

INF 389S: Introduction to Archival Enterprise II, Fall 2024

Unique Number: 27953

Instructor: Brady K. Cox
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Office Hours: By appointment
Course Meeting Times: Monday, 12pm – 3pm, UTA 1.204

Course Description and Objectives

- To introduce students to the theory and practice of administration in archival repositories and professional environments. This semester we will focus on discussions around diversity, advocacy, and technology.
- To prepare students to operate in and to become leaders in archival environments by:
 - o Laying a solid foundation in understanding, analyzing, and evaluating archival operations and strengthening professional delivery of the archival service to society.
 - o Exploring important historical issues and current trends in the archival community.
 - o Stimulating creative thinking about the process and functions of archival institutions.
 - o Fostering an interest in ethical considerations and culturally responsible approaches to archival work.
 - o Researching innovation within the archival profession.
 - o Exercising abilities to present thoughts, studies, and conclusions orally and in writing.

Class Resources

Readings – All required readings for the course will be posted in Canvas.

Course Requirements

1. Class Attendance

Regular attendance is essential for this course and attendance will be taken during each class period. Absences will be excused in situations following university policy (e.g., illness, religious holy days, participation in University activities at the request of university authorities, and compelling absences beyond a student's control). Absences should be accompanied by timely notification (i.e., prior to class for non-emergencies). If a class is missed the student should submit a 500-750-word review of the week's class in lieu of attendance. This document should be emailed to the instructor prior to the next week's class.

2. Class Participation

This is a discussion-oriented course and student participation is essential to help introduce, refine, and explore important topics and ideas raised by the readings. Students will be required to synthesize, analyze, and discuss the issues under study using the assigned readings as a starting point. Students should prepare by reading and critically engaging with the assigned articles/book chapters. This will involve:

- Reading each assigned text and being able to summarize the content and to describe the main concepts, points and/or themes.

- Articulating the primary value of each assigned reading as it relates to the larger goals and objectives of the course.
- Evaluating the merit of the assigned readings (strengths and weaknesses).
- Analyzing and articulating points of commonality and difference across readings.
- Developing and articulating a point of view on the topic(s) under discussion.

The main discussion will take place asynchronously online on before the class period. In this manner, students will actively participate in their own learning—interacting with peers, providing peer feedback, and coming to an understanding of the topics under consideration. Students are expected to **post their Discussion Questions to Canvas** and, in addition, should engage in the online discussion by **responding to two other Discussion Questions posts** of others in ways that advance the conversation. This could include building from prior points to make new connections to the readings, responding thoughtfully to a discussion point based on personal experiences, providing an alternative perspective to the one currently dominating the discussion, or synthesizing or summing up the current arguments or discussion points. The virtual discussion will close at 5 pm the day before class so students should plan accordingly and not leave the readings until the last minute. Please note - a student must post to the discussion board before seeing replies.

Discussion Questions should be focused and simply stated; be built from a careful and critical reading of the text; facilitate comprehension, analysis, synthesis, and/or evaluation of the work and the issues it raises; create and challenge connections and comparisons between the reading and other texts; invite personal responses and connections; and lead to new perspectives and deeper understanding of the issue for yourself and others. In submitting discussion points think about at what level you are engaging with the readings, both for yourself and others:

- Level 1: Eliciting (gathering information, clarifying definitions)
- Level 2: Making Meaning – making connections between things (within and across archival content)
- Level 3: Asking the Larger Questions – connecting the content beyond archives

3. Term Paper

This semester each student will write a paper on the topic of ‘Activating the Archive...’ Students can take a broad interpretation of the paper’s mandate and should focus on some aspect of how the archives (the building, the materials, the profession etc.) is brought to life through innovative programming, engagement with new theoretical frameworks, the application of cutting edge technologies, etc. In preparation for writing the term paper, students are advised to check out the following blog:

- Cheryl Oestreicher, [Publishing in the Archives Profession](#)

In writing the term paper, students should choose one of the following article formats: a Research Article (analytical and critical exposition based on original investigation or on systematic review of literature), a Case Study (analytical report of a project or activity that took place in a specific setting and which offers the basis for emulation or comparison in other settings) or a Perspective

(commentary, reflective or opinion piece, addressing issues or practices that concern archivists and their constituents).

