

UNIVERSITY OF PITTSBURGH
SCHOOL OF LIBRARY AND INFORMATION SCIENCES
Fall 2012 Term

Course	LIS 2220: Archives & Records Management, Fall 2012
Instructors	Alison Langmead and Brian Beaton
Teaching Assistant	Lindsay Mattock
Office Locations	Langmead: 116 Frick Fine Arts Building Beaton: 622 IS Building
Telephone	Langmead: 412-648-2407 Beaton: email contact preferred
E-mail	Langmead: ADL40@pitt.edu Beaton: bbeaton@pitt.edu Mattock: lkm19@pitt.edu
Course Schedule	Mondays, 9:00-11:50 AM
Office Hours	Langmead: by appointment, right before and after class is often good Beaton: by appointment

Scheduling Note

This class meets on Mondays from 9:00 – 11:50 AM, beginning on August 27 and ending on December 10, 2012. Due to the University’s Fall Break, the class scheduled for Monday, October 8 will actually take place on Tuesday, October 9.

Course Rationale

This course introduces students to the theoretical principles, methodologies, and practices supporting the work of archivists, records managers, and other information professionals. The course emphasizes the history and changing nature of records and record-keeping and more recent manifestations of the field such as information governance and stewardship. It prepares individuals for careers as archivists, records managers, and related information professionals (e.g. digital project manager, digital preservation archivist, data curator, knowledge manager, electronic records archivist, university archivist, archival collections manager). These professions require an understanding of what a record is, how the concept of a record has changed or remained the same, and how systems governing the creation and use of records have changed and are changing.

The primary purpose of this course is to serve as an introduction to archives, records management work, and information governance. Theory, methodology, and practice are the key elements of archival knowledge – each of these elements influencing the others. Over the semester, we will map the complexities of maintaining, selecting, preserving, representing, describing, and providing access to the unique physical and digital materials in our professional stewardship. This is also the foundation course for the archives, preservation, and records management (APRM) specialization track in the MLIS degree program at the iSchool. As such, this course is designed to ground students in the APRM specialization in their program of study. It also provides other iSchool students with the basic principles of archives and records management theory, methodology and practice. It pays special attention to the interplay between information, technology, and people in the context of the unique problems and challenges presented by records and their maintenance. This course will also introduce students to the ways in which various disciplines view records, documents, and archives. While records professionals can

sometimes focus on rigid notions of what constitutes archives, there is much to be learned by examining how other disciplines have adopted broader notions of “the archive.”

Course Goals

Students will learn about the differences and similarities between archivists, records managers and other information professionals; how organizational records and personal manuscripts share common traits and principles as records; the importance of records in the modern information age; what records management is and what records professionals do; the history and development of recordkeeping systems; the place of records professionals in the information professions; how archives and records management is broadly applied in a variety of institutional settings (government, corporate, college and university, and non-profit); and how archives, records management, and information governance contribute to society.

The course is an introduction only, and students seriously considering careers in archival, records management, and/or information governance work must plan to take additional courses offered by the iSchool. Additional courses required for the APRM track will address issues in archival appraisal, archival representation, archival access, advocacy, and ethics, digital preservation, and special topics. A variety of elective courses addressing further topic and format specializations will be available during the spring and summer 2013 terms.

Course Requirements

<i>Assignment</i>	<i>% of Final Grade</i>	<i>Due Date</i>
Career goals essay	5%	07 September, noon
Participation profile	15%	One-Hour Draft: 28 September, noon Two-Hour Draft: 30 November, noon
Critical précis (2)	30% total (15% each)	As assigned
Discussion leadership	15%	As assigned
Proposal for the literature review	Ungraded	19 October, noon
Literature review	35%	07 December, noon

Class Participation

In a graduate-level course, participation requires active engagement with new ideas and peers during the learning process. By listening and discussing different ways of interpreting material from this course, students will gain a better understanding of the theories, methods, and practices presented. During our class discussions, you are required to be working on three academic and professional skills of your own choosing (see handout). Twice over the term you will be required to submit brief reflections on your progress, which will serve as the basis for 15% of your overall course grade.

