INF 389S: Introduction to Archival Enterprise II, Fall 2024
Unique Number: 27953

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Office Hours: By appointment
Course Meeting Times: Monday, 12pm – 3pm, UTA 1.204
Academic Assistant: TBD

Course Description and Objectives

- 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:
  o Laying a solid foundation in understanding, analyzing, and evaluating archival operations and strengthening professional delivery of the archival service to society.
  o Exploring important historical issues and current trends in the archival community.
  o Stimulating creative thinking about the process and functions of archival institutions.
  o Fostering an interest in ethical considerations and culturally responsible approaches to archival work.
  o Researching innovation within the archival profession.
  o Exercising abilities to present thoughts, studies, and conclusions orally and in writing.

Class Resources
Readings – All required readings for the course will be posted in Canvas.

Course Requirements

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 (e.g., 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 (i.e., 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 synopsize, 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 ______ 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
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. In preparation for writing the term paper, students are advised to check out the following blog:

- 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.

i) The title of the paper (a working title is fine).

ii) 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.

iii) A brief overview of the paper topic. This should include a clearly articulated research question, thesis statement or topic statement.

(1) 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.

(2) 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.

(3) 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.

iv) A description of the purpose and significance of the paper.

v) A list of the main concepts or keywords that apply to the paper.

vi) 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?)

vii) 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.

viii) 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.).

(1) 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.

(2) 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.

(3) 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.

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

2) 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.

3) 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 (60% – 20% for version submitted in week 12 and 40% for version submitted in week 15)
Discussion Blogs (15%)
Attendance (15%)
Class Participation (10%)
Course Schedule

Week One (8/26)
Outline of the Course, Connecting the Course to the Vision and Core Values of the iSchool, Archives and the Notion of Rights and Interests

Readings:

Week Two (9/2)
Labor Day – No Class

Week Three (9/9)
Extending the Archival Paradigm – Archival Pluralism

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

Readings:

Review for Writing Clinic:

**Week Four (9/16)**

**The Nature and Politics of Advocacy**

Guest Speaker(s): TBD

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

Readings:


**Week Five (9/23)**

**The Community and the Archive**

Guest Speaker(s): TBD

Writing Clinic: Success in the Writing Process

Readings:

- Zhiying Lian, Dancing with the State: The Emergence and Survival of Community Archives in Mainland China,” *Archives & Manuscripts* 49 (3) (2021): 228-243.

**Week Six (9/30)**

**Archives and Human Rights**

Guest Speaker(s): TBD

Writing Clinic: Feedback on Paper Outlines

Readings:
  o Select and read two case studies from Part 2.

**Week Seven (10/7)**

**Archives, Diaspora, and Forced Migration**

Guest Speaker(s): TBD

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

Readings:

  o Select and read two chapters.

**Week Eight (10/14)**

**Archives and Environmental Impacts – Addressing the Issues of Sustainability and Climate Change**

Guest Speaker(s): TBD

Writing Clinic: Checking in on the writing process

Readings:

Week Nine (10/21)

Records, Archives, and the Lives of Children

Guest Speaker(s): TBD

Writing Clinic: Writing the Introduction

Readings:


- Read one of the following:

Week Ten (10/28)

Records, Archives, and Aging

Guest Speaker(s): TBD

Writing Clinic: Writing the conclusion

Readings:


Week Eleven (11/4)

Records, Archives, and Grief
Guest Speaker(s): TBD
Writing Clinic: Writing a good abstract
Readings:


**Week Twelve (11/11)**
**Revising a Paper and Peer Review of Papers – University Writing Center**
Guest Speaker(s): _____, University Writing Center

**Week Thirteen (11/18)**
**Design Considerations and User Experience in the Archive**
Guest Speaker(s): TBD
Writing Clinic: Responding to reviewer feedback
Readings:


**Week Fourteen (11/25)**
**Thanksgiving Break – No Class**

**Week Fifteen (12/2)**
**Archives, Big Data, and Algorithms**
Guest Speaker(s): TBD
Writing Clinic: Checking in on the writing process
Readings:


**Week Sixteen (12/9)**
Course Wrap-Up