Term papers should be approx. 15 typed pages (double-spaced). Students should use the Chicago Manual of Style as the standard of style and endnote format. Writing the paper will be broken down into several components:

Outline of the paper

- 1) By week four, in no less than four double-spaced typed pages provide an outline of the paper. The outline must include the following elements.
 - a) The title of the paper (a working title is fine).
 - b) A statement about the format that paper will take (research article, case study, or perspective) and the name of an appropriate journal for the paper.
 - c) A brief overview of the paper topic. This should include a clearly articulated research question, thesis statement or topic statement.
 - i) A research question is an analytical question that you want to answer in your paper. In your paper, you will analyze and explore possible answers to this research question.
 - ii) On the other hand, a thesis statement is an argumentative statement that you work to prove in your paper. Unlike the research question, you begin by taking a side.
 - iii) If the purpose of your paper is to provide information about the subject, the topic statement simply identifies the subject and indicates what you have to say about it.
 - d) A description of the purpose and significance of the paper.
 - e) A list of the main concepts or keywords that apply to the paper.
 - f) A description of the audience for the paper (What can you assume your reader already knows about the topic? What do they need to know? What impact will your paper have on this reader? Inform/persuade? How will you spark a reader's interest?)
 - g) A citation for a published article that you will use as the model for the structure of your paper. This should be accompanied by an outline and description of the structure of this paper and how it serves as a model for your own.
 - h) A detailed organizational plan for your paper (drawing from the paper you have chosen as a model, set out the blueprint of what will be covered in each section of the paper - introduction, body, conclusion, etc.).
 - i) A traditional research paper will typically include an introduction (establishes the landscape, describes the nature of the problem and your contribution to the problem, sketches the intent of the paper), literature review (description and evaluation of prior research, gaps in the literature), methodology, results, discussion, and a conclusion section.
 - ii) A case study could include an introduction (landscape, purpose, justification etc.), background (literature review - description and evaluation of previous research etc.), methodology, results, discussion, and a conclusion.
 - iii) A perspective piece could include an introduction (landscape, purpose, justification etc.), background (historical context, information for understanding the thesis), analysis/argument (core of the paper), and a conclusion. If you want to specifically argue one side of an argument the paper may consist of an introduction, supporting evidence (evidence to support the claims outlined in your introduction), a rebuttal section, and a conclusion.

- i) A list of at least a dozen sources for the paper.
- 2) The paper is **due by 11am on November 11**. At this stage, the content of the paper should be finalized, and the paper should include a 100 to 150-word abstract. I will read the paper and return it to you with any revisions/suggestions within one week.
- 3) The revised version of the paper is **due by 5pm on December 4**.

Criteria for grading of final papers:

- Structure and coherence (there is a clear introduction built around a research question/ thesis statement/topic statement; subsequent paragraphs contribute significantly to the development of the paper – paper contains logical and clear ideas, solid arguments, coherent paragraphs and good transitions; and there is a persuasive conclusion that ‘pulls together’ the body of the paper)
- Depth of analysis (well informed, use of evidence, arguments are supported, analysis is clear and logical, serious consideration of counter arguments)
- Style (clarity of expression, good sentence structure, grammar, spelling, punctuation, and citation style)
- Originality and independence of ideas (ability to move beyond course concepts).

Students will also contribute to a class writing blog (available through Canvas) over the course of the semester. The purpose of the class writing blog is to help stay on track with a goal of writing a minimum of 250 words a day, 5 days a week. Think of the blog as a way of checking in every Friday and letting others in the class know of your progress on your term paper (see item 3 below). The blog can also be used to get feedback on sections of the paper, to share references to articles with others, to get support during periods of writer’s block, etc. Please note that the blog entries need not be extensive.

