

**School of Information and Library Science**  
**University of North Carolina, Chapel Hill**  
**INLS 556 - Introduction to Archives and Records Management**  
*[Last Updated: 2014-1]*

**Spring 2014**

**Meeting Time:** Tuesday, 2:00-4:45 pm

**Location:** Manning 001

**Credits:** 3

**Instructor:** Ayoung Yoon

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**Office Hours:** by appointment

**Course Web Site:** <https://sakai.unc.edu/>

## **COURSE DESCRIPTION**

This course provides a survey of principles and practices that archivists and records managers apply, as well as issues that they confront. We will discuss the nature of documentation and recordkeeping in contemporary society and the different types of institutions with responsibility for records. We will also examine the archival profession, its internal diversity and its relationships with allied professions.

It is designed with two types of students in mind:

- Students pursuing careers in archives administration or records management. This course will provide an introduction to the field; introduce terms and concepts that will be used in other courses; and explain how components of archives and records administration fit together.
- Students pursuing careers in related information professions. This course offers an overview of archives and records administration; helps students become conversant with archival and records management terminology; and explains how archives and records administration relates to other aspects of information management.
- The course will be a combination of lecture, discussion, and problem solving. It will require participants to conduct independent research and writing. It is an intensive introduction to the field. Critical reading of course materials will be essential to stimulate active participation in class discussions.

## **COURSE OBJECTIVES**

- Understand why societies, cultures, organizations, and individuals create and keep records.
- Become familiar with the evolution of methods and technologies used to create, store, organize, and preserve records.
- Become conversant in the terminology and concepts used in records management and archival administration.
- Be aware of the ways that organizations and individuals use archives and records for research, ongoing operations, accountability, litigation, and organizational memory.

- Become familiar with the basic components of records management and archival programs including inventory, appraisal, disposition, acquisition, arrangement, description, preservation, access, use, and outreach. Understand the relationships among these program elements.
- Be aware of the various environments where records are created, managed, and used - from very informal settings to well-established records management programs and archival institutions.
- Understand how archival and recordkeeping practices differ from and relate to other information management practices.
- Be aware of the legal, policy, and ethical issues surrounding archives and records administration.
- Become familiar with the structure, organization, literature, and current issues in the archival and records management professions.

## COURSE EXPECTATIONS

- Complete readings BEFORE CLASS each week. Manage your time accordingly.
  - How to Read a Book - <http://pne.people.si.umich.edu/PDF/howtoread.pdf>
- Written work should be of high quality. If you have concerns about writing, address them early and often.
  - UNC Writing Center in Phillips Annex (two buildings east of Peabody) - <http://www.unc.edu/depts/wcweb/>
- Come to class on time.
- Participate in discussions - counts as 20% of your total grade for the course.
- Demonstrate that you have read the material, understood and synthesized it.
- Tell us when you do not agree. This is a discussion forum, not just a lecture session. No one in the room has a monopoly on correct answers. Ideas are presented in order for you to analyze and critique them. You are encouraged to question the assumptions of the readings, your instructor and your fellow students. Your comments should reflect mutual respect and should not attack individuals.

## COURSE REQUIREMENTS

Adequate preparation - reading required materials each week.

Participation in class discussions - active engagement with course material, raising questions, contributing to classroom discussions.

Brief paper (5-6 pages) comparing and contrasting the mission, program, holdings, and services of three archival repositories based on information from their Web pages (due: Week 4 **February 4** at 2:00 PM). (See Written Assignments below).

Brief paper (4-5 pages) summarizing and discussing professional implications of a news story about records and archives (due: Week 9 - **March 18** at 2:00 PM).

Research and writing of a critical essay (12-14 pages) about the impact of information technology on some aspect of archives and records. Papers could address an aspect of archival theory; a particular set of policies and regulations; core archival functions such as acquisition, arrangement, description, appraisal, preservation, access, reference, outreach; or professional development and education. (Selection of topic due: Week 5 - **February 11**; Paper due: Week 14, **April 22** at 2:00

PM). (See Written Assignments below).

