

LIS 581A - Administration and Use of Archival Materials

University of Illinois at Urbana-Champaign
Graduate School of Library and Information Science

Fall 2008
Mondays 2:00-4:50 pm
GSLIS Room 131

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Office Hours: Mondays 1-2 p.m. & by appointment

Description: This course provides an introduction to the administration of archival and manuscript collections in various types of institutions. This course is an introduction to the basic theoretical principles and archival practices of appraisal, acquisition, accessioning, arrangement, description, preservation, and user services. Topics will include: records management programs, collecting archives programs, legal and ethical issues, public programming and advocacy, and the impact of the new information technologies for preservation and access.

Goals & Objectives: Students will be introduced to the theoretical principles and practices of administering archives and manuscript collections. The course will introduce students to the historical development of the archival profession and its relationship to allied fields of librarianship, records management, and museums. Through lectures, discussions, and an in-depth review of both 'classic' and current literature, students will gain an understanding of the basic archival functions of appraisal, arrangement and description, reference, and preservation of archival materials. Case studies and exercises will provide students with the opportunity to apply the theoretical principles to archival practices. This is an introductory course designed to provide students with information on the basic theories and practices of archives administration. Students successfully completing this course will gain a basic understanding of the administration of archives and manuscripts collections, be able to identify key concepts and issues, and relate them to the literature in the field:

- What are archives and manuscripts, and why are they important?
- What principles and concepts guide the work of archivists and manuscript curators?
- What are the basic components of an archival program?
- How are archival records and manuscripts appraised, arranged and described, and made available for use?
- What are the basic elements of a records management program?
- What has been the impact of the new information technologies on archives and records management theory and practice?
- Where is the archival profession headed?

Course Requirements:

Students will be assigned to one of six groups on the first day of class (August 25). Each group will be responsible for leading class discussion (see details below) in their assigned week, and for presenting their group's project on the due date.

The *required text* is: Hunter, Gregory S. *Developing and Maintaining Practical Archives: A How-To-Do-It Manual*, 2nd ed. Neal-Schuman Publishers, Inc., 2003. Additional required readings will be placed on electronic reserve.

Students are expected to read all the assigned readings (see *Course Outline*) prior to class and be prepared to discuss them. All articles are accessible electronically. You may access E-reserves via the [Online Library Catalog](#) or directly by linking to the course [reserves](#) page.

Article Reviews (group project): Each week 3-4 groups will provide summaries of the week's assigned readings and lead discussion for the day (Each group will be responsible for a total of *seven* articles) Each group should rotate their discussion leader who is also responsible, on behalf of the group, for submitting (the week of the group's review) a one-page, single-spaced summary.

Appraisal Exercise: In this case study students apply their knowledge of appraisal theory and practice to evaluate and make recommendations for the disposition of archival records. Students will receive a list of records series produced by a fictitious company, develop a set of appraisal criteria based on readings and discussion, apply the criteria and provide recommendations for disposition of each records series. 3-5 pages, double-spaced. Due on **October 6**.

Arrangement & Description Exercise (group project): Working with their group, students will review the content of the Community Informatics Archives. The form and access structure of this CI archive initiative have not been decided. After examining the list of files students will identify an arrangement scheme for the records, provide a rationale for the decisions, and recommend an access structure and descriptive tools. 8-10 pages, double spaced. Due on **October 20**.

Mid-Term Exam: The examination will test your knowledge of archival terminology and of the basic theoretical principles and practices of archival administration. The exam format will include short essay questions and identification of terms and concepts. Scheduled for **November 3**.

Grant Writing Exercise (group project): Working with their group, students evaluate the Katherine Dunham Center's Project Proposals (compiled by students enrolled in LIS581A in the fall of 2007). Members of each group may also participate in a voluntary on-site visit to the Dunham site in East St. Louis. Your group will then write an application for a [NEH Preservation Assistance Grant](#). As you prepare your grant application you will be invited to think about archival issues which are made salient by the unique nature of the project, and reflect on these issues in relation to the theoretical background given you by the course. Project narratives are limited to five single-spaced pages. Due on **December 8**.

