INLS 755-01: Archival Appraisal
Spring 2022

Dr. Helen R. Tibbo
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Phone: Work: (919) 962-8063

Course Timeline
First Class: Thursday, January 13, 2022, Manning 014
Spring Break, March 12-20, 2022
Last Class: Thursday, April 21, 2022
Final Exam Due: Thursday, May 5, 2022 by Noon

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, 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>
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<tbody>
<tr>
<td>Analysis of Appraisal Policy</td>
<td>20</td>
<td>February 17</td>
</tr>
<tr>
<td>Appraisal of Personal Records</td>
<td>25</td>
<td>April 14</td>
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<tr>
<td>Final Exam Due</td>
<td>25</td>
<td>Thursday, May 5, 12:00 PM</td>
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<tr>
<td>Class Participation</td>
<td>20</td>
<td>Throughout term</td>
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<td>Case Study Presentations</td>
<td>10</td>
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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). You should turn in all assignments as word documents 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…

**Grading**

| Grading this semester will be P/F. 70-100 points = P; 0-69 points = F |

**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 2 points for each day late.

However, I expect a lot of us will be ill over the next month or two. I really expect things to get much better in March! So, do what you can regarding assignments but please 1) keep me in the loop and 2) try not to get too far behind or you will be very stressed at the end of the semester.

**Office Hours**

Just about any time before 9:00 PM either over the phone or on Zoom. I am available and willing to advise on assignments, master’s paper topics, or anything else archival/career related. I am also always up to talking about dogs!

**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.
Class Email List

Please check the course listserv on a regular basis if not daily. This will be our primary means of communication. The address is: INLS755-sp22@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 three 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 Appraisal and Acquisition Strategies, edited by Michael Shallcross and Christopher J. Prom, SAA, 2016. from SAA. If you become a student member the book prices are quite low. The Shallcross book is available in the UNC Bookstore but I believe it will be significantly more expensive than the SAA member price. The Bole’s book, Selecting & Appraising Archives & Manuscripts. Chicago: SAA, 2005, and Richard Cox’s No Innocent Deposits will be on reserve in the SILS Library.

INLS 755 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.

Accommodations or Special Needs

If you feel that you may need an accommodation for a disability or have any other special need, please contact me. I will best be able to address special circumstances if I know about them early in the semester.
Diversity Statement

“In support of the University’s diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation, and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies, and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.”

~The faculty of the School of Information and Library Science

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.SP22.

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.

UNC Policies and Resources

By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of online resources. Please consult the Acceptable Use Policy on topics such as copyright, net-etiquette, and privacy protection.

As part of this course, you may be asked to participate in online discussions or other online activities that may include personal information about you or other students in the course. Please be respectful of the rights and protection of other participants under the UNC-Chapel Hill Information Security Policies when participating in online classes.

When using online resources offered by organizations not affiliated with UNC-Chapel Hill, such as Google or YouTube, please note that the terms and conditions of these companies and not the University’s Terms and Conditions apply. These third parties may offer different degrees of privacy protection and access rights to online content. You should be well aware of this when posting content to sites not managed by UNC-Chapel Hill.
When links to sites outside of the unc.edu domain are inserted in class discussions, please be mindful that clicking on sites not affiliated with UNC-Chapel Hill may pose a risk for your computer due to the possible presence of malware on such sites.

Honor Code & Class Conduct

Honor Code:
The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected.

This class follows the UNC Honor System. Information on the Honor Code can be found at: http://honor.unc.edu/. Please read through The Honor System's Module at: http://studentconduct.unc.edu/students/honor-system-module to become familiar with the UNC Honor Code and to understand the rights and responsibilities defined therein.

The Instrument of Student Judicial Governance, (http://instrument.unc.edu/) which contains the provisions of the Honor Code, states that students have four general responsibilities under the Code:
1. Obey and support the enforcement of the Honor Code;
2. Refrain from lying, cheating, or stealing;
3. Conduct themselves so as not to impair significantly the welfare or the educational opportunities of others in the University community; and
4. Refrain from conduct that impairs or may impair the capacity of University and associated personnel to perform their duties, manage resources, protect the safety and welfare of members of the University community, and maintain the integrity of the University.

The Instrument (http://instrument.unc.edu/) prohibits giving or receiving unauthorized aid on examinations or in the completion of assignments. The Honor Code defines plagiarism as "deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise." 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. (I do not care which one you select!) Students who are discovered attempting to take credit for work performed by others will be referred to the Honor Court for resolution.

