INF 389S: Introduction to Archival Enterprise II
Spring 2017
Unique Number: 27580

INSTRUCTOR

Professor: Dr. Ciaran B. Trace

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Office Hours: Wednesdays, Noon to 3pm

COURSE MEETING TIMES

Wednesdays, 9am to noon, 1.204

COURSE DESCRIPTION AND OBJECTIVES

- To introduce students to the theory and practice of administration in archival repository and professional environments
- To prepare students both to operate in and to become leaders in archival environments by:
  - Laying a solid foundation in understanding archival operations and strengthening professional delivery of the archival service to society
  - Exploring important historical issues and current trends in the archival community
    - This semester we will focus on discussions around diversity, advocacy, and technology
  - Stimulating creative thinking about the process and functions of archival institutions
  - Fostering an interest in ethical considerations and culturally responsible approaches to archival work
  - Researching innovation within the archival profession
  - Exercising abilities to present thoughts, studies, and conclusions orally and in writing.

COURSE REQUIREMENTS

1. Class Attendance, Discussion, and Participation

Regular attendance and active participation in each class session are critical for receiving a good grade in this course. Attendance will be taken during each class period. Absences will only be excused in situations following university policy (illness, religious holy days, participation in University activities at the request of university authorities, and compelling

absences beyond your control). Absences should be accompanied by timely notification (prior to class for non-emergencies) and proper documentation.

This is a discussion-oriented course and student participation is essential in helping introduce, refine, and explore important topics and ideas raised by the readings. Students will be required to synopsize, analyze, and discuss the issues under study using the assigned readings as a starting point. Students must prepare by reading and critically engaging with all the assigned articles/book chapters. This will involve:

- Reading each assigned text and being able to summarize the content and to describe the main concepts, points and/or themes
- Articulating the primary value of each assigned reading as it relates to the larger goals and objectives of the course
- Evaluating the merit of the assigned readings (strengths and weaknesses)
- Developing and articulating a point of view on the topic(s) under discussion
- Analyzing and articulating points of commonality and difference across each reading

In weeks with no guest speaker(s), students should submit at least one discussion point related to the readings to the course Canvas discussion board no later than 9am the day before class. These posts will then form the basis for the in-class discussion.

In weeks with guest speakers the main discussion will take place online the week leading up to class. Students are expected to post a discussion point to Canvas and, in addition, should engage in the online discussion by responding to the posts of others in ways that advance the conversation. This could include responding thoughtfully to a discussion point based on personal experiences, building from prior points to make new connections to the readings, providing an alternative perspective to the one currently dominating the discussion, or synthesizing or summing up the current arguments or discussion points. The virtual discussion will close at 9am the day before class so students should plan accordingly and not leave the readings until the last minute.

Please note that discussion points should be focused and simply stated; be built from a careful and critical reading of the text; facilitate comprehension, analysis, synthesis, and/or evaluation of the work and the issues it raises; create and challenge connections and comparisons between the reading and other texts; invite personal responses and connections; and lead to new perspectives and deeper understanding of the issue for yourself and others. In submitting discussion points think about at what level you are engaging with the r eadings, both for yourself and others:

- Level 1: Eliciting (gathering information, clarifying definitions)

- Level 2: Making Meaning – Making connections between things (within and across archival content)
- Level 3: Asking the Larger Questions – Connecting the content out to things beyond archives

Students will also contribute to a class writing blog (available through Canvas) over the course of the semester. The purpose of the class writing blog is to help stay on track with a goal of writing a minimum of 250 words a day, 5 days a week. Think of the blog as a way of frequently checking in and letting others in the class know of your progress on your term paper (see below). The blog can also be used to get feedback on sections of the paper, to share references to articles with others, to get support during periods of writer's block, etc. Please note that the blog entries need not be extensive.

2. Term Paper on Community Archives
This semester each student (either singly or in pairs) will write a paper on the topic of community archives. The importance of this topic to the archival profession is such that it will form the basis of a one-day forum (*The Liberated Archive: A Forum for Envisioning and Implementing a Community-Based Approach to Archives*) at SAA's annual meeting in Portland in July 2017.

