INF 389R: Introduction to Archival Enterprise I, Fall 2019
Unique No.: 27355

INSTRUCTOR
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Office: 5.452
Office Hours: Tuesday, 2:30 to 4:30 pm and by appointment

COURSE MEETING TIMES
Wednesday, 9am to noon (1.208)

COURSE DESCRIPTION
An introduction to the principles and practice of appraisal, acquisition, preservation, reference service, and administration of institutional and collected archives and of archival repositories.

COURSE OBJECTIVES
By the end of the course, students will be able to:
- Understand and evaluate the history, theory, and practice of archival enterprise with regard to handling the documentation (the record) from acquisition to and through use, both in the hardcopy and digital environment
- Understand and analyze classical, contemporary and emerging models of practice (particularly as it relates to technology and the processing and management of born digital records)
- Understand and analyze archival activities in a broader national and international context
- Understand and incorporate ethical and legal considerations and culturally responsible approaches to archival work
- Understand the relationship and the connections between archives and allied areas (such as digital curation, digital humanities, digital libraries, knowledge management, and digital forensics)
- Demonstrate mastery of archival principles by arranging and creating a finding aid for a collection of personal papers or organizational records using appropriate standards (DACS etc.)
- Demonstrate basic competence in data structure standards: Encoded Archival Description (EAD)

PLEASE NOTE: Students enrolled in this class are expected to spend at least 50 hours outside of class time working at a local archival repository. This work will take place over the course of the semester and will involve group processing of previously unarranged and undescribed material.
CLASS RESOURCES

Required Textbooks


Use of Canvas in Class

In this class I use Canvas - a Web-based course management system with password-protected access at [https://canvas.utexas.edu/](https://canvas.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.

COURSE ASSIGNMENTS AND WEIGHTS

1. *Arrangement of the Samuel Goudsmit Papers* (10% - Due Week 4). Digital copies of the Samuel Goudsmit Papers are available through Canvas. Working individually or in groups, you are to formulate an organization for the documents identifying the groupings into which you would place the material. Hand in an outline showing how you have: [A] grouped the materials and [B] ordered the units to five levels below the fonds (subgroups, series, subseries, files, items). In parentheses, indicate the inclusive dates and number of items for each unit of documentation. Below the file level you should also include an item listing of each document. This outline should be submitted to Canvas in electronic format. For additional information about this assignment please see the course guidebook.

2. *EAD Finding Aid* (10% - Due Week 10). The purpose of this assignment is to have you use an XML editor and the EAD Schema, and to connect specific bits of information from the archival inventory with the appropriate EAD elements and attributes. Detailed
information about how to complete the EAD assignment can be found in the course guidebook.

3. An essay of 2,000-2,500 words on a day in the life and work of an archivist (10% - Due Week 12). The purpose of this assignment is two-fold: (1) to give you insight into the jobs of, the ups and downs of, and the challenges and issues faced by a contemporary archivist, (2) and to give you the opportunity to meet an archivist working in an area of the field about which you would like to learn. For additional information about this assignment please see the course guidebook.

4-7. Processing a body of previously unarranged and undescribed material in an archival repository (60%)
In this assignment, you will work in groups to arrange and describe a collection of personal papers or organizational records using appropriate standards (DACS). Another purpose of the project is to give you an opportunity to work for, and to observe, the staff of a functioning archives. You should plan to spend approximately 50 hours outside of class to complete this assignment. Project assignments will be announced by week two. Prior to this, arrangements will be made for students to receive collection descriptions and students will be given the opportunity to rate their interest in processing these collections for the semester project. While every effort will be made to honor these choices, students will be assigned to other collections if necessary. You will work in groups of 2-4 persons. In completing this assignment, you will produce:

- (4) Appraisal Report and Processing Plan (20% – Due Week 7)
- (5) Finding Aid/Inventory (Due Week 11)
- (6) Edited/Final Finding Aid (30% - Due Week 15)
- (7) EAD Finding Aid (10% - Due Week 15)

I will do an on-site visit during week eight on a schedule established by week six. For this meeting, which lasts about an hour and a half, each group is to bring a printed copy of their ARPP (including a written outline of the arrangement - to the file level - proposed for the records). We will discuss the ARPP and the arrangement you have formulated. Along with the written assignments, to fulfill the requirements of the project, after our meeting you are to do the following in the repository: (1) sort the material into the arrangement upon which we have agreed, (2) put it in appropriate housing, and, (3) as time permits, prepare folder labels.

