

**UNIVERSITY OF PITTSBURGH  
SCHOOL OF INFORMATION SCIENCES  
SPRING 2012**

**LIS 2224: Archival Representation**

Class time:      Thursdays, 9:00 – 11:50 AM  
Location:        404 SIS  
Instructor:      Dr. Alison Langmead  
Email:           ADL40@pitt.edu  
Office:           116A Frick Fine Arts  
Office Hours:    Before or after class, and by appointment (just email!)

TA:               Tonia Sutherland  
Email:            TNS10@pitt.edu  
Office:            605B SIS  
Office Hours:    After class or by appointment

**Course Rationale**

Archival representation is one of the core areas of the archival profession. Archivists have the important responsibility for implementing tools to facilitate access to archival materials, including arrangement, description, and access systems. Nationally and internationally, archivists have been addressing the issue of representation with the development of standards, discussions about best practices, and the development of tools to facilitate access to descriptive documents through the web. Furthermore, recent developments in interactive web services present both challenges and opportunities to improve these tools. With this picture in mind, it is essential that students in the archives field acquire a fundamental understanding of archival representation.

This course provides the history, theoretical foundations, principles and practices of archival representation. It includes topics such as the evolution and principles of descriptive theory and practice, implementation of authority control for archival collections, and digital tools for archival representation.

**Course Goals**

The general goal for this course is to offer students the basic understanding of archival representation. In other words, students will be able to gain the basic principles and practices for arrangement, description and access systems.

More specifically, by the end of the course, students will be able to:

- Identify, examine and explain the concept of archival representation and its historical development.
- Explain the principles of provenance and original order and the contemporary theoretical discussions about these two concepts.
- Arrange and describe archival collections of varied formats and forms.
- Construct finding aids according to standards and translate them into electronic form using

Encoded Archival Description.

- Implement archival processing and access utilizing the Archivists' Toolkit.
- Apply interactive web services to improve representation and access needs.

### **Instructional Activities and Materials**

#### *Methods of instruction*

It is our goal to provide a good balance between the practical aspects of archival representation and theoretical debates about the developments and the future of this important area for archives.

Therefore the course will be taught using the following activities:

- Lectures by the Instructor(s)
- Discussion of required readings
- Class exercises
- Instruction on Encoded Archival Description, the Archivists' Toolkit and other digital collection management systems in the computer lab.

#### *Course readings*

The required readings will include books, book chapters and journal publications. The books required for the course are:

Hensen, Stephen and the Society of American Archivists. *Describing Archives: A Content Standard*. Chicago: Society of American Archivists, 2004.

Roe, Kathleen. *Arranging and Describing Archives and Manuscripts*. Chicago: Society of American Archivists, 2005.

The required books will be available in reserve at the SIS library. Journal publications and other required readings will be available electronically through ULS Digital Library, Courseweb, and the Internet.

### **Grading**

<b>Assignment</b>	<b>Due Date</b>	<b>Weight</b>
Class Participation	Course of term	20%
Processing plan	February 9, 9am	20%
Finding aid	March 15, 9am	30%
Final assignment	April 19, 9am	30%
<b>TOTAL</b>		<b>100%</b>

#### **Class Participation**

One of the goals of this class is to integrate the practical and theoretical components of archival representation. Beyond learning how to perform archival processing and description, we expect students to critically think about questions of why archivists implement various strategies, how archival arrangement/description shapes the way materials are accessed and studied, and to evaluate past and current mechanisms of arrangement and description. Therefore, in order to have a successful class students' participation is essential. Sessions will include discussion of required readings. It is expected that you read the required readings before each class and come prepared with questions and comments. Participation in the in-class exercises will also form part of this grade.

Class attendance is mandatory. If you can't attend the class, please contact the Instructor **before** class via email. Failure to satisfy attendance requirement will result in the student being certified out of the course with a grade of "F" (Failure).

*Online students:* The participation will be based on weekly discussions and exercises in the discussion board. The weekly discussions will have starting and ending times, not so much to make you write quickly or immediately, but to make sure that each topic gets its full due in turn. In addition, Skype/chat sessions with the instructors will be incorporated through the course of the term.

