

Archival Educators in MARAC

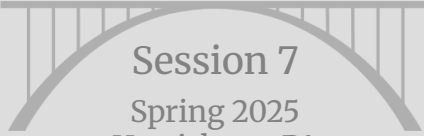
BUILDING THE BRIDGES BETWEEN THEORY & PRACTICE

Samantha Summerbell | *University of Pennsylvania*

Marie Elia | *University at Buffalo*

Melissa Wertheimer | *Library of Congress*

Chair: Jessica Grimmer | *University of Maryland, College Park*

A stylized graphic of a bridge with a large arch and vertical supports, rendered in a light gray color.

Session 7

Spring 2025
Harrisburg, PA



Building a Community of Care in Archival Education

Marie Elia | University at Buffalo
Archivist for Special Collections | *University Libraries*
Adjunct Instructor | *Department of Information Science*

University at Buffalo Libraries

Archivist for Special Collections, 2019–present

Processing Archivist, the Poetry Collection, 2013–2019

The Andy Warhol Museum, 2009–2013

Certified Archivist, 2020–

MLIS, University of Pittsburgh, 2008

MFA, Columbia University, 2007

Team Lead, EAC-CPF (Technical Subcommittee on Encoded Archival Standards)

Editor, *The Reading Room: A Journal of Special Collections*

Member, Advisory Board, UB Department of Information Science

UB Department of Information Science (MSILS)

Archival Arrangement & Description (LIS570)

Six weeks, summer, no prerequisite

2018-present

Modified existing course

Regularized

Archives & Records: Practices & Principles (LIS572)

15 weeks, fall, no prerequisite

2020-present

New course replacing two introductory courses (archives and RM)

Regularized



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UB Department of Information Science (MSILS)

Archival Arrangement & Description (LIS570)

Six weeks, summer, no prerequisite

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Archives & Records: Practices & Principles (LIS572)

15 weeks, fall, no prerequisite

2020-present

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Regularized



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Guidelines for a Graduate Program in Archival Studies

“... a graduate program in archival studies will also ground its instruction in matters of **archival ethics, professionalism, advocacy, and social justice.**”

tinyurl.com/SAAGrad

Guidelines for a Graduate Program in Archival Studies

- ✓ Ethical and legal dimensions of archival work
- ✓ Professional and social responsibilities to help redress historic inequities/injustices
- ✓ Diverse perspectives about records, archives, and the profession
- ✓ How diverse archival traditions affect relationships with donors, records creators, users, and communities

Guidelines for a Graduate Program in Archival Studies

A. Core Archival Knowledge Components:

- 1) Knowledge of Archival Material and Functions
- 2) Knowledge of the Profession
- 3) Contextual Knowledge

Guidelines for a Graduate Program in Archival Studies

A. Core Archival Knowledge Components:

- 1) Knowledge of Archival Material and Functions
- 2) Knowledge of the Profession
- 3) Contextual Knowledge
 - a) Social and Cultural Context
 - d) Underserved & Underrepresented Communities

Guidelines for a Graduate Program in Archival Studies

B. Complementary Knowledge:

The interdisciplinary nature of archival studies arises from the complexity of archival materials, the contexts of their creation, the multiplicity of their potential uses, and the many roles that graduates of archival studies programs fill. Graduates will be knowledgeable about significant theories, methods, and practices in allied professions and fields.

Challenges for an Introductory Course

Students are new to the discipline with little or no experience as users.

Archival theory is complex and interdisciplinary.

Course is online and asynchronous.



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Challenges for an Introductory Course

Students are new to the discipline with little or no experience as users.

Establish a cohort of learners, including myself.

Archival theory is complex and interdisciplinary.

Invite and value contributions from personal and professional experience.

Course is online and asynchronous.

Offer opportunities for thoughtful, intentional interactions.



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Responding with Empathy / Building Community

Critical Archival Theory

Term coined by Ricky Punzalan in 2010, further defined by Michelle Caswell in 2016

- ✓ Explains what is wrong with the current state of archival and recordkeeping practice and research and identifies who can change it and how
- ✓ Posits achievable goals for how archives and recordkeeping practice and research in archival studies can and should change
- ✓ Provides norms and strategies and mechanisms for forming such critique

Responding with Empathy / Building Community

Ethic of Care

“Perhaps the most important characteristic of an ethic of care is that within it, moral situations are defined not in terms of rights and responsibilities but in terms of relationships of care.....

