COURSE OBJECTIVES

This course examines the nature of archives and the essential archival management functions of acquisition, selection, appraisal, reference, access, and outreach, as well as special considerations for audio, visual, and electronic records. Each student should gain from this a detailed understanding of archival theory, methodology, and practice regarding these functions and formats. Archives management encompasses the intellectual and physical demands of identifying, evaluating, and managing archival materials. Those functions necessary to make archival sources available for research, investigation, and access comprise the broad range of user services. Although textual records have been the focus of traditional archival practice – and hence much of the professional literature – archivists also manage a wide spectrum of records in visual, audio, cartographic, and electronic media. Readings and class discussions will examine some of these formats and the applicability of archival theory and methodology.

COURSE REQUIREMENTS

Assignments are listed in the syllabus on the date DUE. They are described in more detail in a “Class Assignments” section at the end of this syllabus.

Oral Presentations: Each student will participate in two group presentations in class. Group presentations will focus on a topic on Archival Development and History (January 23), and Information Policy and Copyright Issues (April 23). Students will provide a brief written outline of their group presentation on the day it is due.

Research Essays: Students will prepare two written reports (3-5 pages). One essay on reference and access will compare retrieval results using MARC records and EAD finding aids as research tools. (March 26) and a second report will evaluate an organizational website. (April 9)

Class Assignments: In addition, students will have occasional projects designed to promote class discussion. Outlines are not necessary for these projects.

Prospectus and Bibliography: Each student will write a prospectus and generate an bibliography of articles, books, papers, web sites, or other sources relevant to their final research paper. The list should be include the relevant sources within the archival literature, but may include works from other fields including library and information
science, museum studies, records management, law, history of photography, cartography, or other related disciplines that apply to your topic. **Due: March 12.**

**Research paper:** An original analytical research paper is due **April 30.** The paper should examine a significant problem or issue in collections management or user services, either one addressed in this course or another topic that you may propose. The recommended readings are included to assist you with your research. A prospectus and outline along with bibliography is due **March 12.** The paper should be 10-12 pages, with notes and bibliography. Students will present summaries of their research papers or proposals for discussion during the final class, **April 30.**

(or)

**Archives Practicum:** based in the CUA Archives (or another repository with prior approval). Students will conduct project work for 50 hours during the semester on an archival collection. Students who choose this option will submit a brief project description due **March 12** and a Final Essay for Presentation due **April 30.**

**GRADING**

Course grades will be calculated on the following basis:

- Class presentations 25%
- Analytical essays 25%
- Prospectus and Bibliography (no grade, but expected on time).
- Research paper, 30%
- Class discussion/participation, 20%

**REQUIRED TEXTS**

- Mary Jo Pugh, *Providing Reference Services for Archives and Manuscripts* (Fundamental Series II, SAA, 2005).

**Note:** Additional texts and articles are available on reserve at the Library of Congress and on e-reserve through CUA library.
CLASS SCHEDULE AND READINGS

NOTE: Recommended Readings relating to topics covered in each class are found at the end of the syllabus. These readings can assist you with your assignments and research paper topics.

Jan. 16 Understanding Archives and Archivists

Read:
- James M. O'Toole and Richard J. Cox, Understanding Archives and Manuscripts (Chicago: SAA, 2006), Introduction and Ch. 1, 3, 4, and 5.


Questions for study and discussion:

1. What are commonly held perceptions about archives and archivists?
2. Archival Education. What should archivists know? Are graduate programs teaching future archivists what they need to know to face these challenges?
3. What experience, knowledge, and characteristics should be considered in hiring archival staff?
4. What is the use of archives? Why do cultures create records? Why do we save them?
5. What does O'Toole mean by the symbolic nature of archives?
6. How do archives serve to sustain and communicate a collective memory? Is this the primary purpose of archival profession?
7. What does O'Toole mean by the “idea of permanence?” Why are archivists rethinking this concept?
9. How do ethics and professional conduct differ?
January 23  Archival History and Development

Read:

- James M. O'Toole and Richard Cox, *Understanding Archives*, Ch. 3.

**DUE: ORAL PRESENTATION on Archival History and Development (for more information consult the Class Assignments section of the syllabus).**

Questions for study and discussion:

1. How have European archival traditions influenced the development of the American archival profession?
2. Why was the French Revolution a turning point in archival history?
3. What did Jenkinson mean by the sanctity of evidence? What was the reaction of Schellenberg and others to his theories?
4. Compare and contrast the public archive and the historical manuscript traditions. Do archivists have more in common with librarians or historians?
5. Why were the 1930’s a pivotal time for the development of the American archival profession?
6. Your readings describe a diversification of the archival profession in the 20th Century, but also the consolidation of professional identity for archivists during this period. What evidence to do we have to support this claim?

