



# LIS 652

## Introduction to Archival Management

**Fall 2015**

Meets Wednesdays starting  
August 26, 5:00 p.m. - 7:40 p.m. in HL 2K

### **Instructor**

Dainan Skeem, MLISc, CA  
University Archives & Manuscripts Department  
University of Hawai'i at Mānoa Library  
Phone: (808) 956-3767  
Email: [dainan@hawaii.edu](mailto:dainan@hawaii.edu)  
Office: HL A553B  
Office Hours: By appointment

### **Course Description**

The study of archival principles and management theories applicable to all types of repositories (government, academic, and corporate). Includes policy, arrangement and description, computer applications, as well as ethical, legal, and cultural issues.

### **Prerequisites**

None

### **Study learning outcomes addressed**

SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.

- 1c) Develop and apply critical thinking skills in preparation for professional practice.
- 1d) Craft and articulate a professional identity.

SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.

- 3d) Demonstrate understanding of issues and techniques of preservation of physical and digital objects.

SLO 4: Evaluate and use the latest information technologies, research findings and methods.

- 4b) Integrate emerging technologies into professional practice.
- 4c) Apply current research findings to professional practice.

### **Professional expectations**

*All students in the course are expected to become familiar with and adhere to the Professional Expectations posted at <http://www.hawaii.edu/lis/students/professional-expectations-notice/>*

## Course objectives

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

1. Understand the various types of archival repositories and their historical development.
2. Gain practical experience in 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. Understand issues faced by a variety of archival institutions.

## Teaching method

Primary emphasis is on group projects, class discussion, readings, and critical analysis. Oral and written assignments are designed to promote these activities. The assignment due dates are on the class schedule.

## Attendance and participation

It is vital that you are present for all class periods. Group assignments will be made and class time will be given to work on processing a collection. Your absence from class can negatively impact your group's work. Please be present at every class unless you have a doctor's note due to illness. Any other absences will deduct 3 points from your participation points. It is also expected that you come prepared to discuss the topics for the day (see Class Participation below). It is your responsibility to engage yourself in the learning process. Be prepared to share your thoughts, opinions, feelings, and personal experiences regarding the assigned readings for class. Arriving unprepared to discuss the readings will also deduct points from your participation points.

## Research methods

This course utilizes the following research methods, as selected from "Qualitative and Quantitative Research Methods Taught and Utilized in LIS Program Courses": *case study* by carrying out their own research on the topic of interest and then presenting it to the class for further discussion, as well as by learning the procedures of archiving and then working together to process a typical archival collection, and *protocol analysis* by maintaining a processing journal of their thought processes while carrying out the Processing Exercise.

## Requirements (course assignments and scoring)

Archives Scavenger Hunt Exercise	10 points
Archival Terminology Quiz	5 points
Processing exercise (Case Study)	50 points
Acquisition Proposal	5 points (individual grade)
Collection Inventory	5 points (group grade)
Processing Proposal	10 points (group grade)
Finding Aid	10 points (group grade)
ArchivesSpace Resource	10 points (individual grade)
Processing Journal	10 points (individual grade)
Lead Class Discussion	10 points
Research Topic Presentation	15 points
Class Participation	10 points

## Grade 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-

## Required text

Hunter, Gregory S. *Developing and Maintaining Practical Archives*. 2nd edition. New York: ALA Neal-Schuman Publishers, 2003. Available via [Amazon](#).

Additional required readings will be assigned during the course and provided by the instructor.

## Technology integration and requirements

In this course, you will be expected to accomplish the following:

- Conduct online searches to develop content for instructional plans.
- Compose written documents such as inventories, proposals, and a finding aid using word processing and spreadsheet applications.
- Create an archival resource using ArchivesSpace, an online open-source archival management program.
- Post work online using the UHM Lulima system and engage in peer critiquing sessions using the same system.

## Guidelines for assignments

*Note: All written assignments should be typed, double-spaced, and set in 12-point legible font with standard margins. Assignments will be due at the beginning of class on the due date listed below. Any assignment turned in late will be deducted 10% each day that it's late, up to 3 days, after which it will not be accepted.*

### Archives Scavenger Hunt Exercise (10 points)

To be an archivist, you should know how to perform archival research as well as what a finding aid is and how to use it. To this end, you will be going to the Hawaii State Archives on your own to “conduct research.” You will be assigned one of the scenarios from below. (You can always research more than one of the scenarios if you’d really like to flex your research muscles.) Once you have found the appropriate document, you will write up a one-page paper explaining your research experience and include a photocopy of the item you found, turning both in for the assignment.

