

**SIMMONS COLLEGE
GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE**

**LS 438. Introduction to Archival Methods and Services
Fall Term 2008**

Class Hours: Friday 9:30-12:30. Rm. P207.

Instructor: Jeannette A. Bastian, Ph.D.

Office Hours: Wed. 10-12 am.

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Course Objectives: The purpose of this course is to introduce, examine and understand core components, concepts and methods of the archives and manuscripts profession. The course seeks to introduce students to basic theoretical issues and archival principles as well as provide insight into practical application of these principles. This course attempts to strike a balance between theory and practice. Students will learn how to perform archival functions as well as understand the principles underlying these functions. Students will gain an overall understanding of the archival profession in the United States and be introduced to the concept of electronic records and other technologies that are impacting the profession. Class discussion will focus on the assigned readings, the changing nature of recordkeeping, and the broader influence of records on societal and cultural memory.

GSLIS Outcomes:

Outcome #9: Respond to diversity among individuals and communities through policies, collections and services

Outcome #10: Analyze information problems and develop solutions, drawing from a wide range of information technology tools and practices.

Additional Course Outcomes:

- Students understand basic archival concepts.
- Students understand the history and development of the archives profession as well as of archives and manuscript institutions.
- Students complete a practical experience in an archival setting
- Students learn archival theory and its relationship to archival practice.

Course Requirements:

- Preparation of weekly reading assignments.
- Full participation in class discussion and in-class group exercises.
- Completion of 60 hour internship, interim report and final report.
- Completion of written assignments

Students must satisfactorily meet all the requirements described in the syllabus. Extenuating circumstances or other valid reasons for not making up the course assignments will be considered by the instructor, but the student will be required to provide evidence of the severity of the circumstances preventing the student from completing the assignments. Unexcused late submissions of assignments will lead to a half reduction in your grade each day the assignment is late.

The **Academic Support Center (ASC)** at <http://my.simmons.edu/academics/asc/> offers writing tutors and will help students with learning challenges. Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive learning and psychiatric disabilities. If you have a disability and anticipate that you will need a reasonable accommodation in this class, it is important that you contact the Director of the Academic Support Center at 617-521-2471 early in the semester. Students with disabilities are also encouraged to contact their instructors to discuss their individual needs for accommodations.

Students should be aware that Simmons follows a College Honor Code. It can be found at <http://my.simmons.edu/gslis/resources/student-info/honor-code.shtml>

Grading:

Class attendance, discussion and participation in exercises – 20 %

Internship – 25 %

Written Assignments – 30%

Research Paper: 25%

INTERNSHIP

Each student is required to complete a 60 hour internship project at a sponsoring institution approved in advance by the instructor. Please note that the 60 hours includes actual workplace hours only. Time spent writing the reports is additional. Your internship project must be discussed and agreed on both by the sponsoring institution and the course instructor before you begin working on the project. Projects should begin by the end of September.

Many archival institutions throughout the New England area have expressed an interest in hosting interns. **DO NOT contact any repository or make any arrangements without speaking to the instructor first. Internships will be posted on the web and the url provided to you. Students will select and submit three choices. All efforts will be made to give you one of your choices.** Although you are not limited to those institutions, they are preferred since they have already expressed an interest. In selecting your internship repository, be prepared to be flexible, not everyone can work in the same place.

Deadlines connected with Internship

- **October 20** : **Email** to the instructor a short interim progress report (approximately one typed page) and a description (two to three pages) about the institution/organization where your project is situated. By this time you should also have made me aware of any problems, time constraints etc. that you may be having. Your paper should answer the following questions:
 - The nature of the collection. What subjects are collected and in what formats?
 - The use of the collection. Average number of patrons per year.
 - The collection's strengths and weaknesses.
 - The physical facilities (include work area for staff and researchers, stack space, security arrangements, preservation/conservation measures underway, etc.)
 - The hours the facility is open and to whom.

December 12 : Final Project. Please remember that each project will have a different outcome and produce a different type of product. For example, some may be guides, extended reports or journals of daily activity. I will work with you individually to help you tailor the final product. The final product must be appended to an approximately two-page memo to me summarizing your experience.