Regarding the lab sessions, a workshop on EAD has been scheduled for FastTrack weekend. Online students will have access to the lab sessions on the Archivists Toolkit (AT) via Panopto. Online students are required to install AT in their computers (it is free). Further instructions about installation will be provided. A forum in the discussion board will be available for questions about AT.

### **Processing Plan**

The purpose of this assignment is to provide an opportunity for students to apply the knowledge of archival arrangement and documentation. The processing plan is an important part of the administrative "case file" for the collection as any work undertaken by archivists could affect or alter the context or even physical condition of records. Processing plans allow archivists to set boundaries for their collection work in order to make decision making more cohesive during the physical processing of the material. Students will be developing an understanding of how processing boundaries have been set by retrospectively creating a processing plan for an existing collection.

### **Finding Aid**

This assignment has two main objectives. First, students will be able to construct an archival finding aid. Finding aids are still the most common tool used to give physical and intellectual control over archival materials and facilitate access, this despite calls to change this approach and the development of other access tools. Therefore, students should gain a practical understanding of the creation of a finding aid while also acknowledging its advantages and limitations. Second, students will be able to apply *Describing Archives: A Content Standard (DACS)* to the construction of a finding aid.

### **Final Essay**

This final assignment will give students the opportunity to examine a particular topic about archival representation. Each student will select **ONE** of the following options:

- 1) *The Archivists' Toolkit:* This is a TWO-part assignment.
  - a) Students should take the collection that they described for their finding aid assignment and fully implement it within the AT. We will expect that the resulting digital finding aid will be accessible to the Internet. The student will be responsible for figuring out all technical aspects of this assignment! Feel free to ask us for advice, but we will not tell you, for example, *how* to post your finding aid to the Internet.
  - b) Students will also submit a 5-7 page essay on the process of using the AT to perform this work. What benefits does the system provide? What challenges does it introduce? Think critically about the process of description and how the AT interacts with it.
- 2) *Finding Aids and the Interactive Web:* Discuss the ways in which the traditional finding aid does or does not help users locate, evaluate and retrieve archival material *and* then evaluate in what ways the current use of modern social technology and interactive web services might increase (or decrease) their relative effectiveness. This is a 10-12 page essay.

- 3) Students may select their own academic research topic relating to archival representation. This is a 10-12 page essay. Topics must be approved by the instructor. A brief statement of intent must be submitted by March 15<sup>th</sup>.

### **Submitting assignments**

All assignments are to be submitted using the **assignments tool** in Courseweb. Do not email assignments to the instructor unless specifically instructed to do so. Please include your name on all your assignments—this means directly in the file, not just in the filename.

Late assignments will be lowered by a total of one-third of a letter grade *per day* except in cases of extreme circumstances, *previously* discussed with the instructors.

### **Academic Integrity**

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity (<http://www.provost.pitt.edu/info/ai1.html>). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process.

### **Special Accommodations**

If you have a disability for which you are requesting an accommodation, you are encouraged to contact both the instructor and the Office of Disability Resources and Services, 216 William Pitt Union (412-649-7890 and 412-383-7355) as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for the course.

## **COURSE SCHEDULE**

### **Week 1 (January 5): Introduction to the course**

### **Week 2 (January 12): Defining archival representation, history and principles**

By the end of this session students will be able to:

- Define archival representation and identify the main mechanisms implemented in this area.
- Define the principle of provenance and explain how the concept has been re-conceptualized by contemporary archival thinkers.
- Identify and explain the contributions of the Dutch Manual to archival theory and practice.

#### *Required readings:*

Elizabeth Yakel, "Archival Representation," *Archival Science* 3, no. 1 (March 2003): 1-25.

Eric Ketelaar, "Archival Theory and the Dutch Manual," *Archivaria* 41 (Spring 1996): 31-40.

Shelley Sweeney, "The Ambiguous Origins of the Archival Principle of 'Provenance,'" *Libraries & the Cultural Record* 43, no. 2 (2008): 193-213.

Geoffrey Yeo, "Debates about Description," in *Currents of Archival Thinking* (Santa Barbara, California: Libraries Unlimited, 2010).

### **Weeks 3 (January 19): Archival arrangement**

By the end of this session students will be able to:

- Define archival arrangement and identify its main elements.
- Define the principle of original order and explain how the concept has been re-conceptualized by contemporary archival thinkers.

