ALIB 464/564 ARCHIVES ADMINISTRATION

COURSE SYLLABUS: Spring 2024

INSTRUCTOR INFORMATION

Instructor: Mr. Sawyer Magnus
Office Location: Library 403A (University Archives)
Office Hours: Monday 3:30-5, Wednesday 3-4:30
Office Phone: 903-886-5433
Office Fax: 903-886-5434
University Email Address: Sawyer.Magnus@tamuc.edu
Preferred Form of Communication**: email**
Communication Response Time: Within 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: Millar, Laura. *Archives: Principles and Practices*. 2nd Ed. ALA Neal-Schuman, 2017.

Supplementary Materials: Journal articles. See course calendar for specific information.

Course Description

This course covers the basic principles of archives management. Topics of the course include archival appraisal, arrangement and description, preservation, reference, ethics and legal issues, digital archives, advocacy and outreach, and managing non-textual materials. Participants in this course will discuss and analyze archival issues and practices with a theoretical and practical perspective.

Student Learning Outcomes (Should be measurable; observable; use action verbs)

1. Students will demonstrate knowledge of the core concepts of archives management and current trends affecting the profession.
2. Students will integrate theoretical archival concepts with practical actions relating to arranging and describing collections.

The syllabus/schedule are subject to change.

COURSE REQUIREMENTS

Student Responsibilities or Tips for Success in the Course

- Complete all readings prior to class each week and be prepared to discuss the material.
- Turn in assignments on time. All assignments are due at the start of class.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 65%-69%
F = 64% or Below

Assessments
Undergraduate

- Assignment 1: Appraisal Case Study-20%
- Assignment 2: Environment Assessment-10%
- Assignment 3: Finding Aid Project-30%
- Assignment 4: Archival Ethics Case Study-20%
- Participation-20%

Graduate

- Assignment 1: Appraisal Case Study-10%
- Assignment 2: Environment Assessment-10%
- Assignment 3: Finding Aid Project-25%
- Assignment 4: Object Preservation Research Paper-20%
- Assignment 5: Archival Ethics Case Study-10%
- Assignment 6: Discussion Lead-10%
- Participation-15%

All assignments must be completed to pass the class. Missing assignments at the end of the course will result in a final grade of D or F. Assignments will be due at the beginning of class on the date listed in the course calendar. Late assignments will only be accepted with the prior approval of the instructor and may be given a late penalty of one letter grade per week. If an emergency arises, please contact the instructor in advance for arrangements or turn in the assignment early.

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Virtual Classroom Requirements:
 https://support.zoom.us/hc/en-us/articles/201362023-Zoom-system-requirements-Windows-macOS-Linux

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

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Interaction with Instructor Statement

Students are encouraged to contact the instructor for any reason as the need arises. Please contact me by email (preferred) or by phone as needed for assistance in any aspect of the course. I am also available during the office hours listed above. As my office is located within the Special Collections and University Archives in the library, I will generally be available between 8-5 M-F, but contacting me for an appointment would be preferred.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Classroom Behavior

Students are expected to follow the basic tenets of common decency and behavior throughout the course. Students will provide their undivided attention during class time as students will be expected to participate in class discussions. All distracting items, including but not limited to cell phones, iPods, computers (other than for class-related purposes), and other electronics, should be put away for the duration of the class period. Exceptions will be allowed for emergencies with advanced permission of the instructor. Please arrive on time to class and stay for the entire class period. Arriving late and leaving early causes a disruption to the class and is a sign of disrespect for myself and your fellow classmates. Please let me know ahead of time or at the beginning of class if you need to leave early for any reason.

Late Papers

All assignments and their due dates are listed within this syllabus. Late assignments will only be accepted with prior knowledge and approval of the instructor and will be assessed a penalty of one letter grade per week. If an emergency arises and creates a conflict with the due date of an assignment, please let me know in advance or try to turn in the assignment early. I am willing to flexible when these situations occur, but only if I am aware ahead of time.

Academic Honesty

In all courses, we expect that all work that you do and turn in is your own. It is the policy of the University, the History Department, and myself that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be tolerated. Plagiarism is defined as deliberately taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling of academic products with the intention that they be submitted to satisfy an academic requirement. Students are expected to uphold and support the highest academic standards at all times. Any student found guilty of academic dishonesty will automatically fail the assignment in question, will likely fail the entire course, and will be subject to disciplinary action by the University (See Texas

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A&M University-Commerce Code of Student Conduct 5.b[1,2,3]). Further information on the History Department plagiarism policy can be found on the History Department web page. If you are even unclear about what constitutes plagiarism or academic dishonesty, please ask.