#### *Scenario 1*

Soon after establishing the College of Hawaii, the Board of Regents was running into money and building issues. On November 12, 1908, Walter Smith, Vice-President and Acting President of the Board of Regents sent a letter petitioning the Governor of the State, Walter Frear, for help in building a temporary building on the then-current site [Thomas Square] while the buildings in Manoa were being constructed. Find this document and make a copy. On the copy, highlight the

estimate for the temporary building. Turn this document in for a grade with your name written on the top.

### *Scenario 2*

When King Kamehameha III died in December 1854, the Minister of Finance, E.H. Allen, requested that a report be made on the expenses of the funeral. This report was submitted in both Hawaiian and English on January 15, 1855. Find the report and make a copy of the English translation. On the copy, highlight the total of expenses. Turn this document in for a grade with your name written on the top.

### *Scenario 3*

On August 18, 1854, Z. Kaauwai wrote a letter in Hawaiian to Keoni Ana (John Young, Minister of the Interior), asking for permission to lease the island of Kahoolawe for 50 years. Find this document and copy the English translation. On the copy, highlight the amount Kaauwai offered to pay annually. Turn this document in for a grade with your name written on the top.

### Processing Exercise (50 points total)

You will be following all of the steps that an archivist would take in assessing, acquiring, and arranging a collection. Although in reality the collection has already been deposited in an archival institution, you will complete the following assignments as if you were the first archivist to see it.

**Acquisition Proposal (5 points, individual grade):** Complete the Appraisal Form for your collection. Using the information from it, compose a memo to your supervisors detailing the collection, its strengths and weaknesses, and your recommendation on whether it should be acquired by the institution. Include in your write up any value the collection may or may not have (see reading assignment on selection and appraisal).

**Collection Inventory (5 points, group grade):** Please create a folder-by-folder inventory of the contents of the boxes. For each folder, include the label text (if applicable), the date range, and a summary of the contents. Please also note any potential preservation concerns (i.e. mold, rusted fasteners, acidic papers, frass, etc.) This task should not take long and should NOT be an itemized inventory of every piece of paper in the folder!

**Processing Proposal (2-3 pages, 10 points, group grade):** Describe your plan for processing the collection. Include the following information: collection title, creator name, extent of collection, description of present arrangement and condition, description of proposed series and subseries, preservation concerns, weeding/separation/deaccessioning recommendations, and supplies needed. Be sure to provide justification for your recommendations.

**Finding Aid (10 points, group grade):** Using the provided Word template, create a finding aid of the collection and submit it to the instructor.

**ArchivesSpace Resource (10 points, individual grade):** Upon completion of your finding aid, you will use ArchivesSpace, an open-source archival management program, to create a full resource record.

**Processing Journal (3 pages, 10 points, individual grade):** This is your chance to reflect on the experience of processing. After each session where you work on processing the collection, record your thoughts of the experience. Things that you can be thinking and writing about include: Which parts of the process were challenging? Which decisions were difficult to make and why? What would you do differently in the future or where did your opinion differ from your group members? Please cite specific examples.

Lead class discussion (10 points)

The first day of class, you will sign up to lead a class discussion once during the semester. Please prepare four discussion questions relating to the assigned readings and post them to Lulima by 11:59 PM the day before class. On the day of class, you will spend approximately 10-15 minutes leading the discussion any way you please--small groups, general discussion, class or group exercise, activity, etc.

Research Topic Presentation (15 points)

For this assignment, you will be conducting research on an archival topic of your choosing using 3-5 books or journal articles (articles must be from *The American Archivist* or another peer-reviewed scholarly journal in the field) and then presenting your research to the class. You will give a 10-minute presentation on your research topic and have 5 minutes for Q&A. For your research, you will analyze your sources, asking such questions as: How do the books and/or articles relate to each other? What are their common themes, and where do they diverge? How do they function within the broader archival literature? What are your own original opinions about the material? How might archivists apply these ideas to their everyday work? Some examples of topics are indigenous archives, archival ethics, archives and objectivity, archives and social justice; and less theoretically, Web 2.0, Greene and Meissner's "More Product, Less Process" approach to processing, archival appraisal, specific types of archives (i.e. Labor archives, religious archives, museum archives), etc.

**IMPORTANT:** Your topic must be approved by the instructor by **Wednesday, September 16<sup>th</sup>**.

Class Participation (10 points)

It will not be possible to teach you everything you need to know about the archives profession in an introductory course. A lot of the theoretical learning will take place outside of the classroom, allowing us to focus more on the practical learning in class. Therefore, it is expected that you will perform all reading assignments each week. You should come to class prepared to discuss some of the key points from the readings with your classmates. As discussed above, your attendance is required for each day of class unless excused with a doctor's note. Any absences will result in a loss of class participation points.

