The University of Iowa
School of Library and Information Sciences
Fall 2019

Course	SLIS 6350: Archives and Media
Course Schedule	Wednesdays 1:30 – 4:00
On Campus	3092 Main Library
EXE Section	https://uiowa.zoom.us/j/937357733
Instructor	Lindsay Mattock
Office Location	3072 Main Library
E-mail	lindsay-mattock@uiowa.edu
Office Hours	by appointment schedule at lindsaymattock.net/officehours.html

Course Overview

Collecting is a core activity for libraries, archives, museums, and galleries (GLAMs). Such collecting institutions are charged with the care of various types of media, from print to audiovisual to born digital. Through constructing databases and building digital projects, Digital Humanities scholars are also responsible for collecting, describing, representing, and creating access points for collections, whether culled from the archives or personally curated.

This course will introduce collection building from an archival perspective, exploring conceptualizations of the archive, how archives are formed, the methods by which records are selected and described, and the ways in which these records are used to construct histories.

Required Textbooks

There are no required textbooks for this course. The required readings for each week are available through the University Libraries or on the course ICON site.

Semester at a Glance

Week 1 | August 28   Introduction to Archives & Media

Week 2 | September 4   Archives as Evidence

Week 3 | September 11   Archives and Memory

Week 4 | September 18   Archives and Identity

Week 5 | September 25   Community Archives

Week 6 | October 2   *Archives Visit & Reflection*

Week 7 | October 9   Archives Revisited

Week 8 | October 16   Selection and Appraisal

Week 9 | October 23   Processing Collections

Week 10 | October 30   Mid-Term Reports

Week 11 | November 6   Archival Representation

Week 12 | November 13   Metadata & Data Standards

Week 13 | November 20   Standardized Vocabularies

November 27   *Thanksgiving*

Week 14 | December 4   Databases & Content Management

Week 15 | December 11   Final Reports

Course Requirements and Grading

Grading Policy

The grading policy for this course is a bit unconventional. Over the course of the term you will complete the assignments listed below, but you will not receive a letter grade. Instead, assignments are graded pass/fail and your final grade will be determined at the end of the term based on an evaluation of your performance in the course. At mid-term and at the end of the semester you will complete a self-evaluation of your work, reflecting on your contributions to the course discussions and assignments.

Your performance in a professional setting will determine the success of your career. In both management and team roles, you will also evaluate the performance of others. This grading mechanism offers opportunities to practice constructively evaluating your work and the work of your peers, reflecting on your learning and development, and recognizing your contributions to the course project.

Assignments at a Glance

Assignment	Due Date
Project Proposal	September 25
Archives Visit and Reflection	October 9
Mid-Term Report	October 30
Final Report	December 11
Project Documentation	December 18
Individual Evaluation	October 30 & December 11

Project Proposal
Team Assignment
September 25
This term the class will be collaborating with librarians at the Keokuk Public Libraries to extend access to the Bickel Collection. This collection of 42 scrapbooks includes newspaper clippings related to local life from the end of the 19th through the mid-20th century. The class will work with the index created by Bickel and the metadata provided by the librarians to build and Omeka site to store digitized copies of the scrapbooks and their descriptions.

Over the first few weeks of the term, students will work together to develop a project proposal outlining the work to be completed over the semester. The proposal should describe the work to be done, the roles of each team member, and include timeline with project goals and deadlines. The proposal will be considered a working-document, that is, it will provide a means of guiding the work to be completed, but may be modified as the project develops.

A single student will be responsible for submitting the proposal for the entire class. The document will be submitted as a .pdf document to the appropriate ICON assignment link. Prof. Mattock will provide feedback before the proposal is forwarded to the project partners in Keokuk.

