

LIS 643-201: Archives and Manuscripts Management

University of Kentucky
School of Information Science

Term: Spring 2023
Credit hours: 3
Online, Asynchronous

Instructor Information

Name: Dr. Brian Real (he, him, his)
Email: brian.real@uky.edu (preferred contact method)
Office building and room number: Little Fine Arts Library, Room 333
Office phone: TBD
Office hours: Monday, 1:00 PM – 3:00 PM
Wednesday, 1:00 PM – 3:00 PM
Also available by appointment

I will be available to meet with students at the times above either online or in my office on a first come, first served basis. However, I know that student schedules vary and I cannot expect everyone to be available in the middle of the day. I want students to feel welcome to use the “by appointment” option, and I am willing to meet online during evenings and weekends.

I will respond to student e-mails within two business days, unless I note via an autoreply message that I am unavailable. I do try to respond to students during evenings and weekends, but I cannot guarantee this.

Course Description

This course is designed to cover the management, care, and servicing of manuscript and archival material. Attention will also be given to criteria for building an archival/manuscript collection in a repository and to the description and interpretation of its holdings in guides and catalogs for the use of researchers.

Required Materials

Hunter, G. S. (2020). *Developing and Maintaining Practical Archives: A How-To-Do-It Manual*. 3rd edition. New York: ALA Neal-Schuman Publishers, Inc.

Additional readings are detailed at a later point in the syllabus, but these will all be provided on Canvas or available through the University of Kentucky Libraries.

Activities Outside of Regular Class Meetings

Although the class is asynchronous, the professor will host several online guest lectures featuring professionals in the field. Live attendance at these events is optional and a recording of each talk will be made available the day after it occurs.

Skill and Technology Requirements

Students will be required to navigate Canvas, which is the university course management system. For technical assistance, contact ITS Customer Services 24/7 at 859-218-HELP (4357) for urgent needs. For non-urgent matters, choose the option that works best for you at <https://techhelpcenter.uky.edu/gethelp>

Student Learning Outcomes

By the end of this course students will be able to:

- Explain the history of archives and manuscript collections in the United States and beyond
- Follow ethical and professional guidelines in archives
- Apply appraisal principles to create an inventory or finding aid for a collection
- Identify the basic preservation needs of cultural heritage collections
- Present audiovisual materials in a manner that makes them feel like integral parts of collections
- Identify and engage meaningfully with academic literature about archives and professional organizations
- Understand, respect, and analyze the needs of current and potential archives users

Course Details

Course Activities and Tentative Schedule

Assignment	Due Date	%
Discussion Board & Participation	Ongoing	20
Finding Aid Analysis	February 12	25
Literature Review: Proposal and Sample Section	March 12	10
Literature Review: Archival Problem or Controversy	April 9	25
Archival Analysis <u>or</u> Archives Visit Report	May 1	20

Grading Scale

90 – 100% = A

80 – 89% = B

70 – 79% = C

Below 70% = E

Assignment Policies

Assignment Submissions

All assignments must be submitted via Canvas. Major assignments can be submitted via relevant links. Students only need to post their discussion comments in the forum threads; they do not need to do a more formal submission of these posts elsewhere.

Returning Assignments to Students

The professor will provide feedback on major assignments via Canvas through its grading system. He will provide feedback on discussion contributions through e-mail or Canvas messaging.

Assignments Due Dates and Late Submissions

Late submissions are subject to a ten percent point deduction per day, unless this involves an excused absence. I will try to work with students who are dealing with personal issues that affect their academic performance, but communication is key – any students who do not anticipate meeting deadlines should

contact me in advance of the assignment being due, unless they are experiencing a sudden emergency that prevents them from doing so.

If a student has a documented disability, I will follow the recommendations of the university's Disability Resource Center (DRC) to ensure that I provide reasonable accommodations and create an environment in which the student can succeed. It is the student's responsibility to [contact the DRC](#) near the beginning of the course, arrange for an accommodation letter, and then provide this to me.

