INLS 755-01: Archival Appraisal
Spring 2013

Dr. Helen R. Tibbo            ☐: Tibbo@ils.unc.edu
Office: 201 Manning Hall      Class ☑: W 12:30 – 3:00
Phone: (919) 962-8063        FAX #: (919) 962-8071

Office Hours 3:15-4:30 Wednesdays & by Appointment

Course Timeline

First Class: Wednesday, January 9, 2013, Manning 208
Last Class: Wednesday, May 1, 2013, 12:00-3:00 (Final Exam Period)

Brief Course Description

This course will explore what has been termed the archivist's "first" and arguably most important responsibility, appraisal. Students will investigate the theories, techniques, and methods that archivists use to identify documents and other materials of enduring value for long-term preservation. Students will study the history of appraisal and compare contemporary approaches from around the globe and study the work of various repositories. Appraisal is required for the Archives and Records Management Concentration at SILS and has no pre-requisites.

Goals and Objectives

By the end of the course, the student should/will:

1. Be familiar with the concepts related to and associated activities of appraisal and selection in archival institutions;
2. Be familiar with a broad cross section of literature concerning archival appraisal;
3. Critique an appraisal policy from a repository;
4. Be able to discuss the range of appraisal approaches practiced worldwide and point out the merits and shortcomings of each;
5. Be able to discuss how a variety of appraisal approaches relate to the disposition of electronic records;
6. Be able to discuss the potential role of archival appraisal techniques for other types of repositories such as museums and libraries and how selection traditionally is conducted in these institutions.

**Format**

Most learning occurs when you integrate a new concept into your personal experiences, beliefs, and understandings. As such, much of the course will focus on applying readings through case studies and class discussion. I, or a guest, will present material at the beginning of many classes, but lectures are generally an ineffective method of learning and these will be kept to a minimum. Our goal will be to apply what we read to actual or created scenarios.

**Class Expectations**

**Assignments & Evaluation**

Due to the nature of this course, positive and active participation is required. Positive and active participation is characterized by having a clear command of the readings for the day, sharing analyses and options based on the readings, project guidelines, and case studies; allowing other students the opportunity to participate; and freely agreeing and disagreeing with others when warranted. Please note that an intellectual exchange of ideas is the cornerstone of education, but any criticism should be limited to an idea and not the person specifically.

All assignments are due when indicated. Please be advised that grades will be lowered by 3 points every day an assignment is late unless you have permission for an alternate due date. See separate assignment sheets for details.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term Paper Topic</td>
<td></td>
<td>February 6</td>
</tr>
<tr>
<td>Analysis of Appraisal Policy</td>
<td>20</td>
<td>February 13</td>
</tr>
<tr>
<td>Appraisal of Personal Records</td>
<td>20</td>
<td>March 6</td>
</tr>
<tr>
<td>Paper Outline to Classmate &amp; Instructor</td>
<td>5</td>
<td>March 20</td>
</tr>
<tr>
<td>Draft of Term Paper to Class Reviewers</td>
<td></td>
<td>April 10</td>
</tr>
<tr>
<td>Review of Classmate’s Term Paper to Author and Instructor</td>
<td>10</td>
<td>April 17</td>
</tr>
<tr>
<td>Revised Term Paper to Instructor</td>
<td>25</td>
<td>April 24</td>
</tr>
<tr>
<td>Presentation of Term Paper</td>
<td>5</td>
<td>May 1</td>
</tr>
<tr>
<td>Class Participation (including leading discussion on a reading)</td>
<td>15</td>
<td>Throughout term</td>
</tr>
</tbody>
</table>
Textbook and Readings

Readings are essential to class discussion, which is the major element in your class participation grade and, more importantly, understanding of the materials covered in class. You should read items by the date listed on the schedule, e.g., you should read items listed under January 16th before class on the 16th. Readings are of 2 types: All serial readings that are not available online through the UNC Library system will be available on the course’s Sakai site with a few monographs on reserve in the SILS Library. You may purchase Boles, Frank. *Selecting & Appraising Archives & Manuscripts.* Chicago: SAA, 2005, from SAA. If you become a student member the book prices are quite low. If I ordered these titles through the UNC Bookstore they would be the full non-member price plus a 20% mark-up. The Boles’s book and Richard Cox’s *No Innocent Deposits* will be on reserve in the SILS Library.