Course Evaluation

Term Paper (60% – 20% for version submitted in week 12 and 40% for version submitted in week 15)

Discussion Blogs (15%)

Attendance (15%)

Class Participation (10%)

I will use the following as a basis for calculating grade:

Grade	Cutoff	B-	74%
A	95%	C+	69%
A-	89%	C	64%
B+	84%	C-	60%
B	79%	F	<60%

LATE WORK: Please communicate with me beforehand if you are having problems keeping to the schedule for turning in assignments. Except in the case of an excused absence, work submitted after an assigned deadline will incur the loss of half a letter grade per day late - e.g., A becomes A-, A- becomes B+, and so on. Assignments will generally not be accepted more than 6 days past the due date.

Policies and Disclosures

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and the community.

Policy on Academic Integrity

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin. More specifically, you and other students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. This is a basic expectation that is further reinforced by the University's Honor Code. At a minimum, you should complete any assignments and other scholastic endeavors with the utmost honesty, which requires you to:

- Acknowledge the contributions of other sources to your scholastic efforts.
- Complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them.
- Follow instructions for assignments and observe the standards of your academic discipline.
- Avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to Chapter 11 of the Institutional Rules on Student Services and Activities.

Use of Generative AI Tools

To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are not permitted to submit text that is generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments or projects or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success. Students may use AI as part of their research and preparation for assignments or as a text editor, but the text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, and cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions but are not always reliable or accurate. Students should critically evaluate AI systems' sources, methods, and outputs. Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.

Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (e.g., papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets,

may be shared online or with anyone outside of the class without explicit, written permission of the instructor. The unauthorized sharing of materials promotes cheating. The University is aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

[Q Drop Policy](#)

If you want to drop a class after the 12th class day, you will need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution.

Use of E-mail for Official Correspondence to Students

E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—I recommend daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin’s policies and instructions for updating your e-mail address at <https://it.utexas.edu/policies>.

Religious Holy Days

The University of Texas at Austin is strengthened by its global and multicultural character and is committed to diversity and equal opportunity in employment and education. This commitment includes embracing religious diversity and cultivating a community of inclusion and respect. Please notify me of your pending absence at least fourteen days before the date of observance of a religious holy day. If you must miss a class to observe a religious holy day, I will allow you to complete the missed work within a reasonable time after the absence. Students who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Center for Equity and Inclusion](#).

Title IX Reporting

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence, and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must report it. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419. Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. **I am a Responsible Employee and must report any Title IX-related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me or with any faculty or staff member about a Title IX-related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit the [Title IX Office](#) or email titleix@austin.utexas.edu.

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050. Confidentiality will be maintained as much as possible, however, the university may be required to release some information to appropriate parties.

The following are recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767.

- Students should sign up for Campus Emergency Text Alerts at the page linked above.
- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit [emergency preparedness](#).

University Resources for Students

Your success in this class is important to me. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course.

Personal or Family Emergencies

If you experience a personal or family emergency (death in the family, protracted sickness, serious mental health issues) you should contact [Student Emergency Services in the Office of the Dean of Students](#). As advocates, SES supports students by providing the most comprehensive outreach, assistance, intervention, and referrals. They will also work with you to communicate with me and your other professors and let them know of your situation.

Accessibility

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). Please refer to their website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the term so we can discuss your approved accommodations and needs in this course.

Counseling and Mental Health Center

Students who are struggling for any reason and who believe that it might impact their performance in the course are urged to reach out to Bryce Moffett if they feel comfortable. This will allow her to provide any resources or accommodations that she can. If immediate mental health assistance is needed, call the Counseling and Mental Health Center (CMHC) at 512-471-3515, or you may also contact Bryce Moffett, LCSW (iSchool CARE counselor) at 512-232-4449. Bryce's office is in FAC18S, and she holds drop-in Office Hours on Wednesdays from 2-3 pm. Please contact the CMHC 24/7 Crisis Line at 512-471-2255 for urgent mental health concerns.