An ethic of care constitutes a view of self, relationships, and social order that may be incompatible with the emphasis on individual rights that is so predominant in Western, liberal, democratic societies.”

— Joan C. Tronto, “Beyond Gender Difference to a Theory of Care,” 1987

Responding with Empathy / Building Community

Radical Empathy

“Radical empathy welcomes us to reflect: what kind of archival work and archival profession are we building together?”

— Elvia Arroyo-Ramírez, Jasmine Jones, Shannon O’Neill, and Holly Smith,
“An Introduction to Radical Empathy in Archival Practice,” 2021

Responding with Empathy / Building Community

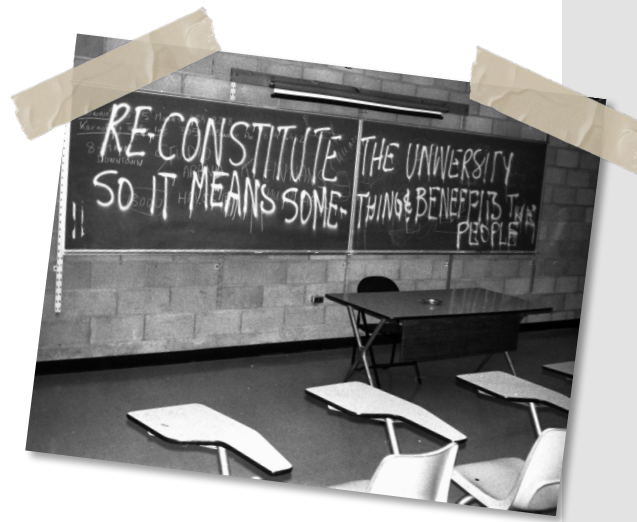
Slow Archives

“Slowing down creates a necessary space for emphasizing how knowledge is produced, circulated, and exchanged through a series of relationships.... It opens the possibility of seeing the intricate web of relationships formed and forged through attention to collaborative curation processes that do not default to normative structures of attribution, access, or scale.”

— Kimberly Christen & Jane Anderson, “Toward Slow Archives,” 2019

Person-Centered Archival Education

- ✓ Communicate expectations from the beginning.
- ✓ Be flexible where possible and useful.
- ✓ Encourage contributions from lived experiences.
- ✓ Focus on developing critical responses while providing resume-ready skills.



Diefendorf Annex, September 1970
Campus Unrest records 3/5/974

Person-Centered Archival Education

- ✓ Manageable schedule:
 - Balance course progression with flexibility
 - Release content early
 - Organize instruction and assignments in learning modules
 - Allow time at the end of the course
- ✓ Accessible content:
 - Mix of instruction videos, readings, and A/V content
 - Captions, transcripts, and slides
 - Optional Zoom sessions, staggered



UB : LEARNS LIS 572LEC OA1: Archvs & Rcrds: Prctc...  

[Course Home](#) [Content](#) [Announcements](#) [Assessments](#) [Grades](#) [Classlist](#) [Class Progress](#) [Help](#)



 Overview

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START HERE >> Course Setup ✓

Syllabus ✓
Begins August 22

Discussion Board

Assignments 5
Begins September 1

**Module 1: Introduction
& Foundational
Concepts, August 26-
September 8** ✓
Begins August 26

Module 1 Readings & Resources ✓

Module 1 Videos ✓

Module 1: Introduction & Foundational Concepts, August 26-September

 Starts Aug 26, 2024 5:00 AM

 Download

100 % 4 of 4 topics complete

Module 1 Readings & Resources

Module 1 Videos

[Module 1: Archives & Records Overview](#) ▾

 Video

[Module 1: Foundational Concepts](#) ▾

 Video

[Module 1 Readings](#) ▾

 Video

COURSE SCHEDULE

Unit	Topic(s)	Assignments
Weeks 1-2 (8/26-9/8)	Introduction and foundational concepts	
Weeks 3-4 (9/9-9/22)	Records management	<i>Records Retention Schedule, due 9/25</i>
Weeks 5-6 (9/23-10/6)	Appraisal and acquisition	<i>Collection Development Policy, due 10/9</i>
Weeks 7-8 (10/7-10/20)	Arrangement and description <i>Note: FALL BREAK, 10/14-10/15</i>	
Week 9 (10/21-10/27)	Preservation	<i>Accession Record / Processing Plan, due 10/30</i>
Week 10 (10/28-11/3)	Ethics and legal responsibilities	
Weeks 11-12 (11/4-11/17)	Reference, outreach, and advocacy	<i>Collection-Level Finding Aid, due 11/20</i>
Week 13 (11/18-11/24)	Professional engagement	
Week 14 (11/25-12/1)	<i>Thanksgiving break</i>	
Week 15 (12/2-12/9)	Course review and wrap-up	<i>Literature Review, due 12/9</i>

Person-Centered Archival Education

- ✓ Balance theory and practice
 - Research and practical applications
 - Focus on developing critical responses while providing resume-ready skills
 - Professional development
- ✓ The message board ...