In addition, almost every class session will involve both a lecture as well as time for a smaller discussion to talk about the week’s readings. This approach offers a way for you to build verbal communication skills, group analysis skills, and professional networking skills.

The leadership of the discussion sections is related to the Critical Précis assignments (see below). Every student will be responsible for leading one discussion section this term. You will be assigned a week.

Career Goals Essay

Please write a brief essay (2 pages) on your career goals in the information professions. Think of this as an opportunity to articulate your ambitions and career goals, as well as to state your expectations for the academic preparation offered by the iSchool and your particular degree program. Focus this essay on the ways in which you think this course will help you achieve your career goals.

Critical Précis (2)

For each of your assigned weeks (there will be two of them), write a critical précis (2-3 pages) that addresses an interesting *theme or question* provoked by the assigned weekly reading. To do this, begin by performing a close reading of the assigned text and identify a theme or question that you would like to pursue further. Then, conduct research to find a peer-reviewed article that also grapples with this same theme or question. The main goal of this assignment is to bring the two texts into conversation by comparing and contrasting them. Focus your analysis and critical summary on how each text deals with your chosen theme or question. Frame the essay with an original argument that justifies your article selection and that explains why your choice expands our understanding of the theme or question provoked in the weekly course text.

Discussion Leadership

Most class sessions will conclude by breaking into two, smaller discussion sessions to delve more deeply into the week's readings. These break-out groups will be led by a different pair of students each session, both of whom will have been assigned a critical précis for that week. You will use the work you have done identifying a theme or question in the weekly reading to draw out an interesting conversation amongst your peers. Your leadership of this discussion group takes place *before* the critical précis is due, and you should workshop your ideas and preliminary observations with an eye towards making your written work more analytically sophisticated.

In order to give your colleagues a chance to prepare (if they would so desire), **you will be asked to post your chosen theme and chosen scholarly article to a CourseWeb discussion board by 7 PM on the Saturday before Monday's class.** And, finally, it should be noted that **no two précis writers in a given week will be allowed to select the same related scholarly article**, although they may feel free to select the same theme. See the "Assignments" page in CourseWeb for specific scheduling for the précis assignments and associated class discussions.

Literature Review Proposal

An *ungraded*, one-page proposal for your final literature review will also be required. This proposal should include the particular topic chosen, the planned analytical perspective that will develop into the thesis for the assignment, and a preliminary bibliography. The purpose of this exercise is to ensure the viability of your topic and to give you further experience in drafting effective proposals. You will receive personal feedback, but, again, no grade.

Literature Review

The literature review (10-12 pages) should be sharply focused on a theory, function, principle, debate, problem or historical aspect of the archives, records management and information governance fields. To complete this assignment successfully, you must not only thoroughly review the scholarly literature on your chosen topic, you must also develop and support your own opinion about it.

The properly composed literature review will therefore thoroughly explain your chosen topic, and it will also demonstrate an original thesis that evaluates the relevant literature's strengths and weaknesses. You are also encouraged to include any conclusions about further research needs in the profession.

A literature review is not a book review or even a series of book reviews strung together. You must construct an analytical thesis that guides the reader through your understanding of the literature on your chosen topic.

For further information on the subject of literature reviews, please feel free to consult the following resources:

- <http://library.ucsc.edu/help/howto/write-a-literature-review>
- <http://www.library.ncat.edu/ref/guides/literaturereview03.htm>
- <http://writing.wisc.edu/Handbook/ReviewofLiterature.html>

For this assignment, students must show evidence of having read thoroughly at least twenty articles and, if appropriate, several monographs. In reality, students will probably need to scan the professional literature on any given topic far beyond this quantity of publications in order to identify the most important writings, research, and theories. The paper should include a separate bibliography of works used.

