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<http://lms.pratt.edu>

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## LIS 635-01: Archives Appraisal, Acquisition and Use

Spring 2017

Class Hours: Tuesdays 6:30 – 9:20p  
 Office Hours: Tuesdays 3:00-6:00pm, and by appointment  
 Credits: 3  
 Prerequisites: LIS 625 Management of Archives and Special Collections  
 Location: PMC 611

### Bulletin Description:

This course wrestles with some key issues that pertain to archival collection policy. Students will explore why materials are being accepted or solicited for an archive; how society or an organization is "documented;" how archival materials will be used; who will use archival materials and why. Students should be able to design an appraisal or acquisition policy for a collecting institution that will serve the archives larger mission at the end of the course.

### Course Goals:

- Students will develop a more sophisticated understanding of the field of archival studies by building on what was learned in LIS 625 Management of Archives and Special Collections.
- Students will focus on more "big picture" issues in the field of archival studies, such as who should document society, what should be documented, and why should it be documented.
- Students will create a work of original research in the field of archival studies.
- Connect archival appraisal, acquisition and use practices to real-world, NYC archival and special collection environments.

### Student Learning Objectives:

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

- Demonstrate sophisticated understanding of archival appraisal and acquisition practices and techniques.
- Relate archival mission statement and collection development policies to user access
- Apply archival appraisal, acquisition and usage knowledge to evaluating real-world archives and special collections.
- Discuss archives appraisal in light of the history of the field and potential futures.

## Course Schedule and Readings

### 1/17 – Course Introduction

- Overview of syllabus
- Assign weekly presenters of topics
- Post a photo of yourself and fill-out your profile on the LMS
- Sign-up for the Society of American Archivists (SAA) Listserv (do not have to be a dues-paying member)  
<http://www2.archivists.org/listservs>

### 1/24 – Historical Overview

Boles text:

- Ch. 1: Why Archivists Select
- Ch. 2: Muddied Waters and Conflicting Currents: An Overview of Appraisal Thought

*Further Reading:*

Blouin Jr., F. X. & Rosenberg, W. G. (2013). *Processing the past: contesting authority in history and the archives*. New York: Oxford University Press. Retrieved from Pratt Manhattan library  
<http://cat.pratt.edu/record=b1188250~S0>.

Gilliland, A. J. (2014). *Conceptualizing 21<sup>st</sup> Century Archives*. Chicago, IL: Society of American Archivists. Retrieved from Pratt Manhattan library <http://cat.pratt.edu/record=b1217645~S0>.

Duranti, L. (1994). The Concept of Appraisal and Archival Theory. *American Archivist*, 57(2), 328-344. Retrieved from course e-reserves.

Cook, T. (1997). What is Past is Prologue: A History of Archival Ideas Since 1898, and the Future Paradigm Shift. *Archivaria*, 43 (Spring), 17-63. Retrieved from  
<http://archivaria.ca/index.php/archivaria/article/view/12175/13184>.

Hohmann, P. (2016). On Impartiality and Interrelatedness: Reactions to Jenkinsonian Appraisal in the Twentieth Century. *American Archivist*, 79(1), 14-25. Retrieved from course e-reserves.

Tschan, R. (2002). A Comparison of Jenkinson and Schellenberg on Appraisal. *American Archivist*, 65(2), 176-195. Retrieved from course e-reserves.

Jenkinson, H. (1937). *A Manual of Archive Administration*. London: Percy Lund, Humphries & Co. Retrieved from <https://archive.org/details/manualofarchivea00iljenk>.

[English translation of “Dutch Manual”] Muller, S., Fruin, R., Feith, J. A. (1940). *Manual for the Arrangement and Description of Archives: drawn up by direction of the Netherlands Association of Archivists*. New York: H. W. Wilson. Retrieved from  
<https://babel.hathitrust.org/cgi/pt?id=mdp.39015005389211>.

Ridener, J. (2009). *From Polders to postmodernism: a concise history of archival theory*. Duluth, MN: Litwin Books. Retrieved from Pratt Manhattan library <http://cat.pratt.edu/record=b1142530~S0>

*Reflection Questions:*

Boles writes that the “big tent” of archival purpose is something whose “preservation... that I believe matters greatly” (p. 41). What is this “big tent” and why does he think it needs preservation?

### 1/31 – Mission Statement and Collection Policies

Boles text:

- Ch. 3: The Big Picture: Mission Statements, Records Management, and Collection Development Policies

*Further Reading:*

Greene, M. A. (2002). The Power of Meaning: The Archival Mission in the Postmodern Age. *American Archivist*, 65(1), 42-55. Retrieved from course e-reserves.

Eastwood, T. & MacNeil, H. (Eds) (2010). *Currents of Archival Thinking*. Santa Barbara, CA: Libraries Unlimited. Retrieved from Pratt Manhattan library <http://cat.pratt.edu/record=b1223966~S0>.

