



UNC
SCHOOL OF INFORMATION
AND LIBRARY SCIENCE

INLS 755-01: Archival Appraisal Spring 2023

Dr. Helen R. Tibbo

Office: ~~211 Manning Hall~~ My living room

Phone: ~~Work: (919) 962-8063~~

✉: Tibbo@ils.unc.edu

Class 🕒: Thursday, 2:00-4:45

Home: (919) 418-4557 (call before 9 PM)

Class Listserv: INLS755-sp23@sakai.unc.edu

Course Timeline

First Class: Thursday, January 12, 2023

Spring Break, March 13-17, 2023

Wellbeing Days: Feb. 13-14 & April 6

Last Class: Thursday, April 27, 2023

Final Exam Due: Thursday, May 2, 2023, 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.
7. Be able to plan a project to engage various archival communities.

Target Audience

The target audience for this course is any student on 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.

<i>Assignment</i>	% of Grade	Due Date
Analysis of Appraisal Policy	15	February 17
Appraisal of Personal Records	25	April 7
Group Community Presentation	20	April 27

Final Exam Due	20	Thursday, May 2, 12:00 PM
Class Participation	20	Throughout term
Case Study Presentations	10	Throughout term

Please turn in all assignment through Sakai. 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.**

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-sp23@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 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 a listing of all your classes. Click on: INLS755.001.SP23.

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

“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](#)*

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 12: Introduction to Class; Appraisal & Selection - Definitions, Foundations, Perspectives.

Questions to direct your reading:

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?

Buchanan, Sarah; Jane Gruning; Ayse Gursoy; and Lecia Barker. "Surveying Archivists and Their Work toward Advocacy and Management, or "Enterprise Archiving." *The American Archivist* 80/2 (Fall/Winter 2017): 268-295. <http://americanarchivist.org/doi/pdf/10.17723/0360-9081-80.2.268>

Fleckner, John. "Dear Mary Jane?: Some Reflections on Being an Archivist." *The American Archivist* 54 (Winter 1991): 8-13. <https://doi.org/10.17723/aarc.54.1.3607610316t66j42>

Punzalan, Richardo L., and Michelle Caswell. "Critical Directions for Archival Approaches to Social Justice." *The Library Quarterly* 86/1 (January 2016): 25-42. <https://www-journals-uchicago-edu.libproxy.lib.unc.edu/doi/pdfplus/10.1086/684145>

SAA Glossary (www.archivists.org/glossary). Definitions for appraisal, selection, and accession.

2) Thursday, January 19: Orientation: Synthesizing Appraisal Thought.

Questions to direct your reading:

5. What is appraisal?
6. Why is appraisal important?
7. How does appraisal relate to other archival functions and activities?
8. What power do archivists hold?

REQUIRED:

Cline, Scott. "Archival Ideals and the Pursuit of a Moderate Disposition." *The American Archivist* 77/2 (Fall/Winter 2014): 444-458.

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)

Eastwood, Terry. "Toward a Social Theory of Appraisal." in Barbara L. Craig, ed., *The Archival Imagination: Essays in Honour of Hugh A. Taylor* (Ottawa: Association of Canadian Archivists, 1992), pp. 71-89. (Sakai)

Engseth, Ellen. "Cultural Competency: A Framework for Equity, Diversity, and Inclusion in the Archival Profession in the United States." *The American Archivist* 81/2 (Fall/Winter 2018): 460-482. (Sakai.)

Jimerson, Randall C. "Embracing the Power of Archives," *The American Archivist* 69 (Spring/Summer 2006), p. 19-32. DOI: <https://doi.org/10.17723/aarc.69.1.r0p75n2084055418>

Peace, Nancy E. "Deciding What to Save: Fifty Years of Theory and Practice." in *Archival Choices: Managing the Historical Record in an Age of Abundance*, ed. Nancy E. Peace (Lexington: D.C. Heath, 1984), pp. 1-18. (Sakai)

Ramirez, Mario H. "Being Assumed Not to Be: A Critique of Whiteness as an Archival Imperative." *The American Archivist* 78/2 (Fall/Winter 2015): 339-356. DOI: <https://doi.org/10.17723/0360-9081.78.2.339>

3) 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?
4. Why did the Society of American Archivists' 1986 report, *Planning for the Archival Profession*, call appraisal the archivist's "first responsibility"?

