

INF 389S: Introduction to Archival Enterprise II
Spring 2016
Unique Number: 27580

INSTRUCTOR

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Office Hours: Thursday, 8am to 11am

COURSE MEETING TIMES

Thursday, noon to 3pm, UTA 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 issues and 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, and
 - 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 synthesize, 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 article/book chapter and being able to summarize the content and to describe the main concepts, points and/or themes
- Articulating what you think is 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 your own 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, students should submit at least one discussion point related to the readings to the course Canvas discussion board no later than noon 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 to responding to this posting, 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 noon 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; be open-ended thus allowing for multiple responses; 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.

Students will also contribute to a class writing blog (available through Canvas) during 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 writers block, etc. Please note that the blog entries need not be extensive.

2. Term Paper

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).

Students will have broad latitude in selecting a paper topic. 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) Selection of a paper topic. By week three (Thursday, February 4, 2016), in a single-spaced page, provide a full description of the paper topic and its significance. The description of the paper topic should also be accompanied by a first draft of a 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.
- b) Outline of the paper. By week five (Thursday, February 18, 2016), 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 (please give at least a preliminary title).
 2. An overview of the paper topic.
 3. A clearly articulated research question, thesis statement or topic statement.

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 your paper.
 6. A list of the main concepts or keywords that apply to your paper.
 7. The name of an appropriate journal for your research.
 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 detailed 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 your paper.
- c) The paper is due in class week 13 (Thursday, April 14, 2016). I will read the paper and return it to you with any revisions/suggestions within two weeks.
- d) The revised version of the paper is due in class week 16 (Thursday, May 5, 2016). 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-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 includes digital forensics software developed by the team in a Linux environment. It is currently available as a virtual machine and as an installable ISO image. <http://www.bitcurator.net/>
- **Archivematica** is a digital preservation system designed to maintain standards-based, long-term access to collections of digital objects. Archivematica runs on a virtual machine which means that you need to install a virtual server on your computer in order to run it. https://www.archivematica.org/wiki/Main_Page
- **AtoM** is a web-based archival description software. To run the software you must have a web server and database server installed on your system, as well as PHP programming language. AtoM can also be run as a virtual appliance on any operating system. <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 8am 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.

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: TBD.

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. For each day that an assignment is late, ten percent of the possible points may be deducted.

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/> [also available on reserve at PCL]

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.

Sanger Learning Center

The Sanger Learning center offers a number of services for graduate students including help in improving your writing. A student can bring in a paper, thesis, dissertation, grant proposal—any writing project in any discipline—and get immediate feedback for improving your work. Although the staff will not edit your paper, they can help you identify areas for improvement and assist with the overall writing process. The Sanger Learning Center provides all students at least three free tutoring sessions each semester. For further information see: <http://www.utexas.edu/ugs/slc/grad>

COURSE SCHEDULE

Week One (Thursday, January 21, 2016)

Introductions and Outline of the Course

Writing Clinic – Developing and articulating a research focus, writing a research paper, techniques for brainstorming a paper topic

Week Two (Thursday, January 28, 2016)

Extending the Archival Paradigm – Archival Pluralism

Writing Clinic - modeling the process from topic to a research question

- John Hope Franklin, "Pursuing Southern History: A Strange Career," in Winfred B. Moore et al. (eds), *Developing Dixie: Modernization in a Traditional Society* (Greenwood Press, 1988).
- Michelle Caswell, "On Archival Pluralism: What Religious Pluralism (and Its Critics) Can Teach Us about Archives," *Archival Science* 13 (4) (2013): 273-292.
- Anne J. Gilliland, "Pluralizing Archival Education: A Non-Zero-Sum Proposition," *Through the Archival Looking Glass* (Chapter 10).
- 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).
- Sharon Thibodeau, "Building Diversity Inside Archival Institutions," *Through the Archival Looking Glass* (Chapter 8).

