University of North Texas
College of Information
INFO 5240: Archival Arrangement and Description
Fall 2023

COURSE INFORMATION

Contact: Professor Samantha Dodd
Course: INFO 5240, Section 001
Email: Samantha.dodd@unt.edu
Office hours: online via appointment only; please email me to schedule

Email is the best way to reach me because I'm often away from my desk. Please email me ahead of time to schedule an appointment. The instructor will contact students through the e-mail address they have connected to their Canvas account. Please check this email on a regular basis!

Course Pre-requisites:

INFO 5371: Archives and Manuscripts

Certification Program:

INFO 5240: Archival Arrangement and Description is required to earn an Archival Management Graduate Academic Certificate from the College of Information.

INFO 5240 is pre-approved by the Academy of Certified Archivists (ACA) as meeting the requirements for Domain 2 (Arrangement and Description) in the ACA Role Delineation Statement.

Course Description:

This course provides an overview of the theoretical and methodical principles of archival arrangement and description. Emphasis will be placed on practical issues related to arrangement and description of physical and electronic records, in addition to best practices. Coursework will include mock arrangement and description exercises, review of professional literature, and discussion of relevant technologies.

Course objectives:

Upon completion of this course, you will be able to:
- Define archival vocabulary, and discuss theoretical principles of arrangement and description.
- Appraise and critically evaluate professional literature, various theories, and methods of arrangement and description.
- Compose a processing plan justifying your processing suggestions for a given collection based on your analysis of the collection's specific needs.
- Prepare a written finding aid for an archival collection.
- Identify emerging trends in archival processing and devise solutions to critical issues facing professional archivists

Methodology:

Assigned readings and other course materials will provide a basis for weekly course discussion. **You are expected to have read the assigned readings *prior* to the week they are assigned**. You should be prepared to respond to the readings and interact with the instructor and each other through online discussions each week. All assigned readings are available from the first day of class, allowing you to work ahead in anticipation of life events.

The processing plan assignment, finding aid assignment, and final project all include a practical example collection in an ascending order of difficulty. These assignments are designed to allow you to dramatize and solve common challenges associated with the arrangement and description of an archival collection.

Required Texts:

Meissner, D. (2019). *Arranging and describing archives and manuscripts.* Society of American Archivists. (This is part of SAA's *Archival fundamentals series* III)

Prom, C. J. & Frusciano, T. J. (Eds.). (2013). *Archival arrangement and description*. Society of American Archivists. (This is part of SAA's *Trends in Archives Practice* series*)*

Students will be assigned readings from the textbook as well as journal articles. Articles can be accessed through the University Libraries. You should not have to pay to access any journal articles, but you will need to log into your library account to access many of the readings.

Grades will be based on the following:

Participation: 30%

For the purposes of this course, participation will require completing all assigned readings in a timely manner and active contribution in online course discussion, including posting original posts (threads) and responding to others' posts.

To receive full participation points, you will be expected to:
- Post an original post (thread) in response to the week's discussion question each week
- Respond to at least one classmate's post each week
- Posts and responses are due by Saturday each week

Manuscript Processing Plan: 20%

Assignment Objectives: Identify the elements of a processing plan. Practice composing a processing plan by relating the course readings to a collection you might encounter in a future job. Demonstrate attention to detail and critical thinking skills when summarizing a collection's specific needs. Defend your proposed processing plan by synthesizing knowledge gained from course readings and discussions in relationship with the collection description given.

Finding Aid Exercise: 20%

Assignment Objectives: Identify the components of a finding aid and the rules outlined in *Describing Archives: A Content Standard* that correspond to individual components of a finding aid. Practice composing a finding aid by synthesizing the course readings in relation to a collection you might encounter in a future job. Demonstrate attention to detail and critical thinking skills related to the collection's specific needs.