REQUIRED:

Jenkinson, Hilary. *A Manual of Archival Administration*. London: Percy Lund, Humphries & Co., 1966, pp. 1-16, 136-155. (Sakai)

Hohmann, Paige. "On Impartiality and Interrelatedness: Reactions to Jenkinsonian Appraisal in the Twentieth Century." *The American Archivist* 79/1 (Spring/Summer 2016): 14-25.
<https://doi.org/10.17723/0360-9081.79.1.14>

Muller, Samuel, J.A. Feith, and R. Fruin. *Manual for the Arrangement and Description of Archives*. Chicago: SAA, 2003. Read Chapter 1 and the new introductions by Peter Horsman, Eric Ketelaar, Theo Thomassen and Marjorie Barritt. Originally published, 1898. (Sakai)

Schellenberg, Theodore R. "The Appraisal of Modern Public Records." *A Modern Archives Reader: Basic Readings on Archival Theory and Practice*, Maygene F. Daniels and Timothy Walch, eds. Washington, DC.: National Archives and Records Service, 1984: 57-70. Originally published as *Bulletins of the National Archives*, No. 8, 1956; 237-278.
<http://www.archives.gov/research/alic/reference/archives-resources/appraisal-of-records.html>

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.65.2.920w65g321770611>

RECOMMENDED:

Ham, F. Gerald. *Selecting and Appraising Archives and Manuscripts*. Chicago: Society of American Archivists, 1993). Chapters 1-2. (Sakai)

4) Thursday, February 2: Working with Communities.

Atiso, Kodjo, and Freeland, Chris. [Identifying the Social and Technical Barriers Affecting Engagement in Online Community Archives: A Preliminary Study of "Documenting Ferguson" Archive](#). *Library Philosophy & Practice*, (April 2016): 1-21.

Craft, Anna R. ["Creating Connections, Building Community: The Role of Oral History Collections in Documenting and Sharing Campus Diversity."](#) *Serials Review* 44/3 (July-Sept 2018): 232-237.

Keith, Brian W., Smith, Bonnie J., and Taylor, Laurie N. ["Building a Collaborative Position Description Archive as a Community of Practice."](#) *Portal: Libraries & the Academy*, 17/2 (April 2017): 419-434.

LaPierre, Suzanne S. [Participatory Digital Archiving and Community Engagement During COVID-19](#). *Computers in Libraries* 41/1 (Jan 2021): 4-8.

Nunes, Charlotte, and Rizvi, S. Abu Turab. ["Community-Based Digital Archives to Support Diversifying Campuses and Enhance Community Involvement."](#) *Portal: Libraries & the Academy* 21/1 (Jan. 2021): 47-62.

Punzalan, Ricardo, and Diana E. Marsh. ["Reciprocity: Building a Discourse in Archives."](#) *The American Archivist* 85/1 (2022): 30-59.

Welland, Sarah. ["Us and Them': Expert and Practitioner Viewpoints on Small New Zealand Community Archives."](#) *Information Research*, 22/4 (December 2017): 1-12.

5) Thursday, February 9: 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 13th she and her colleagues will return and we will grapple with collection development case studies.