All assignments are officially due at 11:59 PM on the relevant due date.

Academic Policy Statements

A full list of UK academic policies is at <https://www.uky.edu/universitysenate/acadpolicy>, but some pertinent details follow.

Academic Offenses (Cheating, Plagiarism, and Falsification or Misuse of Academic Records):
<https://www.uky.edu/universitysenate/ao>

Excused Absences: Senate Rules 5.2.5.2.1 defines the following as acceptable reasons for excused absences: 1. significant illness; 2. death of a family member; 3. trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events; 4. major religious holidays; 5. interviews for graduate/professional school or full-time employment post-graduation; and 6. other circumstances found to fit "reasonable cause for nonattendance" by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an "I" for the course if the student declines a "W." (Senate Rules 5.2.5.2.3.1)

If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the Instructor cannot penalize the student for any unexcused absences. (Senate Rules 5.2.5.2.3.3)

The Senate Council has interpreted excused absences for the Fall 2020 semester to include an excuse from required in-person interactions if the student has been directed to self-quarantine by the University (including its app), a medical professional, public health professional, or government official.

Verification of Absences: Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.5.2.1 states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

Programs with learning activities mandated by accreditation or licensure agencies may establish, as a matter of policy, educational consequences for students who have so many excused absences that they cannot complete the mandated learning activities. Pursuant to Senate Rules 6.1.1, the published program policies and individual course syllabi must describe these consequences, which may include the student being moved to a different graduation cohort.

Religious Observations: Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud's website](#) or calling 859-257-3737.

Make-up Work: Except where prior notification is required, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence; and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

Excused Absences and W/I, All Students: If a student has excused absences for more than one-fifth of the required interactions for a course, the student can request a "W." If the student declines a "W," the Instructor of Record may award an "I" for the course.

Accommodations Due to Disability: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

Non-Discrimination Statement and Title IX Information: UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are

handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

Academic Integrity– Prohibition on Plagiarism: Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the [Code of Student Rights and Responsibilities](#). Complete information can be found on the [Academic Ombud](#) page. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rule 6.3.1 (see current [Senate Rules](#)) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be, except under specific circumstances (e.g. Writing Center review or peer review) allowed by the Instructor of Record or that person's designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor.

Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the Instructor of Record (e.g. individual take-home exams). However, the actual work must be done by the student, and the student alone, unless collaboration is allowed by the Instructor of Record (e.g. group projects).

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content,

and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Academic Integrity – Prohibition on Cheating: Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Academic Integrity – Prohibition on Falsification/Misuse of Academic Records: Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

Resources

The professor is readily available if students need help to succeed in this course and the graduate program. However, the University of Kentucky offers other useful resources, including [Distance Learning Library Services](#) and [Tutoring and Coaching Resources](#).

Diversity, Equity, and Inclusion

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

We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the [Office of Institutional Equity and Equal Opportunity](#). Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

These values are also essential to the library and information professions. For more, please visit <https://www.ala.org/advocacy/diversity>.

Writing

Students should submit papers as Microsoft Word documents, allowing for easy markup. Papers should be double spaced, in 12-point Times New Roman or a similar, easy-to-read font, and have 1" margins. Please do not include a cover page, but do include your name, the course number and name, semester, and instructor name in one of the upper corners of the first page.

APA is the common citation style for the library science field. Please format all papers accordingly.

If your paper falls short of or exceeds the suggested length, *do not* adjust the margins, spacing, or font size. If you have completed the requirements of the assignment in less than the required length or clearly needed more space to adequately express your analysis, I will not deduct points. However, if you have not taken enough time to fully complete the assignment or you did not edit your work to make it concise, this will affect your grade regardless of formatting changes.

Graded Assignments

With the exception of the discussion board posts, I will provide detailed guidelines and rubrics for each assignment on the course's Canvas site.