**Special Needs:** If you feel that you may need an accommodation for a disability or have any other special need, please make an appointment to discuss this with me. I will be most able to address special circumstances if I know about them early in the semester. My office hours and contact information are listed at the beginning of this syllabus.

## COURSE READINGS

### Book for Purchase:

The three required texts for the course are available for purchase from the UNC Student Stores in the Daniels Building (two buildings south of Manning).

- Lee, Christopher A. ed. *I, Digital: Personal Collections in the Digital Era*. Chicago, IL: Society of American Archivists, 2011.
- Millar, Laura. *Archives: Principles and Practices*. New York, NY: Neal-Schuman, 2010.

Both books are also available directly from SAA, and there is a significant discount for SAA members.

### SILS Reserves:

Copies of the following books are available from the SILS Library on the first floor of Manning Hall (behind the SILS Library help desk):

- Brown, Adrian. *Archiving Websites: A Practical Guide for Information Management Professionals*. London: Facet, 2006.
- Cox, Richard J. and David A. Wallace, eds., *Archives and the Public Good: Accountability and Records in Modern Society*. Westport, Connecticut: Quorum, 2002.
- Daniels, Maygene F., and Timothy Walch, eds. *A Modern Archives Reader: Basic Readings on Archival Theory and Practice*. Washington, DC: National Archives and Records Service, 1984.
- Ellis, Judith, ed. *Keeping Archives*. 2nd ed. Port Melbourne, Australia: Thorpe, 1993.
- Forde, Helen. *Preserving Archives*. London: Facet, 2007.
- Jimerson, Randall C., ed. *American Archival Studies: Readings in Theory and Practice*. Chicago, IL: Society of American Archivists, 2000.
- Jimerson, Randall C. *Archives Power: Memory, Accountability and Social Justice*. Chicago, IL: Society of American Archivists, 2009.
- Jürgens, Martin C. *The Digital Print: Identification and Preservation*. Los Angeles, CA: Getty Conservation Institute, 2009.
- Lee, Christopher A. ed. *I, Digital: Personal Collections in the Digital Era*. Chicago, IL: Society of American Archivists, 2011.
- Levy, David M. *Scrolling Forward: Making Sense of Documents in the Digital Age*. New York: Arcade, 2001.
- Millar, Laura. *Archives: Principles and Practices*. New York, NY: Neal-Schuman, 2010.
- O'Toole, James M., and Richard J. Cox. *Understanding Archives & Manuscripts*. Chicago, IL: Society of American Archivists, 2006.
- Yates, JoAnne. *Control through Communication*. Baltimore: Johns Hopkins University Press, 1989.

## Major Journals for Archival Literature:

- *American Archivist* - <http://www.archivists.org/periodicals/aa.asp> and <http://webcat.lib.unc.edu/record=b1288175>
- *Archival Issues* - <http://www.midwestarchives.org/archivalissues.asp> and <http://webcat.lib.unc.edu/record=b2495979>
- *Archival Science* - <http://webcat.lib.unc.edu/record=b3933397>
- *Archivaria* - <http://journals.sfu.ca/archivar/index.php/archivaria/issue/archive>
- *Archives and Manuscripts* - <http://www.archivists.org.au/directory/80> and <http://webcat.lib.unc.edu/record=b1288802>
- *International Journal of Digital Curation* - <http://www.ijdc.net/ijdc>
- *Journal of Archival Organization* - <http://webcat.lib.unc.edu/record=b4396386>

## Locating Readings:

For the weekly readings, the following labels indicate where specific course readings can be located:

**B** = Book for purchase

**R** = Reserves at SILS Library in Manning Hall

**C** = Course site on Sakai, where electronic versions of some publications will be available

**O** = Online through UNC license

**W** = Publicly accessible Web

Note: All of the major archival journals are now available electronically. Access to the most recent three years of *American Archivist* and most recent four years of *Archivaria* are restricted to subscribers or members (UNC subscribes to both); all older issues are freely available through the Web. *American Archivist* is available through both MetaPress and JSTOR.