Gerrard, Morna. ["No Fame Required' Collaboration, Community, and the Georgia LGBTQ Archives Project."](#) In Theimer, Kate, ed. *Appraisal and Acquisition: Innovative Practices for Archives and Special Collections*. (Lanham, NJ: Rowman & Littlefield, 2015): 1-15. (Sakai)

Poole, Alex H. "‘Be Damned Pushy at Times’: The Committee on the Status of Women and Feminism in the Archival Profession, 1972–1998." *The American Archivist* 81/2(Winter 2018): 394-437. Sakai

Vavra, Ashley Nicole. "The Right to Be Forgotten: An Archival Perspective. The American Archivist." 81/1 (Spring/Summer 2018): 100-111. Sakai.

6) Thursday, February 16: Documentation Strategies

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:

Booms, Hans. "Society and the Formation of a Documentary Heritage." *Archivaria* 24 (Summer 1987): 69-107. (Sakai).

Cook, Terry. "Documentation Strategy," *Archivaria* 34 (Summer 92): 181-191.
<http://journals.sfu.ca/archivar/index.php/archivaria/article/viewArticle/11849> (click on back issues)

Cox, Richard J. "The Documentation Strategy and Archival Appraisal Principles: A Different Perspective." *Archivaria* 38 (Fall 1994): 11-36.
<http://journals.sfu.ca/archivar/index.php/archivaria/article/view/12022/12985> (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.

Samuels, Helen. "Improving Our Disposition: Documentation Strategies." *Archivaria* 33 (Winter 1991-92): 125-140.

Samuels, Helen. "Who Controls the Past?" *The American Archivist* 49/2 (Spring 1986): 109-124.

Shaw, Jennifer. "Documenting Genomics: Applying Archival Theory to Preserving the Records of the Human Genome Project." *Studies in History and Philosophy of Science Part C: Studies in History and Philosophy of Biological and Biomedical Sciences* 55 (February 2016):61–69. (UNC Libraries).

Velte, Ashlyn. "Ethical Challenges and Current Practices in Activist Social Media Archives." *The American Archivist* 81/1 (Spring/Summer 2018): 112-134. Sakai.

7) Thursday, February 23: 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:

Barnard, Megan, and Gabriela Redwine. *Module 15: Collecting Digital Manuscripts and Archives*. (Chicago: SAA, 2016): 69-116. (Sakai).

Cox, Richard J. “Archivists and Collecting.” *Encyclopedia of Library and Information Sciences*, 3rd ed. (Taylor and Francis: New York, 2009): 208-220. (Sakai).

Ericson, Timothy L. “At the ‘Rim of Creative Dissatisfaction’: Archivists and Acquisition Development.” *Archivaria* 33(Winter 1991-1992): 66-77; also in *American Archival Studies*, pp. 177-192. (Read last) (Sakai)

Poole, Alexander. “The Information Work of Community Archives: A Systematic Literature Review.” *Journal of Documentation* 76/3 (March 2022): 657-687. (Sakai)

Reed, Barbara. “Archival Appraisal and Acquisition.” *Encyclopedia of Library and Information Sciences*, 3rd ed. (Taylor and Francis: New York, 2009): 120-129. (Sakai).

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.gj6771215231xm37>

RECOMMENDED:

Bearman, David. *Archival Methods* (Pittsburgh: Archives and Museum Informatics, Technical Report #9, 1989). Preface, Introduction, and Chapter One – Selection and Appraisal, pp. 1-9. www.archimuse.com/publishing/archival_methods/

McCree, Mary Lynn. “Good Sense and Good Judgment: Defining Collections and Collecting.” *Drexel Library Quarterly* 11 (1975): 21-33. Reprinted in Maygene F. Daniels and Timothy Walch, eds., *A Modern Archives Reader: Basic Readings on Archival Theory and Practice*. Washington, D.C.: National Archives, 1984): 103-113. (Sakai).

Phillips, Faye. “Developing Collecting Policies for Manuscript Collections.” *The American Archivist* 47(Winter 1984): 30-42. <https://doi.org/10.17723/aarc.47.1.x07k74g7331762q2>

8) Thursday, March 2: Is Selection Archival? Or Debating Schellenberg & Jenkinson and Reappraisal and Deaccessioning.