In writing the term paper, students should choose one of the article formats appropriate for submission to the *American Archivist*. As such, papers can be a *Research Article* (analytical and critical exposition based on original investigation or on systematic review of literature), a *Case Study* (analytical report of a project or activity that took place in a specific setting and which offers the basis for emulation or comparison in other settings) or a *Perspective* (commentary, reflective or opinion piece, addressing issues or practices that concern archivists and their constituents).

Term papers should be between 12 and 15 typed pages (double-spaced). Students should use the *Chicago Manual of Style* as the standard of style and endnote format. Writing the paper will be broken down into several components:

a) Outline of the paper. By week five (Wednesday, February 15, 2017), in no less than four double-spaced typed pages provide an outline of the paper. The outline must include the following elements.
   1. The title of the paper.
   2. A brief overview of the paper topic.
   3. A clearly articulated research question, thesis statement or topic statement.
      - A *research question* is an analytical question that you want to answer in your

paper. In your paper you will analyze and explore possible answers to this research question. On the other hand, a *thesis statement* is an argumentative statement that you work to prove in your paper. Unlike the research question, you begin by taking a side. If the purpose of your paper is to provide information about the subject, the *topic statement* simply identifies the subject and indicates what you have to say about it.

4. A statement about the format that paper will take (research article, case study, or perspective).
5. A description of the purpose and significance of the paper.
6. A list of the main concepts or keywords that apply to the paper.
7. The name of an appropriate journal for the paper.
8. A description of the audience for the paper (What can you assume your reader already knows about the topic? What do they need to know? What impact will your paper have on this reader? Inform/persuade? How will you spark a reader's interest?)
9. A citation for a published article that you will use as the model for the structure of your paper.
10. A <u>detailed</u> organizational plan for your paper (drawing from the paper you have chosen as a model, set out the blueprint of what will be covered in each section of the paper - introduction, body, conclusion, etc.).
    - A traditional research paper will typically include an introduction (establishes the landscape, describes the nature of the problem and your contribution to the problem, sketches the intent of the paper), literature review (description and evaluation of prior research, gaps in the literature), methodology, results, discussion, and a conclusion section. A case study could include an introduction (landscape, purpose, justification etc.), background (literature review - description and evaluation of previous research etc.), methodology, results, discussion, and a conclusion. A perspective piece could include an introduction (landscape, purpose, justification etc.), background (historical context, information for understanding the thesis), analysis/argument (core of the paper), and a conclusion. If you want to specifically argue one side of an argument the paper may consist of an introduction, supporting evidence (evidence to support the claims outlined in your introduction), a rebuttal section, and a conclusion.
11. A list of at least a dozen sources for the paper.

b) The paper is due in class week 13 (Wednesday, April 12, 2017). I will read the paper and return it to you with any revisions/suggestions within two weeks.

c) The revised version of the paper is due in class week 16 (Wednesday, May 3, 2017). At this stage, the content of the paper should be finalized and the paper should include a 150 to 200-word abstract.

Criteria for grading of final papers:

- Structure and coherence (there is a clear introduction built around a research question/ thesis statement/topic statement; subsequent paragraphs contribute significantly to the development of the paper – paper contains logical and clear ideas, solid arguments, coherent paragraphs and good transitions; and there is a persuasive conclusion that 'pulls together' the body of the paper)
- Depth of analysis (well informed, use of evidence, arguments are supported, analysis is clear and logical, serious consideration of counter arguments)
- Style (clarity of expression, good sentence structure, grammar, spelling, punctuation, and citation style)
- Originality and independence of ideas (ability to move beyond course concepts).

3. Open Source Software Presentation

Each student will work as part of a team to research innovation within the archival profession in the area of archives and technology. The graded component of this assignment involves each group giving a two-and-a-half-hour presentation on open source software tools (BitCurator, Archivematica, AtoM).

