	Palmer School of Library & Information Science
LIU LONG ISLAND UNIVERSITY	**LIS 705 Principles and Practices in Archival Description: *DACS* and EAD** Fall 2016 Instructor: Prof. J. Fernando Peña

Time and Place

Completely online, over 14 weeks from September 7 to December 18, 2016, with four or five optional class meetings to be scheduled at Palmer's Manhattan Campus at Bobst Library/NYU or via Adobe Connect or another synchronous medium (more details to follow).

Lessons in this online course will primarily be delivered asynchronously via Blackboard. Lessons and modules are divided into 14 weeks, one module per week. Weekly modules will begin on Monday (except for the first week of class, which begins on Wednesday, September 7, and on Columbus Day, when the week begins on Tuesday, October 11) and will end on the following Sunday, 11:59 p.m. Eastern Standard Time. *Students should complete all assignments for each weekly module by Sunday (unless otherwise noted on Blackboard) if they expect to receive full credit. Written exercises, discussion board posts and other work submitted late will be accepted but will not receive full credit*.

Instructor Contact Information

Bobst Library, NYU, Suite 937, 70 Washington Square South, New York, N.Y. 10012; tel. 212-998-2681 (office), email fernando.pena@liu.edu. You may also contact me on my personal mobile phone if necessary (646-721-7680). Emails or mobile phone texts are always preferable to phone calls.

Instructor Office Hours

Tuesdays 3-5 p.m. and Wednesdays 3-5 p.m. and preferably by appointment, in my office in the Palmer suite at NYU's Bobst Library (9th floor). Also available on other days and times and occasionally at the C.W. Post campus, and by appointment.

Course Description

Explores the principles of archival description as expressed in *Describing Archives: A Content Standard* (*DACS*) and implementation of those principles through Encoded Archival Description (EAD) and MARC structures. Other topics will include the history and development of archival description; issues and technologies related to current archival descriptive standards; authority and subject analysis work in archival description; and an introduction to Encoded Archival Context-Corporate Bodies, Persons, and Families (EAC-CPF).

Course Learning Objectives

At the end of this course, students will be able to—

- Explain important concepts of archival organization, including the principles of provenance/ *respect des fonds* and original order, and concepts related to archival description, including archival processing, organization and arrangement, authority control, and subject analysis.
- Discuss the history and practice of archival processing and description, including *DACS* and EAD, especially as they relate to other standards for describing primary source and cultural heritage materials in use today (e.g., the *Descriptive Cataloging of Rare Materials* suite of guidelines issued by ACRL/RBMS).
- Apply and utilize rules in *Describing Archives: A Content Standard* (*DACS*) to create finding aids and MARC bibliographic records accessible through standard online library catalogs.

- Create basic archival descriptions and finding aids using Encoded Archival Description (EAD), and explain the context out of which EAD emerged.
- Create basic archival authority records using Encoded Archival Context-Corporate Bodies, Persons, and Families (EAC-CPF) standards.
- Explain current issues in integrating archival descriptive standards into basic archival processing work flows.

Palmer School Learning Goals

This course, which focuses on archival descriptive practices, addresses Palmer School learning goal 2 ("Utilize a broad range of approaches, systems, and technologies to manage and deliver information") and all of its subsidiary student learning objectives (SLOs):

- a. use professional standards to manage and deliver information resources in a variety of formats;
- b. use systems for organizing and structuring information and knowledge;
- c. search, retrieve and synthesize information from a variety of systems and sources; and
- d. evaluate information systems and technologies.

Information Systems and Technology

Students in this course will also become familiar and gain a hands-on working knowledge with the following current archival and library information systems:

- ArchiveGrid
- ArchivesSpace
- OCLC Connexion
- Oxygen XML Editor (optional)

Required Textbooks and Course Readings

The following major textbooks will be required for this course:

Describing Archives: A Content Standard. 2nd edition. Chicago: Society of American Archivists, 2013 (revised March 2015).
[Available as a free 198-page PDF download through the SAA at http://files.archivists.org/pubs/*DACS*2E-2013_v0315.pdf; other versions, including a web version and a $29.95 print version, are available at http://www2.archivists.org/groups/technical-subcommittee-on-describing-archives-a-content-standard-*DACS*/*DACS*#.V7ITjVWrpdz]

Roe, Kathleen D. *Arranging & Describing Archives & Manuscripts.* Chicago: Society of American Archivists, 2005.
[Available through the SAA website for $49 ($35 for members) at http://saa.archivists.org/store/arranging-and-describing-archives-and-manuscripts-afs-ii/243/; also available through Amazon, Barnes & Noble, etc.]

Fox, Michael J. and Peter L. Wilkerson. *Introduction to Archival Organization and Description.* Los Angeles: Getty Information Institute, 1998.
[Available as a free PDF download through the Getty Museum at http://www.getty.edu/publications/virtuallibrary/0892365455.html]

All other course readings, especially materials on EAD, are available freely online or will be made available on Blackboard.

Assignments and Final Grade

Students will be required to complete weekly discussion board posts as well as five written exercises designed to help them develop and apply knowledge and skills relevant to archival descriptive practices in use today (see table below for summary of assignments, and see Blackboard for full assignment descriptions).

