

**UTK SIS: Syllabus Template**  
**Fall 2018**  
**INSC 564: Archives and Records Management**  
**The School of Information Sciences**  
**The University of Tennessee**  
**Class Meetings: Weekday ONLINE, Wednesday evenings -**  
**6:30-9:10**  
**ZOOM Course Link: <https://tennessee.zoom.us/j/517271747>**  
**UTK Syllabus, Provost's Office:**  
**<http://tenntlc.utk.edu/the-syllabus/>**

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## Catalog Description

Objectives and functional elements of records systems, archival programs, management information systems and techniques within various types of organizations. Management of information internal to organizations.

## General Description

INSC 564 is a survey course, covering the history, theory, methodology, and practice of archival studies, including: fundamentals of acquisition and appraisal; evaluation and value; arrangement and description, preservation, reference and access, outreach and advocacy, and standards, tools and technologies. The course is designed to be reflective of the current state of archives, exploring such issues as the differences between the "archives" of a blog and a traditional archival repository (if there is such a difference), the archives' role in the lives of people who may never enter an archives reading room, and the role of cultural institutions in the keeping of memory and in social justice. We will look at the relationships between the archives and records management fields, and discuss how archival and records management practice fit into the larger world of information management. No previous archival or history education or experience is necessary. This course is designed for students with an interest in archival professions, as well as students interested in simply learning more about archival concepts, principles, theory and practice as these intersect with several other subdomains within the information science landscape.

## Required Reading

There is no required textbook for this course. All required readings are posted on the Canvas site or are available through the UT Library system.

## COMMUNICATION

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK mail to your preferred address if you don't wish to check both accounts.

## COMPUTING REQUIREMENTS

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Zoom software. You must learn how to submit your assignments using Canvas. The [Office of Information Technology \(OIT\)](#) provides training classes in using varied technologies for students at no charge (advance registration is required).

You must obtain a UT email account and subscribe to the SIS student listserv. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer in order to download the lecture notes from Canvas.

## CLASS ATTENDANCE POLICY

It is assumed that each student be present and speak in class -- the equivalent of a "B" grade for "participation." Missing more classes or failing to participate will lower your grade; frequent participation will raise the grade.

Regular attendance is required and necessary. A substantial portion of your grade will be based on in-class work and participation. Unexplained absences will affect your grade. Contact me as soon as possible if you cannot attend class. If you will be absent from class, you must:

- Inform me in advance or as soon as possible after class
- Submit any work due from the missed class period
- Listen to class recording

- Obtain notes, handouts, etc. from Canvas
- Check with classmates for notes, announcements, etc.

*Acceptable reasons for absence from class include:*

- Illness
- Serious family emergencies,
- Special curricular or job requirements (e.g., judging trips, field trips, professional conferences),
- Military obligation,
- Severe weather conditions,
- Religious holidays
- Participation in official university activities such as music performances, athletic competition or debate
- Obligations for court imposed legal obligations (i.e., jury duty, subpoena)

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade.

## INCLEMENT WEATHER

*“The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is distributed to the campus community, shared with local media, and posted on the front page at <http://utk.edu>. (Hilltopics, p. 55)(<http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf> ). SIS will cancel classes when UT is closed. Please check the SIS student listserv ([UTKSIS-L@LISTSERV.UTK.EDU](mailto:UTKSIS-L@LISTSERV.UTK.EDU)) for messages about closing.*

## DISABILITIES THAT CONSTRAIN LEARNING

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

## CIVILITY

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

## CCI DIVERSITY STATEMENT

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community.

## ACADEMIC INTEGRITY

Students should be familiar and maintain their *Academic Integrity* described in <http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf> , p. 15 as: "*Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.*"

Students should abide by the **Honor Statement** described in the same Hilltopics, p. 73:

*“An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”*

## PLAGIARISM

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

### **Specific examples of plagiarism are:**

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor’s approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. (Additional resources are available at <http://www.lib.utk.edu/instruction/plagiarism>.)

Infractions of academic integrity are penalized according to the severity of the infraction but **may include a course grade of "F."**

## Assignments and Grading

Grading is based primarily on the five assignments listed below, plus a participation grade (also discussed below). The assignments will be discussed in greater detail

during class sessions.