Because the inventory is to be structured in the form prescribed by the repository in which you work, the configuration of the elements may vary from what we discuss in class. If the repository form does not give sufficient opportunity for you to convey all of the information that you think should be presented, or if it requires you to present your data in a way that you feel differs markedly from the generic format used in this class, attach a supplementary document to the inventory that you hand in explaining how you would have done the work had you been able to structure the inventory in the manner you
thought appropriate. The goal is to demonstrate that you are well grounded in the kinds of and distinctions between kinds of information essential to a good archival inventory. These assignments are to be turned in via Canvas.

Evaluation: Giving appropriate credit for individual contribution to group projects is difficult since the instructor can have little knowledge of the day-to-day functioning of each group. To facilitate accurate grading of the project, I ask that at the end of the semester each student submit (via Canvas) a confidential memo crediting each member of the group, including yourself, with a percentage of contribution to the whole. The percentages must total 100. In addition, you should comment upon the work of any group member whose outstanding performance should be recognized or whose failure to contribute appropriately to the work of the group has affected the product of the group on which all are graded. Finally, you should describe any challenges that arose in the process of working as a group (coordination, motivation, effort etc.), and the strategies you utilized to address these issues. As appropriate, these observations will be considered in assigning the class participation grade.

Additional information about how to complete this assignment can be found in the course guidebook.

8. Class attendance and participation (10%)
Regular attendance and active participation 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. If a class is missed the student should submit a 500 to 750-word review of the week’s readings in lieu of attendance. This document should be emailed to me prior to the next week’s class. In grading for class participation, I will take into consideration attendance, each individual’s contribution to class discussions, use of the resources posted to Canvas, and engagement with the process of working on the practicum assignment.

Please Note: Assignments should be submitted to Canvas by 8 am on the due date. I will use the following schedule as the basis for calculating grades:

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<td>A</td>
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Late Work: Please note that given the nature of the course it is generally not possible to grant extensions for assignments. If the assignment is not handed in on the due date and
time you will lose half a letter grade (e.g., A becomes A-, A- becomes B+, and so on) for every 24 hours the assignment is late. 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 exams, 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. [https://ugs.utexas.edu/vick/academic/adddrop/qdrop](https://ugs.utexas.edu/vick/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 https://cio.utexas.edu/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, an examination, a work assignment, or a project 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 for Inclusion and Equity, http://equity.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/

**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://diversity.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.

**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. https://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: http://emergency.utexas.edu/.
• 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, August 28, 2019)**
*Introduction and Overview of Records, Archives, and the Archival Profession*
(introduction to the course; nature of the information professions; history of record traditions in the United States; nature of records professionals; importance of records to society; characteristics of records; evidential and informational value; records versus papers; nature of the archive, digital archive, and trusted digital repository; duties of the archivist; examples of bodies of records; and models of records and recordkeeping, including lifecycle and OAIS)

Week Two (Wednesday, September 4, 2019)
Processing – Classification and Arrangement Part I, Concepts (activity of processing; history of archival concepts including provenance, respect des fonds and original order; the importance of context and evidence; connections to the PROV Data Model; levels of control - record group, subgroup, series, subseries, file; Australian series system; arrangement examples)

• Complete the online training module, “Teamwork Fundamentals” [1hr, 16 min].

Week Three (Wednesday, September 11, 2019)
In Class Work on Arrangement (arrangement lab and discussion of practicum processing assignment)

BEGIN WORK ON GROUP PROCESSING PROJECT – Make sure to read the Processing Manual and Appendices sections of the Guidebook!

• Read the biography of Samuel Goudsmit (available through Canvas).


**Week Four (Wednesday, September 18, 2019)**

**Processing – Classification and Arrangement Part II** (*includes discussion of Goudsmit arrangement and practicum ARPP document; processing conundrums; MPLP; capturing processing metrics; best practices for processing audio visual material; and pre-processing and arranging born digital material*)

**ASSIGNMENT DUE: Goudsmit Arrangement**


• Mary Lynn Ritzenthaler and Diane Vogt-O’Connor, Photographs: Archival Care and Management, “Photographs in Archival Collections” and “History of Photographic Processes.”


**Week Five (Wednesday, September 25, 2019)**

**Processing – Description and Access** (*history, definitions and objectives of archival description, relationship of arrangement and description, descriptive tools, federating archival description, linked open data, finding aids, components of finding aids, culturally responsible approaches to description – Protocols for Native American Archival Materials, authority work, national and international descriptive standards – including RiC-CM and RiC-O*)

• *Archival Arrangement and Description*, Module 1: Standards for Archival Description and Module 3: Designing Descriptive and Access Systems.

• *Putting Descriptive Standards to Work*, Module 20: Sharing Archival Metadata.