The Society of American Archivists also has a glossary that you may find useful over the course of the semester: *A Glossary of Archival and Records Terminology*, edited by Richard Pearce-Moses, <http://www.archivists.org/glossary/>

## WRITTEN ASSIGNMENTS

### 1. Brief Review of Archives Web Presence

**Due: Week 4, February 4 at 2:00 PM to Sakai Assignments area**

A directory of several thousand web sites containing information about repositories holding rare books, manuscripts, archives and special collections is located at: <http://www.uidaho.edu/special-collections/Other.Repositories.html>

Select the web sites of three repositories. Write a brief paper (5-6 pages, double-spaced 12-point font) comparing and contrasting the mission, program, holdings, and services of three archival repositories based solely on information from their Web presence. To facilitate comparisons, it is advisable to select three sites that share some common features (e.g. type of repositories, thematic emphasis, location). Please address the following questions:

1. What is your impression of the purpose and mission of each repository?
2. Who do you think is the primary clientele of each repository?
3. What useful information did you find at the website?
4. What did you expect to find that was not there?
5. How would you evaluate the three websites in terms of content, services offered, ease of use, and navigation?

## **2. Paper on Records and Archives in the News**

**Due: Week 9, March 18 at 2:00 PM to Sakai Assignments area**

This paper should be 4-5 pages long (double-spaced, 12-point font). Instructions for this assignment are available in Sakai.

## **3. Final Paper**

Write a critical essay about the impact of information technology on some aspect of archives and records. Papers could address an aspect of archival theory; a particular set of policies and regulations; core archival functions such as acquisition, arrangement, description, appraisal, preservation, access, reference, outreach; professionalization; or education.

**ASSIGNMENT DUE: FINAL PAPER TOPIC**

**Due: Week 5, February 11 at 5:00 PM (submit to Sakai Assignments area)**

Provide a one-page summary of the topic, major issues, and preliminary bibliography.

**ASSIGNMENT DUE: FINAL PAPER**

12-14 pages (double-spaced, 12-point font)

**Week 14, April 22 at 2:00 PM (to Sakai Assignments area)**

For this essay you must consult and critically analyze at least twelve sources that are not included in the course readings. The purpose of the paper is to discuss critically the issues and debates surrounding your topic, so do not just rehash the assumed wisdom: actively summarize and analyze debates and differences of opinion.

Your paper should be thoroughly researched, well written, and fully documented (parenthetical citations or footnotes/endnotes, and a bibliography). I do not expect you to conduct original research (e.g. from primary sources, survey data), but I do expect you to find and review relevant published literature and Internet resources (if appropriate). The field of archives and records administration is undergoing rapid change, and you should try to find the most recent literature -- keeping in mind that you may need to go back to earlier material on the subject. Be prepared for creative searching -- including exploiting electronic indexes (e.g. America: History and Life; Historical Abstracts; Library Literature; Library and Information Science Abstracts) and browsing through the stacks. Try to draw on sources from other disciplines, many of which are well-represented in discovery tools available through the UNC library web site (e.g. ACM Digital Library; IEEE Explore; EBSCO; JSTOR) or through the Web (e.g. Google Scholar; CiteSeer). Most of the archival journals are available electronically, so you will often find links to them from sites and within web search engine results. I am willing to consult with students on possible

sources, but only after evidence of a concerted effort to find relevant materials.

Your paper must include the following components:

- Introduction stating the subject of the paper and thesis
- Summary of relevant literature
- Critical review/analysis of the topic based on the literature
- Conclusion summarizing what you have learned and what other research is needed
- Bibliography

The reader should be able to glean the current state of knowledge about the topic, the key issues it is concerned with, and questions it raises for archives, records management or broader information professions. Citations should conform to a standard style manual or commonly accepted disciplinary format such as the Chicago Rules of Style or the Publication Manual of the American Psychological Association. Your paper should indicate the style guide you employ. A bibliography or works consulted list is required.