#### 1. Archives in the News. 10%

Over the course of the semester, students will present a news article that demonstrates the importance and relevance of archives. Such stories can range from an archival collection being used in a news feature; a new document being “discovered” in an archival collection; a new archives being established; or an issue such as how access to public records is requested, restricted or disputed. Students can find such news items in any kind of media, provided a link to the item can be found online. Students will need to post the story or a link to the story to the Canvas site, along with an approximately 300 – 500 word description and analysis of how the item relates to archival principles and how the work of archivists is (or is not seen) by the public at large. **Due September 19.**

#### 2. Skills Evaluation and Action Plan. 20%

To prepare for a career in Information Science, you will evaluate your skills and experience and develop an action plan to acquire what skills and experience you currently lack. This assignment will have three components. In September, you will select three mid- or upper-level archives or records management jobs you find interesting, and create a report on the skills and experience you would need to compete for them. In October, you will audit your current skillset and identify gaps, then identify resources that will help you gain those skills. (Resources could include SIS or UT classes, online free or fee-based web tutorials, internships, or part-time jobs, as examples.) In November, you will develop an action plan, outlining how you might go about acquiring these skills with goals for six months, one year, and three years from the end of the semester. **Components due September 26th, October 31st, and November 28th.**

#### 3. Appraisal of the Records of Bancroft Camp 16, United Spanish War Veterans. 20%

You will be expected to write an appraisal report recommending which portions of a “new accession” should be preserved and which should be destroyed. This exercise will use a sample of an existing collection: the Records of Bancroft Camp 16. The Bancroft Camp 16 was a Wisconsin military encampment during the Spanish-American War, and their collection is housed at the Wisconsin Historical Society. The report must include justification for decisions. This assignment is designed to introduce you to basic appraisal concepts. **Due October 10th.**

#### 4. Register for the Records of Bancroft Camp 16. 20%

You will be expected to write a short history of the agency, a general description of its records, and arrange the records in appropriate order. This assignment is designed to extend your understanding of appraisal and introduce basic concepts of arrangement and description. **Due November 14th.**

## 5. Personal Essay. 20%

Write a three to five page essay evaluating what you see as the most interesting challenge to the archival profession today. Use this opportunity to demonstrate what you have learned in class, but also to express your feelings (positive or negative) about archival practice. Although this is an essay and not a formal paper, please practice good spelling, grammar, and writing structure. **Due November 28th.**

## 6. Participation 10%

As our meetings will be conducted online, the participation of all students is vital. Students are expected to attend class; at the discretion of this instructor, missing more than two classes (without approval) may result in a lower grade. Students are strongly encouraged to participate in discussions in class meetings as well as on the discussion board of the class's Canvas site.

# Schedule of Classes and Readings

## 1. August 22nd: What are Archives, Archivists, and Records Managers?

Fleckner, John A. 1991. "'Dear Mary Jane': Some Reflections on Being an Archivist". *The American Archivist*. 54 (1): 8-13.

Society of American Archivists. [So You Want to Be an Archivist: An Overview of the Archives Profession](http://www2.archivists.org/profession). <http://www2.archivists.org/profession>

Ataman, Bekir Kemal. 2009. "Requirements for information professionals in a digital environment: some thoughts". *Program: Electronic Library and Information Systems*. 43 (2): 215-228.

Peterson, Trudy Huskamp. 1982. "Counting and Accounting: A Speculation on Change in Recordkeeping Practices". *The American Archivist*. 45 (2): 131-134.

## 2. August 29th: The Record and its Life Cycle

Yeo, Geoffrey. 2007. "Concepts of Record (1): Evidence, Information, and Persistent Representations". *The American Archivist*. 70 (2): 315-343.

Yeo, Geoffrey. 2008. "Concepts of Record (2): Prototypes and Boundary Objects". *The American Archivist*. 71 (1): 118-143.

### **3. September 5th: Collection Development: Acquisition, Appraisal and Accession**

Peterson, Trudy Huskamp. 1979. "The Gift and the Deed". *American Archivist*. 139-66.

Kaplan, Elizabeth. 2000. "We are what we collect; we collect what we are: Archives and the Construction of Ethnic Identity". *American Archivist*. 62 (2).

Young K.A. 2012. "Planning a Congressional Archives at Loyola University Chicago". *Journal of Library Administration*. 52 (3-4): 341-350.