Discussion Board Posts and Participation

20 Points

The instructor will post a discussion prompt for each week of the course. Students are responsible for participating for ten weeks of their choosing, with the first week being mandatory.

Each week's participation will include an initial response to the discussion prompt and a response to at least one other student in the course. Initial posts should be 1 – 3 paragraphs, fulfilling the requirements of the discussion prompt each week. Initial posts are due before midnight on Friday of each week, while responses to fellow students must be completed by midnight on the following Wednesday.

Finding Aid Analysis

25 Points

Select finding aids that describe similar collections from three different archives. Using the course readings for guidance, discuss similarities and differences between these finding aids. How does the level of description vary across your sample? If photographs and other audiovisual materials are part of or connected to this collection, how are they described within the finding aid? Thinking through this project from the perspective of both a researcher and a reference archivist, what elements of the finding aids work best and why? The final paper for this assignment should be approximately 8 – 10 pages, not including the bibliography and any visual examples from finding aids.

Due by midnight, February 12

Literature Review: Proposal and Sample Section

10 points

Literature Review: Cultural Heritage Institution Problem or Controversy

25 points

Students will write a 12-15 page literature review analyzing a problem or controversy in the archival field. An example of a controversy is an analysis of the pros and cons of the More Product, Less Process model. The student would use the literature from both sides to show the controversy, concluding with a

synthesis of these arguments and providing some guidelines for when MPLP should and should not be used. Meanwhile, a problem would be proper storage of nitrate-based photographic and motion picture materials. The student would use the literature to explain the problems inherent in this, then use further literature to show practical solutions to these issues.

Each paper must contain a minimum of nine scholarly sources. A maximum of three of these may come from the course readings. The course textbook may be cited as a means of conveying the problem, but it should not be used as one of the scholarly sources for the article.

Students will initially submit a proposal with a sample section reviewing three scholarly sources for the professor to review and provide feedback. The full paper will be due later in the term.

Proposal and Sample Section Due on March 12
Final assignment due by midnight, April 9

Final Assignment, Option 1: Archives Analysis **20 points**

Students will write an 8 – 10 page paper analyzing the archives they selected for analysis during the first week of class. This will overlap with some of the discussion board posts throughout the course, for which the students will be asked to relate that week's course readings to their chosen archives. Students may re-use their writing from the discussion boards for this assignment, but this previous work should be edited to make a comprehensive paper rather than just copied and pasted.

For this paper, students will provide a comprehensive overview of the operations of their chosen institution. This will include discussions of its collecting mandate, organizational structure, finding aids and catalogs, web presence, and outreach activities. Peer discussions throughout the course will allow students to determine what is typical about their selected organization, what their selected institution does that is innovative or exceptional, and what can be improved. Students should express these concepts in the paper.

Due by midnight, May 1

Final Assignment, Option 2: Archives Visit Report **20 points**

Visit an archives with a specific research question in mind. This cannot be an institution where you are currently employed or have conducted an internship in the past.

The purpose of this project is to understand an archives as a patron. Are you able to navigate the website and find useful information to start a research project? Did you personally find the reference archivist helpful? Were the rules of the institution clear? Was the reading room comforting and welcoming? During this visit, you should access material that is unique to the institution you have chosen to visit. This means that you should gain hands-on experience with unique archival materials.

Due by midnight, May 1

Readings

Required Textbook

Hunter, G. S. (2020). *Developing and Maintaining Practical Archives: A How-To-Do-It Manual*. 3rd edition. New York: ALA Neal-Schuman Publishers, Inc.

Style Manuals

Publication Manual of the American Psychological Association (2020). 7th edition. Washington, DC: American Psychological Association.

The Chicago Manual of Style. (2017). 17th edition. Chicago: The University of Chicago Press.

While the broader field of library science use the APA Style Manual, *American Archivist* and other journals in the archival field prefer Chicago. Students may select from either of these for each assignment, as long as they consistently follow their selection.

