ARST 5500: APPRAISAL AND SELECTION OF ARCHIVAL MATERIALS
SAMPLE SYLLABUS (BASED ON SPRING 2014)

INSTRUCTOR
Richard Pearce-Moses
Office location: Baker University Center 316B
Office hours: Face-to-face, phone, WebEx: Monday through Thursday, NOON – 4:00 P.M., as available, appointment recommended. I’m often online thirty minutes before class and willing to stay after class.

PREREQUISITES
ARST 5000 · Principles and Practices, or permission of the instructor.

CREDIT
3 weekly contact hours

SCHEDULE AND LOCATION
Lecture: Monday, 6:30 – 8:30 P.M., WebEx virtual classroom.

FORMAT OF COURSE
Live, online weekly classes, with lectures by the professor, case study discussions, and student presentations. Students also post reports on readings and mini-assignments on GA View.

DESCRIPTION
Framework of appraisal theory and its importance in archival work. Introduction to practical methods and procedures to identify, evaluate, acquire, authenticate, and dispose of records in all formats. Review of methodologies to guide appraisal work and to make informed professional decisions concerning the selection and acquisition of archival material. Addresses issues of collection development policies, ownership and intellectual rights.

BACKGROUND
In this course, students will explore appraisal and acquisition by developing a collecting policy to select records that tell a complete, accurate, and authentic story of Clayton State University and procedures based on a variety of methods to identify and acquire those records. The course will emphasize records that are accessible through the internet (web, social media), and student and faculty papers appropriate for an institutional repository.
Throughout the course, student will also learn about how the process of developing a collecting policy for the university parallels appraisal of personal, business, and government records through readings.

LEARNING OUTCOMES
In this course, students will learn to build collections of records that merit on-going preservation by
- Planning strategies to systematically meet clearly defined goals that reflect the archives’ vision, values, mission, and collecting policies
- Ensuring that the strategies address the inter-relatedness and sometimes conflicting imperatives of the archival enterprise (for example, how arrangement and description, preservation, reference and use, and legal and ethical factors influence value).
Developing policies and procedures (tactics) to implement the strategy in a way that goes beyond building collections, but also informs the whole of the archival enterprise.

**Texts and Resources**


**Other resources**


**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Description</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>20%</td>
<td>Includes asking questions in class, engaging other students and the instructor in discussion, reading reports, and discovered readings.</td>
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<tr>
<td>Assignments</td>
<td>25%</td>
<td>Demonstrates mastery of the concepts through discussion, analysis, and application of ideas.</td>
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<tr>
<td>Midterm</td>
<td>20%</td>
<td>Ability to discuss in depth core principles of appraisal.</td>
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<tr>
<td>Term project</td>
<td>35%</td>
<td>Demonstrated mastery of concepts and how they relate to each other as part of an integrated policy that provides clear guidance for what records should be selected for the archives.</td>
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Exceeds expectations (4): Participates with many comments, questions, and answers, showing exploring relationships to other ideas, depth of understanding, preparation, leadership, engagement, or other qualities.

Meets expectations (3): Participates with some comments, questions, or answers, showing fundamental understanding, preparation, engagement, or other qualities.

Acceptable (2): Participates with only a few comments, question, or answer, showing limited understanding, preparation, or engagement.

Unacceptable (1): Present but with little or no engagement, no demonstrated understanding of the material.

Missing (0): Unexcused absence or missing work.

**Computing Requirements**

Students enrolled in Archival Studies courses at Clayton State University are required to have a reliable computer that meets faculty-approved hardware and software requirements. Students must have a connection to the internet with sufficient bandwidth to participate in live video lectures. Connections using a broadband cable modem are generally the best, and DSL is usually acceptable. Wireless broadband may not be adequate, and dial-up access is not acceptable. Lectures and office hours (especially technical support) require a robust connection using WebEx. Students are responsible for working with WebEx to troubleshoot any problems that prevent them from connecting or maintaining a stable connection.
Students must have appropriate space and configure their system so that there is no extraneous noise of audio feedback during lectures. The best solution is the use of a USB headset (earphones and microphones) similar to the Logitech USB Headset H390 (http://www.logitech.com/en-us/product/stereo-headset-h390?crid=36), which retails for approximately $25.

