

**University of Michigan School of Information**  
**SI 580 / History 600, Fall 2018**  
**Understanding Records & Archives: Principles and Practices**  
**SYLLABUS**

**Instructor:** Dr. Patricia Garcia

**Meeting Time:** Tuesdays 1:00-4:00 pm

**Location:** 2009 Ruthven

**Office Hours:** Monday 11:00 am-1:00 pm

**E-Mail:** [garciapg@umich.edu](mailto:garciapg@umich.edu)

**Course Website:** Canvas SI 580 F18

**Office:** 4437 North Quad

### **Introduction**

Understanding Archives and Records is an introduction to and overview of the concepts, principles, and issues of managing archives and records. It is designed with two types of students in mind:

- . For students who pursue professional careers in archives and records management, this course provides an introduction to the field; introduces concepts and ideas that will be used in more advanced courses; introduces current issues in the professions, and builds a foundation for internships and professional networking.
- . For students who pursue careers in related information fields, this course introduces broadly applicable concepts used in information management, data curation, information policy, and user services.

### **Organization**

The course is divided into two parts.

**Part 1: Archives and Records – Concepts, Terminology, and Practice** will present the core ideas in archival science that have defined the profession for the past century or more. The purpose of this portion of the course is to master the basic concepts, become familiar with the sources of literature in the field, and establish common ground for addressing archives and records issues and problems. You will get a general overview of widely accepted conventions and practices in archives.

**Part 2: Current Issues in Archives and Records** focuses on important changes in the ways that records and archives are created, used by individuals and organizations, and valued by society. In this section, we will focus on the relationship between archives and the technological, organizational, and political context in which they are created and used.

This course also provides opportunities to build your portfolio of professional skills, in particular: oral presentations; writing and argumentation; problem analysis and problem solving; and teamwork/collaboration.

## Course Goals and Objectives

You will be expected to analyze the types of problems that real professionals face and propose workable solutions that could be put into action. As such, the course requires your active engagement in analyzing problems, contributing solutions, thinking through implementation, and evaluating their feasibility.

<b>LEARNING OBJECTIVES</b>
Become conversant with the basic concepts, practices, and methods used to create, store, organize, and preserve records and archives.
Develop an understanding of the history and evolution of the archival profession
Identify and describe the professional functions of appraisal, acquisition, arrangement, description, access, and outreach
Identify organizational, legal, technological, and cultural factors that have an impact on records and archives.
Analyze how organizations and individuals use records and archives for research, ongoing operations, accountability, and organizational memory.
Develop a knowledgebase and set of principles for responding to legal, policy, and ethical issues.

## Assignments and Important Dates

<b>Assignment</b>	<b>Due Date</b>
5 Mini-Assignments	September 11-October 23
SAA Advocacy Proposal	November 13
Online Archive Group Presentation	December 4&11
Online Archive	December 14

## Evaluation

Mini Assignments	20%
SAA Advocacy Proposal	10%
Online Archive Presentation	20%
Online Archive	30%
Participation and Preparation	20%

## Expectations

I expect you to participate productively in classroom discussions, debates, and exercises. Your ability to contribute to classroom activities will depend on your advance preparation, including completing all reading; listening to/watching pre-recorded talks, lectures, presentations, videos,

etc. You will also have the opportunity to initiate discussions and bring related material to our attention (such as breaking news on archives and records). The rubric below is an example of how I will assess your participation in the course.

	<b>Satisfactory</b>	<b>Needs Development</b>	<b>Unsatisfactory</b>
Listening	Actively and respectfully listens to peers and instructor.	Sometimes displays lack of interest in comments of others.	Projects lack of interest or disrespect for others.
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, and questions.	Sometimes arrives unprepared or with only superficial preparation.	Exhibits little evidence of having read or thought about assigned material.
Quality of Contributions	Comments are relevant and reflect understanding of assigned texts; previous remarks of other students; and insights about assigned material.	Comments sometimes irrelevant betray lack of preparation, or indicate lack of attention to previous remarks of other students.	Comments reflect little understanding of either the assignment or previous remarks in seminar.

### Missed Class

If you are unable to attend class, please inform me in advance by email to [garciapg@umich.edu](mailto:garciapg@umich.edu) and indicate the reason for your absence.