January 30  Archival Selection and Acquisition

Read:

- Frank Boles, *Selecting and Appraising Archives and Manuscripts* (SAA, 2005, Ch 1, 3, and Appendix 1 (accessioning).

Optional:


**DUE: CLASS ASSIGNMENT on Collection Development Policies (for more information consult the Class Assignments section of syllabus).**
Questions for study and discussion:

1. Is it accurate to state that the act of archival selection is creating history?
2. What are the various methods or theories of archival selection?
3. What is the difference between appraisal and selection?
4. What are the basic components (and differences) of a collection development policy, a collection management policy and a mission statement?
5. According to Samuels, what are the differences between “collection development” and “collection management”?
6. What factors should be considered in developing collecting or documentation strategies? How do these two approaches differ?
7. What constitutes a good collection (acquisition) policy? What should archivists consider when drafting such a policy?
8. What does the “rim of creative dissatisfaction” mean? What are Erickson’s concerns?
9. How do archivists cultivate donors and collections? Does this process have larger implications for the mission of archives and archivists? What are the purposes and components of an archives policy statement?
10. What are the differences between policy statements and procedures?
11. Is the criticism that U.S. archival selection and retention efforts are highly decentralized and uncoordinated accurate? What evidence do we have of this situation?
12. Cox argues that documentation strategy is really just teaching "an old dog new tricks." Is it true that documentation strategy merely augments traditional practice, and that it developed in response to perceived weaknesses in modern archival appraisal methodology?
13. What does Cox outline as the "Theoretical Foundations or Principles of Appraisal Theory" to support the argument above?
14. What happened at Clarke Historical Library? Discuss the implications of collecting controversial material. What is more important: public opinion or documenting history? How can archivists accomplish this task without offending a diverse donor and client base? Can collecting policies provide any guidance? (optional reading).

Feb 6 Archival Appraisal

Read:

- Frank Boles, Selecting and Appraising Archives and Manuscripts, Ch. 2, 4, 5 and appendix 2.
- Karen Benedict, Ethics and the Archival Profession, Case Studies 6-10.

DUE: CLASS ASSIGNMENT on Documentation Strategy (for more information consult the Class Assignments section of syllabus).

Questions for study and discussion:

1. What is appraisal? Is it the most intellectually demanding task for archivists?
2. Boles outlines the history of appraisal theory and describes it as muddied waters and conflicting currents. Be prepared to discuss the development of appraisal theory and to provide an analysis of the various approaches described by Boles such as the New Paradigm, the Records Continuum Model.

3. There are several tools or levels of analysis that archivists apply to the appraisal process: Content Analysis, Functional Analysis; Context Analysis (Uniqueness) and Use and the Cost/Benefit ratio. Define these approaches. Are they mutually exclusive or do they support one another? Are some approaches more conducive to particular types of archival material? Discuss strengths and weaknesses of each approach.

4. What are the primary criteria for ascertaining when a record has archival value? What makes a record archival?

5. What are some of the criticisms leveled at traditional American appraisal? Should archivists even be involved in the appraisal process?

6. What are O'Toole's thoughts on the idea of uniqueness as an appraisal criterion? Is the concept valid when appraising modern records?

7. Should archivists consider research value or use as criteria for evaluating records? What is the Minnesota Method? Is it theory or practice? Appraisal or selection? Do you agree with the approach?

8. Is the criticism that U.S. archival selection and retention efforts are highly decentralized and uncoordinated accurate? What evidence do we have of this situation?

9. Cox argues that documentation strategy is really just teaching "an old dog new tricks." Is it true that documentation strategy merely augments traditional practice, and that it developed in response to perceived weaknesses in modern archival appraisal methodology?

10. What does Cox outline as the "Theoretical Foundations or Principles of Appraisal Theory" to support the argument above?

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**Feb. 13**

**Arrangement and Description**

**Read:**

Assignment: Go to The American Catholic History Research Center and University Archives website at: [http://libraries.cua.edu/achcua/index.html](http://libraries.cua.edu/achcua/index.html). Become familiar with the available resources and browse through at least 3 finding aids. Note what you looked at and think about how archival materials are represented. Come to class prepared to discuss what you found.

NOTE: Class will meet at The American Catholic History Research Center and University Archives in Auditorium across the lobby from Room 101 of Aquinas Hall on the CUA campus.

Questions for study and discussion:

1. What is the relationship between arrangement and description?
2. What are the requirements for single level description and multilevel description in DACS?
3. How is DACS used with EAD? MARC 21?
4. Is EAD a standard or a structure? How does it differ from MARC? How has its development improved archival description practices?
5. How can the principle of provenance aid in information retrieval?
6. What do Meissner and Greene add to the body of archival theory and practice? Do you agree with their approach?

Feb.  20     NO CLASS

This is an excellent opportunity to work on your prospectus and bibliography.