Purcell, A. D. (2015). *Donors and archives: a guidebook for successful programs*. Lanham, MD: Rowman & Littlefield. Retrieved from Pratt Manhattan library <http://cat.pratt.edu/record=b1219921~S0>.

Theimer, K. (Ed.). *Appraisal and Acquisition: Innovative Practices for Archives & Special Collections* (Lanham, MD: Rowman & Littlefield, 2015). Retrieved from Pratt Manhattan library <http://cat.pratt.edu/record=b1225999~S0>

*Reflection Questions:*

Copy and paste an archival repository’s collection policy and include the URL of where you found it. Are the goals and objectives of the repository clear? Who does the repository serve (users/clientele)?

### 2/7 – Traditional appraisal (a.k.a. Micro-appraisal)

Boles text:

- Ch. 4: Mucking about in the Records: Making Selection Decisions on the Ground
- Ch. 5: Putting the Pieces Together: A Selection Model

*Further Reading:*

Boles, F. (1987). Mix Two Parts Interest to One Part Information and Appraise Until Done: Understanding Contemporary Record Selection Processes. *American Archivist*, 50(3), 356-368. Retrieved from course e-reserves.

Boles, F. & Young, J. F. (1985) Exploring the Black Box: The Appraisal of University Administrative Records. *American Archivist*, 48(2), 121-140. Retrieved from course e-reserves.

Schellenberg, T. R. (1956). *Modern Archives: Principles and Techniques*. Chicago: Society of American Archivists. Retrieved from <http://www.archivists.org/publications/epubs/ModernArchives-Schellenberg.pdf>

NARA. (1982). Intrinsic Value in Archival Material. Retrieved from <https://www.archives.gov/research/alic/reference/archives-resources/archival-material-intrinsic-value.html>.

Millar, L. (2010). *Archives: Principles and Practices*. New York: Neal Schuman. Retrieved from Pratt Manhattan library <http://cat.pratt.edu/record=b1156439~S0>.

Hunter, G. (2003). *Developing and Maintaining Practical Archives*. New York: Neal-Schuman. Retrieved from Pratt Manhattan library <http://cat.pratt.edu/record=b1117484~S0>.

Bradscher, J. G. (1988). The FBI Records Appraisal. *Archival Issues*, 13(2), 51-66. Retrieved from course e-reserves.

Steinwall, S. D. (1986). Appraisal and the FBI Files Case: For Whom Do Archivists Retain Records? *American Archivist*, 49(1), 52-63. Retrieved from course e-reserves.

Lutzker, M. A. (1982). Max Weber and the Analysis of Modern Bureaucratic Organization: Notes Toward a Theory of Appraisal. *American Archivist*, 45(2), 119-130. Retrieved from course e-reserves.

Lockwood, E. (1990). "Imponderable Matters:" The Influence of New Trends in History on Appraisal at the National Archives. *American Archivist*, 53(3), 394-405. Retrieved from course e-reserves.

#### *Reflection Questions:*

Boles outlines a number of competing issues that an archivists should consider concurrently when making selection decisions "on the ground." What are these issues? Are there one of these issues that stand out to you as being particular important (e.g., based on some past experience)?

#### **2/14 – Use/Users of Archives and its relationship to Appraisal**

Greene, M. (1998). "The Surest Proof": A Utilitarian Approach to Appraisal. *Archivaria*, 45(Spring), 127-169. Retrieved from <http://archivaria.ca/index.php/archivaria/article/view/12229/13253>.

#### *Further Reading:*

Pugh, M. (2005). *Providing reference services for archives & manuscripts*. Chicago, IL: Society of American Archivists. Retrieved from Pratt Manhattan Library <http://cat.pratt.edu/record=b1156437~S0>

Yakel, E. (2000). Thinking Inside and Outside the Boxes: Archival Reference Services at the Turn of the Century. *Archivaria*, 49(Spring), 140-160. Retrieved from <http://journals.sfu.ca/archivar/index.php/archivaria/article/view/12742/13927>.

Duff, W. M., Dryden, J., Limkilde, C., Cherry, J. & Bogomazova, E. (2008). Archivists' Views of User-based Evaluation: Benefits, Barriers, and Requirements. *American Archivist*, 71(1), 144-166. Retrieved from course e-reserves.

Eastwood, T. (1992). "Towards a Social Theory of Appraisal." In B. Craig (Ed.), *The Archival Imagination: Essays in Honor of Hugh A. Taylor*. Ottawa: Association of Canadian Archivists. Retrieved from course e-reserves.

O'Neil Adams, M. (2007). Analyzing archives and finding facts: use and users of digital data records. *Archival Science*, 9, 21-36. Retrieved from course e-reserves.

#### *Reflection Questions:*

Do you agree with Greene and Brichford that “‘use of the archives and the growth of its reputation’ was ‘the surest proof of sound records appraisal’” (p. 158)? If you agree with this idea, how might you implement it practically?