### Late Assignments

1. Late assignments will receive a 5-point deduction per day past the due date.
2. Assignments submitted two weeks late or after the final date of the class will not be accepted.

### Office Hours

Students are strongly encouraged to take advantage of office hours during the semester. **The instructor is available on Mondays from 11:00 am-1:00 pm at North Quad 4437.** Office hours should be scheduled using the online Google calendar: <http://goo.gl/Q31PUc>

These meetings can be used to discuss assignments, readings, and grading. If you are confused or struggling to complete an assignment, **DO NOT** wait until the night before the assignment is due to contact the instructor. Being proactive and requesting feedback early in the process will yield a better response.

### Academic Integrity

**Original Work.** All submitted work must be your own, original work unless otherwise specified

in the instructions for an assignment. Copying work of another student and asking someone to contribute to or complete your work on individual assignments is a form of academic misconduct (cheating). The use of ideas or expressions from others without attribution is another form of academic misconduct (plagiarism). Any violation of the School's policy on Academic and Professional Integrity (found in the student handbooks) will result in serious penalties. These range from failing an assignment, to failing a course, to being expelled from the program. Violations of academic and professional integrity will be reported to the UMSI academic integrity officer (usually the Assistant Dean). You are entitled to challenge allegations of academic misconduct and/or explain your actions. The faculty instructor determines consequences impacting assignment or course grades; the Associate Dean for Academic Programs may impose additional sanctions.

**Collaboration.** Collaboration is an effective learning tool and you are encouraged to review and discuss course readings and materials with other students as a general practice. However, individual assignments must be your own work. Read the instructions for each assignment carefully and request clarification about collaboration when in doubt. Conversely, group work is a central part of this course. As part of a group you will be subject to group norms with a common understanding that everyone is expected to participate fully.

**Plagiarism.** You may incorporate selected excerpts, statements or phrases from publications by other authors, but they must be clearly marked as quotations and must be attributed. If you build on the ideas of prior authors, you must cite their work. You may obtain copy editing assistance, and you may discuss your ideas with others, but all substantive writing and ideas must be your own, or be explicitly attributed to another. See the (Doctoral, MSI, MHI, or BSI) student handbooks available on the UMSI intranet for the definition of plagiarism, resources to help you avoid it, and the consequences for intentional or unintentional plagiarism.

### **Students with Disabilities**

The University of Michigan is committed to providing equal opportunity for participation in all programs, services and activities. Request for accommodations by persons with disabilities may be made by contacting the Services for Students with Disabilities (SSD) Office (<http://ssd.umich.edu>) located at G664 Haven Hall. The SSD phone number is [734-763-3000](tel:734-763-3000). Once your eligibility for an accommodation has been determined you will be issued a verified individual services accommodation (VISA) form. Please present this form to me at the beginning of the term, or at least two weeks prior to the need for the accommodation.

### **Mental Health and Wellbeing**

The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources). For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>.

## Use of Technology in the Classroom

Students are allowed to bring a laptop, notebook, tablet computer, or hand-held device to class **if** they plan to use them actively as learning tools. Students should:

- *Use* laptops for taking notes, conducting research required for activities, and other specific classroom tasks as assigned by the instructor. During class, you should strongly resist the temptation to check e-mail, chat, IM, tweet, play games, or perform other off-task activities.
- *Engage* in class activity as actively as you can. The computer should not become a barrier to interaction and engagement, but instead should help facilitate the exchange of ideas and engagement in classroom contact. If you know you are not good at multi-tasking and your electronic devices become a distraction rather than an aide, focus on the opportunity to listen – think – talk without mediation.
- *Show* sensitivity to others. You should not display screen images and multimedia content that might be distracting or offensive to other members of the class, including wallpapers, screen savers, or random browsed content.

## Additional Resources

**Glossary of Terms:** The Society of American Archivists has posted an online glossary that will prove useful to you over the course of the semester: Society of American Archivists, *A Glossary of Archival and Records Terminology* (2005). <http://www.archivists.org/glossary/index.asp>

International Council on Archives, Multilingual Archival Terminology

<http://icarchives.webbler.co.uk/14282/ica-multilingual-archival-terminology/ica-multilingual-archival-terminology.html>

The archives & archivists (A&A) list is sponsored by the Society of American Archivists (SAA). The opinions expressed on the A&A List do not necessarily represent those of SAA and are not endorsed by the Society. To subscribe to the list, visit

<http://www.archivists.org/listservs/change.asp>.

