INF 389R: Introduction to Archival Enterprise I

COURSE SYLLABUS
Spring 2015
Unique Number: 27890

INSTRUCTOR
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Office Hours: Thursdays, 8am to 11am

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 (record groups) and of archival repositories.

COURSE OBJECTIVES
By the end of the course, students will be able to:

• Understand and evaluate the 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 alternative/emerging models of practice (particularly as it relates to new trends with technology and the processing and management of born digital records)
• Understand and analyze these archival activities in a larger national and international context
• Understand the relationship and the synergy between archives and allied areas (such as digital curation, digital humanities, digital libraries, knowledge management, and digital forensics)
• Understand ethical considerations and culturally responsible approaches to archival work
• Arrange and describe a collection of personal papers or organizational records using appropriate standards (DACS etc.)
• Demonstrate basic competence in data structure standards: MARC and 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
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over the latter part of the semester (week 3 through week 16) and will involve group processing of previously unarranged and undescribed material.

There is a Canvas website for the class. Class material (including readings) will be available via the site and the grading feature of Canvas will also be used.

COURSE ASSIGNMENTS AND WEIGHTS

1. Arrangement of the Samuel Goudsmit Papers (10% - Arrangement due Week 4: Wednesday, February 11\(^{th}\), 2015). Digital copies of the Samuel Goudsmit Papers are available through Canvas. Working individually or in pairs, you are to formulate an organization for the documents identifying the groupings into which you would segregate 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. DACS/MARC Assignment (10% - Due Week 8: Wednesday, March 11\(^{th}\), 2015). The purpose of this assignment is to learn the ins and outs of the data structure standard, MARC, and the data content standard, DACS. Detailed information about the DACS/MARC assignment can be found in the course guidebook.

3. EAD Finding Aid (10% - Due Week 10: Wednesday, March 25\(^{th}\), 2015). The purpose of this assignment is to have you use an XML editor and the EAD DTD, 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.

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 three. 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:
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- **(5) Draft Finding Aid/Inventory** (Due Week 12: Wednesday, April 8th, 2015)
- **(6) Final Finding Aid** (30% - Due Week 15: Wednesday, April 29th, 2015)
- **(7) EAD Finding Aid** (10% - Due Week 15: Wednesday, April 29th, 2015)

I will do an on-site visit during the week of Saturday, March 7th through Thursday March 12th 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 in particular, 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. One convenient way to provide this information is to use the “track changes” feature in Word to insert commentary. 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 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. 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 participation (10%)**
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In grading for class participation I will take into consideration student 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 assignments.

PLEASE NOTE: Assignments should be submitted to Canvas 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. Please note that given the nature of the course it is generally not possible to grant extensions for coursework. If an assignment is handed in late, ten percent of the possible points will be deducted from the score. Assignments will not be accepted if they are more than 6 days past the due date.

REQUIRED TEXTBOOKS

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.

COURSE SCHEDULE

Week One (Wednesday, January 21st, 2015)
Introduction and Overview of Records, Archives, and the Archival Profession
(information professions, records professionals, importance of records to society, characteristics of records, evidential and informational value, records versus papers, archive, digital archive, trusted digital repository, archivist, bodies of records, models of records and recordkeeping – including lifecycle and OAIS)

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Week Two (Wednesday, January 28th, 2015)
Processing – Arrangement Part I, Concepts (activity of processing; respect des fonds and original order; the importance of context and evidence; levels of control - record group, subgroup, series, subseries, file; series system; arrangement examples)


Week Three (Wednesday, February 4th, 2015)
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!

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Week Four (Wednesday, February 11th, 2015)
Processing – Arrangement Part II (includes discussion of Goudsmit Arrangement)
(processing conundrum, MPLP, processing audio visual material, arranging born digital material, capturing metrics)

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.”
- Ricky Erway, You’ve Got to Walk Before You Can Run: First Steps for Managing Born Digital Content Received on Physical Media (OCLC Research, 2012).

Week Five (Wednesday, February 18th, 2015)
Processing – Description and Access (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)

- Archival Arrangement and Description, Module 1: Standards for Archival Description and Module 3: Designing Descriptive and Access Systems.
- Mary Lynn Ritzenthaler and Diane Vogt-O’Connor, Photographs: Archival Care and Management, “Description and Cataloging.”
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Week Six (Wednesday, February 25th, 2015)
DACS and Finding Aid Workshop

- DACS: Describing Archives: A Content Standard - read the introduction and review parts I, and II.
- Read the assigned finding aids (available through Canvas) and come to class prepared to discuss, critique, and compare the following aspects
  - Writing style (word choice, type/style of prose, reading level)
  - Nature, scope, and extent of administrative history/biography and scope and content section
  - Nature, scope, and extent of administrative information included in the finding aid
  - Use of controlled access points (subject headings/catalog terms)
  - Nature, extent and level of detail in the “Detailed Description of Collection”/“Box and Folder Inventory” section

Week Seven (Wednesday, March 4th, 2015)
Technology and the Transformation of Archival Description (MARC) (archival workflow, database and markup technologies, ArchivesSpace, MARC)

ASSIGNMENT DUE: ARPP

- Look at “MARC 21 Concise Format for Bibliographic Data” available from the LOC website at http://www.loc.gov/marc/bibliographic/ecbdhome.html
- Open Source Software Solutions:
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Week Eight (Wednesday, March 11th, 2015)
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, XML authoring software, EAD tag library, EAC-CPF)

Practicum Meetings

ASSIGNMENT DUE: DACS/MARC Questions


Week Nine (Wednesday, March 18th, 2015)
Spring Break

Week Ten (Wednesday, March 25th, 2015)
Computer Boot Camp – Quinn Stewart, Instructional Technology Specialist (archivists and computers, functions of a computer, computer components)

ASSIGNMENT DUE: EAD


Week Eleven (Wednesday, April 1st, 2015)
Appraisal (definitions, why appraise, knowledge required for appraisal, appraisal and records management, historical overview of appraisal theories from Meisner to
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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


Week Twelve (Wednesday, April 8th, 2015)

Acquisition, Accessioning and Collection Development (definitions, determining a collecting focus, collection development documents and policies, types of collecting, fieldwork, working with donors, acquisition, accessioning, collection development with born digital records, surveying records, transfer process, ingest, tools, BitCurator & Archivematica)

ASSIGNMENT DUE: Draft Inventory/Finding Aid

- Mary Lynn Ritzenthaler and Diane Vogt-O’Connor, Photographs: Archival Care and Management, “Appraisal and Acquisitions.”
- Paradigm Project, Workbook on Digital Private Papers 2005-2007. Read sections 03 (Working with Record Creators), and 02 (Collection Development), http://www.paradigm.ac.uk/workbook/
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Week Thirteen (Wednesday, April 15th, 2015)

Introduction to Digital Forensics and Processing of Born Digital Materials (digital forensics and case studies of processing born digital materials)

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

Week Fourteen (Wednesday, April 22nd, 2015)

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, core values, ethics and access issues with digital records, social justice)

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Week Fifteen (Wednesday, April 29th, 2015)

Access and Reference (definitions, access and user paradigm, types of access, barriers to access, 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)

ASSIGNMENT DUE: Final Inventory/Finding Aid
ASSIGNMENT DUE: EAD Finding Aid


Week Sixteen (Wednesday, May 6th, 2015)

Class Presentations and Course Wrap Up

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 such topics as:

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