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Graded Discussions

Starts Aug 23, 2024 2:00 PM

Module 1 Discussion: Foundational

Updated

Discussion Topic

Available on Aug 30, 2024 12:01 AM. Submission restricted before availability starts.

Module 2 Discussion: Records Management

Updated

Discussion Topic

Available on Sep 6, 2024 12:01 AM. Submission restricted before availability starts.

Module 3 Discussion: Appraisal and Acquisition

Updated

Discussion Topic

Available on Sep 21, 2024 12:01 AM. Submission restricted before availability starts.

Module 4 Discussion: Arrangement & Description

Updated

Discussion Topic

Available on Sep 27, 2024 12:01 AM. Submission restricted before availability starts.

Module 5 Discussion: Preservation

Updated

Discussion Topic

Available on Oct 11, 2024 12:01 AM. Submission restricted before availability starts.

Module 6 Discussion: Ethics and Legal Responsibilities

Updated

Discussion Topic

Available on Oct 18, 2024 12:01 AM. Submission restricted before availability starts.

Module 7 Discussion: Reference and Outreach

Updated

Discussion Topic

Available on Nov 1, 2024 12:01 AM. Submission restricted before availability starts.

Module 8: Professional Engagement

Discussion Topic

Module 1 Discussion: Foundational

Group 1 (Nation, Ortiz, Rasmussen, Spink, Walker): Post your initial responses by September 3.

Everyone else: Post your responses by September 10.

[Start a New Thread](#)

Filter by: [All Threads](#)

Birdsall; Two Sides of the Desk

posted Sep 7, 2024 8:07 PM [Subscribe](#)

While many of the readings were interesting, the one I found the most intriguing had to be William Birdsall's paper about the growth of archivists as a separate

[more](#)

0 10 54
Unread Replies Views

Module 1

posted Sep 7, 2024 3:36 PM [Subscribe](#)

This week's foundational materials were thought-provoking, and I found the intersection of two articles particularly compelling. In his article, Jimerson uses the

[more](#)

0 6 57
Unread Replies Views

Module 1 Discussion: SAA x RBMS

posted Sep 3, 2024 11:38 PM [Subscribe](#)

Hi, everyone. Interesting articles this week. I enjoyed reading about the longer evolution of the archival profession and how concepts and theories have shifted, both over time and



Thank you!

Samantha Summerbell | samantha.dodd@asc.upenn.edu

Marie Elia | eliam@buffalo.edu

Melissa Wertheimer | mwer@loc.gov

COURSE DESCRIPTION

This course is a survey of the principles and practices of archives and records management. It will address the decisions archivists and records managers make while adhering to professional standards, values, and ethics. We will discuss how the fields of archives and records management complement each other, how they differ, and how they function within the larger field of information science and with allied professions. We will also address how archival practice informs and is informed by society, emphasizing the history and development of records and recordkeeping systems and the institutions and communities responsible for them. Through lectures, foundational readings, discussion, independent research, and practical application, students will learn how archivists and records managers apply complex theoretical concepts in their work to preserve and provide access to materials. I teach from a [critical archival studies](#) framework, which is in line with contemporary and emerging archival science scholarship and practice. We will examine how power structures have shaped the development of archival practice and how we can use our work to create more just and equitable relationships among record creators, record users, and recordkeepers.

REQUIRED MATERIALS AND TECHNOLOGY

All readings will be available through UB Learns or available online at no cost. If you need accessible course materials, please refer to the **Accessibility Services and Student Services** section of this syllabus. To participate effectively in this course, the university recommends [these minimum capabilities](#).

COURSE COMMUNICATION

Student Identity

Everyone has the right to be addressed and referred to by the chosen name and pronouns that correspond to their gender identity, including the use of non-binary pronouns. Students can enter their pronouns into [HUB](#) and have those pronouns displayed in the system. Pronouns will appear in *HUB Student Center*, *HUB Faculty Center*, *HUB Admin Access*, *Slate (Admissions system)*, and *Class rosters*.

