

# FINAL VERSION

UNIVERSITY OF PITTSBURGH SCHOOL OF INFORMATION SCIENCES

## **LIS 2214: Library & Archival Preservation**

**Fall 2012**

**Tuesdays, 9 - 11:50 AM, IS 404**

**INSTRUCTORS** Richard J. Cox – [rcox@pitt.edu](mailto:rcox@pitt.edu) or [rjcox111@comcast.net](mailto:rjcox111@comcast.net)  
Eleanor Mattern – [emm100@pitt.edu](mailto:emm100@pitt.edu)  
Office Hours: Cox: Mondays 1:30 – 4:30 pm, and by appointment  
Mattern: Wednesdays 1:30-4:30 pm and by appointment

### **COURSE DESCRIPTION:**

The purpose of this course is to introduce students to concepts, issues, and challenges in preservation administration for library and archival programs and environments. The course will provide a broad foundation in the historical, theoretical, managerial, analytical, and practical aspects of preservation. Students can expect to explore the field with the understanding that preservation awareness will broaden and enhance their professional careers and better prepare them to communicate preservation concerns effectively wherever they may work.

The course will introduce the concepts, issues, and challenges in the preservation world. To this end, we plan on utilizing a series of lectures, discussions, and guest speakers employed in the preservation field to encourage students to embrace the preservation cause. Secondly, we will provide a broad foundation in the historical, theoretical, and analytical aspects of preservation through a series of readings and discussions of work published by well-known scholars in the field.

The first part of the course builds a foundation in preservation knowledge by examining historical and contemporary debates about the nature of documents, books, and the emergence of digital information systems. The purpose here is to enable students to understand that preservation is changing and adapting as new information technologies are established and evolve. The second part of the course features a series of guest lectures by individuals working in the field who are responsible for various preservation programs in libraries and archives. These lectures and assigned readings are designed to help contrast and compare the theories, practices, and methodologies relating to preservation work in archives, libraries, and related institutions and professions.

There is no prerequisite for this course. However, it is required for students enrolled in the Archival, Preservation, and Records Management program. Themes and issues

introduced in this course will be explored in greater detail in the Digital Preservation and Preservation Management courses in the Spring and Summer terms.

### **COURSE GOALS:**

1. Explain the issues that surround the long-term retention of varying formats and media such as paper, books, film, photographs, and born-digital and digitized formats.
2. Evaluate different preservation principles and implement the most appropriate preservation techniques in a library or archival environment.
3. Combine preservation programming with other units in a library or archive. Describe the core components of library, archival, and related preservation programs, including environmental monitoring programs, preservation needs assessment surveys, and the selection of materials for conservation treatment
4. Communicate preservation theory to render ultimate explanations and solutions to various challenges in library and archival environments.
5. Further develop the writing and presentation skills of potential future archivists, librarians, and other information professionals, including planning for continued learning in library and archival preservation.

This syllabus and essential additional information on the assignments and class readings are available on CourseWeb. Be sure to always check the CourseWeb site for any class updates or announcements during the week prior to each class meeting.

Please note that there are two sections of LIS 2214. One section is taught on campus and the other section is online. Classes will be taught separately. The topics for each week, however, will remain the same. On campus students are required to attend class each week. On campus do NOT participate in the same activities as online students. Online students are required to listen to weekly podcasts and contribute to weekly discussions.

### **REQUIRED READING:**

There are a number of basic textbooks on library and archives preservation. Students who are interested in owning such a volume should consider any of the following:

Paul N. Banks and Roberta Pilette, eds., *Preservation: Issues and Planning* (Chicago: American Library Association, 2000)

Michele Valerie Cloonan, ed., *Preserving Our Heritage: Perspectives from Antiquity to the Digital Age* (New York: Neal-Schuman, 2012)

Lisa L. Fox, ed., *Preservation Microfilming: A Guide for Librarians and Archivists*, 2nd ed. (Chicago: American Library Association, 1996)

Kathryn L. Henderson and William T. Henderson, eds., *Conserving and Preserving Materials in Non-Book Formats* (Urbana-Champaign, ILL: Allerton Park Institute, 1991).

