L & I SCI 752: ARCHIVAL OUTREACH – PROGRAMS AND SERVICES

UWM SOIS
ONLINE – D2L

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COURSE DESCRIPTION:

An introduction to archival outreach and reference services for sustaining an archival program committed to public service. PREREQUISITES: L&I SCI 650 – Introduction to Modern Archives Administration or consent of instructor.

LEARNING OBJECTIVES:

Upon completion of the course, the student should be able to:

- Understand and apply approaches to archival reference interviews as discussed in the archival literature
- Understand and apply approaches to archival outreach as discussed in the archival literature

ADDITIONAL COMPETENCIES:

Upon completion of this course, students should be able to:

1. Identify and make a persuasive argument for or against the application of specific technologies to aid in accessing different archival resources
2. Identify effective methods for archival outreach based on resources available to a repository
3. Understand the value of archives and records from a socio-cultural framing
4. Be able to conduct a reference interview
5. Identify the different stakeholders associated with any archive
6. Explain the nature of records and archives to a layperson
7. Describe and explain the various tensions associated with providing access and reference service
8. Understand and define core LIS/Archival concepts such as Information-Seeking Behavior (ISB), Access, Ownership, Trust, Evidence, Accountability, Authority, and Professional Responsibility as they pertain to the processes/archival functions of outreach and reference.

TEXTS:

Note: This book will not be available at the UWM bookstore. You can easily purchase this online at most book vendors. However, if you are an SAA member you can take advantage of the member discount and buy it directly through the SAA bookstore.

All other readings will be available online or through D2L.

ASSIGNMENTS AND GRADING PARAMETERS:

This class will make heavy use of a class wiki: https://sois752-spring2012.wikispaces.com

1. Class Participation and Weekly Activities (35%):

   Students are expected to do the readings and contribute substantive multiple postings each week. In addition, students are expected to engage in course activities, as assigned, for each week. Example of a course activity: Students will write synopses of case studies and post them in the wiki for other students to read; students will participate in reference interviews; students will do thought experiments in which they are assigned stakeholders with competing interests and they will explore how to balance stakeholder’s needs; etc.

   Additional parameters will be provided regarding the assignments of case studies and encyclopedia entries (see #2 below).

2. Encyclopedia Entry (15%):

   Each student will be assigned one or more concepts that he or she is responsible for. Students will devise encyclopedia entries that explain the concept and contextualize it within archival studies. Students will add these to the wiki so that other students can learn from them.

3. Paper or Plan (50%)

   Option A: Major Paper

   Students will write a major paper exploring some aspect of reference and outreach. Parameters to be determined.

   Option B: Outreach Plan

   Students will prepare a detailed outreach plan for a given repository. The outreach plan will include an analysis of how technology may be used for outreach, as well as other elements. Parameters to be determined.

Assignments must adhere to a formal citation style (Chicago, APA, MLA, etc.). Chicago is the standard most commonly seen in Archives journals. If you choose the major paper option, you should think about using Chicago as it will make it easier for you if you plan to publish the paper. Spacing on assignments should be 1.5 spaces between lines, with 1” margins. If you are using Word 2010, the default spacing is fine. Please use one of the following file formats: .docx, .doc, .odt, .pdf
In addition to the grading parameters specified below for each item, all assignments must be complete and on-time to receive full credit.

**GRADING:**

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**DUE DATES AND ASSIGNMENT CHART:**

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<td>Participation and Class Activities</td>
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<td>Paper or Plan</td>
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**POLICIES:**

**Plagiarism:** In accordance with University policy (see the appropriate part of the [Graduate Student and Faculty Handbook](http://www.uwm.edu/Libraries/courses/searchpath/mod6/04-plagiarism.html)), plagiarism in assignments, exams, or other class contributions will not be tolerated. This includes uncited cutting and pasting from Internet resources. Evidence of plagiarism will be handled within the guidelines of [Student Academic Disciplinary Procedures of the Wisconsin Administrative Code](http://www.uwm.edu/Libraries/courses/searchpath/mod6/04-plagiarism.html). If you are unsure about the definition of plagiarism, see the UWM Libraries tutorial at [http://www.uwm.edu/Libraries/courses/searchpath/mod6/04-plagiarism.html](http://www.uwm.edu/Libraries/courses/searchpath/mod6/04-plagiarism.html)

**D2L and Student Privacy:** Certain SOIS courses utilize the instructional technology Desire to Learn (D2L) to facilitate online learning. D2L provides instructors the ability to view both individual data points and aggregate course statistics, including the dates and times individual students access the system, what pages a student has viewed, the duration of visits, and the IP address of the computer used to access the course website. This information is kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA), but may be used for student evaluation.
Accommodations: If you will need accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

For other UWM policies applicable to this course, please see the SOIS Uniform Policy Statement for Syllabi, in the CONTENT of the D2L site.
COURSE SCHEDULE

NOTE: This course operates on a Monday - Friday schedule. All readings are assigned on the day indicated below and due for discussion by the Friday following. I will answer questions throughout the week and will post wrap-ups on the weekend. If you need the weekends to do your classwork, you should begin the Monday readings on the Saturday preceding.

