

The University of Iowa  
School of Library and Information Sciences  
Fall 2020

Course	SLIS 6350: Archives and Media
Course Schedule	Mondays 12:30 – 3:15
Zoom Link	<a href="https://uiowa.zoom.us/j/97765316743">https://uiowa.zoom.us/j/97765316743</a>
Instructor	Prof. Lindsay Mattock
E-mail	<a href="mailto:lindsay-mattock@uiowa.edu">lindsay-mattock@uiowa.edu</a>
Office Hours	Weekly ICON Chat Wednesdays 1:00-2:30 or by appointment at <a href="https://lindsay-mattock.youcanbook.me/">https://lindsay-mattock.youcanbook.me/</a>

### **Course Overview**

---

Collecting is a core activity for libraries, archives, museums, and galleries (GLAMs). Such collecting institutions are stewards of various media types, from print to audiovisual to born-digital objects. 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. We will explore how value is assigned to records through the function of archival appraisal and how collections are represented in archival finding aids.

### **Acknowledgements**

---

This syllabus and assignments were developed in collaboration with University of Iowa Processing Librarian Jenna Sliver-Baustain and Outreach & Engagement Librarian Elizabeth Riordan.

## Topic Schedule

---

Week 1   August 24	Introduction to the Course
Week 2   August 31	Introduction to Archival Theory
<i>September 7</i>	<i>Labor Day</i>
Week 3   September 14	Archives as Evidence
Week 4   September 21	Archives and Memory
Week 5   September 28	Identity-Based Archives
Week 6   October 5	Community Archives
Week 7   October 12	Archival Processing and Representation
Week 8   October 19	Introduction to Archival Appraisal
Week 9   October 26	Reductive Approaches
Week 10   November 2	Functional Analysis, Macroappraisal, and Documentation Strategies
Week 11   November 9	Postcustodial Archives & the Records Continuum
Week 12   November 16	Participatory Approaches
<i>November 23</i>	<i>Fall Break</i>
Week 13   November 30	Critical Approaches
Week 14   December 7	Archival Silences
Finals Week   December 14	Finals Week

## Course Texts and Assigned Reading

---

There are no required textbooks for this course. All assigned materials are available on the course ICON page or through the University Libraries. Please consult ICON for the learning objectives and reading materials for each week.

## Course Assignments and Grading

---

### Assignments at a Glance

Assignment	Percentage	Due Date
Attendance and Participation	20%	Weeks 2-14
Processing Plan	40%	Monday, October 26
Finding Aid	40%	Monday, December 14

### Attendance and Participation

#### *Individual Assignment*

#### *Weeks 2-14*

We each bring a wealth of experiences, knowledge, and insights into the classroom, but can only learn from one another if we are willing to be generous and share our thoughts and ideas. While it is sometimes challenging to speak up, it is a skill that you will need to develop in order to be successful in your career. As an instructor, I strive to build a comfortable learning environment and encourage active participation in our class discussions. You are expected to attend class each week and be prepared to lead conversations and collaborate with your classmates. Your contributions should demonstrate that you have prepared for class by reading the assigned materials and organized your thoughts, observations, and questions. Your contributions should demonstrate maturity and collegiality, respecting the diversity of voices in the classroom. Regular and punctual attendance is expected. Please notify the professor as soon as possible if an extenuating circumstance, religious observation, or other professional obligation will prevent you from attending class. Your attendance and participation will be assessed each week, with your weekly grades averaged together at the end of the semester to determine your final grade.

Requirement	%	A	B	C	F
Attendance	10%	You arrive on-time for class and participate in the class activities until dismissed or you have discussed your absence with professor well in advance of the class session and have arranged to make up for your	You arrive a few minutes late for class, are a few minutes late returning from breaks, or have left class a few minutes early without notifying the professor.	You arrive noticeably late to class, fail to return in a timely manner after a break, leave well before the end of the class session, or you have failed to promptly communicate with the professor regarding your	You do not attend class and do not notify the professor in advance of your absence.

		absence.		absence.	
Participation	90%	Your contributions demonstrate that you have carefully read the assigned materials, organized your thoughts and notes, and have researched concepts or ideas that were unfamiliar to you. You ask questions that build on the readings, course materials, relevant experiences, or the contributions of your peers. You adhere to the norms for collegial discussion.	Your contributions demonstrate that you have familiarized yourself with the course materials. You ask questions regarding unfamiliar concepts and ideas, but do not connect these to the readings, course materials, or professional best practices. You adhere to the norms for collegial discussion.	Your questions and contributions fail to demonstrate that you have adequately prepared for the class session by failing to engage the course materials. Your contributions veer off topic or otherwise detract from the conversation. You fail to follow the norms of collegial discussion.	You remain a passive observer in the classroom and do not engage with class discussion or activities.

### **Processing Plan & Essay**

***Team Assignment – Graded Individually***

***Monday, October 26, 12:30 pm CT***

This semester we will assist the University of Iowa Special Collections with reprocessing the Lil Picard Papers. Processing Librarian Jenna Silver-Baustain will introduce the collection during our Week 2 class meeting on July 31. Over the following weeks, you will work in small teams to develop a processing plan for the collection. We will spend time in class working with collection materials and sections of the processing plan, although you will be expected to spend additional time outside of the classroom completing this assignment. The Processing Plan Form, processing guidance, and collection materials are available in the “Assignment Materials” model on ICON.

