

INF 389S: Introduction to Archival Enterprise II, Spring 2019

Unique Number: 27655

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Office Hours: Wednesday, noon to 2:30 pm and by appointment
Class Meets: Wednesday, 9 am to noon, UTA 1.204

COURSE DESCRIPTION AND OBJECTIVES

- To introduce students to the theory and practice of administration in archival repository and professional environments.
- This semester we will focus on discussions around diversity, advocacy, and technology.
- To prepare students 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.
 - 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.

CLASS RESOURCES

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/>.

Use of Canvas in Class

Canvas - a Web-based course management system with password-protected access at <http://courses.utexas.edu> – will be used to distribute course materials, to communicate and collaborate online, to post announcements, and to submit assignments. You can find support for using Canvas at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m.

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 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 to help 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 should 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 9 am 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 9 am 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 readings, 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) every Sunday 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 'Archives Inspire...'

This semester each student (either singly or in pairs) will write a paper on the topic of 'Archives Inspire.'¹ Students can take a broad interpretation of the paper's mandate and should focus on some aspect of how the archive (the building, the materials, etc.) inspires – rights, stories, identity, discussion, curiosity, innovation, etc. The paper could also focus on how archivists or groups of archivists are the inspiration, challenging the way we understand records, archives, and the nature of the archival process. This could be through a change of practice, engagement with new user groups, using technology in innovative ways, etc.²

¹ 'Archives Inspire,' is the theme adopted by the National Archives of the UK for their strategic plan for 2015-2019.

² To understand how the archival profession is responding to current and emerging needs see Chela Scott Weber, *Research and Learning Agenda for Archives, Special, and Distinctive Collections in Research Libraries* (Dublin, OH: OCLC Research, 2017), <https://www.oclc.org/research/publications/2017/oclcresearch-research-and-learning-agenda.html>

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 four (Wednesday, February 13, 2019), 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 (a working title is fine).
 2. A statement about the format that paper will take (research article, case study, or perspective) and the name of an appropriate journal for the paper.
 3. A brief overview of the paper topic. This should include 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 description of the purpose and significance of the paper.
 5. A list of the main concepts or keywords that apply to the paper.
 6. 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?)
 7. A citation for a published article that you will use as the model for the structure of your paper. This should be accompanied by a short description of the structure of this paper and how it serves as a model for your own.

8. 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.

9. A list of at least a dozen sources for the paper.

- b) The paper is due in class week 12 (Wednesday, April 10, 2019). At this stage, the content of the paper should be finalized and the paper should include a 150 to 200-word abstract. I will read the paper and return it to you with any revisions/suggestions within one week.
- c) The revised version of the paper is due in class week 15 (Wednesday, May 1, 2019).

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, Archivemata, 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/>
- **Archivemata** 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, Archivemata allows archivists to process digital materials in any format and to make standards-compliant packages for preservation. <https://www.archivemata.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 9 am 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. Members of each group should complete the online training module, "Teamwork Fundamentals" [available through Canvas] before beginning the assignment. **Due Date: See course schedule.**

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)

COURSE EVALUATION

Grade	Cutoff
A	95%
A-	89%
B+	84%
B	79%

B-	74%
C+	69%
C	64%
C-	60%
F	<60%

Term Paper (60% - 10% for the version handed in week 12 and 50% for the version handed in week 15), Open Source Software Presentation (30%), Class Participation (10%).

Assignments are due by 8 am on the due date: For each 24 hours that an assignment is late, ten percent of the possible points may be deducted from the score. Assignments will not be accepted more than 6 days past the due date.

UNIVERSITY POLICIES

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.

Policy on Academic Integrity

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin. More specifically, you and other students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. This is a very basic expectation that is further reinforced by the University's Honor Code. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to Chapter 11 of the Institutional Rules on Student Services and Activities.

Q Drop Policy

If you want to drop a class after the 12th class day, you will need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

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

The University of Texas at Austin is strengthened by its global and multicultural character and is committed to diversity and equal opportunity in employment and education. This commitment includes embracing religious diversity and cultivating a community of inclusion and respect. Please 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 to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence. Students who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office of Inclusion and Equity](#).

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

- Intervene to prevent harmful behavior from continuing or escalating.
- Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.

- Investigate and discipline violations of the university's [relevant policies](#).

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. ***I am a Responsible Employee and must report any Title IX related incidents*** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu. For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

UNIVERSITY RESOURCES FOR STUDENTS

Your success in this class is important to me. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course.