## Extra-Curricular Activities

Students are encouraged to participate in extra-curricular activities that will augment information presented in the class. Possible extra-curricular activities include:

- Participating in the local Student Chapter of the Society of American Archivists. Upcoming events will be announced in class.

Facebook: <https://www.facebook.com/michiganarchives>

Twitter: [https://twitter.com/mich\\_archives](https://twitter.com/mich_archives)

Website: <http://saa.si.umich.edu/>

- Subscribing to discussion forums or participating in blogs in the field of archives and records management, such as <http://www.laacollective.org/>
- Visiting local repositories and/or records management programs. Be sure to call and arrange visits in advance. The Society of American Archivists Student Chapter will likely be organizing tours and site visits throughout the academic year.
- Attending lectures and discussion on archives and records topics sponsored by SI or other organizations on campus and beyond, such as professional organizations.
- Finding part-time archival or records management employment or volunteering at local organizations.
- Exploring web based resources. There are numerous archival and records management resources -- including institutions, professional associations, research projects, laws, policy papers, and the like -- available on the web.

## Course Schedule

<b>Part I: Archives and Records – Concepts, Terminology, Practice</b>		
<b>Objectives</b>	<b>Assignments</b>	<b>Readings</b>
<b>Week 1 (September 4): The Role of Archives in Society</b>		
Students will be able to: <ul style="list-style-type: none"> <li>• Explain the relationship between key terms such as archive(s), archivist, and record</li> <li>• Comprehend major assignments and course expectations</li> </ul>		
<b>Week 2 (September 11): Core Concepts in Archives and Records</b>		
Students will be able to: <ul style="list-style-type: none"> <li>• Explain the relationship between core concepts such as evidence, provenance (respect des fonds), and original order</li> </ul>	<b>Mini-Assignment 1: Topic Brainstorm Due</b>	Foote, Kenneth. "To Remember and Forget: Archives, Memory, and Culture." <i>American Archivist</i> 53 no. 3 (Summer 1990): 378-392.  Eastwood, Terry. "A Contested Realm: The Nature of Archives and the Orientation of Archival Science," In Terry Eastwood and

<ul style="list-style-type: none"> <li>• Describe the life cycle and continuum models of recordkeeping</li> <li>• Distinguish between different types of archival institutions</li> <li>• Interpret the role archives play in society</li> </ul>		<p>Heather MacNeil, Eds. <i>Currents of Archival Thinking</i>, 2e, (2017): 3-23.</p> <p>Caswell, Michelle. “‘The Archive’ is Not an Archives: Acknowledging the Intellectual Contributions of Archival Studies.” <i>Reconstruction: Studies in Contemporary Culture</i> 16 no. 1 (2016), <b>focus on the “Archival Studies: An Intellectual History” section (paragraph 6 – 21)</b></p> <p>Millar, Laura. “Archival Institutions: Creatures of History and Culture.” Chapter 2 in <i>Archives: Principles and Practices</i>, New York: Neil-Schuman Publishers, 2010: 27-44.</p> <p>Douglas, Jennifer. “Origins and Beyond: The Ongoing Evolution of Archival Ideas about Provenance.” In Terry Eastwood and Heather MacNeil, Eds. <i>Currents of Archival Thinking</i>, 2e, (2017): 25-52.</p>
--	--	---