Students will also complete a final paper (5-7 pages) analyzing and reflecting on the archival descriptive practices of three repositories of their choice (this will be preceded by a blog post on their preliminary analysis and reflection). For full credit, all assignments, including discussion board posts, must be submitted by the end of each weekly module on Sunday at 11:59 p.m. unless otherwise noted on Blackboard. Assignments and class participation are weighed as follows:

Assignment Description	Points Allotted
Participation in Discussion Boards (2-3 points each) Seven discussion boards on the readings or assignments every other week throughout the semester (full descriptions on Blackboard) *Various due dates weeks 1-12 (posts due on Sunday, 11:59 p.m. on weeks that discussion boards are assigned unless otherwise noted, although posting early is strongly encouraged)*	**20 points**
Five Written Exercises and Two Assessments/Quizzes Various (summary below, and full exercise descriptions for each on Blackboard) *Various due dates weeks 3-14*	**(60 points)**
Exercise 1 : Introducing Archival Arrangement and Description *Due end of week 3 (Sunday, September 25)*	**10 points**
Exercise 2: Using *DACS* *Due end of week 5 (Sunday, October 9)*	**10 points**
Exercise 3: Authority Control, Subject Analysis, and MARC in *DACS* Records *Due end of week 7 (Sunday, October 23)*	**10 points**
Assessment/Quiz 1: *DACS*, MARC, and EAD *Due end of week 9 (Sunday, November 6)*	**5 points**
Exercise 4: Using EAD *Due end of week 10 (Sunday, Nov. 13)*	**10 points**
Assessment/Quiz 2: Archival Authority Records in MARC and EAC-CPF *Due end of week 11 (Sunday, November 20)*	**5 points**
Exercise 5: Creating Archival Descriptions in ArchivesSpace *Due end of week 13 (Sunday, December 4)*	**10 points**
Final Paper & Blog Post: Archival Descriptive Practices in the Real World Blog post (5%) summarizing your preliminary findings on analysis of archival descriptive practices in institutions of your choice, and final 5-7 page paper (15%) *Blog post due end of week 14 (Sunday, December 11) and final paper due one week later (Sunday, December 18)*	**20 points**
TOTAL	**100 points (=100%)**

Class Participation

Because this is a fully online course, participation in all discussion board forums and responding to colleagues' questions, comments, and blog posts will comprise a full 20% of the final grade. Students

must participate in discussion board forums to receive participation credit each week (see "Class Participation and Discussion Board Grading Rubric" at the end of this syllabus for more details on how points will be allotted for class participation). Discussion boards in this online course may occasionally use of group-generated questions on course readings in which students creating questions must participate fully in order to receive class participation credit.

Planning Your Time

The State of New York mandates that a three-credit, for-credit course should require a minimum of about 150 hours. This is a rigorous, professional, graduate course. Students should prepare to spend more than 150 hours to get full benefit from the course. For assignments that are intermittent, students should divide their time weekly so that they are not overwhelmed by the fast paced schedule and due dates of discussion boards and graded exercises. For planning purposes, students may find the estimations of average time commitments below helpful.

Written exercises (5 x 8 hours each)	40 hours
Assessments/Quizzes (2 x 4 hours each)	8 hours
Weekly readings (14 weeks x 6 hours/week)	84 hours
Online discussion board and blog participation	
(7 sessions x 2 hours each)	14 hours
Final paper and blog post	15 hours
Total	161 hours
	(average 11.5 hours/week)

Grading

Most assignments and exercises in this class will be graded according to the following guidelines:

Letter Grade	GPA	Percentage Score	Definition
A	4.0	93-100%	*Outstanding achievement.* Student performance demonstrates full command of course materials and shows a high level of originality and/or creativity that far surpasses course expectations; grammatical errors, misspellings, and typos are minimal or non-existent.
A-	3.7	90-92%	*Very good work.* Performance demonstrates thorough knowledge of course materials and exceeds course expectations by completing all requirements in a superior manner; grammatical errors, misspellings, and typos are minimal (average one-two per page) or non-existent.
B+	3.3	87-89%	*Good work.* Performance demonstrates above-average comprehension of course materials and exceeds course expectations on all tasks as defined in the course syllabus; grammatical errors, misspellings, and typos are present (average two-three per page).
B	3.0	83-86%	*Adequate work.* Performance meets designated course expectations, demonstrates understanding of the course materials, and is at an acceptable level; grammatical errors, misspellings, and typos are present (average four-five per page).
B-	2.7	80-82%	*Marginal work.* Performance demonstrates incomplete understanding of course materials; grammatical errors, misspellings, and typos are frequent (average six-ten per page).
C+	2.3	77-79%	*Unsatisfactory work.* Performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are very frequent (average 11-14 per page) and adversely affect the structure and flow of the narrative.
C	2.0	70-76%	*Unacceptable work.* Performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are ubiquitous (average 15 or more per page) and adversely affect the structure and flow of the narrative.
F	0.0	0-69%	*Failing.* Student failed to turn in assignment(s) or plagiarized.

Palmer School Incomplete Grade Policy:
LIU Post grade policy allows for incomplete grades "when, due to extenuating circumstances, a student needs additional time to complete a course." To request an incomplete, students are required to submit a written form and include a description of the extenuating circumstances along with appropriate documentation (e.g., a doctor's note). Requests must be approved both by their professor and by the dean of the College of Education, Information & Technology (CEIT) before the incomplete grade is assigned according to LIU Post policies.

Citation Formats
Use current Modern Language Association (MLA) formats consistently for all assignments. Note that the new formats discourage extensive footnotes and generally call for citations within a text that refer to a list of sources at the end of the paper. Examples of the MLA format can be found online, most conveniently at http://owl.english.purdue.edu/owl/section/2/. Examples of MLA formatting can also be found at http://www2.liu.edu/cwis/cwp/library/workshop/citmla.htm.

Regarding plagiarism, see http://owl.english.purdue.edu/owl/resource/589/02/. If you have questions about plagiarism, ask the instructor for help before turning in questionable material. LIU's policies on plagiarism can be found at http://www2.liu.edu/cwis/cwp/library/exhibits/plagstudent.htm.

