



University of Hawai'i at Mānoa Library & Information Science Program
Information & Computer Sciences Department

DRAFT adding readings only

COURSE SYLLABUS (Spring 2016)

LIS 653: Seminar on Archival Management

Instructor: Dr. Andrew Wertheimer

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Course Portal (Laulima): <https://laulima.hawaii.edu/portal>

Office Hours:

Tuesdays: 4:00-5:00 PM

Thursdays: 3:00-5:00 PM

or by appointment

Class Time: Tuesdays: **1:00 PM - 3.40 PM**

Classroom: Hamilton Library @ 3F

Course Catalog Description:

LIS 653 Seminar in Archival Studies

Theory of archival studies from historical and contemporary perspectives. Includes public administration, legislation, and relationship to other repositories. Includes field component. **Prerequisites:** LIS 652 or consent.

Note

Because the UH LIS Program does not frequently offer a Special Collections course, this course will introduce Special Collections librarianship. Students interested in SCL as a career should consider taking additional subject courses in Hawaiian Materials, Pacific Materials, East Asian Materials or bibliography courses in different schools. Students should also take Preservation/ Conservation and relevant internships.

Laulima: Our Online Discussion Space

In addition to face-to-face instruction this course is utilizing UH's Sakai-based online course environment *Laulima*. <https://laulima.hawaii.edu/portal>

Assigned posts should be posted in the discussions venue. Instructions are listed in the syllabus and at *Laulima*.

(no) Textbook, but (yes) (many) Journal Readings

On **Textbooks**:

There is no textbook for this course. Articles are assigned.

Students who did not take LIS 652 should read:

Gregory S. Hunter. *Developing and Maintaining Practical Archives: A How-to-do-it Manual*. 2nd or 3rd ed.

Additional Required Readings & Optional Supplement:

Additional required readings are specified below.

Additional Reference Works

You will find the following reference work of great help as you take this class:

Richard Pearce-Moses, *A Glossary of Archival and Records Terminology*
(Chicago: The Society of American Archivists, 2005)
<http://www2.archivists.org/glossary/>

Encyclopedia of Archival Science. by Luciana Duranti & Patricia C. Franks, eds.
(Rowman & Littlefield, 2015). (On order at Hamilton Library).

A-Census (2004-6) at the SAA website.

An excellent (albeit dated) overview of the archival profession.

You also should explore some of the following **journals**:

- *American Archivist* (the journal) [CD 3020.A45] (+@ UHM Libraries/Online Journals)
- and *Archival Outlook* (the newsletter) [CD 921 .S2]
- (Society of American Archivists)
- *Archival Issues* [CD 3054 .M53].
- *International Journal of Archives* [CD 4.I61] (International Council on Archives)
- *Archives and Manuscripts*. [CD 2500.A7] (Australian Society of Archivists).
- *Journal of the Society of Archivists*. [CD 1.S6] (Society of Archivists [UK])

The Following Journals are Available online via UHM Libraries:

- *Archival Science* (previously *Archives & Museum Informatics*)
- *Journal of the Society of Archivists*
- *New Zealand Archivists*

Special Collections Librarianship Journals

- *RBML*

Time-permitting Articles from the Following Journals are Available via ILL:

- *Archivaria* (Association of Canadian Archivists)
- *Fine Books & Collections* (please review two articles as they are short)
- *Provenance* (Society of Georgia Archivists)
- *Records and Information Management Report*

And other language readers can consider:

- *Revue Internationale des Archives* [CD 1.A18] (UNESCO/ Conseil international des archives)
- 档案工作 = *Dang an gong zuo* = Archival work. [Hamilton East CD 2030 .T36]

Please re-shelve these journals so others can also use them. *Thanks!*

Course Schedule

This schedule is subject to change. (Some change is good.)

[Class 1]: 19 January 2016

- **Introductions: Review syllabus, and course objectives**
- **PART I: Special Collections**
- **Lecture Briefly Introducing Special Collections**

Readings: None.

DUE: Nothing.