Annette Melville, ed., *The Film Preservation Guide: The Basics for Archives, Libraries, and Museums* (San Francisco, CA: The National Film Preservation Foundation, 2004).

Sherelyn Ogden, ed., *Preservation of Library & Archival Materials* (Andover, MA: Northeast Document Conservation Center, 1999) -- this is the set of leaflets available at <http://nedcc.org/resources/leaflets.list.php>

Mary Lynn Ritzenthaler, *Preserving Archives and Manuscripts*, SAA Fundamentals Series, 2nd ed. (Chicago: Society of American Archivists, 2010)

Susan Swartzburg, *Preserving Library Materials: A Manual* (Metuchen, NJ: Scarecrow Press, 1995)

Most of the required readings are reports and seminal essays, available in CourseWeb and listed as part of each week's topics and assignments. Journal articles and reports are available as pdf files in CourseWeb.

## **ASSIGNMENTS**

### **Written Assignments**

Each student will have two written assignments to complete.

The first assignment, due week 4 (September 18<sup>th</sup>) of the course, is a review essay of recent publications on any topic related to preservation management (such as digital curation, reformatting and copying, environmental controls, security, pest control, and so forth). Each paper must review at least three recent articles, books, or reports on the same topic, evaluating the quality of the publication, how well it meets its aim, the usefulness of the publication for librarians or archivists involved with preservation work, and the potential value of the publication for teaching about preservation management. Each review essay is limited to a maximum of 1500 words (about 6-8 pages). The review is intended to be addressed to an audience of readers of a professional or scholarly journal in the field such as *The American Archivist* or *The Library Quarterly*.

The second assignment, due the second to last week of the course (December 4<sup>th</sup>), is a research paper exploring some particular aspect of preservation management of interest to the student. This is not a review essay, so it is different from the first assignment. The student should select a topic where they can examine research studies on some aspect of preservation management (such as the care of nitrate film or quality control in

microfilm), a theoretical aspect of preservation work (such as the changes induced to original documents or books via digitization), or some historical aspect of preservation management such as the establishment of preservation standards such as for acid-free paper). This paper should be in the 15 to 25 page range (4000-7000 words) and must demonstrate the critical reading of a substantial amount of published (journal articles, monographs, and reports), unpublished (dissertations and theses), and other (Web sites) research on the paper topic. Students must a 250 to 500 word proposal for this paper by week 5 of the course (September 25<sup>th</sup>).

### **Turning in Assignments:**

All assignments are to be submitted by sending the papers as Word attachments to the instructors.

All assignment should be submitted as MS Word (or MS PowerPoint, utilizing the following naming convention:

LastName\_FirstInitial\_Assignment#.doc

*For Example:* Cumer\_B\_Assignment3.doc

Every student will do the initial short paper and longer research paper as described above. The papers must conform to the current edition of the *Chicago Manual of Style*.

### **Grading**

Grading will be based on 100 points as follows:

Assignment #1: Short Paper	25 percent
Assignment #2: Research Paper	50 percent
Class participation	25 percent
Total:	100 percent

### **Grades: Letter Grade Rubric for Written Work**

#### **A (67-75 points): Exceptional to outstanding work.**

Demonstrates an outstanding understanding--both theoretical and factual--of the materials both presented in class and assigned out of class. Displays original and creative thought that significantly exceeds expectations. Shows perfect command of English grammar and syntax. Exhibits a publishable and masterful use of sources while working exclusively within the assigned citation style. Also demonstrates comprehensive knowledge of the course materials both presented in class and assigned out of class. Greatly surpasses course expectations by not only displaying skillful treatment of the assigned material but also contributing substantial originality to the work. Shows superior command of English grammar and syntax. Uses an expert approach to source work while

functioning exclusively within the assigned citation style.

