UNIVERSITY OF OKLAHOMA
SCHOOL OF LIBRARY AND INFORMATION STUDIES

LIS 5XXX Archival Appraisal

Course Description:
Seminar, three hours. Prerequisites: LIS/KM 5033, LIS/KM 5053, LIS 5423. Evaluation and examination of contributions of key figures in development of archival appraisal theory; identification and evaluation of distinct movements in archival appraisal; identification of cultural, political, sociological, and technological movements that can have impact on appraisal methodologies. Letter grading.

Course Credit:
LIS5XXX-xxx 3 units

Prerequisite:
LIS/KM 5033 Information and the Knowledge Society
LIS/KM 5053
LIS 5423 Archives

Student Learning Outcomes:
By the end of the course, students should demonstrate fluency and understanding of different modes, implications, and attributes of archival appraisal. Students should be able to:

- Describe the implications of archival appraisal on the archival field as a whole, as well as its relationships to cultural heritage, politics, and other wider dynamics.

- Be able to define and discuss entities and concepts that are central to archival appraisal including concepts such as “documentation strategy,” “records,” “manuscripts,” “public archives tradition,” “appraisal,” “remembering and forgetting,” “sampling,” “records life cycle” and “records continuum,” and identify the roles played in the development of these concepts by key individuals such as Muller, Feith, and Fruin; Jenkinson; Schellenberg; Posner; Taylor; Cook; Cox; Upward; Clifford; and Eastwood.

- Explain the nature of collecting and how this varies cross-culturally and cross-historically. Students should be able to explain what collection means to a culture.

- Identify and demonstrate the ways in which records and archival appraisal serve as instruments of bureaucracy, accountability, democratic access, community and individual empowerment, and scholarship.

- Be sufficiently familiar with the functions, processes and underlying ideas of scheduling, appraisal, accessioning, and de-accessioning in traditional and digital archival and manuscripts environments to be able to articulate major approaches and considerations in each area with reference to key literature in the field.

- Develop effective appraisal strategies for a various types of communities and institutions.

In addition to the learning objectives above, students should be able to answer these types of questions:

- How unified or homogeneous must a theory of appraisal be, and in what cases must the specific context of an archival record be considered in the process of appraisal?
• If appraisal is a socially constructed concept, how can the archive truly impact the imagination of society?
• What is an archival record and how is this determinant around cultural and literacy differences?
• What is the impact of the processes of appraisal and re-appraisal on the evidentiary integrity of a body of archival materials?
• What new issues are raised in appraisal with the emergence of electronic records?
• What possibilities are held for the archive to impact imagination, a collective culture, a social change?

Teaching/ Learning Methods:
This course will be delivered using a variety of learner-centered pedagogies, including group discussions, class discussion, and individual and group exercises. Assigned readings for each topic area will be required. A required textbook may be required.

Students are expected to read widely based on the required readings as well as those relevant to their own assignments and interests. They should be prepared to discuss and comment upon readings and lectures and to integrate these into their assignments. Critical and original thinking, oral and written presentation skills, evidence of reading widely, and class participation will be important components of this class and will be graded accordingly. Assignments should conform to the Chicago Manual of Style. Students should review expectations for the academic integrity of work by reading and reviewing the items posted at the URLs listed below.

Academic Integrity and Misconduct: http://www.ou.edu/provost/integrity/
Examples of Plagiarism: http://www.ou.edu/provost/integrity/plagiarismexample.html
Writing Center: http://www.ou.edu/writing/
Student Code: http://www.ou.edu/studentcode/OUStudentCode.pdf

Students should be mindful that successful completion of assignments will require a considerable amount of reading and analysis, and should plan their time accordingly. All assignments are expected to be turned in on time.

Class Participation: The course will be taught as a seminar, and students are expected to contribute substantively to class discussions.

Evaluation Methods:
Evaluation will be based on a combination of oral presentations, discussions, and a major paper (20 pages) designed to foster critical thinking and synthesis of course concepts. These assignments, which are both individual and group, are designed for application as well as analysis of concepts and issues.

Grade distribution:
Two Short Essays (15% each = 30%)—Essays provide an opportunity for students to reflect in greater depth on the literature that we are studying.

Leading a Class Discussion (10%)—Students will be expected to play a leadership role during one class-discussion during the semester.

