COURSE OBJECTIVES

Building upon the understanding of archives and records management gained in History 525 and other classes, this course examines the essential archival functions of reference, access, and outreach, as well as special considerations for audio, visual, and electronic records. Each student should gain from this a more detailed understanding of archival theory, methodology, and practice regarding these functions and formats. Those functions necessary to make archival sources available for research, investigation, and access—along with outreach and advocacy—comprise the broad range of what can be called user services. 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: Certain 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:** Each student will make several presentations in class. Individual presentations will focus on Information Policy and Copyright Issues (Feb. 5) and Outreach and Public Programs (Feb. 19). **Students will provide a brief written outline of their presentation on the day it is due.** Students will also present and lead discussion on ethics case studies and privacy and confidentiality, as assigned.

**Research essay on reference and access:** Students will prepare a written report (3-5 pages) comparing retrieval results using MARC records and EAD finding aids as research tools. (Jan. 22).
**Research paper:** An original analytical research paper is due March 15. The paper should examine a significant problem or issue in collections management or user services, either one addressed in this course or another topic that you may propose. A prospectus and outline along with bibliography is due Jan. 29. The paper should be 12-15 pages, with notes and bibliography. Students will present summaries of their research papers or proposals for discussion during the final class, March 15-19 (TBA).

**Prospectus and bibliography:** Each student will write a prospectus and generate a bibliography of articles, books, papers, web sites, or other sources relevant to their final research paper. The list should be 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: Jan. 29.

**GRADING**

Course grades will be calculated on the following basis:

- Class presentations  20 %
- Analytical essay  25 %
- Prospectus and Bibliography 5%
- Research paper,  30%
- Class/discussion participation,  20 %

**CLASS SCHEDULE AND READINGS**

**Jan. 8  Reference Services: Providing Intellectual Access to Archives**

Read:


**Jan. 15  Identifying and Serving Users; Access Policies**
Read:

- Mary Jo Pugh, *Providing Reference Services for Archives and Manuscripts* (SAA, 2005). Ch. 3-6.
- Helen Tibbo, “The Epic Struggle: Subject Retrieval From Large Bibliographic Databases,” AA 57 (Spring 1994): 310-26
- Karen Benedict, *Ethics and the Archival Profession*, Cases 27, 38, 39, 40. [For all assignments from this book, students will each present one case study and lead discussion of its implications.]

Jan. 22  The Art of Reference: The User and the Reference Archivist

DUE: Written research essay on reference and access (see below).

Read:

• Karen Benedict, Cases 23-27. [For all assignments from this book, students will each present one case study and lead discussion of its implications.]

Jan. 29 Privacy and Confidentiality

**DUE:** Student research paper: Prospectus and bibliography

**Read:**
• Menzi L. Behrnd-Klodt and Peter J. Wosh, *Privacy and Confidentiality Perspectives: Archivists and Archival Records* (SAA, 2005), Ch. 1-7. Also: Student reports on other chapters, choosing from: (a) Ch. 9 & 12; (b) Ch. 11 & 14; (c) Ch. 13 & 16; or (d) Ch. 10 & 15.
• Karen Benedict, *Ethics and the Archival Profession*, Cases 29-32. [For all assignments from this book, students will each present one case study and lead discussion of its implications.]

Feb. 5 Copyright and Legal Issues

**DUE:** Oral presentations on information policy and copyright issues

**Read:**

Feb. 12 Reference and Access for Visual Materials

**Read:**

Feb. 19 Outreach and Public Programs
DUE: Oral Presentation on archival outreach using websites (see below).

Read:

- Elsie Freeman Finch, ed., *Advocating Archives: An Introduction to Public Relations for Archivists* (Metuchen: SAA and Scarecrow Press, Inc., 1994). (Ch.1-4) [ON RESERVE].

Feb. 26  Advocacy and the Public Image of Archivists

Read:

- Elsie Freeman Finch, ed., *Advocating Archives: An Introduction to Public Relations for Archivists* (Metuchen: SAA and Scarecrow Press, Inc., 1994). (Ch.5-7 and pp. 111-119) [ON RESERVE].

March 5  Archives in Society: Accountability and Justice
Read:
- Verne Harris, *Archives and Justice: A South African Perspective* (SAA, 2007) [pages to be assigned].

**March 12**  
Reference and Access in the Digital Age

Read:

**March 15-19 (TBA)**  
New Thoughts on Reference, Access and Outreach  
(Exam week)

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

Thoughts to consider: Where do we go from here?

1. What are the most important issues facing the archival profession today? Will there be a change in the role of archivists or a continuation of traditional duties in a more complex environment?

2. How do these issues differ from those faced by libraries or the other information and historical professions? (Historians, museums, government agencies, and business)

3. What can archivists do to deal with changes in modern society? Does meeting the challenge of contemporary records require a role change for archivists?

4. Can we hold on to our traditional notions of history and memory with the way in which society is changing? Have user expectations increased due to technology and information resources. How should archivists adapt to these higher expectations?
Research essay on reference and access: A Retrieval Experiment

This exercise is designed to provide experience searching for primary source material utilizing MARC records, EAD finding aids and the Web.

You will conduct a retrieval experiment to either prove or disprove some of the problems and challenges described in your readings. As several of your readings suggested, archivists must become expert users. This includes a good knowledge of how to use systems such as RLG to find MARC records and to know how to find and read EAD finding aids.

Consider whether it is more efficient to locate material using traditional MARC-based cataloging, or if EAD has improved access to relevant primary source information through online finding aids. Conversely, are researchers really more successful using search engines such as Google or HotBot to find resources?