Statement on Artificial Intelligence

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course. Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

Writing Center

Students are encouraged to take advantage of the resources of the Writing Center for assistance with drafting their papers. The Writing Center is a resource for you. They will not write your paper; they will help you improve your writing skills. If you use the Writing Center, please plan ahead. They can only help you if you see them in advance and have time to incorporate their suggestions into the final paper. More information can be found at https://www.tamuc.edu/writing-center.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook

https://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy, please visit the webpages below.

Attendance,

https://inside.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, see the following procedures:

Undergraduate Students Academic Integrity Policy and Form

Undergraduate Academic Dishonesty 13.99.99.R0.03

https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Undergraduate Student Academic Dishonesty Form

https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf

Graduate Students Academic Integrity Policy and Form

Graduate Student Academic Dishonesty

https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf

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[Graduate Student Academic Dishonesty Form](#)

[http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDis](http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf)
[honestyFormold.pdf](http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf)

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Services
Velma K. Waters Library- Room 162
Phone (903) 886-5930
Fax (903) 468-8148
Email: StudentDisabilityServices@tamuc.edu
Website: https://www.tamuc.edu/student-disability-services/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

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Web url:

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

COURSE OUTLINE / CALENDAR

The following schedule includes readings for each class meeting and the due dates for assignments. Please refer to the schedule often in preparation for each class. All attempts will be made to adhere to the schedule, but I reserve the right to adjust it as circumstances may arise.

Week 1: January 10 Introduction and Overview of Archives
- Millar, Chapters 1, 4
- Foote, Kenneth E. "To Remember and Forget: Archives, Memory, and Culture." *American Archivist* 53 (Summer 1990): 378-93.
- Randall C. Jimerson, "Embracing the Power of Archives," *American Archivist* 69 (Spring/Summer 2006): 19-32.
- Gerald Ham, "The Archival Edge," *American Archivist* 38 (1975): 5-13.
- Skinner, Makala and Ioana Hulbert. "A*CENSUS II All Archivists Survey Report." Ithaka S+R. Last Modified 22 August 2022. https://doi.org/10.18665/sr.317224.

Week 2: January 17 Archives Management
- Millar, Chapters 6, 8
- Maher, William. "Records Management." In *The Management of College and University Archives* (Chicago: Society of American Archivists Press): 282-303.
- Mariz, George, et al. "Leadership Skills for Archivists." *American Archivist* 74 (Spring/Summer 2011): 102-122.
- Kurtz, Michael. "Planning and Reporting" in *Managing Archival & Manuscript Repositories* Chicago: Society of American Archivists, 2004: 67-88.
- Skinner, Makala. "A*CENSUS II: Archives Administrators Survey." *Ithaka S+R*. Last Modified 31 January 2023. https://doi.org/10.18665/sr.318227.

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Week 3: January 24 Archival History and Appraisal

- Millar, Chapters 3, 10 (p 179-197)
- Gilliland-Swetland, Luke J. "The Provenance of a Profession: The Permanence of the Public Archives and Historical Manuscripts Traditions in American Archival Theory." *American Archivist* 54 (Spring 1991): 160-75.
- Tschan, Reto. "A Comparison of Jenkinson and Schellenberg on Appraisal." *American Archivist* 65 (Fall/Winter 2002): 176-195
- The Appraisal of Modern Records. By T. R. Schellenberg. Bulletin No. 8 (1956).
- Frank Boles and Julia Marks Young. "Exploring the Black Box: The Appraisal of University Administrative Records." *American Archivist* 48 (Spring 1985): 121-140.

Week 4: January 31 Acquisition and Accessioning
   Assignment: Appraisal Case Study

- Millar, Chapter 10 (p 197-212)
- Samuels, Helen Willa. "Who Controls the Past." *American Archivist* 49 (Spring 1986): 109-124.
- Reed-Scott, Jutta. "Collection Management Strategies for Archivists." *American Archivist* 47 (Winter 1984): 23-29.
- Peterson, Trudy Huskamp. "The Gift and the Deed." *American Archivist* 42 (January 1979): 61-66.
- Skeem, Dainan M. (2018) "Donor Relations in the Twenty-First Century," Journal of Western Archives: Vol. 9: Iss. 1, Article 9.
- Society of American Archivists. "A Guide to Deeds of Gift." 2013. (http://www2.archivists.org/publications/brochures/deeds-of-gift)

Week 5: February 7 Arrangement and Description

- Millar, Chapter 11
- Boles, Frank. "Disrespecting Original Order." *American Archivist* 45 (Winter 1982): 26-32.
- Greene, Mark and Dennis Meissner. "More Product, Less Process: Revamping Traditional Archival Processing." *American Archivist* (Fall/Winter 2005): 208-263.
- Prom, Christopher. "Optimum Access? Processing in College and University Archives." *American Archivist* 73 (Spring/Summer 2010): 146-174.
- Meehan, Jennifer. "Making the Leap from Parts to Whole: Evidence and Inference in Archival Arrangement and Description." *American Archivist* 72 (Spring/Summer 2009): 72-90.