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:

Benedict, Karen. "Invitation to a Bonfire: Reappraisal and Deaccessioning of Records as Collection Management Tools in an Archives – A Reply to Leonard Rapport." *The American Archivist* 47 (1984): 43-50.

Berry, Dorothy. "Introduction to Conscious Editing Part 1 of 3." Sunshine State Digital Network. <https://www.youtube.com/watch?v=XGCTtDgNty4>

Boles, Frank and Mark A. Greene. "Et Tu Schellenberg? Thoughts on the Dagger of American Appraisal Theory." *The American Archivist* 59 (Summer 1996): 298-310.

Cox, Richard. *No Innocent Deposits: Forming Archives by Rethinking Appraisal*. (Lanham, Scarecrow Press, 2004): Chapter 7, "Evidence and Archives. (Book on reserve).

Duranti, Luciana. "The Concept of Appraisal and Archival Theory." *The American Archivist* 57 (Spring 1994): 328-344.

Gerencser, James. "Reappraisal and Deaccessioning: Building for the Future by Removing Some of the Past." In Theimer, Kate, ed. *Appraisal and Acquisition: Innovative Practices for Archives and Special Collections*. (Lanham, NJ: Rowman & Littlefield, 2015): 151-166. (Sakai).

Jackson, Laura O. and D. Claudia Thompson. "But You Promised: A Case Study of Deaccessioning at the American Heritage Center, University of Wyoming." *The American Archivist* 73/2 (Fall/Winter 2010): 669-685.

Lloyd, Tina. "From Projects to Policy: The Evolution of a Systematic Reappraisal Program." In Theimer, Kate, ed. *Appraisal and Acquisition: Innovative Practices for Archives and Special Collections*. (Lanham, NJ: Rowman & Littlefield, 2015):63-76. (Sakai).

Rapport, Leonard. "No Grandfather Clause: Reappraising Accessioned Records." *The American Archivist* 44 (Spring 1981): 143-150.

Society of American Archivists. Deaccessioning and Reappraisal Development and Review Team, *Guidelines for Reappraisal and Deaccessioning* (May 2012)
<http://www2.archivists.org/sites/all/files/GuidelinesForReappraisalAndDeaccessioning-May2012.pdf>

Wink, Tara. *Archival Collection Development Policies: A Study of their Content and*

Collaborative Aims. A Master's paper for the M.S. in L.S. degree. UNC-Chapel Hill (April, 2010.) (UNC Libraries)

RECOMMENDED:

Cox, Richard. "Don't Fold Up: Responding to Nicholson Baker's *Double Fold*." SAA website: <http://www.archivists.org/news/doublefold.asp>. and "SAA Council's Response to Nicholson Baker's *Double Fold*." <http://www.archivists.org/statements/council-doublefold.asp>.

Ole Kolsrud. "The Evolution of Basic Appraisal Principles – Some Comparative Observations." *The American Archivist* 55 (1992): 27-39.

Pollard, Riva A. "The Appraisal of Personal Papers: A Critical Literature Review." *Archivaria* 52 (Fall 2001): 136-50. <http://journals.sfu.ca/archivar/index.php/archivaria/article/view/12818/14029>

9) Thursday, March 9: Appraising Digital Content

Houston, Brad. "Making the Bulb Want to Change: Implementing an Active Electronic Records Appraisal and Acquisition Program." In Theimer, Kate, ed. *Appraisal and Acquisition: Innovative Practices for Archives and Special Collections*. (Lanham, NJ: Rowman & Littlefield, 2015): 119-134.

Faulder, Erin. *Module 16: Accessioning Digital Archives*. (Chicago: SAA, 2016): pp. 117-185. (Sakai)
Huth, Geof. "Module 14: Collecting Digital Archives: Building Blocks for Success." In Michael Shallcross & Christopher J. Prom, eds. *Appraisal and Acquisition Strategies*. (Chicago: SAA, 2016): 7-68.
Hamer, Alyssa. "[Ethics of Archival Practice: New Considerations in the Digital Age](#)." *Archivaria* 85 (Spring 2018): 156-179.