Read the Michelson and Tibbo articles before conducting the following three exercises. Use these and your other readings to inform your study. Write a 3-5 page report on the following retrieval experiment. Expect to briefly report your findings to the class.

The goal of the assignment is not to prove that you know how to conduct research. Your failures, frustrations, successes, and any confusion you experience is what you should evaluate. Hopefully, the exercise should open your eyes to the average user experiences when conducting primary source research and will provide you with the knowledge to help them in the future.

(1) Conduct a search for MARC-AMC records in Research Libraries Group Union Catalog (RLG) and in OCLC.

Use NUCMC’s web page for free access to RLG Union Catalog and OCLC at: [http://www.loc.gov/coll/nucmc/nucmc.html](http://www.loc.gov/coll/nucmc/nucmc.html) (NOTE: the catalogs are found in section entitled "Searching NUCMC Catalogs.")

Choose a subject that is representative of material found in archival repositories. Explore the search engine, reviewing both the easy and advanced search capabilities in both RLG and OCLC. Use the different search options offered...subject, personal name, geographic location, etc. Do at least one broad based search—e.g. women authors; and several smaller topics, e.g. salmon canning. USE YOUR OWN IDEAS and do as many searches as you wish.

Report findings--evaluate the ease of use; confidence in retrieval set; size of retrieval set; use of subject headings--are they consistent or inconsistent across different repositories. Critique the effectiveness of the subject headings. How does this retrieval set compare to similar
searches for books? Are there links to finding aids from the MARC records? How often does this occur?

Hint—use the Wilson Library catalog to help you define your search vocabulary. Do a subject search to determine Library of Congress Subject Headings and other standardized vocabulary such as proper names.

[While you are in NUCMC, browse the rest of the site. Be sure to check out the directory of Archival and Manuscript Repositories in the United States.]

(2) Conduct a search using EAD sites on the Web: http://www.archivists.org/saagroups/ead/

[Explore the site to learn more about EAD. Browse links to see what resources are available for EAD.]

Choose menu option for "EAD Implementors." Evaluate the efforts of the institutions and consortiums represented there (at least 5-6). Navigate the site until you have located and viewed several finding aids. Review and evaluate the interface utilized by the various repositories. Is there a standard? What institutions have the most effective sites? Why? Critique the various search engines. Are the search terms highlighted in the finding aid? Compare your findings to your search for MARC records in RLG and OCLC.

Feb. 5 Information Policy and Copyright Issues

ORAL PRESENTATION: Copyright and Intellectual Property Issues in the Digital Age

Staying current on legal issues impacting the archival profession is a challenge. The goal of this assignment is to introduce you to some tools that will make that process easier. These web sites, in addition to your readings, will provide the resources to find a substantial amount of information relating to copyright, intellectual property and the digital age. Review the following useful websites:

American Library Association (ALA). Choose Issues and Advocacy from the menu bar; Explore the section related to Federal Issues and Washington Office Issues.

Society of American Archivists (SAA) Review advocacy section and news and announcement in the resources section).

Association of Research Libraries, Copyright and Intellectual Property Excellent overview of key issues, at: http://www.arl.org/

NUCMC Review copyright section for a good list of resources.

University of Maryland, Center for Information Policy This site utilizes information from several disciplines to provide a good analysis of policy issues related to information and technology. See News section for a list of topics.
**Center for Democracy and Technology.** An informative site presenting advocacy and position statements on issues such as copyright, freedom of speech, and privacy.

**Thomas (Library of Congress)** is also a good source for details on specific legislation.

**Oral Presentation:** Prepare an oral presentation on one of the following topics. Your discussion should supply some background information, summarize the copyright and intellectual property, or other issues involved, and provide analysis of impact on the field of archives and libraries. You may also choose another related topic of your own with approval.

1. **World Intellectual Property Organization (WIPO).** Explain the background and history of this organization. Who are the members? What is the impact of this organization on global intellectual property issues? How does this influence U.S. policy? What issues are emerging today? See WIPO website.


3. **Privacy and the Patriot Act.** What is the Patriot Act? What impact does this act have for librarians and archivists? for privacy? See SAA, ALA (section Civil Liberties, Intellectual Freedom and Privacy) also Center for Information Policy (and others).


5. **OpenTheGovernment.org.** What is this organization’s main purposes and activities? Which information professional associations are members? Why do you think SAA has joined this organization?
ORAL PRESENTATION: Outreach on the Web

Use your readings to evaluate at three institutional web sites as a mechanism for outreach, education, and public service. You may choose the Minnesota Historical Society, New York State Archives, North Carolina State Archives, Princeton University, University of Virginia, Special Collections, University of Idaho, Special Collections, or, choose one of your own from the University of Idaho’s listing at: http://www.uidaho.edu/special-collections/Other.Repositories.html

Be sure that there is an outreach component to the site you choose, and be sure that you are evaluating an archives or special collections repository and not a library or parent organization. Take copious notes and organize your thoughts into a prepared oral presentation evaluating at least one site in class.

Issues to address in your presentation:

- Organization and structure of the site; ease of use and effectiveness as an outreach tool.
- Evaluate the quality and type of information available about the repository (collecting scope, etc), or about its holdings (searchable catalog, finding aids, etc.)?
- Who is the intended audience? Does the site reach that audience? Is it an effective "marketing" tool?
- What kind of outreach and public service does the archives support (exhibits, educational programs, cooperative projects, etc.)? How is this expressed on the web?
- Is the archives or special collection part of a larger institution? How does the repository fit in with broader institutional goals?
- Your own issues, thoughts, brilliant insights.....