

## **Syllabus:7710 Archival Theory and Issues**

### **Syllabus MLIS 7710: Archival Theory and Issues, Spring 2022**

**Deborah Davis, CA,Professor, and Director, Valdosta State University Archives and Special Collections**

#### **Contact Information:**

VSU Archives 229 259-7756

Website:<http://www.valdosta.edu/academics/library/depts/archives-and-special-collections/welcome.php>

Email: [dsdavis@valdosta.edu](mailto:dsdavis@valdosta.edu) \*\*

\*\*The email address above is for emergency contact only. We will write to each other through Blazeview. You don't want your class emails to mix with my regular emails. We could both miss something.

**Note: This class is happening online during the covid pandemic. We will be online so we should all be safe, but I hope you all be careful out there. Let me know if you test positive for the disease and we can work out how you can continue in the class.**

#### **Course Description:**

An introduction to archival theory and practice. The course explores archival history and the profession, including legal issues, standards and ethics, terminology and concepts, research tools, and methods and practice.

Students will:

1. Explain archival history and current theory and practice as defined by the profession
2. Apply principals of archival theory by either completing an analysis of a current archival issue or through a field experience
3. Use standard archival practices to organize and describe an archival collection
4. Assess areas of disaster vulnerability for an archive
5. Discuss digital resources used for online archives
6. Recognize the importance of networking with peers and leaders in archives.

7. Identify career options within the field of archives

**Books:**

Text Books: Purchase from Society of American Archivists website-- Join SAA and get discount, but you don't have to join to buy books. Amazon seems to have them at a very high price, so I suggest getting them from SAA at [https://mysaa.archivists.org/nc\\_store?filter=All](https://mysaa.archivists.org/nc_store?filter=All) Do a search for the book's title, and make sure you check that you have the right author.

**ARRANGING AND DESCRIBING ARCHIVES AND MANUSCRIPTS** (Archives and Foundation Series III) - Dennis Meissner, 2019

**PRESERVING ARCHIVES AND MANUSCRIPTS** (2ND ED.) -Mary Lynn Ritzenthaler Society of American Archivists, 2010.

Other Readings will be posted on E-Reserve or as a link on BlazeView.

A note on the readings. This is a graduate class. Most weeks the readings will be in the range of 80-100 pages. Do not get behind.

**E-Reserves Reading:** Almost every week you will be responsible for articles that are not in your books. These articles are on E-reserves on Odum Library under my name. The password is **arch**. Here are instructions from the library on accessing E-reserves:

Go to library homepage:<https://www.valdosta.edu/academics/library/>

Go to **Course Reserves** on the bottom left group "Collections"

Put in course name **MLIS 7710** (don't forget the space)

You will see a list of articles. Choose one or search for it if you can't find it easily

It will prompt for a password. The password is **arch**

Document should appear.

If there are problems it could be you are using the wrong password, or try a different browser. You must have at least version 8.0 of Adobe Acrobat Reader. Any questions should be directed to Serena Taylor [229 333-7082](tel:229-333-7082). Or email her at [smshirle@valdosta.edu](mailto:smshirle@valdosta.edu)

**Schedule for Semester:**

A Reading Log (discussion) is DUE each week by Saturday. Some of these are "required" of all students and are marked below. There are four of these. You have to do 8 others of the regular reading logs. Use your dropped logs wisely. Please feel free to submit early. Your reading log should indicate that you have read and thought hard about that reading. I'm not big on page limits, but a non-required reading log should be at least a page, but not

more than two, double-spaced pages in Word, unless otherwise specified. I realize that when you paste into Blazevue, the double-spacing goes away, but this is just a guide.

Week 1. January 10-15: Introductions, Role Delineation

Topic: Archives Background and intro to profession

Readings:

Must Read: Recording, Keeping and Using Information O'Toole and Cox, 2006, pp 1-43

E-Reserves and links: choose one

Fleckner Fleckner – “Dear Many Jane” – American Archivist (AA) Vol. 54, 1991, pg. 8-13—short and on choosing Archives as a profession.

Footo – To Remember and Forget – AA Vol. 53, 1990, pg. 378-392—one of the most memorable readings of the semester.

Sleeman, Cultural Genocide -- Archives and Archivists, 2006, pp 187-199

Kate Theimer; "It's the End of the Archival Profession and I feel fine." in Archival Futures, ed. Caroline Brown, London: Facet Publishing, 2018: It's the end of the archival profession as we know it and I feel fine

Assignment: Counts as first required reading log. Please complete early in week: Introduction, who you are, why you are taking class, what do you do—conclude with a short reaction to two of the readings, one of which must be O'Toole and Cox.