Style Manual
If you have questions about grammar or want to ensure that your style is clear, effective, and readable, see William Strunk, Jr.'s *The Elements of Style*, online through http://www.bartleby.com/141/. This succinct work is available cheaply in used copies at many used book stores or online.

Students with Disabilities or Special Needs
Please do not hesitate to contact the instructor via email or in person early in the semester to discuss any modifications that may be necessary to accommodate special needs.

WEEKLY CLASS SCHEDULE AND ASSIGNMENTS

Week 1 (Sept. 7-11)   **Introduction and Overview**

- Course requirements
- Short history of archival description
- How archival description differs from standard library cataloging

Assignments due on Monday, Sept. 12 (extension because of Labor Day holiday and late start):
- Discussion boards 1.1-1.2

Read:

Fox, Michael J., and Peter L. Wilkerson (hereinafter abbreviated "Fox & Wilkerson"). *Introduction to Archival Organization and Description* [introduction and part I (i.e., p. v-viii, 1-9)]

Roe, Kathleen D. (hereinafter abbreviated "Roe"). *Arranging & Describing Archives & Manuscripts* [chapters 1 and 3]

Browse/Optionally Read:

Pearce-Moses, Richard. *A Glossary of Archival and Records Terminology.* Chicago: Society of American Archivists, 2005.
http://files.archivists.org/pubs/free/SAA-Glossary-2005.pdf

Working Group on Standards for Archival Description. "Report of the Working Group on standards for archival description." *American Archivist* 52 (1989): p. 440–477. [Blackboard]

Online Databases of Archival and Manuscript Collections

ArchiveGrid
[Primarily MARC records of archival and manuscript collections, with links to WorldCat records]
https://beta.worldcat.org/archivegrid/

Library of Congress. Finding Aids
[EAD records of archival and manuscript collections at the LC]
http://findingaids.loc.gov/

Library of Congress. *National Union Catalog of Manuscript Collections* [*NUCMC*]
[LC project to gather together manuscript collections cataloged in WorldCat using MARC]
https://www.loc.gov/coll/nucmc/

Online Archive of California (OAC)
[EAD records of archival and manuscript collections in California libraries and repositories, made available through the California Digital Library]
http://www.cdlib.org/services/access_publishing/dsc/oac/ and
http://www.oac.cdlib.org/

- Archival principles of *provenance* and *original order*
- Archival processing
- Archival description before *DACS* and EAD

Assignment due at end of week:
- Discussion board 2

Read:

Fox & Wilkerson [part II (i.e., p. 11-41)]

Roe [chapters 2 and 4 (also browse appendices B-E)]

Greene, Mark A., and Dennis Meissner. "More product, less process: revamping traditional archival processing." *American Archivist* 68 (2005): p. 208-263. [Blackboard]

Weideman, Christine. "Accessioning as processing." *American Archivist* 69 (2006): p. 274-283. [Blackboard]

Browse/Optionally Read:

Hyry, Tom. "More for less in archives: the Greene/Meissner approach at work at Yale." *RLG Member Forum: More, Better, Faster, Cheaper: The Economics of Descriptive Practice* (August 8, 2006). [Blackboard]

International Council on Archives/Conseil International des Archives. *ISAD(G): General International Standard Archival Description.* 2nd ed. Ottawa: ICA, 2000. http://www.icacds.org.uk/eng/ISAD(G).pdf [also on Blackboard]

McCrea, Donna E. "Getting more for less: testing a new processing model at the University of Montana." *American Archivist* 69 (2006): p. 284-290. [Blackboard]

Watch:

Archives Association of Ontario (AAO). Youtube videos on archival processing (2015) https://www.youtube.com/watch?v=BdjHMeiyKlY ("Introduction to Arranging Archives," 9:56 min.) https://www.youtube.com/watch?v=zoznrFXLVE4 ("Introduction to Describing Archives," 8:45 min.)

L. Tom Perry Special Collections, Brigham Young University Lee Library. Youtube videos on archival processing (2012) https://www.youtube.com/watch?v=WtfxaB35y2Q ("Preliminary Work," 3:45 min.) https://www.youtube.com/watch?v=lYs2dSbHvbI ("Introduction to Processing," 1:40 min.) https://www.youtube.com/watch?v=nS0FHmrPEwI ("Guidelines for Processing," 4:46 min.) https://www.youtube.com/watch?v=aSHQH36fEtc ("Levels of Processing," 4:12 min.) https://www.youtube.com/watch?v=gCM6hyOw9Kk ("Physical Processing," 4:54 min.)

PROVchannel (Public Record Office Victoria, Australia). "Arrangement and description of small archival collections" (2013) (9:29 min.) https://www.youtube.com/watch?v=dxLIMGmVANM

Optionally Watch:

Meissner, Dennis. "More Product, Less Process: why it matters to archivists, librarians, and researchers" (ALCTS Presentation, April 11, 2012) (61:01 min.) https://www.youtube.com/watch?v=YqftrBsHAl8

Week 3 (Sept. 19-25)   Introducing *Describing Archives: A Content Standard* (*DACS*)

- Metadata review
- Principles underlying *DACS*
- Levels of description in *DACS*
- Overview of *DACS* identity and content & structure elements (2.1-3.2)

Assignment due at end of week:
- Exercise 1 (Introducing Archival Arrangement and Description)

Read:

DACS [preliminary material and part I, chapters 1-3 (p. vii-xxiv, 1-50)]

Browse/Optionally Read:

Bureau of Canadian Archivists. *Rules for Archival Description* [=RAD]. Revised ed. Ottawa: Bureau of Canadian Archivists, 1990, 2008.
http://www.cdncouncilarchives.ca/rad/radcomplete_july2008.pdf