- **BitCurator** is a joint effort led by the School of Information and Library Science at the University of North Carolina, Chapel Hill (SILS) and the Maryland Institute for Technology in the Humanities (MITH). BitCurator consists of a suite of open source digital forensics and data analysis tools that allow archivists to process born-digital materials. http://www.bitcurator.net/
- **Archivematica** is a web-based digital preservation tool designed to maintain standards-based, long-term access to collections of digital objects. In bundling together open-source digital preservation tools into one interface, Archivematica allows archivists to process digital materials in any format and to make standards-compliant packages for preservation. https://www.archivematica.org/en/
- **AtoM** is a web-based multi-lingual archival description software that was originally commissioned by the International Council on Archives to aid archival institutions in putting their archival holdings online. https://www.accesstomemory.org/en/

Each presentation should cover the follow topics: (1) an overview of the tool (who, what, when, why, how), (2) how to install the software (Mac and PC), (3) overview of the main components, (4) a critical evaluation of the software, (5) and a user walkthrough. Each group will be responsible for creating installation guidelines (Mac and PC) and PowerPoint slides for their presentation. The installation guidelines must be finalized and sent to Ciaran no later than one week before the date of the presentation. The PowerPoint presentation must be

finalized and sent to Ciaran no later than 9am the morning before the presentation. The installation guidelines and PowerPoint slides will be posted to the class Canvas website for students to download prior to class. Please note - members of each group should complete the online training module, "Teamwork Fundamentals" [available through Canvas] before beginning the assignment.

A formal grading rubric for this assignment (covering the areas of preparation, content, organization, visuals, and presentation mechanics) will be handed out in class and includes criteria such as:

- Relevancy, clarity, thoroughness, organization, and conciseness of oral content
- Relevancy, clarity, thoroughness, organization, and conciseness of PowerPoint slides
- Presentation mechanics (delivery of presentation)
- Effectiveness of the teamwork (each team member contributed to the presentation, each team member fielded questions)

Due Date: See course schedule.

EVALUATION

Term Paper (60% - 10% for the version handed in week 13 and 50% for the version handed in week 16), Open Source Software Presentation (30%), Class Participation (10%)

PLEASE NOTE: Assignments are due by 8am on the due date*.* I will use the following schedule as the basis for calculating grades: A = 95-100, A- = 89-94, B+ = 84-88, B = 79-83, B- = 74-79, C+ = 69-73, C = 64-68, C- = 60-63, F = <60. If an assignment is handed in late, ten percent of the possible points will be deducted from the score. Assignments will not be accepted more than 6 days past the due date.

REQUIRED TEXTBOOK

- Mary A. Caldera and Kathryn M Neal, *Through the Archival Looking Glass* (Chicago: Society of American Archivists, 2014). Available from the University Bookstore and the Society of American Archivists, http://www.archivists.org/.

ANNOUNCEMENTS

University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at 471-6259 (voice) or 232-2937 (video phone) or http://ddce.utexas.edu/disability/. Faculty are not required to provide accommodations without an official accommodation letter from SSD. Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).

Use of E-Mail for Official Correspondence to Students

E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—I recommend daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin's policies and instructions for updating your e-mail address at http://www.utexas.edu/cio/policies/

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Use of Canvas in Class

In this class I use Canvas - a Web-based course management system with password-protected access at http://courses.utexas.edu - to distribute course materials, to communicate and collaborate online, to post announcements, and to submit assignments. You can find support in using Canvas at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m.

University Writing Center

The University Writing Center (UWC) offers free writing support for all UT graduate students. The UWC offers support through one-on-one consultations (the UWC can assist you at any point in the writing process, from brainstorming to final revisions), semester writing groups, day long graduate writing retreats, events, and a library of resources. For further information see: uwc.utexas.edu

COURSE SCHEDULE
Week One (Wednesday, January 18, 2017)
Outline of the Course, Archives and the Notion of Rights and Interests

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Writing Clinic – Developing and articulating a research focus, writing a research paper

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- Howard Zinn, "Secrecy, Archives, and the Public Interest," *The Midwestern Archivist* (1977): 14–26.
- Verne Harris, "Archival Ethics," *International Association of Sound and Audiovisual Archives Journal (25)* (July 2005): 4-12. http://www.iasa-web.org/sites/default/files/iasa-journal-25-all.pdf
- Randall C. Jimerson, "Embracing the Power of Archives," 69th Presidential Address at the Society of American Archivists annual meeting in New Orleans, on August 18, 2005. http://www.archivists.org/governance/presidential/jimerson.asp.
- Vladan Vukliš and Anne J. Gilliland, "Archival Activism: Emerging Forms, Local Applications," in B. Filej (ed.) *Archives in the Service of People – People in the Service of Archives* (Maribor, Slovenia: Alma Mater Europaea, March 2016), pp.14-25.
- Along with the assigned readings for the first week of class, and in preparation for the term paper, check out the following blogs:
    - Cheryl Oestreicher. *Publishing in the archives profession.*
    - Richard J. Cox, *Reading Archives and the Academy.*
    - Richard J. Cox, *Reading Archives.*