Week 2. January 17-22

Topic Archives, Background and History

Readings: A lot of readings this week, over 100 pages. Don't get behind. Skim Creatively.

Must Read:

O'Toole and Cox, “History of Archives and the Archives Profession” 2006, pp 45-86

Read at least 2: E-Reserves:

Posner – Some Aspects of Archival Development Since the French Revolution – AA, 1940, pg. 159-172

Panitch – Liberty, Equality, Posterity? – AA Vol. 59, 1996, pg. 30-47

Gilliland-Swetland – Provenance of a Profession – AA, 1991, Vol. 54 pg. 160-175

Cook – Blessings of Providence – AA, 1983, Vol. 46 pg. 374-399

Jennie Hill—Where do we come from? What are we? Where are we going? Situating the archive and archivists from The future of Archives and Archiving(2011)—very theoretical.

Assignment: Choose an Archives to phone and visit visit—make initial contact and get appointment. If you don't know of an archives in your area, go to <https://www.georgiaarchives.org/ghrac/directory> to search by county for historical organizations. In other states, look for a directory to archives in the state. Choose one of the bigger ones.

Week 3. January 24-29

Topic: Selection and Appraisal pt 1

Readings: Don't forget to skim to get through it all

Required: The Archivist's Perspective, O'Toole and Cox, pp. 87-146

Read at least Boles and 1 other: E-Reserves:

Boles – The Big Picture: Mission Statements, Records Management and Collection Development Policies from Selecting and Appraising Archives and Manuscripts, 2005. pg. 43-74

O'Toole –On the Idea of Uniqueness – AA, 1994, Vol. 57 pg. 632-658

Lee, "Collecting the Externalized Me: Appraisal of Materials in the Social Web" in I, Digital: Personal Collections in the Digital Era. 2011, pp 202-240

A seminal moment in Archival Collecting history: SECRECY, ARCHIVES, AND THE PUBLIC INTEREST Author(s): HOWARD ZINN Source: The Midwestern Archivist , 1977, Vol. 2, No. 2 (1977), pp. 14-26 Published by: Midwest Archives Conference: <https://www.jstor.org/stable/41101382>

Week 4. Jan 31- Feb 5

Assignment, Due Feb 7, Adopted Archives Description

Topic: Selection and Appraisal pt 2 Readings:

Readings: Read four, skim recommended readings on e-reserves if you want

E-Reserves

Boles and Young – Exploring the Black Box – AA Vol. 48, 1985, pg. 121-140--It's old, but very useful.

Our Archives, Our Selves: Documentation Strategy and the Re-Appraisal of Professional Identity Author(s): Elizabeth Snowden Johnson Source: The American Archivist , Spring - Summer, 2008, Vol. 71, No. 1 (Spring - Summer, 2008), pp. 190-202 Published by: Society of American Archivists: <https://www.jstor.org/stable/40294499>

Archive this moment D.C.: A Case Study of Participatory Collecting During COVID-19: <http://web.a.ebscohost.com/ehost/detail/detail?vid=7&sid=d2c3842e-b777-49c2-a632-0e7882faff9e>

%40sessionmgr4007&bdata=JkF1dGhUeXBIPWlwLHN0aWlmc2l0ZT1lG9zdC1saXZl#bib8

Frank J. Boles: To Everything there is a Season. American Archivist, 2019.

On Impartiality and Interrelatedness: Reactions to Jenkinsonian Appraisal in the Twentieth Century

Author(s): Paige Hohmann Source: The American Archivist , SPRING/SUMMER 2016, Vol. 79, No. 1

(SPRING/SUMMER 2016), pp. 14-25

Recommended Readings:

Danielson - "The Ethics of Acquisition" from the Ethical Archivist, 2010, pg. 46-85

Danielson - " The Ethics of Disposal" from the Ethical Archivist, 2010, pg. 887-119

Week 5. February 7-12 Preservation pt 1 Readings:

Textbook: Ritzenthaler – Preserving Archives and Manuscripts, pages 1-108

Week 6. February 14-19

Due February 16: Required Reading Log Policies Assignment: Using Boles Big

Picture, examine mission and collection development statements from your

Adopted Archives and the ones supplied in Blazeview or by SGA to compare and contrast the content and comment on their function and adequacy. 2 pp, required

reading log.