Personal or Family Emergencies

If you experience a personal or family emergency (death in the family, protracted sickness, serious mental health issues) you should contact Student Emergency Services in the Office of the Dean of Students. As advocates, SES supports students by providing the most comprehensive outreach, assistance, intervention, and referrals. They will also work with you to communicate with me and your other professors and let them know of your situation. <http://deanofstudents.utexas.edu/emergency/index.php>

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, so please discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone). <http://ddce.utexas.edu/disability/about/>

The University Writing Center

The UWC provides free programs to support and empower all UT graduate students. UWC

consultants provide one-on-one feedback on any project at any stage of your writing process. For group accountability and instruction, check out UWC monthly writing groups, workshops, and Saturday retreats. For more information, please visit <http://uwc.utexas.edu/grad/>.

The Sanger Learning Center

If you are looking to improve your study skills, writing skills, or public speaking skills you should take advantage of the Sanger Learning Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614.

Public Speaking Center

The Sanger Learning Center and the School of Undergraduate Studies have partnered with the UT Libraries to provide free public speaking support for all UT students. The Public Speaking Center is located on the first floor of the Perry Castaneda Library Learning Commons and is open Monday through Thursday from 10 a.m.-7 p.m., by appointment.

Counseling and Mental Health Center

There are many helpful counseling and mental health resources available on campus and an important part of the college experience is learning how to ask for help. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, I strongly encourage you to seek support, including from the relevant university resources. <http://www.cmhc.utexas.edu/individualcounseling.html>

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line) at (512) 232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following are recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during

the first week of class.

- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

STUDENT RIGHTS AND RESPONSIBILITIES

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation.
- You have a right to learn in an environment that is welcoming to all people.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Personal Names and Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this early in the semester so that I may make appropriate changes to my records.

COURSE SCHEDULE

Week One (Wednesday, January 23, 2019)

Outline of the Course, Archives and the Notion of Rights and Interests

Writing Clinic – Introduction to UWC

- 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.
- Randall C. Jimerson, “Embracing the Power of Archives,” *69th Presidential Address at the Society of American Archivists* annual meeting in New Orleans, August 18, 2005.
- Anne J. Gilliland, ‘Dead on Arrival’? Impartiality as a Measure of Archival Professionalism in the Twenty-first Century,” paper presented to the *Jubilee conference of the Royal Society of Archivists* in the Netherlands, 2016.
- 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.
- Check out the following blogs [links available through Canvas]:
 - Cheryl Oestreicher, *Publishing in the Archives Profession*.
 - Richard J. Cox, *Reading Archives. And Reading Archives and the Academy*.

Week Two (Wednesday, Wednesday, January 30, 2019)

Extending the Archival Paradigm – Archival Pluralism

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

- 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).

Week Three (Wednesday, February 6, 2019)

Community Based Archives and the Community Liaison Model (Pluralizing the Archival Mission and the Notion of 'the Archive')

Guest speaker: Itza Carbajal, Benson Latin American Collection

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

- 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.
- Jarrett M. Drake, *Seismic Shifts: On Archival Fact and Fictions* (Medium, 2018).

Week Four (Wednesday, February 13, 2019)

Archives and Human Rights

Guest Speakers: David Bliss, Digital Processing Archivist, UT Austin Human Rights Documentation Initiative; Gabriel Solis (Executive Director) and Jane Field (Project Coordinator and Digital Archivist), Texas After Violence Project

ASSIGNMENT DUE: Paper Outline

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

- Gabriel Solis, *Reflections on Archives of Violence and Transformative Justice* (Medium, 2018).

Week Five (Wednesday, February 20, 2019)

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.
- Anne Gilliland, “Evidence and Exigency: Reconstructing and Reconciling Records for Life After Conflict,” in Karen F. Gracy (ed.), *Emerging Trends in Archival Science* (Lanham, Maryland: Rowman & Littlefield Publishers, 2017).
- 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.

Week Six (Wednesday, February 27, 2019)

Records, Archives, and Aging

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

- Henrik Zipsane, “Heritage Learning in Service for the Memories and Life Quality of Senior Citizens,” *International Journal of Continuing Education and Lifelong Learning* 3 (2) (2011): 91-103.
- Tine Fristrup and Sara Grut, “Lifelong Learning for Active Ageing in Nordic Museums; Archives and Street Art,” *Studies in the Education of Adults* 48 (2) (2016): 210-224.
- Our Day Out: Using Archival Photographs for Memory Stimulation [Keith Medley Archive, at Liverpool John Moores University].
- Sarah Griffiths, Tom Dening, Charlotte Beer, and Victoria Tischler, “Mementos from Boots Multisensory Boxes—Qualitative Evaluation of an Intervention for People with Dementia:

Innovative Practice," *Dementia* (2016).