Students should have a webcam; an internal webcam in a laptop is acceptable. Microsoft’s Lifecam Studio USB webcam (https://www.microsoft.com/hardware/en-us/p/lifecam-studio/) retails for approximately $50.

**Course Schedule**

Note: Dates are based on spring 2014 and are included to give a sense of time commitments. Exact dates will vary based on the start date, day of week, and holidays.

Note: The amount of reading is under review.

Abbreviations

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<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tr>
<td>AA</td>
<td>American Archivist</td>
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<tr>
<td>Arch Sci</td>
<td>Archival Science. See link on Archival Studies LibGuide.</td>
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<td>SAA</td>
<td>Society of American Archivists</td>
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### 13 Jan ~ 1. Orientation and Introductions

Course mechanics: review syllabus, expectations of graduate work and student participation. Semester project: Develop a collecting policy for Clayton State University, including a vision and mission statement, documentation plan, functional analysis, and criteria for selecting materials.

**Students should be able to**

- List and define different types of value records may have.
- Describe the differences between how records are valued in the historical mss and public records traditions.

**In-class discussion**

Use the university’s website to become familiar with its history, to list key people, dates, and events.

### 20 Jan ~ Martin Luther King Jr Holiday

*No class*

### 27 Jan ~ 2. Why do archives collect?

What drives building collections of records? What is the role of archives in society?

**Students should be able to**

- Discuss what needs to be remembered.
- Write vision and missions statements that will guide collecting activities.
- Describe the needs of various stakeholders, including the parent organization, donors, users.

**In-class discussion**
How can an archivist know if they are collecting the right records? How will archives know if they've succeeded?

Readings

3 Feb ~ 3. Who collects?
Selecting which documents will be kept – and more importantly, which will be lost – is a significant responsibility. William Maher argues that this duty is the cultural role of archivists. But which archivists? What do they need to know to be prepared to make appropriate decisions?

Students should be able to
• Describe how archivists’ and others’ cultural perspectives influence selection and techniques to counter those biases

In-class discussion
Describe an advisory board membership that would bring diverse perspectives to the appraisal process.
Case study: Who should hold alienated archives?

Readings
Samuels, Helen Willa. Varsity Letters: Documenting Modern Colleges and Universities (SAA and Scarecrow, 1998), skim the entire work, paying careful attention to the table of contents and p. 253-68. Note: part of the assignment is to learn to read quickly.

Assignment 3: Scope of collections
Due: 17 Feb.
### 10 Feb ~ 4. Collecting criteria

Archives cannot collect everything. A decision not to collect will likely mean the permanent loss of the records. An archives needs a framework for collecting policies that provide a rationale that explains which records are in scope.

**Students should be able to**
- Discuss a range of factors that influence the decision to acquire a collection.

**In-class discussion**
- Develop a taxonomy of collecting criteria.

**Readings**

**Optional readings**

### Assignment 4:
- Collecting criteria.
- Part A: Draft to discussion board, due: 16 Feb
- Part B: Final version to dropbox, due: 24 Feb.

### 17 Feb ~ 5. Who creates collections? Business and government archives

What is the context of creation and the value of records to creators in an organizational environment?

**Students should be able to**
- Describe the context of records created in the course of routine activities.
- Describe macro appraisal and functional analysis
- Describe the Minnesota Method
- Describe the relationship between records scheduling and appraisal

**In-class discussion**
- Begin to identify creators at Clayton State. Walk through the assignment.

**Readings**
- Craig. Ch. 2 “Appraisal and archival appraisal in modern organizations.”
<table>
<thead>
<tr>
<th>Resource</th>
<th>Title and Details</th>
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| Ravanbakhsh, Arian. | “Capstone Bulletin Issued.” Records Express (National Archives, 29 August 2013). Read the bulletin as well, linked within the post. 
| Brian Beaven. | “Macro-Appraisal: From Theory to Practice” Archivaria, 48, p. 161 |

**Optional readings**


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**24 Feb ~ 6. Midterm**

Download the exam from GA View at 6:30 p.m. and submit your responses before 9:00 P.M. The instructor will be in the WebEx classroom to answer questions, however you do not need to log into the classroom. If you have technical problems, call the instructor’s office at 678-466-4427.