## 2/21 – Selecting Archives & Manuscripts for Digitization

Vogt-O'Connor, D. (2000). “Selection of Materials for Scanning.” *Handbook for Digital Projects*, ed. Maxine K. Sitts. Andover, MA: Northeast Document Conservation Center. Retrieved from <https://www.nedcc.org/assets/media/documents/dman.pdf>.

Purcell, A. D. (2016). “Chapter 6: Evaluating, Selecting and Building Digital Collections.” In *Digital Library Programs for Libraries and Archives*. Chicago: American Library Association. Retrieved from course e-reserves.

### Further Reading:

Ooghe, B. & Moreels, D. (2009). “Analysing Selection for Digitisation: Current Practices and Common Incentives.” *D-Lib Magazine*, 15(9/10), retrieved from <http://www.dlib.org/dlib/september09/ooghe/09ooghe.html>.

Purcell, A. D. (2016). *Digital Library Programs for Libraries and Archives*. Chicago: American Library Association. Retrieved from Pratt Manhattan library <http://cat.pratt.edu/record=b1224189~S0>.

Bülow, A. E. & Ahmon, J. (2011). *Preparing collections for digitization*. London: Facet. Retrieved from Pratt Manhattan library <http://cat.pratt.edu/record=b1156125~S0>.

### Reflection Questions:

In previous weeks, we have read about approaches to selecting materials to include in archive. In following weeks, we will explore the topic of appraising and acquiring born-digital materials. However, this week we will look at the topic of selecting analog materials for digitization that are already in processed collections. Purcell argues that digitizing materials based on what “‘looks old’ or ‘looks cool’ is a flawed approach to digitization” (p. 108). What might be a better approach?

## 2/28 – Appraising Born-Digital Records

### Appraisal and Acquisition Strategies text:

- Introduction: Collecting Digital Archives: Building Blocks for Success (Michael Shallcross)
- Module 14: Appraising Digital Records (Geof Huth)

### Further Reading:

Bearman, D. (1993). The Implications of *Armstrong v. Executive of the President* for the Archival Management of Electronic Records. *American Archivist*, 56(4), 674-689. Retrieved from course e-reserves.

Bearman, D. (1992). Diplomats, Weberian Bureaucracy, and the Management of Electronic Records in Europe and America. *American Archivist*, 55(1), 168-181. Retrieved from course e-reserves.

Bromley, B. S., Christman, R. & Gray Eakin Page, S. ‘I Really Can’t Wait to Archive This Exchange’: Exploring Processing as Appraisal in the Tim Kaine Email Project. In Kate Theimer (Ed.), *Appraisal and Acquisition: Innovative Practices for Archives and Special Collections* (pp 31-44). Lanham, MD: Rowman & Littlefield. Retrieved from course e-reserves.

Cocciolo, A. (2016). When Archivists and Digital Asset Managers Collide: Tensions and Ways Forward. *American Archivist*, 79(1), 121-136. Retrieved from course e-reserves.

Cocciolo, A. (2016). Email as cultural heritage resource: appraisal solutions from an art museum context. *Records Management Journal*, 26(1), 68-82. Retrieved from course e-reserves.

Cocciolo, A. (2014). Challenges to born-digital institutional archiving: the case of a New York art museum. *Records Management Journal* 24(3), 238-250. Retrieved from course e-reserves.

*Reflection Questions:*

This week's reading focuses on appraising born-digital records, especially from the perspective of an institutional archivist. How is appraising born-digital records similar and different from appraising paper-based records?

**3/7 – Collecting Born-Digital Manuscripts & Archives**

*Appraisal and Acquisition Strategies* text:

- Module 15: Collecting Digital Manuscripts and Archives (Megan Barnard and Gabriela Redwine)

*Further Reading:*

Redwine, G., et. al. (2013). *Born Digital: Guidance for Donors, Dealers, and Archival Repositories*. Washington, DC: CLIR. Retrieved from <https://www.clir.org/pubs/reports/pub159/pub159.pdf>.

Caswell, M. (2009). Instant Documentation: Cell-Phone-Generated Records in the Archives. *American Archivist*, 72(1), 133-145. Retrieved from course e-reserves.

Wilsey, L., Skirvin, R., Chan, P. & Edwards, G. (2013). Capturing and Processing Born-Digital Files in the STOP AIDS Project Records: A Case Study. *Journal of Western Archives*, 4(1), 1-22. Retrieved from <http://digitalcommons.usu.edu/cgi/viewcontent.cgi?article=1026&context=westernarchives>

Reside, D. File Not Found: Rarity in the Age of Digital Plenty. (2014). *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage*, 15(1), 68-74. Retrieved from course e-reserves.

Goldman, B. (2011). Bridging the Gap: Taking Practical Steps Toward Managing Born-Digital Collections in Manuscript Repositories. *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage* 12(1), 11-24. Retrieved from course e-reserves.

