

Welcome to Fall 2020!
INF 389S: Introduction to Archival Enterprise II, Fall 2020
Unique Number: 27328

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Office Hours: By appointment [email/Zoom]
Coursework Delivery: Wednesday, 9am-noon [remote]
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COURSE DESCRIPTION AND OBJECTIVES
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- To introduce students to the theory and practice of administration in archival repositories 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, analyzing, and evaluating 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](#) [EPUB, PDF or softback book].

Class Modality and Use of Zoom in Class

The semester will consist of remote/web-based delivery via a synchronous format using the conferencing software Zoom. Taking advantage of the opportunity of online synchronous class sessions local, national, and international archival thinkers and writers will join the class

over the course of the semester to help us engage with the complexities of the topics under study.

- [Canvas](#) - a Web-based course management system with password-protected access – will be used to distribute course materials, to facilitate discussion of the course readings, to communicate and collaborate, 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.
- Students will be provided with the information to access remote sessions in a reliable way and will have access to recordings afterwards in [Canvas](#).
- A link to a recurring invitation to the class Zoom meeting will be placed under the Zoom page on Canvas and will be populated in the Canvas calendar. Students will need to determine in advance how best to connect to the call - using a computer with audio and video (ideal), connecting a computer for video and a phone for audio, or connecting by phone using audio only (in the case of broken/unreliable internet connection). A more detailed guide to using Zoom (and associated technology requirements) will be available on Canvas.

COURSE REQUIREMENTS

<i>Weekly Rhythm for Engaging with Assignments</i>				
<i>Monday-Friday</i>	<i>Monday - Tuesday (5pm)</i>	<i>Wednesday (9-11:45am)</i>	<i>Wednesday - Sunday</i>	<i>Friday</i>
<i>Work on major paper (writing daily)</i>	<i>Online class discussion via Canvas</i>	<i>Class period [remote]</i>	<i>Complete assigned readings</i>	<i>Write and post blog entry</i>

1. Class Attendance

Regular attendance is essential for this course and 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 a student’s control). Absences should be accompanied by timely notification (prior to class for non-emergencies). If a class is missed the student should submit a 500-750-word review of the week’s class in lieu of attendance. This document should be emailed to the instructor prior to the next week’s class.

2. Class Participation

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 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).
- Analyzing and articulating points of commonality and difference across readings.
- Developing and articulating a point of view on the topic(s) under discussion.

The main discussion will take place asynchronously online on the Monday and Tuesday before the class period. In this manner, students will actively participate in their own learning – interacting with peers, providing peer feedback, and coming to an understanding of the topics under consideration. 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 building from prior points to make new connections to the readings, responding thoughtfully to a discussion point based on personal experiences, 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 5 pm the day before class so students should plan accordingly and not leave the readings until the last minute. ***Please note - a student must post to the discussion board before seeing replies.***

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 beyond archives

3. Term Paper on 'Activating the Archive...'

This semester each student will write a paper on the topic of 'Activating the Archive....' Students can take a broad interpretation of the paper's mandate and should focus on some aspect of how the archives (the building, the materials, the profession etc.) is brought to life through innovative programming, engagement with new theoretical frameworks, the application of cutting edge technologies, etc.¹ In preparation for writing the term paper, students are advised to check out the following blog [link available through Canvas]:

- Cheryl Oestreicher, *Publishing in the Archives Profession*.

In writing the term paper, students should choose one of the following article formats: 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 approx. 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, 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

¹ For an example, see the work of artist Mark Menjivar... <https://www.markmenjivar.com/dlp>.

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 an outline and 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. At this stage, the content of the paper should be finalized, and the paper should include a 100 to 150-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.

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).

Students will also contribute to a **class writing blog** (available through Canvas) over the course of the semester. The purpose of the class writing blog is to help stay on track with a goal of writing a minimum of 250 words a day, 5 days a week. Think of the blog as a way of checking in every Friday and letting others in the class know of your progress on your term paper (see item 3 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.

COURSE EVALUATION

Term Paper (70% - 20% for the version handed in week 12 and 50% for the version handed in week 15), Class Participation (15%), Class Attendance (15%).

Assignments are due by 8am 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.

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

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

UNIVERSITY POLICIES

Campus COVID-19 Guidelines and Resources

Please see the following resources to keep you and our campus safe.

- UT Austin COVID-19 updates: <https://coronavirus.utexas.edu/campus-announcements>
- [Texas One Stop](#)
- University Health Services COVID-19 resources: <https://healthyhorns.utexas.edu/>
- Continue to take preventative measures: <https://healthyhorns.utexas.edu/coronavirus.html#prevention>
- Social Distancing Guidelines: <https://coronavirus.utexas.edu/event-guidelines>

- Information regarding [safety protocols with and without symptoms](#).

Use of Zoom Recordings and Other Materials

Remote/web-based class sessions will be recorded via Zoom. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Lecture hand-outs, assessments, and other in-class materials may also not be shared online or with anyone outside of the class unless you have my explicit written permission.

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 basic expectation that is further reinforced by the University's Honor Code. At a minimum, you should complete any assignments 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.
- 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.