Week Two (Wednesday, January 25, 2017)
Extending the Archival Paradigm – Archival Pluralism

Writing Clinic – Techniques for brainstorming a paper topic, modeling the process from topic to a research question

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- Michelle Caswell, "On Archival Pluralism: What Religious Pluralism (and Its Critics) Can Teach Us about Archives," *Archival Science* 13 (4) (2013): 273-292.
- Valerie Love and Marisol Ramos, "Identity and Inclusion in the Archives - Challenges of Documenting One's Own Community," *Through the Archival Looking Glass* (Chapter 1).
- Mark A. Greene, "Into the Deep End: One Archivist's Struggle with Diversity, Community, Collaboration, and Their Implications for Our Profession," *Through the Archival Looking Glass* (Chapter 2).
- Sharon Thibodeau, "Building Diversity Inside Archival Institutions," *Through the Archival Looking Glass* (Chapter 8).

- Anne J. Gilliland, "Pluralizing Archival Education: A Non-Zero-Sum Proposition," *Through the Archival Looking Glass* (Chapter 10).
- Complete the online training module, "Teamwork Fundamentals" [1hr, 16 min].

Week Three (Wednesday, February 1, 2017)
Community Archives and the Community Liaison Model (Pluralizing the Archival Mission and the Notion of 'the Archive')
Guest speakers: LaToya Devezin, African American Community Archivist, Austin History Center; Amanda Jasso, Mexican American Community Archivist, Austin History Center

- Andrew Flinn, "Community Histories, Community Archives: Some Opportunities and Challenges," *Journal of the Society of Archivists* 28(2) (2007): 151-176.
- Michelle Caswell, Marika Cifor, and Mario H. Ramirez, "To Suddenly Discover Yourself Existing" Uncovering the Impact of Community Archives," *The American Archivist* 79(1) (2016): 56-81.
- Vivian Wong et al., "Archives (Re)Imagined Elsewhere: Asian American Community-based Archival Organizations," *Through the Archival Looking Glass* (Chapter 5).
- Diana K. Wakimoto, Christine Bruce, and Helen Partridge, "Archivist as Activist: Lessons from Three Queer Community Archives in California," *Archival Science* 13 (4) (2013): 293-316.
- Grant Hurley, "Community Archives, Community Clouds: Enabling Digital Preservation for Small Archives," *Archivaria* 81 (2016): 129-150.

Week Four (Wednesday, February 8, 2017)
Archives and Human Rights

- James Nickel, "Human Rights," in *Stanford Encyclopedia of Philosophy*, ed. Edward N. Zalta. Stanford, CA: Metaphysics Research Lab, Center for the Study of Language and Information, Stanford University, 2010. http://plato.stanford.edu/entries/rights-human/
- Bradford W. Morse, "Indigenous Human Rights and Knowledge in Archives, Museums, and Libraries: Some International Perspectives with Specific Reference to New Zealand and Canada," *Archival Science* 12 (2012):113–140.
- Michelle Caswell, "Rethinking Inalienability: Trusting Nongovernmental Archives in Transitional Societies," *The American Archivist* 76 (1) (2013): 113-134.
- Jarrett M. Drake, "Expanding #ArchivesForBlackLives to Traditional Archival Repositories," talk given to the *2016 American Library Association Conference,* Orlando, Florida. https://medium.com/on-archivy/expanding-archivesforblacklives-to-traditional-archival-repositories-b88641e2daf6#.onxxo9m9b

- Michelle Caswell and Marika Cifor, "From Human Rights to Feminist Ethics: Radical Empathy in the Archives," *Archivaria* 81 (2016): 23-43.