Archives Visit and Reflection
Individual Assignment
October 9

In place of our regular class meeting on October 2nd, students will visit an archives or special collections and review a collection of your choice. You should spend some time reviewing the online finding aids or collection guides and select one collection or a portion of a collection to work with during your visit. Many archives require you to make an appointment in advance of your visit so that the materials can be pulled, please be sure to schedule your research appointment in advance. When you visit the archives, spend some time with the materials and consider the following questions:

- How did the Finding Aid shape your expectations for the collection?
- How is the collection arranged? Does this reflect some sort of original order or an imposed order on the collection?
- What kinds of records and documentation did you find in the collection? What does this suggest about the original use of the materials?
- What kinds of research questions could you imagine asking of this collection? What additional research would be required?
- How did your experience in the reading room affect your use of the collection?

After your visit, record your observations in a post on the assignment discussion board. You may frame your reflection around the questions above or share your own thoughts and observations. Your visit and reflection will serve as the discussion topic for our October 9th class session, be prepared to expand on your thoughts and share your reflections during our class meeting.

Mid-Term Report
Team Assignment
October 30

During the October 30th meeting, the class will report on their progress related to the Bickel Scrapbook Project. The progress report should address all aspects of the project proposal and report on any new developments or deviations from the original proposal. The presentation should describe the work that has been completed, the work to be done, and the progress along the proposed timeline. Everyone is responsible for contributing to the presentation, but only a student or two should present the materials to the professor and community partners during the class session.

Final Report
Team Assignment
December 11
During the December 11th meeting, the class will report on their progress related to the Bickel Scrapbook Project. This final report will help you to prepare the final documentation due during finals week. This report should follow the same format for the Mid-Term report above.

Project Documentation
Team Assignment
December 18
Each team will produce written documentation that will be passed along to our community partners in Keokuk. The documentation should include a full set of instructions, outlining how each step of the project was completed and how to continue work on the project in the future. The document should include screenshots, code snippets, and other visual elements to guide the user, where appropriate. This resource demonstrates a consideration of audience, provides the appropriate level of guidance, and considers the longevity of the project.

Individual Evaluation and Final Grades
Individual Assignment
Mid-Term Evaluation October 30
Final Evaluation December 11
Your final grade for the semester will be determined in collaboration with the professor as part of an individual and peer evaluation process. Following the Project Reports during the October 30th and December 11th class sessions, you will meet with the professor individually to discuss your progress in the course. Each student will be provided with a form prior to this exercise to evaluate their performance and the performance of their peers. Your responses and the evaluation from the professor will determine your final grade. The mid-term evaluation will serve as a check point, so that you have opportunities to improve on your performance in the course, if necessary.

- To receive an A- or higher on any work in this course, you must demonstrate excellent comprehension of the facts in question, as well as an ability to insightfully communicate your ideas, both in the classroom and in your assignments.

- A grade of B- to B+ indicates that the work is above average, carefully prepared but lacking the insight and strength demonstrated by A work.

- A grade of C- to C+ indicates average work which simply meets the minimum requirements for the assignment, but demonstrates weak writing skills and only basic effort.

- D's are given to work that is below average, in terms of effort and preparation, quality of intellectual ideas, or actual execution.

- F's are given for work that utterly fails to comprehend, analyze, or reflect upon the material under consideration or that misapprehends the assignment in some fundamental way.

Class Policies

Grading
Your work throughout the term will be evaluated to the assignment expectations and graded on this 4.0 scale. Please note that a B- does not count towards your degree progression and the course will have to be retaken (see "Academic Progress" in the *SLIS Student Handbook* https://slis.grad.uiowa.edu/current-students).

Office Hours
Office hours are scheduled appointment. You may schedule a meeting at
http://lindsaymattock.net/officehours.html

Course Expectations
This course depends on the active contributions of everyone in the classroom. *Regular attendance and participation in this course are expected.* Our class discussions depend on preparedness, participation, and exchange of ideas. Your participation will factor in the evaluation of your final grade.

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither the instructor nor student should be subject to others' behavior that is rude, disruptive, intimidating, or demeaning.