**B Very good to solid work (60-66 points).**

Demonstrates a better-than-average command of the course materials both presented in class and assigned out of class. Exceeds course expectations by revealing original ideas and by showing a solid grasp of English grammar and syntax. Uses sources well and with some creativity. Shows thorough understanding of the assigned citation style. Also demonstrates expected command of the course materials both presented in class and assigned out of class. Meets course expectations by following the assignments, using sources in an acceptable manner and using the assigned citation style.

**C: Marginal work (52- 59 points) .**

Demonstrates an incomplete understanding of the course materials both presented in class and assigned out of class. Does not meet course expectations by inadequately following the assignment, showing an insufficient grasp of English grammar and syntax, by displaying a lower-than-average approach to source work and misunderstanding the assigned citation style.

**D-F (less than 52 points): Unacceptable or failing work in an MLIS graduate program.**

Fails to meet expectations by not following the assignment, using sources inappropriately, misunderstanding the required citation format and displays a poor command of English grammar and syntax.

**Letter Grade Rubric for Class Participation**

	<b>Strong Work</b>	<b>Needs Development</b>	<b>Unsatisfactory</b>
Preparation	Arrives fully prepared at each session with notes on reading, observations and questions.	Sometimes arrives unprepared.	Shows little evidence of having thought about or read assigned material.
Listening	Actively supports, listens, and engages with peers and instructors.	Makes an effort to interact with peers, but sometimes displays lack of interest in comments of others.	Limited/no interaction with peers; projects lack of interest or disrespect for others.
Quality of contributions	Comments are relevant and advance the level and depth of conversation, reflecting understanding and insights about material.	Participates constructively, but comments are sometimes irrelevant or demonstrate lack of preparation or understanding.	Never participates, or comments generally vague; demonstrates lack of interest in materials or comments of peers.
Frequency of participation	Actively participates at appropriate times.	Participates sometimes, but not always attentive.	Rarely participates; generally not engaged.

Impact on course	Comments frequently move discussion forward. Group dynamic and level of discussion are consistently better due to contributions of student.	Comments sometimes advance conversation, but sometimes do little to move forward. Group dynamics are occasionally better (not worse) due to student's presence.	Comments do not advance the conversation. Group dynamic and level of discussion harmed by comments.
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- Students earning an “A” grade overall will be consistently strong in most categories, showing improvement throughout the semester. (22-25 points)
- Students earning “B” grades overall will be determined by participation that is strong in some areas but needs work in others; showing some improvement during the semester. (19-21 points)
- Students earning grades of “C” and below overall will be weak in most categories, showing little/no improvement during the semester. (Below 19 points)

The same rubric for class participation applies to on-campus and online students, except that for the former this occurs in the classroom and for the latter on the discussion board on CourseWeb.

### Overall Course Grade

**A (91-100 points)**

**B (80-90 points)**

**C (71-79 points)**

**D (60-70 points)**

**F (Below 60 points)**

**Late Assignments** – late written assignments and final projects will be lowered by a total of one letter grade *per day* except in cases of extreme circumstances, **previously** discussed with the instructor, such as prolonged illness or a death in the family.

### ACADEMIC INTEGRITY:

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy.

**Plagiarism** - “To present as one’s own work, the ideas, representations, or words of another, or to permit another to present one’s own work without customary and proper

acknowledgement of sources” (University of Pittsburgh Guidelines on Academic Integrity, p. 5).

### **DISABILITIES:**

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and the [Disability Resources and Services](#) no later than the 2nd week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call 648-7890 or 412-383-7355 (Voice or TTD) to schedule an appointment. The Office is located in 140 William Pitt Union.