Week Five (Wednesday, February 15, 2017)
Archives and Social Justice

> **ASSIGNMENT DUE: Paper Outline**
> *Writing Clinic – Working sources into paper, structural aspects of the paper, audience, etc.*

- Verne Harris, "A World Whose Horizon Can Only Be Justice," in *Archives and Justice: A South African Perspective* (SAA, 2007), pp. 253-265.
- Wendy M. Duff, Andrew Flinn, Karen Emily Suurtamm, and David A. Wallace, "Social Justice Impact of Archives: A Preliminary Investigation," *Archival Science* 13 (4) (2013): 317-348.
- Mark A. Greene, "A Critique of Social Justice as an Archival Imperative: What is it We're Doing That's All That Important?" *The American Archivist* 76(2) (2013): 302-334.
  - Randall C. Jimerson, "Archivists and Social Responsibility: A Response to Mark Greene," *The American Archivist* 76(2) (2013): 302-334.
  - Michelle Caswell. "Not Just Between Us: A Response to Mark Greene," *The American Archivist* 76(2) (2013): 604-608. [And Greene response]
- Mario H. Ramirez, "Being Assumed Not to Be: A Critique of Whiteness as an Archival Imperative," *The American Archivist* 78(2) (2015): 339-356.
- Michelle Caswell et al., "Implementing a Social Justice Framework in an Introduction to Archives Course: Lessons from Both Sides of the Classroom," *InterActions: UCLA, Journal of Education and Information Studies* 8 (2) (2012). http://escholarship.org/uc/item/2jx083hr

Week Six (Wednesday, February 22, 2017)
Records, Archives, and the Lives of Children

> *Writing Clinic – Feedback on paper outlines*

- Ciaran B. Trace, "Information in Everyday Life: Boys' and Girls' Agricultural Clubs as Sponsors of Literacy, 1900-1920," *Information and Culture: A Journal of History* 49 (3) (2014): 265-293.
- Ciaran B. Trace, "Resistance and the Underlife: Informal Written Literacies and their Relationship to Human Information Behavior," *Journal of the American Society for Information Science and Technology* 59 (10) (2008): 1540-1554.

- Sonia Yaco and Beatriz Betancourt Hardy, "A Documentation Case Study: The Desegregation of Virginia Education (DOVE) Project," *Through the Archival Looking Glass* (Chapter 6).
- Michael Jones and Cate O'Neill, "Identity, Records and Archival Evidence: Exploring the Needs of Forgotten Australians and Former Child Migrants," *Archives and Records: The Journal of the Archives and Records Association* 35(2) (2014): 110-125.
- Daniel Hartwig and Christine Weideman, "The Family and Community Archives Project: Introducing High school Students to Archives and the Archives Profession," *Through the Archival Looking Glass* (Chapter 9).
- How D'you Know That? – Documentary, https://vimeo.com/63160886

Week Seven (Wednesday, March 1, 2017)
Advances in Dealing with Born-Digital Content
Guest Speakers: Abby Adams, Digital Archivist, Harry Ransom Center; Jessica Meyerson, Digital Archivist, Briscoe Center for American History; Mark Meyers, Electronic Records Specialist, Texas State Library and Archives Commission

- Peter Johan Lor and J.J. Britz, "An Ethical Perspective on Political Economic Issues in the Long-Term Preservation of Digital Heritage," Journal of the American Society for Information Science and Technology 63 (11) (2011): 2153-2164.
- Read the following articles from the Library of Congress, *The Signal* blog
  - Jaime Mears, "Initiatives at the Library of Congress (Digital Preservation 2016 Talk)," https://blogs.loc.gov/thesignal/2016/11/initiatives-at-the-library-of-congress-digital-preservation-2016-talk/
  - Mike Ashenfelder, "Data and Humanism Shape Library of Congress Conference," https://blogs.loc.gov/thesignal/2016/10/data-and-humanism-shape-library-of-congress-conference//
- Read the following papers from the 2016 IEEE International Conference on Big Data, workshop on *Computational Archival Science: Digital Records in the Age of Big Data*, http://dcicblog.umd.edu/cas/ieee_big_data_2016_cas-workshop/
  - Jason R. Barron and Bennett B. Borden, "Opening Up Dark Digital Archives Through the Use of Analytics to Identify Sensitive Content."
  - Sonia Renade, "Traces Through Time: A Probabilistic Approach to Connected Archival Data."