University Health Services (UHS)

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, women's health, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations, and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

The University Writing Center

The UWC provides free programs to support and empower all UT graduate students. UWC consultants provide one-on-one feedback on any project at any stage of your writing process. For group accountability and instruction, check out UWC monthly writing groups, workshops, and retreats.

The Sanger Learning Center

If you are looking to improve your study skills, writing skills, or public speaking skills you should take advantage of the Sanger Learning Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring.

Student Rights and Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.

- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation.
- You have a right to learn in an environment that is welcoming to all people.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

Personal Names and Pronouns

Professional courtesy and sensitivity are especially important concerning individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this early in the semester so that I may make appropriate changes to my records.

Land Acknowledgement

We would like to acknowledge that we are meeting on Indigenous land. Moreover, we would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

Course Schedule

Week 1 (8/26)

Outline of the Course; Archives and the Notion of Rights and Interests

Readings:

- Howard Zinn, "Secrecy, Archives, and the Public Interest," *The Midwestern Archivist* 2, no. 2 (1977): 14–26.
- Randall C. Jimerson, "Embracing the Power of Archives," *The American Archivist* 69, no. 1 (2006): 19-32.
- Verne Harris, "Archival Ethics," *International Association of Sound and Audiovisual Archives Journal* (25) (July 2005): 4-12.
- Anne J. Gilliland, "'Dead on Arrival'? Impartiality as a Measure of Archival Professionalism in the Twenty-first Century," in *Values in Transition: Perspectives on the Future of the Archival Profession*, ed. Hildo van Engen (Royal Society of Archivists in the Netherlands (KVAN), 2017), 89-101.
- Ricardo L. Punzalan, "Dear Students: Becoming an Archivist in a Time of Uncertainty and Unrest," *Library Quarterly: Information, Community, Policy* 87, no. 4 (2017): 303-305.

Week 2 (9/2) – Labor Day – No Class

Week 3 (9/9)

Extending the Archival Paradigm – Archival Pluralism

Guest Speaker: Kathy Carbone, Pratt Institute

Writing Clinic: Developing and articulating a research focus, writing a research paper

Readings:

- Michelle Caswell, "On Archival Pluralism: What Religious Pluralism (and Its Critics) Can Teach Us about Archives," *Archival Science* 13, no. 4 (2013): 273-292.
- Michelle Caswell and Marika Cifor, "From Human Rights to Feminist Ethics: Radical Empathy in the Archives," *Archivaria* 81 (2016): 23-43.
- Ricardo L. Punzalan and Michelle Caswell, "Critical Directions for Archival Approaches to Social Justice," *Library Quarterly: Information, Community, Policy* 86, no. 1 (2016): 25-42.
- Kathy Michelle Carbone, "Artists and Records: Moving History and Memory," *Archives and Records* 38, no. 1 (2017): 100-118.
- Jennifer Branigan, "Re-Animation and Interrogation: Irish Visual and Performing Artists' Encounters with the Archive," *Archives and Records* 44, no. 1 (2023): 138-161.

Review for Writing Clinic:

- Anne J. Gilliland and Sue McKemmish, "Archival and Recordkeeping Research: Past, Present and Future," in *Research Methods: Information, Systems and Contexts*, ed. Kirsty Williamson and Graeme Johanson, Second Edition (Elsevier, 2018), 85-125.
- Huiling Feng, Zhiying Lian, Weimei Pan, Chunmei Qu, Wenhong Zhou, Ning Wang, and Mengqui Li, "Retrospect and Prospect: The Research Landscape of Archival Studies," *Archival Science* 21, no. 4 (2021): 391-411.