### Week 3 (September 18): Record Identification, Acquisition, and Appraisal

<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the strengths and weaknesses of the documentation strategy process</li> <li>• Comprehend key terms related to collection development including acquisition, collection policy, and gift agreement</li> <li>• Evaluate different appraisal paradigms</li> <li>• Comprehend the role of appraisal in managing collections</li> </ul>		<p>Foscarini, Fiorella. “Archival Appraisal in Four Paradigms.” In Terry Eastwood and Heather MacNeil, Eds. <i>Currents of Archival Thinking</i>, 2e, (2017): 109-133.</p> <p>Ham, Gerald F. “Archival Choices: Managing the Historical Record in an Age of Abundance.” <i>The American Archivist</i> 47, no. 1 (Winter 1984): 11–22.</p> <p>Hackman, Larry and Joan Warnow-Blewett. “The Documentation Strategy Process: A Model and a Case Study.” <i>The American Archivist</i> 50, no. 1 (January 1, 1987): 12–47.</p> <p>Daniels, Caroline, Heather Fox, Sarah-Jane Poindexter, and Elizabeth Reilly. “Saving All the Freaks on the Life Raft: Blending Documentation Strategy with Community Engagement to Build a Local Music Archives.” <i>The American Archivist</i> 78, no. 1 (2015): 238–61.</p>
--	--	---

		Review the sample policies and deeds for appraisal and acquisition at: <a href="https://www2.archivists.org/groups/museum-archives-section/2-appraisal-and-acquisitionaccession">https://www2.archivists.org/groups/museum-archives-section/2-appraisal-and-acquisitionaccession</a>
<b>Week 4 (Sept 25): Arrangement and Description</b>		
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between levels of archival processing</li> <li>• Identify major components of finding aids</li> <li>• Analyze the political, social, and cultural implications of descriptive practices</li> </ul>	<p><b>Mini-Assignment 2: Record Identification Due</b></p>	<p>Yakel, Elizabeth. "Archival Representation." <i>Archival Science</i> 3, no. 1 (2003): 1-25.</p> <p>Duff, Wendy M. and Verne Harris. "Stories and Names: Archival Description as Narrating Records and Constructing Meanings." <i>Archival Science</i> 2, no. 3-4 (2002): 263-85.</p> <p>Wood, Stacy, Kathy Carbone, Marika Cifor, Anne Gilliland, and Ricardo Punzalan. "Mobilizing Records: Re-Framing Archival Description to Support Human Rights." <i>Archival Science</i> 14, no. 3-4 (August 31, 2014): 397-419.</p> <p>Dunham, Elizabeth and Xaviera Flores. "Breaking the Language Barrier: Describing Chicano Archives with Bilingual Finding Aids." <i>The American Archivist</i> 77, no. 2 (2014).</p> <p>Winn, Sam. "The Hubris of Neutrality in Archives," On Archivy Blog (2017), accessed: <a href="https://medium.com/on-archivy/the-hubris-of-neutrality-in-archives-8df6b523fe9f">https://medium.com/on-archivy/the-hubris-of-neutrality-in-archives-8df6b523fe9f</a></p>
<b>Week 5 (October 2): Use and Users</b>		
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe a diverse range of users and uses</li> <li>• Evaluate the specific needs and requirements of diverse users and uses</li> <li>• Analyze the implications of diverse</li> </ul>	<p><b>Mini-Assignment 3: Platform Implications for Arrangement and Description Due</b></p> <p><b>Jigsaw Groups:</b> Select one user group case from</p>	<p><b>Required Readings:</b></p> <p><i>Reference &amp; Access</i></p> <p>Duff, Wendy M., Elizabeth Yakel and Helen Tibbo. "Archival Reference Knowledge." <i>The American Archivist</i>, 76 no. 1 (2013): 68-94.</p> <p><b>Group Presentation - User Group Cases</b></p> <p>Turin, Mark. "Born Archival: The Ebb and Flow of Digital Documents from the Field, History and</p>