Feb.  27     Management of Audio-Visual Collections

Read:
- Frank Boles, *Selecting and Appraising Archives and Manuscripts*, Ch. 6.
- Mary Lynn Ritzenhaler and Diane Vogt-O’Connor, *Photographs: Archival Care and Management* (SAA, 2006). Read Ch. 1, 2, 3, scan remainder].

Optional:
Assignment: Review the Prints and Photographs home page at http://www.loc.gov/rr/print/ Be familiar with the resources available on the site, especially the "Use, Value, Viability" handout. It should be available on the section entitled “Cataloging & Digitizing Toolbox”

Tour: Prints & Photographs Division, Madison Bldg. Library of Congress. We will meet in our classroom and proceed as a group to the P&P Division.

Questions for study and discussion:

1. What special considerations are necessary in the management of audio, video, photograph, and cartographic collections? How do archival practices for these materials differ from the management of textual material—particularly in the area of appraisal, acquisition, arrangement and description, reference, and preservation?
2. How do most repositories acquire oral history collections? Why would an archive sponsor an oral history project? Do archivists and librarians have a special role in documenting history through oral history projects?
3. Why would an archive collect cartographic records? What kind of informational and evidential value can be found in this type of record?
4. What are some differences in management practices between map libraries and archives that collect cartographic records?
5. What kind of special concerns do photograph collections generate for archivists?
6. What is visual literacy? Should this concept be included in archival training?
7. Can or should archivists attempt to control the misinterpretation of materials in their care by the media or other groups? Should they be involved in the interpretation of these materials?

March 5  No Class, Spring Recess

March 12  Records Management

Read:

- William Saffady, Records and Information Management, (Lenexa, Kansas: ARMA International, 2004), Ch. 1, 2, 3.

**Guest Lecturer:** John Paul Deley, Federal Agency Records Officer, Department of Energy, Energy Information Administration. To find out more about the interesting mind of John Paul, check out: [http://del.icio.us/jpdeia](http://del.icio.us/jpdeia)

**DUE:** Prospectus and Bibliography (for more information consult the Class Assignments section of syllabus).

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**March 19  Managing Electronic Records: Does Archival Theory Apply?**

**Read:**


**Assignment:** Review the following websites in preparation for our guest lecturer presentations:


**Guest Lecturers:** Lucy Barber, Director for Technology Initiatives, National Historical Publications and Records Commission (NHPRC) and Cheryl Stadel-Bevans, Archives Specialist, National Archives and Records Administration.

**Questions for study and discussion:**

1. How has the revolution in computing technology changed the ways that businesses create, use and store records? How has automation impacted basic archival concepts such as original order, authenticity, reliability, and the records life cycle?
2. How has the workplace changed due to technological advances? What are the implications for archivists?
3. What is a record keeping system? What are the functional requirements for such a system?
4. What is metadata? How can it be used to implement a record keeping system?
5. What is the overall role of the archivist/records manager in the information system development process and in the overall information technology environment?
6. Evaluate the traditional functions of the archivist and explain why traditional theory is or is not adequate to perform these functions in relation to electronic records (appraisal, arrangement and description, reference, preservation)
7. How have the archives and records management professions changed in their perception of electronic records? What have been the primary sources of tension in the management of electronic records by archivists and records managers?

Mar 26  Reference Services: Providing Intellectual and Physical Access

Read:

Assignment: Review the website for the Manuscripts Division of the Library of Congress. What can you learn about methods for physical and intellectual access to their collections?

DUE: Written RESEARCH ESSAY on reference and access (for more information consult the Class Assignments section of syllabus).

TOUR: Manuscripts Reading Room, Madison Building, Library of Congress. We will meet in our classroom and proceed as a group to the Manuscript Division

Questions for study and discussion:

1. What is meant by intellectual access? Physical access?
2. Describe the process of physical access. What are the typical procedures used in archival repositories to maintain security? How does this process differ from a library?
3. What are some ethical issues associated with archival access? How do archivists cope with sensitive information and privacy issues? When is it appropriate to restrict access to archival records? Is there a difference between the historical manuscripts tradition and public archives in terms of restrictions?
4. How is technology changing the interaction between the user and the reference archivist? Has the Internet changed the way individuals seek information? Do researchers expect too much from the internet? How successful are users searching for primary source material on the web. How do they construct their searches? What do they expect to find?
5. Are researchers now more dependent on the technical knowledge that they bring to a searchable online database than on the archivist? Are we losing or gaining as a profession by moving away from mediated research? Are we more effective today than with traditional approaches?
6. What is MARC? EAD? What are the advantages and disadvantages of these methods of description and online access?
7. What are the issues related to providing access points to archival collections? Has the development of MARC based catalogs increased the need for direct subject access by our users? What level of indexing is appropriate for a large collection?
8. According to Beattie, what is the relationship between archival theory and archival description? How does provenance and original order dictate access points in archival descriptive practices?
9. Should archivists follow the same descriptive standards as libraries? Is provenance-based access more appropriate than subject-based access? Do archival collections really have subjects? How do we determine what an archival collection is about?
10. Subject based access implies some interpretation on the part of the archivist. Is bias inherently a problem with subject-based cataloging? Why?
11. Has the process of information retrieval improved since Michelson and Tibbo wrote their articles on retrieval issues? How did your experiments compare to their studies? How successful were your searches in RLIN? In EAD? Using search engines on the Internet? Is EAD a better approach? What were some problems?