Preservation pt 2 Readings:

Textbook: Ritzenthaler-- Preserving Archives and Manuscripts pages 109-221

If you have time check out <https://meridian.allenpress.com/american-archivist/article/78/2/470/24497/A->

Defense-of-Preservation-in-the-Age-of-MPLP It is a reaction to the processing guidelines given in the

article More Product, Less Process by Greene and Meissner, which we will read in Description-- it was a

toss up whether to put it in Description or Preservation as it could go in both. I don't totally agree with

either of these articles. I think you preserve to the needs of the particular collection. Modern records

don't need staple pulling, refolding, etc. But give me something from 1930, and I'll do all that and

more.

Week 7. February 21-26

Preservation and Disaster Planning pt. 1

Readings: Read 3--suggest O'Toole and at least 2 others

O'Toole – On the Idea of Permanence – AA Vol. 52, 1989, pg. 10-25

Foot, Mirjam. "Preservation policy and planning" in Preservation Management for Libraries, Archives and Museums, 2006.

Managing Techmageddon in Technology Disaster Response and Recovery Planning : A LITA Guide by Mary Mallery, ALA

2015 <https://ebookcentral.proquest.com/lib/valdosta/reader.action?docID=2068199&ppg=78>

A Primer on Preserving Audio and Video Recordings. National, Provincial and Territorial Archivists Conference Audiovisual Preservation Working Group In partnership with the National Heritage Digitization Strategy Steering Committee May 2018: <https://cnhds.files.wordpress.com/2018/08/primer-on-preserving-audio-and-video-recordings.pdf> Also read appendix 1 about the obsolescence ratings of common formats

Hackbart-Dean and Slomba "Preservation Administration" in How to Manage Processing, 2012, pg 57-65

Disaster Plan materials

Look over Disaster Plan materials

Assignment, begin work with Adopted Archives on Vulnerability Assessment or begin your short disaster paper.

Week 8. Feb 28- March 5

March 3 is midterm and very close to the last time you can drop the class with a W.

Preservation and Disaster Planning pt 2

Readings:

E-Reserves:

Look through the NEDC material and read at least two other articles.

Carmichael, "Levels of Organization" in Organizing Archival Records, 2012, p. 7-23

Conway, "Preservation in the age of Google: digitization, digital preservation, and dilemmas" in *Library Quarterly* 80 (1) 2010, pg 61-79. Read

Here: <http://deepblue.lib.umich.edu/bitstream/handle/2027.42/85223/J15%20Conway%20Preservation%20Age%20of%20Google%202010.pdf?sequence=1>

De Lusenet, Yola, "Moving with the times in search of permanence" in *Preservation Management*, 2006.

Preservation Planning NEDC: <https://www.nedcc.org/free-resources/preservation-leaflets/overview>: do the sections on 3.1; 3.2; 3.3; 3.4; 3.6; 3.7; and 3.8

and

Catch up week for preservation: Complete any unread materials from preservation section.

Week 9. March 7-11

Assignment: Adopted Archives Vulnerability Assessment or paper due March 7

Arrangement and Description pt 1

Readings: read all

E-Reserves:

Roe, Kathleen *Arranging and Describing Archives and Manuscripts SAA 2005*, pp 45-98

Roe, Kathleen "Appendix D: Finding Aids for Sample Records,"

Hackbard-Dean, *Collections that Grow*, (2006) p 105-120 (see below for link to article)

[http://docs.lib.purdue.edu/cgi/viewcontent.cgi?](http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1019&context=lib_research&sei-redir=1&referer=http%3A%2F)

[article=1019&context=lib\\_research&sei-redir=1&referer=http%3A%2F](http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1019&context=lib_research&sei-redir=1&referer=http%3A%2F)

[%2Fwww.bing.com%2Fsearch%3Fq%3Dhackbart-dean%2520collections%2520that](http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1019&context=lib_research&sei-redir=1&referer=http%3A%2F)

[%2520grow%26pc%3Dconduit%26ptag%3DA31688784DF284F568AF%26form](http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1019&context=lib_research&sei-redir=1&referer=http%3A%2F)

[%3DCONBNT%26conlogo%3DCT3210127%26ShowAppsUI%3D1#search=](http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1019&context=lib_research&sei-redir=1&referer=http%3A%2F)

[%22hackbart-dean%20collections%20grow%22](http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1019&context=lib_research&sei-redir=1&referer=http%3A%2F)

March 14-18 Spring break—Yahoo—

Week 10. March 21-26

The Practice of Arrangement and Description

Readings:

Textbook

Miesner *Archival Arrangement and Description* chapters 1-4

Assignment: Look over collection for Arrangement and Description Exercise

Assignment: Final decision on work proposal/research paper—email me what you decide.