<p>user needs on professional work</p>	<p>the list below and sign up here (maximum of 5 students per case):</p> <p>Come prepared to answer the following questions about your user case:  <b>1) Who is your user group? 2) How do they use archives? 3) Do they have any unique needs that an archivist should consider?</b></p>	<p>Anthropology.” Annual Review of Anthropology.</p> <p>Garcia, Patricia. "Accessing Archives: Teaching with Primary Sources in K–12 Classrooms." <i>The American Archivist</i> 80, no. 1 (2017): 189-212.</p> <p>Yakel, Elizabeth, and Laura Bost. "Understanding Administrative Use and Users in University Archives." <i>The American Archivist</i> 57, no. 4 (September 1, 1994): 596–615.</p> <p>Yakel, Elizabeth, and Deborah Torres. "Genealogists as a ‘Community of Records.’” <i>The American Archivist</i> 70, no. 1 (January 1, 2007): 93–113.</p> <p>Wakimoto, Diana K., Christine Bruce, and Helen Partridge, "Archivist as Activist: Lessons from Three Queer Community Archives in California," <i>Archival Science</i> 13, no. 4 (2013), 293-316</p> <p>Frank, Rebecca D., Elizabeth Yakel, and Ixchel M. Faniel. "Destruction/reconstruction: Preservation of Archaeological and Zoological Research Data," <i>Archival Science</i> 15, no. 2 (2015): 141–67.</p> <p>Mattock, Lindsay K., and Eleanor Mattern. "Looking at Archives in Cinema: Recent Representations of Records in Motion Pictures." (2015).</p> <p>Carbone, Kathy. "Artists in the archive: an exploratory study of the Artist-in-Residence Program at the City of Portland Archives &amp; Records Center." <i>Archivaria</i> 79 (2015): 27-52.</p>
<b>Week 6 (October 9): Cultural, Legal, and Ethical Contexts</b>		
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>analyze the larger cultural, legal, and ethical contexts in which archivists and</li> </ul>	<p><b>Mini-Assignment 4: User Needs Due</b></p>	<p>Shepherd, Elizabeth. "Right to Information." In Terry Eastwood and Heather MacNeil, Eds. <i>Currents of Archival Thinking</i>, 2e, (2017): 247-269.</p>

<p>records professionals carry out their work.</p>		<p>Wexler, Geoff and Linda Long. "Lifetimes and Legacies: Mortality, Immortality, and the Needs of Aging and Dying Donors," <i>The American Archivist</i> 72:2 (2009), pp. 478-495.</p> <p>Iacovino, Livia. "Rethinking Archival, Ethical and Legal Frameworks for Records of Indigenous Australian Communities: A Participant Relationship Model of Rights and Responsibilities." <i>Archival Science</i> 10 (2010): 353-72.</p> <p>Cassie Finlay, "People, Records, and Power: What Archives Can Learn from Wikileaks," paper presented at the International Council on Archives, Brisbane, Australia, August 2012.</p> <p>George, Christine Anne. "Archives Beyond the Pale: Negotiating Legal and Ethical Entanglements after the Belfast Project," <i>American Archivist</i> 76: 1 (2013), 47-67.</p>
<b>Week 7 (October 16): Fall Study Break</b>		
No class		
<b>Week 8 (October 23): Activists Archivists? Professional Ethics and Responsibility</b>		
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• describe professional ethics statements</li> <li>• analyze how professional ethic provide principles and guidance for finding an acceptable balance between privacy and access, security and disclosure, author and/or donor restrictions and researchers' right to know.</li> </ul>	<p><b>Mini-Assignment 5: Cultural, Legal, and Ethical Contexts Due</b></p>	<p>Jarrett M. Drake, "Insurgent Citizens: The Manufacture of Police Records in Post-Katrina New Orleans and Its Implications for Human Rights," <i>Archival Science</i> 14, no. 3-4 (July 16, 2014), 365-80.</p> <p>Randall C. Jimerson, "Archives for All: Professional Responsibility and Social Justice," <i>American Archivist</i>, 70:2 (2007), 252-281.</p> <p>Wakimoto, Diana K., Christine Bruce, and Helen Partridge. "Archivist as activist: lessons from three queer community archives in California." <i>Archival Science</i> 13, no. 4 (2013): 293-316.</p> <p>Christen, Kimberly. "Opening Archives: Respectful Repatriation," <i>The American Archivist</i> 74, no. 1 (2011), 185-210.</p>

