

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

Unique Number: 27953

Instructor: Brady K. Cox
Email: brady.cox@austin.utexas.edu
Office Hours: By appointment
Course Meeting Times: Monday, 12pm – 3pm, UTA 1.204
Academic Assistant: TBD

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 a discussion point to Canvas and, in addition, should engage in the online discussion by responding to the 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 points 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:

- a) Outline of the paper. 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.
 - i) The title of the paper (a working title is fine).
 - ii) 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.
 - iii) A brief overview of the paper topic. This should include a clearly articulated research question, thesis statement or topic statement.
 - (1) 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.
 - (2) 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.
 - (3) 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.
 - iv) A description of the purpose and significance of the paper.
 - v) A list of the main concepts or keywords that apply to the paper.
 - vi) 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?)
 - vii) 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.
 - viii) 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.).
 - (1) 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.
 - (2) 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.
 - (3) 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.

- ix) A list of at least a dozen sources for the paper.
- 2) The paper is due in class week 12. 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 in class week 15.

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%)

Course Schedule

Week One (8/26)

Outline of the Course, Connecting the Course to the Vision and Core Values of the iSchool, Archives and the Notion of Rights and Interests

Readings:

- Howard Zinn, "Secrecy, Archives, and the Public Interest," *The Midwestern Archivist* 2 (2) (1977): 14–26.
- Randall C. Jimerson, "Embracing the Power of Archives," *The American Archivist* 69 (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.
- Patricia Galloway, "From Archival Management to Archival Enterprise to the Information Domain: David Gracy and the Development of Archival Education at the University of Texas," *Information & Culture: A Journal of History* 49 (1) (2014): 3-33.

Week Two (9/2)

Labor Day – No Class

Week Three (9/9)

Extending the Archival Paradigm – Archival Pluralism

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 (4) (2013): 273-292.
- Kellee E. Warren, "We Need These Bodies, But Not Their Knowledge: Black Women in the Archival Science Professions and Their Connection to the Archives of Enslaved Black Women in the French Antilles," *Library Trends* 64 (4) (2016): 776-794.
- Valerie Love and Marisol Ramos, "Identity and Inclusion in the Archives: Challenges of Documenting One's Own Community," in *Through the Archival Looking Glass: A Reader on Diversity and Inclusion*, ed. Mary A. Caldera and Kathryn M. Neal (Chicago: Society of American Archivists, 2014), 1-22.
- Anne J. Gilliland, "Pluralizing Archival Education: A Non-Zero-Sum Proposition," in *Through the Archival Looking Glass: A Reader on Diversity and Inclusion*, ed. Mary A. Caldera and Kathryn M. Neal (Chicago: Society of American Archivists, 2014), 235-272.

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 (4) (2021): 391-411.

Week Four (9/16)

The Nature and Politics of Advocacy

Guest Speaker(s): TBD

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).
- Erin Lawrimore, "Mission Critical: Effective Internal Advocacy for Your Archives," *Journal for the Society of North Carolina Archivists* 11 (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 (2) (2009).
- 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 (2) (Fall/Winter 2018): 394-437.
- [SAA Legislative Agenda \(2022-2023\)](#) and [SAA Public Policy Agenda \(2022-2024\)](#)

Week Five (9/23)

The Community and the Archive

Guest Speaker(s): TBD

Writing Clinic: Success in the Writing Process

Readings:

- Michelle Caswell, Marika Cifor, and Mario H. Ramirez, "To Suddenly Discover Yourself Existing" Uncovering the Impact of Community Archives," *The American Archivist* 79 (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 (4) (2013): 293-316.
- Jamie A. Lee, Bianca Finley Alper, and aems emswiler, "Origin Stories and the Shaping of the Community-Based Archives," *Archival Science* 23 (3) (2023): 381-410.
- Zhiying Lian, Dancing with the State: The Emergence and Survival of Community Archives in Mainland China," *Archives & Manuscripts* 49 (3) (2021): 228-243.
- Anna Sexton, "Covid-19 Collecting: Is Ethics at the Table?," *The Public Historian* 43 (2) (May 2021): 103-113.

