COURSE INFORMATION

Course: LIS 9670: Introduction to Archives Administration
Time: Summer term 2024, Thursdays. 1:30-4:20 pm (9 May to 8 August)
Location: FNB 2230

Calendar of Topics

Week 1.	May 9	Course Intro: Review of Course Outline, Historical Overview, Types, the Archival Image, and Terminology
Week 2.	May 16	Archival Principles, Values, and the Relationship to Heritage and Information Disciplines
Week 3.	May 23	Archival Records and Uses – Understanding your Holdings
Week 4.	May 30	Appraisal and Acquisition - Principles and Procedures
Week 5.	June 6	Arrangement - Principles and Procedures
Week 6.	June 13	Description - Principles and Procedures
Week 7.	June 20	Access and Reference - Principles and Procedures
Week 8.	June 27	Traditional Outreach
July 1 – July 5		**MLIS Research Week**
Week 9.	July 11	Digital Outreach
Week 10.	July 18	Facilities Management and General Disaster Planning
Week 11.	July 25	Conservation and Preservation: Environmental Elements and Caring for Analog Materials
Week 12.	August 1	Conservation and Preservation: Digital Media
Week 13.	August 8	Future Issues - Guest speaker: Brian Masschaele

INSTRUCTOR INFORMATION

Don Spanner Ph.D., M.L.I.S. Email:
dspanner@uwo.ca

COURSE DESCRIPTION

Enrollment in this course is restricted to graduate students in the MLIS program. This course is designed to introduce students to the professional principles and practices that guide professional archival work. Weekly readings will acquaint students with scholarly and professional literature. Students will gain a solid grounding in the history of the profession, an understanding of basic archival terminology, principles, theory, as well as an appreciation of

current practices and how digital technologies have impacted both archival management and public programming. **Class sessions will be in-person and primarily lecture driven**.

Course Objectives

1. To understand the nature of archival documents, as recorded information;
2. To understand the principles of archival science in contrast to those of related disciplines;
3. To explore how archivists acquire, appraise, arrange, describe, preserve and promote archival materials and make them available for use;
4. To consider the management issues involved in implementing archival principles and practices in an institution.

Course Requirements and Grading

Readings: There are no required texts, but there will be reading assignments as indicated on the course website. Readings will be available as on-line resources on the course website or, as indicated, posted on OWL.

Required Assignments: Students must submit one major essay over the course of the term, a critique on an exceptional archival outreach program (i.e. digital exhibit), and three practice based exercises on applying learned principles of archival appraisal, arrangement/description, and reference services respectively. **Late assignments will be penalized at a rate of 2% per day**.

The grade breakdown is as follows:

	Number	Unit Value	Total
Essays	1	35%	35%
Archival Outreach Evaluation	1	20%	20%
Exercises	3	15%	45%
Total		n/a	100%

COURSE MATERIALS

There are no required textbooks to be purchased for this course. All required reading materials will be made available online via OWL. The following is a listing of required readings broken down by scheduled classes:

Week 1. Thursday, May 9

Introductions

"What are Archives" in Laura A. Millar, Archives: Principles and Practices. (New York: NealSchuman, 2017), pp. 3-22. Available via OWL course website under Course Readings, Week 1.

"Given Under My Hand - The Nature of Evidence" in Laura A. Millar, A Matter of Facts: The Value of Evidence in the Information Age. (Chicago: ALA Neal-Schuman, 2019), pp. 23-37. Available pdf at OWL course site, under Course Readings, Week 1.

Week 2. Thursday, May 16

Archival Principles, Values, and the Relationship to Heritage and Information Disciplines

Cook, Terry. "What is Past is Prologue: A History of Archival Ideas Since 1898, and the Future Paradigm Shift." *Archivaria* 43 (Spring 1997). Available via OWL course website under Course Readings. Also found on-line at https://archivariaca.proxy1.lib.uwo.ca/index.php/archivaria/article/view/12175

"Archival History and Theory" in Laura A. Millar, Archives: Principles and Practices. (New York: Neal-Schuman, 2017), Chapter 3. Available via OWL course website under Course Readings.

Week 3. Thursday, May 23

Archival Records and Uses - Understanding Your Holdings

Cook, Terry. 1997. "Archives, Evidence, and Memory: Thoughts on a Divided Tradition". Review of The Memory of the Modern. *Archival Issues* 22 (2). Midwest Archives Conference: 177–82. Available via OWL course website under Course Readings.

"A mysterious and malleable thing - evidence, memory and narrative" in Laura A. Millar, A Matter of Facts: The Value of Evidence in the Information Age. (Chicago: ALA

NealSchuman, 2019), pp. 81-93. Available via OWL course website under Course Readings.