### **ATTENDANCE:**

#### **On Campus:**

Regular and punctual attendance at class is required. Regular attendance is defined as attendance and preparation at not less than 80% of the classes (13 classes) for the semester. Tardiness and leaving class prior to dismissal in excess of 30 minutes will be counted as absenteeism. Failure to satisfy this requirement will result in the student being certified out of the course with either a grade of “U” (Unsatisfactory – No Credit) or “F” (Failure).

#### **FastTrack:**

Regular reading and posting on discussion board of weekly discussion topic is required. Regular attendance is defined as attendance and preparation at not less than 80% of the classes (13 classes) for the semester. Failure to satisfy this requirement will result in the student being certified out of the course with either a grade of “U” (Unsatisfactory – No Credit) or “F” (Failure).

#### **Incompletes:**

Incomplete grades will only be granted if there is an urgent need. Requests for incompletes will not be accepted after class on Week 8 except in extraordinary or emergency circumstances. All incompletes must be made up within one month after the end of the course, that is, by Monday January 14, 2013.

## **SCHEDULE**

### **Introduction**

**WK 1 - August 31, 2012** Introduction to the Course & Course Requirements

Class objectives:

Overview and course logistics for LIS 2214  
Review of assignments and grading  
Review of required readings  
Student introductions

## **Conceptual Issues and Foundations**

### **WK 2 - September 4, 2012**

Lecture: Richard J. Cox, "Preservation, Then and Now"

Class objectives:

Historical evolution of preservation  
Public perception of preservation  
Preservation as an archives or library function

Required Readings

Abby Smith, "Valuing Preservation," *Library Trends* 56 (Summer 2007): 4-25.

James M. O'Toole, "On the Idea of Permanence," *American Archivist* 44 (Spring 1989): 10-25.

Michele Cloonan, "The Moral Imperative to Preserve," *Library Trends* 55 (Winter 2007): 746-755.

### **WK 3 - September 11, 2012 – Paper, Non-Paper, and Future Media**

Lecture: Eleanor Mattern, "Preservation of Media, Standards, and the Changing Landscape of Media"

Class objectives:

Understanding preservation standards  
Recognizing the complexity and similarities of recording media

Required Readings

Michèle V. Cloonan, "The Paradox of Preservation," *Library Trends* 56, no. 1 (2007): 133-147.



Paul Conway, "Archival Preservation Practice in a Nationwide Context," *American Archivist* 53, no. 2 (1990):

Karen F. Gracy and Michèle Valerie Cloonan. "The Preservation of Moving Images." *Advances in Librarianship* 27 (2004): 49–95.

Kristine Mostyn, "Preserving the Past: An Overview," *Library & Archival Security* 21, no. 1 (2008): 33-45.

William K. Wilson, "Environmental Guidelines for the Storage of Paper Records," NISO TR01-1995.

Summary version of *A Public Trust at Risk: The Heritage Health Index Report on the State of America's Collections* (Heritage Preservation, 2005).

## **WK 4 - September 18, 2012 – The Changing Need for and Nature of the "Archival" Repository**

Lecture: Richard J. Cox, "Build It and They Will Come: The Traditional and Virtual Repository: New Preservation Challenges"

Class objectives:

Environmental standards for the traditional repository  
Security issues

The "cloud" as a new repository

Libraries, museums, cultural heritage institutions, and their archival mission

Required Readings:

Grafton, Anthony. "Future Reading: Digitization and its Discontents." *The New Yorker*, 5 November 2007.

[http://www.newyorker.com/reporting/2007/11/05/071105fa\\_fact\\_grafton](http://www.newyorker.com/reporting/2007/11/05/071105fa_fact_grafton)

Image Preservation Institute, *Step-by-Step Workbook: Achieving a Preservation Environment for Collections* (2005), available at

[https://www.imagepermanenceinstitute.org/webfm\\_send/318](https://www.imagepermanenceinstitute.org/webfm_send/318) (browse)

Mary Lynn Ritzenhaler, *Preserving Archives and Manuscripts*, 2nd ed. (Chicago: Society of American Archivists, 2010). On Reserve (or order from the Society of American Archivists)

REVIEW ESSAY DUE WK 4

### **WK 5 - September 25, 2012 - Photographic Media: From Freezing Reality to Evolving Reality in the Digital Era**

Lecture: Eleanor Mattern, "The Challenges of Moving from Fixed to Fluid Images"

Class objectives:

What does the digital image really represent?