Week Three (Thursday, February 4, 2016)

Participatory and Community Archives (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; Rachel Winston, Black Diaspora Archivist, UT Austin

ASSIGNMENT DUE: Selection of Paper Topic

Writing Clinic – Orientation to the UT libraries (presentation by Joe Dobbs, Service Experience Librarian, UT Libraries)

- Andrew Flinn, "Community Histories, Community Archives: Some Opportunities and Challenges," *Journal of the Society of Archivists* 28(2) (2007): 151-176.
- Isto Huvila "Participatory Archive: Towards Decentralised Curation, Radical User Orientation, and Broader Contextualisation of Records Management," *Archival Science*

8 (1) (2008), 15-36.

- 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).
- Vivian Wong et al., "Archives (Re)Imagined Elsewhere: Asian American Community-based Archival Organizations," *Through the Archival Looking Glass* (Chapter 5).
- Katie Shilton and Ramesh Srinivasan, "Participatory Appraisal and Arrangement for Multicultural Archival Collections," *Archivaria* (Spring 2007): 87-101.
- Diana K. Wakimoto, Christine Bruce, and Helen Partridge, "Archivist as Activist: Lessons from Three Queer Community Archives in California," *Archival Science* 13 (4): 293-316.

Week Four (Thursday, February 11, 2016)

Working with Indigenous Communities

Guest speaker: Dr. Loriene Roy, Professor, The University of Texas at Austin

- Loriene Roy, "Who is Indigenous?" in Loriene Roy and Antonia Frydman, eds., *Library Services to Indigenous Populations: Case Studies*. Available at <http://www.ifla.org/publications/library-services-to-indigenous-populations-case-studies>
- 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.
- Jeffrey Mifflin, "Regarding Indigenous Knowledge in Archives," *Through the Archival Looking Glass* (Chapter 3).
- Kimberly Christen, "Opening Archives: Respectful Repatriation," *American Archivist* 74 (Spring/Summer 2011): 185-210.
- *Protocols for Native American Archival Materials*, <http://www2.nau.edu/libnap-p/index.html>
- Society of American Archivists, "Report of the SAA Task Force to Review the Protocols," <http://www.archivists.org/governance/taskforces/0208-NativeAmProtocols-IIIa.pdf>

Week Five (Thursday, February 18, 2016)

Records, Archives, and the Lives of Children

ASSIGNMENT DUE: Paper Outline

Writing Clinic – Working sources into paper, structural aspects of the paper, audience, etc.

- 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).
- 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).
- Frank Golding, Cate O'Neill, and Natasha Story, "Improving Access to Victoria's Historical Child Welfare Records," *Provenance: The Journal of Public Record Office Victoria* (12) (2013). <http://prov.vic.gov.au/publications/provenance/provenance2013/child-welfare-records>

Week Six (Thursday, February 25, 2016)

Archives and Social Justice

Writing Clinic – Feedback on paper outlines

- Verne Harris, "A World Whose Calling 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.
- 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>
- 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): 302-334.
 - Randall C. Jimerson, "Archivists and Social Responsibility: A Response to Mark Greene," *The American Archivist* 76(2): 302-334.
 - Michelle Caswell. "Not Just Between Us: A Response to Mark Greene," *The American Archivist* 76(2): 604-608. [And Greene response]

Week Seven (Thursday, March 3, 2016)

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/>
- "A Conceptual Framework for Dealing with the Past. Holism in Principle and Practice," *Dealing with the Past Background Paper*, swisspeace 2012.
- John D. Ciorciari, "Archiving Memory After Mass Atrocities," *Rapport Center Human Rights Working Paper Series* (April 2012).
- Christian Kelleher, T-Kay Sangwand, Kevin Wood, and Yves Kamuronsi, "The Human Rights Documentation Initiative at the University of Texas Libraries," *New Review of Information Networking* 15 (2) (2010): 94-109.
- Grace Lile, "Activist Archivists, Archivist Activists: Identity, Anxiety, and Politics in the Archives," *Metropolitan Archivist* 18 (1) (Winter 2012), pp 15-17, 39-40.