Week 11. March 28-April 2

Arrangement and Description pt 2 Readings:

Textbook:

Miesner *Archival Arrangement and Description* C5- end, skim as needed through appendices. E-reserves:

J. Gordon Daines, III, *Processing Digital Records and Manuscripts*, *Archival Arrangement and Description*, Prom and Fruciano. *SAA 2013* pp 90-128

Assignment: Ask any questions needed about Arrangement and Description Exercise.

Week 12. April 4-9

Arrangement and Description, with a twist

Readings: Links under Reading for the Week

Read 3, including MPLP

\*\*More Product, Less Process, Greene and Meissner, <http://www.archivists.org/prof-education/pre-readings/IMPLP/AA68.2.MeissnerGreene.pdf> 2005, pg 1-61

\*\*Prom – Chapter 8: Optimum Access? Processing in College and University Archives, 2008 p. 155-185 <https://archives.library.illinois.edu/workpap/ChapterEight-Prom.pdf>

Greene “MPLP—It’s not just for processing anymore” American Archivist.

2010: <http://americanarchivist.org/doi/pdf/10.17723/aarc.73.1.m577353w31675348>

Discover Digital Libraries: Theory and Practice. 2016, Chapter 4 "Digitization of text and still images" and Chapter 5 "Digitization of audio and moving image collections:" <https://go.openathens.net/redirector/valdosta.edu?url=https%3A%2F%2Fbookcentral.proquest.com%2Flib%2Fvaldosta%2Fdetail.action%3FdocID%3D4614723>

I would appreciate it if you all did this log, even though it is one of the 8 out of 10.

Week 13. April 11-16

Assignment: Arrangement and Description Exercise Due April 11

Outreach and Reference:

Readings: Read 3: Lacher-Feldman count as 1 and you must pick one article from Advocating Archives

E-Reserves:

Lacher-Feldman “From Soup to Nuts” Chapter 2, pp 17-33, AND “Stonewall 40th Anniversary, 1969-2009” Chapter 13, pp 125-133 in Exhibits in Archives and Special Collections Libraries, 2013—this counts as one

"Special Collections in View: Marketing and Outreach as Reference Services" Ryan Greenwood LEGAL REFERENCE SERVICES QUARTERLY 2019, VOL. 38, NO. 3, 102–114 Marketing-and-Outreach-as-Reference-Services.pdf This is about a law library special collections, but the reference points are spot on.

Pick One Article that interests you from Advocating Archives (1994) by Elsie Freeman French (not the introduction), 1994--it's old, but solid. I recommend "Money Talk," but check the table of contents: <https://babel.hathitrust.org/cgi/pt?id=mdp.39015032210059&view=1up&seq=6>

I also recommend this as a possible one: Mooney, Phillip F. "A Modest Proposal: Marketing Ideas for the Expansionist Archives" in Advocating Archives, 1994

Physical and Online exhibits: Duckworth, Steve, "When the Community is You: Institutional Outreach Through Archival Exhibits " (Efforts to document, collect and present LGBTQ materials) QLA Quarterly, Jan. 1, 2020 when-the-community-is-you.pdf

User Studies: Elizabeth Yakel, "Listening to Users" Archival Issues, V.26, No. 2 (2002) pp 111-127 listening-to-users.pdf

Week 14. April 18-23

Online Presence and Displays, and Digital Preservation

Readings:

Read any 3, Must read MARAC

On digital exhibits: Creating Winning Online exhibitions by Martin Kalfatovic, (2002) chapter "Online Exhibitions versus Digital Collections pp 19-

27 <http://www.library.uc.edu.kh/userfiles/pdf/41.Creating%20a%20winning%20online%20exhibition%20a%20guide%20for%20libraries%20archives%20and%20museums.pdf>--read this if you are not sure of the difference. Need to review

ONLY Digital Exhibitions--There's a list of some at the back. I tried to find something more recent, but this was the best on this particular topic.

On Digital Preservation: Harvey, Ross "What is Preservation in the digital Age?"