Papers will be evaluated on the following criteria:

- Appropriateness of the topic
- Thoroughness of background research
- Clarity of writing
- Originality of analysis (depth of analysis, critique, synthesis)
- Presentation (citations, proofreading, bibliography, etc.). Make sure to allow sufficient time to check your work for spelling, typos and basic grammatical errors.

## **IMPORTANT NOTE ON PLAGIARISM**

It is very important that you both attribute your sources and avoid excessive use of quotes (see separate handout called "In Your Own Words"). Be aware of the University of North policy on plagiarism. Your written work must be original. Ask if you have any doubts about what this means. All cases of plagiarism (unattributed quotation or paraphrasing) of anyone else's work, whether from someone else's answers to homework or from published materials, will be officially reported and dealt with according to UNC policies (Instrument of Student Judicial Governance, Section II.B.1. and III.D.2, <http://instrument.unc.edu>).

## **EVALUATION**

Evaluation will be based on the following factors

- Preparation and class participation: 20%
- First written assignment (web presence): 25%
- Second written assignment (records and archives in the news): 20%
- Final Paper: 35%

The most important measures of your performance in this and all other classes at SILS will be your ability to engage in challenging materials with your fellow students; your reputation for insights and professionalism among your peers and with your instructor; your integration of course material with the other things you are learning both inside and outside the classroom; and your ability to apply what you've learned in your future career. However, the conventions of academia dictate that I also assign labels (called grades) to your work on assignments and for the course as a whole.

Based on UNC Registrar Policy for graduate-level courses

(<http://regweb.unc.edu/resources/rpm24.php>), both assignment and semester grades will be H, P, L or F. Few students will obtain an "H," which signifies an exceptionally high level of performance (higher than an "A" in an A-F systems). The following is a more detailed breakdown:

H	Superior work: complete command of subject, unusual depth, great creati
P+	Above average performance: solid work somewhat beyond what was required and good command of the material
P	Satisfactory performance that meets course requirements (expected to be the median grade of all students in the course)
P-	Acceptable work in need of improvement
L	Unacceptable graduate performance: substandard in significant ways
F	Performance that is seriously deficient and unworthy of graduate credit

According to UNC Registrar Policy, undergraduate grades are based on the following definitions:

A	Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the students have shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.
B	Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.
C	A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.
D	A marginal performance in the required exercises demonstrating a minimal passing level of attainment. A student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.
F	For whatever reason, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an advisor's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.
AB	Absent from final examination, but could have passed if exam taken. This is a temporary grade that converts to an F* after the last day of class for the next regular semester unless the student makes up the exam.
FA	Failed and absent from exam. The FA grade is given when the undergraduate student did not attend the exam, and could not pass the course regardless of performance on the exam. This would be appropriate for a student that never attended the course or has excessive absences in the course, as well as missing the exam.
IN	Work incomplete. This is a temporary grade that converts to F* at the end of eight weeks into the next semester unless the student

makes up the incomplete work.

W Withdrew passing. Entered when a student drops after the six-week drop period.

## KEY DATES

All of the following should be submitted to Sakai through the **Assignments** area:

**February 4** by 2:00 PM (Week 4) - Brief Review of Archives Web Presence

**February 11** by 5 PM (Week 5) - Final Paper Topic

**March 18** by 2:0 PM (Week 9) - Paper on Records and Archives in the News

**April 22** by 2:00 PM (Week 14) - Final Paper

## COURSE OUTLINE

### Part 1 (Weeks 1-5) - Background: What Archives Are, What Goals they Serve, Why they are Important

#### Week 1 (January 14) - Kick-Off Week Introduction to the Course, Themes and Significance of Archives

- Course overview
  - Logistics
  - Objectives and requirements
  - Introduction of the students and instructor
  - Archives and records management professional organizations and literature
- Overview of Archives & Records Management
  - Records lifecycle/continuum
  - What are records?
  - What are archives and what do they do?
  - Personal and societal significance of records
  - Core functions of archives and records management
  - Archives and records management as professions
- The evolution and nature of written communications
- Historical evolution of archives and archival programs
- Users and uses for archives
- Archives and accountability