April 2 The Art of Reference: The User and the Reference Archivist

Read:
- Mary Jo Pugh, Providing Reference Services for Archives and Manuscripts (SAA, 2005). Ch. 5-9. Review appendices.
- Randall C. Jimerson, ed. American Archival Studies, pp. 415-471

Optional:
**Assignment:** Review the website for the Local History and Genealogy Division of the Library of Congress.  [http://www.loc.gov/rr/genealogy/](http://www.loc.gov/rr/genealogy/)

**TOUR:** Local History and Genealogy Reading Room, Jefferson Building, Library of Congress. We will meet in our classroom and proceed as a group to the Local History Reading Room.

**Questions for study and discussion:**
1. What is the difference between the traditions of user-centered reference and material-centered reference?
2. Why has archival reference traditionally been a mediated process? How can archivists become more oriented toward their users? Is a client-based approach a more effective reference method? Why?
3. What does Yakel mean by "archivists are in the container business?" How can we think outside of the box (beyond access issues) and provide knowledge management for our users?
4. What is "Question Negotiation Theory?" Why is the library field so far ahead of the archival field in the study of the reference interview process? Have user studies addressed this issue?
5. How does archival intelligence and user expertise impact the search for primary source material. Should archivists focus more on training our users in archival literacy?
6. What is the impact of new technologies on archival reference services? What expectations do users have of archivists? Has technology served to increase or decrease the "illusion of omniscience?" Will archivist have a new role in the market place of information?

**April 9  Advocating Archives (Outreach and Public Image of the Archivist)**

**Read:**

**DUE:** Written RESEARCH ESSAY on archival outreach on the web (for more information consult the Class Assignments section of syllabus).

**Questions for study and discussion:**
1. What purpose do user studies serve? How can they improve the reference process?
2. What is the perception of archivists and the archives profession by resource allocators and the public?
3. Define outreach, public programming, advocacy, public relations. How do archivists integrate these concepts into traditional archival functions? In what areas of archival service can the archivist have an impact the researcher? How can we transform these elements of service into a public relations program?
4. What is the difference between advocacy and public programs? Is public programming a basic archival function? Is it crucial to the success of archival programs?
5. Should archivists become marketers of archival services? Who are our clients? What product do we produce? What is our business?
6. Is the American archival profession organized well enough to have an impact on public policy or public opinion?
7. How can archivists generate increased financial and institutional support? What are some fundraising sources?

**April 16  Maps and Architectural Records**

**Read:**

**Assignment:** Review the Geography and Map Reading Room website. [http://www.loc.gov/rr/geogmap/](http://www.loc.gov/rr/geogmap/) Note link to American Memory.

**TOUR:** Geography and Map Division, Madison Building, Library of Congress. We will meet in our classroom and proceed as a group to the Map Division.

**April 23  Copyright, Privacy, and other Legal and Ethical Issues**

**Read:**
- Karen Benedict, Ethics and the Archival Profession, Cases: 17, 29, 30, 31, 32.
- Peter Hirtle, “Copyright and the Public and the Public Domain in the U.S. at: [http://www.copyright.cornell.edu/public_domain/](http://www.copyright.cornell.edu/public_domain/)
Questions for study and discussion:

1. What were the major implications of the Copyright Act of 1976? What works are covered by the provisions of this legislation? What is not covered? What is the duration of copyright for published and unpublished works?
2. What is meant by “public domain”? “tangible expression”? “fair use”?
3. What is the proper balance between national security, privacy, and the public right to know. Has the U.S government become more secretive, more invasive?
4. What is the Presidential Records Act? How has the Bush Administration changed the intent of this act?
5. The Copyright Act bestows on the copyright owner five exclusive rights. What are these rights and how do they affect archivists? The law also includes selected limitations on copyright owners exclusive rights. What are these limits and how do the limits encourage access and use of archival collections.
6. The Internet is a new frontier that challenges present copyright legislation. The genius of U.S. copyright law is that it balances intellectual property interests of authors, publishers, and copyright owners with society’s need for an exchange of ideas. Is the present copyright legislation adequate to deal with changes in modern culture and technology?
7. How do archivists gain legal control of collections in their care? What should be included in an effective deed of gift or release form?
8. How can archivists balance the contradictory aims of protecting donor privacy with the need to provide open and equal access to collections? What constitutes an appropriate reason to restrict access? What are some methods for managing these restrictions?