## Course Schedule

Session Number	Date	Topics	Assignments
1	8/26	<p><b>Introduction</b> Review syllabus</p> <p>Sign up to lead class discussion</p> <p>Difference between libraries, museums, and archives</p> <p>What is a finding aid?</p>	<p>Introduce Archival Scavenger Hunt Exercise</p> <p>Read for next class: Hunter, Chapter 1 Materials on Save Sandy Beach 1: <a href="#">Hawaii Kai Hui</a> 2: <a href="#">Donation Site</a> 3: Items under Resources on Laulima</p>
2	9/2	<p><b>History of Archives Profession</b> Different types of archives</p> <p>Overview of the archival process</p> <p>Introduction to collection – Phil Estermann</p>	<p>Read for next class: Hunter, Chapters 3</p>
3	9/9	<p><b>Selection and Appraisal</b> Begin collection inventory</p>	<p><b>Due:</b> Scavenger Hunt Exercise</p> <p>Introduce Processing Journal Introduce Collection Inventory</p> <p>Read for next class: Hunter, Chapter 4</p>
4	9/16	<p><b>Acquisitions and Accessioning</b></p> <p><b>Pacific Archives</b> Guest speaker: Eleanor Kleiber, Pacific Librarian, Hawaiian &amp; Pacific Collections, UHM Library</p> <p>In-class work on collection inventory</p>	<p><b>Due:</b> Research Presentation topic must be approved</p> <p>Introduce Acquisition proposal</p> <p>Read for next week: Hunter, Chapter 5</p> <p>Greene, Mark A. and Dennis Meissner, "More Product, Less Process: Revamping Traditional Archival Processing," <a href="#">The American Archivist</a>, Vol. 68, No. 2 (Fall/Winter 2005), 208-263.</p>

Session Number	Date	Topics	Assignments
5	9/23	<p><b>Arrangement</b></p> <p>Guest speakers: April Rodriguez, Onieda Nation film preservation project; Janel Quirante, Head Archivist, ‘Ulu‘ulu Moving Image Archive</p> <p>In-class activity: Organize a collection</p>	<p><b>Due:</b> Collection Inventory <b>Due:</b> Acquisition proposal</p> <p>Introduce Processing Proposal</p> <p>Read for next class: Hunter, Chapters 6</p>
6	9/30	<p><b>Description</b></p>	<p>Introduce Finding Aid</p> <p>Read for next class: Hunter, Chapter 9</p> <p>Read for next class: Long, Linda J., "Question Negotiation in the Archival Setting: The Use of Interpersonal Communication Techniques in the Reference Interview," <i>The American Archivist</i>, Vol. 52, No. 1 (Winter 1989), 40-50.</p>
7	10/7	<p><b>Access, Reference, and Outreach</b></p> <p>Archival Terminology Quiz</p>	<p><b>Due:</b> Processing Proposal</p> <p>Introduce Research Topic Presentation</p> <p>Read for next class: Hunter, Chapter 12</p>
8	10/14	<p><b>Tour of State Archives</b> Meet at the State Archives at 5:00pm! Carpool will be available, if needed.</p>	

Session Number	Date	Topics	Assignments
9	10/21	<b>Management</b>	Read for next class: Hunter, Chapter 13
10	10/28	<b>The Archival Profession</b>	Read for next class: Hunter, Chapter 7
11	11/4	<b>Preservation</b>  Guest speaker: Alice Kim, <i>Chronicling America</i> digitization project	Read for next class: Hunter, Appendix B and C  Danielson, Elena S., "The Ethical Archivist" (Chapter 5), Chicago: Society of American Archivists, 2010
	11/11	<b>Holiday – Veterans Day</b>	
12	11/18	<b>Code of Ethics, ACA Certification</b>	Introduce ArchivesSpace Resource  Watch this video for next class: <a href="http://ags.hawaii.gov/archives/records-management-training/">http://ags.hawaii.gov/archives/records-management-training/</a>
13	11/25	<b>Records Management</b> Guest speaker: Gina Vergara-Bautista, Archivist and Records Manager, State of Hawaii  <b>Research Presentations</b>	

<b>Session Number</b>	<b>Date</b>	<b>Topics</b>	<b>Assignments</b>
14	12/2	<b>Research Presentations</b>	<b>Due:</b> Finding Aid <b>Due:</b> ArchivesSpace Resource
15	12/9	<b>Research Presentations</b>	<b>Due:</b> Processing Journal