National Information Standards Organization (NISO). *Understanding Metadata.* 2004.
http://www.niso.org/standards/resources/UnderstandingMetadata.pdf

Watch:

L. Tom Perry Special Collections, Brigham Young University Lee Library. Youtube videos on using DACS (2012)
https://www.youtube.com/watch?v=7_Ud7Af-gIA ("Principles & Theory," 10:42 min.)
https://www.youtube.com/watch?v=xJCAnPo9kCk ("Titles," 12:08 min.)
https://www.youtube.com/watch?v=JJgWWDyzaks ("Dates," 7:09 min.)
https://www.youtube.com/watch?v=K9IXrkzb33o ("Physical Description," 5:47 min.)
https://www.youtube.com/watch?v=TKj1uWt_v9w ("Creators," 7:09 min.)
https://www.youtube.com/watch?v=G-ibUdwP1IA ("Biographical & Administrative Histories," 6:23 min.)
https://www.youtube.com/watch?v=4H-mcYjTAVU ("Scope and Contents Notes," 4:21 min.)

MMfilm2digitutorials (University of Kentucky Libraries). "Basics of Metadata" (2012) (8:50 min.)
https://www.youtube.com/watch?v=-0vc6LeVa14

SIUE (Southern Illinois University—Edwardsville) Lovejoy Library. "The Metadata Librarian Explains Metadata" (2014) (2:57 min.)
https://www.youtube.com/watch?v=ABF2FvSPVYE

<u>**Week 4 (Sept. 26-Oct. 2)   More on *DACS***</u>

- Overview of *DACS* access & use, acquisition & appraisal, and other elements (4.1-8)
- Examples of single and multilevel *DACS* descriptions
- *DACS* records in MARC
- Crosswalks between *DACS* and other metadata standards

Assignment due at end of week:
- Blackboard discussion board 3

Read:

DACS [part I, chapters 4-8 (p. 51-84); "Appendix C—Crosswalks" (p. 147-157]

Furrie, Betty. *Understanding MARC Bibliographic: Machine-Readable Cataloging.* 8th ed. Washington, DC: Library of Congress, 2009. [Read Parts I-VI ("What is a MARC record, and "Why is it important?"), skim the rest; refer to this throughout the semester as necessary]
http://www.loc.gov/marc/umb/

Rush, Michael, et al. "Applying *DACS* to finding aids: case studies from three diverse repositories." *American Archivist* 71 (2008): p. 210-227. [Blackboard]

Browse/Optionally Read:

Library of Congress. MARC Standards.
[Review carefully, esp. "Bibliographic" portion and examples of MARC tags used in archives and manuscript records.]
http://www.loc.gov/marc/ and https://www.loc.gov/marc/bibliographic/

Watch:

Backstage Library Works. "What is a MARC Record?" (2015) (4:40 min.)
https://www.youtube.com/watch?v=fdwF2Jf-RsY

Newell, Rick (OCLC). "MARC Bibliographic Basics." (OCLC Training Video Basics, 2014) (6:11 min.)
https://www.youtube.com/watch?v=Z_oGpuhebEw

L. Tom Perry Special Collections, Brigham Young University Lee Library. More Youtube videos on using DACS (2012)
https://www.youtube.com/watch?v=rmiwaTzTq1g ("Required Notes," 6:34 min.)
https://www.youtube.com/watch?v=pdmuNXb568E ("Mandatory When Applicable Notes," 4:25 min.)

Optionally Watch:

Dooley, Jackie (OCLC Research). "A Close Look at Archival Records in MARC" (OCLC Research Work-in-Progress Webinar, Dec. 3, 2015) (56 min.)
[On the 4+ million archival records encoded in MARC and cataloged in OCLC/WorldCat and ArchiveGrid]
https://www.youtube.com/watch?v=jM5MA0XIZCU

Fulton, Bruce (University of Arizona). "Beyond MARC: Metadata Standards for Digital Resources" (2012) (104 min.)
[This video is also relevant for week 5]
https://www.youtube.com/watch?v=ozKg08td5mE

Week 5 (Oct. 3-9)   **More on *DACS***

- *DACS* and standard library cataloging
- *DACS* and *RDA*
- *DACS* and other special collections descriptive standards

Assignment due at end of week:
- Exercise 2 (Using *DACS*)

Read:

DACS ["Appendix B—Companion Standards" (p. 141-145); review rest as necessary]

Waibel, Günter and Mary W. Elings. "Metadata for all: descriptive standards and metadata sharing across libraries, archives and museums." *First Monday* 12.3 (March 5, 2007). http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/viewArticle/1628/1543

Riley, Jenn, and Kelcy Shepherd. "A brave new world: archivists and shareable descriptive metadata." *American Archivist* 72 (2009): p. 91-112. [Blackboard]

Robare, Lori. "RDA for the non-cataloger: what's in it for you?" 2012 ALCTS Powerpoint Presentation. [Blackboard] [1 hour video of presentation available at https://www.youtube.com/watch?v=aGuLhYGpMhw]

Browse/Optionally Read:

Whittaker, Beth M. "*DACS* and *RDA:* insights and questions from the new archival descriptive standard." *Library Resources & Technical Services* 51.2 (2007): p. 98-105. [Blackboard]

Current Descriptive Cataloging Guidelines and Metadata Standards for Special Collections

Cataloging Cultural Objects (CCO): A Guide to Describing Cultural Objects.
[Selections will also be made available on Blackboard]
http://cco.vrafoundation.org/

Categories for the Description of Works of Art (CDWA).
[Selections will also be made available on Blackboard]
http://www.getty.edu/research/publications/electronic_publications/cdwa/introduction.html