Final Project: 30%

Assignment Objectives: Summarize and explain the steps involved in arranging and describing archival materials as they correspond to your judgment of a case study. Evaluate whether the case study is a candidate for minimal processing. Defend your proposed project plan based on content from class discussions, readings, and prior instructor feedback. Citations from course readings and discussion are appropriate in this context. Students are encouraged to use course materials for guidance.

Assignments are due **before** midnight **CST** on the date shown in the syllabus. Assignments turned in late will drop by one letter grade for each day late, no matter the quality of the assignment. Assignments will be considered a day late even if they are submitted several minutes after the deadline. Please be careful to submit your work on time. This will enable your instructor to get grades and feedback to you in a timely manner.

Assignments will be graded in terms of completeness, accuracy, and appropriateness. This is a **graduate** level course, and students are expected to demonstrate the ability to write properly.

Grading criteria:

The UNT scale for grading is:
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

Assignment	Percentage of Final Grade
Manuscript Processing Plan	20%
Finding Aid Exercise	20%
Final Exam	30%
Participation ● *12 Discussion Posts (original threads)* ● *12 Response Posts (responses to classmates' posts)*	30%
Total Points Possible	100%

Dates to Remember:

All assignments are due by 11:59 PM Central Standard Time on the due date

Assignment	Due Date
Weekly Discussion Post, and response to classmate's post	Due each Saturday
Manuscript Processing Plan	Due Saturday, October 7th
Finding Aid Exercise	Due Saturday, November 11th
Final Exam	Due Saturday, December 9th

COURSE POLICIES

Communication with your professor

Email is the best way to reach me because I'm often away from my desk. Please email me ahead of time to schedule an appointment. The instructor will contact students through the e-mail address they have connected to their Canvas account. Please check this email on a regular basis!

Online Discussions

There will be a discussion forum established for each week of class except the weeks you have off. I expect you to post an original comment (i.e. start a new thread in the weekly forum) in response to the prompt assigned that week drawing from a combination of assigned readings, lecture materials and your own personal experience. You must post an original thread in order to view your classmates' posts in the discussion forum. Further, you are expected to read your classmates' comments and generate discussion. You are expected to respond to at least one classmate each class week. Your post and response to a classmate is due by the Saturday of each week. I will participate in these threads as well.

Netiquette

Netiquette, or online etiquette, refers to the way students are expected to interact with each other and with their instructors online. Please read through this [Netiquette Guide for Online Courses.](#) Although our course is online, you will be held to the standards of behavior expected of students in a traditional in-person classroom. Failure to comply with netiquette guidelines may result in expulsion from the class.

Minimum Technical Skills Needed

Students are expected to demonstrate general computer proficiency, as required by the College of Information upon admittance. This proficiency will include knowledge of computing terminology and concepts, as well as minimal competency in the use of specific types of applications software.

Minimum Technology Requirements

Minimum technology skills for successful completion of this course include:
- Creating, sending, and receiving Microsoft Word documents
- Posting to discussion boards
- Reliable internet access
- Speakers
- Microsoft Office Suite
- [Canvas Technical Requirements](#)

Computer Skills & Digital Literacy

- Navigating Canvas
- Sending and receiving email
- Printing Word documents OR opening and printing pdf files, using free Adobe Acrobat Reader

Technical Requirements

Please familiarize yourself with the technical requirements to complete this online course:

- Hardware and Software requirements for Canvas
- Canvas Browser Check

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UNT IT Help Desk

Email: helpdesk@unt.edu
Live Chat: https://it.unt.edu/helpdesk/chatsupport
Phone: 940-565-2324
In Person: Sage Hall, Room 330

For additional support, visit Canvas Technical Help
Accessibility Requirements of Technologies Used in the Course

- Canvas
- Microsoft Office

In the event of a technical failure

If you encounter a technical problem while using Canvas that prevents you from meeting a deadline or otherwise prohibits you from fulfilling your obligations as a student (i.e. Canvas crashes when you submit an assignment and you lose your work), I require that you send a Canvas help desk ticket number in your email reporting the problem to me and explaining why you missed the deadline. Please attach a copy of your assignment to your email. The UIT Help Desk can be reached at (940-565-2324). This policy is in place to prevent academic dishonesty.