Is digital preservation different from preservation?

Care and handling to no handling at all but lots of need for care

PROPOSAL FOR RESEARCH PAPER TOPIC DUE WK 5

Required Readings:

Cornell University. "Digital Preservation Management Tutorial: Implementing Short-term Strategies for Long-term Problems." <http://www.dpworkshop.org/dpm-eng/introduction.html>

Mary Lynn Ritzenhaler and Diane Vogt-O'Connor, *Photographs: Archival Care and Management* (Chicago: Society of American Archivists, 2006).

Michelle Cloonan and Shelby Sanett. "The Preservation of Digital Content." *Libraries and the Academy*, Vol. 5, No. 2 (2005): 213-237.

Henry M. Gladney, "Long-Term Preservation of Digital Records: Trustworthy Digital Objects," *American Archivist* 72, no. 2 (2009): 401-435.

### **WK 6 - October 2, 2012 Are Special Collections Really "Special" Anymore?**

Lecture: Richard J. Cox, "The Postmodern Digital Era and the Roles of Special Collections"

Class objectives:

Artifacts in the digital era

New kinds of special collections

Required Readings:

Lars Meyer, *Safeguarding Collections at the Dawn of the 21<sup>st</sup> Century: Describing Roles & Measuring Contemporary Preservation Activities in ARL Libraries* (2009)

Mary Ellen Starmer,, Sara Hyder McGough and Aimée Leverette, "Rare Condition: Preservation Assessment for Rare Book Collections," *RBM: A Journal of Rare Books, Manuscripts, and Cultural Heritage* 6, no. 2 (Fall 2005): 91-107.

Mary Manning and Judy Silva, "Dual Archivist/Librarians: Balancing the Benefits and Challenges of Diverse Responsibilities," *College & Research Libraries* 73, no. 2 (March 2012): 164-181.

Peter B. Hirtle, "The Impact of Digitization on Special Collections in Libraries." *Libraries & Culture* 37, no 1 (2002): 42-52.

**WK 7—October 9, 2012 The Copy and Preservation**

Lecture: Eleanor Mattern: "Copying as a Preservation and Security Strategy"

Class objectives:

The copy as a preservation device  
The changing nature of the copy and preservation implications  
Understanding disaster and contingency planning

Required Readings:

Alexander Stille, *The Future of the Past* (New York: Farrar, Strauss, and Giroux, 2002), pp. 40-70. On Reserve.

Kathleen Arthur et al., for the Association of Research Libraries, "Recognizing Digitization as a Preservation Reformatting Method," *Microform and Imaging Review* 33, no. 4 (Fall 2004).

National Archives and Records Administration, "A Primer on Disaster Preparedness, Management and Response: Paper-Based Materials," (1993), available at <http://www.archives.gov/preservation/emergency-prep/disaster-prep-primer.html>.

National Archives and Records Administration, "**Vital Records and Records Disaster Mitigation and Recovery: An Instructional Guide,**" (1999), available at <http://www.archives.gov/records-mgmt/vital-records/#Levels1>

**Fall Break – There is no class on October 16**

## **PRACTICAL APPLICATIONS**

### **WK 8—October 23, 2012 Working with a Conservator**

Class objectives:

Understanding the differences between Conservation and preservation management  
Hands-on conservation versus preservation management  
Conservation out-sourcing

Guest lecture: Miranda Nixon, University of Pittsburgh Preservation Department

Required Reading:

Nelly Balloffet and Jenny Hille, *Preservation and Conservation for Libraries and Archives* (Chicago : American Library Association, 2005). On Reserve.