You do not need to provide this information to the university for us to address you appropriately. Whether you enter this information into UB's system or not, you can provide your name and pronouns in your introduction post if you feel comfortable doing so. I will use the name and pronouns that you provide, and I expect everyone in the class to do the same. If you would like me and/or your classmates to change how we address you at any point in the semester, we will do so. If you are corrected after making a mistake or misgendering another student, briefly apologize, correct yourself, and move on. If you feel your identities are not being respected, including by me, please contact me, but if you do not feel comfortable doing so, consider reaching out to UB's [Office of Equity, Diversity and Inclusion](#).

Email, Announcements, and Discussion Posts

I will post in the **Announcements** section of our course site to inform you of any news, changes in instructions or deadlines, cancellations, etc. Depending on your Brightspace notification settings, an announcement will also generate an email to you. Check your notification settings by clicking on your name in Brightspace and choosing "Notifications." You can also use the Pulse app for [iOS](#) or [Google Play](#).

If I need to contact you directly, I will email your UB email account. You must check this account regularly while enrolled in this class.

Use the **Questions for the Instructor** forum in the discussion board for general questions and clarifications, especially regarding assignments; it is likely that someone else in the class has the same question, and they will be able to see my response.

If you have a question or concern related to your personal circumstances, contact me directly via email. I check email and discussion posts daily, including weekends, and aim to respond within 48 hours.

GRADING

I will provide a grading rubric for each assignment. See below for weight of individual assignments.

Weight / Points	Assignment
21% / 105 points	Discussion posts (15 points each)
10% / 50 points	Records Retention Schedule
9% / 45 points	Collection Development Policy Analysis
15% / 75 points	Accession Record and Processing Plan
20% / 100 points	Collection-Level Finding Aid
25% / 125 points	Literature review
100% / 500 points	TOTAL

Grade	Quality Points	Percentage	Points
A	4.000-3.671	93.0-100.0	465-500
A-	3.670-3.331	90.0-92.9	450-464
B+	3.330-3.001	87.0-89.9	440-449
B	3.000-2.671	83.0-86.9	415-439
B-	2.670-2.331	80.0-82.9	400-414
C+	2.330-2.001	77.0-79.9	395-399
C	2.000-1.671	70.0-69.9	365-394
C-	1.670-1.331	70.0-72.9	350-364

Assignment Extensions: I recognize that many of you are balancing work, education, and family obligations which may affect your ability to keep to the course schedule. If your assignment will be late, please email me to let me know. You do not need to elaborate on your personal situation. I am flexible with due dates throughout the term, but falling too far behind jeopardizes your ability to complete the course successfully. The deadline for all work is the last day of class. In extenuating circumstances, you may request an incomplete.

Incompletes: For all graduate-level courses, an interim grade of incomplete (I) may be assigned if the student has not completed all requirements for the course. A grade of I can be assigned only if the student has a passing average in course requirements already completed and successful completion of unfinished coursework could result in a final grade better than the default grade. The instructor shall provide the student with specification, in writing, of the requirements left to be fulfilled. [Please see the full policy.](#)

ATTENDANCE POLICY

This course is asynchronous, and your presence is not required on specific days/times. Please see the section on **Assignment Extensions** above regarding late work. Several [religious holidays](#) fall within our semester together. I aim to provide coursework well enough in advance to prevent conflicts, but please contact me if religious observance or other personal obligations require an adjustment in your schedule.

COURSE SCHEDULE

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ASSIGNMENT DESCRIPTIONS

Detailed instructions for each assignment will be provided through UB Learns. Preferred deadlines are by midnight in your time zone, but I will give full credit for late assignments if you contact me ahead of time to request an extension and/or in extenuating circumstances.

DISCUSSION BOARD PARTICIPATION (21% / 105 points) | MS ILS Program Goal(s) addressed: 1-4

Assignment Objective: Earn a grade for participation and demonstrate that you have understood the assigned readings and lectures.

A group of students will be assigned to each module (i.e., Group 1 for Module 1), and each student in that group will post a reflection / discussion starter relevant to the topic; over the following week, everyone else will choose one of those posts and respond. Everyone must post once per module to earn credit, whether you are the conversation starter or a respondent; you are welcome to post more.

1. **RECORDS RETENTION SCHEDULE** (10%, 50 points) | MS ILS Program Goal(s) addressed: 1 & 2

Assignment Objective: Gain experience in using a retention schedule.