Instructor's responsibilities:
- Treat all students with courtesy and respect
- Be open to constructive input from students in the course
- Ensure that opportunities to participate are enjoyed equally by all students in the course
- Respond to student e-mail request in a timely manner (please allow 24hrs during the week and 48hrs over the weekends for my response)
- Return work in a timely manner (within two weeks of due date)

Student's responsibilities:
- Come to class having read all of the materials due for that day and prepared to share your thoughts and ideas
- Refrain from coming late and leaving early
- Be an active participant in class discussion. To be prepared you must listen, think, and read

- When speaking, use courteous, respectful language and keep comments and questions relevant to the topic at hand
- Operate in discussion with respect, accountability, and patience. This is an environment for learning and we will all be challenged by the course material at times
- Be an active participant in the class project. Take responsibility for your contributions to the project, respond to your classmates in a timely manner, submit your work on the agreed upon deadlines, and be open to the constructive criticism

Assignment Expectations

All assignments are due by 1:30pm on date listed in the syllabus. <u>Late assignments will not be accepted and will receive a failing mark</u>.

Assignments must demonstrate evidence of proofreading and the proper use of grammar and punctuation. All citations should be formatted according to *Chicago Manual of Style* including footnotes and a works cited page.

Extenuating Circumstances and Incomplete Grades

Extenuating circumstances (illness, bereavement, etc.) may interfere with your ability to participate fully in the course. It is *your responsibility* to contact me as soon as possible if such a circumstance will prevent you from attending a class session or completing the coursework according to the set schedule. I will then work with you to determine the best path forward for your particular situation. Incomplete grades will only be granted under these circumstances.

Academic Integrity

All students are expected to adhere to the standards of academic honesty. Citation is one of the key competencies of information literate individuals and as such it is crucial for LIS professionals to learn the standards of and practice proper attribution. It is your responsibility to ensure that you are following these standards. Any student engaged in plagiarism, cheating, or other acts of academic dishonesty, will be subject to disciplinary action.

Plagiarism can be avoided by following the guidelines for proper citation and paraphrasing. Sections 13.1-13.6 of the *Chicago Manual of Style 16th Edition* <chicagomanualofstyle.org/16/ch13/ch13_toc.html> may be referenced for guidance. The University Writing Center <writingcenter.uiowa.edu> is another on-campus resource that is available to all students enrolled in course at the University.

Acts of plagiarism will be evaluated by the professor on a case-by-case basis and will be reported to the department. No credit will be given for plagiarized assignments. Minor transgressions will be documented in the student's departmental file. If the case is deemed to be sufficiently egregious, the offence will be reported to the Graduate College and may result in expulsion from the program. Please review the policies in the *School of Library and*

Information Science Student Handbook<slis.grad.uiowa.edu/current-students> and the
Graduate College Rules and Regulations <grad.uiowa.edu/manual-part-1-section-iv-academic-standing-probation-and-dismissal>.

Students with Disabilities

Many students require particular accommodations in the classroom. I am happy to work with you to ensure that you have the best learning experience possible. If you are or may be requesting an accommodation, please speak with me privately and contact Student Disability Services, 3015 Burge Hall, 319-335-1462/319-335-1498 (TTY), as early as possible in the term. This will ensure that we both have all the tools and information that we need to have a successful semester working together. A comprehensive description of the services of that office can be obtained at http://sds.studentlife.uiowa.edu.

Reading and Topic Schedule

The reading schedule is subject to modification. The reading is to be completed before the assigned class session. All assigned materials are available on the ICON course page or through the University Library.

Week 1 | August 28 – Introduction to Archives & Media

Ephemeral Podcast, "Pilot" *https://www.ephemeral.show/episode/pilot*

Week 2 | September 4 – Archives as Evidence

Francis X. Blouin Jr. and William G. Rosenberg, "Authoritative History and Authoritative Archives" and "The Turn Away from Historical Authority in the Archives," in *Processing the Past: Contesting Authority in History and the Archives* (Oxford University Press, 2011), 13-49.