Literature Review Paper: Students will conduct an in-depth literature review and analysis of an historical aspect, principle or function of archival administration. This is not an original research paper. It is also not a series of summaries or reviews of books or articles. Your goal is to examine how the profession defines strategies for addressing major issues as expressed in the professional literature. More specifically, the paper must include a review of the literature stressing in particular how the profession has defined the topic or issue and how theory or ideas on this principle or topic have changed or evolved, as well as an evaluation of the literature's strengths and weaknesses, including any conclusions regarding areas where additional research is needed. Students must show evidence (through footnotes) of having read at least 8 articles and/or monographs on the topic. These 8 references must be in addition to the required course readings on the subject. The paper should be prepared according to the *Chicago Manual of Style*. A suggested list of paper topics will be distributed in class early in the semester. The paper should be in the 10-12 page range, double-spaced.

Students are required to submit a prospectus and preliminary bibliography by **October 27**. An informal in-class presentation of your papers is scheduled for **December 1**. The paper is **due on Wednesday, December 17, by 5 p.m.**

Students at the graduate level should understand the fundamentals of good writing. As professional archivists, you will be expected to write and communicate effectively. In the course of your careers, most of you will compose grant proposals, reports, professional papers, articles, reference and donor letters, collection descriptions, finding aids, catalog entries, etc. Your success as a professional will depend on your writing skills. In fact, many archival institutions will include this skill as a basis for employment. I encourage you to take advantage of the university's resources:

The Writers Workshop (<http://www.english.uiuc.edu/cws/wworkshop/index.htm>). The Workshop, part of the Center for Writing Studies, provides free writing assistance for University of Illinois students, faculty, and staff from all disciplines and at all stages of the writing process. Discuss your writing with consultants who are experienced writers and teachers of writing. Call 333-8796 (or drop-in) to set up an appointment. Also check out their *Writing Tips* online: http://www.english.uiuc.edu/cws/wworkshop/writer_resources/writing_tips/writing_tips.htm

Evaluation for the final grade is as follows:

Article Reviews/Reports	15%
Appraisal Exercise	15%
Arrangement & Description Exercise	15%
Grant Writing Exercise	15%
Mid-Term Exam	20%
Literature Review Paper	20%

All assignments must be submitted on the dates specified in the syllabus. If you hand in an assignment after the due date you will lose one letter grade in the assessment of the grade. If a student cannot deliver an assignment on the due date, it is his/her responsibility to discuss the situation with the instructor, *before* the due date. A grade of *I* (Incomplete) will be assigned only if exceptional circumstances warrant it.

COURSE OUTLINE:

Week 1-August 25: Course Objectives and Assignments

Society of American Archivists GSLIS Student Chapter Welcome
Community Informatics Initiative Introduction
Katherine Dunham Archives Introduction

Flinn, Andrew, "Community Histories, Community Archives: Some Opportunities and Challenges," *Journal of the Society of Archivists* 28:2 (October 2007): 151-176.

Week 2- September 1: NO CLASS (Labor Day)

Review the following sites:

A Glossary of Archival and Records Terminology: <http://www.archivists.org/glossary/index.asp>

The Society of American Archivists (SAA): <http://www.archivists.org/index.asp>

Code of Ethics for Archivists: http://www.archivists.org/governance/handbook/app_ethics.asp

SAA 1996 Salary Survey: <http://www.archivists.org/catalog/survey96/toc.htm>

Week 3 - September 8: History of Archives

Hunter, *Developing and Maintaining Practical Archives*, pp. 1-20, 359-376.

John Fleckner, "Dear Mary Jane," *American Archivist* 54 (Winter 1991). In *American Archival Studies*, pp. 21-28.

Group 1: Kenneth E. Foote, "To Remember and Forget: Archives, Memory, and Culture," *American Archivist* 53 (Summer 1990): 378-393. In *American Archival Studies*, pp.29-46.