[Class 2]: 2 February 2016

- **PART II: Archival Studies/ Overview**
- Reviewing Archival Studies
- Types of Repositories
- *DUE: In class presentation on a specific archival repository. Please see instructions. Please also post the topic you want to present on as well as a personal introduction on Laulima.*
- *Read: at least two of the following:*
-

[Class 3]: 9 February 2016

- **PART III: Archival Skills**
- **Lecture: Appraisal**
- *DUE: Laulima Post on Readings [1]*
- *Read: at least two of the following:*
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[Class 4]: 16 February 2016

- **Lecture: Exhibits & Introduction to Digital Curation**
 - *DUE: In class presentation on a specific digital archive. See instructions. Please also post the repository you want to present on at the Laulima site.*
 - *Read: at least two of the following:*
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[Class 5]: 23 February 2016

- **Lecture:**
 - **Advocacy**
 - **Budgeting**
 - **Fundraising**
 - *DUE: Laulima Post on Readings [2]*
 - *Read: at least two of the following:*
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-

[Class 6]: 23 February 2016

- **Lecture: Security**
 - *DUE: Laulima Post on Readings [3]*
 - *Read: at least two of the following:*
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-

[Class 7]: 1 March 2016

- **Lecture: Reference and Access**
 - *DUE: Laulima Post on Readings [4]*
 - *Read: at least two of the following:*
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-

[Class 8]: 8 March 2016

- **Lecture: Curating Exhibits**
 - *DUE: Nothing.*
 - *Read: at least two of the following:*
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-

[Class 9]: 15 March 2016

- **PART IV: The Archival Profession**
 - **Lecture: History of Archives**
 - *DUE: Laulima Post on Readings [5]*
 - *Read: at least two of the following:*
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-

[21 March 2016]

No Class: *Enjoy Spring Break!*

[Class 10]: 28 March 2016

- **Lecture:**
 - **Archival Education / Competencies**
 - **Careers**
 - **Associations**
 - **Archival Certification**
- *DUE: Paper on your professional archival path. Please see instructions. Please send the paper using the Laulima Assignments mode.*
- *Read: at least two of the following:*
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 -

[Class 11]: 5 April 2016

- **PART V: Archival Ethics and Values**
- **Lecture and Case Studies: Archival Ethics**
- *DUE: First Cohort of Presentations on Critical Approaches. Please see instructions. Please also post the topic you want to present on as well as a personal introduction on Laulima.*
- *Read: at least two of the following:*
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[Class 12]: 12 April 2016

- **PART VI: Critical Lens on Archival Studies and Cultural Memory**
- **Lecture and Case Studies: Community, Ethnic and Indigenous Archives**
- *DUE: Second Cohort of Presentations on Critical Approaches*
- *Read: at least two of the following:*
 - John Bolcer, "The Protocols for Native American Archival Materials: Considerations and Concerns from the Perspective of a Non-Tribal Archivist." *Easy Access* vol. 34 issue 4, January 2009, pgs. 3-6.
 - Kimberly Christen, "Opening Archives: Respectful Repatriation" *American Archivist*. vol. 74 no. 1, Spring-Summer 2011, pgs. 185-210.
 - Dominique Daniel, "Archival representations of immigration and ethnicity in North American history: from the ethnicization of archives to the archivization of ethnicity." *Archival Science*. June 2014, Volume 14, Issue 2, pp 169-203.
 - Rand Jimmerson, *Archives Power: Memory, Accountability, and Social Justice*. Chicago: Society of American Archivists, 2009.
 - "Protocols for Native American Archival Materials": Information and Resources Page" @ <http://www2.archivists.org/groups/native-american-archives-roundtable/protocols-for-native-american-archival-materials-information-and-resources-page>
 - Kay Mathiesen, "A Defense of Native Americans' Rights over Their Traditional Cultural Expressions." *The American Archivist*, Vol. 75, No. 2 (Fall/Winter 2012),

pp. 456-481.

- Karen Underhill, "Protocols for Native American Archival Material" *RBM Journal*. vol. 7 Fall 2006, pgs. 134-145.
- Diana K. Wakimoto, Christine Bruce, Helen Partridge, "Archivist as activist: lessons from three queer community archives in California." *Archival Science*. December 2013, Volume 13, Issue 4, pp 293-316.