Class participation (10%)—As this course meets once a week, it is critical that students show up and participate actively and reflectively. Evaluation of class participation will be based on quality and degree of contribution to class discussion.

Seminar paper (50%)—Students are expected to develop and justify a documentation strategy
Topics and Possible Readings:

**Conceptualizing the “record” and “appraisal”**


Terry Cook, "What is past is prologue: A history of archival ideas since 1898, and the future paradigm shift" in a Canadian journal called Archivaria, vol. 43 (1997).

F. Gerald Ham, Selecting and Appraising Archives and Manuscripts (Chicago: Society of American Archivists, 1992), Chapters 1 & 2.


**Social, Cultural, and Judicial Contexts of Appraisal**


**Overview of Appraisal Models**


**Appraisal Models – Documentation Strategists**


**Culture and Collection**


Appadurai, Arjun – Differences and Disjunctures in the Global Cultural Economy

Clifford, James – On the Culture of Collecting

**Exploring Cultural Expression and Archives**

Appadurai, Arjun – Archives and Imagination


**Business Records and Functional Analysis (Macro-Appraisal)**


**International Perspectives on Archival Appraisal**


National Archives of Australia – Approach to Appraisal:  

Terry Cook – The Archival Appraisal of Records Containing Personal Information:  
http://www.unesco.org/webworld/ramp/html/r9103e/r9103e02.htm

**Sampling and Re-appraisal**


Terry Cook, "Many are called but few are chosen: Appraisal Guidelines for Sampling and Selecting Case Files," Archivaria 32 (Summer 1991): 25-50.


**Additional Literature**


Reed, Barbara, and David Roberts, ed. *Keeping Data: Papers from a Workshop on Appraising Computer-based Records* (Dickson, ACT: Australian Council of Archives, 1991.)


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:
   Seminar, three hours. Prerequisites: LIS/KM 5033, LIS 5423, LIS 5053. (These prerequisite are based on the assumption that LIS 5423 is removed from the “Content Management” section of the guided electives and is placed under the category, “General Electives.”) Evaluation and examination of contributions of key figures in development of archival appraisal theory; identification and evaluation of distinct movements in archival appraisal; identification of cultural, political, sociological, and technological movements that can have impact on appraisal methodologies; development of effective appraisal strategies for a variety of communities. Letter grading.

   Course Credit:
   LIS5XXX-xxx 3 units

   Please see attached syllabus

3. Proposed course title
   Archival Appraisal

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 5563 to follow the numbering sequence of courses in the Content Management subject area.

5. Prerequisites, if any
   LIS/KM 5033, LIS 5423, LIS 5053.

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?
      This proposed course in being developed to comply with Society of American Archivist’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).

      This proposed course addresses a major archival function (appraisal), for which there are currently no course offerings. Archival appraisal consists of the theory, policies, and procedures archivists use to identify, evaluate, acquire, and authenticate records and papers, in all formats, which have enduring value to records creators, institutions, researchers, and society. Appraisal entails, among other things, understanding what makes records and papers authentic, reliable, and useful to institutions, individuals, legal and financial authorities, and other constituents.

   b. How does the proposed change relate to SLIS goals and objectives?
      The course addresses specifically Objectives 1, 2, 4, and 5 of Goal A for the MLIS program. Also, SLIS has expressed an interest in establishing a formal archival studies program. Upon complete of the course, the student will be able to:
Describe the implications of archival appraisal on the archival field as a whole, as well as its relationships to cultural heritage, politics, and other wider dynamics (Objective 1, Goal A for the MLIS program).

Interpret, evaluate, promote, and develop effective appraisal strategies (Objectives 2, 4 and 5, Goal A for the MLIS program).

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?
Yes, Dr. White is available to teach the course.

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.

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.

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 students, particularly students interested in pursuing an Archival Studies specialization, special collections, and other collecting
repositories 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 a specialization in Archival Studies.

c. (1) If a new course or a new 5990 offering, when is the course to be scheduled?
To be determined. Ideally, the first offering will be Spring 2010

(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.

d. 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 5423, 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.

Submitted by ___________________  Date ___________________
Curriculum Committee Action

☐ Recommended to faculty for approval *Date*
☐ Forwarded to faculty for consideration without recommendation *Date*
☐ Not recommended for approval *Date*
☐ Referred back to proposer for revision *Date*

__________________________, Curriculum Committee Chair

*Signature*