April 30 Class Presentations and Open Discussion

DUE: Student research papers and oral reports

Thoughts to consider as you begin your (potential) archival careers.

1. What are the most important issues facing the archival profession today? What do these issues tell us about the nature of the archival community and its future direction? Will there be a change in the role of archivists or a continuation of traditional duties in a more complex environment?
2. How do these issues differ from those faced by libraries or the other information and historical professions? (Historians, museums, government agencies, and business)
3. Where will the archival profession be by 2020? By 2050? Will it be distinct or integrated into other information disciplines?
4. What can archivists do to deal with changes in modern society while continuing to meet our primary societal mission? Does meeting the challenge of contemporary records require a role change for archivists?
5. Can we hold on to our traditional notions of history and memory with the way in which society is changing?

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6. Have user expectations increased due to technology and information resources. How should archivists adapt to these higher expectations?

NO CLASS DURING EXAM WEEK
CLASS ASSIGNMENTS

Jan 23  Oral Presentation on Archival History and Development

(a) In groups of 3-5, develop a 15- minute presentation that further evaluates the nature of archives or a facet of archival history touched upon in the first two classes. The assigned and recommended readings from the first two classes should provide enough information to begin your research. Suggested topics include:

- The Nature of Archives in Modern Society (Archives and Memory, Archives and Postmodernism, etc)
- Archival Ethics
- Archival Education
- Ancient Archives
- Literacy and Recordkeeping from Ancient to Early Medieval Eras
- Medieval Literacy and Records
- Records and Archives From the Middle Ages to the 19th Century
- Provenance and the Dutch Manual
- Historical Manuscripts and Public Archives in the United States (ie. see Posner for a discussion the development of archives in individual states).
- Development of British Archival Theory
- Growth of the American Archival Profession

(b) If applicable, add your findings to the “History of Archives, Recordkeeping, and Records” wiki at http://tinyurl.com/sqgtl What do you think of this Wiki? Is the available information accurate and balanced? Are there gaps in the coverage? Are there other Wiki’s devoted to archives?

Jan. 30  Class Assignment on Collection Development Policies

(B) Critique one of following collection development policies, or choose one of your own found on internet for discussion in class. NOTE: this assignment is for class discussion, no outline is necessary.

- Connecticut State Archives: http://www.cslib.org/collect.htm
- LSU Special Collections: http://www.lib.lsu.edu/collserv/colldev/policies/louisianalowmis.html
- The University of Pennsylvania: http://www.library.upenn.edu/collections/policies/spec-manuscript.html
- Dartmouth University: http://www.dartmouth.edu/~cmde/cdp/arch.dchist.html
- National Museum of American History/Archives Center: http://americanhistory.si.edu/archives/b-1.htm
- Daughters of the American Revolution: http://www.dar.org/americana/scope.cfm
Towards an Appraisal Model: Documentation Strategy.

Note: this assignment is for class discussion, no outline is necessary.

In groups of 4 or 5, create a documentation strategy for one of the following issues:

1. Art produced by Pacific Northwest artists is suddenly of significant interest to scholars, dealers, and consumers of art. The records generated by these artists are considered an important and identifiable regional resource. Use Hackman and Warnow-Blewett’s model to create a strategy to document the arts in the Pacific Northwest. Define the topic (what forms of art are appropriate for documentation), define the region, survey regional institutions which include art and artists in their collection policy. Determine what artistic expressions are well represented and if any categories are overlooked; select advisors and establish site for strategy; select and place the documentation.

2. In a surprise move, Congress voted to grant statehood for Washington, DC. Research into the recent history of the city has highlighted the fact that documentary evidence relating to 20th Century DC history is fragmented and what is available is scattered among several institutions. Using your readings, create a documentation strategy to rectify this situation. Choose participants (archivists, records managers, records creators, museum curators, librarians, academics); define areas for coverage; structure the inquiry and examine the form and substance of available documentation; select and place the materials.

3. Or, with the approval of your instructor, generate a documentation strategy relating to an institution, issue, region, societal function of your choice.

References Services: A Retrieval Experiment

This exercise is designed to provide experience in searching for primary source material utilizing MARC records, EAD finding aids and the Web.

You will conduct a retrieval experiment to either prove or disprove some of the problems and challenges described in your readings. As several of your readings suggested, archivists must become expert users. This includes a good knowledge of how to use systems such as OCLC to find MARC records and to know how to find and read EAD finding aids.

Consider whether it is more efficient to locate material using traditional MARC-based cataloging, or if EAD has improved access to relevant primary source information through standardized online finding aids. Conversely, are researchers really more successful using search engines such as Google or other browsers to find resources?

Read the Michelson and Tibbo articles before conducting the following three exercises. Use these and the other readings to inform your study. Write a 3-5 page report on the following retrieval experiment. Expect to briefly report your findings to the class.