Acquisition and Appraisal - Principles and Procedures

"Acquiring Archives" in Laura A. Millar, <u>Archives: Principles and Practices</u>. (New York: Neal-Schuman, 2017), Chapter 10. Available via OWL course website under Course Readings.

Bailey, Catherine. "From the Top Down: The Practice of Macro-Appraisal." *Archivaria* 43 (Spring 1997), pp.89-128. Available via OWL course website under Course Readings. Also available online via https://archivariaca.proxy1.lib.uwo.ca/index.php/archivaria/article/view/12177

Huth, Geoff. "Appraising Digital Records (Module 14)" in Michael Shallcross and Christopher Prom, eds., <u>Appraisal and Acquisition Strategies</u>. (Chicago: SAA, 2016), pp. 10-48. Available via OWL course website under Course Readings.

Arrangement - Principles and Procedures

"Arranging and Describing Archives" in Laura A. Millar, <u>Archives: Principles and</u> <u>Practices</u>. (New York: Neal-Schuman, 2017), Chapter 11. Available via OWL course website under Course Readings.

Krawczyk, Bob. "Cross Reference Heaven: The Abandonment of the Fonds as the Primary Level of Arrangement for Ontario Government Records." *Archivaria* 48 (Fall 1999), pp. 131-153. Available via OWL course website under Course Readings. Also available online via https://archivaria- ca.proxy1.lib.uwo.ca/index.php/archivaria/article/view/12720

Description - Principles and Procedures

"Arranging and Describing Archives" in Laura A. Millar, <u>Archives: Principles and</u> <u>Practices</u>. (New York: Neal-Schuman, 2017), Chapter 11. Available via OWL course website under Course Readings.

Schaefer, Sibyl and Janet M. Bunde. "Standards for Archival Description (Module 1)" in Christopher Prom and Thomas J. Frusciano, eds., <u>Archival Arrangement and Description</u>. (Chicago: SAA, 2013), pp.12-54. Available via OWL course website under Course Readings.

Access & Reference - Principles and Procedures

"Making Archives Available" in Laura A. Millar, Archives: Principles and Practices. (New York: Neal-Schuman, 2017), Chapter 12. Available via OWL course website under Course Readings.

Barnett, Leroy. "Standing on the Other Side of the Reference Desk," *Archival Issues*, v. 19, #2 (1994): 119-129. Available via OWL course website under Course Readings. Also available online via JSTOR
https://www-jstor-org.proxy1.lib.uwo.ca/stable/41101885?seq=1#metadata_info_tab_contents

Week 8. Thursday, June 27

Traditional Outreach - Principles and Practice

Ericson, Timothy L. "Anniversaries: A Framework for Planning Public Programs" in Advocating Archives: An Introduction to Public Relations for Archivists by Elsie Freeman Finch [ed.] (Metuchen, NY: The Scarecrow Press, 1994), pp. 65-82. Available via OWL course website under Course Readings.

Finch, Elsie Freeman. "Making Sure They Want It: Managing Successful Public Programs." *American Archivist*, vol. 56 (Winter 1993): 70-75. Available via OWL course website under Course Readings. Also available online via JSTOR https://www-jstor-org.proxy1.lib.uwo.ca/stable/40293715?seq=1#metadata_info_tab_contents

JULY 1 – JULY 5: MLIS RESEARCH WEEK

Week 9. Thursday, July 11

Digital Outreach

Baggett, Mark et al. "Pin pointing Success: Assessing the Value of Pinterest and Historypin for Special Collections Outreach" in Kate Theimer, ed., Outreach: Innovative Practices for Archives and Special Collections. (Lanham, MD: Rowan & Littlefield, 2014), pp. 61-76. Available via OWL course site, under Course Readings.

Gelfand, A. (2013). If we build it (and promote it) they will come: History of analog and digital exhibits in archival repositories. *Journal of Archival Organization*, 11(1-2), 49- 82. Available via OWL course site, under Course Readings.

Hackbart-Dean, Pam et al. "Emerging Best Practices for Managing Online Exhibits: Survey Report." *The American Archivist* Vol. 86, No. 2 Fall/Winter 2023, pp.595-613. Available via OWL course site, under Course Readings.

Mason, Marissa K. "Outreach 2.0: Promoting Archives and Special Collections through Social Media." *Public Services Quarterly*, vol. 10 (2), April 2014: 157-168. Available via OWL course site, under Course Readings.

Samouelian, Mary. "Embracing Web 2.0: Archives and the Newest Generation of Web Applications." *American Archivist,* vol. 72 (Spring/Summer 2009): 42-71. Available via OWL course site, under Course Readings.

Week 10. July 18

Facilities Management

"Facilities for Academic Archives," Society of American Archivists (SAA) Available via OWL course site, under Course Readings.

