Selection, Search, and Metadata as Archival Processes for Assessing Historical Contextualization.” <i>The American Archivist</i>, Vol. 74 (2011): 544-575.</p> <p>Lisl Zach and Marcia Frank Peri, “Practices for College and University Electronic Records Management (ERM) Programs: Then and Now.” <i>The American Archivist</i>, 73 (2010): 105-128.</p>
DUE:	ASSIGNMENT 4: Draft Text for Poster

Week 13	Leadership and Advocacy
Online ONLY Class: 14 NOV. 2017	(No class meeting face to face) Online instructions will be linked from Lualima
Readings:	<p>J. Gordon Daines III, “Re-engineering Archives: Business Process Management (BPM) and the Quest for Archival Efficiency.” <i>The American Archivist</i>, 74 (2011): 123-157.</p> <p>Wendy M. Duff, Elizabeth Yakel, Helen R. Tibbo, Joan M. Cherry, Aprille McKay, Magia G. Krause and Rebecka Sheffield, “The Development, Testing, and Evaluation of the Archival Metrics Toolkits.” : <i>The American Archivist</i>, 73, (2010): 569-599.</p>

DUE:	ASSIGNMENT 4: Draft Text for Poster
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No Class
21 NOV. (Week 14)

Week 15	Preservation
Class: <u>28 NOV. 2017</u>	Paper and digital preservation
Readings:	Devan Ray Donaldson, Elizabeth Yakel, "Secondary adoption of technology standards: The case of PREMIS." <i>Arch Sci</i> (2013) 13:55–83 DOI 10.1007/s10502-012-9179-0 Matthew Gordon-Clark, "Paradise lost? Pacific island archives threatened by climate change." <i>Arch Sci</i> (2012) 12:51–67 DOI 10.1007/s10502-011-9144-3 Sherry L. Xie , "Building Foundations for Digital Records Forensics: A Comparative Study of the Concept of Reproduction in Digital Records Management and Digital Forensics." <i>The American Archivist</i> , 74, (2011): 576-599.
DUE:	ASSIGNMENT 1: Consultant's Report and Presentation Final

Week 16	Student Presentations and Conclusion
Class: <u>5 DEC. 2017</u>	Student Presentations and Conclusion
Readings:	Greg Bak, "Trusted by whom? TDRs, standards culture and the nature of trust." <i>Arch Sci</i> (2016) 16:373–402 DOI 10.1007/s10502-015-9257-1 Ayoung Yoon, "End users' trust in data repositories: definition and influences on trust development." <i>Arch Sci</i> (2014) 14:17–34 DOI 10.1007/s10502-013-9207-8
DUE:	ASSIGNMENT 4: Presentation and Poster Final

Final	Final Exam
Class: <u>12 DEC. 2017</u>	Final Exam

OPTIONAL EXTRA CREDIT (LIMIT: 2 extra credit projects per student only)

Possible extra credit projects include a report on presentations or professional conferences related to Archival Studies or some professional project (e.g., internship, presentation, paper, book review) as long as you are not getting credit for this in another class. Consult with me regarding alternatives. Please write up and post your extra credit work at the Laulima site.

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 2003, 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, Mary Beth Herkert, Oregon State Archivist 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 693] (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

In addition to the final exam, there may be one or more quizzes 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.

Grading

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

Grading:

I hope that you will focus more on learning and experience than your grade in this course.

Grading Scale:

100-99 A+,	98-94 A,	93-90 A-;
89 - 87 B+,	86-83 B,	82-80 B-;

79 - 77 C+,
69 - 67 D+,

76-73 C,
66-63 D,

72-70 C-;
62-60 D-.

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

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

Servicing the Archival Profession

Professional Associations

Students are encouraged to develop their professional socialization by joining the Society of American Archivists (national and student chapter), Na Hawaii Imi Loa, and the Association of Hawaii Archivists. These 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, AHA and or NHIL.

Student Learning Outcomes

In 2017 the LIS Program revised Student Learning Outcomes and indicators. The new approach is designed to prepare the way for students to demonstrate their SLO learning as part of an e-portfolio using work from class. Under this SLO plan, students can demonstrate their mastery of **SLO 6 (Management: *Demonstrate skills necessary to manage and work effectively within information organizations*)** by passing the Archival Consultant's assignment.

This course also deals with content related to other SLOs, but only SLO6 can be met from this course.

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
- Ethnomethodology
- Evaluation research
- Historiography
- Needs Assessment

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 archival core course, 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.
7. To identify and assess accurately the needs of archive users and nonusers.
8. To become familiar with the role that archives serve to society and their parent organizations.
9. To help prepare students for a career in archival management and special collections.
10. To gain a general overview and a working knowledge of legal and social frameworks for archival administration.
11. To gain practical experience in preparing a public relations or marketing or advocacy program for an archive.
12. To gain experience in critical and persuasive writing, and public speaking on relevant professional concerns.
13. To become more familiar with management principles, and to be able to use them to advocate for archive services.
14. To understand various aspects involved with archives and special collections, including the importance of relevant standards and practices.

This course is part of preparation for students wanting to become archivists and should be taken together with as many of the offerings, including Archival Processing, Archival Ethics and Profession, Preservation, Conservation, Digital Libraries, and an Archival Internship, along with either Digital Archives, Moving Image Archives or Records Management. Students interested in Special Collections Librarianship should take courses in Hawaiian Librarianship and Advanced Cataloging.

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 counterproposals. 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** will be calculated based on a combination of the following:

(1) 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 (via mail in Laulima), if possible.

(2) There may be one or more unannounced in-class **quizzes or take-home exams** during the semester. These may be given at any point of the semester at any time (i.e., start of class or end of class...) *without advance warning*. These cannot be made up unless the absence was excused before class. Exams or quizzes could cover *any* assigned readings or content from class lectures, guest speakers, or discussions. (Since we use two textbooks, you will be given a choice of quizzes based on your textbook). Quizzes may be true/false, multiple choice or short essay questions. The best way to prepare for them is to keep up with readings and to pay attention to Archival terms and ideas.

(3) 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.

(4) You will be expected to post an **online journal** with original reflective comments related to the reading or topic of archival studies. 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.

You are welcome 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 mute your **cell phone** 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 realize that our class is nearly three hours long, so I 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.

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.

Created: 21 August 2017
