IST 666 CURRENT PROBLEMS: ARCHIVAL REPRESENTATION
Spring 2012: Wednesday 4:15 p.m. to 7:05 p.m.

Instructor: Donghee Sinn
Office: Draper 102
E-mail: dsinn@albany.edu
Office Phone: (518) 442-5117
Office Hour: Mon 3:10 – 5:00, Wed 9:30-12:30 or by appointment
Class meets in Husted 008.

Course Description
This course is an introduction to the history, theory, and practice of the representation of archival collections for access. This course will review theories and principles for archival arrangement and description. Students will examine different types of surrogates for archival collections, including finding aids, MARC records, and EAD records, as well as web representations of archival metadata. Current research in the implementation of archival description programs will also be studied. The key themes include:

Principles of original order, provenance, and respect des fonds,
Levels of arrangement
Descriptive practices of calendars, finding aids, guides, indexes, registers, catalogs, etc.,
Archival descriptive standards (MARC, DACS, ISAD(G), EAD, etc.)
Authority Control for archival collections
Users’ point of view to archival arrangement and description
Archival representation on the web
Description and Access to non-textual materials
Archival metadata and digital archives
Web 2.0 and archival description

Course Objectives
- To introduce the historical context of the development of theories and principles of archival arrangement and description;
- To examine the concepts, principles of archival representation (original order, provenance, respect des fonds etc);
- To survey different types of descriptive standards (MARC, DACS, EAD, ISAD (G)) and access levels and tools and the roles of surrogates of archival materials;
- To understand about archival representation and its practices in comparison to the same subject in the allied fields of library science, information science, and museology;
- To be able to discuss the implementation of subject analysis and authority control for archival materials; and
- To promote the importance of users in implementation of archival representation.
Course Requirements and Grade Guidelines
Your final grade will be based on class work, assignments and a final paper. They will be weighted as follows:

Class Discussion Participation ........................................... 20%
Collection Processing Project ........................................... 50%
Final Paper ................................................................. 30%

Class Discussion Participation
Class attendance is required. Student should be able to discuss the reading assignments and to participate in class discussions. The class will generally be run like a seminar course, with discussions on the assigned readings and course projects. However, there will be formal lectures on key concepts throughout the course.

Collection Processing Project
This is an assignment for the completion of several surrogates and the representation of a small set of archival records and historical manuscripts. A student (for a larger collection, two students can work together) works for processing archival materials. The collections are located in the Department of Special Collections and Archives at the University at Albany, Foundation of New York State Nurses Archives, and Schenectady Museum and Suites-Bueche Planetarium Archives. If a collection (or a series of a collection) is chosen, completion of this assignment will entail:

- Developing a processing plan*;
- Arranging and describing the materials;
- Doing background research on the collection for the preparation of the finding aid;
- Writing a finding aid*;
- Creating a MARC record for the collection*
- Mark-ups of the finding aid in HTML*
- Creating an EAD record using the DACS descriptive standard for the collection*
- Writing a brief assessment paper (3-5 pages) describing the nature of the records or manuscripts, problems and challenges faced in processing the records, how these problems were resolved, and other issues and concerns encountered in this work.*

(Items with an * mark need to be presented as an written assignment either in electronic file or in print.)

The archival processing project will include placing the records or manuscripts in a logical order, removing paper clips and other potentially damaging or extraneous materials, putting the records or manuscripts into folders (acid-free, if possible) with appropriate labels as well as preparing a finding aid and appropriate mark-ups as required for assignments.

Final Literature Review Paper
Students will be required to write a 10 page literature review paper examining some problems in the area of archival representation. A literature review paper is not a simple collection of summaries of existing materials. It is a paper that is written to introduce a
position. That position is supported by informational literature, other experts’ arguments, and your own argument. According to the position and necessary background to provide the context of your argument, existing literature must be critically evaluated, synthesized and logically organized into a paper. Direct quotes need to be used only sparingly. A key to be successful in writing a good literature review paper is to choose a topic that is narrow and focused, so that you will be able to review sources comprehensively. Student should turn in a one-page description of what they intend to look at and write about in this paper with a preliminary bibliography by the seventh class (2/29). The paper is due the last week of the course (5/2).