For this assignment, you will submit the completed Processing Plan Form, along with a short paper (at least 5 pages, double spaced, 1" margins, 12 pt. font) that reflects on the development of your team's processing plan and connects your work to archival theory and praxis. Your assignment will be assessed according to the following criteria:

Requirement	Percentage	Expectations
Processing Plan Form	50%	The processing plan form is complete and provides detailed responses that would allow a colleague to enact your plan. The responses demonstrate a comprehensive understanding of the collection, knowledge of the best practices from the archival literature, application of archival theory, and familiarity with the local requirements of the University of Iowa Special Collections. <b>All team members may submit identical Processing Plan Forms.</b>
Individual Essay	30%	Your reflection essay demonstrates engagement with the ideas, topics, and concepts from the readings and course materials. The paper moves beyond a simple recounting of steps or summary of concepts, to demonstrate an analysis of your experience and clear understanding of archival praxis. The essay cites specific examples from the processing plan worksheet, your experience working with the collection, and the applicable archival theories and relevant literature. The paper also demonstrates that you have extended your literature review beyond the required reading for the course, conducting additional research to inform your work. <b>Your essay must be written individually and reflect your original work.</b>
Formatting and Organization	10%	Your assignment has been submitted as a <b>single .pdf</b> to the appropriate ICON assignment link. The document is well organized and easy to read. Your name and an assignment title are listed on the first page of the document.
Clarity and Citation	10%	The assignment demonstrates evidence of proofreading and the proper use of grammar and punctuation. Works referenced are properly cited using footnotes formatted according to the current edition of the <i>Chicago Manual of Style</i> .

## Finding Aid & Essay

**Team Assignment – Graded Individually**

**Monday, December 14, 12:30 pm CT**

After completing the Processing Plan, you will work with your teammates to develop a new finding aid for the Lil Picard Papers that reflects your plan for reprocessing the collection. Your team will use the Finding Aid Spreadsheet and the accompanying instructions to prepare your finding aid for ingest into ArchivesSpace (ASpace), an archival collection management platform. We will spend time in class building the finding aid, although you will be expected to spend additional time outside of the classroom completing this assignment. The Finding Aid Spreadsheet, Spreadsheet Instructions, and relevant archival standards are available in the “Assignment Materials” model on ICON.

For this assignment, you will submit the completed Finding Aid Spreadsheet, along with a short paper (at least 5 pages, double spaced, 1” margins, 12 pt. font) that reflects on the development of your team’s finding aid and connects your work to archival theory and praxis. Your assignment will be assessed according to the following criteria:

Requirement	Percentage	Expectations
Finding Aid Spreadsheet	50%	Your spreadsheet is complete and provides detailed responses that would allow a colleague to upload the contents of the finding aid to ASpace. Your data entry demonstrates a comprehensive understanding of the collection, knowledge of the best practices from the archival literature, application of archival theory, and familiarity with the local requirements of the University of Iowa Special Collections. <b>All team members may submit identical spreadsheets.</b>
Individual Essay	30%	Your reflection essay demonstrates engagement with the ideas, topics, and concepts from the readings and course materials. The paper moves beyond a simple recounting of steps or summary of concepts, to demonstrate an analysis of your experience and clear understanding of archival praxis. The essay cites specific examples from your experience working with the collection, as well as the applicable archival theories and relevant literature. The paper also demonstrates that you have extended your literature review beyond the required reading for the course, conducting additional research to inform your work. <b>Your essay must be written individually and reflect your original work.</b>

Formatting and Organization	10%	Your assignment has been submitted as a <b>single .pdf</b> to the appropriate ICON assignment link. The document is well organized and easy to read. Your name and an assignment title are listed on the first page of the document.
Clarity and Citation	10%	The assignment demonstrates evidence of proofreading and the proper use of grammar and punctuation. Works referenced are properly cited using footnotes formatted according to the current edition of the <i>Chicago Manual of Style</i> .

### Grading Policy

A	4.0	C+	2.33
A-	3.67	C	2.00
B+	3.33	C-	1.67
B	3.00	D	1.00
B-	2.67	F	0

Your work throughout the term will be evaluated according to the assignment expectations and graded on a 4.0 scale.

- To receive an A- or higher on any work in this course, you must demonstrate excellent comprehension of the ideas, concepts, and theories addressed in the course materials, 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.

## **Assignment Expectations**

Assignments must demonstrate evidence of proofreading and the proper use of grammar and punctuation. All citations should be included as footnotes formatted in accordance with the most recent edition of the *Chicago Manual of Style*.

All assignments are due by the date and time listed in the syllabus. Late assignments will be marked 1/3 letter grade lower than the earned grade for each 24 hour time period past the due date.

## **Course Policies and Expectations**

---

### **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 all students have an equal opportunity to participate 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:**

- Arrive 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, read, and share.
- 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 group activities and assignments. Take responsibility for your contributions, respond to your classmates in a timely manner, submit your work on the agreed upon deadlines, and be open to constructive criticism.

### **Office Hours**

Weekly Office hours will be held on Wednesdays from 1:00-2:30 via our course ICON chat. You may also schedule an individual appointment via phone or zoom at <https://lindsay-mattock.youcanbook.me/>.

### **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. We will work together 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 and practice of 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 16<sup>th</sup> Edition* <[chicagomanualofstyle.org/16/ch13/ch13\\_toc.html](http://chicagomanualofstyle.org/16/ch13/ch13_toc.html)> may be referenced for guidance. The University Writing Center <[writingcenter.uiowa.edu](http://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](http://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](http://grad.uiowa.edu/manual-part-1-section-iv-academic-standing-probation-and-dismissal)>.

### **Student Disability Services**

Many students require 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>.

### **Office of Equal Opportunity and Diversity**

The University of Iowa is committed to making the classroom a respectful and inclusive space for people of all gender, sexual, racial, religious, and other identities. Toward this goal, students are invited in MyUI to optionally share the names and pronouns they would like their instructors and advisors to use to address them. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (<https://diversity.uiowa.edu/eod>; 335-0705 or [diversity.uiowa.edu](https://diversity.uiowa.edu)).