Style Guide and Formatting Requirements

Use of *The Chicago Manual of Style*, 16th edition (Notes and Bibliography Style) is *mandatory* for *footnotes* and bibliographies. While you are strongly urged to purchase a copy of this work, an online version is available at <http://www.chicagomanualofstyle.org/home.html>. Line spacing can be line-and-a-half or double-spaced. Fonts used should be no smaller than 10 point and no larger than 12 point. Footnotes should be used rather than endnotes. The use of *Ibid.* and parenthetical inline references will not be accepted.

Grading Rubric for Written Work

A (4.0): Exceptional work.

Demonstrates an outstanding understanding--both theoretical and factual--of the materials both presented in class and assigned out of class. Displays original and creative thought that significantly exceeds expectations. Shows perfect command of English grammar and syntax. Exhibits a publishable and masterful use of sources while working exclusively within the assigned citation style.

A- (3.7): Outstanding work.

Demonstrates comprehensive knowledge of the course materials both presented in class and assigned out of class. Greatly surpasses course expectations by not only displaying skillful treatment of the assigned material but also contributing substantial originality to the work. Shows superior command of English grammar and syntax. Uses an expert approach to source work while functioning exclusively within the assigned citation style.

B+ (3.3): Very good work.

Demonstrates a better-than-average command of the course materials both presented in class and assigned out of class. Exceeds course expectations by revealing original ideas and by showing a solid

grasp of English grammar and syntax. Uses sources well and with some creativity. Shows thorough understanding of the assigned citation style.

B (3.0): Solid work.

Demonstrates expected command of the course materials both presented in class and assigned out of class. Meets course expectations by following the assignments, using sources in an acceptable manner and using the assigned citation style.

B- (2.7): Marginal work.

Demonstrates an incomplete understanding of the course materials both presented in class and assigned out of class. Does not meet course expectations by inadequately following the assignment, showing an insufficient grasp of English grammar and syntax, by displaying a lower-than-average approach to source work and misunderstanding the assigned citation style.

C (2.0): Unacceptable work in an MLIS graduate program.

Fails to meet expectations by not following the assignment, using sources inappropriately, misunderstanding the required citation format and displays a poor command of English grammar and syntax.

F (0.0): Failing work.

Grading Weights for the Critical Précis and Literature Review Assignments

Your grade for the précis assignments and the literature review will be determined as follows. Please consult the overall grading rubric (above) to learn how the letter grades are defined for this course.

1. Analysis and Argumentation (50%)

- Have you followed the assignment? Do you have a clearly presented thesis, and does that thesis create a unifying theme for the paper? Have you used appropriate evidence to support your claims? Does this evidence actually provide support for your claims? Have you identified opposing views and themes and represented them fairly (when appropriate)? Do you conclude with a successful demonstration of the value of your thesis?

2. Clarity of Writing (30%)

- Have you carefully proofread your work? Have you used the English language correctly? Are the sentences written using proper grammar? Do your word choices make your argument clear? Do your paragraphs lead into one another such that the reader can follow your argumentation?

3. Use of Sources and Bibliographic Apparatus (20%)

- Have you performed a sufficient amount of research to write the assignment? Are the sources you use from the appropriate professional literature--or, if not, is their inclusion justified? Have you cited the literature in places where it is important? Have you cited sources unnecessarily? Have you used *The Chicago Manual of Style* to format all of your citations and bibliographic entries?

Course Readings

Students are expected to read a number of books in order to gain a firm understanding of the nature of this area of knowledge as well its continuing evolution. APRM students especially should use this course as an opportunity to develop their own knowledge as well as to build a personal library for future use.

Books to be read can be ordered from any online bookstore or from Pitt's Book Center. NOTE: students can join the Society of American Archivists and acquire SAA publications directly from its publications catalog (<http://www.archivists.org/catalog>) at a discount.

The instructors understand that buying all of the various publications is expensive. The readings are also available on reserve at Hillman Library.

Required Readings

Boles, Frank. *Selecting and Appraising Archives and Manuscripts*. Chicago: Society of American Archivists, 2005.