Week Six (Wednesday, October 2, 2019)

*Technology and the Transformation of Archival Description* (DACS and MARC)  
(DACS, archival workflow, database and markup technologies, ArchivesSpace, MARC)

- **DACS:** Describing Archives: A Content Standard - read the introduction and review parts I, and II.
- **Putting Descriptive Standards to Work,** Module 17: Implementing DACS.
- Look at “MARC 21 Concise Format for Bibliographic Data” available from the LOC website at http://www.loc.gov/marc/bibliographic/ecbdhome.html

Week Seven (Wednesday, October 9, 2019)

*Technology and the Transformation of Archival Description* (EAD)  
(markup technologies, specifying elements in a document, EAD as a specific implementation of XML, DTDs and schemas, creating XML documents, delivering XML documents over the web, EAD in more detail (2002 and EAD3), XML authoring software, EAD tag library, EAC-CPF)

- **Putting Descriptive Standards to Work,** Module 18: Using EAD3 and Module 19: Introducing EAC-CPF.
- EAD: Encoded Archival Description Official Site (EAD Official Site, Library of Congress) http://www.loc.gov/ead/

Week Eight (Wednesday, October 16, 2019)

**Computer Boot Camp — Quinn Stewart, Instructional Technology Specialist** (archivists and computers, functions of a computer, computer components)

**Practicum Meetings**

Week Nine (Wednesday, October 23, 2019)

**Introduction to Digital Forensics and Processing of Born Digital Materials**

(systematic and non-systematic paths to acquiring material, archives and technology, computer history, digital forensics, digital forensics in the archive, examples of the work processes for born digital materials, making digital curation a systematic institutional function, skill set for the digital archivist)

- Archival Arrangement and Description, Module 2: Processing Digital Records and Manuscripts.

Week Ten (Wednesday, October 30, 2019)

**Appraisal** (definitions, why appraise, knowledge required for appraisal, appraisal and records management, historical overview of appraisal theories from Meisner to Cook to postmodernism, participatory appraisal, reappraisal and de-accessioning, appraisal of audio-visual material, appraisal of born digital materials, intersection of digital tools and appraisal, ethical considerations and culturally responsible approaches to appraisal)

**ASSIGNMENT DUE: EAD**


Week Eleven (Wednesday, November 6, 2019)
**Acquisition, Accessioning and Collection Development** (definitions, determining a collecting focus, collection development documents and policies, types of collecting, fieldwork, acquisition, collection development with born digital records, surveying records, working with donors, accessioning, acquiring and accessioning born-digital material, transfer process, ingest, tools, micro-services, BitCurator & Archivematica)

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<th>ASSIGNMENT DUE: Inventory/Finding Aid</th>
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<tr>
<td>Julianna Barrera-Gomez and Ricky Erway, Walk This Way: Detailed Steps for Transferring Born-Digital Content from Media You Can Read In-house (OCLC Research, 2013).</td>
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Week Twelve (Wednesday, November 13, 2019)
**Law and Ethics** (policies, sources of law, transferring ownership and rights, providing access to materials, right to know, use and intellectual property, traditional knowledge licenses, codes of ethics, history of code of ethics, issues in enforcing codes of ethics, core values, ethics and access issues with digital records, social justice)

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<td>ASSIGNMENT DUE: Day in the Life Essay</td>
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**Week Thirteen (Wednesday, November 20, 2019)**

*Access and Reference* (definitions, access and user paradigm, types of access, barriers to access – knowing our history, users and use of archival materials, reference versus research, reference models, reference process, archival instruction, archival literacy, security, technology and reference, culturally responsible approaches to access, access to digitized and born digital material, archives and Web 2.0, visualization tools, crowdsourcing, K-12)


**Week Fourteen (Wednesday, November 27, 2019)**

Thanksgiving Break

**Week Fifteen (Wednesday, December 4, 2019)**

*Class Presentations and Course Wrap Up*

| ASSIGNMENT DUE: Final Inventory/Finding Aid |
| ASSIGNMENT DUE: EAD Finding Aid |
| ASSIGNMENT DUE: ‘My Contribution to the Processing Project’ Memo |

Groups should come to class prepared to make an informal, oral presentation (10 minutes) about the semester processing project. Presentations may include:

- A brief overview of how your project aligned with the mission and vision of the repository
- A brief description of the collection and its importance
- An assessment of the potential audience for the collection
- A discussion of how your understanding of the collection changed
- A summary of the challenges you encountered in processing the collection and the strategies you devised during processing to solve these challenges and
- A brief description of how you would have processed this collection if you had been following MPLP guidelines.