Week 4 (9/16)

The Nature and Politics of Advocacy

Guest Speaker: Bradley J. Wiles, Northern Illinois University

Writing Clinic: Brainstorming a paper topic, modeling the process from topic to question

Readings:

- Kathleen D. Roe, *Advocacy and Awareness for Archivists* (Chicago: Society of American Archivists), 2019, 1-36.
- Erin Lawrimore, "Mission Critical: Effective Internal Advocacy for Your Archives," *Journal for the Society of North Carolina Archivists* 11, no. 1 (2014): 2–18.
- Bradley J. Wiles, "Politics and Advocacy: A Dilettante's View of Archival Activism," *The Primary Source: Society of Mississippi Archivists* 28, no. 2 (2009): 1-5.
- Alex H. Poole, "'Be Damned Pushy at Times': The Committee on the Status of Women and Feminism in the Archival Profession, 1972–1998," *The American Archivist* 81, no. 2 (2018): 394-437.
- [SAA Legislative Agenda \(2022-2023\)](#) and [SAA Public Policy Agenda \(2022-2024\)](#)

Week 5 (9/23)

Archives and Human Rights

Guest Speakers: T-Kay Sangwand, UCLA; Theresa E. Polk, The University of Texas at Austin

Writing Clinic: Success in the Writing Process

Readings:

- James Nickel and Adam Etinson, "[Human Rights](#)," in *Stanford Encyclopedia of Philosophy*, ed. Edward N. Zalta (Stanford, CA: Metaphysics Research Lab, Center for the Study of Language and Information, Stanford University, 2024).
- Michelle Caswell, "Rethinking Inalienability: Trusting Nongovernmental Archives in Transitional Societies," *The American Archivist* 76, no. 1 (2013): 113-134.
- Christian Kelleher, T-Kay Sangwand, Kevin Wood, and Yves Kamuronsi, "The Human Rights Documentation Initiative at the University of Texas Libraries," *New Review of Information Networking* 15, no. 2 (2010): 94-109.
- Jens Boel, Perrine Canavaggio, and Antonio González Quintana, eds. [Archives and Human Rights](#) (London: Routledge, Routledge Approaches to History, 2021).
 - o Select and read two case studies from Part 2.

Week 6 (9/30)

The Community and the Archive

Guest Speaker: aems emswiler, The University of Arizona

Writing Clinic: Feedback on Paper Outlines

Readings:

- Michelle Caswell, Marika Cifor, and Mario H. Ramirez, "To Suddenly Discover Yourself Existing" Uncovering the Impact of Community Archives," *The American Archivist* 79, no. 1 (2016): 56-81.
- Diana K. Wakimoto, Christine Bruce, and Helen Partridge, "Archivist as Activist: Lessons from Three Queer Community Archives in California," *Archival Science* 13, no. 4 (2013): 293-316.
- Zhiying Lian, "Dancing with the State: The Emergence and Survival of Community Archives in Mainland China," *Archives & Manuscripts* 49, no. 3 (2021): 228-243.

- Jamie A. Lee, Bianca Finley Alper, and aems emswiler, "Origin Stories and the Shaping of the Community-Based Archives," *Archival Science* 23, no. 3 (2023): 381-410.
- aems emswiler, "No Fonds, No Masters! From Embracing to Dismantling the Power of Archives," in *Transforming the Authority of the Archive: Undergraduate Pedagogy and Critical Digital Archives*, ed. Andi Gustavson and Charlotte Nunes (Ann Arbor, MI: Lever Press, 2023), 265-306.

Week 7 (10/7)

Archives, Diaspora, and Forced Migration

Guest Speaker: James Lowry, Queens College, City University of New York

Writing Clinic: Working sources into paper, structural aspects of the paper, audience, etc.