If you do not want to pay for either manual, the Purdue OWL Website provides trustworthy access to guides for both styles for free on their website:

APA:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Chicago:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmof formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

Unit 1: Introduction to Course, Core Concepts, and History

Fleckner, J.A. (1991). "Dear Mary Jane": Some reflections on being an archivist. *American Archivist*, 54, 8-13.

Boles, F. (2010). "But a thin veil of paper": 64th Presidential address of the Society of American Archivists, August 14, 2009. *American Archivist*, 73, 19-25.

Unit 2: Core Concepts and History, Continued

Hunter, G. S. (2020). *Developing and Maintaining Practical Archives: A How-To-Do-It Manual*. 3rd edition. New York: ALA Neal-Schuman Publishers, Inc. Chapter 1: Selection and Appraisal (1-16).

Cook, T. (1997). What is past is prologue: A history of archival ideas since 1898, and the future paradigm shift. *Archivaria*, 43, 17-63.

Unit 3: Appraisal and Selection

Hunter, G. S. (2020). *Developing and Maintaining Practical Archives: A How-To-Do-It Manual*. 3rd edition. New York: ALA Neal-Schuman Publishers, Inc. Chapter 4: Selection and Appraisal (53-76)

Boles, F. & Young, J.M. (1985). Exploring the black box: The appraisal of university administrative records. *American Archivist*, 48, 121-140.

Greene, M. (1998). "The surest proof": A utilitarian approach to appraisal. *Archivaria*, 45, 127-169.

Malkmus, D.J. (2008). Documentation strategy: Mastodon or retro-success. *American Archivist*, 71, 384-409.

Unit 4: Acquisition and Accessioning

Hunter, G. S. (2020). *Developing and Maintaining Practical Archives: A How-To-Do-It Manual*. 3rd edition. New York: ALA Neal-Schuman Publishers, Inc. Chapter 5: Acquisition and Accessioning (77-94).

Becker, R. L. (1993). On deposit: A handshake and a lawsuit. *American Archivist*, 56, 320-329.

Endleman, J. (1987). Looking backward to plan for the future: Collection analysis for manuscript repositories. *American Archivist*, 50, 340-355.

Unit 5: Archival Arrangement and Description

Hunter, G. S. (2020). *Developing and Maintaining Practical Archives: A How-To-Do-It Manual*. 3rd edition. New York: ALA Neal-Schuman Publishers, Inc. Chapter 6: Arrangement and Chapter 7: Description (95-128).

Boles, F. (1982). Disrespecting original order. *American Archivist*, 45, 26-32.

Greene, D. & Meissner, M. (2005). More product, less process: Revamping archival processing. *American Archivist*, 68, 208-263.

Van Ness, C. (2010). Much ado about paper clips: "More product, less process" and the modern manuscript repository. *American Archivist*, 73, 129-145.

Meehan, J. (2009). Making the leap from parts to whole: Evidence and inference in archival arrangement and description. *American Archivist*, 72(1), 72-90.

Unit 6: Digital Shifts, Part 1 – Core Tasks and Boundaries

Eidson, J. G., & Zamon, C. J. (2019). EAD twenty years later: a retrospective of adoption in the early twenty-first century and the future of EAD. *American Archivist*, 82(2), 303-330.

Faulder, E., & Jackson, L. U. (2022). Digital Processing: Exploring the Enigma. *American Archivist*, 85(1), 146-172.

Jaillant, L. (2022). More data, less process: A user-centered approach to email and born-digital archives. *American Archivist*, 85(2), 533-555.

Cocciolo, A. (2016). When archivists and digital asset managers collide: Tensions and ways forward. *American Archivist*, 79, 121-136.

Unit 7: Preservation, Storage, and Security

Curry, A. (2009). History in ruins: Archive collapse disaster for historians. *Spiegel Online*, <http://www.spiegel.de/international/germany/history-in-ruins-archive-collapse-disaster-for-historians-a-611311.html>.

