

HIST 263, Winter 2020
Professor Randolph C. Head
W 5:00-7:50 PM,

Archival Management Syllabus

This course provides an introduction to the history of archives and archival practices in the Euro-American tradition, to the major branches of archival theory since the 19th century, and to the core vocabulary and standards of contemporary archivistics. With the assistance of several guest lecturers with specific expertise, we will consider the pathway from medieval treasure-chests and early-modern European document registries through the archival revolution of the 19th century, which revolved around the concepts of provenance and respect des fonds. In the 20th century, the separation of records management from custodial archiving echoed past historical divergences; beginning in the 1980s, then, a model for post-custodial archiving resting on the concepts of the records continuum emerged, driven not least by concern about how to archive and preserve the experience of indigenous and subaltern communities. Building on this movement, the community archiving movement that emerged around 2000 extended the new theoretical tools in ways that also sought to include the experience of discriminated or counter-cultural communities, notably African-American, LatinX, and LGBTQ, among others. Although post-custodial archivistics and community archiving have brought issues of inclusion, social justice, and the responsibilities of archivists to the fore, the older professional language of typologies, definitions and best-practice standards shows considerable continuity through these changes: anyone who contemplates designing or maintaining an archive needs to understand the old categories, even in pursuit of goals that diverge from their state-centered genealogy.

Students taking HIST 263 routinely also take a practicum designed to allow the application of the knowledge and tools developed in HIST 263. In 2018, HIST 298G will be offered in the Spring quarter, based at the Center for Bibliographical Studies and Research. Students in this course may target their assignments and projects in ways that will encourage continuity into the Spring practicum.

Contacting Professor Head:

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Office: HMNSS 4403. Office Hours: Monday, 11-1, or by appointment. You are welcome to drop by any time my door is open. I'll usually be in MTW.

Class activities

Class sessions will typically begin with discussion of assigned readings. Students are expected and encouraged to connect historical or theoretical perspectives from the readings to their own projects in Public History (when relevant), and to historiographical research more generally. Some classes will also include in-class exercises.

Course Requirements

1. Students must come to class having completed all assigned readings and ready for discussion. **Class participation** in discussion and exercises for each class are the most important criterion for success. (40%)
2. Students will **write four short exercises** on methodological issues (20%). These will be based on their own research expertise, seeking to enrich and expand those through the application of archival theory and archivistics best practices.
3. Students will write a **methods essay** based on their own research agendas. This will have two parts. First, on March 4 (Week 9), we will conduct a collective reassessment of the meaning of archives as sites of professional practice, public history, and research. For that class, each student should post in advance (by Sunday night) a **manifesto** that addresses principles, practices, or key issues for archival creation and organization in the student's area of specialization (personal examples and experiential analysis is entirely appropriate). At the end of the quarter, on the basis of a substantial bibliography of **extra reading** that each student will develop in relation to their own specific research projects, the student will conduct a critical analysis of (part of) the archival landscape involved in a past or current project, which may be either a public history project or a historical research project (40%).

Required books

- Heather MacNeil et al., eds., *Currents of Archival Thinking*, 2nd edition. (ordered for bookstore)
- Anne Gilliland et al., eds., *Research in the Archival Multiverse* (available as free e-book at <http://www.oapen.org/search?identifier=628143>)
- Antoinette Burton, ed., *Archive Stories* (ordered for bookstore).
- Michael J. Fox and Peter L. Wilkerson, *Introduction to Archival Organization and Description*, J. Paul Getty Trust (available online at <http://www.getty.edu/publications/virtuallibrary/0892365455.html>).

Recommended if you plan to work in archives: Laura A. Millar, *Archives: Principles and Practices*, 2nd edition.

Course Schedule

Week 1 – January 8: Course introduction:

Framing archives: definitions, constraints, and affordances

Reading:

Luciana Duranti, “Archives as a Place,”

https://www.academia.edu/11346519/Archives_as_a_Place or on iLearn (published in *Archives & Manuscripts* 24, 2 (1996): 242-255; reprinted in *Archives and Social Studies* 1 (2007), pp. 445-466).

Terry Eastwood, “A Contested Realm”, in *Currents*, 3-23.