[Class 13]: 19 April 2016

- **Lecture and Case Studies: Social Responsibility, Human Rights, and Decolonizing Archives**
- *DUE: Third Cohort of Presentations on Critical Approaches*
- *Read: at least two of the following:*
- Jeannette A. Bastian, "The records of memory, the archives of identity: celebrations, texts and archival sensibilities" *Archival Science*. June 2013, Volume 13, Issue 2, pp 121-131.
- Jenny Bunn, "Questioning autonomy: an alternative perspective on the principles which govern archival description." *Archival Science* March 2014, Volume 14, Issue 1, pp 3-15
- Daniel J. Caron , Andreas Kellerhals, "Archiving for self-ascertainment, identity-building and permanent self-questioning: archives between scepticism and certitude." *Archival Science*. June 2013, Volume 13, Issue 2, pp 207-216
- Terry Cook, "Evidence, memory, identity, and community: four shifting archival paradigms" *Archival Science*. June 2013, Volume 13, Issue 2, pp 95-120.
- Graham Dominy, "Overcoming the apartheid legacy: the special case of the Freedom Charter." *Archival Science*. June 2013, Volume 13, Issue 2, pp 195-205.
- Jarrett M. Drake, "Insurgent citizens: the manufacture of police records in post-Katrina New Orleans and its implications for human rights." *Archival Science*. October 2014, Volume 14, Issue 3, pp 365-380.
- Lawrence Dritsas, Joan Haig, "An archive of identity: the Central African Archives and Southern Rhodesian history." *Archival Science*. March 2014, Volume 14, Issue 1, pp 35-54.
- Wendy M. Duff, Andrew Flinn, Karen Emily Suurtamm, David A. Wallace, "Social justice impact of archives: a preliminary investigation." *Archival Science*. December 2013, Volume 13, Issue 4, pp 317-348.
- Joanne Evans , Sue McKemish, Elizabeth Daniels, Gavan McCarthy, "Self-determination and archival autonomy: advocating activism." *Archival Science*. December 2015, Volume 15, Issue 4, pp 337-368.
- Anne J. Gilliland, "Moving past: probing the agency and affect of recordkeeping in individual and community lives in post-conflict Croatia" *Archival Science*. October 2014, Volume 14, Issue 3, pp 249-274.
- Hariz Halilovich, "Reclaiming erased lives: archives, records and memories in post-war Bosnia and the Bosnian diaspora." *Archival Science*. October 2014, Volume 14, Issue 3, pp 231-247.

- Verne Harris, “Antonyms of our remembering.” *Archival Science*. October 2014, Volume 14, Issue 3, pp 215-229
- Trond Jacobsen , Ricardo L. Punzalan, Margaret L. Hedstrom, “Invoking “collective memory”: mapping the emergence of a concept in archival science.” *Archival Science*. June 2013, Volume 13, Issue 2, pp 217-251.
- David Kaye, “Archiving justice: conceptualizing the archives of the United Nations International Criminal Tribunal for the former Yugoslavia.” *Archival Science*. October 2014, Volume 14, Issue 3, pp 381-396.
- Bruce P. Montgomery, “Saddam Hussein's Records of Atrocity: Seizure, Removal, and Restitution.” *The American Archivist*. Vol. 75, No. 2 (Fall/Winter 2012), pp. 326-370.
- Geoffrey Robinson, “Break the rules, save the records: human rights archives and the search for justice in East Timor.” *Archival Science*. October 2014, Volume 14, Issue 3, pp 323-343.
- David A. Wallace, Patricia Pasick, Zoe Berman, Ella Weber, “Stories for Hope—Rwanda: a psychological–archival collaboration to promote healing and cultural continuity through intergenerational dialogue.” *Archival Science*. October 2014, Volume 14, Issue 3, pp 275-306.
- Stacy Wood , Kathy Carbone, Marika Cifor, Anne Gilliland, Ricardo Punzalan, “Mobilizing records: re-framing archival description to support human rights” *Archival Science*. October 2014, Volume 14, Issue 3, pp 397-419.
- Sonia Yaco, Beatriz Betancourt Hardy, “Historians, archivists, and social activism: benefits and costs.” *Archival Science*. June 2013, Volume 13, Issue 2, pp 253-272.

[Class 14]: 26 April 2016

Student Presentations on Part 2.

DUE: Part 2 Assignments.

- *Read: at least two of the following:*

[Class 15]: 3 May 2016

- **Course wrap-up**
- **Course Evaluations**
- *Read: at least two of the following:*

DUE: Nothing

Finals Week

There is no exam in this course or class meeting during Finals Week. Please keep up with the readings though. All papers and extra credit must be handed in by the end of class on 26 April 2016.