Late Work

Late assignments will drop by one letter grade for each day late, no matter the quality of the assignment. Assignments will be considered a day late even if they are submitted several minutes after the deadline. Please be careful to submit your assignments on time. This will enable your instructor to get grades and feedback to you in a timely manner.

Academic Support & Student Services

- Code of Student Conduct: provides Code of Student Conduct along with other useful links
- Office of Disability Access: exists to prevent discrimination based on disability and to help students reach a higher level of independence
- Counseling and Testing Services: provides counseling services to the UNT community, as well as testing services; such as admissions testing, computer-based testing, career testing, and other tests
- UNT Libraries
- UNT Learning Center: provides a variety of services, including tutoring, to enhance the student academic experience
- UNT Writing Center: offers free writing tutoring to all UNT students, undergraduate and graduate, including online tutoring
- Succeed at UNT: information regarding how to be a successful student at UNT

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center
- Counseling and Testing Services
- UNT Care Team
- UNT Psychiatric Services
- Individual Counseling

Additional Student Support Services

- Registrar
- Financial Aid
- Student Legal Services
- Career Center
- Multicultural Center
- Counseling and Testing Services
- Pride Alliance
- UNT Food Pantry
- Student Affairs Care Team
- Student Health and Wellness Center

Academic Support Services

- [Academic Resource Center](#)
- [Academic Success Center](#)
- [UNT Libraries](#)
- [Writing Lab](#)

UNT POLICIES

Academic Integrity Policy

According to UNT Policy 06.003, [Student Academic Integrity](#), academic dishonesty occurs when students engage in behaviors including, but not limited to: cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see [the ODA website](#). You may also contact them by phone at 940.565.4323.

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus

resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Visit Title IX Student Information for more resources.

Undocumented Students

Please see UNT'S Resources for DACA Students web page for more information.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc.

The Dean of Students Office enforces the Code of Student Conduct. The Code explains what conduct is prohibited, the process the DOS uses to review reports of alleged misconduct by students, and the sanctions that can be assigned. When students may have violated the Code, they meet with a representative from the Dean of Students Office to discuss the alleged misconduct in an educational process.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect.

Student Evaluation Administration Dates
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website or email spot@unt.edu.

Important Notice for F-1 Students Taking Distance Education Courses
Federal Regulation
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please visit the Electronic Code of Federal Regulations website. The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:
(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.
If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office by telephone 940-565-2195 or email internationaladvising@unt.edu to get clarification before the one-week deadline.

Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.
See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses.

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:
- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.
If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

COVID-19 Impact

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to complete assignments because you are ill, or unable to complete the course work due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your

health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Web Policies

Web Accessibility & Privacy

Please find the web accessibility and privacy statements for UNT, Canvas, and all CLEAR-supported technologies below.

UNT
- [Web Accessibility Policy](#)
- [Privacy Statement](#)

Canvas/Instructure
- [Accessibility Statement](#)
- [Privacy Policy](#)

CLEAR-Supported Technologies
- See [CLEAR's Supported Technologies web page](#) for links to Accessibility Statements and Privacy Policies.

Copyright

Materials used in connection with this course may be subject to copyright protection. Materials may include, but are not limited to: documents, slides, images, audio, and video. Materials in this course Web site are only for the use of students enrolled in this course, for purposes associated with this course, and may not be retained for longer than the class term. Unauthorized retention, duplication, distribution, or modification of copyrighted materials is strictly prohibited by law. For more information, visit the [UNT Policy Office](#) or [Copyright.gov](#).

CALENDAR

Module 1: Introduction and overview of class structure (August 21-26)

Module Objectives: Define basic archival vocabulary related to arrangement and description. Review syllabus and comprehend course structure. Identify any initial questions you have for your instructor about expectations or the course structure.