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**3 Mar ~ 7. Who creates collections: Personal and community archives**

What is the context of creation and the value of records for individuals and informal (community) organizations?

**Students should be able to**

- Describe context of records created by individuals and informal groups, especially as regards original order.
- Discuss how manuscript collections differ from organizational records
- Describe methodology of self-archiving and institutional repositories.

**In-class discussion**

Develop a list of individuals and informal communities to that may have records that merit acquisition.

**Readings**


**Optional readings**


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**7 Mar ~ Semester midpoint**

Last day to withdraw from class with a passing grade. Withdrawing from the course after this date results in an automatic failing grade, regardless of how well a student is doing in the course.

**10 Mar ~ Spring Break**

No class

**17 Mar ~ 8. Donor relations, acquisition, and accessioning**

Overview of the agents, actions, and objects, and the role of policy and procedure in the acquisition process.

**Students will be able to**

- Document transfers for establish initial (physical) control of materials (accessioning)
- Describe legal factors to address in transfer of records to the archives
- Execute a deed of gift

**In-class discussion**

Techniques for promoting potential donations.

Readings
Boles, Appendix 1. Accessioning.
Behrnd-Klodt, Menzi L. Navigating Legal Issues in Archives, ch. 4.
Hilton, Christopher; Thompson, Dave; Walters, Natalie, “Trust Me, I’m an Archivist: Experiences with Digital Donors,” Ariadne 65 (30 October, 2010).

24 Mar ~ 9. Non-textual formats and specialized content
Textual records contain information that can be described, but words are limited in what they can communicate. Visual records capture information tied to vision and audio records information tied to hearing. Numerical data captures information that can be counted.

Students will be able to
· Assess the value of visual, audio, and other non-textual formats.

In-class discussion
Analysis of photographic records.

Readings
Note: a higher-quality version of the photograph discussed in the article is available online at http://data2.archives.ca/ap/a/a165997k.jpg.
http://hdl.handle.net/2027/mdp.39015011296897.
http://minds.wisconsin.edu/handle/1793/45762

Optional readings

31 Mar ~ 10. Digital formats
Special factors related to the value of information in digital formats, including databases, email, the web, and social media.

*Students will be able to*
- Discuss the nature of ‘recordness’ in digital recordkeeping systems
- Describe the impact of digital systems on the nature, management, and volume of records.

*In-class discussion*
Arizona Model and the archival organization of websites.

*Readings*
- Duranti, Luciana “From Digital Diplomatics to Digital Records Forensics,” *Archivaria* 68 (Fall 2009), 39-66.

*Optional readings*

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<th>7 Apr ~ 11. Theory into practice</th>
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<td>Students will apply collection policy developed throughout the course to select records for acquisition.</td>
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*Students will be able to*
- Survey a collection of records and apply the collecting policy to select records for acquisition

*In-class discussion*
- Approaches to analyzing web content.

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<th>14 Apr ~ 12. Reality check</th>
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<td>Limits on theoretical models of appraisal.</td>
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*Students will be able to*
- Discuss practical factors that influence a decision to acquire records.

*Readings*
- Craig. Ch. 5. Practicing Appraisal.
### 21 Apr ~ 13. Theory into practice (con’t)

In-class discussion of the assignment.

### 28 Apr ~ 14. Reappraisal and deaccessioning

Assessment of value may change over time, leading to withdrawal of existing collections from the archives.

**Students will be able to**

- Discuss legal, ethical, and archival factors relating to reassessing the value of collections and decisions to withdraw them from the holdings.

**In-class discussion**

Legal, ethical, and archival considerations of reappraisal.

**Readings**


### 5 May ~ 15. Review

In-class discussion of core topics. Students will respond to questions posed by the instructor.

All assignments due. No late work accepted.

### 12 May ~ All word due