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<u>Week 6: February 14 Arrangement and Description</u>
Assignment: Finding Aid Project
Assignment DUE: Appraisal Case Study

- Rush, Michael, et al. "Applying DACS to Finding Aids: Case Studies from Three Diverse Repositories." *American Archivist* 71 (Spring/Summer 2008): 210-227.
- Society of American Archivists. Describing Archives: A Content Standard (DACS). 2nd ed. Society of American Archivists, 2013. (http://files.archivists.org/pubs/DACS2E-2013_v0315.pdf) Read Statement of Principles and Overview of Archival Description. Skim all of Part I
- Meissner, Dennis and Mark Greene. "More Application while Less Appreciation: The Adopters and Antagonists of MPLP." *Journal of Archival Organization* 8 (2010):174-226
- Van Ness, Carl. "Much Ado about Paper Clips: 'More Product, Less Process' and the Modern Manuscript Repository." *American Archivist* 75 (Spring/Summer 2010): 129-145.

<u>Week 7: February 21 Preservation (**Meet at SCUA, 4th floor, Waters Library)**</u>
Assignment: Environment Assessment

- Millar, Chapter 9
- Ward, Christine. "Preservation Program Planning for Archives and Historical Records Repositories." In *Preservation: Issues and Planning*, ed. Paul N. Banks and Roberta Pilette, (2000): 43-62.
- Northeast Document Conservation Center. Preservation 101. Northeast Document Conservation Center, 2015. (https://www.nedcc.org/preservation101/welcome) Sessions 1-4
- O'Toole, James M. "On the Idea of Permanence." *American Archivist* 52 (Winter 1989): 10-25.

<u>Week 8: February 28 Preservation</u>
- Northeast Document Conservation Center. Preservation 101. Northeast Document Conservation Center, 2015. (https://www.nedcc.org/preservation101/welcome) Sessions 5-7
- Philips, Jessica. "A Defense of Preservation in the Age of MPLP." *American Archivist* 78 (Fall/Winter 2015): 470-487.
- "Invasion of the Giant Mold Spore." LYRASIS, 2005. https://www.lyrasis.org/services/Documents/Managing%20Preservation%20Environment/Invasion-of-Giant-Mold-Spore.pdf
- Stewart, Eleanore. "Special Collections Conservation." In *Preservation: Issues and Planning*, ed. Paul N. Banks and Roberta Pilette, (2000): 285-306.

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Week 9: March 6 Disaster Planning and Security
Assignment DUE: Environment Assessment

- Kinney, John M. "Archival Security and Insecurity." *American Archivist* 38 (October 1975): 493-497.
- Northeast Document Conservation Center. Preservation 101. Northeast Document Conservation Center, 2015. (https://www.nedcc.org/preservation101/welcome) Sessions 8-9
- Higginbotham, Barbra Buckner, and Miriam B. Kahn. "Disasters for Directors: The Role of the Library of Archive Director in Disaster Preparedness and Recovery." In *Advances in preservation and access* Vol. 2 (1995): 400-412.
- "Introduction for Archivists: ACRL/RBMS Guidelines Regarding Security and Theft in Special Collections." SAA Security Roundtable. 2008. https://www2.archivists.org/sites/all/files/ACRL-RBMSGuidelinesReSecurityAndTheftInSpecialCollections_05232012.pdf
- Strassberg, Richard. "Library and Archives Security." In *Preservation: Issues and Planning*, ed. Paul N. Banks and Roberta Pilette, (2000): 166-184.

Week 10: March 13-No class, Spring Break

Week 11: March 20 Digital Archives
Assignment: Object Preservation Research Paper

- Williams, Joseph A. and Elizabeth M. Berilla. "Minutes, Migration, and Migraines: Establishing a Digital Archive at a Small Institution." *American Archivist* 78 (Spring/Summer 2015): 84-95.
- Using Levels of Digital Preservation: an overview for V2.0. NDSA, 2019. https://osf.io/vnc32/.
- Lavoie, Brian F. "The Open Archival Information System Reference Model: Introductory Guide." OCLC and Digital Preservation Coalition, 2004. https://www.dpconline.org/docs/technology-watch-reports/91-introduction-to-oais/file
- Read through Northam, Adam. "Standards and Practices for Creating Quality Digital Objects." Waters Library Research Guide. Rev. 2021. https://tamuc.libguides.com/c.php?g=596484&p=4127350
- Goldman, Ben. "Bridging the Gap: Taking Practical Steps Toward Managing Born-Digital Collections in Manuscript Repositories." *RBM: A Journal of Rare Books, Manuscripts and Cultural Heritage* 12 (2011): 11-24.
- Pearce-Moses, Richard. "Janus in Cyberspace: Archives on the Threshold of the Digital Era." *American Archivist* 70 (Spring/Summer 2007): 13-22.