Brown, John Seely and Paul Duguid. *The Social Life of Information*. Boston: Harvard Business School Press, 2000.

Jimerson, Randall C., ed. *American Archival Studies: Readings in Theory and Practice*. Chicago: Society of American Archivists, 2000.

Kurtz, Michael. *Managing Archival and Manuscript Repositories*. Chicago: Society of American Archivists, 2004.

Mandela, Nelson. *A Prisoner in the Garden*. New York: Viking Studio, 2006.

O'Toole, James M. and Richard J. Cox. *Understanding Archives and Manuscripts*, 2nd ed. Chicago: Society of American Archivists, 2006.

Pearce-Moses, Richard. *A Glossary of Archival and Records Terminology*. Chicago: Society of American Archivists, 2005. <http://www.archivists.org/glossary/>.

Pugh, Mary Jo. *Providing Reference Services for Archives and Manuscripts*. Chicago: Society of American Archivists, 2005.

Roe, Kathleen. *Arranging and Describing Archives and Manuscripts*. Chicago: Society of American Archivists, 2005.

Shepherd, Elizabeth and Geoffrey Yeo. *Managing Records: A Handbook of Principles and Practice*. London: Facet Publishing, 2003.

Samuels, Helen. *Varsity Letters: Documenting Modern Colleges and Universities*. Lanham, MD: Scarecrow Press; Chicago: Society of American Archivists, 1998.

Yates, JoAnne. *Control Through Communication: The Rise of System in American Management*. Baltimore: Johns Hopkins University Press, 1989.

Class Policies

Academic Integrity

Students in this class will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. See <http://www.provost.pitt.edu/info/ai1.html> for full policies regarding academic integrity.

Students with Disabilities

If you have a disability which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 216 William Pitt Union, 412-648-7890 or 412-383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course. For more information on the services of that office, see <http://www.drs.pitt.edu>.

Assignment Deadlines

All assignments are to be submitted to CourseWeb, using the Assignment Tool, and are due by noon, EST, on the due date. Managing deadlines is an important professional skill.

Incompletes

Incomplete grades will not be given for this course unless the instructors are notified at least two weeks in advance of the end of the term of serious circumstances affecting a student's ability to complete the course requirements by the assigned dates. If an incomplete is granted, all outstanding assignments must be turned into the instructors by a date to be determined by the instructors, typically a month following the end of the term for which the incomplete was granted.

Course at a Glance

<i>Week & Date</i>	<i>Topic</i>	<i>Notes/Assignments Due</i>
Week 01 27 August	Introduction to the course	No précis-based discussions.
Week 02 03 September	Labor Day Holiday. No class.	07 September, noon: Career Goals Essay due
Week 03 10 September	The archival mission and functions; the sense of a profession	
Week 04 17 September	Definitions of the record	
Week 05 24 September	Records management mission and functions; the sense of a profession	28 September, noon: One-Hour Draft for Participation Profile due
Week 06 01 October	Basic practices in acquisition, records scheduling and appraisal of archival collections	
Week 07 09 October	History of record-keeping systems and archives	Class on Tuesday this week.
Week 08 15 October	Archival representation, including arrangement and description	19 October, noon: Lit Review Proposal due
Week 09 22 October	Documentation Strategy	

<i>Week & Date</i>	<i>Topic</i>	<i>Notes/Assignments Due</i>
Week 10 29 October	Reference services and access to collections	
Week 11 05 November	Careers in the Fields [Guest Panel Presentation]	
Week 12 12 November	Issues in administering collections	
Week 13 19 November	Records and social memory	
Week 14 26 November	Visual materials	30 November, noon: Two-Hour Draft for Participation Profile due
Week 15 03 December	The “citizen archivist”; opportunities and obligations for outreach	No précis-based discussions. 07 December, noon: Literature Review due.
Week 16 10 December	Copyright and privacy issues	No précis-based discussions.

Weekly Readings

Week 01, 27 August

Orientation to the course, review of course requirements, discussion of assignments. Introduction of students and instructors.