Hansen, W. & Farrell, M. (2015). Hardware for SoftPoems: Appraisal and Acquisition of Vintage Computer Equipment. In Kate Theimer (Ed.), *Appraisal and Acquisition: Innovative Practices for Archives and Special Collection* (pp. 45-61). Lanham, MD: Rowman & Littlefield. Retrieved from course e-reserves.

*Appraisal and Acquisition Strategies* text:

- Module 16: Accessioning Digital Archives (Erin Faulder)

Boles text:

- Ch. 6: All Media Are Created Equal and with the Right to Be Archived: Media and Selection

*Reflection Questions:*

Barnard and Redwine (2016) discuss strategies for acquiring born-digital materials from their creators. Is there some strategy discussed that you think is absolutely essential, and why?

### **3/14 – No Class; Spring Break!**

### **3/21 – Functional Analysis**

Robyns, M. C. & Woolman, J. (2011). Institutional Functional Analysis at Northern Michigan University: A New Process of Appraisal and Arrangement of Archival Records. *American Archivist*, 74(1), 241-256. Retrieved from course e-reserves.

#### *Further Reading – Functional Analysis:*

Robyns, M. (2014). *Using functional analysis in archival appraisal: a practical and effective alternative to traditional appraisal methodologies*. Lanham, MD: Rowman & Littlefield. Retrieved from Pratt Manhattan Library <http://cat.pratt.edu/record=b1217532~S0>.

Samuels, H. (1992). *Varsity letters: documenting modern colleges and universities*. Chicago, IL: Society of American Archivists. Retrieved from Pratt Manhattan library <http://cat.pratt.edu/record=b1095787~S0>.

Cook, T. (2011). *Controlling the Past: Documenting Society and Institutions: Essays in Honor of Helen Willa Samuels*. Chicago, IL: Society of American Archivists. Retrieved from Pratt Manhattan Library <http://cat.pratt.edu/record=b1189724~S0>.

#### *Further Reading – Macro-appraisal:*

Cook, T. (2006). Macroappraisal in Theory and Practice: Origins, Characteristics, and Implementation in Canada, 1950-2000. *Archival Science*, 5(2), 101-161. Retrieved from course e-reserves.

Cook, T. (1992). "Mind Over Matter: Towards a New Theory of Archival Appraisal" In B. Craig (Ed.), *The Archival Imagination: Essays in Honor of Hugh A. Taylor*. Ottawa: Association of Canadian Archivists. Retrieved from course e-reserves.

Roberts, J. (2001). One Size Fits All? The Portability of Macro-Appraisal by a Comparative Analysis of Canada, South Africa, and New Zealand. *Archivaria*, 52(Fall), 47-68. Retrieved from <http://archivaria.ca/index.php/archivaria/article/view/12814/14021>.

#### *Reflection Questions:*

How is functional analysis different from micro-appraisal?

### **3/28 – Documentation Strategy**

**Guest Speaker:** Dr. Susan Malbin, Director of Library and Archives, American Jewish Historical Society

Malkmus, D. J. (2008). Documentation Strategy: Mastodon or Retro-Success? *American Archivist*, 71(2), 384-409. Retrieved from course e-reserves.

#### *Further Reading:*

Samuels, H. (1986). Who Controls the Past? *American Archivist*, 49(2), 109-24. Retrieved from course e-reserves.

Hackman, L. & Warnow-Blewett, J. (1987). The Documentation Strategy Process: A Model and a Case Study. *American Archivist*, 50(1), 12-47. Retrieved from course e-reserves.

Hackman, L. (2009). The Origins of Documentation Strategies in Context: Recollections and Reflections. *American Archivist*, 72(2), 436-459. Retrieved from course e-reserves.

Abraham, T. (1991). Collection Policy or Documentation Strategy: Theory and Practice. *American Archivist*, 54(1), 44-52. Retrieved from course e-reserves.

Cox, R. J. & Samuels, H. W. (1988). The Archivist's First Responsibility: A Research Agenda to Improve the Identification and Retention of Records of Enduring Value. *American Archivist*, 51(1-2), 28-42. Retrieved from course e-reserves.

Hinding, A. Inventing a Concept of Documentation. *Journal of American History*, 80(1), 168-178. Retrieved from course e-reserves.

Lamoree, K. M. (1995). Documenting the Difficult or Collecting the Controversial. *Archival Issues*, 20(2), 149-153. Retrieved from course e-reserves.

Johnson, E. (2008). Our Archives, Our Selves: Documentation Strategy and the Re-Appraisal of Professional Identity. *American Archivist*, 71(1), 190-202. Retrieved from course e-reserves.

Greene, M. A. & Daniels-Howell, T. J. (1997). Documentation with an Attitude: A Pragmatist's Guide to the Selection and Acquisition of Modern Business Records. In J. M. O'Toole (ed.), *The Records of American Business* (pp. 161-229). Chicago, IL: Society of American Archivists.

Cox, R. J. (2004). *No Innocent Deposits: Forming Archives by Rethinking Appraisal* (Lanham, MD: Scarecrow Press). Retrieved from Pratt Manhattan library <http://cat.pratt.edu/record=b1226001~S0>.

