School of Library and Information Studies
University of Oklahoma

LIS 5463 Archival Representation and Use

COURSE DESCRIPTION
Prerequisite: LIS 5033, LIS 5043, LIS 5343, or permission of instructor. Introduction to the principles and practice of collecting, servicing, and arranging archival holdings. Includes elements of appraisal, acquisition, and preservation with significant focus on archival arrangement, description, and administration of institutional archives. (Offered once every other year during the spring semester).

OBJECTIVES
The learning objectives of this course are below:

➢ to examine the history and principles underlying the arrangement and description of archival documents according to professional archival standards
➢ to familiarize students with aggregations of archival documents and their interrelationships
➢ to develop the intellectual framework for the systematic identification and critical evaluation of an archival fond and its parts
➢ to understand the principles and methods for establishing access points to archival descriptions according to professional archival standards
➢ to understand the importance of empirical research in identifying user needs and evaluating the extent to which archival description meets those needs

REQUIREMENTS

There are no required textbooks for the course; however, it is recommended that you have a copy of Describing Archives: A Content Standard (Chicago: SAA, 2007), the standard for archival description in the United States. You may purchase the standard directly from the SAA (www.archivists.org) or from the University bookstore. If you are a member of SAA, you may qualify for a discount.

The following may also be useful and is available at no cost on the SAA website.


Assignments and Grading:

Class participation 10%
Two 6 page critical reflections 40% (20% each)
Final project 50%

Class participation – Class participation consists of contributing at least one comment per class discussion and active participation in group discussions.
Critical reflections: One paper will focus on the area of arrangement while the other will focus on description. Students will choose a concept or problem related to each area, prepare a short (3 pages) literature review of recent studies and papers on the subject, and then contribute their own 3 page critical analysis of the studies. Each paper will be 6 pages long and the topic must be approved by the instructor. The purpose of the assignment is to demonstrate your critical thinking skills as you explore the issues raised in the reading(s); merely summarizing the readings does not address the intent of the assignment. The first critical reflection paper is due during week 5. The second paper is due during week 11.

Final Project: This project is designed to test students’ ability to apply basic theories of archival arrangement and description to practice. Students will arrange and describe a fabricated collection and write a 10 page paper describing and supporting the choices they have made in the process of working with the collection. Students will be expected to apply concepts learned in class and to defend those concepts as students defend the choices they made. Due during week 16.

MAJOR DIVISIONS OF THE COURSE

Readings and Schedule

Week 1: Introductions; review syllabus and course objectives

Week 2: Introduction to arrangement and description; overview of concepts and terminology (Hunter pp. 113-130; Craig, Deodato, Schaffner, and Yakel (2002))

Week 3: Historical and philosophy of archival arrangement (Holmes, Harris, Wurl, Eastwood, Meehan, Sweeney)

Week 4: Organizing records (Miller, Carmichael, Miller, L.)


Week 6: Arrangement practicum (no readings assigned)

Week 7: Introduction to archival descriptive practices (Hunter pp. 131-156, Miller, F., Finnegan, Yakel, McNeil (1992), Edgecombe)

Week 8: Current trends in description (Yeo)

Week 9: Authority Control (Dryden, Light)

Week 10: Encoded Archival Description (EAD) and Describing Archives: A Content Standard (DACS) (Dow, Patty, Frusciano, Czechowski, Weimer)

Week 11: Arrangement & Description of non-textual records (Hedstrom, Stollar, Benson)

Week 12: Arrangement & Description of non-textual records (Stielow, Tranch-Robie, Alexander, Miller, L.)
Week 13 Finding aids (Cox, Billinton)

Week 14: Reference techniques for archival records; archival outreach

Week 15 practical application project (naming a small collection and preparing a finding aid) (in class group project)

Week 16 practical application project (naming a small collection and preparing a finding aid) (in class group project)

Possible recommended/required readings on Archival Representation and Use


Currall, James, Michael Moss, and Susan Stuart. "What is a Collection?" Archivaria 58 (Fall 2004): 131-46.


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Harris, Verne. "Stories and Names: Archival Description as Narrating Records and Constructing Meanings." In *Archives and Justice: A South African Perspective.* 131-156


Wurl, Joel. "Ethnicity as Provenance: In Search of Values and Principles for Documenting the Immigrant Experience"

Yakel, Beth. "Archival Representation" in *Archives, Documentation and Institutions of Social Memory* (Blouin and Rosenberg eds.); 151-163.


Yeo, Geoffrey. “Debates about Description.” In *Currents of Archival Thinking* (Eastwood and MacNeil, eds)

**Miscellaneous Readings on:**

**International Arrangement and Description Standards**


**Access Points and Authority Files**


**Issues in Archival Description**

Archivaria 68 (Fall 2009), 67-95.

Studying Users of Archives


UNIVERSITY OF OKLAHOMA
SCHOOL OF LIBRARY AND INFORMATION STUDIES
CURRICULUM COMMITTEE
COURSE PROPOSAL

1. Proposed change (check all that apply)
   a. ✓ New course for master's curriculum (Answer all questions, 2-10)
   b. □ New 5990 offering (Answer all questions, 2-10)
   c. □ New undergraduate course (Answer all questions, 2-10)
   d. □ Course title change (Answer questions 3, 7, 10)
   e. □ Delete course (Answer questions 7, 9, 10)
   f. □ Change course content (Answer questions 7-10)
   g. □ Change course description (Answer questions 2, 7, 10)
   h. □ Slashlist course (Answer questions 7-10)
   i. □ Crosslist course (Answer questions 7-10)
   j. □ Other (describe)

2. Proposed course description, credit hours, status (required or elective), and grading system (letter or S/U). Attach draft syllabus if new course or new 5990 offering.