Terry Cook, "Evidence, Memory, Identity, and Community: Four Shifting Archival Paradigms," *Archival Science* 13, nos. 2-3 (June 2013): 95-120

Jennifer S. Milligan, "'What Is an Archive?' in the History of Modern France," in *Archive Stories: Facts, Fictions and the Writing of History*, ed. Antoinette Burton (Duke University Press, 2005), 159-183.

Week 3 | September 11 – Archives and Memory

Janet Ceja Alcalá, Susan Leigh Star, and Geoffrey C. Bowker, "Infrastructures for Remembering," in *Boundary Objects and Beyond*, eds. Geoffrey C. Bowker, Stefan Timmermans, Adele E. Clarke, and Ellen Balka (Cambridge: MIT Press, 2015): 323-338.

Francis X. Blouin Jr. and William G. Rosenberg, "The Social Memory Problem," in *Processing the Past: Contesting Authority in History and the Archives* (Oxford University Press, 2011), 97-115.

Randall C. Jimerson, "Constructing Memory," in *Archives Power: Memory, Accountability, and Social Justice* (SAA, 2009), 190-236.

Week 4 | September 18 – Archives and Identity

Francis X. Blouin Jr. and William G. Rosenberg, "Contested Archives, Contested Sources," in *Processing the Past: Contesting Authority in History and the Archives* (Oxford University Press, 2011), 116-139.

Michelle Caswell, "Inventing New Archival Imaginaries: Theoretical Foundations for Identity-Based Community Archives," in *Identity Palimpsests: Archiving Ethnicity in the U.S. and Canada* (Litwin Books, 2013), 35-55.

Elisabeth Kaplan, "We Are What We Collect, We Collect What We Are: Archives and the Construction of Identity," *American Archivist* 63 (Spring/Summer 2000): 126-151.

Week 5 | September 25 – Community Archives

Francis X. Blouin Jr. and William G. Rosenberg, "The Archivist as Activist in the Production of (Historical) Knowledge," in *Processing the Past: Contesting Authority in History and the Archives* (Oxford University Press, 2011), 140-160.

Alana Kumbier, "Inventing History: *The Watermelon Woman* and Archive Activism," in *Ephemeral Material: Queering the Archive* (Sacramento: Litwin Books, 2014): 51-73.

Rebecka Sheffield, "Community Archives," in *Currents of Archival Thinking, 2nd Edition,* eds. Terry Eastwood and Heather MacNeil (Libraries Unlimited, 2017), 351-376.

Week 6 | October 2 – Archives Visit & Reflection

Simon Fowler, "Enforced Silences," in *The Silence of the Archive,* eds. David Thomas, Simon Fowler, and Valerie Johnson (Chicago: Neal-Schuman, 2017): 1-39.

Durba Ghosh, "National Narratives and the Politics of Miscegenation," in *Archive Stories: Facts, Fictions and the Writing of History*, ed. Antoinette Burton (Duke University Press, 2005), 27-44.

Week 7 | October 9 – Archives Revisited

Carolyn Steedman, "'Something She Called a Fever': Michelet, Derrida, and Dust (Or, in the Archives with Michelet and Derrida)," in *Archives, Documentation and Institutions of Social Memory: Essays from the Sawyer Seminar*, eds. Francis X. Blouin Jr. and William G. Rosenberg (Ann Arbor: University of Michigan Press, 2007): 4-19.

Diana Taylor, "The Archive and The Repertoire "in *The Archive and Repertoire: Performing Cultural Memory in the Americas* (Durham: Duke University Press, 2003): 16-33.

Week 8 | October 16 – Selection and Appraisal

Fiorella Foscarini, "Archival Appraisal in Four Paradigms," in *Currents of Archival Thinking, 2nd Edition,* eds. Terry Eastwood and Heather MacNeil (Libraries Unlimited, 2017), 107-133.