#### *Reflection Questions:*

How is documentation strategy different from micro-appraisal and functional analysis? According to Malkmus, what are some factors that can ensure success (or failure) of documentation strategy?

#### **4/4 – Appraisal of Non-textual records**

**Guest speaker:** Carmel Curtis, Audiovisual Archivist, United Nations

**Choose Your Own Adventure: Choose an article/chapter from one of the following categories based on interests:**

#### *Moving Image and Sound Records*

Cocciolo, A. (2016, work in progress). Appraisal and Reappraisal. In *Moving Image and Sound Collections for Archivists* (Chicago, IL: Society of American Archivists). Retrieved from course e-reserves.

Connors, T. (2000). Appraising Public Television Programs: Toward an Interpretive and Comparative Evaluation Model. *American Archivist*, 63(1), 152-174. Retrieved from course e-reserves.

Kula, S. (2003). Appraisal Theory. In *Appraising Moving Images: Assessing the Archival and Monetary Value of Film and Video Records*, pp. 23-51. Lanham, MA: Scarecrow Press. Retrieved from course e-reserves.



Patton, C. A. (1997). Appraisal of Sound Recordings for Textual Archivists. *Archival Issues*, 22(2), 117-132. Retrieved from course e-reserves.

Swain, E. D. (2003). Oral History in the Archives: Its Documentary Role in the Twenty-First Century. *American Archivist*, 66(1), 139-158. Retrieved from course e-reserves.

### *3-dimensional objects*

Rudolph, K. (2011). Separated at Appraisal: Maintaining the Archival Bond Between Archives Collections and Museum Objects. *Archival Issues*, 33(1), 25-39. Retrieved from course e-reserves.

Ilerbaig, J. (2010). Specimens as Records: Scientific Practice and Recordkeeping in Natural History Research. *American Archivist*, 73(2), 463-482. Retrieved from course e-reserves.

### *Photography*

Vogt-O'Connor, D. (2006). Appraisal and acquisitions. In M. Ritzenthaler & D. Vogt-O'Connor (Eds), *Photographs: archival care and management*. Chicago, IL: Society of American Archivists. Retrieved from course e-reserves. Print copy available in Pratt Manhattan library <http://cat.pratt.edu/record=b1128464~S0>.

### *Architectural records*

Cook, T. (1996). "Building an Archive: Appraisal Theory for Architectural records." *American Archivist* 59(2), 136-143. Retrieved from course e-reserves.

Lathrop, A. K. (1996). "Appraisal of Architectural Records in Practice: The Northwest Architectural Archives." *American Archivist*, 59(2), 222-227. Retrieved from course e-reserves.

Schrock, N. C. (1996). "Preservation Factors in the Appraisal of Architectural Records." *American Archivist*, 59(2), 206-213. Retrieved from course e-reserves.

### *Reflection Questions:*

This week, we choose a reading on appraising non-textual records from the following categories: a) moving image and sound records, b) 3-dimensional objects, c) photography, and d) architectural records. What article did you read? What is noteworthy about appraising records from this category?

### **4/11 – Re-appraisal**

Reappraisal and Deaccessioning Development and Review Team. (2012). Guidelines for Reappraisal and Deaccessioning. Chicago, IL: Society of American Archivists. Retrieved from <http://www2.archivists.org/sites/all/files/GuidelinesForReappraisalAndDeaccessioning-May2012.pdf>

### *Further Reading:*

Jackson, L. U. & Thompson, D. C. (2010). But You Promised: A Case Study of Deaccessioning at the American Heritage Center, University of Wyoming. *American Archivist*, 73(2), 669-685. Retrieved from course e-reserves.

Rapport, L. (1981). No Grandfather Clause: Reappraising Accessioned Records. *American Archivist*, 44(2), 143-150. Retrieved from course e-reserves. Retrieved from course e-reserves.

Greene, M. A. (2006). I've Deaccessioned and Lived to Tell About It: Confessions of an Unrepentant Reappraiser. *Archival Issues*, 30(1), 7-22. Retrieved from course e-reserves.

*Reflection Question:*

TBD

#### **4/18 – Identity, Memory and Culture**

Cook, T. (2013). Evidence, memory, identity, and community: four shifting archival paradigms. *Archival Science*, 13(2), 95-120. Retrieved from course e-reserves.

*Further Reading:*

Bastian, J. A. (2009). Flowers for Homestead: A Case Study in Archives and Collective Memory. *American Archivist*, 72(1), 113-132. Retrieved from course e-reserves.

Cook, T. (2011). 'We Are What We Keep; We Keep What We Are': Archival Appraisal Past, Present and Future. *Journal of the Society of Archivists*, 32(2), 173-189. Retrieved from course e-reserves.