Pass, Gregory A. *Descriptive Cataloging of Ancient, Medieval, Renaissance, and Early Modern Manuscripts.* Chicago: Association of College and Research Libraries, 2002. http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/booksanddigitalresources/digital/AMREMM_full.pdf

RBMS/ACRL/ALA. *Descriptive Cataloging of Rare Materials (Books)* [*DCRM(B)*]. Chicago: American Library Association/Rare Books & Manuscripts Section (RBMS), 2007-2011. http://rbms.info/dcrm/dcrmb/

RBMS/ACRL/ALA. *Descriptive Cataloging of Rare Materials.*
[Links to free PDF downloads of other *DCRM* manuals, including *DCRM(C)* (Cartographic), *DCRM(G)* (Graphics), *DCRM(MSS)* (Manuscripts), and *DCRM(S)* (Serials)]
http://rbms.info/dcrm/

VRA Core 4.0. [Skim "Introduction"]
http://www.loc.gov/standards/vracore/schemas.html

Week 6 (Oct. 11-16)   Authority Control in Archival Description

- Authority control in standard library cataloging
- Authority records in MARC
- Archival authority records in *DACS*

Assignment due on Monday, Oct. 17 (extension because of Columbus Day holiday on Oct. 10):
- Discussion board 4

Read:

DACS [part II (i.e., pp. 87-134)]

Library of Congress. *Understanding MARC Authority Records.* 2004.
[Read Parts IV and V, skim the rest]
http://www.loc.gov/marc/uma/

Maguire, Marsha, and Adam L. Schiff. "What's in a (family) name? *DACS*, LCSH, and mixed-standard catalogs." Seattle: University of Washington Libraries, 2006. [Blackboard]

Browse/Optionally Read:

Library of Congress. MARC Standards.
[Review carefully, esp. "Authority" portion and examples of standard library authority records encoded in MARC.]
http://www.loc.gov/marc/ and https://www.loc.gov/marc/authority/

International Council on Archives/Conseil International des Archives. *ISAAR(CPF): International Standard Archival Authority Record for Corporate Bodies, Persons and Families.* 2nd ed. [Paris]: ICA, 2004.
http://www.icacds.org.uk/eng/ISAAR(CPF)2ed.pdf [also on Blackboard]

International Council on Archives/Conseil International des Archives. *ISDF: International Standard for Describing Functions*. [Paris]: ICA, 2007.
http://www.ica.org/sites/default/files/CBPS_2007_Guidelines_ISDF_First-edition_EN.pdf
[also on Blackboard]

Vitali, Stefano. "Authority control of creators and the second edition of ISAAR(CPF), International Standard Archival Authority Record for Corporate Bodies, Persons, and Families." *Cataloging & Classification Quarterly* 38.3/4 (2004): p. 185-199.

Weimer, Larry. "Pathways to provenance: *DACS* and creator descriptions." *Journal of Archival Organization* 5.1/2 (2008): p. 33-48.

Watch:
L. Tom Perry Special Collections, Brigham Young University Lee Library. Another Youtube video on using DACS (2012)
https://www.youtube.com/watch?v=VBOJyi2-n2A ("Name Authorities," 9:04 min.)

<u>**Week 7 (Oct. 17-23)**</u>   **Subject Analysis in Archival Description**

- Subject analysis in standard library cataloging
- Subject headings and thesaurus terms for archival description
- Using subject headings and thesaurus terms in *DACS*

Assignment due at end of week:
- Exercise 3 (Authority Control, Subject Analysis, and MARC in *DACS* Records)

Read:

DACS ["Appendix B—Companion Standards—Data Value Standards/Thesauri" (p. 143-144)]

Schaffner, Jennifer. "The metadata *is* the interface: better description for better discovery of archives and special collections, synthesized from user studies." Dublin, OH: OCLC Research, 2009.
http://www.oclc.org/content/dam/research/publications/library/2009/2009-06.pdf
[also on Blackboard]

Whittaker, Beth M. "'Get it, catalog it, promote it': new challenges to providing access to special collections." *RBM* 7.2 (2006): p. 121-133.
http://rbm.acrl.org/content/7/2/121.full.pdf+html [also on Blackboard]

Browse/Optionally Read:

Getty Research Institute. *Art & Architecture Thesaurus Online*.
http://www.getty.edu/research/tools/vocabularies/aat/

Library of Congress Authorities.
[Database for browsing and viewing LC authority headings for subject, name, title and name/title combinations]
http://authorities.loc.gov/webvoy.htm

Library of Congress. *LC Linked Data Service: Authorities and Vocabularies.*
[Includes links to LC Subject Headings, LC Name Authority File, LC Children's Subject Headings, LC Genre/Form Terms, Thesaurus of Graphic Materials, etc.; also links to MARC Relators, MARC Countries, MARC Geographic Areas, MARC Languages, and other materials]
http://id.loc.gov/

Rare Books & Manuscripts Section (RBMS), ACRL/ALA. *RBMS Controlled Vocabularies: Controlled Vocabularies for Use in Rare Book and Special Collections Cataloging.*
http://www.rbms.info/committees/bibliographic_standards/controlled_vocabularies/

Watch:
L. Tom Perry Special Collections, Brigham Young University Lee Library. Another Youtube video on using DACS (2012)
https://www.youtube.com/watch?v=LfcrzRQmWZY ("Subjects," 11:47 min.)