Group 2: Mark A. Greene, "The Messy Business of Remembering: History, Memory, and Archives," *Archival Issues* 28 (2003/2004): 95-104.

Group 3: Randall C. Jimerson, "Embracing the Power of Archives," *American Archivist* 69 (Spring/Summer 2006): 19-32.

Group 4: Tom Nesmith, "Seeing Archives: Postmodernism and the Changing Intellectual Place of Archives," *American Archivist* 65 (Spring/Summer 2002): 24-41.

Week 4 - September 15: Archival Concepts/Starting an Archive

Hunter, *Developing and Maintaining Practical Archives*, pp. 21-50.

William Maher, *The Management of College and University Archives* (Chicago: Society of American Archivists Press), pp. 282-303.

Frederic Miller, *Arranging and Describing Archives and Manuscripts* (Chicago: Society of American Archivists, 1990), Chapter 3, pp. 19-30.

Group 5: James M. O'Toole and Richard J Cox, *Understanding Archives and Manuscripts*, Chapter 2 "The History of Archives and the Archives Profession," 45-86.

Group 6: James M. O'Toole and Richard J Cox, *Understanding Archives and Manuscripts*, Chapter 4 "The Archivist's Task: Duties and Responsibilities," pp. 113-132.

Group 1: Luke Gilliland-Swetland, "Provenance of a Profession: The Permanence of the Public Archives and Historical Manuscript Traditions in American Archival History," *American Archivist* 54 (Spring 1991): 160-75; in *American Archival Studies*, 123-42.

Group 2: Frank G. Burke, "Yuan Shih-Kai, Harriet Monroe, and the Manuscript Tradition," and "The Recovery of Reality," in Burke, *Research and the Manuscript Tradition*, pp. 1-44.

Optional:

Ira Penn, Gail Pennix, and Jim Coulson, *Records Management Handbook* (Hampshire, England: Gower, 1994), pp. 3-18.

Week 5 - September 22: Introduction to Documentation and Appraisal

Appraisal Exercise distributed.

Hunter, *Developing and Maintaining Practical Archives*, pp. 51-85.

F. Gerald Ham, *Selecting and Appraising Archives and Manuscripts* (Chicago: Society of American Archivist Press, 1993), Chapter 2, "Appraisal Theory and Selection Goals," pp 7-14.

Group 3: Helen Willa Samuels, "Who Controls the Past," *American Archivist* 49 (Spring 1986): 109-124. In *American Archival Studies*, pp. 193-210.

Group 4: T. R. Schellenberg, "The Appraisal of Modern Records," in Daniels, *Modern Archives Reader*, pp. 57-70.

Group 5: "Intrinsic Value in Archival Material," in Daniels, *Modern Archives Reader*, pp. 91-99.

Group 6: Frank G. Burke, "Gathering the Evidence," in Burke, *Research and the Manuscript Tradition*, pp. 65-90.

Week 6 - September 29: Development of Appraisal Theory

Hunter, *Developing and Maintaining Practical Archives*, pp. 87-111.

Randall C. Jimerson, "Archives for All: Professional Responsibility and Social Justice," *American Archivist* 70 (Fall/Winter 2007): 252-281.

Group 1: James O'Toole, "On the Idea of Uniqueness," *American Archivist* 57 (Fall 1994): 632-658. In *American Archival Studies*, pp. 245-277.

Group 2: Mark Greene, "The Surest Proof": A Utilitarian Approach to Appraisal," *Archivaria* 45 (Spring 1998): 127-169. In *American Archival Studies*, pp. 301-342.

Group 3: Frank Boles and Julia Marks Young, "Exploring the Black Box: The Appraisal of University Administrative Records," *American Archivist* 48 (Spring 1985): 121-140. In *American Archival Studies*, pp. 279-300.

Group 4: Angelika Menne-Haritz, "Appraisal or Documentation: Can We Appraise Archives by Selecting Content?" *American Archivist* 57 (Summer 1994): 528-542.