Overview of the Semester

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/9</td>
<td>Introduction to Class; Appraisal &amp; Selection - Definitions, Foundations, Perspectives</td>
</tr>
<tr>
<td>2</td>
<td>1/16</td>
<td>Laura Micham – A Practitioner’s Perspective on Appraisal</td>
</tr>
<tr>
<td>3</td>
<td>1/23</td>
<td>Appraisal at UNC &amp; Duke</td>
</tr>
<tr>
<td>4</td>
<td>1/30</td>
<td>History of Appraisal</td>
</tr>
<tr>
<td>5</td>
<td>2/6</td>
<td>Collection Development and Collecting Policies; <strong>Term Paper Topic Due</strong></td>
</tr>
<tr>
<td>6</td>
<td>2/13</td>
<td>Is Selection Archival? <strong>Policy Analysis Due</strong></td>
</tr>
<tr>
<td>7</td>
<td>2/20</td>
<td>Macro Appraisal and Functional Analysis</td>
</tr>
<tr>
<td>8</td>
<td>2/27</td>
<td>The Records Continuum and Post Custodialism</td>
</tr>
<tr>
<td>9</td>
<td>3/6</td>
<td>Documentation Strategies; <strong>Personal Records Appraisal Due</strong></td>
</tr>
<tr>
<td>10</td>
<td>3/20</td>
<td>Sampling, Black Box, and Case Files; <strong>Paper Outline Due</strong></td>
</tr>
<tr>
<td>11</td>
<td>3/27</td>
<td>Selection and Preservation of Digital Content</td>
</tr>
<tr>
<td>12</td>
<td>4/3</td>
<td>Archives and Power</td>
</tr>
<tr>
<td>13</td>
<td>4/10</td>
<td>Trip to Sally Bingham Center; <strong>Draft Papers to Classmates</strong></td>
</tr>
<tr>
<td>14</td>
<td>4/17</td>
<td>Documenting History; <strong>Review of Classmate’s Paper Due</strong></td>
</tr>
<tr>
<td>15</td>
<td>4/24</td>
<td>Term Papers Due to Instructor</td>
</tr>
<tr>
<td>16</td>
<td>5/1</td>
<td>Paper Presentations – 8 - 10 minutes</td>
</tr>
</tbody>
</table>
Grading

Graduate Grading Scale
- H (95-100): "Clear excellence", above and beyond what is required
- P (80-94): Entirely satisfactory; SILS recognizes subtle levels of "satisfactory" since most grades tend to cluster here:
- L (70-79): Low passing
- F (< 70): Failed
- IN: Work incomplete (only given under extreme circumstances, such as serious illness)

Honor Code

This class strictly follows the Honor Code. Information on the Honor Code can be found at: http://honor.unc.edu/. Unless indicated otherwise, all assignments are individual.

Class Listserv

The Email Address for this list is: archival-appraisal-2013@listserv.unc.edu

You can find out about UNC list at: http://listserv.unc.edu/.

Sakai

You can access the class website at: http://sakai.unc.edu. Log in with your Onyen and password, and you should see listing of all your classes. Click on: INLS755.001.SP13.

Syllabus Changes

The professor reserves to right to make changes to the syllabus, including but not limited to project due dates, readings, and in class exercises. These changes will be announced as early as possible.
Weekly Course Calendar

1) Wednesday, January 9: Introduction to Class; Appraisal & Selection - Definitions, Foundations, Perspectives.

Questions to direct your reading:

1. What is appraisal?
2. Why is appraisal important?


2) Wednesday, January 16: A Practitioner’s Perspective – Laura Micham, Director, Sally Bingham Center for Women’s History and Culture.

I will be at the International Digital Curation Conference in Amsterdam and going to Copenhagen on the 16th to do a follow up DigCCurr Professional Institute session with the Danish Royal Library. Laura Micham, SILS alum, will provide you with a practitioner’s perspective on appraisal. On April 10th we will visit the SBC and grapple with collection development case studies.

Please note that the first two weeks of class are an excellent opportunity to get a head start on the readings and assignments for the term.


I will be at ALISE in Seattle but will join you at 1:00 PM (Chapel Hill time) on Skype. We will meet until 3:15. Please get to class about 12:50. Steve Weiss, Head of the UNC Folklife Collection, Jay Gaidmore, UNC University Archivist, and Seth Shaw, Electronic Records Archivist at Duke will be our in-class guests.


Questions to direct your reading:

1. What is the gist of Jenkinson’s perspective on appraisal?
2. How does Schellenberg differ from Jenkinson?
3. What are the primary tenets of the Dutch perspective?

REQUIRED: (students to lead discussion of bolded items)


Cook, Terry/ “’We Are What We Keep; We Keep What We Are’: Archival Appraisal Past, Present and Future.” *Journal of the Society of Archivists* 32:2 (2011): 173-189.