Week Eight (Thursday, March 10, 2016)

Advances in Dealing with Born-Digital Content in Cultural Heritage Collections

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

- Matthew G. Kirschenbaum, Richard Ovenden, and Gabriela Redwine, *Digital Forensics and Born-Digital Content in Cultural Heritage Collections*, Council on Library and Information Resources (CLIR) report, December 2010. <http://www.clir.org/pubs/abstract/pub149abst.html>
- Jeremy Leighton John, *Digital Forensics and Preservation*, DPC Technology Watch Report 12-03, November 2012.
- *AIMS Born-Digital Collections: An Inter-Institutional Model for Stewardship*, January 2012, http://www.digitalcurationervices.org/files/2013/02/AIMS_final.pdf
- Gabriela Redwine et al., *Born Digital: Guidance for Donors, Dealers, and Archival Repositories*, Council on Library and Information Resources (CLIR) report, October 2013. <http://www.clir.org/pubs/reports/pub159/pub159.pdf>
- National Digital Stewardship Alliance Standards and Practices Working Group, *Staffing for Effective Digital Preservation: An NDSA Report*, 2013.
- Matthew G. Kirschenbaum, "The .txtual Condition: Digital Humanities, Born-Digital Archives and the Future Literary," *Digital Humanities Quarterly* 7 (1) (2013), <http://www.digitalhumanities.org/dhq/vol/7/1/000151/000151.html>

Week Nine (Thursday, March 17, 2016)

Spring Break

Week Ten (Thursday, March 24, 2016)

Presentation - Bit Curator

Download and install BitCurator using the installation guidelines
Writing Clinic – What makes a good introduction and conclusion?

Week Eleven (Thursday, March 31, 2016)

Presentation - Archivemata

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

Week Twelve (Thursday, April 7, 2016)

Presentation - AtoM

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

Week Thirteen (Thursday, April 14, 2016)

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

- Mimi Dionne, "Marketing the Archivist: The History of the Society of American Archivists' Task Force on Archives and Society," *The Acquisitions Librarian* 14(28) (2003): 175-196.
- 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.
- 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

- Texas Politics Webtext, <https://texaspolitics.utexas.edu/education>
 - Look at the sections on the Legislature, the Legislative Branch, and Interest Groups
- TLA, Public Relations & Media Relations Toolkit (Decision Makers), <http://www.tsla.org/prdecisionmakers>

Week Fourteen (Thursday, April 21, 2016)

Advocacy through Outreach

Guest speakers: Molly Hults, Austin History Center; Jennifer Hecker, Digital Archives Access Strategist, UT Libraries; Ashley Stevens, Education & Outreach Coordinator, TSLAC

- 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." <http://interactivearchivist.archivists.org/case-studies/podcasting-at-kshs/>

Week Fifteen (Thursday, April 28, 2016)

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

- Andrea McManus, "Fundraising: Knowing When to Do What," in Darian Rodriguez Heyman, *Nonprofit Management 101: A Complete and Practical Guide for Leaders and Professionals* (Chichester: Jossey-Bass, 2011).
- American Library Association, *Making Budget Presentations* (read through sections 1-6), <http://www.ala.org/advocacy/advleg/advocacyuniversity/budgetpresentation>
- American Library Association, *Navigating a Challenging Budget Year* (read through sections 1-6), http://www.ala.org/advocacy/advleg/advocacyuniversity/budget_crosshairs

- TSLAC Legislative Appropriations Request for Fiscal Years 2016 and 2017, https://www.tsl.texas.gov/sites/default/files/public/tslac/agency/budget/fy1617/TSLAC_LAR_2016-2017_final_as_of_August_4_2014.pdf

Week Sixteen (Thursday, May 5, 2016)

Course Wrap-up

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| ASSIGNMENT DUE: Revised Paper |
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