Week 7 - October 6: Introduction to Arrangement and Description

Appraisal Exercise due.

Arrangement & Description Exercise distributed.

Hunter, *Developing and Maintaining Practical Archives*, pp.113-130.

Group 5: Frederic Miller, *Arranging and Describing Archives and Manuscripts* (Chicago: Society of American Archivists, 1990), chapters 6 and 7; pp. 57-78.

Group 6: David A. Bearman and Richard H. Lytle, "The Power of the Principle of Provenance," *Archivaria* 21 (Winter 1985-86): 14-27. In *American Archival Studies*, pp. 345-360.

Group 1: Oliver W. Holmes, "Archival Arrangement: Five Different Operations at Five Different Levels," in Daniels, *Modern Archives Reader*, pp. 162-180.

Group 2: Frank Boles, "Disrespecting Original Order." *American Archivist* 45 (Winter 1982): 26-32.

Week 8 - October 13: Advanced Description of Archives and Manuscripts

Guest speaker, Chris Prom, Assistant University Archivist, University of Illinois Archives.

Hunter, *Developing and Maintaining Practical Archives*, pp. 131-156.

Mark Greene A. Greene and Dennis Meissner, "More Product, Less Process: Revamping Traditional Archival Processing," *American Archivist* 68 (Fall Winter 2005): 208-263.

Group 3: *Describing Archives: A Content Standard* (Chicago: Society of American Archivists Press: 2004), pp xi-xxi, 3-11.

Group 4: Terry Abraham, "Oliver W. Holmes Revisited: Levels of Arrangement and Descriptive Practice," *American Archivist* 54 (Summer 1991): 370-377.

Group 5: Daniel V. Pitti, "Encoded Archival Description: The Development of an Encoding Standard for Archival Finding Aids," *American Archivist* 60 (Summer 1997): 268-283. In *American Archival Studies*, 395-416.

Group 6: Laura Millar, "An Obligation of Trust: Speculations on Accountability and Description," *American Archivist* 69:1 (2006):60-78.

Browse:

Encoded Archival Description Official Web site (Version 2002 Official Site)

<http://www.loc.gov/ead/>

Archon Project: <http://www.archonproject.org>

Archivist Toolkit Project: <http://archiviststoolkit.org/>

Week 9 - October 20: Preservation of Archival Materials

Arrangement & Description Exercise due.

Hunter, *Developing and Maintaining Practical Archives*, pp. 157-206.

James O'Toole, "On the Idea of Permanence," *American Archivist* 52 (Winter 1989): 10-25. In *American Archival Studies*, pp. 475-494.

Group 1: Mary Lynn Ritzenthaler, *Preserving Archives and Manuscripts*, 1-17; 51-66.

Group 2: Paul Conway, "Archival Preservation in a Nationwide Context," *American Archivist* 53 (Spring 1990): 204-222. In *American Archival Studies*, pp. 495-517.

Group 3: Tyler Walters, "Contemporary Archival Appraisal Methods and Preservation-Decision-Making," *American Archivist* 59 (Summer 1996): 322-338.

Group 4: Cornell University Library, "Digital Preservation Tutorial" available at http://www.library.cornell.edu/iris/tutorial/dpm/eng_index.html

Week 10 - October 27: Access, Reference, and Outreach

Exam Review.

Paper prospectus due.

Developing and Maintaining Practical Archives, pp. 207-235.

Group 5: Mary Jo Pugh, *Providing Reference Services for Archives and Manuscripts* (Chicago:

Society of American Archivists Press, 2005), pp. 33-73.

Group 6: Christopher J. Prom, "User Interactions with Finding Aids in a Controlled Setting," *American Archivist* 67 (Fall/Winter 2004): 234-268.

Group 1: Paul Conway, "Facts and Frameworks: An Approach to Studying the Users of Archives," *American Archivist* 49 (Fall 1986): 393-407. In *American Archival Studies*, pp. 433-448.