Review the specialist vocabulary presented (summarily) in the glossary entitled “Archives and Records Management Resources”,

<https://www.archives.gov/research/alic/reference/archives-resources/terminology.html>

The Society of American Archivists has a much more extensive glossary at their website, as well.

Additional reading of interest:

Theo Thomassen, “A First Introduction to Archival Science,” *Archival Science* 1, 4 (2001), pp. 373-85 (*Archival Science* is available online through UCR Libraries).

Week 2 – January 15 - Archives as a historical construct: from treasure chests to state document machines

Methods Assignment #1, due in class: In a brief essay (2-4 pages), describe an archive experience you have had (as a keeper or user of an archive). How did you understand the *purpose* of the records you used, and of the collection as a whole? (You can consult the essays in Burton, *Archive Stories*, for ideas about ‘archive stories’).

Reading:

Randolph Head, *Making Archives in Early Modern Europe*, Foreword and Chs. 1-2, 3, 5; optional, 11-12 (on iLearn).

Adrian Cunningham, “Archives as a Place,” in *Currents*, ch. 3.

Jeff Sadaheo, “‘Without a Past there is no Future’: Archives, History and Authority in Uzbekistan,” in *Archive Stories*.

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Additional reading of interest (These materials will be relevant, and some are assigned in later weeks as well)

- Manual for the arrangement and description of archives* (Referred to as “Muller, Feith and Fruin” or “The Dutch Manual”), Chapter 1, pp. 13-47. Available via HathiTrust, <https://babel.hathitrust.org/cgi/pt?id=mdp.39015057022447;view=1up;seq=5>.
- M. T. Clanchy, *From Memory to Written Record: England 1066-1307*, 2nd edition (Oxford: Blackwell, 1993) [and other editions] esp. Chapter 5.
- Ernst Posner, *Archives in the Ancient World* (1972).
- Hilary Jenkinson, *A Manual of Archive Administration* (1922), Part I. Available on GoogleBooks, with a PDF in iLearn.
- T. R. Schellenberg, *Modern Archives: Principles and Techniques* (1953), Part I.

Week 3 – January 22: Records and record-keeping

Reading (read selectively, especially in Jenkinson and Schellenberg):

- Geoffrey Yeo, “Concepts of Record (1): Evidence, Information, and Persistent Representations,” *American Archivist* 70, 2 (2007), pp. 315-43 (available through JSTOR).
- “Introduction to the 2003 reissue” by Eric Ketelaar et al., in *Manual for the arrangement and description of archives* (Müller, Feith and Fruin or “The Dutch Manual”), v-xxxiv (Hathi Trust, <https://babel.hathitrust.org/cgi/pt?id=mdp.39015057022447;view=1up;seq=5>). Browse in the *Manual* as well.
- Jenkinson, *A Manual*, Part II and IV (Googlebooks, PDF in iLearn)
- Schellenberg, *Modern Archives*, Chs. 5 and 11 (scanned on iLearn)
- Jennifer Douglas, “Origins and Beyond: The Ongoing Evolution of Archival Ideas about Provenance,” in *Currents*, ch. 2
- Sue McKemmish, “Recordkeeping in the Continuum: An Australian Tradition,” in *Archival Multiverse*.
- John Randolph, “On the Biography of the Bakunin Archive,” in *Archive Stories*.

Week 4 – January 29: Archival practice: Acquisition, accessioning, appraisal

Reading:

- Verne Harris, “The Archival Sliver: Power, Memory and Archives in South Africa,” *Archival Science* 2 (2002), 63-86.
- Elizabeth Kaplan, “We are what we collect, we collect what we are,” *American Archivist* 63 (2000), 126-51 (available on JSTOR).
- Luciana Duranti, “The Concept of Appraisal and Archival Theory,” *American Archivist* 57 (1994), 328-44 (available on JSTOR).

Fiorella Foscarini, "Archival Appraisal in Four Paradigms," in *Currents*, ch. 5.

Helena Pohlandt-McCormick, "In Good Hands: Researching the 1976 Soweto Uprising in the State Archives of South Africa," in *Archive Stories*.

Week 5 – February 5: Archival practice: Arrangement, description, preservation

Methods assignment #3, due in class: In a short essay, design and explain (in overview) a system of arrangement and description tailored to a corpus of records that you are familiar with (an archive, a research project, etc.)