Instructions for Specific Assignments

(Please consult the course schedule for due dates.)

PART 1: Required for all students

<i>Assignment Name / Description</i>	<i>% of Course Grade</i>
<p>Part 1-Assignment 1: Journal on Assigned Readings</p> <p>Post on LAULIMA your response to the assigned readings for the period. You should not simply summarize the text, but rather should focus on some aspect that shows that you read the text / reading and critically thought about it. If you have a question go try to find the answer and write up your findings. Please be sure to cite author and page numbers from the article, and any other references you mention.</p>	30 (6x5%)
<p>Part 1-Assignment -2: Presentation on an Archival Repository</p> <p>Chose your repository on Laulima so as to avoid repetition. It can be a national/ state/ college/ corporate/ ethic repository. It cannot be a virtual archive only. Present a 5 to 10 minute presentation with PowerPoint. Give brief details on issues, such as: staffing (professional/ other), budget, collection emphasis, collection size, etc. What is unique about this repository? Is there anything that we can learn by studying this repository? Be sure to sign up in advance to claim your subject on Laulima, as it is first come first-served.</p>	5
<p>Part 1-Assignment 3: Brief Laulima Posting Critique of a Repository</p> <p>Post on LAULIMA about a digital collection from an established archival repository. Give a summary of the content. Make critical observations about the organization, searchability, following standards (such as EAD), readability, visual aesthetics. Be sure to sign up in advance to claim your subject on Laulima, as it is first come first-served.</p>	5
<p>Part 1-Assignment 4: Paper: Your Professional Development as an Archivist</p> <p>Write a 2-5 page paper on your professional path as an archivist. In the paper, outline your dream position, and explain what skills are needed to obtain the position, and how you have met these objectives or plan to do so. An ideal essay would also have something about:</p> <p>(1) your personal approach to professional ethics and (2) plan to become involved in service. In order to write up the essay, be sure to consult at least 5 relevant position descriptions or do an informational interview with a potential employer. Your paper should stress your unique skills.</p> <p>(2)</p>	10

Please send it as a MS Word document (with your name and 653 in the title) via the Laulima assignments function. This may <u>not</u> be done as a group project.	
Part 1-Assignment 5: Presentation on an Archival Research (Critical Lens) You are to lead classroom discussion on an article in the last few days of class on ethnic archives / decolonizing archives or related topics. A list of possible readings is listed. Your talk should (a) summarize the article, (b) give a very brief overview of the author [education/ position/ other research], (c) critique the article from your perspective, or at least suggest further research, and (d) be ready to ask the class two good discussion questions about the article.	10
PARTICIPATION	10

PART 2: Worth 30%:

- *For part 2, you can do any of the following projects as long as they equal 30 possible points.*
- *I tried to give you several options so you can find something that most interests you. You can contact the professor to suggest an alternative if you have another relevant learning project proposal.*
- *Most of the assignments in part 2 can be done individually or in a group of two, but if you decide to do a group project, you should prepare a 2-3 minute brief report to the class.*
- *If you are doing a paper, please save the file as LIS653S16_YourLastName.doc*
- *Please feel free to talk with the professor if you want to get further feedback on an assignment or would like to propose your own alternative assignment.*
- *All PART 2 presentations are due on 26 April.*

PART 2:

OPTION (A): Research Paper + Presentation (25%+5%)

The scholarly paper should be roughly 6-12 pages long, and should cite at least two books or several research journal articles. You can look at any issue that relates to archival studies (as defined by the textbook or lectures) in libraries or archives. This can be done individually or in a group of two. If you have a substantial learning project you can do this as a group of 3 if you also make a poster on the project. Your presentation should be around 4-8 minutes long. Sample topics include some aspect of: Electronic Records, School Archives, Privacy, Presidential archives, (or a deeper study of one archive such as the Nixon Presidential Archive). In other words, the topic may be a deeper study on a type of archive, a specific archive, or a research question that interests you. Your professor is always happy to respond to inquiries.

OPTION (B): Position Paper + Presentation (25%+5%)

To help guide the creation of an association of professional Native Hawaiian librarians and archivists, create a position paper on some aspect of archival ethics. Your final work should consist of the actual policy, and a journal explaining how you created it, citing sources from other ethical statements and articles. This can be done individually or in a group of two. If you have a substantial

learning project you can do this as a group of 3 if you also make a poster on the project. Your presentation should be around 4-8 minutes long.