- Geoff Wexler and Linda Long. "Lifetimes and Legacies: Mortality, Immortality, and the Needs of Aging and Dying Donors." *The American Archivist* 72 (2) (2009): 478-495.

Week Seven (Wednesday, March 6, 2019)

Design Considerations and the Ethical and Social Turn

<i>Writing Clinic – Progress updates</i>
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- 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.
- Grant Hurley, "Community Archives, Community Clouds: Enabling Digital Preservation for Small Archives," *Archivaria* 81 (2016): 129-150.
- Peter Van Garderen, "Decentralized Autonomous Collections," in *On Archivy* (April 2016).
- Sumana Harihareswara, "User Experience Is a Social Justice Issue," *The Code4Lib Journal* 28 (April 15, 2015).
- Elisabet M. Nilsson and Sofie Marie Ottsen Hansen, "The Co-Archiving Toolbox – Designing Conditions for Diversity in Public Archives," in *Proceedings of the Design Research Society (DRS) 2018 International Conference: Catalyst, Volume 2*, pp. 717-728.

Week Eight (Wednesday, March 13, 2019)

Archives, Big Data, and the Age of Algorithms

Guest Speaker: Maria Esteva, Research Associate/Data Archivist, Texas Advanced Computing Center; Ashley Adair, Digital Archivist, PCL

- Brent Daniel Mittelstadt, Patrick Allo, Mariarosaria Taddeo, Sandra Wachter, and Luciano Floridi, "The Ethics of Algorithms: Mapping the Debate," *Big Data & Society* 3 (2) (2016).
- Clifford Lynch, "Stewardship in the "Age of Algorithms," *First Monday* (December 2017).
- Martijn van Otterlo, "From Intended Archivists to Intentional Aligivists. Ethical Codes for Humans and Machines in the Archives," in Frans Smit, Arnoud Glaudemans and Rienk Jonker (eds.), *Archives in Liquid Times* (Stichting Archiefpublicaties, 's-Gravenhage, 2017), 266-293.
- Richard Marciano, Victoria Lemieux, Mark Hedges, Maria Esteva, William Underwood, Michael Kurtz, and Mark Conrad, "Archival Records and Training in the Age of Big Data," in *Advances in Librarianship-Re-Envisioning the MLIS: Perspectives on the Future of Library and Information Science Education* (Emerald Publishing, 2018), 179-199.
- 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*.

- 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 Nine (Wednesday, March 20, 2019)

Spring Break

Week Ten (Wednesday, March 27, 2019)

Open Source Software Presentation

Writing Clinic – Writing the introduction and conclusion

Week Eleven (Wednesday, April 3, 2019)

Open Source Software Presentation

Writing Clinic – Writing a good abstract

Week Twelve (Wednesday, April 10, 2019)

Open Source Software Presentation

ASSIGNMENT DUE: Paper

Week Thirteen (Wednesday, Wednesday, April 17, 2019)

The Nature and Politics of Advocacy

Writing Clinic [UWC] – Revising a paper and responding to reviewer feedback

- Laura Millar, "On the Crest of a Wave," Transforming the Archival Future," *Archives and Manuscripts* 45 (2) (2017): 59-76.
- 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).
- 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.

- Erin Lawrimore, "Mission Critical: Effective Internal Advocacy for Your Archives," *Journal for the Society of North Carolina Archivists* 11 (1) (2014): 2–18.
- Bradley J. Wiles, "Politics and Advocacy: A Dilettante's View of Archival Activism," *The Primary Source: Society of Mississippi Archivists* 28 (2) (Fall 2009).

Week Fourteen (Wednesday, April 24, 2019)

Work Week

Writing Clinic [UWC] – Peer review of papers

Week Fifteen (Wednesday, May 1, 2019)

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

ASSIGNMENT DUE: Revised Paper

- Watch the training modules, "*Nonprofit Fundamentals*." [2hrs 55 min – focus on sections 1 – Leadership Strategies, 2 – Effective Fundraising and Marketing, and 4 – Governance, Finance, and Accounting] and "*The Data Science of Nonprofit Service Organizations*, with Barton Poulson" [1hr 8min].
- Rebecca Schulte, *Successful Fundraising with Library and Archives Collaboration* (SAA Case 17, 2017).
- American Library Association, *Making Budget Presentations* (sections 1-6).
- American Library Association, *Navigating a Challenging Budget Year* (sections 1-6).
- TSLAC Legislative Appropriations Request for Fiscal Years 2020-2021.

Week Sixteen (Wednesday, May 8, 2019)

Course Wrap-up