The goal of the assignment is not to prove that you know how to conduct research. Your failures, frustrations, successes, and any confusion you experience should provide the basis
for your evaluation. Hopefully, the exercise should open your eyes to what the average user experiences when conducting primary source research and will provide you with the knowledge to help them in the future.

(A) Conduct a search for MARC-AMC records in OCLC.

Use NUCMC’s web page for free access to the OCLC manuscript catalog at:
http://www.loc.gov/coll/nucmc/nucmc.html  (NOTE: the catalog is found in the section entitled “Searching Manuscripts.”) You may also access this information in WorldCat, just be sure you limit your search to archival records.

Choose a subject that is representative of material found in archival repositories. Explore the search engine, reviewing both the easy and advanced search capabilities. Use the different search options offered...subject, personal name, geographic location, etc. Do at least one broad based search—e.g. women authors; and several smaller topics, e.g. USE YOUR OWN IDEAS and do as many searches as you wish.

Compare some of the same searches using “Archives USA” --a database available via CUA Library/Aladin.

Report findings--evaluate the ease of use; confidence in retrieval set; size of retrieval set; use of subject headings--are they consistent or inconsistent across different repositories. Critique the effectiveness of the subject headings. How does this retrieval set compare to similar searches for books? Are there links to finding aids from the MARC records? How often does this occur?

Hint—use the CUA Library catalog to help you define your search vocabulary. Do a subject search to determine Library of Congress Subject Headings and other standardized vocabulary such as proper names.

While you are in NUCMC, browse the rest of the site. Be sure to check out the directory of Archival and Manuscript Repositories in the United States.

(B) Also conduct a search using the several (8-10) of the following institutional and consortium EAD sites on the Web:

- A2A (Access to Archives), United Kingdom: http://www.a2a.org.uk/
- Archives Hub, United Kingdom: http://www.archiveshub.ac.uk
- The American Catholic History Research Center and University Archives http://libraries.cua.edu/achrcua/findaid.html
- Colorado State University Water Resources Archive: http://lib.colostate.edu/water
- Five College Archives & Manuscript Collections: http://asteria.fivecolleges.edu/
- National Library of Medicine, History of Medicine Division

- Minnesota Historical Society
  [http://www.mnhs.org/collections/manuscripts/manuscripts.htm](http://www.mnhs.org/collections/manuscripts/manuscripts.htm)

- MOAC: [http://www.bampfa.berkeley.edu](http://www.bampfa.berkeley.edu)

- The Museum of Modern Art, Museum Archives

- North Carolina Encoded Archival Description:
  [http://scriptorium.lib.duke.edu/nead/](http://scriptorium.lib.duke.edu/nead/)


- Online Archive of California (OAC): [http://www.oac.cdlib.org](http://www.oac.cdlib.org)

- University of Maryland: [http://www.lib.umd.edu/archivesum](http://www.lib.umd.edu/archivesum)

- University of Michigan, Bentley Historical Library
  [http://www.umich.edu/%7Ebhl/EAD/](http://www.umich.edu/%7Ebhl/EAD/)


- Utah State Archives: [http://historyresearch.utah.gov/inventories/ead.htm](http://historyresearch.utah.gov/inventories/ead.htm)

- Yale University Library: [http://webtext.library.yale.edu/](http://webtext.library.yale.edu/)

Evaluate the efforts of the institutions and consortia represented in the list above (at least 8-10). Navigate the sites until you have located and viewed several finding aids. Review and evaluate the interface utilized by the various repositories. Is there a standard? What institutions have the most effective sites? Why? Are collaborative (consortia) sites more useful? Critique the various search engines. Are the search terms highlighted in the finding aid? Compare your findings to your search for MARC records in OCLC.

**Note:** You should be aware of Archives Grid. Unfortunately, CUA does not have access: [http://archivegrid.org/web/index.jsp](http://archivegrid.org/web/index.jsp)

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**March 12 Prospectus and Bibliography**

**Prospectus and Bibliography for Research Paper**

Students are expected to develop a brief prospectus identifying the topic and thesis of your research paper. In addition, each student will generate a bibliography of articles, books, papers, web sites, and other source material pertinent to your research paper topic. The list should be extensive with relevant materials within the archival discipline, but may include works from other fields, including library and information science, museum studies, records management, law, history of photography, cartography, or other related disciplines that apply to your topic.
April 9  Research Essay on Archival Outreach and the Web

(A) Use your readings to evaluate at least one institutional web site as a mechanism for outreach, education, and public service.

You may choose the Minnesota Historical Society, New York State Archives, North Carolina State Archives, Princeton University, University of Virginia, Special Collections, University of Idaho, Special Collections, or, choose one of your own from the University of Idaho’s listing at:  http://www.uidaho.edu/special-collections/OtherRepositories.html

Be sure there is an outreach component to the site you choose, and that you are evaluating an archives or special collections repository and not a library or parent organization. Take copious notes and organize your thoughts into a an essay evaluating at least one site in class.