OPTION (C): Oral History Interview with a Pioneer in Hawaii Archives (25%+5%)

Conduct an oral history interview with one of Hawaii's pioneering archivists. This can be done individually or in a group of two.

STEP 1: To prepare for the interview you should skim Donald Richie's guide to oral history, and then read as much as you can about the specific repository and archivist.

STEP 2: You should talk with the current director of the archives and share your questions with her/ him for feedback. You should hand in your list of questions.

STEP 3: Conduct the interview. You should secure a written permission form, and record the interview.

This interview will be deposited at the AHA Collection at BYU-Hawaii Archives.

STEP 4: You should create a rough 10-page outline of the questions and answers, and hand this in along with your recording and permissions form.

STEP 5: Your presentation should be around 4-8 minutes long on what is unique about the person's contribution to archives in Hawaii.

EXTRA CREDIT: Hand in a typed transcript of the interview.

OPTION (D): Major Service Project + Journal + Presentation (25%+5%)

Participate in a mini internship or AHA or NHIL or SAA-SC supervised by a professional archivist. The project should involve at least 10 hours and be something professional. You should write a brief journal explaining what you did; what you learned; what you need to learn more about, etc. This can be done individually or in a group of two. If you have a substantial learning project you can do this as a group of 3 if you also make a poster on the project. Your presentation should be around 4-8 minutes long.

The following will need to be done in combination to earn 30 points:

OPTION (1): Book Review + Presentation (15%+5%)

Write a journal or book review of a book on archival studies or special collections librarianship. Follow the steps outlined in Part 1-Assignment 5. The paper can be 3-6 pages long, and the presentation should be around 5 minutes long. (*You may do 2 of these*). (*Individual Work*).

OPTION (2): Article Review + Presentation (5%+5%)

Write a journal or review critiquing a scholarly article on archival studies or special collections librarianship. Follow the steps outlined in Part 1-Assignment 5. The paper can be 2-5 pages long, and the presentation should be under 5 minutes long. (*You may do 2 of these*). (*Individual Work*).

OPTION (3): AHA / SAA/ NHIL/ SAA-SC Journal [or] Presentation (5%)

Either give a 5 minute presentation or write a brief (2-5 page long) journal regarding your participation in either the AHA conference, or a scholarly event / webinar hosted by SAA / SAA-SC / NHIL / ACRL-RBMS (or another archival professional society) regarding archival theory or practice or special collections librarianship. Rather than simply listing programs, you are

encouraged to focus on one to three elements, and summarize and critique the most noteworthy aspects. Your journal would certainly be enhanced if you related aspects to items learned in class (text, lecture, or discussion).

(You may do 2 of these). (Individual Work).

Evaluation

Any written work (besides journals) will be evaluated in terms of the following aspects: Summary of Thesis and Research, Quality of Writing, Quality of Research, Evaluation and Critical Discussion, and clear explanation as to the importance of your topic to archival studies or special collections librarianship.

POINTS WILL BE TAKEN AWAY FOR ANY OF THE FOLLOWING

- Incomplete bibliographic citations on the paper
- Presentation too superficial or goes overtime
- Paper/ presentation does not explain the importance of your topic

PRESENTATIONS should be in the form of a PowerPoint presentation ideally with photographs of the repository or digital archive and useful information. Students will be able to sign up for the repository. You must select a 'traditional' archival repository (not an Internet- only Archive), although it may be located anywhere in the world. You will be evaluated on the following:

PRESENTATION:

- Delivery
- Timing
- Presentation of required information
- Additional creative/ interesting information that captures student interest and emphasizes a repository's unique contribution
- PowerPoint Presentation and Visuals
- Appropriate Use of Archival Terminology

LIS 653 Journal on Laulima [Individual Work]

You will be expected to post an **online journal** on *Laulima* with original reflective comments related to the reading or topic of collection management. This will be a major part of your participation score. This should be posted each week indicated on the syllabus *one hour before class begins*. Please see the deadlines in the syllabus. Your posting need only be a paragraph long, but should be both original and substantial. Postings done during or after class will be considered late, and penalized appropriately. Your postings will be evaluated at the end of the semester on the basis of: (1) originality; (2) evidence of critical reading of the text and lecture notes; and (3) overall logic and writing.