Martha O'Hara Conway and Merrilee Proffitt, *Taking Stock and Making Hay: Archival Collections Assessment* (Dublin, OH: OCLC, 2011)

### **WK 9—October 30, 2012 Preservation Planning**

Class objectives:

Learn about short- and long-term preservation planning  
Preservation surveys  
Grant writing

Guest lecture: Jeanne Croft Hass (Special Collections, University of Pittsburgh)

Required Reading:

Banks, Paul N., and Roberta Pilette, eds. *Preservation: Issues and Planning*. Chicago: American Library Association, 2000. On Reserve. Specifically in this volume: "Defining the Library Preservation Program: Policies and Organization," by Carolyn Clark Morrow

(pp. 1-27); “Planning for Preservation in Libraries,” by Jutta Reed-Scott (pp. 82-96); “Preservation Program Planning for Archives and Historical Records Repositories,” by Christine Ward (pp. 43-62); “Preservation Programs in High-Use Library Collections,” by Sara R. Williams (pp. 28-42); and “Programs, Priorities, and Funding,” by Margaret Child with Laura Word (pp. 63-81).

Northeast Document Conservation Center. *Preservation of Library and Archival Materials*. Andover, Mass.: Northeast Document Conservation Center, 2008. Particularly Section 1, Leaflets 1, 2, 3, 4, 5, and 6.  
<http://www.nedcc.org/resources/leaflets.list.php>

Kenney, Anne R., and Deirdre C. Stam. *The State of Preservation Programs in American College and Research Libraries: Building a Common Understanding and Action Agenda*. Council on Library and Information Resources, Association of Research Libraries University Libraries Group, and the Regional Alliance for Preservation, 2002.  
<http://www.clir.org/pubs/abstract/pub111abst.html>

Lyrasis. Preservation Services Leaflet. Atlanta, GA.: 2010.

- Funding Resources for Preservation
- Preservation Budget Planning

<http://www.lyrasis.org/Products-and-Services/Digital-and-Preservation-Services/Preservation-Toolbox/Preservation-and-Archival-Administration.aspx>

## **WK 10—November 6, 2012 Administering Audio-Visual Collections**

Class Objectives:

Learn about the special demands of still and moving images preservation

Guest lecture: Miriam Mieslik, University of Pittsburgh Archives Service Center Photo Archivist

Required Readings:

Mike Casey and Bruce Gordon, *Sound Directions: Best Practices for Audio Preservation*. (Bloomington: Indiana University, 2007)  
<http://www.dlib.indiana.edu/projects/sounddirections/>

Julia Wallmüller, “Criteria for the Use of Digital Technology in Moving Image Restoration.” *The Moving Image* 7, no. 1 (Spring 2007): 78-91.

Ray Edmondson, *Audiovisual Archiving: Philosophy and Principles* (Paris: UNESCO, 2004)

Klaus Hendricks, *The Preservation and Restoration of Photographic Materials in Archives and Libraries: A RAMP study with Guidelines*. (Paris: UNESCO, 1984)

PrestoSpace Wiki, <http://wiki.prestospace.org/>. Read the sections under “Introduction” from “Overview” to “A Format Roadmap”.

Nathan Carroll, “Unwrapping Archives: DVD Restoration Demonstrations and the Marketing of Authenticity,” *Velvet Light Trap*, no. 56 (Fall 2005): 18-31.