Readings:

- James Lowry, "'Displaced Archives': Proposing a Research Agenda," *Archival Science* 19, no. 4 (2019): 349-358.
- Saqib Sheikh, Anne J. Gilliland, Philipp Kothe, and James Lowry, "Distributed Records in the Rohingya Refugee Diaspora: Arweave and the R-Archive," *Journal of Documentation* 79, no. 4 (2023): 813-829.
- Magdalena Wiśniewska-Drewniak, James Lowry, and Nadiia Kravchenko, "'Maybe in a few years I'll be able to look at it': A Preliminary Study of Documentary Issues in the Ukrainian Refugee Experience," *Archival Science* 23, no. 2 (2023): 247-273.
- James Lowry, ed. [*Disputed Archival Heritage*](#) (London: Routledge, 2023).
 - o Select and read two chapters.

Week 8 (10/14)

Archives and Environmental Impacts – Addressing the Issues of Sustainability and Climate Change

Guest Speaker: Eira Tansey, Memory Rising

Writing Clinic: Checking in on the writing process

Readings:

- Heidi Abbey, "The Green Archivist: A Primer for Adopting Affordable, Environmentally Sustainable, and Socially Responsible Archival Management," *Archival Issues* 34, no. 2 (2012): 91-115.
- Eira Tansey, "Archival Adaptation to Climate Change," *Sustainability: Science, Practice and Policy* 11, no. 2 (2015): 45-56.
- Tara Mazurczyk, Nathan B. Piekielek, Eira Tansey, and Benjamin Goldman, "American Archives and Climate Change: Risks and Adaptation," *Climate Risk Management* 20 (2018): 111-125.
- Keith L. Pendergrass, Walker Sampson, Tim Walsh, and Laura Alagna, "Toward Environmentally Sustainable Digital Preservation," *The American Archivist* 82, no. 1 (2019): 165-206.
- Eira Tansey, *A Green New Deal for Archives* (Alexandria, Virginia: Council on Library and Information Resources, 2023).

Week 9 (10/21)

Records, Archives, and the Lives of Children

Guest Speaker: Itza A. Carbajal, The University of Washington

Writing Clinic: Writing the introduction

Readings:

- Ciaran B. Trace, "Resistance and the Underlife: Informal Written Literacies and their Relationship to Human Information Behavior," *Journal of the American Society for Information Science and Technology* 59, no. 10 (2008): 1540-1554.
- Anne Gilliland, "Evidence and Exigency: Reconstructing and Reconciling Records for Life After Conflict," in *Emerging Trends in Archival Science*, ed. Karen F. Gracy (Lanham, Maryland: Rowman & Littlefield Publishers, 2017), 1-26.
- Anna Sparrman et al., "Archives and Children's Cultural Heritage," *Archives and Records* (2023): 1-20.
- Mya Ballin, "'I'd Rather Have Something than Nothing': Presence and Absence in the Records of Transracial, Transnational Adoptees," *Archivaria* 95 (2023): 136-164.
- Itza A. Carbajal, "Visible but Disregarded Youth: The Curious Case of Archival Subjection," article under review.

Week 10 (10/28)

Records, Archives, and Aging

Guest Speaker: Mac Ice, Abilene Christian University

Writing Clinic: Writing the conclusion

Readings:

- Tine Frstrup and Sara Grut, "Lifelong Learning for Active Ageing in Nordic Museums; Archives and Street Art," *Studies in the Education of Adults* 48, no. 2 (2016): 210-224.
- May Chazan, Melissa Baldwin, and Laura Madokoro, "Aging, Activism, and the Archive: Feminist Perspectives for the 21st Century," *Archivaria* 80 (2015): 59-87.
- Geoff Wexler and Linda Long, "Lifetimes and Legacies: Mortality, Immortality, and the Needs of Aging and Dying Donors," *The American Archivist* 72, no. 2 (2009): 478-495.
- Itza A. Carbajal, "The Politics of Being an Archival Donor: Defining the Affective Relationship Between Archival Donors and Archivists," *Journal of Critical Library and Information Studies* 3, no. 2 (2021): 1-26.
- Jennifer Douglas, "On 'Holding the Process': Paying Attention to the Relations Side of Donor Relations," *Archives & Manuscripts* 50, no. 2 (2023): 23-42.