O'Toole, J. M. (1989). On the idea of permanence. *American Archivist*, 52, 10-25.

Phillips, J. (2015). A defense of preservation in the age of MPLP. *American Archivist*, 78, 470-487.

Unit 8: Photographic Collections

Beaudoin, J. E. (2016). Describing images: A case study of visual literacy among library and information science students. *College & Research Libraries*, 77, 376-392.

Schwartz, J. M. (2002). Coming to terms with photographs: Descriptive Standards, Linguistic 'Othering,' and the margins of archivry. *Archivaria*, 54, 142-171.

Punzalan, R. L. (2014) Archival diasporas: A framework for understanding the complexities and challenges of dispersed photographic collections. *American Archivist*, 77, 326-349.

Unit 9: Moving Images

Holmstrom, H. & Amidon, A. (2013-2021). Film preservation 101. *The Unwritten Record*, <https://unwritten-record.blogs.archives.gov/tag/film-preservation-101/>.

Tarr, K. and Shay, W. (2013). How film (and video) found its way into "our nation's attic": A conversation about the origins of audiovisual collecting and archiving at the Smithsonian Institution. *The Moving Image*, 13, 178-184.

[Optional] Real, B. (2013). From colorization to orphans: The evolution of American public policy on film preservation. *The Moving Image*, 13, 129-150.

Unit 10: Reference and Access

Hunter, G. S. (2020). *Developing and Maintaining Practical Archives: A How-To-Do-It Manual*. 3rd edition. New York: ALA Neal-Schuman Publishers, Inc. Chapter 10: Access, Reference, Outreach, and Advocacy (187-210).

Duff, W., Yakel, E., & Tibbo, H. (2013). Archival reference knowledge. *American Archivist*, 76(1), 68-94.

Holden, J. & Roeschley, A. (2020). Privacy and access in the Massachusetts Society for the Prevention of Cruelty to Children records. *American Archivist*, 83, 77-90.

Unit 11: Education and Outreach

McCausland, S. (2017). Archival public programming. In Terry Eastwood and Heather MacNeil (Eds.), *Currents of Archival Thinking* (181-212). Santa Barbara, CA: Libraries Unlimited.

Roussain, J. (2020). Pedagogue in the archive: Reorienting the archivist as educator. *Archivaria*, 91(1), 70-111.

Hoyer, J., Holt, K., Voiklis, J., Attaway, B., & Joy Norlander, R. (2022). Redesigning program assessment for teaching with primary sources: Understanding the impacts of our work. *American Archivist*, 85(2), 443-479.

Unit 12: Digital Shifts, Part 2 – Preservation and Digital Humanities

Dingwall, G. (2017). Digital preservation: From possible to practical. In Terry Eastwood and Heather MacNeil (Eds.), *Currents of Archival Thinking* (181-212). Santa Barbara, CA: Libraries Unlimited.

Theimer, K. (2012). Archives in context and as context. *Journal of Digital Humanities*, 1, <http://journalofdigitalhumanities.org/1-2/archives-in-context-and-as-context-by-kate-theimer/>.

Nowatzki, R. (2020). From datum to databases: Digital humanities, slavery, and archival reparations. *American Archivist*, 83(2), 429-448.

Unit 13: Community Archives - Documents of Social Justice and Injustice

Jimerson, R.C. (2007). Archives for all: Professional responsibility and social justice. *American Archivist*, 72, 252-281.

Brilmyer, G., Gabiola, J., Zavala, J., & Caswell, M. (2019). Reciprocal archival imaginaries: the shifting boundaries of "community" in community archives. *Archivaria*, 88, 6-48.

Punzalan, R. L., & Marsh, D. E. (2022). Reciprocity: Building a discourse in archives. *American Archivist*, 85(1), 30-59.

Protocols for Native American archival materials. (2007, April 9). Retrieved from <http://www2.nau.edu/libnap-p/protocols.html>.