Articles and Book Chapters on E-Res: Assigned readings are available on E-res. Our course password is “representation.”

Course Communication and Blackboard Learning System
The course syllabus and many other course materials are available in the Blackboard Learning System (BLS) which can be accessible from MyUAlbany. Discussion questions will be posted before class each week to prepare class discussions, so students need to keep these questions in mind while reading required reading materials. Also, all communications with the instructor and among students will be made using this tool, including submitting assignments. It is recommended for students to check the BLS mailbox a few times a week.

Instruction for Assignments
All written assignments must be prepared using word processing software (MS word preferred). Recommended format is 12 point font size, Time New Roman font style, and double -spaced. All assignments should be submitted on Blackboard on due dates.

Late assignments and incompletes:
Late assignment will be marked down (10% per day), unless prior permission has been given by the instructor, in instances of medial or family emergencies. Please notify the instructor in writing of any circumstance (such as severe illness or family emergencies) accompanying with appropriate documents that will result in a late assignment. Assignments must be submitted by 11:59 pm on due dates. No incomplete grades will be given.

Laptop use in Class
Laptops and handheld devices (iPad, etc) can be used during the class session for note-taking and class related activities. Any other usages, such as email checking, Facebook, Twitter, etc. that may cause distractions of students from class will not be permitted.

Department of Information Studies Statement on Academic Dishonesty:
The Department of Information Studies takes academic dishonesty very seriously. Before taking classes within the Department of Information Studies, you should familiarize yourself with the department’s Academic Dishonesty Policy, available in both the department’s Graduate Handbook and online at http://www.albany.edu/cci/informationstudies/forms/admin_forms/Academic_Dishonesty
Plagiarism will result in a zero for the assignment in which the plagiarism occurred.

Course Schedule

Week 1 (Jan. 18) Introduction and Course Overview
Introduction, Student Surveys, Course Overview
Definitions of Archival Terms (Archives, Manuscripts, Arrangement, Description, Representation, etc)
Representation of archival information, why and how?

Required readings:

Week 2 (Jan. 25) What is Archival Representation? History and Definitions; Processing a Collection, MPLP
History (Evolution) of arrangement and description: Historical Manuscript Tradition, Public Archives Tradition
Processing Plans
When is a collection processed?
MPLP (more product less process) paradigm

Required readings:

Recommended Readings:
Christine Weideman, “Accessioning as Processing,” *American Archivist* 69 (Fall/Winter 2006): 274-83. (Reading from IST 656)
Week 3 (Feb. 1) Students visit to the Department of Special Collections and Archives of University at Albany, Foundation of New York State Nurses Archives, and Schenectady Museum and Suites-Bueche Planetarium Archives for assignment.

Week 4 (Feb. 8) Archival Theory and Principles
Assignment: Processing plan due
Provenance, Respect des Fonds, Original Order, Record Groups, and Series
Levels of arrangements, analysis of external and internal structure of fonds
Intellectual and Physical Control
Levels of Access and Access tools (Multi-institutional, Repository, Collection, Series, Dossier, Folder, Item)
The Role of Context and Provenance in Description and Access

Required readings:

Recommended readings:

Week 5 (Feb. 15) Descriptive Programs
Tools for Description and Their Efficacy: Calendars, finding aids, guides, indexes, registers, catalogs, etc.
Controlled Access terms
Postmodernism approaches to archival description

Required readings:


Review:

ArchivesUSA: database available from library web site.