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, medical or mental health concern, academic difficulties due to crisis or emergency situations) you should contact [Student Emergency Services in the Office of the Dean of Students](#). SES supports students by providing outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. They will also work with you to communicate with me and your other professors and let them know of your situation.

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).

[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 retreats.

[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.

[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.

Important Safety Information

COVID-19 Update: While I will post information related to the contemporary situation on campus, you are encouraged to stay up to date on the latest news as related to the student experience. <https://coronavirus.utexas.edu/students>.

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 does not feel right – it probably is not. Trust your instincts and share your concerns.

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 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.

Note on participating in class via Zoom: I am committed to providing you with an environment in which you can work productively and learn effectively. There are things that you can do to help me with this. When class discussion is taking place I recommend, if possible, that you turn your live camera on or have a photo of yourself as a placeholder if your video is off. Also please mute your audio whenever you are not speaking and use the raise hand button to ask a question even if you put the question in the chat. Also remember to silence your phone and email notifications so that they do not interrupt you while you or others are speaking. For helpful tools and resources to be successful in an online learning environment see the [UT Keep Learning](#) website.

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.

Land Acknowledgement

We would like to acknowledge that we are meeting on Indigenous land. Moreover, We would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

COURSE SCHEDULE

Week One (Wednesday, August 26, 2020)

Outline of the Course, Connecting the Course to the Vision and Core Values of the iSchool, Archives and the Notion of Rights and Interests

- Howard Zinn, "Secrecy, Archives, and the Public Interest," *The Midwestern Archivist* 2 (2) (1977): 14–26
- 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.
- Verne Harris, "Archival Ethics," *International Association of Sound and Audiovisual Archives Journal* (25) (July 2005): 4-12.
- 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), 14-25.

Week Two (Wednesday, September 2, 2020)

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.
- Kellee E. Warren, “We Need These Bodies, But Not Their Knowledge: Black Women in the Archival Science Professions and Their Connection to the Archives of Enslaved Black Women in the French Antilles,” *Library Trends* 64 (4) (2016): 776-794.
- 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).
- Anne J. Gilliland, “Pluralizing Archival Education: A Non-Zero-Sum Proposition,” *Through the Archival Looking Glass* (Chapter 10).
- “*Nothing About Us Without Us*: Report From the Cultural Heritage and Social Change Summit, 2016.

Week Three (Wednesday, September 9, 2020)

The Nature and Politics of Advocacy

Guest speakers: Alex H. Poole, Assistant Professor, College of Computing and Informatics, Drexel University; Bradley Wiles, Researcher and Doctoral Candidate, School of Information Studies, University of Wisconsin-Milwaukee

Writing Clinic – Brainstorming a paper topic, modeling the process from topic to question

- 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).
- Alex H. Poole, "Be Damned Pushy at Times": The Committee on the Status of Women and Feminism in the Archival Profession, 1972–1998," *The American Archivist* 81 (2) (Fall/Winter 2018): 394-437.

Week Four (Wednesday, September 16, 2020)

Advocacy through Advancement, Development, and Budgeting

Guest speakers: Jelain Chubb, State Archivist, Texas State Library and Archives Commission; Shannon Hickson, Director for Development and Alumni Relations, School of Information, UT Austin

Writing Clinic – Success in the writing process

ASSIGNMENT DUE: Paper Outline

- Watch the training modules, "Nonprofit Fundamentals." [2hrs 55 min] and "The Data Science of Nonprofit Service Organizations," with Barton Poulson [1hr 8min].
- Look through the resources from the National Archives of the UK, [Fundraising for Archives](#).
- TSLAC Legislative Appropriations Request for Fiscal Years 2020-2021.

Week Five (Wednesday, September 23, 2020)

The Community and the Archive

Guest speakers: Ayshea Khan, Asian American Community Archivist; Marina Islas, Latinx Community Archivist, Austin History Center

Writing Clinic – Feedback on paper outlines

- 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.
- Yusef Omowale, "[We Already Are](#)," *Medium* (2018).
- Jarrett M. Drake, "[Seismic Shifts: On Archival Fact and Fictions](#)," *Medium* (2018).
- Read one case study:
 - 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.

- Bergis Jules, *Architecting Sustainable Futures: Exploring Funding Models in Community-Based Archives*, 2019.

Week Six (Wednesday, September 30, 2020)

Archives and Human Rights

Guest speaker: Gabriel Solis, Executive Director, Texas After Violence Project

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

- 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).
- 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).
- [Documenting the Now](#) live streamed conversation with [WITNESS](#), [The Blackivists](#), [Texas After Violence Project](#), and [Project STAND](#).