   Course Description:

   Prerequisite: LIS 5033, LIS 5043, LIS 5343, or permission of instructor. Introduction to the principles and practice of collecting, servicing, and arranging archival holdings. Includes elements of appraisal, acquisition, and preservation with significant focus on archival arrangement, description, and administration of institutional archives. Letter grading.

   Course Credit:
   LIS 54XX-xxx 3 units

   Please see attached syllabus

3. Proposed course title
   Archival Representation and Use

4. Suggested curriculum placement
   a. Category
      □ Required
      □ Guided elective - Category:
         □ Organizational Development and Management
         □ Information Technology
         ✓ Content Management
         □ Access to Knowledge Structures
         □ Research, Production, and Evaluation
         □ General elective

   b. Suggested course number and relationship of proposed number to other LIS course numbers
LIS 54XX (TBD)

5. Prerequisites, if any

LIS 5033, LIS 5043, LIS 5343

6. Delivery format for initial offering

a. □ Tulsa only
b. □ Norman only
c. □ Tulsa and Norman - interactive video
d. ✔ Blended web
e. □ Web synchronous
f. □ Web asynchronous
g. □ Other (specify)

7. Rationale for proposed change

a. Why is the change needed?

The proposed course is being developed to comply with SAA’s guidelines for graduate archival studies programs. Core archival knowledge embraces three separate but interrelated facets of archival studies:

1) Knowledge of Archival Functions (theory and methodology associated with specific areas of archival work—appraisal, arrangement and description, preservation, and so forth)

2) Knowledge of the profession (history of the profession and evolution of archival practice and theory); and

3) Contextual Knowledge (the contexts within which records are created, managed, and kept).

The proposed course addresses a major archival function (arrangement and description), for which there are currently no course offerings. This course addresses the intellectual and physical organization of archival records and papers in all media and formats, according to archival principles and institutional considerations, and the development of descriptive tools and systems that provide both control of and access to collections.

b. How does the proposed change relate to SLIS goals and objectives?
The course addresses specifically Objectives 2, 3, and 4 of Goal A for the MLIS program:

Upon complete of the program, the student will be able to:
2. Interpret, evaluate and promote the use of information resources, technologies and services.
3. Demonstrate professional attitudes regarding scholarship, professional ethics; intellectual freedom, and access to information in a democratic society;
4. Design and implement information products and services that respond effectively to changes in an increasingly multicultural, multiethnic, multilingual, and global society.

The course also addresses SLIS's overall strategic goal of making information accessible to a variety of professional communities (in this case special collections and archives) wishing to represent their collection in paper and/or digital formats to their respective stakeholders.

c. **Does the proposed change have a potential impact on course offerings of other OU units?**

   □ yes       ✓ no

   If yes, identify the specific courses(s) and the potential impact.

8. **Are resources available to support the proposed change?**

   a. **If a new course or one with changed content, is current faculty available to teach the course? If not, how could the course be offered?**

      As this course is grounded in professional practice, this course will be taught by a practicing archivist who is associated with OU SLIS.

   b. **Is hardware and software available adequate to support the course?**

      (1) In one of the classrooms available to SLIS? ✓ yes □ no
      (2) In the SLIS lab? ✓ yes □ no
      (3) In faculty offices? ✓ yes □ no
      (4) In Tulsa? □ yes ✓ no

      If any of the above answers are no, specify what hardware and/or software will be needed, where it is required, and the estimated cost.

      This course requires a physical, real, archival collection so that students can gain processing experience in a real environment under the supervision of a practicing archivist. Currently, the only site that SLIS has made arrangements to accommodate such an environment is the Oklahoma Historical Society in Oklahoma City.

   c. **Are additional library resources needed to support the course?**

      □ yes       ✓ no

      If yes, specify what resources and the proposed locations (Norman/Tulsa) for the additions.

   d. **Will there be recurring costs associated with the course that will require a course fee? ✓ yes □ no**

      If yes, identify the fee that will be needed and provide justification for the
amount.
There will be the costs associated with the online delivery.

9. Projected impact of proposed change

a. What is the impact of the proposed change on faculty course load?

The course will facilitate delivery of learning opportunities that will meet needs of a broad range of MLIS, particularly students interested in pursuing an archival studies specialization without adding significantly to individual course loads of regular faculty.

b. What is the impact of the proposed change on the current rotation schedule?

None identifiable at this time. Impact will depend on revisions made to accommodate the development of an archival studies specialization.

c. (1) If a new course or a new 5990 offering, when is the course to be scheduled?

Spring 2012

(2) Will projected offerings of other courses need to be changed? If so, identify the courses that will need to have projected offerings altered. This course will supersede the following:

To be determined.

c. What is the projected impact of the proposed change on other SLIS courses?

(1) Could the proposed change affect enrollment in other SLIS courses?

✓ yes    □ no

If yes, identify which courses will be affected and how.

Presumably, offering this course may increase enrollment in LIS 5343, which is a proposed prerequisite.

(2) Will the proposed change require any alteration of content of other SLIS courses?

□ yes    ✓ no

If yes, identify which courses and what changes will be needed.

10. Are there any other matters related to the proposed change that should be included in consideration of this proposal? None at this time.