## **WK 11—November 13, 2012 Intellectual Property and Preservation Issues**

Class Objectives:

Learn how intellectual property affects preservation options

Guest lecture: Kip Currier, Assistant Professor

Required Readings:

Please read this item BEFORE the 11/13/12 Guest Talk:

Hirtle, P. (November 2003). **Digital preservation and copyright. Stanford Fair Use web site.** <http://hdl.handle.net/1813/53>

Please examine/read these items AFTER the 11/13/12 Guest Talk:

17 United States Code, Section 108. Limitations on exclusive rights: Reproduction by libraries and archives. <http://www.copyright.gov/title17/92chap1.html#108>

Section 108 Spinner: Reproductions by Libraries or Archives for their Users, for Replacement, or for Preservation: <http://librarycopyright.net/resources/spinner/>

Gasaway, L. (2003). America's cultural record: A thing of the past? <http://www.unc.edu/~unclng/America%27s%20cultural%20record.htm>

Historical Recording Coalition for Access and Preservation: <http://www.recordingcopyright.org/>

Read Part 1 (pp. 1-9), Part 5 (pp. 108-151), and Part 6 (pp. 152-155) of the following report] International Study on the Impact of Copyright Law on Digital Preservation. (July 2008). A joint report of The Library of Congress National Digital Information Infrastructure and Preservation Program; The Joint Information Systems Committee [UK]; The Open Access to Knowledge (OAK) Law Project [Australia]; and the SURFfoundation [Netherlands]. [http://www.digitalpreservation.gov/library/resources/pubs/docs/digital\\_preservation\\_final\\_report2008.pdf](http://www.digitalpreservation.gov/library/resources/pubs/docs/digital_preservation_final_report2008.pdf)

Society of American Archivists. (January 12, 2009). Orphan works: Statement of best practices. <http://www.archivists.org/standards/OWBP-V4.pdf>

Urban, J. (June 16, 2012). How fair use can help solve the orphan works problem. *Berkeley Technology Law Journal*. 27.  
[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2089526](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2089526)

## **WK 12 --- November 20, 2012 Digital Curation**

Class Objectives:

Understand the shift from digital libraries to data curation to digital curation  
Discern the differences between digital reformatting/digitization and digital curation

Guest lecture: Alison Langmead, Art History and Architecture, University of Pittsburgh

Required Readings:

Tyler Walters and Katherine Skinner, *New Roles for New Times: Digital Curation for Preservation* (Washington, DC: Association of Research Libraries, 2011)

Matthew G. Kirschenbaum, Richard Ovenden, and Gabriela Redwine, *Digital Forensics and Born-Digital Content in Cultural Heritage Collections* (Washington, DC: CLIR, 2010)

Paul Conway, "Preservation in the Age of Google: Digitization, Digital Preservation, and Dilemmas". *The Library Quarterly*. 80 (2010): 61-79.

Ross Harvey, *Preserving digital materials*. Munchen: Saur, 2005. (Peruse)  
Available as an eBook through ULS

## **WK 13 --- November 27, 2012 Advocacy for Preservation: The Nicholson Baker Debate and Lost Opportunities**

Lecture: Richard J. Cox, "Double Fold and the Preservation Conspiracy: Ten Years Later"

Class Objectives:

Learn about public relations and education needs for library and archives preservation  
Examine the Nicholson Baker debate a decade later  
Review the nature of continuing education opportunities

Required Readings:

*The Evidence in Hand: Report of the Task Force on the Artifact in Library Collections* (Washington, DC: CLIR, November 2001).

<http://www.clir.org/pubs/reports/pub103/contents.html/>

Review Nicholson Baker, *Double Fold: Libraries and the Assault on Paper* (New York: Random House, 2001). On Reserve.

FINAL PAPERS DUE WK 13!

### **WK 14 --- December 4, 2012 Preservation's Future**

Lecture: Richard J. Cox and Eleanor Mattern , "The Conflicting, Confusing, and Chaotic Messages of Preservation: A Summary of Course Themes"

Class Objectives:

Assessing the future of preservation management in the digital era

Predicting the future of preservation and conservation work and employment

Required Readings:

Michelle Cloonan, "W(h)ither Preservation?" *Library Quarterly* 71(2) 2001: 231-242.

### **WK 15 --- December 11, 2012 Course Wrap-Up**

Class Objectives:

Review of course, final projects

Discussion about future APRM courses

Required Readings:

None