Hobbs, C. (2011). The Character of Personal Archives: Reflections on the Value of Records of Individuals. *Archivaria*, 52(Fall), 126-135. Retrieved from <http://archivaria.ca/index.php/archivaria/article/view/12817/14027>.

Yakel, E. & Torres, D. A. (2007). Genealogists as a "Community of Records." *American Archivist*, 70(1), 93-113. Retrieved from course e-reserves.

Paschild, C. N. (2012). Community Archives and the Limitations of Identity: Considering Discursive Impact on Community Needs. *American Archivist*, 75(1), 125-142. Retrieved from course e-reserves.

Kaplan, E. (2000). We Are What We Collect, We Collect What We Are: Archives and the Construction of Identity. *American Archivist*, 63(1), 126-151. Retrieved from course e-reserves.

Caswell, M. (2011). "Thank You Very Much, Now Give Them Back:" Cultural Property and the Fight over the Iraqi Baath Party Records. *American Archivist*, 74(1), 211-240. Retrieved from course e-reserves.

Bastian, J. (2009). Community archives: the shaping of memory. London: Facet. Retrieved from Pratt Manhattan library <http://cat.pratt.edu/record=b1186506~S0>.

Gilliland, A. J. & Caswell, M. (2016). *Records and their imaginaries: imagining the impossible, making possible the imagined*. *Archival Science*, 16(1), 53-75. Retrieved from course e-reserves.

*Reflection Questions:*

TBD

#### **4/25 – Diversity, Inclusion and the Archival Record**

Bergis, J. (2016). "Confronting Our Failure of Care Around the Legacies of Marginalized People in the Archives." *NDSA Digital Preservation 2016 annual meeting*, November 9-10, Milwaukee, WI. Retrieved from <https://medium.com/on-archivy/confronting-our-failure-of-care-around-the-legacies-of-marginalized-people-in-the-archives-dc4180397280>.

*Further Reading:*

Caswell, M., Cifor, M. & Ramirez, M. H. (2016). "To Suddenly Discover Yourself Existing": Uncovering the Impact of Community Archives. *American Archivist*, 79(1), 56-81. Retrieved from course e-reserves.

Flinn, A. (2007). Community Histories, Community Archives: Some Opportunities and Challenges. *Journal of the Society of Archivists*, 28(2), 151-176. Retrieved from course e-reserves.

Daniel, D. (2010). Documenting the Immigrant and Ethnic Experience in American Archives. *American Archivist*, 73(1), 82-104. Retrieved from course e-reserves.

White, S. (2012). Crippling the Archives: Negotiating Notions of Disability in Appraisal and Arrangement and Description. *American Archivist*, 75(1), 109-124. Retrieved from course e-reserves.

Caswell, M. (2014). *Archiving the Unspeakable: Silence, Memory, and the Photographic Record in Cambodia*. Madison, WI: University of Wisconsin Press. Retrieved from Pratt Manhattan library <http://cat.pratt.edu/record=b1221198~S0>.

Kumbier, A. (2014). *Ephemeral Material: Queering the Archive*. Sacramento, CA: Litwin. Retrieved from Pratt Manhattan library <http://cat.pratt.edu/record=b1222602~S0>.

Caldera, M. A. & Neal, K. M. (Eds.). (2014). *Through the archival looking glass: a reader on diversity and inclusion*. Chicago, IL: Society of America Archivists. Retrieved from Pratt Manhattan library <http://cat.pratt.edu/record=b1219389~S0>.

Daniel, D. & Levi, A. S. (Eds.) (2014). *Identity palimpsests: archiving ethnicity in the U.S. and Canada*. Sacramento, CA: Litwin. Retrieved from Pratt Manhattan library <http://cat.pratt.edu/record=b1221197~S0>.

Greenblatt, E. (2011). *Serving LGBTIQ library and archives users: essays on outreach, service, collections and access*. Jefferson, NC: McFarland & Company. Available from Pratt Manhattan library <http://cat.pratt.edu/record=b1188113~S0>.

Cocciolo, A. (2017, in press). Community Archives in the Digital Era: A Case from the LGBT Community. *Preservation, Digital Technology & Culture*. Retrieved from [http://www.thinkingprojects.org/community\\_archives\\_digital\\_era\\_for\\_review.pdf](http://www.thinkingprojects.org/community_archives_digital_era_for_review.pdf).

*Reflection Questions:*

TBD

**5/2 – Studio Week (Individual Project Work Week)***Further Reading - International perspectives:*

[*Australian/continuum perspective*] Upward, F., McKemmish, S. & Reed, B. (2011). Archivists and Changing Social and Information Spaces: A Continuum Approach to Recordkeeping and Archiving in Online Cultures. *Archivaria*, 72(Fall), 197-237. Retrieved from <http://archivaria.ca/index.php/archivaria/article/view/13364>.

Piggott, M. (Ed.) (2012). *Archives and societal provenance: Australian essays*. Oxford, UK: Chandos. Retrieved from Pratt Manhattan library <http://cat.pratt.edu/record=b1218497~S0>.