#### Read:

C - Hurley, Chris. "Recordkeeping and Accountability." In *Archives: Recordkeeping in Society*, edited by Sue McKemmish, Michael Piggott, Barbara Reed and Frank Upward, 223-53. Wagga Wagga, N.S.W.: Centre for Information Studies, Charles Sturt University, 2005.



**B, R** - Lee, Christopher A. "Introduction to *I, Digital*." In *I, Digital: Personal Collections in the Digital Era*, edited by Christopher A. Lee, 1-26. Chicago, IL: Society of American Archivists, 2011.

**C, O** - Mallon, Thomas. "Memories Held in Check: Pursuing a Lifetime of My Father's Expenditures." *Harper's Magazine* 287, no. 1721 (1993): 75-76, 79-82.  
<http://www.harpers.org/archive/1993/10/0001434> or  
<http://www.harpers.org/media/pages/1993/10/pdf/HarpersMagazine-1993-10-0001434.pdf>

**B, R** - Millar, Laura. "What are archives?" In *Archives: Principles and Practices*, 1-25. New York: Neal-Schuman, 2010.

### [Other Related Readings](#)

#### **Week 2 (January 21) - Records: What They Are and What They Do**

- Forms, formats and genres of records
- Records as artifacts (symbolism, uniqueness)
- Co-evolution of social systems and recordkeeping systems

#### **Read:**

**C, R** - Yates, JoAnne. *Control Through Communication: The Rise of System in American Management*. Baltimore: Johns Hopkins University Press, 1989. Chapters 1-3, pp. 1-100.

### [Other Related Readings](#)

#### **Week 3 (January 28) - Basic Archives and Records Management Concepts** **Assignment Due on Jan. 28 by 2:0 PM: Review of Information about Archives on the World Wide Web** (submit to Sakai)

- Definition of record
- Reliability and authenticity of records
- Principle of provenance
- Principle of original order
- Units of arrangement and description: collection, series, fonds, record group
- Organizational functions
- Recordkeeping requirements
- Context and contextual information

#### **Read:**

**O** - MacNeil, Heather, and Bonnie Mak. "Constructions of Authenticity." *Library Trends* 56, no. 1 (2007): 26-52. [http://muse.jhu.edu/journals/library\\_trends/v056/56.1macneil.pdf](http://muse.jhu.edu/journals/library_trends/v056/56.1macneil.pdf)

**B, R** - Millar, Laura. "Provenance, Original Order and Respect des Fonds." In *Archives: Principles and Practices*, 97-114. New York: Neal-Schuman, 2010.

**C, R** - Schellenberg, T.R. "Archival Principles of Arrangement." In *A Modern Archives Reader*,

edited by Maygene F. Daniels and Timothy Walch, 149-61. Washington, DC: National Archives and Records Service, 1984.

[Other Related Readings](#)

**Week 4 (February 4) - Archives and Records Management Programs, Institutions and Profession**

**Assignment Due on Feb.4 at 2:00 PM: Final paper topic summary (post to Sakai Assignments area)**

- Program missions, mandates and functions
- Types of archival institutions and collections
- Relations between records managers and archivists
- Education
- Research
- Practice
- Relationships with other information management professions
- Current issues and debates in archives and records management

**Read:**

**B, R** - Lee, Christopher A. and Robert Capra. "And Now the Twain Shall Meet: Exploring the Connections between PIM and Archives." In *I, Digital: Personal Collections in the Digital Era*, edited by Christopher A. Lee, 29-77. Chicago, IL: Society of American Archivists, 2011.