Readings:

Fox and Wilkerson, *Introduction to Archival Organization and Description* (online).

International Council on Archives, "ISAD(G): General International Standard Archival Description" (online).

Geoffrey Yeo, "Continuing Debates about Description" in *Currents*, ch. 7

Anne Gilliland, "Professional, Institutional, and National Identities in Dialog: The Development of Description Practices in the First Decade of the US National Archives," *Information & Culture* 49, 1 (2014), pp. 54-73 (available via Scotty)

Craig Robertson, "Mechanisms of Exclusion: Historicizing the Archive and the Passport," in *Archive Stories*.

Week 6 – February 12: Turns in archival theory

Joint meeting with AHS 251B taught by Professor Kohl. We will begin the joint class (if you are free) at 4 PM, and continue after the 251B joint session ends at 6 PM for one more hour]. During the shared time, Art History PhD student Molly Bond, an alumnus of HIST 263, will be presenting on her work on archiving in art and art history.

Methods assignment #2, due in class: In a brief essay (2-4 pp.), analyze a record-keeping system and the resulting body of records established by a records-producer *you have experience with*. Drawing on our discussions and readings so far, discuss whether and how this system conforms to traditional archival science's definition of 'archive': "Materials created or received by a person, family, or organization, public or private, in the conduct of their affairs and preserved because of the [perceived] enduring value contained in the information that they contain or as evidence of the functions and responsibilities of their creator..."

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Reading:

Charlotte Schoell-Glass, "The Archive's Silent Record: Anti-Semitism and the Formation of Aby Warburg's 'Cultural Science,'" in W. Reinink and J. Stumpel, *Memory and Oblivion* (Dordrecht 1999), pp. 89-94

https://link.springer.com/content/pdf/10.1007%2F978-94-011-4006-5_11.pdf

Sue Breakell and Victoria Worsley, "Collecting the Traces: An Archivist's Perspective," *Journal of the Visual Arts Practice* 6, 3 (2007)

https://www.tandfonline.com/doi/pdf/10.1386/jvap.6.3.175_1

Matthew RAMPLEY, "Archives of Memory. Walter Benjamin's Arcades Project and Aby Warburg's Mnemosyne Atlas," in Alex Coles (ed.), *The Optics of Walter Benjamin, de-, dis-, ex-* 3 (1999), pp. 94-117.

https://monoskop.org/images/5/5b/Rampley_Matthew_1999_Archives_of_Memory_Walter_Benamins_Arcades_Project_and_Aby_Warburgs_Mnemosyne_Atlas.pdf

Kathy Michelle Carbone, Artists and Records: Moving History and Memory, in: *Archives and Records* 38, 1 (2017), pp. 100-118

<http://dx.doi.org/10.1080/23257962.2016.1260446>

Anne Gilliland, "Archival and Recordkeeping Traditions," in *Research*, pp. 31-74.

Week 7 – February 19: Community Archives

Guest Lecturers: Dr. Mario H. Ramirez, CSULA Libraries; (tentative) Prof. Robb Hernandez, UCR

Archival practice: Access, outreach, communities

Community archiving: archives, identity and race in the US

Reading (the first four articles are in iLearn)

Anthony Dunbar, "Introducing critical race theory to archival discourse," *Archival Science* (2006), 109-129.

Andrew Flinn, "Community Histories, Community Archives: Some Opportunities and Challenges," in *Journal of the Society of Archivists* 28 (2007), 151-176. (England-centric and dated, but a critical early assertion of community archiving's importance).

Williams, Stacie M. and Jarrett M. Drake. "Power to the People: Documenting Police Violence in Cleveland," in "Critical Archival Studies," eds. Michelle Caswell, Ricardo Punzalan, and T-Kay Sangwand. Special issue, *Journal of Critical Library and Information Studies* 1, no. 2 (2017).

Diana K. Wakimoto, Christine Bruce and Helen Partridge, "Archivist as activists: lessons from three queer community archives in California," *Archival Science* 13 (2013), pp. 293-316 (iLearn)

Horacio N. Roque Ramírez, "A Living Archive of Desire," in *Archive Stories*.