Walsh, B. Salvage Operations for Water-Damaged Archival Collections: A Second Glance. Canadian Council of Archives: 2003. Available via OWL course site, under Course Readings. Also available online at
https://archivescanada.ca/wp-content/uploads/2022/08/salvage_en.pdf

Elgin County Archives Emergency Preparedness and Disaster Response Plan, revised 2007. Available via OWL course site, under Course Readings.

Week 11. Thursday, July 25

Conservation and Preservation: Environmental Elements and Caring for Analog Materials

Canadian Council of Archives. *Basic Conservation of Archival Materials* (Revised edition, 2003), Chapter 6 "Collections", pp. 51-73. Available via OWL course site, under Under Course Readings. Also available at
https://archivescanada.ca/wpcontent/uploads/2022/08/RBch6_en.pdf

"Preserving Archives" in Laura A. Millar, Archives: Principles and Practices. (New York: Neal-Schuman, 2017), Chapter 9. Available via OWL course site, under Course Readings.

Conservation and Preservation: The Dilemma of Digital Media

"Electronic records, paper minds - Evidence and Assumptions" in Laura A. Millar, A Matter of Facts: The Value of Evidence in the Information Age. (Chicago: ALA Neal- Schuman, 2019), pp. 111-126. Available via OWL course site, under Course Readings.

Future Issues – Guest Speaker: Brian Masschaele

Interview with Terry Cook, 26 July 2012

Greenwood, Amanda. "Building Bridges between Past and Future: Reflections on John Fleckner's 'The Paradox of Change and Continuity.'" *Intergenerational Conversations – American Archivist Reviews Portal*, August 30, 2023. Available at Owl Course site under Course Readings or at https://reviews.americanarchivist.org/2023/08/30/building-bridges-between-past-and-future-reflections-on-john-fleckners-the-paradox-of-change-and-continuity/

METHODS OF EVALUATION

Essay

Students must submit one major essay, worth 35% overall, no later than June 27, Week 8. Essays should be 13-15 pages in length, excluding bibliography and title page. Typically, a well-researched essay will cite at least 7-10 sources (or more). Topics are supplied via course website.

Institutional Archival Outreach Evaluation

Students are given the task of finding an exceptional institutional archive that is engaged in archival outreach and submitting a critique (8-10 pages). Students are encouraged to discuss their choice with the instructor. The critique is worth 20% of the overall grade. Instructions on this assignment will be given on May 9 (Week 1) and the assignment is due on August 1 (Week 12).

Exercises

Students will be given three practice-based exercises, each worth 15%. Exercise 1 (handout

May 30; due June 13) is based on applying learned principles of archival appraisal; Exercise 2 (handout June 6; due June 20) is based on applying learned principles of arrangement/description; Exercise 3 (handout June 20; due July 11) is based on applying learned principles of reference service.

Expectations:

All assignments will be assessed on the basis of the following criteria:

1. Mastery and understanding of sources;
2. Quality of thought, writing, and expressive force;
3. Factual accuracy, clarity, conciseness and comprehensiveness.

Key dates and deadlines are as follows:

Assignment	Handout Date	Due date
Essay Submission (35%)	Week 1 (May 9)	Week 8 (June 27) or earlier. Refer to Essay Topics
Institutional Archival Outreach Evaluation (20%)	Week 1 (May 9)	Week 12 (August 1)
Exercise #1 - Appraisal (15%)	Week 4 (May 30)	Week 6 (June 13)
Exercise #2 - Arrangement (15%)	Week 5 (June 6)	Week 7 (June 20)
Exercise #3 – Reference Services (15%)	Week 7 (June 20)	Week 9 (July 11)

STATEMENT ON ACADEMIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pd f

Additionally,

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to

the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com)."

A Note on the Use of AI tools such as ChatGPT:

AI tools like ChatGPT can be helpful for providing exemplars of different writing genres. They can therefore provide some support for students learning new genres of writing and/or working in English as a foreign language. Information literacy around digital resources and tools such as ChatGPT is an important competency for information professionals. If you choose to use ChatGPT or another AI tool in preparing an assignment, I encourage you use it for the earliest stages and to reflect critically on the prompt you use and the quality, trustworthiness, and appropriateness of the content the engine returns. **If you use an AI tool for any aspect of assignment preparation, you must submit your prompt and the AI content along with your assignment. Assignment wording should be your own: If you use any of the AI content directly in your assignment, you must acknowledge that content fully and clearly to avoid a scholastic offence.**

SUPPORT SERVICES

Students seeking academic accommodation on illness grounds for any assignments worth 10% or more of their final grade must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department. Please refer to the following downloadable Student Medical Certificate (SMC):
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

Students who are in emotional/mental distress should refer to
Mental Health@Western https://www.uwo.ca/health/psych/index.html for a complete list of options about how to obtain help.

Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are

arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.