Week 8 (Oct. 24-30)   Introducing Encoded Archival Description (EAD)

- Review of structural metadata
- XML fundamentals
- Important EAD tags

Assignment due at end of week:
- Discussion board 5

Read:

EADiva. "Understanding EAD3 and XML." Accessed August 29, 2016.
http://eadiva.com/understanding-ead-and-xml/

Pitti, Daniel V. "Encoded Archival Description: the development of an encoding standard for archival finding aids." *American Archivist* 60 (1997): p. 268-283. [Blackboard]

Pitti, Daniel V. "Encoded Archival Description: an introduction and overview." *New Review of Information Networking* 5.1 (1999): p. 61-69. [Blackboard]

TEI <Text Encoding Initiative>. "A gentle introduction to XML." Version 3.0.0. Last updated on 29th March 2016, revision 89ba24e. Accessed August 29, 2016.
http://www.tei-c.org/release/doc/tei-p5-doc/en/html/SG.html#SG16

Browse/Optionally Read:

EADiva. "EAD 2002 samples from the field." Accessed August 29, 2016.
[Several EAD examples, rendered in XML and in HTML, with links to the relevant EAD finding aid in the original library/repository]
http://eadiva.com/2/sample-ead2002-files/

Library of Congress. *<EAD> Encoded Archival Description: Official Site.*
[Browse entire page, esp. "General Information" links and "EAD3 Tag Library"]
http://www.loc.gov/ead/

Society of American Archivists. *Encoded Archival Description (EAD)* [web resources].
[Browse entire page, esp. links to "Related Resources"]
http://www2.archivists.org/groups/technical-subcommittee-on-encoded-archival-description-ead/encoded-archival-description-ead

Society of American Archivists, Encoded Archival Description (EAD) Roundtable.
[Browse entire page, esp. the "Tools & Resources Hosted by EADRT" page]
http://www2.archivists.org/groups/encoded-archival-description-ead-roundtable

Watch:

Chalk, Andrew. "Online Archive of California Screencast: Encoded Archival Description Repository Demonstration" (2014) (4:22 min.)
https://www.youtube.com/watch?v=ogMtRfSlP6w

tutvid. "How to Write a Simple XML Document: Tutorial." (2009) (12:07 min.)
https://www.youtube.com/watch?v=UqwGSo82cwU

Week 9 (Oct. 31-Nov. 6)   More on EAD

- Advanced EAD tags
- EAD and MARC compared
- MARC and EAD crosswalks

Assignment due at end of week:
- Assessment/quiz 1 on *DACS*, MARC, and EAD

Read:

Carini, Peter, and Kelcy Shepherd. "The MARC standard and Encoded Archival Description." *Library Hi Tech* 22.1 (2004): p. 18-27. [Blackboard]

Fox, Michael J. "Stargazing: locating EAD in the descriptive firmament." *Journal of Internet Cataloging* 4.3/4 (2001): p. 61-74. [Blackboard]

Society of American Archivists, EAD Roundtable. "Frequently Asked Questions about EAD and EAD3." Accessed August 29, 2016. http://www2.archivists.org/groups/encoded-archival-description-ead-roundtable/frequently-asked-questions-about-ead-and-ead3#.V31DfP4UVaR

Wisser, Katherine M., and Jennifer O'Brien Roper. "Maximizing metadata: exploring the EAD-MARC relationship." *Library Resources and Technical Services* 47.2 (2003): p. 71-76. [Blackboard]

Browse/Optionally Read:

DACS, "Appendix C—Crosswalks" (review as necessary, esp. "*DACS* to EAD and MARC" crosswalk on p. 154-156)

Library of Congress. *Encoded Archival Description Tag Library Version EAD3.*
[This is the latest edition of the EAD Tag Library (EAD3), issued in April 2016. Browse the entire document, but try to read the "Preface" and "Tag Library Conventions" sections, and skim the rest of this very long, 425-page document]
http://www.loc.gov/ead/EAD3taglib/index.html [HTML version]
http://www2.archivists.org/sites/all/files/TagLibrary-VersionEAD3.pdf [PDF version]

Library of Congress. *Encoded Archival Description Tag Library Version EAD3* ["Appendix A—EAD Crosswalks"]
http://www.loc.gov/ead/EAD3taglib/index.html#appendix-AppendixAEADCrosswalks

- EAD best practices
- EAD presentation on the web and EAD style sheets
- Implementing EAD in a repository

Assignments due at end of week:
- Discussion board 6
- Exercise 4 (Using EAD)

Read:

Combs, Michele, et al. "Over, under, around, and through: getting around barriers to EAD implementation." Dublin, OH: OCLC Research, 2009.
http://www.oclc.org/content/dam/research/publications/library/2010/2010-04.pdf [also on Blackboard]

Snow, Justin. "You can do it: tips for creating a stylesheet for your EAD records." *Practical Technology for Archives* 1 (Nov. 2013). Accessed August 29, 2016.
https://practicaltechnologyforarchives.org/issue1_snow/

Browse/Optionally Read:

Society of American Archivists, EAD Roundtable, EAD3 Study Group on Discovery. "Implementing EAD3: search and exploration." August 2016.
http://www2.archivists.org/groups/encoded-archival-description-ead-roundtable/ead3-study-groups-report-implementing-ead3-search [link to 49-page PDF report at bottom]

Wisser, Katherine M. *EAD Tools Survey.* Chicago: Society of American Archivists, August 2005.
http://www2.archivists.org/sites/all/files/EADToolsSurvey.pdf [also on Blackboard]

Yakel, Elizabeth, and Jihyun Kim. "Adoption and diffusion of Encoded Archival Description." *Journal of the American Society for Information Science and Technology* 56.13 (2005): p. 1427-1437. [Blackboard]

Best Practice Guidelines:

California Digital Library/Online Archive of California. *OAC Best Practice Guidelines for EAD (OAC BPG EAD).* Version 2.0, April 2005, ©2013. Accessed August 29, 2016.
http://www.cdlib.org/services/access_publishing/dsc/contribute/docs/oacbpgead_v2-0.pdf