**B, R** - Millar, Laura. "Archival Institutions: Creatures of History and Culture." In *Archives: Principles and Practices*, 27-44. New York: Neal-Schuman, 2010.

**C** - Jimerson, Randall C. "Weaving the Life of our Ancestors" and "Documenting American Society." In *Archives Power: Memory, Accountability, and Social Justice*, 24-75, 76-129. Chicago, IL: Society of American Archivists, 2009.

[Other Related Readings](#)

**Part 2 (Weeks 5-10) - Primary Functions of Archives and Records Management**

**Week 5 (February 11) - Harnessing the Complexity of Recordkeeping Systems: Design, Administration and Oversight**

- How records fit into the communications, workflow, structure of organizations and societies
- Characteristics of recordkeeping systems
- Differences between information systems and recordkeeping systems

**Read:**

**C** - Bantin, Philip C. "Recordkeeping Systems." In *Understanding Data and Information Systems for Recordkeeping*, 27-63. New York, NY: Neal-Schuman, 2008.

**B, R** - Marshall, Catherine C. "Challenges and Opportunities for Personal Digital Archiving." In *I,*

*Digital: Personal Collections in the Digital Era*, edited by Christopher A. Lee, 29-77. Chicago, IL: Society of American Archivists, 2011.

### [Other Related Readings](#)

#### **Week 6 (February 18) – Tour to the Wilson library**

#### **Week 7 (February 25) - Harnessing the Complexity of Recordkeeping Systems: Requirements Analysis; Inventory and Control; Appraisal; Disposition**

- Analysis of recordkeeping requirements and organizational functions
- Inventory and control
- Appraisal
- Disposition

#### **Read:**

C - Borges, Jorge Luis. "Funes, the Memorious." In *Labyrinths: Selected Stories & Other Writings*, edited by Donald A. Yates and James E. Irby, 59-66. New York, NY: New Directions, 1964.

**B, R**- Millar, Laura. "Appraising and Acquiring Archives" In *Archives: Principles and Practices*, 115-143. New York: Neal-Schuman, 2010.

**B, R** - Lee, Christopher A. "Collecting the Externalized Me: Appraisal of Materials in the Social Web." In *I, Digital: Personal Collections in the Digital Era*, edited by Christopher A. Lee, 202-238. Chicago, IL: Society of American Archivists, 2011.

**C, R** - Schellenberg, T.R. "The Appraisal of Modern Public Records." In *A Modern Archives Reader*, edited by Maygene F. Daniels and Timothy Walch, 57-70. Washington, DC: National Archives and Records Service, 1984.

### [Other Related Readings](#)

#### **Week 8 (March 4) - Engagement with Users and Audiences: Reference; Access and Use; Outreach; Public Programming**

- Reference
- Access and use
- Outreach and public programming

#### **Read:**

C - Danielson, Elena S. "Equitable Access." In *The Ethical Archivist*, 121-164. Chicago, IL: Society of American Archivists, 2010. [Specifically assigned: p. 121-144]

**B, R** - Millar, Laura. "Making Archives Available." In *Archives: Principles and Practices*, 183-204. New York: Neal-Schuman, 2010.

C - Pugh, Mary Jo. "The Reference Process." In *Providing Reference Services for Archives and Manuscripts*, 111-147. Chicago, IL: Society of American Archivists, 2005.

### Other Related Readings

#### **Week 9 (March 18) - Capturing/Collecting Records and Capturing/Creating Associated Descriptive Information**

**Assignment Due on March 18: Paper on Records and Archives in the News (post to Sakai Assignments area by start of class)**

- Acquisition
- Accessioning
- Arrangement and description

#### **Read:**

W- Lee, Christopher A. "A Framework for Contextual Information in Digital Collections." *Journal of Documentation* 67, no. 1 (2011): 95-143. <http://www.ils.unc.edu/callee/p95-lee.pdf>

**B, R** - Millar, Laura. "Arranging and Describing Archives." In *Archives: Principles and Practices*, 145-181. New York: Neal-Schuman, 2010.