Readings:
- Review syllabus and module 1 content
- Review the following definitions provided by the Society of American Archivists:
  - **Archival processing**
  - **Arrangement**
  - **Levels of arrangement**
  - **Archival description**
  - **Finding Aid**
  - **Papers**
  - **Collection**
  - **Manuscript**

Assignments:
> Post an introduction to the module 1 discussion forum and respond to at least one of your classmates' introductions.

Module 2: Overview of Arrangement and Description (August 27-September 2))

Module Objectives: Review archival vocabulary related to arrangement and description. Distinguish how *arrangement* and *description* help provide access to a collection. Identify factors that impact the arrangement and description of a given collection.

Readings:
- Module 2 Notes: Overview of arrangement and description
- Meissner, Chapter 1: The Context and Significance of Arrangement and Description, pgs. 1–15
- Prom, Christopher J., and Thomas J. Frusciano. *Archival arrangement and description*: Introduction, pgs. 1-7

Assignments:
> Post in the module 2 discussion forum and respond to at least one of your classmates' posts.

Module 3: Historical Context and Introduction to Major Theoretical Principles (September 3-9)

Module Objectives: Review history of arrangement and description practices in Western Europe, Canada, and the United States. Identify characteristics that influence how archival materials are described. Distinguish archival description from library cataloging of non-archival objects. Assess the purpose of levels of arrangement. Defend your recommendations for the arrangement of hypothetical archival collections.

Readings:
- Module 3 notes: Historical context and introduction to major theoretical principles
- Meissner, Chapter 2: Principles of Archival Arrangement, pgs. 16-34
- Meissner, Chapter 3: Principles of Archival Description, pgs. 35-67
- Meissner, Appendix B, pgs. 163-164
- Hintz, Carrie. "Processing Levels: The Hows and Whys." *Chaos -> Order* blog. November 10, 2015.

Assignments:
> Post in the module 3 discussion forum and respond to at least one of your classmates' posts.

Optional Further Readings:
- Trace, Ciaran B. Maintaining Records in Context: A Historical Exploration of the Theory and Practice of Archival Classification and Arrangement. The American Archivist: Spring/Summer 2020, Vol. 83, No. 1, pp. 91-127.
- Trace, Ciaran B. "Maintaining Records in Context? Disrupting the Theory and Practice of Archival Classification and Arrangement." *The American Archivist*: September 2020, Vol. 83, No. 2: 322–372.

Module 4: Practical Basics of Processing (September 10-16)

Module objectives: Review workflow of archival arrangement and description. Employ understanding of procedures for arrangement and description to analyze an example processing manual. Prepare for Processing Plan Assignment by identifying elements of a processing plan.

Readings:
- Module 4 notes: Practical basics of processing
- Meissner, Chapter 4: Physical Processing and Arrangement, pgs. 68-92
- UT-Arlington processing manual, 2011, 6th edition
  As you read the UT-Arlington processing manual keep in mind that not all of the UT-Arlington processing manual "rules" will apply to all institutions. Instead they

outline best practices as determined by a specific institution. Processing manuals at other institutions may vary in specifics.

- Lyon, Meghan. "A Case for Processing Proposals." *Chaos -> Order* blog. November 3, 2015.
- Meehan, Jennifer. "Making the Leap from Parts to Whole: Evidence and Inference in Archival Arrangement and Description." The American Archivist, Vol. 72 (Spring/Summer 2009): 72-90.

Assignments:
- Post in the module 4 discussion forum and respond to at least one of your classmates' posts.
- Begin Processing Plan assignment.

Optional Further Readings:
- Yale University Library, Manuscripts and Archives Processing Manual
- Stuart A. Rose Manuscript, Archives, and Rare Book Library at Emory University The Collection Services Manual
- The Metropolitan Museum of Art Archives Processing and Cataloging Manual
- Arizona State University Libraries Manuscript and Archival Records Processing Manual
- Minnesota Historical Society processing manual
- University of Maryland Libraries processing manual
- Additional A&D Manuals- SAA Museum Archives Section

Module 5: Minimal Processing, a.k.a. "More Product, Less Process" or MPLP (September 17-23)

Module Objectives: Define minimal or extensible processing, commonly known as "MPLP." Summarize how minimal processing helps repositories reduce backlogs and provide earlier access to materials. Understand the concepts and arguments outlined in "More Product, Less Process". Analyze case studies of MPLP's use.