WEEK 1: January 23
Introduction

TOPICS: Goals/purposes of class, Introduction of terms, Exploration of technologies, sign-ups for Encyclopedia Entries.

ENCYCLOPEDIA ENTRIES: Information-Seeking Behavior, Reference, Outreach

READINGS (45+ pp):


3. TBD.

WEEK 2: January 30
People, Part I

TOPICS: Domains/User groups, information-seeking behavior

ENCYCLOPEDIA ENTRIES: Domains

READINGS (39+ pp):


3. TBD

WEEK 3: February 6
Authority and Accountability, Part I

TOPICS: Symbolic value of the archive/fetish of the document, History of Archives

ENCYCLOPEDIA ENTRIES: Authority, Archon

READINGS (73+ pp):


3. TBD.

CASE STUDIES: TBD

WEEK 4: February 13
Authority and Accountability, Part II

TOPICS: Cross-cultural perspectives on authority, Uses of archives

ENCYCLOPEDIA ENTRIES: Accountability, Authenticity

READINGS (27+ pp):


2. TBD

CASE STUDIES: TBD

WEEK 5: February 20
Access, Part I

TOPICS: History of archives services, Uses of archives continued

ENCYCLOPEDIA ENTRIES: Access
**READINGS:**


2. TBD

**CASE STUDIES:** TBD

**WEEK 6: February 27**

Access, Part II

**TOPICS:** Rights (-to know, -of access, -to privacy), cross-cultural perspectives on rights

**ENCYCLOPEDIA ENTRIES:** Rights, Privacy

**READINGS:** TBD

**CASE STUDIES:** TBD

**WEEK 7: March 5**

Professional Responsibility, Part I

**TOPICS:** The role of the archivist, professional judgment

**ENCYCLOPEDIA ENTRIES:** Professional, Archivist

**READINGS:**


2. TBD

**CASE STUDIES:**


**WEEK 8: March 12**

Professional Responsibility, Part II
Topics: Trust, Cross-cultural concepts of the culture-keeper/archivist

ENCYCLOPEDIA ENTRIES: Trust

READINGS: TBD

CASE STUDIES: TBD

WEEK 9: SPRING BREAK (No Class)

WEEK 10: March 26
People, Part II

TOPICS: Stakeholders, Community relations

ENCYCLOPEDIA ENTRIES: Stakeholders, community relations/public relations

READINGS:


CASE STUDIES: TBD

WEEK 11: April 2
Processes, Part I

TOPICS: Community Assessments, outreach plans

ENCYCLOPEDIA ENTRIES: Communities

READINGS: TBD

CASE STUDIES: TBD

WEEK 12: April 9
Processes, Part II

TOPICS: Modes of delivery, Technologies

ENCYCLOPEDIA ENTRIES: Web 2.0, Archives 2.0
**READINGS:**


**WEEK 13: April 16**

**Processes, Part III**

**TOPICS:** Techniques, Exhibits, Tools

**READINGS:**


2. TBD

**CASE STUDIES:** TBD

**WEEK 14: April 23**

**Professional Responsibility, Part III**

**TOPICS:** Reference interview, Resources, Ways of knowing

**ENCYCLOPEDIA ENTRIES:** Reference Interview

**READINGS:** TBD

**CASE STUDIES:**


**WEEK 15: April 30**

**Explorations**

This is a special week in which there will be no assigned readings. Instead, students must go out and find examples of archives 2.0 to share with the class. These must be posted on Monday the 30th, so that the other students can explore what you found. **This means you need to plan ahead.** Our class activities this week will involve trying out the technologies (if possible) and writing brief assessments of the positives of each and areas of improvement or problems. You will also indicate which of the concepts we’ve
learned about relate to the example. For example: Say I find a twitter feed from an archive that describes its processing activities in French, German, and English. This could be related to outreach (since that is what the archive is doing), Authenticity and Authority (because the archive is assumed to have authentic information and authority in posting about it), Public Relations (because outreach is part of PR), Domains (people fluent in each of those languages), and Community (because the outreach is directed at both the twitter community and communities interested in the archival materials).

WEEK 16: NO CLASS - Paper or Plan due