Reading:

Foote, Kenneth E. “To Remember and Forget: Archives, Memory and Culture.” In *American Archival Studies*, edited by Randall Jimerson, 29-46. Chicago: University of Chicago Press, 2000. Originally published in *American Archivist* 53 (Winter 1990): 378-393.

Week 2, 03 September (NOTE: Career Goals Essay due, 07 September, noon)

Class will not meet due to the Labor Day Holiday. However, see the “Assignments” page on CourseWeb for an optional journal review exercise to introduce you to some of the professional literature of the fields of archives and records management.

Readings:

O’Toole, James M. “On the Idea of Permanence.” In *American Archival Studies*, edited by Randall Jimerson, 475-494. Chicago: University of Chicago Press, 2000. Originally published in *American Archivist* 52 (Winter 1989): 10-25.

Skim also, Pearce-Moses, Richard. *A Glossary of Archival and Records Terminology*. Chicago: Society of American Archivists, 2005. <http://www.archivists.org/glossary/>.

Week 3, 10 September

The archival mission and functions; the sense of a profession

Readings:

O’Toole, James M. and Richard J. Cox, *Understanding Archives and Manuscripts*, 2nd ed. Chicago: Society of American Archivists, 2006.

Gilliland-Swetland, Luke J. "The Provenance of a Profession: The Permanence of the Public Archives and Historical Manuscripts Traditions in American Archival History." In *American Archival Studies*, edited by Randall Jimerson, 123-141. Chicago: University of Chicago Press, 2000. Originally published in *American Archivist* 54 (Spring 1991): 160-175

Students should visit the Web sites of various professional associations to get a flavor of the community of archivists and records managers, including the Academy of Certified Archivists (<http://www.certifiedarchivists.org/>), National Association of Government Archives and Records Administrators (<http://www.nagara.org/>), the Association of Records Managers and Administrators (<http://www.arma.org/>), and the Society of American Archivists (<http://www.archivists.org/>). There will be regular references to the work of these and other professional associations throughout the course.

Week 4, 17 September

Definitions of the record, including changes in public perception of the record, due, in part, to changes from paper-based to electronic forms.

Reading:

Brown, John Seely and Paul Duguid, *The Social Life of Information*. Boston: Harvard Business School Press, 2000.

Week 5, 24 September (NOTE: One-Hour Draft for Participation Profile due, 28 September, noon)

Records management mission and functions; the sense of a profession

Reading:

Shepherd, Elizabeth and Geoffrey Yeo. *Managing Records: A Handbook of Principles and Practice*. London: Facet Publishing, 2003.

Week 6, 01 October

Basic practices in acquisitions, records scheduling and appraisal of archival collections.

Readings:

Boles, Frank. *Selecting and Appraising Archives and Manuscripts*. Chicago: Society of American Archivists, 2005.

Ham, F. Gerald. "The Archival Edge." *American Archivist* 39(1): 5-13 January 1975.

O'Toole, James. "On the Idea of Uniqueness," in *American Archival Studies*, edited by Randall Jimerson, 245-277. Chicago: University of Chicago Press, 2000. Originally published in *American Archivist* 57 (Fall 1994): 632-658.

Week 7, TUESDAY, 09 October

History of record-keeping systems and archives

Reading:

Yates, JoAnne. *Control Through Communication: The Rise of System in American Management*. Baltimore: Johns Hopkins University Press, 1989

Week 8, 15 October (NOTE: Lit Review Proposal due, 19 October, noon)

Archival representation, including arrangement and description

Readings:

Cox, Richard J. "Revisiting the Archival Finding Aid," *Journal of Archival Organization* 5(4): 5-32 (2007).

Roe, Kathleen. *Arranging and Describing Archives and Manuscripts*. Chicago: Society of American Archivists, 2005.

Yakel, Elizabeth. "Archival Representation." *Archival Science* 3(1): 1-25, 2003. E-Journal.