Week Seven (Wednesday, October 7, 2020)

Archives and Environmental Impacts – addressing the Issues of Sustainability and Climate Change

Guest speakers: Andrew Potts, Coordinator ICOMOS, Climate Change and Heritage Working Group; Eira Tansey, Digital Archivist/Records Manager, University of Cincinnati; Itza Carbajal, Researcher and Doctoral Student, Information School, University of Washington

Writing Clinic – Checking in on the writing process

- ICOMOS, “*Future of Our Pasts: Engaging Cultural Heritage in Climate Action*” (2019).
- [Climate Heritage Network](#).
- Heidi Abbey, “The Green Archivist: A Primer for Adopting Affordable, Environmentally Sustainable, and Socially Responsible Archival Management,” *Archival Issues* 34 (2) (2012): 91-115.
- Tara Mazurczyk, Nathan B. Piekielek, Eira Tansey, & Benjamin Goldman, “American Archives and Climate Change: Risks and Adaptation,” *Climate Risk Management* 20

(2018): 111-125.

- Keith L. Pendergrass, Walker Sampson, Tim Walsh, and Laura Alagna, "Toward Environmentally Sustainable Digital Preservation," *The American Archivist* 82 (1) (2019): 165-206.

Week Eight (Wednesday, October 14, 2020)

Records, Archives, and the Lives of Children

Guest speakers: Stephen Curley, Digital Archivist, National Native American Boarding School Healing Coalition; Anne Gilliland, Professor and Associate Dean for Information Studies, University of California Los Angeles; Elizabeth Shepherd, Professor, Information Studies, University College London

Writing Clinic – Writing the introduction

- 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).
- Elizabeth Shepherd, Victoria Hoyle, Elizabeth Lomas, Andrew Flinn, and Anna Sexton, "Towards a Human-Centered Participatory Approach to Child Social Care Recordkeeping," *Archival Science* (2020): 1-19.
- Christine Diindiisi McCleave, Native American Boarding School Healing Commission, Truth in History: Federal Indian Boarding Schools in the U.S.
- Read one of the following:
 - 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.

Week Nine (Wednesday, October 21, 2020)

Records, Archives, and Aging

Writing Clinic – Writing the conclusion

- 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.
- May Chazen, Melissa Baldwin, and Laura Madokoro, "Aging, Activism, and the Archive: Feminist Perspectives for the 21st Century," *Archivaria* 80 (Fall 2015): 59-87.
- [Our Day Out: Using Archival Photographs for Memory Stimulation](#) [Keith Medley Archive, at Liverpool John Moores University].
- Sarah Griffiths, Tom Denning, 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 Ten (Wednesday, October 28, 2020)

Design Considerations and User Experience in the Archive

Guest speaker: James A. Hodges, Postdoctoral Fellow, School of Information, The University of Texas at Austin

Writing Clinic – Writing a good abstract

- Jessica Meyerson, Patricia Galloway, and Randolph Bias, "Improving the User Experience of Professional Researchers: Applying a User-Centered Design Framework in Archival Repositories," in *Proceedings of the American Society for Information Science and Technology* 49 (1) (2012): 1-7.
- Tom Schofield, David Kirk, Telmo Amaral, Marian Dörk, Mitchell Whitelaw, Guy Schofield, and Thomas Ploetz, "Archival Liveness: Designing with Collections Before and During Cataloguing and Digitization," *Digital Humanities Quarterly* 9 (3) (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.
- Jesse Ryan Erickson, "The Gentleman's Ghost: Patriarchal Eurocentric Legacies in Special Collections Design," in Mary Kandiuk (ed.) *Archives and Special Collections as Sites of Contestation* (Sacramento: Library Juice Press, 2020), 121-157.
- James A. Hodges, "Forensic Approaches to Evaluating Primary Sources in Internet History Research: Reconstructing Early Web-based Archival Work (1989-1996)," *Internet Histories* (2020).

Week Eleven (Wednesday, November 4, 2020)

Revising a Paper and Peer Review of Papers

Workshop presenter: Kristin Kilger, University Writing Center

ASSIGNMENT DUE: Paper

Week Twelve (Wednesday, November 11, 2020)

The Ethical and Social Turn in Working with Technology and Digital Content

Guest speakers: Daina Ramey Berry, Professor, UT Austin and Rachel Winston, Black Diaspora Archivist, Benson Latin American Collection to talk about the [Texas Domestic Slave Trade Project](#).

Writing Clinic – Responding to reviewer feedback

- 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).
- Andrea Copeland, “Public Library: A Place for the Digital Community Archive,” *Preservation, Digital Technology & Culture* 44(1) (2015): 12-21.
- Elizabeth A. Povinelli, “The Woman on the Other Side of the Wall: Archiving the Otherwise in Postcolonial Digital Archives,” *differences* 22 (1) (2011): 146–171.

Week Thirteen (Wednesday, November 18, 2020)

Archives, Big Data, and the Age of Algorithms

Guest speakers: Anthea Seles, Secretary General, International Council on Archives; Richard Marciano, Professor, College of Information Studies, University of Maryland, [Advanced Information Collaboratory](#).

Writing Clinic – Checking in with the writing process

- 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.
- 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 Algivists. 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.
- Amelia Acker and Adam Kriesberg, “Social Media Data Archives in an API-driven World,” *Archival Science* 20 (2020): 105–123.

Week Fourteen (Wednesday, November 25, 2020)

Thanksgiving

Week Fifteen (Wednesday, December 2, 2020)

Course Wrap-up

ASSIGNMENT DUE: Revised Paper