#### **Preparation:**

- Visit the following two resources, conduct some searches and peruse finding aids from at least 3 different institutions in each (considering how archival materials are represented and potential implications for meeting needs of users):
- Online Archive of California - <http://findaid.oac.cdlib.org/institutions/>
- ArchiveGrid - <http://archivegrid.org/> (for full access to licensed content, enter through <http://archivegrid.org.libproxy.lib.unc.edu>, also see: <http://beta.worldcat.org/archivegrid/>)

### Other Related Readings

#### **Week 10 (March 25) - Ensuring Meaningful Use over Time: Preservation**

- Preservation
- Disaster planning, preparedness and response

#### **Read:**

C - Brown, Adrian. "Preservation." In *Archiving Websites: A Practical Guide for Information Management Professionals*, 82-126. London: Facet, 2006.

C - Forde, Helen. "Introducing archive preservation" and "Understanding archive materials and their characteristics." In *Preserving Archives*, 1-28. London: Facet, 2007.

**B, R** - Millar, Laura. "Protecting Archives." In *Archives: Principles and Practices*, 73-96. New York: Neal-Schuman, 2010.

**W, O** - O'Toole, James M. "On the Idea of Permanence." *American Archivist* 52, no. 1 (1989): 10-25. <http://www.jstor.org/stable/40293309>

### Other Related Readings

## Part 3 (Weeks 11-13) - Who Should be Served by Archives and Why?

### Week 11 (April 1) - Users and Uses of Archives

- Who uses archives?
- How are archival records used?
- How are changes in use and users affecting archival programs and functions

#### Read:

W - Bearman, David. "Access and Use." Chapter 4 in *Archival Methods*. Pittsburgh: Archives and Museum Informatics Technical Reports, Vol. 3, no. 1, Spring 1989. pp. 39-48.

[http://www.archimuse.com/publishing/archival\\_methods/#ch4](http://www.archimuse.com/publishing/archival_methods/#ch4)

W, O - Conway, Paul. "Facts and Frameworks: An Approach to Studying the Users of Archives." *American Archivist* 49, no.4 (1986): 393-407. <http://www.jstor.org/stable/40293054>

W - Schaffner, Jennifer. "The Metadata Is the Interface: Better Description for Better Discovery of Archives and Special Collections, Synthesized from User Studies." Dublin, OH: OCLC Online Computer Library Center, 2009. <http://www.oclc.org/programs/publications/reports/2009-06.pdf>

#### [Other Related Readings](#)

### Week 12 (April 8) - Legal, Policy and Ethical Issues

- Who owns the archives?
- Who has rights to access records and archival materials?
- When are restrictions justified?
- Who controls the past? Who should?

#### Read:

W - Lee, Christopher A. "[Computer-Supported Elicitation of Curatorial Intent](#)." In *Dagstuhl Seminar Proceedings 10291, Automation in Digital Preservation*, edited by Andreas Rauber, Jean-Pierre Chanod, Seamus Ross, and Milena Dobrevá. 2010.

B, R - Millar, Laura. "Archival Service: A Matter of Trust." In *Archives: Principles and Practices*, 45-72. New York: Neal-Schuman, 2010.

W - Society of American Archivists. "SAA Core Values Statement and Code of Ethics." May 2011 and January 2012 (respectively). <http://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics>

#### [Other Related Readings](#)

### Week 13 (April 15) - Ethics Case Studies

**NOTE: I have made your reading load for this week very light. It would be a good idea to get a head start on next week's readings, because your final paper will be due then.**

**Read (Focus on the one reading you've been assigned; briefly familiarize yourself with the others):**

**W, O** - Hodson, Sara S. "Freeing the Dead Sea Scrolls: A Question of Access." *American Archivist* 56 (Fall 1993): 690-703. <http://www.jstor.org/stable/40293775>