		<p><b>Debate:</b>                  Greene, Mark. "A Critique of Social Justice as an Archival Imperative: What Is It We're Doing That's All That Important?" <i>The American Archivist</i> 76, no. 2 (2013): 302-334.</p> <p>Caswell, Michelle. "Not Just Between Us: A Riposte to Mark Greene." <i>The American Archivist</i>: 76, no. 2: 605-608.</p> <p><b>Skim the following:</b>                  ARMA International, "The Code of Professional Responsibility." (undated).  <a href="http://www.arma.org/about/overview/ethics.cfm">http://www.arma.org/about/overview/ethics.cfm</a></p> <p>ALA-SAA Joint Statement on Access: Guidelines for Access to Original Research Materials, available at  <a href="http://www2.archivists.org/statements/alasaa-joint-statement-on-access-to-research-materials-in-archives-and-special-collection">http://www2.archivists.org/statements/alasaa-joint-statement-on-access-to-research-materials-in-archives-and-special-collection</a></p> <p>Society of American Archivists, Core Values of Archivists and Code of Ethics for Archivists, <a href="http://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics">http://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics</a></p> <p>International Council on Archives, Code of Ethics:  <a href="http://www.ica.org/sites/default/files/ICA_1996-09-06_code%20of%20ethics_EN.pdf">http://www.ica.org/sites/default/files/ICA_1996-09-06_code%20of%20ethics_EN.pdf</a></p> <p>First Archivist Circle, "Protocols for Native American Archival Materials," retrieved from <a href="http://www2.nau.edu/libnap-p/index.html">http://www2.nau.edu/libnap-p/index.html</a>, last updated (2007).</p>
--	--	--

**Week 9 (October 30): Bentley Visit**

<p>Bentley class visit</p>	<p><b>Meet at the Bentley Historical Library (UM North Campus, 1150</b></p>	
----------------------------	---	--

	<b>Beal Avenue, Ann Arbor, MI 48109)</b>	
--	--	--

## Part 2: Current Issues in Archives and Records

During the second segment of the course, we will look at three areas of significant change in the ways records and archives are produced and used: 1) the shift from analog/print to digital media; 2) changes in organizations and a shift away from classic hierarchical organizations to teams, networks, collaborations, virtual organizations, etc.; and 3) the ongoing debate about neutrality in archival practice. After analyzing each of these factors independently, we will consider the implications of recent changes for transparency, power and authority over records and for legal, policy and ethical issues in archives and records management.

Objectives	Assignments	Readings
<b>Week 10 (November 6): Analog/Digital</b>		
Students will be able to: <ul style="list-style-type: none"> <li>analyze the extent to which terms and practices developed for paper documents and analog recordings can be extended to the digital environment</li> <li>assess cases addressing issues with managing digital and interconnected records, as well as cases that demonstrate the affordances of digital environments.</li> </ul>	<b>Peer critique due</b>	Asher, Andrew and Lori M. Jahnke, "Curating the Ethnographic Moment," <i>Archive Journal</i> 3 (Summer 2013). Special Issue: Data Curation. <a href="http://www.archivejournal.net/issue/3/archivesremixed/curating-the-ethnographic-moment/">http://www.archivejournal.net/issue/3/archivesremixed/curating-the-ethnographic-moment/</a>  Becker , Devin and Collier Nogues, "Saving-Over, Over-Saving, and the Future Mess of Writers' Digital Archives: A Survey Report on the Personal Digital Archiving Practices of Emerging Writers," <i>American Archivist</i> , 75:2 (2012): 482-513.  Wood, Stacy E. "Police Body Cameras and Professional Responsibility: Public Records and Private Evidence." <i>Preservation, Digital Technology &amp; Culture</i> , 46 no.1: 41-51.
<b>Week 11 (November 13): Community Archives</b>		
Students will be able to: <ul style="list-style-type: none"> <li>Define the unique characteristics of community archives</li> </ul>	<b>SAA Advocacy Proposal Due</b>	Caswell, Michelle, Marika Cifor, and Mario H. Ramirez. "'To Suddenly Discover Yourself Existing': Uncovering the Impact of Community Archives." <i>The American Archivist</i> 79, no. 1 (2016): 56-81.