Booms, H. (1987). Society and the Formation of a Documentary Heritage: Issues in the Appraisal of Archival Sources. *Archivaria*, 24(Summer), 69-107. Retrieved from <http://archivaria.ca/index.php/archivaria/article/view/11415/12357>.

Kolsrud, O. (1992). The Evolution of Basic Appraisal Principles. *American Archivist*, 55(1), 26-39. Retrieved from course e-reserves.

Menne-Haritz, A. (1994). Appraisal or Documentation: Can We Appraise Archives by Selecting Content? *American Archivist*, 57(3), 528-542. Retrieved from course e-reserves.

## 5/9 – Presentations

### Textbooks

The following books are required reading for the course. It is recommended that you purchase them; however, they are also available on reserve in the library:

Boles, F. (2005). *Selecting & appraising archives & manuscripts*. Chicago, IL: Society of American Archivists. ISBN: 1-931666-11-3

Shallcross, M. J. & Prom, C. J. (Eds.). (2016). *Appraisal and Acquisition Strategies*. Chicago, IL: Society of American Archivists. ISBN: 978-0-931828-00-3

The above text books can be purchased from the Pratt Online Bookstore (<http://pratt.textbookx.com/institutional/>), the SAA Bookstore (<http://saa.archivists.org/store/>) and other retailers.

Additional required and further readings are available online via the LMS (<http://lms.pratt.edu>).

### Course Requirements

Students' course grades will be determined by performance on the following activities:

1. Class Participation (20%)
2. Topic Reflections (20%) – 11 responses required over the course of the semester
3. Archival Case Study Project (60%)
  - a. Proposal (10%) – due March 21, Instructor feedback on March 28
  - b. Proposal Presentation (10%) – due in March/April
  - b. Final Paper (30%) – due last day of class
  - c. Final Presentation (10%) – due last week or two of class

### Class Participation

Students are expected to be prepared and to contribute to class discussions each week with scholarly analyses and insights. In addition, each week one student or a team of two students will present their perspective on the topic of the readings for the week. This is an opportunity to consolidate your (or your team's) understanding on a topic, to present your perspective, to make novel connections to other domains, and to relate the readings to real-world experience. Presenters may use the reflection questions posed (available on the LMS) to guide their presentations, or may choose their own direction in discussing the topic. Presenters should be prepared to make around a 10-minute presentation, employ some visual aids (e.g., PowerPoint) and conclude with some questions or issues they would like to discuss

more thoroughly. Remember that everyone in the class has read the week's readings, so it should not simply be a summarization of what we have already read.

The schedule of presenters will be decided on the first day of class.

Forms of digital distraction (working on email, social media, etc.) will be interpreted by the instructor as reduced participation in the course.

## Topic Reflections

Each week, students are expected to write at least two paragraphs that reflect on the readings. Reflections can be in response to the topic reflection questions posted on the LMS. Students responses should be posted on the LMS by 6pm (at the latest) on the day of class (late responses will receive a reduced grade). Please do not bring in a hard-copy or email unless the LMS is unavailable. The purpose of these responses is to allow students the opportunity to reflect on the readings and share their reflections with the other members of the class. Students are encouraged to read the responses by their fellow classmates (this is, however, not a requirement). Based on interests, students may choose two weeks NOT to do a weekly response. This means by the end of the semester, each student should have posted 11 responses.

Please note that the instructor will refer to these responses during class discussion and may ask students to further clarify or expand on their response.

## Archival Case Study Project

The objective of the Archival Case Study Project is to produce an original work of research in the field of archival studies. The final case study should discuss archival theory and practices with respect to identifying, acquiring and authenticating records with enduring value to records creators, institutions, researchers and society, and apply such thinking to how it plays out in a real-world archive or special collections in the tristate New York City area.

To produce the case study, it is expected that students complete the following:

- *1. Repository Overview*
  - o Select an archival case study site in the tristate New York City area which is an institutional archive or collecting institution. The ArchiveGrid provides a list of some repositories in the area: <https://beta.worldcat.org/archivegrid/>.
  - o Retrieve and review the institution's mission, collecting policy, finding aids and online digital collections.
- *2. Relevant Literature*
  - o What literature on archives appraisal, acquisition and use has bearing on understanding this particular case? Readings from the class can be used, as well as other sources in the field of archival studies. This include the many monographs at the Pratt Manhattan library and journals in the field, such as:
    - *American Archivist* (Pratt subscription)
    - *Archivaria* (open access)
    - *Archival Science* (NYPL and interlibrary loan)
    - *Journal of the Society of Archivists* (NYPL and interlibrary loan)
    - *Archival Issues* (Pratt subscription)
    - *Journal of Archival Organization* (NYPL and interlibrary loan)
    - *Records Management Journal* (Pratt subscription)
    - *Information & Culture* (Pratt subscription)

- 3. *Collections Evaluation* - Discuss how the processed collections and online digital collection speak to the institution's mission and collecting policy? Further, how do the digitized or born-digital online collections speak to the archive's mission and collecting policy?
  - o If questions arise during this phase of the project, it is recommended that students attempt to contact an archivist with the repository and get answers to these questions through email, telephone or face-to-face. These can be cited in the final paper as personal communications.
- 4. *Access of Collections* - Visit the archive or special collection to access a particular collection or some component of a particular collection based on the relationship of those components to the institution's mission and collecting policy. How does the provisions for access speak to the archive's mission?
- 5. *Conclusions* – Based on your research, what can we conclude about this particular case with respect to mission, collection policy, collections, digitized collections, and ability to use them? What bearing does this case have on what is known about (the literature on) archives appraisal, acquisition and use?