Other Written Assignments:

All written assignments must be submitted in hard copy, double-spaced, font size 12. Each assignment should have a cover sheet, with your name, title of the assignment, date of submission, and the instructor's name. All assignments must be paginated.

1. **Field Study. 3-4 pages DUE October 3.**

Students will visit and use an Archives submit a brief 2-3 page report. In addition to your own assessment of the repository, you should include the following information:

- Type of repository you visited and description of the physical repository and its web site.
- Access restrictions for users
- Reference procedure
- Types of Finding Aids available
- What kind of reference question did you ask and what kind of assistance did you get?
- How is reference in an archives different from reference in a library?
- What do you think some of the special skills are that an archivist must have in order help the users?

2. **Research Paper. 8-10 pages. DUE November 14.**

A paper of 8-10 double-spaced pages, not including the bibliography, describing, reviewing, comparing or analyzing the **archival** literature on any aspect of a basic archival principle, core function or aspect of archival history. **The emphasis is on your ability to do research and analysis using the archives literature, but you may also use other sources as well.** You must find and cite at least seven sources other than those on the assigned reading list. No more than three may be web sources. Students will discuss their papers in class a mini-conference format on November 21. A brief typed paragraph about the topic of your paper, and a short bibliography listing at least four of your sources should be submitted online to the instructor by **October 9.**

Style: Students must use a consistent and recognized citation and style manual. Chicago Style Manual is recommended. Papers must be submitted in 12 point font. Both the quality of your ideas as well as the manner of your presentation will be taken into consideration when assigning a grade. Proofread your papers.

3. **Case Study: 4-5 pages. DUE October 24.**

Students will be assigned a case study from the following list Analyze the ethical, privacy and /or copyright issues in a 4-5 page paper. Evaluate the solutions presented, if any, and

present your own ideas about how this situation could be resolved. Be prepared to present your findings in class.

Read As Assigned

- *Andrew V. Abela, "Digesting the Raisins of Wrath: Business, Ethics and the Archival Profession," *American Archivist* (Spring/summer 2008):203-209.
- Joel A. Blanco-Rivera, "The Forbidden Files: Creation and Use of Surveillance Files against the Independence Movement in Puerto Rico," *American Archivist*, 68 (Fall/Winter 2005): 297-311.
- Tamar G. Chute and Ellen D. Swain, "Navigating Ambiguous Waters: Providing Access to Student Records in the University Archives," *American Archivist* 67 (Fall/Winter 2004): 212-233.
- Elena S. Danielson, Privacy Rights and the Rights of Political Victims: Implications of the German Experience, *American Archivist* 67 (Fall/Winter 2004): 176-193.
- L. Gasaway, "Archival Materials and Copyright Ownership". *Information Outlook* 7 (June 2003) : 7, 9.
- Marybeth Gaudet, "Playing Fair With the Right to Privacy," *Archival Issues* 28 (1), 2003-2004: 21-34.
- Mark Greene, "Moderation in Everything, Access in Nothing?: Opinions About Access Restrictions on Private Papers," *Archival Issues* 18,1 (1993):31-41.
- Sara Hodson, "Archives on the Web: Unlocking Collections While Safeguarding Privacy,"
http://www.firstmonday.org/issues/issue11_8/hodson/index.html
- Sara S. Hodson, "In Secret Kept, In Silence Sealed: Privacy in the Papers of Authors and Celebrities," *American Archivist*, 67:2, 194-211.
- Elisabeth Kaplan, "We Are What We Collect, We Collect What We Are: Archives and the Construction of Identity," *American Archivist* 63 (Spring/Summer 2000): 126-151.
- James O'Toole, "Archives on Trial: The Strange Case of the Martin Luther King, Jr. Papers," in *Archives and the Public Good, Accountability and Records in Modern Society*," ed. By Richard Cox and David Wallace (Westport, CT. :Quorum books, 2002), 21-36.
- Joseph Sax, "Heirs, Biographies, and Scholars," in *Playing Darts with a Rembrandt: Public and Private Rights in Cultural Treasures*, (Ann Arbor: University of Michigan Press, 2004): 134-150.
- Judith Schwarz, "The Archivist's Balancing Act: Helping Researchers while Protecting Individual Privacy," *Journal of American History*, 79, 1 (June 1992): 179-189.
- Tywanna Whorley, "The Tuskegee Syphilis Study and the Politics of Memory," *Archives and the Public Good, Accountability and Records in Modern Society*, ed. By Richard Cox and David Wallace (Westport, CT.: Quorum Books, 2002), 165-175.
- Joel Wurl, "Documenting Displacement: The Migration of Archival Sources From Post-WW II East European Émigré Groups," *Archival Science* 5 (1) (2005): 79

Class Participation.