### **4. September 12th: Types of Value and the Evaluation of Records**

Ham, F. Gerald. 1975. "The Archival Edge". *American Archivist*. 5- 13.

Harris, Verne. 2007. "Postmodernism and Archival Appraisal: Seven Theses". *Archives and Justice, A South African Perspective* (Chicago: SAA): 101-105.

Tschan, Reto. 2002. "A Comparison of Jenkinson and Schellenberg on Appraisal". *The American Archivist*. 65 (2): 176-195.

Hyry, Tom, Diane Kaplan, and Christine Weideman. 2002. "'Though This Be Madness, Yet There Is Method in 't': Assessing the Value of Faculty Papers and Defining a Collecting Policy". *The American Archivist*. 65 (1): 56-69.

### **5. September 19th: Building the Archives and Institutional Development**

#### **ARCHIVES IN THE NEWS DUE**

Morris, Patricia. 2010. "Building an Archives: A Case Study in South Carolina". *Archival Issues*. 29 (1): 45-64

Haymond, Jay. 1982. "Adaptive Reuse of Old Buildings for Archives". *The American Archivist*. 45 (1): 11-18.

Crawford, Michael J. 1983. "Copyright, Unpublished Manuscript Records, and the Archivist". *The American Archivist*. 46 (2): 135-147.

Margry, P. J. 1993. "Collective Management in Dutch Regional Archives". *AMERICAN ARCHIVIST*. 56 (1): 76.

## **6. September 26th: Class Exercise (Arrangement)**

JOBS REPORT DUE

## **7. October 3rd: Processing, Arrangement and Description**

Schellenberg, T.R. 1961. "Archival Principles of Arrangement," *American Archivist*. 11-24.

Ruth, Janice E. 1997. "Encoded Archival Description: A Structural Overview". *The American Archivist*. 60 (3): 310-329.

Greene, Mark A., and Dennis E. Meissner. 2005. "More product, less process: revamping traditional archival processing". *American Archivist*. 68 (2).

## **8. October 10th: Records: Types and Components, Form and Function**

APPRAISAL DUE

Canazza, Sergio. 2012. "The digital curation of ethnic music audio archives: from preservation to restoration". *International Journal on Digital Libraries*. 12 (2-3): 121-135.

Schlak, Tim. 2008. "Framing photographs, denying archives: the difficulty of focusing on archival photographs". *Archival Science*. 8 (2): 85-101.

Smith, J. M. 2012. "The UT Videogame Archive". *Choice: Current Reviews for Academic Libraries*. 49 (8): 1434-1434

## **9. October 17th: Electronic Records**

Becker, D., and C. Nogue. 2012. "Saving-Over, Over-Saving, and the Future Mess of Writers' Digital Archives: A Survey Report on the Personal Digital Archiving Practices of Emerging Writers". *American Archivist*. 75 (2): 482-513.

Ruth, Janice E. 1997. "Encoded Archival Description: A Structural Overview". *The American Archivist*. 60 (3): 310-329.

Prom, Christopher J. 2004. "User Interactions with Electronic Finding Aids in a Controlled Setting". *The American Archivist*. 67 (2): 234-268.

Allen, L.A., and M.C. Wylie. 2013. "Managing and Collecting Social Media for E-Discovery". *The Information Management Journal*. 47 (3): 22-26.

## **10. October 24th: Reference, Outreach, and Advocacy**

Yakel, Elizabeth, and Laura L. Bost. 1994. "Understanding Administrative Use and Users in University Archives". *The American Archivist*. 57 (4): 596-615.

Tibbo, Helen R. 2003. "Primarily History in America: How U.S. Historians Search for Primary Materials at the Dawn of the Digital Age". *The American Archivist*. 66 (1): 9-50.

Duff, Wendy M., and Catherine A. Johnson. 2003. "Where Is the List with All the Names? Information-Seeking Behavior of Genealogists". *The American Archivist*. 66 (1): 79-95.

Rettig, Patricia. 2007. "An Integrative Approach to Archival Outreach: A Case Study of Becoming Part of the Constituents' Community". *Journal of Archival Organization*. 5 (3): 31-46.

MCKAY, APRILLE COOKE. 2002. "GENEALOGISTS AND RECORDS: PRESERVATION, ADVOCACY, AND POLITICS". *Archival Issues*. 27 (1): 23-33.