*Final Paper* – 5,000-6,000 words with citations as footnotes or endnotes in *Chicago Manual of Style* 15<sup>th</sup> or 16<sup>th</sup> editions (<http://www.chicagomanualofstyle.org/>).

*Final Presentation* – This is a 10 minute presentation, with additional time for Q/A, that should be approached like a professional conference-style presentation. A visual aid (e.g., Powerpoint) should be used. The presentation should be considered the oral version of the final paper, which should cover all the terrain addressed in the final paper. However, the presentation should not be a reading of the final paper but rather the paper reimagined as an engaging presentation. You are encouraged to re-use your presentation in the *#infoshow* (annual showcase of Pratt SI student work).

*Proposal* - Note that a proposal should be submitted mid-semester that you should think of as a work that is building toward the final paper. It should complete project step #1, and include a list of references that will be consulted for step #2. A plan for addressing steps #3, #4 and #5—and any preliminary ideas findings that you think you will be discussing in the final paper—should be introduced here.

*Proposal Presentation* – This is the oral presentation of your proposal (10 minutes maximum), and should cover the same terrain as the written proposal. However, like the final presentation, it should not be a mere reading of the proposal, but the proposal reimagined as an engaging presentation with visual aid (e.g., Powerpoint).

## Notes on Assessment and Evaluation

1. All assignments must completed in order to receive a passing grade in the course
2. SI is going green: all work must be submitted electronically via the LMS.
3. Students with extensive absences (three or more for any reason) will be required to drop the course.

## MSLIS E-Portfolio

Starting Fall 2012, all students entering the MSLIS degree program are required to complete an e-portfolio that must be approved by their advisor before they will be permitted to graduate. The e-Portfolio provides students with an opportunity to showcase their best work from the courses they have taken at SI, and an opportunity to demonstrate they have met the learning objectives of a Master of Information and Library Science.

Students must demonstrate that their work fulfills at least one of the following learning outcomes:

1. **Research** - Students carry-out and apply research
2. **Communication** - Students demonstrate excellent communication skills and create and convey content
3. **Technology** - Students use information technology and digital tools effectively
4. **User-Centered Focus** - Students apply concepts related to use and users of information and user needs and perspectives
5. **Reflective Practice** - Students perform within the framework of professional practice

Detailed information on the learning outcomes, requirements and how to create your e-portfolio is available from: <https://www.pratt.edu/academics/information/current-students/mslis-e-portfolio/>

Note that the Archival Case Study Project can be used to satisfy the Research SLO, and possibly used to satisfy others based on work completed, specifically the Communication, User-Centered Focus, and Reflective Practice SLO.

### Pratt's grading scale:

Superior work:	A 4.0 (96-100)	A- 3.7 (90-95)
Very good work:	B+ 3.3 (87-89)	B 3.0 (83-86)      B-2.7 (80-82)
Marginally satisfactory:	C+ 2.3 (77-79)	C 2.0
Failed:	F 0.0 (0-69)	

### Policies

All Institute-wide policies are listed in the Bulletin under "Community Standards," which include policies on attendance, academic integrity, plagiarism, computer, and network use. Students who require special accommodations for disabilities must obtain clearance from the Office of Disability Services at the beginning of the semester. They should contact Mai McDonald, Disability Services Coordinator, in the Office of the Vice President for Student Affairs, Main Building, Lower Level: 718-636-3711.

### Notes on Research, Archiving and Photographs

1. Students taking this class may be asked to participate in faculty-sponsored research for advancing knowledge in the field of Information and Library Science. This research will exclude any personally identifiable information. If you object to this practice, please communicate with the instructor at the beginning of the semester.
2. Student work may be retained by Pratt SI and disseminated, including through electronic networks (e.g., repositories, websites). Students retain intellectual property rights on their work but Pratt has the right to use and display your work (for more information see Pratt's Intellectual Property Policy available at: [https://www.pratt.edu/uploads/96-intellectual\\_property\\_policy.pdf](https://www.pratt.edu/uploads/96-intellectual_property_policy.pdf) )
3. Students in the class may be photographed during class related activities. Photographs may be archived in institutional archives or websites. Photographs may be name tagged. If you object to being included in such photographs, please communicate with the instructor at the beginning of the semester.