Additional readings of interest:

Solis, Gabriel Daniel. "Documenting State Violence: (Symbolic) Annihilation & Archives of Survival." *KULA: knowledge creation, dissemination, and preservation studies* 2, no. 1. <http://doi.org/10.5334/kula.28>

Week 8 – February 26: Critical approaches to (digital) archiving

Guest Lecturer: T-Kay Sangwand, UCLA Libraries

Readings (proposed by T-Kay)

Anderson, Jane and Kimberly Christen. "Decolonizing Attribution: Traditions of Exclusion." *Journal of Radical Librarianship* 5.

<https://journal.radicalibrarianship.org/index.php/journal/article/view/38>

Caswell, Michelle. 2016. "'The Archive' Is Not an Archives: On Acknowledging the Intellectual Contributions of Archival Studies." *Reconstruction* 16, no. 1.

<https://escholarship.org/uc/item/7bn4v1fk>

Caswell, Michelle, Ricky Punzalan, and T-Kay Sangwand. 2017. "Critical Archival Studies: An Introduction." *Journal of Critical Library and Information Studies* 1, no. 2. <https://doi.org/10.24242/jclis.v1i2.50>

Christen, Kimberly and Jane Anderson. 2019. "Toward Slow Archives." *Archival Science* 19, no. 2. <https://doi.org/10.1007/s10502-019-09307-x>

Drake, Jarrett. 2016. "Liberatory Archives: Towards Belonging and Believing." <https://medium.com/on-archivy/liberatory-archives-towards-belonging-and-believing-part-1-d26aeb0edd1>

Sangwand, T-Kay. 2018. "Preservation Is Political: Enacting Contributive Justice and Decolonizing Transnational Archival Collaborations." *KULA: knowledge creation, dissemination, and preservation studies* 2, no. 1. <http://doi.org/10.5334/kula.36>

I encourage browsing the articles of *KULA*'s "Endangered Knowledge" issue, *Journal of Critical Library and Information Science* and *Journal of Radical Librarianship* (they're all relatively new journals so there's only a few issues and everything is online and open access).

Additional articles of interest:

Arroyo-Ramirez, Elvia. 2016. "Invisible Defaults and Perceived Limitations: Processing the Juan Gelman Files." <https://medium.com/on-archivy/invisible-defaults-and-perceived-limitations-processing-the-juan-gelman-files-4187fdd36759>

Kelleher, Christian. "Archives Without Archives: (Re)Locating and (Re)Defining the Archive Through Post-Custodial Praxis." *Journal of Critical Library and Information Studies* 1, no. 2. <https://doi.org/10.24242/jclis.v1i2.29>

DUE SUNDAY, March 1 on iLearn: Individual Manifestos on key issues and insights into archival creation, organization or use in *your* area of practice and research. A manifesto should be punchy, provocative, and short: one page of key points would be ideal, followed by as much background, context, and exposition as you see fit to add.

Week 9 – March 4: Reassessing Archives: Manifestos and Future Outlook

[Details pending] 5:00-6:00 PM: Meet with UCR archivists (Rivera Library Special Collections). The discussion and possible tour will focus on archival processes, with discussion from the archives staff about challenges, methods, and choices that they face in real-world practice.

Meet at Room 403, Rivera Library (Please note that food and drink are not allowed in Special Collections, and that backpacks, etc., will be held in a secure location during the tour).

Reconvene in usual classroom, 6:30 PM: Discussion of manifestos

During the discussion of your manifestos, we will conduct a collective reassessment of the **meaning of archives** as sites of professional practice, public history, and research.

Reading:

Please read all the manifestos before our class meeting.

Week 10 – March 11. Course Conclusion: the responsibilities of archivers and archive users

Methods assignment #4, due in class: In a brief essay, discuss the obligations you take on – obligations to whom, or to what principles – when you act as an archivist (as we all do from time to time).

Reading:

Eric Ketelaar, “Archival Turns and Returns,” in *Research*, ch. 7
Michelle Caswell, “Toward a Survivor-Centered Approach to Human Rights Archives,” *Archival Science* 14, 3-4 (2014), pp. 307-22 (available via Scotty).

Final papers are due Thursday, March 18 by 4 PM to my office