Students not only learn from the instructor but from each other. It is expected that all students will complete the readings before class and participate actively in class

discussions. Your grade will reflect the level of your participation in class as well as your attendance.

REQUIRED TEXTS: At least one copy of each required and recommended text is available on Reserve.

Kathleen D. Roe, *Arranging and Describing Archives and Manuscripts* (Archival Fundamentals Series II), Chicago: Society of American Archivists, 2005.

James M. O'Toole and Richard Cox, *Understanding Archives and Manuscripts* (Archival Fundamentals Series II), Chicago: Society of American Archivists, 2006.

RECOMMENDED TEXTS:

The following two texts are compilations of articles that appeared in *American Archivist*. Maygene F. Daniels and Timothy Walch, ed. *A Modern Archives Reader: Basic Readings on Archival Theory and Practice*. (Washington, DC: National Archives and Records Service, 1984).

Randall C. Jimerson, ed. *American Archival Studies: Readings in Theory and Practice*. (Chicago: Society of American Archivists, 2000).

Syllabus

September 5: Introduction: What is an Archives and who are Archivists and Records Managers?

Class organization and assignments, selecting internships, internship etiquette. Introduction to archives and records issues. Documentary: "The Archival Trail."

September 12 : What Is a Record : An Introduction to Archival Processes and Functions.

Required Readings:

Thomas Mallon, "Memories Held in Check: Pursuing a Lifetime of My Father's Expenditures," *Harpers Magazine*, October 1993 (v. 287) pp.75 –81.

O'Toole and Cox, *Understanding Archives and Manuscripts*, 1-43.

James O'Toole, "On the Idea of Uniqueness," *American Archivist* (Fall 1994): 632-658.

INTERNSHIP FAIR 12:30 – 2:00.pm.

September 19: Arrangement and Description: Part One: Processing, Arrangement and Preservation. Visit to Simmons College Archives

Required Readings:

Kathleen D. Roe, *Arranging and Describing Archives and Manuscripts*, 1-71, 119-130.

Frank Boles, "Disrespecting Original Order," *American Archivist* (Winter 1982): 26-32.

IN-CLASS ARRANGEMENT EXERCISES

September 26: Arrangement and Description: Part Two: Finding Aids.

Required Readings:

Mark A. Greene and Dennis Meissner, "More Produce, Less Process: Revamping Traditional Archival Processing," *American Archivist* (Fall/Winter 2005): 208-256.

Kathleen D. Roe, *Arranging and Describing Archives and Manuscripts*, 71-100, 111-118, 131-174.

Daniel V. Pitti, "Encoded Archival Description: The Development of an Encoding Standard for Archival Finding Aids," *American Archivist* (Summer 1997): 268-283/
American Archival Studies, 395-414.

IN –CLASS DESCRIPTION EXERCISE

October 3. History of Archives and Recordkeeping. Field Study Due

Required Readings:

Cox and O'Toole, *Understanding Archives and Manuscripts*, chapter 2.

Marjorie Rabe Barrit, "Coming to America: Dutch Archivists and American Archival Practice," *Archival Issues*, 18:1, 43-54.

M. T. Clanchy, "'Tenacious Letters': Archives and Memory in the Middle Ages," *Archivaria* 11 (Winter 1980/81): 115-25.

Ellen D. Swain, "Oral History in the Archives: Its Documentary Role in the Twenty-first Century," *American Archivist* 66 (Spring/Summer 2003): 139-158.

October 10: : Collection Development: Acquisitions and Deeds of Gift.