Week Eight (Wednesday, March 8, 2017)
In-class work on software presentations

Week Nine (Wednesday, March 15, 2017)
Spring Break

Week Ten (Wednesday, March 22, 2017)
Presentation - Bit Curator

Download and install BitCurator using the installation guidelines
Writing Clinic – Writing the introduction and conclusion

Week Eleven (Wednesday, March 29, 2017)
Presentation - Archivematica

Download and install Archivematica using the installation guidelines
Writing Clinic – Writing a good abstract

Week Twelve (Wednesday, April 5, 2017)
Presentation - AtoM

Download and install AtoM using the installation guidelines
Writing Clinic – Responding to Reviewer Feedback

Week Thirteen (Wednesday, April 12, 2017)
Advocacy, Politics, and the Legislative Process
Guest Speaker: Dr. David B. Gracy II, Governor Bill Daniel Professor Emeritus, The University of Texas at Austin

ASSIGNMENT DUE: Paper

- Randall Jimerson, "Archives and Society: David B. Gracy II and the Value of Archives," *Information and Culture: A Journal of History* 49(1) (2014): 34-53.
- Larry J. Hackman, "Love is Not Enough: Advocacy, Influence and the Development of Archives," *Journal of the Society of Archivists* 33(1) (2012): 9-21.
- American Association for State and Local History, Technical Leaflet #252, "The Gift of History," 2010, http://www2.archivists.org/sites/all/files/AASLH_Tech+Leaf+252.pdf
- Council of State Archivists, "The Importance of State Archives," https://www.statearchivists.org/files/7114/4071/0454/Importance_of_State_Archives.pdf

- Gary D. Bass, "Advocacy in the Public Interest," in *Essays on Excellence: Lessons from the Georgetown Nonprofit Management Executive Certificate Program*, Washington, D.C.: Georgetown University Center for Public and Nonprofit Leadership, 2009.
- Bradley J. Wiles, "Politics and Advocacy: A Dilettante's View of Archival Activism," *The Primary Source: Society of Mississippi Archivists* 28 (2) (Fall 2009), http://www.msarchivists.org/theprimarysource/psvol28no2/psvol28no2_wiles.htm

Week Fourteen (Wednesday, April 19, 2017)
Advocacy through Outreach
Guest speakers: Jennifer Hecker, KLRU Austin City Limits Archive project; Mike Miller, Managing Archivist, Austin History Center; Ashley Stevens, Education & Outreach Coordinator, TSLAC; Rachel Winston, Black Diaspora Archivist, UT Austin

- Timothy L. Ericson, "Preoccupied with our own Gardens': Outreach and Archivists," *Archivaria* 31 (Winter 1990-91): 114-22.
- Mary Lynn Ritzenthaler and Diane Vogt-O'Connor, Photographs: Archival Care and Management, "Outreach: Public Programs, Public Relations, and Fund-Raising."
- Eleanor Dickson and Matt Gorzalski, "More than Primary Sources: Teaching about the Archival Profession as a Method of K-12 Outreach," *Archival Issues* 35(1) (2013): 7-19.
- Jennifer Hecker, "Bazaar Circumstances: How We Threw the Austin Archives Bazaar," *Archival Outlook* (January/February 2015): 3, 26.
- Michael Church, "Archives to Earbuds: Podcasting Digital Collections at the Kansas Historical Society." (2009) http://interactivearchivist.archivists.org/case-studies/podcasting-at-kshs/

Week Fifteen (Wednesday, April 26, 2017)
Advocacy through Advancement, Development, and Budgeting
Guest speakers: Cassie Alvarado, Director for Development and Alumni Relations, UT School of Information; Jelain Chubb, State Archivist, Texas State Library and Archives Commission

- Watch the training module, "Nonprofit Fundamentals." [2hrs 55 min – focus on sections 1 – Leadership Strategies, 2 – Effective Fundraising and Marketing, and 4 – Governance, Finance, and Accounting].
- American Library Association, *Making Budget Presentations* (sections 1-6), http://www.ala.org/advocacy/advleg/advocacyuniversity/budgetpresentation
- American Library Association, *Navigating a Challenging Budget Year* (sections 1-6), http://www.ala.org/advocacy/advleg/advocacyuniversity/budget_crosshairs
- TSLAC Legislative Appropriations Request for Fiscal Years 2018 and 2019,

https://www.tsl.texas.gov/sites/default/files/public/tslac/agency/budget/fy1819/TSLAC_LAR_2018-2019_final_as_of_August_5_2016.pdf

Week Sixteen (Wednesday, May 3, 2017)
Course Wrap-up

ASSIGNMENT DUE: Revised Paper