Readings:
- Module 5 Notes: Minimal processing
- Greene, Mark A. and Dennis Meissner. "More Product, Less Process: Revamping Traditional Archival Processing." *The American Archivist*. Vol. 68 (Fall/Winter 2005): 208–263.
- Weideman, Christine. "Accessioning as Processing." *The American Archivist*, Vol. 69 (Fall/Winter 2006): 274 – 283 (Available in Canvas course content)
- Harling, Adrienne R.S. "MPLP as Intentional, not Necessarily Minimal, Processing: The Rudolf W. Becking Collection at Humboldt State University." *The American Archivist*, Vol. 77, No. 2 (Fall/Winter 2014): 489–498.

- Meissner, Dennis and Mark A. Greene. "More Application while Less Appreciation: The Adopters and Antagonists of MPLP." *Journal of Archival Organization*, 2010, 8:3-4, 174–226.
- Phillips, Jessica. "A Defense of Preservation in the Age of MPLP." *The American Archivist*, Vol. 78 (Fall/Winter 2015): 470-487.

Assignments:
> Post in the module 5 discussion forum and respond to at least one of your classmates' posts.

Optional Further Readings:
- Benoit, Edward. "#MPLP Part 2: Replacing Item-Level Metadata with User-Generated Social Tags." *The American Archivist,* Vol. 81 (March 2018): 38–64.
- Benoit, Edward. "#MPLP Part 1: Comparing Domain Expert and Novice Social Tags in a Minimally Processed Digital Archives." *The American Archivist,* Vol. 80 (Fall/Winter 2017): 407–438.
- Anchor, Rachel. 2013. "'More Product, Less Process': Method, Madness or Practice?" *Archives & Records* 34 (2): 156–74.
- Herzinger, Kyna (2020) "MPLP: From Practice to Theory," *Journal of Contemporary Archival Studies*: Vol. 7 , Article 20.
- Guidelines for Efficient Archival Processing in the University of California Libraries.

Module 6: Born Digital Content & Electronic Records/Non-Manuscript Archival Formats (September 24-30)

Module Objectives: Identify the challenges presented by the arrangement and description of electronic records. Appraise how arranging and describing electronic records differs from analog materials. Review case studies related to the arrangement and description of electronic records.

Readings:
- Module 6 notes: Born digital content and electronic records
- Meissner Chapter 6: Arranging and Describing Nontextual Formats, pgs. 129-143
- *Archival Arrangement and Description*, Module 2: Processing Digital Records and Manuscripts, J. Gordon Daines III, 90–143.
- Shallcross, Mike. "The MeMail Project: Digital Curation at the Bentley Historical Library." *Practical E-Records* blog. June 2, 2011.
- Bailey, Jefferson. "Disrespect des Fonds: Rethinking Arrangement and Description in Born-Digital Archives." *Archive Journal*. Issue 3, Summer 2013.
- "We're All Digital Archivists Now: An Interview with Sibyl Schaefer." Library of Congress. September 24, 2014.

Assignments:

- Post in the module 6 discussion forum and respond to at least one of your classmates' posts.
- **Assignment #1: Processing Plan assignment due Saturday, October 7th.**

Optional Further Readings:
- Digitization Cost Calculator
- Digital Preservation Assessment Training
- Kim, Julia Y. (2018) "Researcher Access to Born-Digital Collections: an Exploratory Study," *Journal of Contemporary Archival Studies*: Vol. 5 , Article 7.
- Szekely, Ivan (2017) "Do Archives Have a Future in the Digital Age?," *Journal of Contemporary Archival Studies*: Vol. 4 , Article 1.
- Carroll, Laura, Erika Farr, Peter Hornsby, and Ben Ranker. "A Comprehensive Approach to Born-Digital Archives." *Archivaria* 72 (Fall 2011): 61 – 92.
- Goldman, Ben. "Bridging the Gap: Taking Practical Steps Toward Managing Born-Digital Collections in Manuscript Repositories." *RBM* vol. 12 no. 1: 11 – 24.