"Changing Preservation Paradigms" Chapter 1 in Preserving Digital Materials. 2012

On Digital Preservation: Harvey, Ross "Overview of Digital Preservation Strategies"

Chapter 6 in Preserving Digital Materials. 2012

On Digital exhibits: MARAC Technical Leaflet 2018, needed for your

discussion: [https://marac.memberclicks.net/assets/documents/marac\\_technical\\_leaflet\\_12.pdf](https://marac.memberclicks.net/assets/documents/marac_technical_leaflet_12.pdf)

ON Digital exhibits: Stielow, Frederick, "Creating Website and Display Options" in Building Digital Archives, Descriptions, and Displays, 2003

On Digital Preservation: Ambacher, Bruce. "Introduction" in Marks, Steve, Becoming a trusted digital repository. 2015, xi-xxv

Web Page discoveries

Required Reading Log, April 23: class creates annotated list of Archival web pages, each contributing one or two on the discussion posting.

Week 15. April 25-30

Law and Ethics

Readings: Do this reading early in the week as the required reading log is due

April 28—it is easy and gives you more time for your paper

E-Reserves Crews, "Copyright Law and Unpublished Materials" in College and University Archives 2008, pp 227-244

von Hielmcrone "Digital Library and the Law-legal issues regarding the acquisition, preservation and dissemination of digital cultural heritage" in Microform & Digitation Review (41 3/4), 2012, pp 159-70.

Dryden, Jean. "The Role of Copyright in Selection for Digitization" The American Archivist I, 2014. pp 64-95. Only the first 20 pages of this are not appendix and the first 20 pages are what you should read. Click on the pdf button at the bottom:

<https://meridian.allenpress.com/american-archivist/article/77/1/64/24291/The-Role-of-Copyright-in-Selection-for>

Online case studies--in the learning module marked Week 15

Required Reading Log due April 28-short week : each student responding to a



case study online, length of 1-2 pages.

Final papers due May 2, 2020 , Good Luck and please fill out evaluations.

After class:

Check out if you get a chance.

Management—Extra Section cut because of Spring break. You may read through if you want. And the module is on the content page with a narrated PowerPoint. In the reading, I especially recommend the Joyce Chapman link to Facebook on Return on Investment. Parts of it are in the description section. I recommend this over the rest of the content, but look through the module if you want info on management or grant writing. I'm sorry I had to cut this, but my previous class thought the required reading log on ethics was too close to the final paper. This class was previously designed for Fall, with only two day fall break so I had time and didn't want to cut this completely, so take a look.

Readings:

E-Reserves

Burke, Frank G. "The Art of the Possible: The Archivist as Administrator." in Successful Archival Programs, 2001

Brown, Lauren R. "Archival Programs in the Academic Library" in Successful Archival Programs, 2001

Dearstyne, Bruce W. "Leadership of Archival Programs." in Successful Archival Programs, 2001

Managing with Data--follow links for reading

Joyce Chapman on ROI, finding aids and metadata, RBMS Annual Meeting, 2012:  
[http://www.academia.edu/1708422/Return\\_on\\_Investment\\_Metadata\\_metrics\\_and\\_management](http://www.academia.edu/1708422/Return_on_Investment_Metadata_metrics_and_management) I connected with facebook and it works .

Special Collections Physical Materials Usage Patterns: Visualizing Library Usage Data, Fiscal years 2007/2008-2009/2010 <http://www.lib.ncsu.edu/dli/projects/dataviz/visscrephysical>

### **Assignments:**

**Reading Logs (Participation) -20% for the 8 (non-required) reading logs. You may choose any 8 of the 12 (non-required) reading logs to do. You must do 8.**

**Four weeks have "required" logs due, thus you can't skip them. The 4 required logs count an additional 20% of your grade or 5% each.**

**A Reading Log (discussion) is DUE each week by Saturday, unless otherwise indicated. Some of these are "required" of all students. There are four of these and they may have different due dates. Check the due dates for when they are due--it might not be on Saturday. You have a total 12 weeks for regular reading logs, of which you have to do 8. Use your dropped logs wisely. Please feel free to submit early. Your reading log should indicate that you have read and thought hard about that reading and the class content. I'm**

**not big on page limits, but it should be one to two pages, double-spaced, unless otherwise specified (some of the required reading logs are longer.) There must be evidence of reading and engagement with that reading and class content. You should bring in the readings and class content, and also outside points of view such as your experience or your Adopted Archives' experience.**

**First Required Log: Introduction (see syllabus): 5%**--pretty much a freebie: counts as first required reading log. Please complete early in the week. Includes an introduction, who you are, why you are taking the class, where you work, previous experience with archives, what you like to do, and conclude with a short reaction to two of the readings.