Issues you should address in your essay:

- Organization and structure of the site.
- Ease of use and effectiveness as an outreach tool.
- Evaluate the quality and type of information available. Was there information about the repository (collecting scope, policies, etc), or about the holdings (searchable catalog, finding aids, etc.)? How was this information conveyed?
- Who is the intended audience? Does the site reach that audience? Is it an effective "marketing" tool?
- What kind of outreach and public service does the archive support (exhibits, educational programs, cooperative projects, etc.)? How is this expressed on the web?
- Does the site promote volunteers, donations, fundraising?
- Does the site facilitate the study of history or other disciplines? How?
- Availability of information about staff.
- Is the archive or special collection part of a larger institution? How does the repository fit in with broader institutional goals?
- Your own issues, thoughts, brilliant insights.....

(B): Also browse the Library of Congress American Memory  web site. Write a paragraph or two addressing the following questions:

- What are your general impressions of the site? (Ease of use? Type of information and sources?)
- What is the purpose of the site? Who is the intended audience? Is there more than one potential audience?
- Who are the sponsors? Do the sponsors have a vested interest in the project? How is it funded?
- What are the implications of this type of public service for users of libraries and archives, for archivists, for teachers?
- What is positive about the site? Can you think of any negative implications?
- Does it support the Library of Congress stated mission “to make its resources available and useful to the Congress and the American people and to sustain and preserve a universal collection of knowledge and creativity for future generations.”
- Should archival repositories aspire to providing this type of access and public service? Should it be a priority?
- Should institutions collaborate in an effort to provide more unified access to the nation’s collections?
April 23  Oral Presentation on Copyright and Intellectual Property Issues

Staying current on legal issues impacting the archival profession is a challenge. The goal of this assignment is to introduce you to some tools that will make that process easier. These web sites, in addition to your readings, will provide the resources to find a substantial amount of information relating to copyright, intellectual property and the digital age. Review the following useful websites:

American Library Association (ALA) Choose Issues and Advocacy from the menu bar; Explore the section related to Federal Issues and Washington Office Issues.

Society of American Archivists (SAA) Review advocacy section and news and announcement in the resources section.

Association of Research Libraries, Copyright and Intellectual Property Excellent overview of key issues.

NUCMC Review copyright section for a good list of resources.

University of Maryland, Center for Information Policy This site utilizes information from several disciplines to provide a good analysis of policy issues related to information and technology. See News section for a list of topics.

Center for Democracy and Technology A biased, but informative site on issues such as copyright, freedom of speech, and privacy.

Thomas (Library of Congress) is also a good source for details on specific legislation.

Oral Presentation: In groups of three, choose one topic and conduct research using the sources listed above. Prepare an oral presentation on one of the following topics. Your discussion should supply some background information, summarize the copyright and intellectual property (or other issues) involved, and provide analysis of impact on the field of archives and libraries. You may also choose another related topic of your own with approval.

1. **Privacy and the Patriot Act.** What is the Patriot Act? What impact does this act have for librarians and archivists? For privacy? See SAA, ALA (section Civil Liberties, Intellectual Freedom and Privacy) also Center for Information Policy (and others).

2. **Digital Rights Management.** Define Digital Rights Management. Explain the importance of recent court cases. Why would this issue be important to archivists and librarians?

3. **Section 108 Study Group.** Explain Section 108? How does digital technology impact this section of the copyright code? What is the purpose of this group? Who are the members? What issues are prominent?

4. **Government Information Reform.** What does open government mean in a democratic society? What was the Waxman Report? What is the E-Government Act of 2002? Who is involved in the discussion? Why has ALA taken the lead and how do SAA and NARA figure into the picture? What was the recent Open Government Act? What did it accomplish?
5. **Copyright Extension Act**, PL 105-278 (Formerly HR.604, S505). How did it change copyright law? What group wanted the change? Why? How does this change relate to international agreements? What were the concerns of archivists and librarians? What are the implications of recent debate on the Orphan Works and “Unlocatable” Copyright Owners? (See SAA Position statement).


7. **Orphan Works.** What is an orphan work? What are the implications for archivists and librarians? Who are the stakeholders that have an interest in any potential legislation?

8. **Recent Copyright Court Cases, and Legislation.** Provide a brief summary of key copyright court cases listed on the ALA site (copyright section). Compare ALA positions to those given by SAA, ARL, Center for Information Policy, and others.

9. **Digital Millennium Copyright Act of 1998 (DMCA).** Explain the background, summary, major issues, and implications for archives, libraries and researchers. How is this act continually changing? What is the Digital Media Consumers' Rights Act of 2003? See ALA, ARL, Center for Information Policy, and others. Be sure to discuss the Fair Use Act of 2007 (HR 1201) and explain how the proposed exemptions relate to the DMCA.