Using the provided SUNY records retention schedule, you will determine how long a set of records from a UB department should be retained.

2. **COLLECTION DEVELOPMENT POLICY** (9%, 45 points) | MS ILS Program Goal(s) addressed: 1, 2, & 3

Assignment Objective: Apply theory from readings and instruction to analyze a collection development policy.

You will identify an institution that holds archival materials and analyze their collection development policy.

3. **ACCESSION RECORD & PROCESSING PLAN** (15%, 75 points) | MS ILS Program Goal(s) addressed: 1, 2, & 3

Assignment Objective: Apply theory of arrangement to write a processing plan for a collection and gain experience using archival management software.

Using a collection of digital surrogates, you will survey the materials, create an accession record in ArchivesSpace, and propose a processing plan.

4. **COLLECTION-LEVEL FINDING AID IN ARCHIVESPACE** (20%, 100 points) | MS ILS Program Goal(s) addressed: 1-4

Assignment Objective: Apply theoretical understanding of description to create a finding aid and gain experience using archival management software.

Using the collection from Assignment 3, you will create an encoded finding aid using ArchivesSpace.

5. **LITERATURE REVIEW** (25%, 125 points) | MS ILS Program Goal(s) addressed: 1-4

Assignment Objective: Demonstrate your understanding of foundational concepts in archives administration and records management.

The review will be on a topic of your choice related to archives and record management.

ACCESSIBILITY SERVICES AND STUDENT RESOURCES

If you have any disability which requires reasonable accommodations to enable you to participate in this course, please contact the Office of Accessibility Resources in 60 Capen Hall, 716-645-2608 and also the instructor of this course during the first week of class. The office will provide you with information and review appropriate arrangements for reasonable accommodations, which can be found on the web:

<http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>.

ACADEMIC INTEGRITY

Students are held to a high level of accountability and are expected to uphold our standards of honesty in order to sustain a fair learning environment. It is your responsibility to review the [policies](#) and [procedures](#) for graduate students regarding academic integrity and ask for clarification if necessary. Of particular relevance to our course is the policy regarding previously submitted work: All work for this class must be original.

COURSE EVALUATIONS

You will have two opportunities to provide anonymous feedback about the course—in the middle of the semester and at the conclusion. Please provide your honest feedback; it is important to the improvement and development of this course. Feedback received is anonymous and I do not receive copies of the evaluations until after grades have been submitted for the semester. The department considers these evaluations when determining which courses to maintain as part of the curriculum.

COUNSELING SERVICES

As a student you may experience a range of issues that can cause barriers to learning or reduce your ability to participate in daily activities. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences. Counseling, Health Services and Health Promotion are here to help with these or other issues you may experience. You can learn more about these program and services by contacting:

Counseling Services

120 Richmond Quad (North Campus), 716-645-2720

202 Michael Hall (South Campus), 716-829-5900

<https://www.buffalo.edu/studentlife/who-we-are/departments/counseling.html>

HEALTH SERVICES

Michael Hall (South Campus), 716-829-3316

<https://www.buffalo.edu/studentlife/who-we-are/departments/health.html>

Office of Health Promotion

114 Student Union (North Campus), 716-645-2837

<https://www.buffalo.edu/studentlife/who-we-are/departments/health-promotion.html>

SEXUAL HARASSMENT/ VIOLENCE

UB is committed to providing a safe learning environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking. If you have experienced gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), UB has resources to help. This includes academic accommodations, health and counseling services, housing accommodations, helping with legal protective orders, and assistance with reporting the incident to police or other UB officials if you so choose. Please contact UB's Title IX Coordinator at 716-645-2266 for more information. For confidential assistance, you may also contact a Crisis Service Campus Advocate at 716-796-4399.

Please be aware UB faculty are mandated to report violence or harassment on the basis of sex or gender. This means that if you tell me about a situation, I will need to report it to the Office of Equity, Diversity and Inclusion. You will still have options about how the situation will be handled, including whether or not you wish to pursue a formal complaint. Please know that if you do not wish to have UB proceed with an investigation, your request will be honored unless UB's failure to act does not adequately mitigate the risk of harm to you or other members of the university community. You also have the option of speaking with trained counselors who can maintain confidentiality. [UB's Options for Confidentiality Disclosing Sexual Violence](#) provides a full explanation of the resources available, as well as contact information. You may call UB's Office of Equity, Diversity and Inclusion at 716-645-2266 for more information, and you have the option of calling that office anonymously if you would prefer not to disclose your identity.