Week 11 (11/4)

Records, Archives, and Grief

Guest Speaker: Jennifer Douglas, The University of British Columbia

Writing Clinic: Writing a good abstract

Readings:

- Cheryl Regehr, Wendy Duff, Henria Aton, and Christa Sato, "Grief and Trauma in the Archives," *Journal of Loss and Trauma* 28, no. 4 (2023): 327-347.
- Jennifer Douglas, Alexandra Alisauskas, Elizabeth Bassett, Noah Duranseaoud, Ted Lee, and Christina Mantey, "'These are not just pieces of paper': Acknowledging Grief and Other Emotions in Pursuit of Person-Centered Archives," *Archives & Manuscripts* 50, no. 1 (2022): 5-29.
- Ferrin Evans, "Love (and Loss) in the Time of COVID-19: Translating Trauma into an Archives of Embodied Immediacy," *The American Archivist* 85, no. 1 (2022): 15-29.
- Nicola Laurent and Kirsten Wright, "A Trauma-Informed Approach to Managing Archives a New Online Course," *Archives & Manuscripts* 48, no. 1 (2020): 80-87.

- Lynette Russell, "Affect in the Archive: Trauma, Grief, Delight, and Texts. Some Personal Reflections," *Archives & Manuscripts* 46, no. 2 (2018): 200-207.

Week 12 (11/11) – Revising a Paper and Peer Review of Papers – University Writing Center

Week 13 (11/18)

Design Considerations and User Experience in the Archive

Guest Speaker: Donald C. Force, University of Wisconsin—Milwaukee

Writing Clinic: Responding to reviewer feedback

Readings:

- Scott P. Pitol, "Evaluating How Well an Archival Website Allows a Researcher to Prepare for an On-Site Visit," *The American Archivist* 82, no. 1 (2019): 137-154.
- Donald C. Force and Randy Smith, "Context Lost: Digital Surrogates, Their Physical Counterparts, and the Metadata that Is Keeping Them Apart," *The American Archivist* 84, no. 1 (2021): 91-118.
- Michael Smith and Janet Villata, "Applying User Centred Design to Archives," *Archives & Manuscripts* 48, no. 3 (2020): 239-249.
- James A. Hodges, "Forensic Approaches to Evaluating Primary Sources in Internet History Research: Reconstructing Early Web-based Archival Work (1989-1996)," *Internet Histories* 5, no. 2 (2021): 119–134.
- Ashlyn Velte, "Assessing Finding Aid Discoverability After Description Improvements Using Web Analytics," *Journal of Western Archives* 14, no. 1 (2023): 1-18.

Week 14 (11/25) – Thanksgiving Break – No Class

Week 15 (12/2)

Archives, Big Data, and Algorithms

Guest Speaker: James A. Hodges, San Jose State University

Writing Clinic: Checking in on the writing process

Readings:

- Brent Daniel Mittelstadt, Patrick Allo, Mariarosaria Taddeo, Sandra Wachter, and Luciano Floridi, "The Ethics of Algorithms: Mapping the Debate," *Big Data & Society* 3, no. 2 (2016): 1-21.
- Amelia Acker and Adam Kriesberg, "Social Media Data Archives in an API-driven World," *Archival Science* 20 (2020): 105-123.
- Ciaran B. Trace and James A. Hodges, "Algorithmic Futures: The Intersection of Algorithms and Evidentiary Work," *Information, Communication, and Society* (2023): 1-17.
- James A. Hodges and Ciaran B. Trace, "Preserving Algorithmic Systems: A Synthesis of Overlapping Approaches, Materialities, and Contexts," *Journal of Documentation* 79, no. 6 (2023): 1380-1392.
- Jeremy Davet, Babak Hamidzadeh, and Patricia Franks, "Archivist in the Machine: Paradata for AI-Based Automation in the Archives," *Archival Science* 23 (2023): 275-295.

Week 16 (12/9) – Course Wrap-Up