Module 7: Finding Aids and Discovery (October 8-14)

Module Objectives: Prepare for Finding Aid Assignment by identifying elements of a finding aid. Identify limitations of the current finding aid format and propose solutions based on case studies and reports.

Readings:
- Module 7 notes: Finding aids and discovery
- Meissner, Appendix C: pgs. 165-175
- Yakel, Elizabeth. "Encoded Archival Description: Are Finding Aids Boundary Spanners or Barriers for Users?" *Journal of Archival Organization,* 2004, 2:2, 63–77.
- Maier, Shannon Bowen. "MPLP and the Catalog Record as a Finding Aid." *Journal of Archival Organization* 9, no. 1 (2011): 32–44.
- Berry, Dorothy. "Finding Your Way Through Finding Aids: Archives 101." July 2020.
- Gregory Wiedeman (2019) The Historical Hazards of Finding Aids. *The American Archivist*: Fall/Winter 2019, Vol. 82, No. 2, pp. 381-420.

Assignments:
- Post in the module 7 discussion forum and respond to at least one of your classmates' posts.
- Begin working on your Finding Aid Assignment.

Optional Further Readings:
- Tibbo, Helen and Lokman Meho (2001) Finding Finding Aids on the World Wide Web. The American Archivist: Spring/Summer 2001, Vol. 64, No. 1, pp. 61-77.

- Daniels, Morgan and Elizabeth Yakel (2010) Seek and You May Find: Successful Search in Online Finding Aid Systems. *The American Archivist*: Fall/Winter 2010, Vol. 73, No. 2, pp. 535-568.
- Williamson, Felicia, Scott Vieira, and James Williamson (2015) Marketing Finding Aids on Social Media: What Worked and What Didn't Work. *The American Archivist*: Fall/Winter 2015, Vol. 78, No. 2, pp. 488-513.
- Hauck, J., Allison-Bunnell, J., & Yakel, E. (2011). "Researchers at Work: Assessing Needs for Content and Presentation of Archival Materials." *Journal of Archival Organization*. 9 (2), 67-104.
- Walton, Rachel. "Looking for Answers: A Usability Study of Online Finding Aid Navigation." *The American Archivist*: Spring/Summer 2017, Vol. 80, No. 1, pp. 30-52.
- Schaffner, Jennifer. "The Metadata *is* the Interface: Better Description for Better Discovery of Archives and Special Collections, Synthesized from User Studies." 2009. Report produced by OCLC Research.

Please also browse:
- UNT Libraries finding aids
- Princeton University Library finding aids
- Dallas Municipal Archives Collections Guides

Module 8: Standards for Archival Description Part I (October 15-21)

Module Objectives: Identify standards governing archival description. Prepare for Finding Aid Assignment by reviewing rules outlined in *DACS*.

Readings:
- Module 8 notes: Standards for Archival Description Part I
- Meissner, Chapter 5: Describing the Materials, pgs. 93-128
- Schaefer, Sibyl and Janet M. Bunde. *Archival Arrangement and Description*, Module 1: Standards for Archival Description, pgs. 12–20; 35–54
- *DACS: Describing Archives: A Content Standard*

Assignments:
    Post in the module 8 discussion forum and respond to at least one of your classmates' posts.