Library of Congress. *EAD Best Practices at the Library of Congress.* 2008.
http://www.loc.gov/rr/ead/lcp/ [HTML version]
http://www.loc.gov/rr/ead/lcp/lcp.pdf [PDF version]

RLG [Research Libraries Group] EAD Advisory Group. *RLG Best Practice Guidelines for Encoded Archival Description.* August 2002. Accessed August 29, 2016.
http://www.oclc.org/content/dam/research/activities/ead/bpg.pdf

Yale University. *EAD Encoding Best Practice Guidelines.* Version: 1.0, created: 2006, revised Jan. 2010. Accessed August 29, 2016.
http://www.library.yale.edu/facc/bpgs.html

Week 11 (Nov. 14-20)   Introducing Encoded Archival Context-Corporate Bodies, Persons, and Families (EAC-CPF)

- Authority control and EAC-CPF
- EAC-CPF and EAD
- Important EAC-CPF tags

Assignment due at end of week:
- Assessment/quiz 2 on Archival Authority Records in MARC and EAC-CPF

Read:

Meissner, Dennis, and Jennifer Schaffner. 2010. "Introducing EAC-CPF." *Archival Outlook* (May/June 2010): p. 10-11. [Blackboard]

Szary, Richard V. "Encoded Archival Context (EAC) and Archival Description: Rationale and Background." *Journal of Archival Organization* 3.2/3 (2005): p. 217-227. [Blackboard]

Thurman, Alexander C. "Metadata standards for archival control: an introduction to EAD and EAC." *Cataloging & Classification Quarterly* 40.3/4 (2005): p. 183-212. [Blackboard]

Browse/Optionally Read:

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." *American Archivist* 77.1 (2014): p. 96-132. [Blackboard]

Pitti, Daniel V. "Creator description: Encoded Archival Context." *Cataloging & Classification Quarterly* 38.3/4 (2004): p. 201-226. [Blackboard]

Society of American Archivists. *<EAC-CPF> Encoded Archival Context for Corporate Bodies, Persons, and Families* [official site, maintained by the Staatsbibliothek zu Berlin].
[Browse entire page, esp. "Home," "About," and "Tag Library," and examples in "EAC-CPF in Use"]
http://eac.staatsbibliothek-berlin.de/eac-cpf-schemas.html

Optionally Watch:

OCLCResearch. "Addressing Issues with EAD to Increase Discovery and Access" (2013) (58:59 min.)
[Minor audio problems, but good content]
https://www.youtube.com/watch?v=l2HwGil0p28

OCLCResearch. "Beyond EAD Webinar Recording" (2013) (88:38 min.)
[On creating and editing EAC-CPF records and "remixing" archival metadata]
https://www.youtube.com/watch?v=YpV_iyKYnGs

<u>**Week 12 (Nov. 21-27)   Archival Management Systems and ArchivesSpace**</u>

- Archival management software and archival processing workflows
- Overview of ArchivesSpace
- Creating EAD and EAC-CPF records in ArchivesSpace

Assignment due on Monday, Nov. 28 (extension because of Thanksgiving holiday):
- Discussion board 7

<u>**Read**</u>**:**

ArchivesSpace. Official website.
[Read "About ArchivesSpace"→"Overview," and browse "About ArchivesSpace"→"FAQ" and rest of page]
http://www.archivesspace.org/

Matienzo, Mark A., and Katherine Kott. "ArchivesSpace: a next-generation archives management system." Paper at the MW2013: Museums and the Web 2013 conference, Portland, Oregon, April 17-20, 2013. Accessed August 29, 2016.
http://mw2013.museumsandtheweb.com/paper/archivesspace-a-next-generation-archives-management-system/

<u>**Browse/Optionally Read**</u>**:**

Archivists' Toolkit. Official website.
[Now superseded by ArchivesSpace, but read "Introduction to Archivists' Toolkit" and browse the rest of the page]
http://www.archiviststoolkit.org/

Spiro, Lisa. *Archival Management Software: A Report for the Council on Library and Information Resources.* Washington, DC: Council on Library and Information Resources, 2009.
[See esp. "Appendix 4: Notes from Interviews with Archivists about Archon, Archivists' Toolkit, Cuadra STAR/Archives, Eloquent, and CollectiveAccess"]
https://www.clir.org/pubs/reports/spiro/ [HTML version]
https://www.clir.org/pubs/reports/spiro/spiro/spiro_Jan13.pdf [PDF version]

<u>**Optionally Watch**</u>**:**

L. Tom Perry Special Collections, Brigham Young University Lee Library. Youtube videos on using Archivists' Toolkit (2012) [Although Archivists' Toolkit has been replaced by ArchivesSpace in many institutions, ArchivesSpace has many of its predecessor's features and functionalities]
https://www.youtube.com/watch?v=qFGfT5G1wAI ("Archivists' Toolkit: Resources," 12:34 min.)
https://www.youtube.com/watch?v=ApCXB7Y8XL0 ("Archivists' Toolkit: Accessioning," 7:17 min.)
https://www.youtube.com/watch?v=fZjVdf95EOI ("Archivists' Toolkit: Names," 4:55 min.)