Group 2: Beth Yakel, "Managing Expectations, Expertise, and Effort While Extending Services to Researchers in Academic Archives," Forthcoming, *College and University Archives: Selected Readings*.

Week 11 - November 3: Electronic Records

Mid-Term Exam.

Grant-Writing Exercise distributed.

Hunter, *Developing and Maintaining Practical Archives*, pp. 237-284.

Group 3: Linda J. Henry, "Schellenberg in Cyberspace," *American Archivist* 61 (Fall 1998): 309-327. In *American Archival Studies*, pp. 569-588.

Group 4: Adrian Cunningham, "Waiting for the Ghost Train: Strategies for Managing Electronic Personal Records Before It Is Too Late," *Archival Issues* 24:1 (1999): 55-64.

Group 5: Philip Bantin, "Strategies for Managing Electronic Records: A New Archival Paradigm? An Affirmation of Our Archival Traditions?" *Archival Issues* 23 (1998): 17-34.

Group 6: Susan E. Davis, "Electronic Records Planning in 'Collecting' Repositories," *American Archivist* 71 (Spring/Summer 2008): 167-189.

Week 12 – November 10 - Law and Ethics in Archival Administration

Guest speaker, William Maher, University Archivist, University of Illinois Archives.

Peter Hirtle, "Copyright Term and the Public Domain in the United States 1 January 2008.
http://www.copyright.cornell.edu/training/Hirtle_Public_Domain.htm

Group 1: Judith Schwartz, "The Archivist's Balancing Act: Helping Researchers while Protecting Individual Privacy," Chapter 5 in *Privacy and Confidentiality Perspectives: Archivists and Archival Records*, edited by Menzi L. Behrnd Klodt and Peter J. Wosh (Chicago: Society of American Archivists Press, 2005): 82-92.

Group 2: Maher, William J. "Between Authors and Users: Archivists in the Copyright Vise,"

Archival Issues 26:1 (2001): 63-75.

Group 3: Heather MacNeil, “Information, Privacy, Liberty, and Democracy,” Chapter 4 in *Privacy and Confidentiality Perspectives: Archivists and Archival Records*, edited by Menzi L. Behrnd Klodt and Peter J. Wosh (Chicago: Society of American Archivists Press, 2005): 67-81.

Week 13 - November 17: Audiovisual materials and other non-textual formats

*Guest Speaker, Jimi Jones, Project Coordinator, Audiovisual Self-Assessment Program
UIUC Library*

Hunter, *Developing and Maintaining Practical Archives*, pp. 285-324.

Group 4: Elisabeth Kaplan and Jeffery Mifflin, “Mind and Sight: Visual Literacy and the Archivist,” *Archival Issues* 21 (1996): 107-127. In *American Archival Studies*, pp. 73-97.

Group 5: Ellen D. Swain, “Oral History in the Archives: Its Documentary Role in the Twenty-first Century,” *American Archivist* 66 (Spring/Summer 2003): 139-158.

Group 6: Pam Hackbart-Dean, “Comic Relief: The Processing, Preservation, and Cataloging of Editorial Cartoons,” *Archival Issues* 22 (1997): 163-175.

Week 14 - November 24: No Class (Thanksgiving Break)

Week 15 – December 1 - Managing Archives and Manuscript Repositories

Paper Presentations

Hunter, *Developing and Maintaining Practical Archives*, pp. 325-358.

Randall C. Jimerson, “Redefining Archival Identity: Meeting User Needs in the Information Society,” *American Archivist* 52 (Summer 1989): 332-340. In *American Archival Studies*, pp. 607-617.

John J. Grabowski, “Keepers, Users, and Funders: Building an Awareness of Archival Value,” *American Archivist* 55 (Summer 1992): 464-472. In *American Archival Studies*, pp. 619-629.

Mary Lynn Ritzenthaler, *Preserving Archives and Manuscripts*, pp. 101-123.

Week 16 - December 8: Grant-Writing Exercise Due & Presentations – Course Wrap-Up

December 17 – Literature Review Paper is due by 5 p.m.