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.

10) Thursday, March 23: 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.

Greene, Mark A. "MPLP: It's Not Just for Processing Anymore." *The American Archivist* 73/1 (Apr 2010): 175-203.

If you have not already read this in another class:

Greene, Mark, and Dennis Meissner. "More Product, Less Process: Revamping Traditional Archival Processing." *The American Archivist* 68/2 (Fall/Winter 2005): 208-263.

Macro Appraisal and Functional Analysis.

Cook, Terry. "Appraisal Methodology: Macro-Appraisal and Functional Analysis; Part A: Concepts and Theory." National Archives of Canada, October 2001, available at <https://www.bac-lac.gc.ca/eng/services/government-information-resources/disposition/Documents/MacroappraisalPartA.pdf> (Read 2nd)

Cook, Terry. "Appraisal Methodology: Macro-Appraisal and Functional Analysis; Part B: Guidelines for Performing an Archival Appraisal on Government Records." National Archives of Canada, October 2001, available at <https://www.bac-lac.gc.ca/eng/services/government-information-resources/disposition/Documents/MacroappraisalPartB.pdf> (Read 3rd)

Cook, Terry. "Macroappraisal in Theory and Practice: Origins, Characteristics, and Implementation in Canada, 1950-2000." *Archival Science* 5 (Nos. 2-4, 2005): 101-61. (UNC Libraries)

RECOMMENDED:

Cook, Terry. "Mind Over Matter: Towards a New Theory of Archival Appraisal." in Barbara L. Craig, ed., *The Archival Imagination: Essays in Honour of Hugh A. Taylor* Ottawa: Association of Canadian Archivists, 1992: 38-70. (Read 1st) (Sakai).

Frost, Eldon. "A Weak Link in the Chain: Records Scheduling as a Source of Archival Acquisition." *Archivaria* 33(Winter 1991): 78-86. (Sakai).

Roberts, John. "One Size Fits All? The Portability of Macro-Appraisal by a Comparative Analysis of Canada, South Africa, and New Zealand." *Archivaria* 52(Fall 2001): 47-68. (Sakai).

Robinson, Catherine. "Records Control and Disposal Using Functional Analysis." *Archives and Manuscripts* 25 (November 1997): 288-303, also: www.records.nsw.gov.au/publicsector/rk/classification/record~1.htm. (Sakai).

Robyns, Marcus C. and Jason Woolman. "Institutional Functional Analysis at Northern Michigan University: A New Process of Appraisal and Arrangement of Archival Records." *The American Archivist* Volume 74, Number 1 (Spring/Summer 2011): 241-256.

Suderman, Jim. "Appraising Records of the Expenditure Management Function: An Exercise in Functional Analysis." *Archivaria* 43 (Spring 1997): 129-142. (Sakai).

11) Thursday, March 30: 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:

Bearman, David. “An Indefensible Bastion: Archives as a Repository in an Electronic Age.” *Archival Management of Electronic Records*. Pittsburgh, PA: Archives & Museum Informatics, 1991: 4-24. (Sakai)

Findlay, Cassie. Reinventing Archival Methods Presentation for Roundtable event in honour of Hans Hofman, National Archives of the Netherlands, The Hague, January 27 2014.
http://www.nationaalarchief.nl/sites/default/files/docs/nieuws/cassie_findlay_reinventing_archival_methods_the_hague_27jan_2014a.pdf (Sakai)

Flynn, Sarah A. “Record Continuum Model in Context and its Implications for Archival Practice.” *Journal of the Society of Archivists* 22/1 (2001).
<http://web.b.ebscohost.com.libproxy.lib.unc.edu/ehost/pdfviewer/pdfviewer?vid=2&sid=21395581-6db6-4d43-8136-f45482793edc%40pdc-v-sessmgr01>

Kelleher, Christian. “Archives Without Archives: (Re)Locating and (Re)Defining the Archive Through Post-Custodial Praxis,” in “Critical Archival Studies,” eds. Michelle Caswell, Ricardo Punzalan, and T-Kay Sangwand. Special issue, *Journal of Critical Library and Information Studies* 1, no.2 (2017). DOI: [10.24242/jclis.v1i2.29](https://doi.org/10.24242/jclis.v1i2.29).