Assign Case Study

Required Readings:

Ronald L. Becker, "On Deposit: A Handshake and a Lawsuit," *American Archivist* 56 (Spring 1993): 320-328.

Frank Boles, "Just a Bunch of Bigots: A Case Study in the Acquisition of Controversial Material," *Archival Issues: Journal of the Midwest Archives Conference* 19/1 (1994): 53-65.

*Ben Alexander, "'For Posterity': The Personal Audio Recordings of Louis Armstrong," *American Archivist* 71 (Spring/Summer 2008): 50-86.

Aprille Cooke McKay, "Genealogists and Records: Preservation, Advocacy and Politics," *Archival Issues* 27 (1), 2002: 23-34.

Trudy Huskamp Peterson, "The Gift and the Deed," *American Archivist* (January 1979): 61-66/*Modern Archives Reader*, 139-145.

October 17: Field Trip to Massachusetts Historical Society

October 24. Collection Development: Accessioning and Appraisal. Case Study due

Required Readings:

Michael Doylen, "Experiments in Deaccessioning: Archives and On-line Auctions," *American Archivist* 64 (Fall/Winter 2001): 350-362.

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

Sue McKemmish, "Evidence of Me," *Archives and Manuscripts* 24 (May 1996):28-45.

Caryn Wojcik, "Appraisal, Reappraisal and Deaccessioning," *Archival Issues* 27 (2), 2002: 151 –

October 31. Copyright, Ethics and Privacy . Pt. I.

Required Readings:

*Behrnd-Klodt, Menzi L., "Policies and Procedures: Forming the Legal Framework for Archives," In *Navigating Legal Issues in Archives* (Chicago: Society of American Archivists, 2008): 3-6.

William Maher, "Between Authors and Users: Archivists in the Copyright Vise," *Archival Issues* 26 (2001) : 63-75.

In Class: SAA, ALA and ICA Codes of Ethics

November 7 : Copyright, Ethics and Privacy. Pt. II

Required Reading:

Glenn Dingwall, "Trusting Archivists: The Role of Archival Ethics Codes in Establishing Public Faith," *American Archivist*, 67:1, 11-30

*Verne Harris, "Knowing Right From Wrong: The Archivist and the Protection of People's Rights," in *Archives and Justice; A South African Perspective* (Chicago: SAA, 2006): 203-213.

November 14. Reference: Access and Use. Research Paper Due

Required Readings:

Wendy M. Duff and Catherine A. Johnson, "Where is the List with All the Names? Information-Seeking Behavior of Genealogists," *American Archivist* (Spring/Summer 2003): 79-95.

Diane Kaplan, "Digital Cameras in Reading Rooms," *American Outlook* (March/April 2006): 6-7, 25.

*Magia Geta Kruse and Elizabeth Yakel, "Interaction in Virtual Archives: The Polar Bear Expedition Digital Collections Next Generation Finding Aid," *American Archivist* (Fall/Winter, 2007): 282-314.

Mary Jo Pugh, *Providing Reference Services for Archives and Manuscripts*, (Chicago: Society of American Archivists, 2005): 33-73; 111-143.

Bruce P. Stark, "The Archivist as Detective; or, The Case of Ledyard v. William Morgan," *American Archivist* (Fall/Winter 2004): 269- 292.

November 21. Student Forum

November 28. Thanksgiving Holiday

December 5: Recordkeeping and Societal Memory.

Required Reading:

David Hanlon "The Chill of History: The Experience, Emotion and Changing Politics of Archival Research in the Pacific," *Archives and Manuscripts* 27 (May 1999): 8-21.

Jeannette A. Bastian, "In a 'House of Memory': Discovering the Provenance of Place," *Archival Issues* 28:1 (2003-2004): 9-20.

*Verne Harris, "Archives, Politics and Justice," in *Political Pressure and the Archival Record*, ed. By Margaret Proctor et. al (Chicago: Society of American Archivists, 2005),173-182.

*Michael Piggott, "Archives and Memory," in *Archives: Recordkeeping in Society* (Wagga Wagga, New South Wales: Charles Sturt University, 2005):299-328.

December 12 Film: "The Midwives Tale." *Final Intern Project Due.*