Optional Further Readings:
- Fintland, Ine. "Archival Descriptions through the Looking Glass: Paratexts in Wonderland." *The American Archivist*, June 2016, Vol. 79, No. 1: 137–160.
- "What Do Those Archivists Do?" Houghton Library Blog
- Statement on proposed revisions to DACS Statement of Principles
- Rush, Michael, Lynn Holdzkom, Prudence Backman, Daniel Santamaria, and Andrea Leigh (2008) Applying DACS to Finding Aids: Case Studies from Three

[Diverse Repositories](#). *The American Archivist*: Spring/Summer 2008, Vol. 71, No. 1, pp. 210-227.

Module 9: Standards for Archival Description Part II (October 22-28)

Module Objectives: Identify purpose and structure of archival data structure and companion standards Machine Readable Cataloging (MARC), Encoded Archival Description (EAD), and Encoded Archival Context – Corporate bodies, Persons and Families (EAC-CPF). Analyze EAD's effectiveness as a technology, especially in light of recent revisions.

Readings:
- Module 9 notes: Standards for Archival Description Part II
- Meissner, Appendix D, E, F, pgs. 176-191
- Schaefer, Sibyl and Janet M. Bunde. *Archival Arrangement and Description*, Module 1: Standards for Archival Description, pgs. 20–34; 54–68.
- Eidson, Jennifer G. and Christina J. Zamon (2019) [EAD Twenty Years Later: A Retrospective of Adoption in the Early Twenty-first Century and the Future of EAD](#). *The American Archivist*: Fall/Winter 2019, Vol. 82, No. 2, pp. 303-330.
- Sweetser, Michelle and Alexandra A. A. Orchard (2019) [Are We Coming Together? The Archival Descriptive Landscape and the Roles of Archivist and Cataloger](#). *The American Archivist*: Fall/Winter 2019, Vol. 82, No. 2, pp. 331-380.
- Wisser, Katherine M. (2014) ["Investigating the "small world" of literary archival collections: the impact of EAC-CPF on archival descriptive practices – Part 1: Relationships, description and the archival community,"](#) *Journal of Contemporary Archival Studies*: Vol. 1, Article 1.
- ["EAD Revision – Points of Emphasis"](#)

Assignments:
- Post in the module 9 discussion forum and respond to at least one of your classmates' posts.

Please also browse:
- [Encoded Archival Description Tag Library Version EAD3](#)
- [Social Networks and Archival Context (SNAC)](#)
- [Connecting the Dots: Using EAC-CPF to Reunite Samuel Johnson and His Circle (wiki)](#); [Connecting the Dots homepage](#) (make sure to watch video)
- [People Australia](#)
- [EADiva Tag Library](#)

Module 10: Access Systems (October 29-November 4)

Module Objectives: Identify ways to display and provide access to archival description. Analyze the effectiveness of current access systems for archival description. Compare and contrast prominent archival access systems.

Readings:
- Module 10 notes: Access systems
- Santamaria, Daniel A. *Archival Arrangement and Description*, Module 3: Designing Descriptive and Access Systems, pgs. 148–213
- Matienzo, Mark A. and Kott, Katherine. "ArchivesSpace: A Next-Generation Archives Management System." in Museums and the Web, N. Proctor and R. Cherry, eds. (Silver Spring, MD: Museums and the Web, January 31, 2013).
- Watch "ArchivesSpace demos" playlist (4 videos)

Assignments:
- Post in the module 10 discussion forum and respond to at least one of your classmates' posts.
- **Assignment #2: Finding Aid Assignment due Saturday, November 11th.**

Please also browse these collective databases:
- Online Archive of California (OAD)
- Northwest Digital Archives (NWDA)
- Texas Archival Resources Online (TARO)
- ArchiveGrid
- Archives Hub
- ArchivesSpace Sandbox

Module 11: Challenges & Special Considerations (November 12-18)

Module Objectives: Identify and appraise examples of challenges presented by technological innovation, description backlogs, and growing collections. Predict how these challenges could be overcome with insight from course readings and personal experience.

