COURSE OBJECTIVES

Building upon the understanding of archives and records management gained in previous classes, this course examines the essential archival functions of acquisition, selection, and appraisal, as well as special considerations for visual, sound, and electronic records. Each student should gain from this a more detailed understanding of archival theory, methodology, and practice regarding these functions and formats. Selection and appraisal encompass the intellectual and physical demands of identifying, evaluating, and managing archival materials. Although textual records have been the focus of traditional archival practice – and hence much of the professional literature – archivists also manage a wide spectrum of records in visual, audio, cartographic, and electronic media. Readings and class discussions will examine some of these formats and the applicability of archival theory and methodology.

COURSE REQUIREMENTS

[Note: Assignments are listed in the syllabus on the date DUE. They are described in more detail in an Assignments section at the end of this syllabus.]

**Oral presentations and class exercises:** Each student will make several group and individual presentations in class. (See January 13, February 10, and March 3).

**Analytical essays:** Students will prepare two analytical essays (5-6 pages) evaluating issues raised in any class readings. (January 27 and February 24).

**Prospectus and bibliography:** Each student will write a prospectus (1-2 paragraphs) and prepare a bibliography of articles, books, papers, web sites, or other sources relevant to the final research paper. The list should be extensive and include the relevant sources within the archival literature, but may include works from other fields including library and information science, museum studies, records management, law, history of photography, cartography, or other related disciplines that apply to your topic. (Due: February 3.)
**Research paper:** An original research paper is due **March 16.** The paper should examine a significant problem or issue in archival selection/appraisal, either one addressed in this course or another topic that you may propose. A prospectus and outline along with bibliography is due **February 3.** The paper should be 10-15 pages, with notes and bibliography. Students will present summaries of their research papers or proposals for discussion during the final exam week class, **March 16-18 (TBA).**

**GRADING**

Course grades will be calculated on the following basis:
- Class presentations, 10%
- Analytical essays, 20% each (40%)
- Prospectus and Bibliography 5%
- Research paper, 30%
- Class/discussion participation, 15%

**CLASS SCHEDULE AND READINGS**

**Jan. 10**  
**Introduction to Selection and Appraisal**

**Presentation/discussion:**
- Jenn Newby: Minimal processing

**Read:**

**Jan. 17**  
**Selection and Acquisition of Manuscripts**

**Read:**
- Frank Boles, *Selecting and Appraising Archives and Manuscripts* (SAA, 2005, Chapters 1 and 3, and Appendix 1 (accessioning).
• Elena Danielson, The Ethical Archivist (SAA, 2010), pp. 47-85. [E-reserve]
• Menzi L. Behrnd-Klodt, Navigating Legal Issues in Archives, ch. 4. [E-reserve]
• Karen Benedict, Ethics and the Archival Profession, Case Studies 1-5.

DUE Jan. 17  Collection Development Policies Assignment

Critique the following collection development policies on the internet for discussion in class. No written report required.
• Connecticut State Archives:  http://www.cslib.org/collect.htm
• LSU Special Collections:  http://www.lib.lsu.edu/collserv/colldev/policies/louisianalowmis.html
• The University of Pennsylvania:  http://www.library.upenn.edu/collections/policies/spec-manuscript.html
• Archives of Women in Science and Engineering:  http://www.lib.iastate.edu/spel/wise/miss.html
• Dartmouth University  http://www.dartmouth.edu/~cmdc/cdp/arch.dchist.html
• National Museum of American History/Archives Center:  http://americanhistory.si.edu/archives/b-1.htm
• Daughters of the American Revolution:  http://www.dar.org/americana/scope.cfm

Jan. 24  Donor Agreements and Donor Relations

Read:
Jan. 31 Selection and Appraisal in Institutional Archives

Read:

- Karen Benedict, Ethics and the Archival Profession, Case Studies 6-10.

DUE: First analytical essay

Feb. 7 Archival Appraisal Theory

Read:

- Frank Boles, Selecting and Appraising Archives and Manuscripts, Ch. 2, 4, appendix 2.

DUE: Research Paper Prospectus and Bibliography

Feb. 14 Towards an Appraisal Model: Documentation Strategies

Read:

- Frank Boles, Selecting and Appraising Archives and Manuscripts, Ch. 5.