### **Adopted Archives Description: 15%**

Adopt an Archives. Pay it a visit, meet the Archivist, interview them, and describe that Archives. (Not the policies, mission statement, collection development policy--that's for later--**BUT DO GET THEM**). If you work in an archives, go somewhere else. Use your own working archives in your commenting on readings, but make this assignment a new one. You need to know how big it is physically. How big is its collection? Does it include a museum? What does it collect, generally? What formats? What climate control? How many Staff? Levels of education and experience? Certification? Any volunteers? How used? How governed? Organization? Reporting structure? How funded? Grants? Budget? Endowments? Funds for collection development? Biggest strengths according to Archivist? Biggest Weaknesses or needs? Processed or Unprocessed collections? Percentages? Web presence? Digitizing program? Spend some time on their web site. You will get to know this archives through their web presence, so spend a lot of time on their website and follow all the links and look for their finding aids and digital content. Do not choose a very small archives without a real web presence. Stay away from small historical societies or archives run by volunteers and go for bigger archives if you can. Write this up as a narrative. I want to see this place (you may use pictures or screen shots) and know this Archivist from your writing. While online please note any policy statements: mission and collection development, usage policy, and any forms like deed of gift, accession, processing, etc. that they have put online--or ask the archivist to email you some. But these are for later, just to save you a call. Remember these people are helping with your education. They are important. We are not going to judge them, just use them as a way to describe the many different archives out there and explore the challenges of different archives.

Depending on COVID, you may not be able to visit, so make a long phone interview and spend a lot of time on their website and any digital offerings they have. You still have to get all the info.

(Also, email the archives the syllabus, so they can say if they are OK with the optional Vulnerability Assessment if you are interested in doing it.)

In this class we are not here to assign "right or wrong" or even demand standards of other archives. If you see something later that contradicts your reading of "good practice" of course you should write about it, but you must first ask that archives why that is the way it is....Why the big backlog? Why the humidity? Etc. You will generally find that things are the way they are not

because of ignorance or neglect but because of some constraint you may not be aware of--bring the constraint to the forefront and explore it.

Length 3- 5 pages, not counting pictures and screen shots, but pictures and screen shots are encouraged. If you do a good job, it will probably be on the longer side.

### **Required Log-- Policy Statement Assignment: -- 5%**

Using information from readings, the policy statements you found online or got emailed from your archives and others found on the internet at SGA's Form's Forum (<https://soga.wildapricot.org/resource/forms>) , describe the type of policy documents you have found and explore how they cover various elements such as collection development, legal ownership, usage, and other things you notice. You might do a compare and contrast to come up with what you think would be the most effective policy statements, pulling from your many examples. at least 2 pages. (by the way, policies have a lot of white space on them.)

### **Adopted Archives Preservation Vulnerability Assessment or Archives Paper-10%**

Option one: Visit your adopted Archives, and with the help of the staff, interview them about the "Vulnerability Assessment" and write up the findings. This is the first step of a disaster plan. Length determined by instrument, but if the narrative is done well, it should only be about three pages.

Option two if your archives is not comfortable with the assessment: pick a library or archives disaster, such as Tulane with Hurricane Katrina or the 1986 Los Angeles Central Library fire (a good starting place is the Library Book by Susan Orlean) or you can choose any disaster you can find coverage of, from the Great Library at Alexandria to a small library flood written up in library literature. Describe this disaster, the recovery (or lack of one) and lessons learned in a short paper of three to five pages.

### **Arrangement and Description Exercise:-- 10%**

Scanned pieces of a collection are on BLazeview and you will have to arrange it, determine the series, and describe all its parts in a finding aid. Some web research for bio/history may be needed as well. Finding Aid of 1-3 pages.

**Required Reading Log, Web page bibliography 5%:** class creates an annotated bibliography of Digital Library or Digital Exhibit Sites. Each student annotates 2.

**Required Reading Log: Case Study 5%:** Each student responds to an Archival Ethics case from Materials posted on Blazeview. Read some of the cases, without reading the author's response. Then pick two to comment on (one if you do the longer SAA case studies.) Write up a few paragraphs of comments, and then read the author's comments on the cases. Then comment on how the author solved the case. You should not expect to agree with the author on all parts of your case.