STUDENT LEARNING OUTCOMES

By the end of the course students will demonstrate ability to

1. Understand and apply the basic concepts of archives administration and records management, including appraisal, acquisition/disposition, arrangement, description, preservation, access, use, and outreach.
2. Understand and discuss the evolution of methods and technologies used to create, store, organize, and preserve records, as well as the environments where records are created, managed, and used.
3. Understand how societies, cultures, organizations, and individuals create and keep records, with a focus on Western recordkeeping practice.
4. Understand the legal and ethical issues surrounding archives administration and records management.
5. Understand the structure, organization, literature, and current issues in the archives administration and records management professions.

This course addresses the MS in Information and Library Science Program Goals:

1. *Graduates demonstrate theoretical and conceptual understanding of information science, including the creation, representation, organization, retrieval, dissemination, use and curation of information.*
You will gain an understanding of the theoretical concepts underpinning archives administration and records management practice and gain experience writing policy, creating online discovery tools, and providing access to primary source materials.
2. *Graduates are prepared to apply disciplinary knowledge and skills in a variety of information contexts.*
You will develop skills in archives administration and records management suitable for a variety of information management positions, including public and academic libraries, corporate environments, and cultural heritage organizations.
3. *Graduates demonstrate professional competences, including leadership, critical and analytical thinking, research, communication, collaboration, cultural competence, reflective practice, and adherence to professional ethics.*
You will gain knowledge of professional standards as well as methods to maintain and increase competencies critical to long term career success in the archives profession. This course also investigates how professional ethics and values relate to access of materials, and the literature review prepares you to write and publish a scholarly article in the field.
4. *Graduates demonstrate values, attitudes and behaviors that are essential for information and library professionals, including diversity, equity and inclusion.*
You will understand the powerful role of the archives professional in providing equal access to information for all potential users, in advocating for all users, and in creating inclusive information environments. The forum posts are an opportunity to lead and participate in discussions with your peers and future colleagues about issues specific to the archives field but relevant to all information management careers.

Module 1: Introduction & Foundational Concepts (2 weeks)	SAA Core Values Statement and Code of Ethics Society of American Archivists' June 2 Statement on Black Lives and Archives SAA Definition of "Archives," "Record," "Document," "Archivist," "Manuscript," "Manuscript collection" Birdsall, W. (1975). The Two Sides of the Desk: The Archivist and the Historian, 1909-1935. <i>The American Archivist</i>, 38(2), 159-173. Buckland, Michael. "What is a 'document'?" Caswell, Michelle. "'The Archive' Is Not an Archives: On Acknowledging the Intellectual Contributions of Archival Studies." <i>Reconstruction: Studies in Contemporary Culture</i> 16:1 (2016) (special issue "Archives on Fire"). Cook, Terry. 1997. "What Is Past Is Prologue: A History of Archival Ideas Since 1898, and the Future Paradigm Shift." <i>Archivaria</i> 43 (February). Duchemin, Michel. "The History of European Archives and the Development of the Archival Profession in Europe." <i>The American Archivist</i> 55, no. 1 (1992): 14-25. Gracy, David B. "The Principles" in <i>An Introduction to Archives and Manuscripts: The Principles</i> in An Introduction to Archives and Manuscripts - Alternative Formats (New York: Special Libraries Association, 1981). Jimerson, Randall. 2006. "Embracing the Power of Archives." <i>The American Archivist</i> 69 (1): 19–32. <i>Suggested Viewing:</i> Archives Have the Power to Boost Marginalized Voices Dominique Luster TEDxPittsburgh
Module 2: Records Management (2 weeks)	Records Retention Policy at SUNY Atherton, Jay. "From Life Cycle to Continuum: Some Thoughts on the Records Management-Archives Relationship." <i>Archivaria</i>, no. 21 (1986): <i>Archivaria</i>, January 1986, Issue 21. Atherton, Jay. "From Life Cycle to Continuum: Some Thoughts on the Records Management-Archives Relationship." <i>Archivaria</i>, no. 21 (1986): <i>Archivaria</i>, January 1986, Issue 21. - Alternative Formats Cumming, Kate. "Ways of Seeing: Contextualising the Continuum." <i>Records Management Journal</i> 20, no. 1 (2010): 41-52. Cumming, Kate. "Ways of Seeing: Contextualising the Continuum." <i>Records Management Journal</i> 20, no. 1 (2010): 41-52. - Alternative Formats Evans, Joanne, Sue McKemmish, and Greg Rolan. "Critical Approaches to Archiving and Recordkeeping in the Continuum," in "Critical Archival Studies," eds. Michelle Caswell, Ricardo Punzalan, and T-Kay Sangwand. Special issue, <i>Journal of Critical Library and Information Studies</i> 1, no.2 (2017). DOI: 10.24242/jclis.v1i2.35. Geoffrey Yeo. "Concepts of Record (1): Evidence, Information, and Persistent Representation," <i>American Archivist</i> 70 (2007): 315-343. Modeling Cross-domain Task Force, "Appendix 16: Overview of the Records Continuum Concept," [electronic version] in <i>International Research on Permanent Authentic Records in Electronic Systems (InterPARES) 2: Experiential, Interactive and Dynamic Records</i>, Luciana Duranti and Randy Preston, eds. (Padova, Italy: Associazione Nazionale Archivistica Italiana, 2008). <i>For reference; not necessary to read all now:</i> PARBICA "Recordkeeping for Good Governance" Toolkit <i>Suggested Reading:</i> Tansey, Eira. "The Necessary Knowledge." (blog post). Annotated text of keynote given on 10/25/2017 at the National Digital Stewardship Alliance's "Digital Preservation 2017" Conference in Pittsburgh, PA

