INLS 755-01: Archival Appraisal
Spring 2017

Dr. Helen R. Tibbo
Office: 211 Manning Hall
Phone: Work: (919) 962-8063

Tibbo@ils.unc.edu
Class ⊦: Th. 2:00-4:45
Home: (919) 929-6248 (Please call before 9 PM)

Office Hours 4:45-5:30 Thursdays & by Appointment

Course Timeline

First Class: Thursday, January 12, 2017, Manning 307
Spring Break, March 13-17, 2017
Last Class: Thursday, April 27, 2017

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 a graduate level course 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 able to explain many of the concepts, methodologies, and tools related to and associated with activities of appraisal and selection in archival institutions;
2. Have read and analyzed a broad cross section of literature concerning archival appraisal in different organizational,
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 and methods 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.

**Target Audience**

The target audience for this course is any student in the SILS Archives and Records Management track and more broadly any student who plans on working as an archivist. This course is analogous to INLS 513: Resource Selection and Evaluation for libraries and librarians so those who are interested in collection building in general may also be interested in this course. Appraisal lies at the heart of archival practice.

**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.

**Assignments & Participation**

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.

At minimum, I expect regular attendance, discerning reading of the assigned materials, and engagement with your classmates. The issues found in the readings will persist throughout your careers as archivists. Although we cannot replicate the workplace in the classroom, truly grappling with them now will give you a head start on your professional life.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Appraisal Policy</td>
<td>20</td>
<td>February 16</td>
</tr>
<tr>
<td>Appraisal of Personal Records</td>
<td>20</td>
<td>March 30</td>
</tr>
<tr>
<td>Essay on Appraisal Thinkers</td>
<td>20</td>
<td>April 20</td>
</tr>
<tr>
<td>Final Exam Due</td>
<td>25</td>
<td>Monday, May 8, 12:00 PM</td>
</tr>
<tr>
<td>Class Participation (including case study presentations)</td>
<td>15</td>
<td>Throughout term</td>
</tr>
</tbody>
</table>

Please turn in all assignment through Sakai and provide a printed version in class. For all assignments please save your file as “lastname_assignment_755.docx” (where “assignment” is the assignment name). All assignments should be turned in as word document if possible. Please put
your name on the top of each page of your assignments as well. If you cannot pass an assignment in on time in class, please let me know. Otherwise I may search long and hard thinking I have lost it…

Laptops and Mobile Devices

Laptops and tablets are strictly for taking notes, following along in the readings, and other class-related activities. Please stay in the moment and refrain from other distracting activities such as email, Facebook, and tweeting during class. You paid for the class – get the most out of it and give your insights to your classmates.

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)

Penalty for Late Assignments.
I expect assignments to be passed in on time. This is important for at least two reasons: 1) the need to meet deadlines is a reality of professional life, and 2) giving some people more time for an assignment than others in the class is not equitable. However, life happens to all of us at one time or another. If you cannot meet an assignment deadline, please tell me why PRIOR to class. I will negotiate a new deadline with anyone who has a valid reason for needing this (i.e., NOT “I just didn’t get it done.”). Otherwise, late assignments will drop 3 points for each day late.

Office Hours

I will be in my physical office after INLS 755, Thursdays 4:45 – 5:30. Please drop by at this time, or send me an e-mail message for other scheduling opportunities. If I am not available when you try to see me, please send an email, which is my primary means of communication. Also, feel free to call me at home in the evening before 9:00 PM. You are strongly encouraged to take advantage of office hours and email/Skype meetings during the semester. I am available and willing to advise on assignment, master’s paper topics, or anything else archival/career related. I am also always up to talking about dogs!

Email

Please check the course listserv on a regular basis if not daily. This will be our primary means of communication. The address is: INLS755.Sp2017@sakai.unc.edu. If you have a question of general interest to the class such as “What do you mean by X in assignment Y?” please send this to the class list and I will answer it so that everyone can benefit.
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 19th before class on the 19th. Readings are of 3 types: Most serial readings are available online; any serial readings that are not available online through the UNC Library system will be available on the course’s Sakai site and a few monographs will be on reserve in the SILS Library. You may purchase Boles, Frank. Selecting & Appraising Archives & Manuscripts. Chicago: SAA, 2005, from SAA along with Appraisal and Acquisition Strategies, edited by Michael Shallcross and Christopher J. Prom, SAA, 2016. 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 Bole’s book and Richard Cox’s No Innocent Deposits will be on reserve in the SILS Library. The SAA modules 14 and 15 from Shallcross and Prom are in Sakai.