Plagiarism, if caught, will result in failing the class. It also will be reported to the department for appropriate action. Please don't do it.

As a review, any quotes should either be placed in quotation marks or block quotes for longer extracts. You may use any recognized citation style (Chicago, APA, ASA, MLA) to cite sources of quotations or other information as long as you are consistent in doing so, and that you **cite the specific page**. If you will be citing the same source (such as in the article critique), then I suggest you use parenthetical references such as the MLA style. For example, you can write (Daniels 1995, 15), or (Daniels 15) if you have only one citation by Daniels, or (15) if you only cite one article.

Bibliography

For papers using parenthetical references, you need to submit a bibliography of works cited. You do not need such a bibliography, however, if you use complete citations in footnotes. Information from personal conversations, letters, e-mail, and Internet or database-derived content should also be cited with the date.

Limit Your Quotations

In addition to being careful with citations, you should limit the number of times that you use quotations except for interviews. Quotations should be selected for narrow specific purposes such as showing an author's language or demonstrating precise definitions. Quotes should not be used simply as if they were your own words to make your argument. You will lose points if your paper becomes a collage of others' quotations.

Contextualizing Your Information

Any time that you introduce a quotation or information, you should preface it with some information about the source. For example:

In a *Library Journal* interview, Flushing (NY) Branch Librarian Esther Y. Cheng claimed, "..."¹

This context shows the reader the credibility of the source and its value.

Long/ Block Quotations

You should not have many quotations that are over 2 or 3 lines long. Any such "long quotation" (more than 1 sentence) should be placed in a **block quotation**, which does not use quotation marks or italics, but should be single-spaced and indented on both sides, along with full citation.

Formatting

Use 12-point Times font and double-space your written assignments and leave a 1-inch margin on all sides. Footnotes and block quotations should be single-spaced. Papers should also be stapled. Assignments under 10 pages should not have a cover page, but should include your name, the date, and assignment name, my name [Professor Wertheimer] and class [LIS 653] (all single spaced) on

the first page of all materials. Assignments 10 pages or more should have a cover sheet. Pages following this should have your name in the header. Each page should be paginated (except a cover page, which does not get counted).

Papers should be spell-checked and proofread. My interest is to see that you follow the instructions and are able to develop a logical, analytical, well-written paper, and provide evidence for your observations.

Titles and Headings

You also should use a descriptive and unique **title** for each paper. These help writers to establish a focused theme. You are also highly encouraged to use a few section headings on larger papers to organize your thoughts..

Papers are due at the start of class. One point per day late will be subtracted from **overdue assignments** (starting with the time papers are handed in). No overdue assignments or extra credit projects will be accepted after final class meeting date.

Note Taking

There may be one or more quizzes or exams in class. These would be reflected as a part of your participation score. (See Participation for more on this.)

You should take good class notes of lecture and discussion. I do not usually make copies available of PowerPoint lectures (My main exception is for ESL students, who can download the slides from the computer immediately after class). I do this because studies have shown that note taking dramatically increases your memorization and keeps you more mentally involved in class.

Sample Papers

I am afraid there are no sample papers for this class, as it has not been offered in many years. If you write an exceptional paper, I might ask you to submit your paper to this page. If so, I would appreciate if you would try to follow up on some of the corrections/ suggestions I made, and then e-mail me your paper as a Word/ HTML/ PDF file attachment. I count revised and submitted papers towards your extra credit score.

Consult with the professor regarding other alternatives.

Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii

Students in the LIS Program should familiarize themselves with the professional code for LIS students, which may be found on the LIS Program website.

Student Learning Outcomes

This course addresses the following objectives of the LIS Program, enabling students to:

1. Demonstrate an understanding of the history, philosophy, principles, policies and ethics of library and information science and technology;
2. Demonstrate an understanding of the development, organization, and communication of knowledge;
3. Apply basic competencies and knowledge that are essential for providing, managing, and designing information services and programs in a variety of information environments;
5. Demonstrate theoretical understanding of and basic competencies in evaluating, selecting and organizing information sources;
6. Demonstrate theoretical understanding of and basic competencies in storage, retrieval, dissemination, utilization and evaluation of information;
7. Demonstrate an understanding of the principles of administration applicable in libraries, archives, and information centers;
8. Demonstrate basic competencies required for instructional program development in particular information environments;
9. Demonstrate an understanding of research techniques and methods of applying new knowledge as it becomes available;
10. Demonstrate the professional attitudes and the interpersonal and interdisciplinary skills needed to communicate and collaborate with colleagues and information users;
11. Demonstrate basic competencies in the latest specialized information technologies;
12. Demonstrate an understanding of the above goals within the perspective of prevailing and emerging technologies.