Module 3: Appraisal & Acquisition (2 weeks)	Carter, Rodney. "Of Things Said and Unsaid: Power, Archival Silences, and Power in Silence." <i>Archivaria</i>, no. 61 (2006): 215-33 Cook, Terry. "We Are What We Keep; We Keep What We Are": Archival Appraisal Past, Present and Future. <i>Journal of the Society of Archivists</i>, (32)2 (2011): 173-189. Ham, F. Gerald. "The Archival Edge." <i>The American Archivist</i> 38 (1) (1975): 5–13. Foscarini, Fiorella. "Appraisal in Four Paradigms," In Terry Eastwood and Heather MacNeil, Eds. <i>Currents of Archival Thinking</i>, 2e (Santa Barbara: Libraries Unlimited, 2017), 107-134 Katie Shilton and Ramesh Srinivasan. "Participatory Appraisal and Arrangement for Multicultural Archival Collections," <i>Archivaria</i>, 63, (2007): 87–101 Warren, Kellee E. "We Need These Bodies, But Not Their Knowledge: Black Women in the Archival Science Professions and Their Connection to the Archives of Enslaved Black Women in the French Antilles." <i>Library Trends</i>, vol. 64 no. 4, 2016, p. 776-794. Project MUSE, doi:10.1353/lib.2016.0012 <i>Suggested Reading:</i> Michelle Caswell, "Dusting for Fingerprints: Introducing Feminist Standpoint Appraisal," <i>Journal of Critical Library and Information Studies</i> (2019) <i>Suggested Listening:</i> Jason Okundaye: My hunt for a missing TV episode – and what it shows about being Black in Britain
Module 4: Arrangement & Description (2 weeks)	Kathleen D. Roe, <i>How to Manage Processing in Archives and Special Collections</i> Luciana Duranti, "Origin and Development of the Concept of Archival Description" Mark A. Greene and Dennis Meissner, More Product, Less Process: Revamping Traditional Archival Processing. <i>The American Archivist</i>, Vol. 68 (Fall/Winter 2005) Weatherly A. Stephan, The Platinum Rule Meets the Golden Minimum: Inclusive and Efficient Archival Description of Oral Histories Rachel Searcy, Beyond Control: Accessioning Practices for Extensible Archival Management. <i>Journal of Archival Organization</i>, 14:3-4, 153-175. Elizabeth Dunham and Xaviera Flores, "Breaking the Language Barrier: Describing Chicano Archives with Bilingual Finding Aids," <i>The American Archivist</i> 77:2 (Fall/ Winter 2014): 499- 509 Amy C. Vo: Archival Imagination: Considering the Subjects in the DuBois S. Morris Papers Resources: Describing Archives, A Content Standard: Preface, Statement of Principles, and Overview of Archival Description (DACS) <i>See also</i> International Council on Archives (ICA), ISAD(G): General International Standard Archival Description Guidelines for Efficient Archival Processing in the University of California Libraries <i>Suggested Reading & Viewing:</i> Piloting Reparative Description and Metadata in SNAC via the Indigenous Description Group Introduction to Conscious Editing: Dorothy Berry, Digital Collections Program Manager at Houghton Library, Harvard University