Honor Code

This class follows the UNC Honor Code. Information on the Honor Code can be found at: http://honor.unc.edu/. Students are encouraged to become familiar with the UNC Honor Code to understand the rights and responsibilities defined there. The UNC Honor Code prohibits giving or receiving unauthorized aid on examinations or in the completion of assignments. Whenever you use the words or ideas of others, this should be properly quoted and cited. You should adopt a style guide – e.g., American Psychological Association, Chicago Manual of Style, MLA, or Turabian – and use it consistently. Students who are discovered attempting to take credit for work performed by others will be referred to the Honor Court for resolution.

Class Policies:

• Be considerate of others in using reserve and other materials, returning them promptly and in good condition.
• Be considerate of your classmates by arriving to class on time, with cell phones turned off for the duration of the class period. Unexcused/unexplained tardiness may impact your class participation grade.
• Additionally, be considerate of your classmates by informing the instructor of any planned absences. Unexcused/unexplained absences may impact your class participation grade.
• Be prepared for each class by completing the assigned reading, enabling you to ask questions and participate in class discussion.
• Be an active and positive participant in class, characterized as:
  o Having a clear command of the readings for the day;
  o Sharing analyses and opinions based on the readings;
  o Allowing other students the opportunity to participate; and
  o Freely agreeing and disagreeing with others when warranted.
• Please note: An intellectual exchange of ideas is the cornerstone of education, but any criticism should be limited to an idea and not the person specifically.
• Turn in assignments by or at the beginning of the class session on which the assignment is due.

Class Listserv
The Email Address for this list is: INLS755-Spring2017@sakai.unc.edu. You can send to and receive from this list.

**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.SP17.

**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) Thursday, January 12: Introduction to Class; Appraisal & Selection - Definitions, Foundations, Perspectives.

   1. What is appraisal?
   2. Why is appraisal important?
   3. What does it mean to be an archivist?
   4. Why do we have this class?


*Questions to direct your reading:*

   1. What is appraisal?
   2. Why is appraisal important?
   3. How does appraisal relate to other archival functions and activities?
   4. What power do archivists hold?

**REQUIRED:**


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. (Sakai)


Thursday, January 26: History of Appraisal.

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:


RECOMMENDED:


3) Thursday, February 2: A Practitioner’s Perspective – Laura Micham, Director, Sally Bingham Center for Women’s History and Culture.

_Laura Micham, SILS alum, will provide you with a practitioner’s perspective on appraisal. On April 21st we will visit the SBC and grapple with collection development case studies._


_**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:**


RECOMMENDED:


5) **Thursday, February 16: Is Selection Archival? Or Debating Schellenberg & Jenkinson and Reappraisal and Deaccessioning**

**Policy Analysis DUE**

*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:


**RECOMMENDED:**


**6) Thursday, February 23: No Class**


We will discuss these readings next week.
7) Thursday, March 2: Macro Appraisal and Institutional 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) Thursday, March 9: Appraisal Authority (Law, Policy, Society) (From David Wallace at the U. of Michigan)

The “right” to appraise records is enshrined in laws, policies, and in the legitimacy that societies lend to professionals who make appraisal decisions. At the same time, authority for appraisal sets parameters around the types of records or collections that fall within the domain of archival appraisal. This session will cover the overlapping web of appraisal authorities and discuss their implications for appraisal

North Carolina Public Records Law.
North Carolina State Archives Best Practices (Social Media, etc.)
Federal Records Act (in case studies)
Chapel Hill County Records


** Thursday, March 16: No Class – Spring Break

9) Thursday, March 23: Trip to Sally Bingham Center.


RECOMMENDED:


10) Thursday, March 30: Documentation Strategies

**Appraisal of Personal Records DUE**

*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:


http://journals.sfu.ca/archivar/index.php/archivaria/article/viewArticle/11849 (click on back issues)

http://journals.sfu.ca/archivar/index.php/archivaria/article/view/12021/12985 (Click on back issues; also Sakai)

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.” *The American Archivist* 78/1 (Spring/Summer 2015): 238-261.

11) Thursday, April 6: Democratizing Appraisal: Engaging Creators and Users in Appraisal Decisions (from Dr. David Wallace, Univ. of Michigan)

“There is considerable interest and debate over the question of whether users or potential users should have an opportunity to review and comment on appraisal recommendations. At the same time archiving is occurring throughout society without formal archival input. We will explore these issues and examine some of the mechanisms that have been put into place for creator and user input.”


12) Thursday, April 13: 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:


13) Thursday, April 20: Sampling, Black Box, Case Files, and MPLP

**Archival Thinker Essays DUE**

**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:


15
If you have not already read this in another class:


**14) Thursday, April 27: 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:**


15) **Monday, May 8th, 12 Noon:** Final Exam Due

Your final essay exam will be due by 12:00 PM on Monday, May 8. After our last class you will find “final exam” in the assignment section of our Sakai site. Please deposit your exam in Sakai as well. Note: you can deposit your final exam any time BEFORE May 8th!

**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?