Unit 14: Professional Organizations, Continuing Education, and the Future of the Field

Hunter, G. S. (2020). *Developing and Maintaining Practical Archives: A How-To-Do-It Manual*. 3rd edition. New York: ALA Neal-Schuman Publishers, Inc. Chapter 12: The Archival Profession (229-242).

Evans, F. (2022). Love (and loss) in the time of COVID-19: Translating trauma into an archives of embodied immediacy. *American Archivist*, 85(1), 15-29.

Real, B. & Schneiter, T. (2021, November 11). *The AMIA 2020 Salary and Demographics Survey of the Field: Findings and Future Directions*. Available from: <http://amianet.org/wp-content/uploads/The-2020-AMIA-Annual-Salary-and-Demographics-Survey-of-the-Field-II.pdf>.

Course Calendar

Each unit also includes a recorded lecture on Canvas or other viewing requirement.

Start Date	Content	Reading or Viewing	Assignments or Materials Due
Unit 1 (Jan. 9 Start Date)	Introduction to Course, Core Concepts, and History	Fleckner, 1991 Boles, 2009	
Unit 2 (Jan. 16)	Core Concepts and History, Continued	Hunter, 2020, chapter 1 Cook, 1997	
Unit 3 (Jan. 23)	Appraisal and Selection	Hunter, 2020, chapter 4 (p. 53-76) Boles and Young, 1985 Greene, 1998 Malkmus, 2008	
Unit 4 (Jan. 30)	Acquisition and Accessioning	Hunter, 2020, chapter 5 (p. 77-94) Becker, 1993 Endleman, 1987	
Unit 5 (Feb. 6)	Archival Arrangement and Description	Hunter, 2020, chapters 6-7 (p. 95-128) Boles, 1982 Greene and Meissner, 2005 Van Ness, 2010 Meehan, 2009	
Unit 6 (Feb. 13)	Digital Shifts, Part 1: Core Tasks and Boundaries	Eidson & Zamon, 2019 Jaillant, 2022 Faulder & Jackson, 2022 Cocciolo, 2016	Finding Aid Analysis due 2/12
Unit 7 (Feb. 20)	Preservation, Storage, and Security	Curry, 2009. O'Toole, 1989 Phillips, 2015 Northeast Document Conservation Center, n.d. (<i>Browse through this – you do not need to turn in any answers from it</i>)	
Unit 8 (Feb. 27)	Photographic Collections	Beaudoin, 2016 Schwartz, 2002 Punzalan, 2014	
Unit 9 (Mar. 6)	Moving Images	Real, 2013 [Optional] Tarr and Shay, 2013 Holstrom and Amidon, 2013-2022 (<i>Browse / skim through these posts, but bookmark them for future use</i>)	Lit Review Topic due on 3/12
Mar. 13	Spring Break!!!	Nothing.	
Unit 10 (Mar. 20)	Reference and Access	Hunter, 2020, chapter 10 (187-210) Holden & Roesch, 2020 Duff, Yakel, & Tibbo, 2013	

Unit 11 (Mar. 27)	Education and Outreach	McCausland, 2017 Roussain, 2020 Hoyer et al., 2022	
Unit 12 (Apr. 3)	Digital Shifts, Part 2: Preservation and Digital Humanities	Dingwall, 2017 Theimer, 2012 Nowatzki, 2020	Literature Review Assignment due on 4/9
Unit 13 (Apr. 10)	Documents of Social Justice and Injustice	Jimerson, 2007 Brilmeyer et al, 2019 Punzalan & Marsh, 2022 Protocols for Native American archival materials, 2007	
Unit 14 (Apr. 17)	Professional Organizations, Continuing Education, and the Future of the Field	Hunter, 2020, chapter 12 (229-242) Real & Schneiter, 2021 Evans, 2022	
Apr. 24	Recap and Discussion	TBD	Archives Analysis (or Archives Visit Report) due on 5/1