**W, O** - Kaplan, Diane E. "The Stanley Milgram Papers: A Case Study on Appraisal of and Access to Confidential Data Files." *American Archivist* 59, no. 3 (Summer 1996): 288-297. <http://www.jstor.org/stable/40293987>

**C**- O'Toole, James M. "Archives on Trial: The Strange Case of the Martin Luther King, Jr. Papers." In *Archives and the Public Good: Accountability and Records in Modern Society*, edited by Richard J. Cox and David A. Wallace, 21-35. Westport, Connecticut: Quorum, 2002.

### Other Related Readings

## **Part 4 (Week 14-16) - Trends, Synthesis and Conclusions**

### **Week 14 (April 22) - Facing the Growing and Evolving Documentary Universe**

**Assignment Due: Final Paper (Submit to Sakai) by 2:00 PM on April 22**

- Addressing massive volume of analog materials and ubiquity of digital materials

**Read:**

**C, R** - Brown, Adrian. "The Development of Web Archiving." *Archiving Websites: A Practical Guide for Information Management Professionals*, 8-23. London: Facet, 2006.

**W, O** - Greene, Mark A. and Dennis Meissner. "More Product, Less Process: Revamping Traditional Archival Processing." *American Archivist* 68, no.2 (2005): 208-263. <http://www.jstor.org/stable/40294290> or <http://www.metapress.com/content/c741823776k65863/>

**B, R** - Millar, Laura. "The Challenge of Digital Archives." In *Archives: Principles and Practices*, 205-222. New York: Neal-Schuman, 2010.

### Other Related Readings

### **Week 15 (April 29) - New Attitudes and Interactions with Users, Synthesis, and Conclusions. Students will present summary/highlights from their term papers.**

- Postmodern sensibilities
- User-driven materials and interactions

**Read**

**W** - Daines, J. Gordon, III, and Cory L. Nimer. "The Interactive Archivist: Case Studies in Utilizing Web 2.0 to Improve the Archival Experience." May 18, 2009. <http://lib.byu.edu/sites/interactivearchivist/> [Focus on "Web 2.0 Exemplars."]

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### [Other Related Readings](#)

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#### **OTHER RELATED READINGS BY WEEK:**

Part 1 (Weeks 1-5) - Background: What Archives Are, What Goals they Serve, Why they are Important

Week 1 - Introduction, Overview and Why Archives Exist

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McKemmish, Sue. "Introducing Archives and Archival Programs." Chapter 1 in *Keeping Archives*, edited by Judith Ellis, 1-24. Melbourne, Australia: Thorpe, 1993.

The Bush White House - US Attorney Materials Collection. Crivella West. <http://www.crivellawest.net/bush/default.html>

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## Week 2 The Nature of Archives

New, Jennifer. *Drawing from Life: The Journal as Art*. New York, NY: Princeton Architectural Press, 2005.

O'Toole, James M. "On the Idea of Uniqueness." In *American Archival Studies: Readings in Theory and Practice*, edited by Randall C. Jimerson, 245-278. Chicago, IL: Society of American Archivists, 2000. [Originally in *American Archivist* 57 (1994): 632-58]

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## Week 3 - Basic Archives and Records Management Concepts

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O - Yeo, Geoffrey. "The Conceptual Fonds and the Physical Collection." *Archivaria* 73 (2012): 43-80.

#### Week 4 - Archives and Records Management Programs, Institutions and Profession

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## Part 2 (Weeks 5-10) - Primary Functions of Archives and Records Management

### Week 5 - Harnessing the Complexity of Recordkeeping Systems: Design, Administration and Oversight

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#### Week 7 - Requirements Analysis; Inventory and Control; Appraisal; Disposition

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## Week 8 - Engagement with Users and Audiences: Reference; Access and Use; Outreach; Public Programming

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#### Week 10 - Ensuring Meaningful Use over Time: Preservation

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