Week Six (9/30)

Archives and Human Rights

Guest Speaker(s): TBD

Writing Clinic: Feedback on Paper Outlines

Readings:

- James Nickel, "[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, 2021).
- Michelle Caswell, "Rethinking Inalienability: Trusting Nongovernmental Archives in Transitional Societies," *The American Archivist* 76 (1) (2013): 113-134.
- Michelle Caswell and Marika Cifor, "From Human Rights to Feminist Ethics: Radical Empathy in the Archives," *Archivaria* 81 (2016): 23-43.
- 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 Seven (10/7)

Archives, Diaspora, and Forced Migration

Guest Speaker(s): TBD

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 (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 (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 (2) (2023): 247-273.
- James Lowry, ed. [Disputed Archival Heritage](#) (London: Routledge, 2023).
 - o Select and read two chapters.

Week Eight (10/14)

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

Guest Speaker(s): TBD

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 (2) (2012): 91-115.
- Eira Tansey, "Archival Adaptation to Climate Change," *Sustainability: Science, Practice and Policy* 11 (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 (1) (2019): 165-206.
- Eira Tansey, *A Green New Deal for Archives* (Alexandria, Virginia: Council on Library and Information Resources, 2023).

Week Nine (10/21)

Records, Archives, and the Lives of Children

Guest Speaker(s): TBD

Writing Clinic: Writing the Introduction

Readings:

- 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.
- Elizabeth Shepherd, Victoria Hoyle, Elizabeth Lomas, Andrew Flinn, and Anna Sexton, "Towards a Human-Centered Participatory Approach to Child Social Care Recordkeeping," *Archival Science* 20 (4) (2020): 307-325.
- 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.
- Read one of the following:
 - o Ciaran B. Trace, "Information in Everyday Life: Boys' and Girls' Agricultural Clubs as Sponsors of Literacy, 1900-1920," *Information and Culture: A Journal of History* 49 (3) (2014): 265-293.
 - o 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 (10) (2008): 1540-1554.

Week Ten (10/28)

Records, Archives, and Aging

Guest Speaker(s): TBD

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 (2) (2016): 210-224.
- May Chazen, Melissa Baldwin, and Laura Madokoro, "Aging, Activism, and the Archive: Feminist Perspectives for the 21st Century," *Archivaria* 80 (Fall 2015): 59-87.
- 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 (2) (2021): 1-26.
- Geoff Wexler and Linda Long, "Lifetimes and Legacies: Mortality, Immortality, and the Needs of Aging and Dying Donors," *The American Archivist* 72 (2) (2009): 478-495.
- Megan Garbett-Styger, "Death, Dying and Archives: Learning to Work with Grieving and Dying Donors," MA Thesis, Western Washington University, 2014.

Week Eleven (11/4)

Records, Archives, and Grief

Guest Speaker(s): TBD

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 (4) (2023): 327-347.
- Jennifer Douglas, Alexandra Alisauskas, Elizabeth Bassett, Noah Duranseaud, 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 (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 (1) (2022): 15-29.
- Nicola Laurent and Kirsten Wright, "A Trauma-Informed Approach to Managing Archives a New Online Course," *Archives & Manuscripts* 48 (1) (2020): 80-87.
- Lynette Russell, "Affect in the Archive: Trauma, Grief, Delight, and Texts. Some Personal Reflections," *Archives & Manuscripts* 46 (2) (2018): 200-207.

Week Twelve (11/11)

Revising a Paper and Peer Review of Papers – University Writing Center

Guest Speaker(s): _____, University Writing Center

Week Thirteen (11/18)

Design Considerations and User Experience in the Archive

Guest Speaker(s): TBD

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 (1) (2019): 137-154.
- Jesse Ryan Erickson, "The Gentleman's Ghost: Patriarchal Eurocentric Legacies in Special Collections Design," in *Archives and Special Collections as Sites of Contestation*, ed. Mary Kandiuk (Sacramento: Library Juice Press, 2020), 121-157.
- Michael Smith and Janet Villata, "Applying User Centred Design to Archives," *Archives & Manuscripts* 48 (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 (2) (2021): 119-134.
- Ashlyn Velte, "Assessing Finding Aid Discoverability After Description Improvements Using Web Analytics," *Journal of Western Archives* 14 (1) (2023): 1-18.

Week Fourteen (11/25)

Thanksgiving Break – No Class

Week Fifteen (12/2)

Archives, Big Data, and Algorithms

Guest Speaker(s): TBD

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 (2) (2016).
- 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 Hodges and Ciaran B. Trace, "Preserving Algorithmic Systems: A Synthesis of Overlapping Approaches, Materialities, and Contexts," *Journal of Documentation* 79 (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 Sixteen (12/9)

Course Wrap-Up