## **Final Paper: -- 25%**

Go to "Assessments" in the top tab and click on "assignments", then "Final Paper" to see a complete discussion of this assignment: write a research Paper from 10-12 pages on topic of interest in the archival world

**Or** Do an approved "mini-internship" of 30 hours in an **archives where you do not already work** and write up your project: 5-7 pages. You must have a note accepting you from your archives describing your project and clearance from me before you begin. This is an option, but is probably not possible for most of you if you work full time. Generally it is a great opportunity to get to know the profession and network.

Rubrics of a sort:

I do not use rubrics, with so many points for each part. But I will give you some guidance. Here are the

questions I am asking when I look at your papers. Please double space all narrative papers, except for

the Description Assignment, which has its own format. Use Times New Roman 11-12 point font. Turn in

Word documents and not PDF's. Notice the last question on each assignment. Grammar and punctuation and facile writing are important for professionals. You will not do well without it. You can

have all the parts, but write so poorly that I cannot pass you because it's not professional. It is important that people with Master's degrees can communicate effectively.

A bit about why this is so important--the MLIS is a terminal degree; when you graduate you will be

eligible for an assistant professor position in a university. All the other faculty there, except for a few in

College of the Arts, will have PHD's. As faculty members, you are expected to publish, present, write

reports, and communicate with your patrons, colleagues, and the administration all across campus, in

writing. In a public library, you will be communicating, often in writing, with the public. All reading

people, which the clients of public and academic libraries and archives are, recognize correct writing.

They will recognize it when it is incorrect, and they will draw conclusions about your competence.

Professional writing is a must for professional people. It isn't only English class where it counts. Because your discussions are not "downloadable" in the same way that submitted papers are, and because I can't comment on the writing, you will get a higher grade for your writing on discussions if you

have writing problems than on your papers. If I tell you to go to the ASC, please go.

Adopted Archives Description

- Did you go there and spend a significant amount of time ie can I tell that from your paper?
- Did you answer ALL the questions in the assignment description?
- Can I clearly see all aspects of the archival program?
- Can I tell you have spent time on their website and discussed it and their digital offerings?
- Do you have appropriate pictures and/or screen shots?
- Do you write professionally without distracting grammar and punctuation errors that make the paper look less than professional?

#### Policy Paper

- Have you found appropriate policies to review—ie don't go to an archives without a written mission, collection development statement, etc., and do you have them from at least two different institutions?
- Do you clearly summarize their policy documents?
- Do you quote clearly when needed?
- Have you made a clear contrast between your policy documents?
- Do you clearly state what information is needed in a policy document, if necessary?
- Do you address the source you were asked to apply?
- Do you write professionally without distracting grammar and punctuation errors that make the paper look less than professional?

#### Preservation Assessment Assignment

- Do you address all the pertinent areas of the planning tool you were given—ie not all areas, but all applicable ones?
- Is it in narrative format?
- Does it flow from point to point?
- Is there anything glaringly missing that was on the tool?
- Did you just submit the work sheet or did you do a narrative?
- Do you write professionally without distracting grammar and punctuation errors that make the paper look less than professional?

#### Description Assignment

- Have you included all necessary elements from the examples you were given? Ie unique number, title, dates, extant, biography, scope note, subject headings, inventory?
- Do you follow the format of a finding aid?
- Are your series clear and defined and logical?
- Do you describe items adequately?
- Have you isolated names and subjects effectively?
- Do you adequately address the nature of the content?
- Do you use LC subject headings and name authorities or attempt to create LC headings when not available; do you use local headings when necessary?
- Do you add any additional DACS elements for extra credit?
- Are there errors in your writing that make this finding aid less than professional?

#### Final Paper:

- How many sources do you have and are they appropriate to the content of your paper?
- Is your paper 10-12 pages, not counting title page and bibliography?
- Do you use your sources adequately?

- Do you have a clearly defined thesis statement or paragraph?
- Do you support the elements of your thesis with evidence?
- Have you appropriately narrowed your topic so that you can adequately address it?
- Do you use citations consistently?
- Are there areas of your paper where citation is evidently missing?
- Is there a substantial difference between the levels of writing in different parts of your paper that may indicate plagiarism?
- Is your archival argument sound and does it accord with your sources and class content?
- Do you write professionally without distracting grammar and punctuation errors that make the paper look less than professional?

#### Work Project:

- Do you indicate your hours worked?
- Do you clearly describe your project, including examples where appropriate?
- Do you assess your supervision on the project and how you interacted with your supervisor?
- Do you describe what you have learned?
- Do you tie your learning to the class content?
- Is it written professionally?