Readings:
- Module 11 notes: Challenges and special considerations
- Dooley, Jackie M. and Katherine Luce. *Taking Our Pulse: The OCLC Research Survey of Special Collections and Archives*. 2010. OCLC Research. Read pages 9–14 (the Executive Summary)
- Hutchens, Kate. "What are all those blue binders? Or, #FindingAidFriday meets #TBT." *Beyond the Reading Room*. University of Michigan Special Collections blog. September 12, 2014.

- Gracy, Karen F. and Frank Lambert. "Who's Ready to Surf the Next Wave? A Study of Perceived Challenges to Implementing New and Revised Standards for Archival Description." *The American Archivist*. Spring/Summer 2014, Vol. 77: 96–132.
- Morris, Sammie L. and Pam Hackbart-Dean. "Case Studies in Managing Collections That Grow." *Archival Issues*, 2003–2004, Vol. 28, No. 2: 105–118.

Assignments:
Post in the module 11 discussion forum and respond to at least one of your classmates' posts.

Optional Further Readings:
- Manžuch, Zinaida (2017) "Ethical Issues In Digitization Of Cultural Heritage," *Journal of Contemporary Archival Studies*: Vol. 4, Article 4.

Holiday break (November 19-25)

No Class.

Module 12: Next Generation Archival Arrangement & Description (November 26-December 2)

Module Objectives: Identify examples of current solutions that signal the future of archival arrangement and description. Analyze current solutions and predict what innovations will be needed in the future to provide excellent access to archival materials.

Readings:
- Module 12 notes: Next generation archival arrangement and description
- Meissner, Chapter 7: Emerging Trends and Theoretical Shifts, pgs. 144-155
- Meissner, Conclusion, pgs. 156-158
- Prom, Christopher J. "Using Web Analytics to Improve Online Access to Archival Resources." *The American Archivist*, Vol. 74 (Spring/Summer 2011): 158–184.
- Dunham, Elizabeth and Xaviera Flores. "Breaking the Language Barrier: Describing Chicano Archives with Bilingual Finding Aids." *The American Archivist*, Vol. 77, No. 2 (Fall/Winter 2014): 499–509.
- Ammidown, Steve. "Semantic URLs for Finding Aids." *Chaos-Order*. May 8, 2014.
- Thompson, Timothy A., James Little, David González, Andrew Darby, and Matt Carruthers. "From Finding Aids to Wiki Pages: Remixing Archival Metadata with RAMP." *The Code4Lib Journal*, Issue 22, October 14, 2014.
- Baucom, Erin. "An Exploration into Archival Descriptions of LGBTQ Materials." *The American Archivist*, Vol. 81, No. 1 (Spring/Summer 2018), pp. 65-83.
- Suárez, Armando. "Language Matters: Writing Inclusive Finding Aids and Description." *Archival Outlook*, July/August 2020.

Assignments:
    Post in the module 12 discussion forum and respond to at least one of your classmates' posts.

Optional Further Readings:
- Archives for Black Lives in Philadelphia, [Anti-Racist Description Resources](#)
- Harvard University Libraries, [Guidelines for Inclusive and Conscientious Description](#)
- [Protocols for Native American Archival Materials](#)
- Courtney Dean, ["Redescribing Japanese American Collections at UCLA",](#) pgs. 6-10, *Descriptive Notes*
- Tai, Jessica. ["The Power of Words: Cultural Humility as a Framework for Anti-Oppressive Archival Description,](#)" in "Radical Empathy in Archival Practice," eds. Elvia Arroyo-Ramirez, Jasmine Jones, Shannon O'Neill, and Holly Smith. Special issue, Journal of Critical Library and Information Studies 3.
- [CHANGE THE SUBJECT,](#) a documentary about labels, libraries, and activism
- Tang, Annie; Berry, Dorothy; Bolding, Kelly; and Winston, Rachel E., ["Toward Culturally Competent Archival (Re)Description of Marginalized Histories](#)" (2018). Library Presentations, Posters, and Videos. 23.

Finals (December 3-9)

Work on your final project.

Final project due Saturday, December 9th.