[Numbers and text refer to the
2008 Revised *UH LIS Program Mission and Goals*.]

Course Learning Objectives:

This is an introductory course on archives management, enabling students to:

- 1) Understand the various types of archival repositories; and their historical development in Hawaii and elsewhere;
- 2) Gain practical experience in processing, arranging, and describing manuscript collections;
- 3) Become familiar with basic resources and standards related to archival management;
- 4) Develop a core knowledge of archival management, including fundamental archival concepts and terminology;
- 5) Gain experience in defining and solving challenges in archival management;
- 6) Understand issues faced by a variety of archival institutions.

This course may also assist with meeting the following LIS Program objectives for **Service**:

2. Faculty and students conduct continuing education sessions for the professional community and general public that are related to the program's areas of expertise.
6. Students develop and demonstrate professionalism through participation and leadership in professional and service organizations.
7. Students volunteer their services to community, professional, university and state organizations and agencies.

[The numbers and text above come from the *UH LIS Program Mission and Goals*.]

LIS Research Methodologies

Research is an important part of the work and expertise of modern LIS professionals. This course utilizes the following research methods, as selected from “**Qualitative and Quantitative Research Methods Taught and Utilized in LIS Program Courses**”:

- Action research
- Case study
- Evaluation research
- Historiography

Explanation: In 2007 the LIS Program decided to make explicit the research agenda in our program, so students can chart their own development as researchers – both as graduate students and as future LIS professionals.

Teaching Method

Class-time instruction will be a combination of lectures, guest lectures, student presentations and group discussions. Oral and written assignments, such as case studies, are designed to promote critical analysis and reflection on readings. Assignment due dates are indicated on the course schedule. Attendance and constructive participation are required. Some assignments will appear readily applicable to your first days of professional work, while the majority of assignments will lay the foundations for more advanced understanding. Lecture dates, readings, and guest speakers are subject to change.

Course/ Teaching Philosophy

My personal and professional ambition is to facilitate your learning, so I welcome specific or rough proposals for **alternative** learning experiences to assignments (preferably during office hours). I

reserve the right to reject or make counterproposals, and encourage you to consult with me. If you want to pursue this, please talk with me well in advance of the deadline of the assignment you want to replace.

Class participation is based on:

- (a) **Attendance.** At the very minimum, this means coming to class on time and staying for the entire period. If you were late or absent because of illness or another emergency, please submit evidence. You should notify me in advance of excused absences, if possible.
- (b) **Active participation** in classroom discussion. This does **not** mean monopolizing discussion, but rather means being prepared (especially having reflected on the readings due for that class), as well as actively contributing to discussion. You may be penalized in this section for any activities that disrupt class, such as tardiness, monopolizing class discussion, disrupting class or group-work or class, especially with irrelevant comments.
- (c) In order to encourage active reading and classroom discussion, you should **come to class prepared with one meaningful sentence or passage from one of the assigned readings.** You should be ready to share that specific sentence or idea, and explain what you found significant about it. You may use this to agree or disagree with the author, but should try to put it within a larger context. **Each day I may call on a few students to give this.**

You are permitted to bring a **laptop** to class, but it should be used to supplement your learning, such as for taking notes or looking up references made during class. I will subtract points from your participation score if you seem to be lost in e-mail, blogs, or papers, etc., since that means you are not fully present in class.

Please turn your **cell phone** ringer or pager off during class unless you need to be on call or are expecting an emergency. Ringing phones and pagers, and especially talking on the phone, are highly disruptive to the classroom environment.

As a graduate class, I should not have to remind you that arriving late to class, absenteeism, chitchatting with your neighbor during class is disruptive, and will result in a lower participation score.