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Week 12: March 27 Photos and non-text materials
- Patton, Christopher Ann. "Whispers in the Stacks: The Problem of Sound Recordings in Archives." *American Archivist* 53 (Spring 1990): 274-280.
- Patton, Christopher Ann. "Appraisal of Sound Recordings for Textual Archivists." *Archival Issues* 22 no. 2 (1997): 117-132.
- Stewart, Eleanor and Paul N. Banks. "Preservation of Information in Nonpaper Formats." In *Preservation: Issues and Planning*, ed. Paul N. Banks and Roberta Pilette, (2000): 323-342.
- NEDCC. Preservation Leaflets 5.1, 5.2.1, 5.2.2, and 5.2.3 on Identification and Types of Photographs. https://www.nedcc.org/free-resources/preservation-leaflets/overview

Week 13: April 3 Reference and Use of Archives/Outreach
- Millar, Chapter 12
- Duff, Wendy, Elizabeth Yakel and Helen Tibbo. "Archival Reference Knowledge." *American Archivist* 76 (Spring/Summer 2013): 68-94.
- Brown, Stephanie Willen, "The Reference Interview: Theories and Practice." Published Works 13 (2008). (http://digitalcommons.uconn.edu/libr_pubs/13)
- Sean Heyliger, Julie McLoone, and Nikki Lynn Thomas, "Making Connections: A Survey of Special Collections' Social Media Outreach," *American Archivist* 76 (Fall/Winter 2013): 374-414.

Week 14: April 10 Legal and Ethical Issues
Assignment: Archival Ethics Case Study

- Millar, Chapter 7
- "SAA Core Values Statement and Code of Ethics." Rev. 2020 https://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics
- Danielson, Elena S. "The Ethics of Access." *American Archivist* 52 (Winter 1989): 52-62.
- Schwarz, Judith. "The Archivists' Balancing Act: Helping Researchers while Protecting Individual Privacy." *Journal of American History* 79 (June 1992): 179-189.
- Hirtle, Peter. "Copyright Term and the Public Domain in the United States." https://guides.library.cornell.edu/ld.php?content_id=63800150

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Assignment DUE: Object Preservation Research Paper

- Dingwall, Glenn. "Trusting Archivists: The Role of Archival Ethics Codes in Establishing Public Faith." *American Archivist* 67 (Spring/Summer 2004): 11-30.
- Doylen, Michael. "Experiments in Deaccessioning: Archives and On-line Auctions." *American Archivist* 64 (Fall/Winter 2001): 350-362.
- "International Council on Archives Code of Ethics." 1996. https://www.ica.org/sites/default/files/ICA_1996-09-06_code%20of%20ethics_EN.pdf.
- "Association of Canadian Archivists Code of Ethics and Professional Conduct." Rev. 2017. https://archivists.ca/resources/Documents/Governance%20and%20Structure/20171018_aca_code_of_ethics_final.pdf.

Week 16: April 24 Advocacy/Current Trends into the Future
Assignment DUE: Archival Ethics Case Study
- Review the "Advocacy" section of the Society of American Archivist's website (http://archivists.org/advocacy), especially the Public Policy and Public Awareness sections.
- Michelle Caswell, Marika Cifor, and Mario Ramirez, "To Suddenly Discover Yourself Existing: Uncovering the Impact of Community Archives," *American Archivist*, 79 (Spring/Summer 2016): 56-81.
- Theimer, Kate. "What Is the Meaning of Archives 2.0?" *American Archivist*, 74 (Spring/Summer 2011): 58-68.
- Szekely, Ivan (2017) "Do Archives Have a Future in the Digital Age?," Journal of Contemporary Archival Studies: Vol. 4 , Article 1. Available at: http://elischolar.library.yale.edu/jcas/vol4/iss2/1
- O'Neal, Jennifer R. (2015) ""The Right to Know": Decolonizing Native American Archives," Journal of Western Archives: Vol. 6 : Iss. 1, Article 2. Available at: https://digitalcommons.usu.edu/westernarchives/vol6/iss1/2

Week 17: May 8 Finals Week

Assignment DUE: Finding Aid Project May 6th at 4:30
Find an article on an archives topic you would like to discuss further for class. We will discuss the finding aid project and any other archives topics of interest as desired.

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