10. **World Intellectual Property Organization** (WIPO). Explain the background and history of this organization. Who are the members? What is the impact of this organization on global intellectual property issues? How does this influence U.S. policy? What issues are emerging today? See WIPO website.

11. **OpenTheGovernment.org.** What is this organization’s main purposes and activities? Which information professional associations are members? Why do you think SAA has joined this organization?

12. **Copyright Law, Distance Education and the TEACH ACT.** What are the copyright issues associated with the use of archival material in distance education? What is the TEACH Act? How does it impact fair use? See ALA and ARL sites.
RECOMMENDED READINGS

These readings can assist you with your assignments and research paper topics. This is not an exhaustive bibliography of any topic. Some lists are more extensive than others, and in most cases, are designed to support your class assignments or popular research topics. Students are encouraged to also review the bibliographies provided in your texts and are expected to conduct additional literature research for your research papers.

Jan. 16  Understanding Archives and Archivists

Introductory list of standard texts used in archival studies


Nature of archives in modern society

- Joan Schwartz and Terry Cook, “Archives, Records and Power, the Making of Modern Memory” Archival Science, 2, no. 1-2, (2002): 1-19 (also see other articles in this issue and also issue 3-4).
Archival Education

- Tom Nesmith, "'Professional Education in the Most Expansive Sense': What Will the Archivist Need to Know in the Twenty-First Century," *Archivaria* 42 (Fall 1996): 89-94.

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**Jan. 23  Archival History and Development**

**Ancient Archives**

**Literacy and Recordkeeping from Ancient to Early Medieval Eras**
• James M. O'Toole, “‘Commendatory Letters’: An Archival Reading of the Venerable Bede,” *American Archivist* 61 (Fall 1998): 266-86.

**Medieval Literacy and Records**

**Records and Archives From the Middle Ages to the 19th Century**
• Peter J. Horsman, “A French Legacy: The Transition from Collegiate to Bureaucratic Record-Keeping in a Dutch Town, 180-1900,” *Archivaria* 60 (Fall 2005): 125-144.

**Provenance and the Dutch Manual**

**Historical Manuscripts and Public Archives in the United States**
• Randall C. Jimerson, “Documents and Archives in Early America,” *Archivaria* 60 (Fall 2005): 235-258.

**Development of British Archival Theory**

**Growth of the American Archival Profession**

### Jan. 30  Archival Selection and Acquisition

• Richard Cox, *No Innocent Deposits, Forming Archives by Rethinking Appraisal* (Scarecrow Press, 2004).
• Cox, Richard J. Documenting Localities: A Practical Model for American Archivists and Manuscript Curators, SAA and Scarecrow Press

Feb. 6 Archival Appraisal

• Richard Cox, No Innocent Deposits, Forming Archives by Rethinking Appraisal (Scarecrow Press, 2004)
• Terry Cook, “Mind over Matter: Towards A New Theory of Appraisal.” In Barbara

Feb. 13  Arrangement and Description


Feb. 27  Management of Audio-Visual Collections

**Sound Recordings:**


**Archives and Oral History**


**Moving Image Archives and the use of Primary Sources in Film**


Photographs
• Joan M. Schwartz, “‘We Make Out Tools and Our Tools Make Us’: Lessons from Photographs for the Practice, Politics, and Poetics of Diplomatics.” Archivaria 40 (Fall 1995): 40-74.
• James M. Reilly, Care and Identification of 19th-Century Photographic Prints (Rochester: Eastman Kodak, 1986).

March 12   Records Management


March 19   Managing Electronic Records

• SAA position statements on e-records: http://www.archivists.org/statements/index.asp
• Sue McKemmish and Frank Upward, “Somewhere Beyond Custody,” *Archives and Manuscripts* 22 (May 1994): 136-149
• Timothy Slavin, "Implementing Requirements for Record Keeping: Moving from Theory to Practice," in *Effective Approaches for Managing Electronic Records*, Bruce Dearstyn, ed. (2002).

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### March 26  Reference Services: Providing Intellectual and Physical Access


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### April 2  The Art of Reference: The User and the Reference Archivist


### April 9 Advocating Archives (Outreach and the Public Image)

April 16  Maps and Architectural Records


April 23 Copyright, Privacy and other Legal and Ethical Issues

- Timothy Erickson, Building Our Own “Iron Curtain”: The Emergence of Secrecy in American Government,” *American Archivist* 68 (Spring/Summer 2005): 15-52
• Society of American Archivists, "Text of Letter sent on SAA letterhead to members of the Senate and House Judiciary committees in opposition to the Copyright Term Extension Act" on the Web at http://www.archivists.org/statements/copyextn.asp