On the other hand, I do realize that our class is nearly 3 hours long. Thus, I certainly understand if you have to quickly go to the restroom. Please do so quietly, and return with minimum disruption. This, of course, is not a time to chat or pick up coffee.

Teaching Method

Class-time instruction will be a combination of lectures, guest lectures, student presentations and group discussions. Oral and written assignments, such as case studies, are designed to promote

critical analysis and reflection on readings. Assignment due dates are indicated on the course schedule. Attendance and constructive participation are required. Some assignments will appear readily applicable to your first days of professional work, while the majority of assignments will lay the foundations for more advanced understanding. Lecture dates, readings, and guest speakers are subject to change.

Assessing Participation

Your **Class participation** will be calculated based on a combination of the following:

(1) Attendance. At the very minimum, this means coming to class on time and staying for the entire period. If you were late or absent because of illness or another emergency, please submit evidence. You should notify me in advance of excused absences (via mail in Laulima), if possible.

(2) There may be one or more unannounced in-class **quizzes or take-home exams** during the semester. These may be given at any point of the semester at any time (i.e., start of class or end of class...) *without advance warning*. These cannot be made up unless the absence was excused before class. Exams or quizzes could cover *any* assigned readings or content from class lectures, guest speakers, or discussions. (Since we use two textbooks, you will be given a choice of quizzes based on your textbook). Quizzes may be true/false, multiple choice or short essay questions. The best way to prepare for them is to keep up with readings and to pay attention to Collection Management terms and ideas.

(3) Active participation in classroom discussion. This does **not** mean monopolizing discussion, but rather means being prepared (especially having reflected on the readings due for that class), as well as actively contributing to discussion. You may be penalized in this section for any activities that disrupt class, such as tardiness, monopolizing class discussion, disrupting class or group-work or class, especially with irrelevant comments.

(4) You will be expected to post an **online journal** with original reflective comments related to the reading or topic of collection management. This will be a major part of your participation score. This should be posted each week indicated on the syllabus *one hour before class begins*. Please see the deadlines in the syllabus. Your posting need only be a paragraph long, but should be both original and substantial. Postings done during or after class will be considered late, and penalized appropriately.

Your postings will be evaluated at the end of the semester on the basis of: (1) originality; (2) evidence of critical reading of the text and lecture notes; and (3) overall logic and writing.

Group Work

At least one assignment is designed as a group project. This is because group members can learn from each other while working towards mutual objectives. Another rationale is that libraries rely greatly on work managed by committees and other cooperative efforts. For group work to be effective, each member needs to participate actively, and be invested in the final outcome. For class the primary rewards are, of course, grades and learning. Assignment instructions show if they are individual efforts or group endeavors. Group assignments may include a segment in which you will evaluate the performance of each team member. This will influence that student's grade in relation to the grade for the group.

It is unfortunate, but possible that some students will not "carry their own weight" on group work. If your group has a member who is disruptive or is not doing his/ her share, you should first work with the student. If this remains a problem please contact the instructor. If the majority of your group wants to remove that member the instructor will contact the student. This student will then have a chance to appeal to join another group or complete another project alone.

Kokua

If you need reasonable accommodations because of the impact of a **disability**, please [1] contact the **Kokua Program** (V/T) at 956-7511 or 956-7612 in Room 013 of the Queen Lili'uokalani Center for Student Services; [2] speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.

Grading:

Grading Scale:

100-98 A+,	97-94 A,	93-90 A-;
89 - 87 B+,	86-83 B,	82-80 B-;
79 - 77 C+,	76-73 C,	72-70 C-;
69 - 67 D+,	66-63 D,	62-60 D-.

Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii

Students in the LIS Program should familiarize themselves with the professional code for LIS students, which may be found on the LIS Program website.

Servicing the Archival Profession

Professional Associations

Students are encouraged to develop their professional socialization by joining the Society of American Archivists (national and student chapter), Na Hawaii Imi Loa, and the Association of Hawaii Archivists. These organizations have student membership rates. This follows the LIS Goals and Missions for **Research**:

(8) Students present and publish their research.

and **Service**:

(4). Faculty and students collaborate with community and state organizations and agencies in providing consultative, research, and instructional support for projects and programs.

(6). Students participate and exercise leadership in professional organizations.

(7). Students volunteer their services to community and state organizations and agencies.

You are encouraged to consider joining the student chapter of SAA, AHA and or NHIL.