**RECOMMENDED:**


5) **Wednesday, February 6: Collection Development and Collecting Policies.**

**DUE: Term Paper Topic.**

**Questions to direct your reading:**

1. How can collection development policies serve archival collections? What are the benefits of such policies?
2. What have been obstacles to repositories having written collection development policies?
3. Why do so few repositories have collection development policies?
4. Discuss the potential gaps between collecting and appraisal policies and practices?
5. Critique Ericson – is he too harsh on archivists?
6. If more materials were available online, would focused collection development, policies, and practices matter?

**REQUIRED:**

Boles, Frank. *Selecting and Appraising Archives and Manucripts*, Chapter 5, pp. 97-120.


**RECOMMENDED:**


6) **Wednesday, February 13: Is Selection Archival?**

**DUE: Policy Analysis**

*Questions to direct your reading:*

1. Should archivists appraise? Why or why not?”
2. Should collections be reappraised?
3. Contrast Duranti and Schellenberg’s positions regarding appraisal.

**REQUIRED:**


57 (Spring 1994): 328-344.


RECOMMENDED:


7) Wednesday, February 20: Macro Appraisal and Functional Analysis

Questions to direct your reading:

1. What is macro-appraisal?
2. How is macro-appraisal different from a Schellenbergian approach?
3. What is functional analysis and how do archivists use it?

REQUIRED:


RECOMMENDED:


8) **Wednesday, February 27: The Records Continuum and Post Custodialism**

*Questions to direct your reading:*

1. What is “Post Custodialism”?
2. Why has post custodialism been attractive to many government and institutional archives?
3. How has post custodialism worked? Has it been successful? Why or why not.
4. What has happened in Australia?
5. Can archivists be archivists if they don’t keep collections?
6. What new tasks does post custodialism require archivists to undertake?
7. Compare the records continuum to the records life cycle model.

REQUIRED:


**RECOMMENDED:**


9) **Wednesday, March 6: Documentation Strategies**

**DUE: Appraisal of Personal Records.**

*Questions to direct your reading:*

1. What is a documentation strategy?
2. Are documentations strategies practical?
3. Why haven’t documentation strategies been more successful?

**REQUIRED:**


(15) Samuels, Helen W. "Who Controls the Past.” *American Archivist* 49 (Spring 1986): 109-24. (Read 1st)
** Wednesday, March 13: No Class – Spring Break

10) Wednesday, March 20: Sampling, Black Box, Case Files, and MPLP

DUE: Paper Outline to Classmate.

Questions to direct your reading:

1. What is the “Black Box”?
2. What can sampling tell us? What are the caveats?
3. How do we best select case files to retain when we can’t keep them all?

REQUIRED:


Cook, Terry. “‘Many are Called, but Few are Chosen’: Appraisal Guidelines for Sampling and Selecting Case Files.” *Archivaria* 32 (Summer 1991): 25-50.


11) Wednesday, March 27: Selection and Preservation of Digital Content

Questions to direct your reading:

1. What are the criteria to use to select which digital materials to preserve?
2. How does selection of data differ from other digital materials?
3. Are there differences in the selection of scientific and social scientific data?
4. What are some of the challenges of web archiving?
5. Why can’t we preserve everything?
6. Will post-custodialism work for preserving data?


Yeo, Goeffrey. “‘Nothing is the Same as Something Else’: Significant Properties and Notions of Identity and Originality.” *Archival Science* June 2010, Volume 10, Issue 2, pp 85-116

12) **Wednesday, April 3: Archives and Power**

*Questions to direct your reading:*

1. What is “enduring value”? How can this be determined?
2. How does/should archival theory drive/influence archival practice?
3. What is the role of archives in the day of Facebook and YouTube?
4. What are the four values Scott Cline addresses and do you think these are the essential values of the archival profession?

**REQUIRED:**


13) **Wednesday, April 10: Trip to Sally Bingham Center.**

**DUE:** Draft of Term Paper to Class Reviewers

14) **Wednesday, April 17: Documenting History.**

**DUE:** Review of Classmate’s Term Paper to Author and Instructor.

*Questions to direct your reading:*

1. What is the archivist’s responsibility for preserving the cultural record?
2. Do archivists construct public memory? Is this good, bad, or neither if they do it?
3. What is the role of archives in the creation of cultural identity?

REQUIRED:


RECOMMENDED:


*** Wednesday, April 24: No Class. I will be participating in an NFS review of the DataNet Federation Consortium project in Washington, DC.

DUE: Revised Term Paper due to instructor.

15) Wednesday, May 1, 12-3 PM. Students will present their term papers to the class.