#### **Grading Standards:**

##### **Grade Composition:**

20% Optional Reading Logs (8 out of 12 required):

20% Required Reading Logs, 4 at 5% each

15% Adopted Archives Assignment

10% Preservation Vulnerability Assessment

10% Arrangement and Description Assignment

25% Final Paper/Mini Internship Project

#### **Grading Standards:**

##### **General Grading Scale**

**A** excellent work - among the best work seen at the graduate level

**B** satisfactory work - better than average work at the graduate level

**C** honest attempt - needs moderate to major revisions to be satisfactory

**D** perfunctory or missing work

## **Final Grading Scale**

**A** - always satisfactory, often excellent

**B** - mostly satisfactory, occasionally excellent

**C** - sometimes satisfactory, often needs revisions

**D** - rarely satisfactory, often perfunctory, late or missing

**F** - lacking even an attempt to learn or do, dishonesty, plagiarism

**Incomplete Policy:** It is getting harder to get Incompletes at VSU. Here is part of the stated policy

Sometimes for **non-academic** reasons (e.g. serious illness, death in the family), a student needs to request an Incomplete grade for a course. There are three factors to keep in mind: (a) The student must be passing the course; (b) The student must be almost finished with the course; (c) The student must initiate contact with the professor to make the request.

Note the emphasis on "non-academic reasons" and the reasons given. You cannot receive an Incomplete for falling behind. Be sure to check the "Withdraw by" date on the syllabus if you feel overwhelmed in the class. Incompletes are for when life disasters make it impossible for you to complete the work, not for when bad habits or over-committing do.

Free Tutoring under Resources:

Under Resources above is an option for free tutoring. When you click on this it gives you links to the Academic Support Center. This is where you can go for free online tutoring. Note the Thinking Storm option. This is for nights and weekends and times the ASC is not open. Take advantage of this to hone your writing, especially if I make a comment about your writing on earlier papers. All graduate level writing must be professional and free of grammatical and spelling errors.

## **Technical Requirements**

All class materials will be placed on a password-protected Web site using the BLAZEVIEW management program. If you are a new Blazeview user, Click on Blazeview for students, getting started on the first Blazeview page.½ View the "GettingStarted" tutorial first. Then return to the Blazeview page and login using your BlazeNet email ID and password.

To meet all class requirements, you should be prepared to:

- (1) create PowerPoint slide presentations
- (2) Submit WORD documents in word 2010 or higher

(2) view all PowerPoints placed on the course BLAZEVIEW site (created using PowerPoint 2016)

(3) Use the E-Reserves Feature of Odum Library found under "collections" on the webpage. have problems, call Circulation at 333- 5869 (daytime preferred).

(4) use at least Adobe Acrobat Reader 8.0 (this is important for E-Reserves.)

(5) You will need to be able to play audio or video for this class, mostly off of youtube

(6) check discussion groups as needed; and

(7) keep electronic backup copies of each assignment and project you submit.

Documents other than the PowerPoint presentations must be submitted using a word processing program compatible with Microsoft (MS) Word. The preferred document format is **MS Word**. **Do not submit PDF's**. Documents that can not be opened on VSU equipment will be returned to you for re-formatting. Pasting your text into an e-mail is not an acceptable solution for submitting papers and will not be accepted.

The university's Information Technology department provides step-by-step guides on how to use VSU's email and other sources. The IT Help Desk is at <http://www.valdosta.edu/helpdesk/guides/> and their phone hot line is 229-245-4357.

### **Academic Dishonesty**

"Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. Specific regulations related to student conduct and behavior is contained in the *Student Handbook*, *Student Code of Ethics*.

**\*\*By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign or Turn-it-in, or any tool within BlazeVIEW.**

### **Distance Learning Support**



VSU reference librarians are responsible for coordinating library services for off-campus VSU students. For assistance please contact the Reference desk at 229 333-7149. You may also chat or contact them at <https://www.valdosta.edu/academics/library/> and click on Chat. Our reference librarians are very knowledgeable. You may also use this site to request ILL resources not available in this or other libraries. It is under the box, "Useful Links" on the homepage above.

Most of your technical help in this class should come from E-learning: <https://www.valdosta.edu/academics/elearning/> Contact them if you need assistance.

### **Special Needs Statement**

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX section 504 of the Rehabilitation Act of 1973. Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students must register with the Access Office. Call or visit via the website:

229-245-2498

Web site: <https://www.valdosta.edu/student/disability/>