Westbrook, Bradley D. (ArchivesSpace Program Manager). "ArchivesSpace: Next Generation Archives Management System." Presentation/screencast for Los Angeles Archives Collective, April 23, 2015 (105 min.)
https://lyrasis.adobeconnect.com/_a782640538/p3wfb1t6435/?launcher=false&fcsContent=true&pbMode=normal

Week 13 (Nov. 28-Dec. 4)   More on ArchivesSpace

- Practice using ArchivesSpace
- Review and catch-up

Assignments due at end of week:
- Exercise 5 (Creating Archival Descriptions in ArchivesSpace)

Browse/Optionally Read:

Callahan, Maureen. "Migration, step by step" [ArchivesSpace @ Yale blog post, June 14, 2015]. Accessed August 29, 2016.
http://campuspress.yale.edu/yalearchivesspace/2015/06/14/migration-step-by-step/

Week 14 (Dec. 5-11)   Archival Description in the Real World

- Use of DACS and EAD in libraries and repositories today
- Student blog posts reporting on archival descriptive practices
- *Where do we go from here?*

Assignment due on Sunday, Dec. 11:
- Short blog post summarizing your preliminary findings on your analysis of archival descriptive practices in institutions of your choice

Assignment due on Sunday, Dec. 18:
- Final paper reflecting on what you learned by analyzing archival descriptive practices in institutions of your choice, and short blog post (5%) on final paper

Browse/Optionally Read:

Biswas, Paromita, and Elizabeth Skene, "From silos to (Archives)Space: moving legacy finding aids online as a multi-department library collaboration." *The Reading Room* 1.2 (Spring 2016): p. 65-84.
http://readingroom.lib.buffalo.edu/readingroom/PDF/vol1-issue2/From-Silos-to-Archives-Space.pdf
[also on Blackboard]

Review as necessary readings from week 4 (Rush et al. on DACS implementation) and from weeks 10 and 11 (Combs et al., SAA-EAD Round Table, Yakel & Kim, and Gracy & Lambert on EAD implementation)

Appendix A
Class Participation and Discussion Board Grading Rubric

Performance (Points)	Quality of posts	Frequency	Mechanics
Exemplary (3 points)*	Comments and/or questions are accurate, relevant, properly attributed and evidence-based as well as original and well written; student adds substantial teaching presence to the course and stimulates additional thought about the issue under discussion; collegial and friendly tone.	Participates steadily throughout the week (at least two posts per week) and responds to instructor and/or peers on or before deadline.	Free of spelling and grammatical errors.
Accomplished (2-2.5 points)	Comments and/or questions lack at least one of the above qualities, but are above average in quality; student makes a significant contribution to our understanding of the issue being discussed. *(Note: posts that are otherwise "exemplary" but late will receive 2-2.5 points depending on lateness.)*		One or two minor spelling and grammar errors.
Developing (1 point)	Comments and/or questions lack two or three of the required qualities (those based solely upon personal opinion or personal experience often fall within this category).	Few posts. Posts are hastily written and bunched together one or two days at the end of the week.	Some spelling and grammar errors.
Minimal (.5 point)	Comment and/or questions present little or no new information; however, they may provide social presence and contribute to a collegial atmosphere.	Few posts. Deadlines are not met.	Multiple spelling and grammar errors or inappropriate.
Unacceptable (0 points)	Comments and/or questions add no value to the discussion.	No participation.	

Note: Weekly modules with more than one online discussion board will allot points across all forums that week (e.g., 1.5 points per board if there are two, 1 point per board if there are three, etc.); some weekly discussion boards will be worth up to 4 points.

NETIQUETTE
- Treat all course users with respect.
- It's fine to disagree, but do so with professional courtesy.
- When offering criticism, remember to also point out the positives and areas that are well done.
- Do not type posts in ALL CAPS. It's the online equivalent of yelling.
- Stay on topic to avoid rambling.
- Look out for acronyms or jargon. Spell things out the first time and then use the acronym.
- Use appropriate grammar, punctuation, and spelling.
- Text messaging shortcuts and emoticons should be used judiciously. *[Or you can tell the students not to use them—this is a matter of personal preference.]*
- *[Faculty may provide additional guidance on the manner in which you would like students to conduct their communications in your course.]*

ACADEMIC INTEGRITY
Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of Long Island University and the students' personal and intellectual growth. Please see:
http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies

ANTI-HARASSMENT
Long Island University's anti-harassment/discrimination policy and complaint procedure can be accessed here: *http://www.liu.edu/About-LIU/University-Departments/Human-Resources-Old/HR-Policies/Anti-Harassment-Discrimination-Policy*

STUDENT SUPPORT SERVICES
Students with disabilities, who require accommodations, should contact the appropriate office during the first week of the semester. In Brooklyn, contact Student Support Services: 718-488-1044. At Post, contact Disability Support Services: 516-299-3057. For more information, see:
http://www.liu.edu/CWPost/StudentLife/Services/LSC/DSS

TECHNICAL SUPPORT
Blackboard is available at http://blackboard.liu.edu. For student help, go to:
https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student or access help directly from your course by selecting "Help" in the course menu. The help site provides a wide variety of tutorials and videos that will help you navigate the Blackboard environment.

IT staff is available to respond readily to student and faculty questions Monday to Friday 9 a.m. to 5 p.m. at it@liu.edu or 718-488-3300 or 516-299-3300 (or x3300 from the Brooklyn or Post campus). Students and faculty may email after hours and will receive a response as soon as a staff member is available. Often, staff members are able to answer questions in the evening or on the weekends, but an

immediate response is not guaranteed.

General Technology Guidelines: Students will need Internet access and a PC or Mac computer with the latest version of a web browser (Firefox, Internet Explorer, Chrome, Safari). For Adobe Connect meetings, students should run an audio test prior to meetings; a headset may reduce echoing sound. You can access Blackboard anywhere you have Internet access, but there are some guidelines to follow that will make your experience more productive:

- The Firefox web browser works best with Blackboard.
- Be sure that your computer has the latest Flash player installed. Flash enables videos from YouTube and other sources to be played within Blackboard.
- Sometimes Wi-Fi connections can be slow; if you encounter problems, it is best to switch to a hardwired connection.