**DUE Feb. 14**

**Documentation Strategy Assignment (in class)**

In a group project, create a written outline for a documentation strategy for one of the following issues:

1. Art produced by Pacific Northwest artists is suddenly of significant interest to scholars, dealers, and consumers of art. The records generated by these artists are considered an important and identifiable regional resource. Use Hackman and Warnow-Blewett’s model to create a strategy to document the arts in the Pacific Northwest. Define the topic (what forms of art are appropriate for documentation), define the region, survey regional institutions which include art and artists in their collection policy. Determine what artistic expressions are well represented and if any categories are overlooked; select advisors and establish site for strategy; select and place the documentation.

2. Bellingham’s Centennial celebration (2003) has highlighted the fact that documentary evidence relating to Bellingham and Whatcom Country history is scattered and fragmented. As a result, much of the accepted history is based on hearsay rather than primary sources. Using your readings, create a documentation strategy to rectify this situation. Choose participants (archivists, records managers, records creators, museum curators, librarians, academics); define areas for coverage; structure the inquiry and examine the form and substance of available documentation; select and place the materials.

3. Using functional analysis as described by Samuels and others, identify specific functions which should be documented in one of the following societal institutions: hospitals, churches, or museums. Create a macro-appraisal model which identifies functions within these institutions, isolates the key records and record creators, and provides a general plan for records disposition.

**Feb. 21**

**Macro-Appraisal**

**Read:**
• Catherine Bailey, “From the Top Down: the Practice of Macro-appraisal,” *Archivaria* 43 (Spring 1997): 89-128. [E-reserve]
• Verne Harris, Archives and Justice: A South African Perspective (Chicago: SAA, 2007): 87-100. [E-reserve]

DUE: Second analytical essay

Feb. 28 Selection and Appraisal of Audio-Visual Collections

Read:
• Mary Lynn Ritzenthaler and Diane Vogt-O’Connor, Photographs: Archival Care and Management (SAA, 2006), chapters 1, 3, 4.
• Elisabeth Kaplan and Jeffrey Mifflin, “Mind and Sight: Visual Literacy and the Archivist,” in Jimerson, American Archival Studies, pp.73-97.
• Joan M. Schwartz, “‘Records of Simple Truth and Precision’: Photography, Archives, and the Illusion of Control.” Archivaria 50 (Fall 2000): 1-40. (Also in Blouin and Rosenberg, Archives, Documentation, and Institutions of Social Memory.)
• Frank Boles, Selecting and Appraising Archives and Manuscripts, Ch. 6.

March 7 Selecting and Appraising Electronic Records

Read:
• Philip Bantin, “Electronic Records Management - A Review of the Work of a Decade and a Reflection on Future Directions” [click for hyper-link]


• Luciana Duranti, “From Digital Diplomatics to Digital Records Forensics,” *Archivaria* 68 (Fall 2009), 39-66. [E-reserve]

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**DUE March 7**  
**Oral Presentation on Electronic Records Issues**

*All students will briefly review the websites below.*

*Students will choose one of the projects listed below (under either A or B) for a detailed report. Your presentation should review and analyze the major strategies proposed or undertaken by the project to manage electronic records. In addition, you should provide a detailed discussion of the findings and recommendations and evaluate the contributions of the project or strategy. How and what does the project or strategy contribute to archival knowledge and electronic records management.*

**(A) Electronic Records Management: Research and Implementation Projects**

• National Archives, Electronic Records Archives, [http://www.archives.gov/era/](http://www.archives.gov/era/) Be sure to discuss the relationship with the Lockheed Martin Corp.


• Records Continuum Research Project  


• Center for Technology in Government  
  [http://www.ctg.albany.edu/](http://www.ctg.albany.edu/) (Focus on the electronic records projects and e-government strategies)

**(B) Electronic Records and E-Mail Policies:**

• National Archives, [http://www.archives.gov/records-mgmt/initiatives/erm-overview.html](http://www.archives.gov/records-mgmt/initiatives/erm-overview.html)

• Delaware at  
  [http://www.state.de.us/sos/dpa/govsvcs/records_policies/electronic%20mail.shtml](http://www.state.de.us/sos/dpa/govsvcs/records_policies/electronic%20mail.shtml)

• Maine at [http://www.state.me.us/sos/arc/general/admin/email.htm](http://www.state.me.us/sos/arc/general/admin/email.htm)
### March 14  
The Future of Selection and Appraisal

**Read:**

### March 18-20 (TBA)  
Exam week: Student presentations

**DUE:**  
Student research papers and oral reports