Module 5: Preservation (1 week)	NEDCC Preservation 101. Review Session 1, Introduction to Preservation, but feel free to explore all the sessions. Elizabeth J., & Cloonan, M.V. (2020). Advancing Preservation for Archives and Manuscripts. Society of American Archivists. (Section I: Preservation Frameworks, chapters 2-3) Sangwand, T. (2018). Preservation is Political: Enacting Contributive Justice and Decolonizing Transnational Archival Collaborations. KULA: knowledge creation, dissemination, and preservation studies 2(1): 10. DOI: https://doi.org/10.5334/kula.36 Phillips, J. (2015). A Defense of Preservation in the Age of MPLP. The American Archivist, 78(2) Guest Lecture: Sarah Cogley, Digital Archivist, University at Buffalo. <i>Suggested Listening:</i> Archiving Black America, with Maya Millett
Module 6: Ethics & Legal Responsibilities (1 week)	Oestreicher, Cheryl. 2020. Reference and Access for Archives and Manuscripts, chapter 9, Legal Regulations IFLA-ICA Statement on Privacy Legislation and Archiving Mallea, C.A. (2023) "Using Metadata To Mitigate The Risks Of Digitizing Archival Photographs Of Violence And Oppression," Journal of Contemporary Archival Studies: Vol. 10, Article 14. Available at: https://elischolar.library.yale.edu/jcas/vol10/iss1/14 Regehr, C., Regehr, K., Birze, A., & Duff, W. (2023). Troubling Records: Managing and Conserving Mediated Artifacts of Violent Crime. Archivaria 95, 6-40. https://www.muse.jhu.edu/article/899511. Resources recommended by UB Digital Archivist: Barrera-Gomez, Julianna and Ricky Erway. 2013. Walk This Way: Detailed Steps for Transferring Born-Digital Content from Media You Can Read In-house. Dublin, Ohio: OCLC Research. The future of email archives: a report from the Task Force on Technical Approaches for Email Archives, August 2018 / sponsored by The Andrew W. Mellon Foundation and Digital Preservation Coalition. A deeper dive: Digital Preservation Handbook, 2nd Edition, https://www.dpconline.org/handbook Digital Preservation Coalition © 2015. Dooley, Jackie. 2015. The Archival Advantage: Integrating Archival Expertise into Management of Born-digital Library Materials. Dublin, Ohio: OCLC Research. <i>Suggested listening:</i> Organizing Ideas podcast, ep 30: Witnessing and Reconsidering Personal Archives with Clara Giménez-Delgado Jacquelyn Ogorchukwu Iyama: Remembering is Resistance: Archival Practices to Disrupt Memoricide
Module 7: Reference, Outreach & Advocacy (2 weeks)	Abolition in Special Collections: Reading the Room zine Danielson, Elena S. Preserving access as a core value in the digital era. Archival values : essays in honor of Mark A. Greene Author: Christine Weideman; Mary A Caldera; Mark A Greene Publisher: Chicago : Society of American Archivists, 2019. Oestreicher, Cheryl. 2020. Reference and Access for Archives and Manuscripts, chapter 4, Reference Interaction, and chapter 5, Physical access

Module 7, continued	O'Neal, Jennifer R. 2015. "'The Right to Know': Decolonizing Native American Archives," Journal of Western Archives: Vol. 6: Iss. 1, Article 2 Wiedeman, Gregory. 2019. "The Historical Hazards of Finding Aids." University Libraries Faculty Scholarship Williams, Stacie. Implications of Archival Labor. Sutherland, Tonia and Alyssa Purcell. 2021. A Weapon and a Tool: Decolonizing Description and Embracing Redescription as Liberatory Archival Praxis. The International Journal of Information, Diversity, & Inclusion, 5(1). Resources: Protocols for Native American Archival Materials <i>Suggested reading:</i> Douglas, J., Alisauskas, A., and Mordell, D. "Treat Them with the Reverence of Archivists" Records Work, Grief Work, and Relationship Work in the Archives. Archivaria The Journal of the Association of Canadian Archivists
Module 8: Professional Engagement (1 week)	No required readings for this module, but suggestions: When WHITE Libraries Happen to BLACK Collections: Pathways from Marginalization to Empowerment (Cornell University Library, Rare and Distinctive Collections (RAD) Hour) Cooke, Nicole A., Kellee E. Warren, Molly Brown, and Athena Jackson. "It Starts at Home: Infusing Radical Empathy into Graduate Education," 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