Please include the following pledge on all submitted work: “On my honor, I have neither given nor received unauthorized aid on this assignment.”

Accessibility Resources

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical...
conditions, a temporary disability, or pregnancy complications resulting in barriers to fully accessing University courses, programs, and activities.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: https://ars.unc.edu or email ars@unc.edu.

**Accommodations or Special Needs**

If you feel that you may need an accommodation for a disability or have any other special need, please contact me. I will best be able to address special circumstances if I know about them early in the semester.

**Counseling and Psychological Services**

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

**Diversity Statement**

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- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.” ~*The faculty of the School of Information and Library Science*

**Title IX**

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

**Additional Student Resources:**

- **The Learning Center:** The UNC Learning Center is a great resource both for students who are struggling in their courses and for those who want to be proactive and develop sound study
practices to prevent falling behind. They offer individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. If you think you might benefit from their services, please visit them in SASB North or visit their website to set up an appointment: http://learningcenter.unc.edu.

- **The Writing Center**: The Writing Center is located in the Student and Academic Services Building and offers personalized writing consultations as well as a variety of other resources. This could be a wonderful resource to help with your writing assignments in this course (and any assignments in your other courses). You do not need a complete draft of your assignment to visit; they can help you at any stage! You can chat with someone in the writing center or set up an appointment on their website: http://writingcenter.unc.edu.

- **Resources for Success in Writing**: UNC has a Writing Center that provides one-on-one assistance to students free of charge. To make an appointment, browse the Writing Center’s online resources, or submit a draft online. They have additional useful information, such as handouts on how to cite online.
Weekly Course Calendar

1) Thursday, January 13: 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 and how does appraisal play into this?
   4. Why do we have this class?


2) Thursday, January 20: Orientation: Synthesizing Appraisal Thought.

   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:

   DOI: https://doi.org/10.17723/aarc.77.2.c1221u1183p6vh27

   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)


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:


Tschan, R. “A Comparison of Jenkinson and Schellenberg on Appraisal.” The American Archivist 65 (Fall/Winter 2002): 176-95. DOI: https://doi.org/10.17723/aarc.65.2.920w65g3217706l1
RECOMMENDED:


4) Thursday, February 3: Collection Development and Collecting Policies.

*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:


Sauer, Cynthia K. “Doing the Best We Can? The Use of Collection Development Policies and Cooperative Collecting Activities at Manuscript Repositories.” *The American Archivist* 64 (2001):308-349. (Read first) [https://doi.org/10.17723/aarc.64.2.gi6771215231xm37](https://doi.org/10.17723/aarc.64.2.gi6771215231xm37)

RECOMMENDED:


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 17: 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 XXX she and her colleagues will return and we will grapple with collection development case studies.


Policy Analysis DUE
7) Thursday, February 24: Appraising Digital Content


Moss, Michael, David Thomas, and Tim Gollins. “*The Reconfiguration of the Archive as Data to Be Mined.*” *Archivaria* 86 (Fall 2018): 118-151.

Sheffield, Rebecka Taves. “*Facebook Live as a Recordmaking Technology.*” *Archivaria* 85 (Spring 2018): 96-120.

8) Thursday, March 3: Macro Appraisal, Institutional Functional Analysis, and MPLP.

**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:**


**MPLP.**

If you have not already read this in another class:

RECOMMENDED:


Robinson, Catherine. “Records Control and Disposal Using Functional Analysis.” Archives and Manuscripts 25 (November 1997): 288-303, also:


9) Thursday, March 10: Appraisal Authority (Law, Policy, Society)

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


10) **Thursday, March 24:**


**RECOMMENDED:**


11) Thursday, March 31: Documentation Strategies

Questions to direct your reading:

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

REQUIRED:


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.


12) Thursday, April 7: 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.”


13) **Thursday, April 14: 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:**


http://web.b.ebscohost.com.libproxy.lib.unc.edu/ehost/pdfviewer/pdfviewer?vid=2&sid=21395581-6db6-4d43-8136-f45482793edc%40pdc-v-sessmgr01


RECOMMENDED:


**Appraisal of Personal Records DUE – 4/14**

14) Thursday, April 21: 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:


**Thursday, May 5th, 12 Noon: Final Exam Due**

Your final essay exam will be due by 12:00 PM on Thursday, May 5. 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 5th!

**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?