Week 9, 22 October

Documentation Strategy

Readings:

Cox, Richard J. "The Documentation Strategy and Archival Appraisal Principles: A Different Perspective." In *American Archival Studies*, edited by Randall Jimerson, 211-240. Chicago: Society of American Archivists, 2000. Originally published in *Archivaria* 38 (Fall 1994): 11-36.

Samuels, Helen. *Varsity Letters: Documenting Modern Colleges and Universities*. Lanham, MD: Scarecrow Press; Chicago: Society of American Archivists, 1998.

Week 10, 29 October

Reference services and access to archival collections

Readings:

Conway, Paul. "Facts and Frameworks: An Approach to Studying the Users of Archives." In *American Archival Studies*, edited by Randall Jimerson, 433-448. Chicago: Society of American Archivists, 2000. Originally published in *American Archivist* 49 (Fall 1986): 393-407.

Cox, Richard J. with the University of Pittsburgh Archives Students. "Machines in the Archives: Technology and the Coming Transformation of Archival Reference," *First Monday*, 12 (November 2007), available at <http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/viewArticle/2029/1894>

Pugh, Mary Jo. *Providing Reference Services for Archives and Manuscripts*. Chicago: Society of American Archivists, 2005.

Students might also wish to examine Susan Tucker's "Select Bibliography of User Surveys," available at <http://www.tulane.edu/~wclib/survey.html>, to get a glimpse of the range of such studies that have been done in the archives field.

Week 11, 05 November

Panel Discussion, "Careers in the Fields"

Reading:

None. Time for research!

Week 12, 12 November

Issues in administering collections

Reading:

Kurtz, Michael. *Managing Archival and Manuscript Repositories*. Chicago: Society of American Archivists, 2004.

Week 13, 19 November

Records and social memory

Readings:

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

The Nelson Mandela Foundation, *A Prisoner in the Garden*. New York: Viking Studio, 2006.

Schwartz, Joan M., and Terry Cook. "Archives, Records, and Power: The Making of Modern Memory." *Archival Science* 2, no. 1-2 (March 2002): 1-19.

Week 14, 26 November (NOTE: Two-Hour Draft for Participation Profile due, 30 November, noon)

Visual materials in the archives

Reading:

Schwartz, Joan M. "'Records of Simple Truth and Precision: Photography, Archives and the Illusion of Control.'" *Archivaria* 50 (Fall 2000): 1-41.

Week 15, 03 December (NOTE: Literature Review due, 07 December, noon)

The Citizen Archivist

Reading:

Cox, Richard J. "The Web of Records: The World Wide Web, the Records Profession and Personal Archiving." In his *Personal Archives and a New Archival Calling*, 243-288. Duluth, MN: Litwin Books, 2008.

Archivists have long debated the relevance of theory to their practice. Students might wish to examine Terry Abraham's "Archival Theory: Notes Towards the Beginnings of a Bibliography," available at <http://www.uidaho.edu/special-collections/papers/theorybb.htm>, to gain some sense of the published benchmarks of this debate.

Week 16, 10 December

Copyright and privacy issues in the archives

Readings:

Danielson, Elena S. "Privacy Rights and the Rights of Political Victims: Implications of the German Experience," *American Archivist* 67 (Fall/Winter 2004): 176-193.

Gasaway, L. "Archival Materials and Copyright Ownership". *Information Outlook* 7 (June 2003): 7, 9.

Gaudet, Marybeth. "Playing Fair With the Right to Privacy," *Archival Issues* 28 (1), 2003-2004: 21-34.

Hodson, Sara S. "In Secret Kept, In Silence Sealed: Privacy in the Papers of Authors and Celebrities," *American Archivist*, 67 (Fall/Winter 2004): 194-211.

Maher, William. "Between Authors and Users: Archivists in the Copyright Vise," *Archival Issues* 26 (2001): 63-75.

Schwarz, Judith. "The Archivist's Balancing Act: Helping Researchers while Protecting Individual Privacy," *Journal of American History*, 79, 1 (June 1992): 179-189.