<ul style="list-style-type: none"> <li>• Explain how community archives represent a shift away from classic hierarchical organizations</li> <li>• Brainstorm collaborative possibilities between traditional and community archives</li> </ul>		<p>Sheffield, Rebecka. "Community Archives." In Terry Eastwood and Heather MacNeil, Eds. <i>Currents of Archival Thinking</i>, 2e, (2017): 351-376.</p> <p>Flinn, Andrew, Mary Stevens, and Elizabeth Shepherd. "Whose Memories, Whose Archives? Independent Community Archives, Autonomy and the Mainstream." <i>Archival science</i> 9, no. 1-2 (2009): 71.</p>
<b>Week 12 (November 20): Archival Labor</b>		
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Reflect on the nature of archival labor and practice</li> </ul>	<p><b>In-Class Peer Critique of Online Archive</b></p>	<p>Williams, Stacie. "Implications of Archival Labor." On Archivy Blog: <a href="https://medium.com/on-archivy/implications-of-archival-labor-b606d8d02014">https://medium.com/on-archivy/implications-of-archival-labor-b606d8d02014</a></p> <p>Tansey, Eira. "Archives Without Archivists." <i>Reconstruction</i> 16, no. 1 (2016).</p> <p><b>Debate:</b> Fischer, Suzanne. "Nota Bene: If You 'Discover' Something in an Archive, It's Not a Discovery" <i>The Atlantic</i>: <a href="https://www.theatlantic.com/technology/archive/2012/06/nota-bene-if-you-discover-something-in-an-archive-its-not-a-discovery/258538/">https://www.theatlantic.com/technology/archive/2012/06/nota-bene-if-you-discover-something-in-an-archive-its-not-a-discovery/258538/</a></p> <p>Papaioannou, Helena Iles. "Actually, Yes, It *Is* a Discovery If You Find Something in an Archive That No One Knew Was There." <i>The Atlantic</i>: <a href="https://www.theatlantic.com/technology/archive/2012/06/actually-yes-it-is-a-discovery-if-you-find-something-in-an-archive-that-no-one-knew-was-there/258812/">https://www.theatlantic.com/technology/archive/2012/06/actually-yes-it-is-a-discovery-if-you-find-something-in-an-archive-that-no-one-knew-was-there/258812/</a></p>
<b>Week 13 (November 27): Outreach and Access</b>		
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how archivists are actively engaging in digitization projects to facilitate discovery</li> </ul>		<p>McCausland, Sigrid. "Archival Public Programming." In Terry Eastwood and Heather MacNeil, Eds. <i>Currents of Archival Thinking</i>, 2e, (2017): 225-244.</p> <p>Yaco, Sonia, Ann Jimerson, Laura Caldwell Anderson, and Chanda Temple. "A web-based community-building archives project: a case study of</p>

<p>and remote use of records and archives.</p> <ul style="list-style-type: none"> <li>Analyze issues with designing and building digital collections, such as issues concerning selection, ownership, rights, purpose, and presentation along with the technical challenges.</li> </ul>		<p>Kids in Birmingham 1963." <i>Archival Science</i> 15, no. 4 (2015): 399-427.</p> <p>Williams, Amy. "Participation, Collaboration, and Community Building in Digital Repositories." <i>Canadian Journal of Information and Library Science</i> 39, no. 3 (2015): 368-376.</p> <p><b>Watch before Class:</b>  <a href="#">ANC Archives on Line</a> (run time approx. 39 minutes).</p>
<b>Week 14 (December 4): Turning Archives Digital</b>		
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Compare different approaches for providing digital access to archival materials: 1) online access to descriptions of physical collections; 2) turning physical collections digital; and 3) building archives of born-digital records</li> <li>Critique peers' work</li> </ul>	<b>Final Presentations</b>	<p>Emily Monks-Leeson, "Archives on the Internet: Representing Contexts and Provenance from Repository to Website," <i>American Archivist</i>, 74:1 (2011), pp. 38-57.</p> <p>Conway, Paul. "Digital transformations and the archival nature of surrogates." <i>Archival Science</i> 15, no. 1 (2015): 51-69.</p> <p>Theimer, Kate. "What Is the Meaning of Archives 2.0?" <i>American Archivist</i>, 74:1 (2011), 58-68.</p> <p>Riley, Jenn and Kelcy Shepherd. "A brave new world: archivists and shareable descriptive metadata." <i>The American Archivist</i> 72.1 (2009): 91-112.</p>
<b>Week 15 (December 11): Final Presentations</b>		
<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Articulate major takeaway from course content and assignments</li> <li>Critique peers' work</li> </ul>	<b>Final Presentations</b>	