McKemmish, Sue, et. al., “Describing Records in Context in the Continuum: The Australian Recordkeeping Metadata Schema.” *Archivaria* 48 (Fall 1999): 3-43.

Yeo, Geoffrey. “Custodial History, Provenance, and the Description of Personal Records.” *Libraries & the Cultural Record* Vol. 44 Issue 1, (2009): 50-64. (Sakai).

RECOMMENDED:

Acland, G. “Archivist - Keeper, Undertaker or Auditor.” *Archives and Manuscripts* 19/1 (1991): 9-14. (Sakai)

McKemmish, Sue. “Are Records Ever Actual?” in S McKemmish and M Piggott (eds) *The Records Continuum*. Melbourne, Australia: Clayton Ancora Press, 1994: 187-203. (Sakai)

12) Thursday, April 13: Workshop with Duke

Foote, Kenneth E. "To Remember and Forget: Archives, Memory, and Culture." *The American Archivist* 53 (Summer 1990): 378-92.

Hansen, Will and Matthew Farrell. "Hardware for Soft Poems: Appraisal and Acquisition of Vintage Computer Equipment." In Theimer, Kate, ed. *Appraisal and Acquisition: Innovative Practices for Archives and Special Collections*. (Lanham, NJ: Rowman & Littlefield, 2015):45-62. (Sakai).

RECOMMENDED:

Cox, Richard J. "Archival Anchorites: Building Public Memory in the Era of the Culture Wars." *Multicultural Review* 7 (June 1998): 52-60. (Sakai).

Craig, Barbara L. "The Archivist as Planner and Poet: Thoughts on the Larger Issues of Appraisal for Acquisition." *Archivaria* 52 (Fall 2001): 175-83.

<http://journals.sfu.ca/archivar/index.php/archivaria/article/view/12820/14033>

Ham, F. Gerald. *Selecting and Appraising Archives and Manuscripts* (Chicago: Society of American Archivists, 1992), chapter 10. Read also F. Gerald Ham, "The Archival Edge." *The American Archivist* 38 (January 1975): 5-13. (Sakai).

Taylor, Gary. *Cultural Selection: Why Some Achievements Survive the Test of Time – And Others Don't*. New York: Basic Books, 1997: 3-20.

13) Thursday, April 20: 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:

Brown, John Seely and Paul Duguid. "The Social Life of Documents." *First Monday*, available at <http://www.firstmonday.dk/issues/issue1/documents/index.html>

Cline, Scott. "To the Limit of Our Integrity: Reflections on Archival Being." *The American Archivist* 72 (Fall/Winter 2009): 331-343.

Cook, Michael. "Appraisal and Access: We Should Expect Changes Driven by the Media and by Public Awareness." *Records Management Journal* 20/1, (2010): 72 – 77. (Sakai).

Greene, Mark. "The Power of Meaning: The Archival Mission in the Postmodern Age." *The American Archivist* 65 (Spring/Summer 2002): 42-55,

Jimerson, Randall C. "Archives for All: Professional Responsibility and Social Justice." *The American Archivist* 70 (Fall/Winter 2007): 252-281.

14) Thursday, April 27: Group Presentations.

Thursday, May 2nd, 12 Noon: Final Exam Due

Your final essay exam will be due by 12:00 PM on Thursday, May 2. 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 2nd!

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?