## **11. October 31st: Archives and Social Justice**

### **SKILLS RESOURCES REPORT DUE**

Punzalan, Ricardo L., and Michelle Caswell. 2016. "Critical Directions for Archival Approaches to Social Justice." *Library Quarterly* 86, no. 1: 25-42. Academic Search Premier, EBSCOhost(accessed October 17, 2017).

ALLARD, DANIELLE, and SHAWNA FERRIS. 2015. "Antiviolence and Marginalized Communities: Knowledge Creation, Community Mobilization, and Social Justice through a Participatory Archiving Approach." *Library Trends* 64, no. 2: 360-383. Academic Search Premier, EBSCOhost (accessed October 17, 2017).

Honma, Todd. 2016. "From Archives to Action: Zines, Participatory Culture, and Community Engagement in Asian America." *Radical Teacher* no. 105: 33-43. Academic Search Premier, EBSCOhost (accessed October 17, 2017).

## **12. November 7th: Records Management**

New York State Education Dept., Albany. State Archives and Records Administration. 1991. *The Records Management Officer in Local Government. Basic Records Management for Local Government, No. 2.* n.p.: 1991. ERIC, EBSCOhost (accessed November 1, 2017).

New York State Education Dept., Albany. State Archives and Records Administration. 1990. "Establishing an Agency Records Management Program." ERIC, EBSCOhost (accessed November 1, 2017).

Holub, Tamara, and Washington, DC. ERIC Clearinghouse on Higher Education. 2003. *College Student Records: Legal Issues, Privacy, and Security Concerns.* ERIC Digest. n.p.: 2003. ERIC, EBSCOhost (accessed November 1, 2017).

### **13. November 14th: Preservation and Conservation**

#### REGISTER DUE

Gunselman, Cheryl. 2007. "Assessing Preservation Needs of Manuscript Collections with a Comprehensive Survey". *The American Archivist.* 70 (1): 151-169.

D'Arienzo, D., A. Ostendarp, and E. Silverman. 1994. "Preservation Microfilming: The Challenges of Saving a Collection at Risk". *AMERICAN ARCHIVIST.* 57 (3): 498.

Walters, Tyler O. 1996. "Contemporary archival appraisal methods and preservation decision-making". *American Archivist.* 59 (3): 322-38.

### **14. November 21st -- Looking forward and beyond**

Jimerson, Randall C. 1989. "Redefining Archival Identity: Meeting User Needs in the Information Society". *The American Archivist.* 52 (3): 332-340.

Atherton, Jay. 1985. "From Life Cycle to Continuum: Some Thoughts on the Records Management—Archives Relationship". *Archivaria.* 21: 43-51

Bastian, Jeannette Allis. 2001. "A Question of Custody: The Colonial Archives of the United States Virgin Islands". *The American Archivist.* 64 (1): 96-114.

Marlene Manoff. 2004. "Theories of the Archive from Across the Disciplines". *Portal: Libraries and the Academy.* 4 (1):

### **15. November 28th -- Last class -- Wrap-up discussion**

## ACTION PLAN DUE

## ESSAY DUE

## ASSIGNING GRADES

Please note that I do not assign letter grades for individual assignments, but will mark your paper with my comments and provide a point score based on the possible points earned for that assignment. If you'd like to compute a letter grade based on the score provided, divide your score by the total points possible for the assignment and refer to the scale on pp. 5-6 of the syllabus for the corresponding letter grade. For example, if you earned 23/25 points on an assignment, your percentage grade would be 92. Your final grade will be based on total points earned/total possible points over the course of the semester.

## EVALUATION

Semester grades will be assigned according to the following scale:

A	93≤	(4 quality points per semester hour) superior performance.
A-	90- 92.75	(3.7 quality points per semester credit hour) intermediate grade performance.
B+	88- 89.75	(3.5 quality points per semester hour) better than satisfactory performance.
B	83- 87.75	(3 quality points per semester hour) satisfactory performance.
B-	80- 82.75	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78- 79.75	(2.5 quality points per semester hour) less than satisfactory performance.
C	70- 77.75	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60- 69.75	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	59.75 ≥	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the

		cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.
S/N C		(carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the <u><i>Graduate Catalog</i></u> . The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
P/N P		(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

## COURSE EVALUATION

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

## DISCLAIMER

Please be aware revisions may be made to this syllabus over the course of the semester, and as such, the content contained within may be subject to change.