Simon Fowler, "Inappropriate Expectations," in *The Silence of the Archive,* eds. David Thomas, Simon Fowler, and Valerie Johnson (Chicago: Neal-Schuman, 2017): 41-63.

Alana Kumbier, "Archiving Drag King Communities from the Ground Up," in *Ephemeral Material: Queering the Archive* (Sacramento: Litwin Books, 2014): 121-152.

Week 9 | October 23 – Processing Collections

Robert S. Cox, "Maximal Processing, or, Archivist on a Pale Horse," *Journal of Archival Organization* 8, no. 2 (2010): 134-48.

Mark A. Greene and Dennis Meissner, "More Product, Less Process: Revamping Traditional Archival Processing," *American Archivist* 68, no. 2 (Fall-Winter 2005): 208-63.

Jessica Phillips, "A Defense of Preservation in the Age of MPLP," *American Archivist* 78, no. 2 (Fall/Winter 2015): 470-487.

Dorothy Waugh, Elizabeth Russey Roke, and Erika Farr, "Flexible Processing and Diverse Collections: A Tiered Approach to Delivering Born Digital Archives," *Archives & Records* 37, no. 1 (Spring 2016): 3-19.

Week 10 | October 30 – Mid-Term Reports

No required reading

Week 11 | November 6 – Archival Representation

Michelle Light and Tom Hyry, "Colophons and Annotations: New Directions for the Finding Aid," American Archivist 65, no. 2 (Fall-Winter 2002): 216-230.

Ricardo L. Punzalan, "Archival Diasporas: A Framework for Understanding the Complexities and Challenges of Dispersed Photographic Collections," *American Archivist* 77, no. 2 (Fall/Winter 2014): 326-349.

Elizabeth Yakel, "Archival Representation," *Archival Science* 3 (2003): 1-25.

Geoffrey Yeo, "Continuing Debates About Description," in *Currents of Archival Thinking, 2nd Edition,* eds. Terry Eastwood and Heather MacNeil (Libraries Unlimited, 2017), 163-192.

Week 12 | November 13 – Metadata & Data Standards

Julia Flanders and Fotis Jannidis, "Data Modeling," in *A New Companion to Digital Humanities,* Susan Schreibman, Ray Simens, and John Unsworth, eds. (Malden, MA: Wiley, 2016): 229-237.

Anne Gilliland, "Standardizing and Automating American Archival Description and Access," and "Archival Description and Descriptive Metadata in a Networked World," in *Conceptualizing 21-st Century Archives* (SAA, 2014), 83-130.

Yanni Alexander Loukissas, "Local Origins," and "A Place for Plant Data," in *All Data are Local* (Cambridge: MIT Press, 2019): 1-53.

Week 13 | November 20 – Standardized Vocabularies

Patricia Harpring, "Controlled Vocabularies in Context," and "What Are Controlled Vocabularies?" in *Introduction to Controlled Vocabularies* (Los Angeles: Getty, 2010): http://www.getty.edu/research/publications/electronic_publications/intro_controlled _vocab/index.html

Yanni Alexander Loukissas, "Collecting Infrastructures," in *All Data are Local* (Cambridge: MIT Press, 2019): 55-92.

NOVEMBER 27 – THANKSGIVING

Week 14 | December 4 – Databases & Content Management

Kimberly Christen, "Opening Archives: Respectful Repatriation," *American Archivist* 74 (Spring/Summer 2011): 185-210.

Kenneth M. Price, "Edition, Project, Database, Archive, Thematic Research Collection: What's in a Name?" *Digital Humanities Quarterly* 3, no. 3 (2009): http://www.digitalhumanities.org/dhq/vol/3/3/000053/000053.html

Stephen Ramsay, "Databases," in *A Companion to Digital Humanities* (Malden, MA: Blackwell, 2004): 177-197.

Week 15 | December 11 – Final Reports

No required reading