**Week 6 (Feb. 22) Archival Descriptive Standards, Surrogate for Archival Collections: MARC**

**Assignment: Finding Aid due**
Different Kinds of Standards (DACS, EAD, MARC, LCSH, ISAD(G))
The Role of Standards in Archival Description
Data Structure, Data Contents and Data Value
Standards for Information Systems
Basic levels of control/ Accession level control
Use of MARC format for sharing descriptive information

Study:


Required readings:
Kathleen D. Roe, *Arranging and Describing Archives and Manuscripts* (Chicago: Society of American Archivists, 2005). Read Chapter 4 (pp. 33-44) and Appendix A (pp. 111-118).


Week 7 (Feb. 29) Access by Subject, Function, Form and Genre: Authority Control in the Archival Environment
Final paper topic and preliminary bibliography due
Authority Control (Describing Creators, Forms of Names)
Access System and Access Points by Subject, Function, Form, and Genre

Required readings:


Tools to Review:


Week 8 (Mar. 7) Encoded Archival Description: Background
Assignment: MARC record due (MARC and Access Points)
Evolution and current status of EAD (Review of tenets of archival description)
Administrative considerations for adopting EAD
The role of DACS and other content standards in relation to structural standards

Required readings:


Recommended Reading:

**Week 9 (Mar. 14) No Class (Spring Break)**

**Week 10 (Mar. 21) Encoded Archival Description: Encoding Working Day**
Basics Structure of EAD
EAD Tag Library
EAD applications, EAD crosswalks

Study:
Tools and Helper Files for EAD: [http://www.archivists.org/saagroups/ead/tools.html](http://www.archivists.org/saagroups/ead/tools.html)
Development of the Encoded Archival Description DTD. [http://www.loc.gov/ead/eaddev.html](http://www.loc.gov/ead/eaddev.html)
Design Principles for Enhancements to EAD. [http://www.loc.gov/ead/eaddesgn.html](http://www.loc.gov/ead/eaddesgn.html)

Required Readings:
OAC Best Practice Guidelines for
EAD. [www.cdlib.org/services/dsc/contribute/docs/oacbpgead_v2-0.pdf](http://www.cdlib.org/services/dsc/contribute/docs/oacbpgead_v2-0.pdf)

**Week 11 (Mar. 28) Users of Archives and Archival Descriptions, How they use and what they use?**
**Assignment: EAD due**
Archives Users and Information Seeking
Users and Uses of Archives and Archival Descriptions
Research on Use and Users

Required readings:


Recommended Readings:

Week 12 (Apr. 4) Archival materials on the Web, Access through the web without mediation, Online tutorials
User-Centered Design and Applying User-Centered Design to Archives
Usability of Archival Description on the Web
Digital Archives
Access without archivist’s mediation, online tutorials

Required readings:


Recommended readings:

Look at the following websites:

The Polar Bear Expedition, American Intervention in Northern Russia, 1918-1919, Bentley Historical Library, University of Michigan. http://polarbears.si.umich.edu/


**Week 13 (Apr. 11) Description and Access to Non-Textual Materials; Students’ Processing Project Presentations**

*Assignment: Web presentation and assessment paper due & Project presentations*

Problems of access to image and audio based information
Access methods for non-textual materials

Tools to review:

Required readings:

Look at the followings:

**Week 14 (Apr. 18) Archival Metadata and Access Systems**

Metadata for Access to Digital Information in archives
Integration of Archival Metadata into Access Systems
Metadata Standards, Metadata Standards: Dublin Core, METS, OAI, OAIS
Future of EAD and other archival systems
New approaches to archival access

Required readings:


Recommended Readings:

Review:


**Week 15 (Apr. 25) Archives 2.0, State of Art and Future Directions; Students Final Project Presentation**
Archives and Archival Description in Web 2.0
Archives 2.0
Future Directions of Archival Description

Required Readings:


Looking at the following websites:
flickr “The Commons” at [http://www.flickr.com/commons](http://www.flickr.com/commons)


**Week 16 (May 2) Wrap-up and Students Final Project Presentation**
Assignment: Final Papers Due & Student Presentations