*Required readings:*

Kathleen D. Roe, *Arranging and Describing Archives and Manuscripts* (Chicago: Society of American Archivists, 2005): Chapters 2 and 3.

Terry Eastwood, "Putting the Parts of the Whole Together: Systematic Arrangement of Archives," *Archivaria* 50 (Fall 2000): 93-116.

Jennifer Meehan, "Making the Leap from Parts to Whole: Evidence and Inference in Archival Arrangement and Description," *American Archivist* 72, no. 1 (Spring-Summer 2009): 72-90.

Heather MacNeil, "Archivalterity: Rethinking Original Order," *Archivaria* 66 (Fall 2008): 1-24.

### **Week 4 (January 26): Processing plan**

By the end of this session students will be able to:

- Identify and explain approaches to processing collections.
- Compare/contrast traditional approaches to processing collections with the minimal processing approach.
- Prepare a processing plan for an archival collection.

*Required readings:*

Kathleen D. Roe, *Arranging and Describing Archives and Manuscripts* (Chicago: Society of American Archivists, 2005): Chapter 4.

Mark A. Greene and Dennis Meissner, "More Product, Less Process: Revamping Traditional Archival Processing," *American Archivist* 68, no. 2 (Fall-Winter 2005): 208-63.

Donna E. McCrea, "Getting More for Less: Testing a New Processing Model at the University of Montana," *American Archivist* 69, no. 2 (Fall-Winter 2006): 284-90.

Carl Van Ness, "Much Ado about Paper Clips: "More Product, Less Process" and the Modern Manuscript Repository," *American Archivist* 73, no. 1 (Spring/Summer 2010).

Christopher J. Prom, "Optimum Access? Processing in College and University Archives," *American Archivist* 73, no. 1 (Spring/Summer 2010): 146-74.

Robert S. Cox, "Maximal Processing, or, Archivist on a Pale Horse," *Journal of Archival Organization* 8, no. 2 (2010): 134-48.

### **Week 5 (February 2): Archival description, Part I**

By the end of this session students will be able to:

- Define archival description and explain its theoretical foundations.
- Identify the main standards for archival description in the United States and abroad.

#### *Required readings:*

Gilliland, Anne J., "Setting the Stage," in *Introduction to Metadata*, online edition, version 3.0, [http://www.getty.edu/research/publications/electronic\\_publications/intrometadata/setting.html](http://www.getty.edu/research/publications/electronic_publications/intrometadata/setting.html)

Wendy M. Duff and Verne Harris, "Stories and Names: Archival Description as Narrating Records and Constructing Meanings," *Archival Science* 2 (2002): 263-85.

Heather MacNeil, "Trusting Description: Authenticity, Accountability, and Archival Description Standards," *Journal of Archival Organization* 7, no. 3 (2009): 89-107.

Heather Beattie, "Where Narratives Meet: Archival Description, Provenance, and Women's Diaries," *Libraries & the Cultural Record* 44, no. 1 (2009): 82-100.

### **Week 6 (February 9): Archival description, Part II**

By the end of the session students will be able to:

- Identify and explain the main objectives and elements of Describing Archives: A Content Standard (DACS).
- Identify and explain the main elements of the General International Standard Archival Description, (ISAD(G)).
- Apply DACS to the description of archival collections.

#### **Assignment 1 due**

#### *Required readings:*

Stephen Hensen and the Society of American Archivists, *Describing Archives: A Content Standard* (Chicago: Society of American Archivists, 2004).

*ISAD(G): General International Standard Archival Description*, 2000. Read the Introduction and skim through the other chapters.

Beth M. Whittaker, "DACS and RDA: Insights and Questions from the New Archival Descriptive Standard," *Library Resources & Technical Services* 51, no. 2 (April 2007): 98-105.

Cory Nimer, "RDA and Archives," *Journal of Archival Organization* 8:3-4 (2010): 227-43.

### **Week 7 (February 16): Finding Aids**

By the end of the session students will be able to:

- Identify and explain the structure of a finding aid.
- Create a finding aid for an archival collection.

*Required readings:*

Michael Rush et al., "Applying DACS to Finding Aids: Case Studies from Three Diverse Repositories," *American Archivist* 71, no. 1 (Spring-Summer 2008): 210-27.

Michelle Light and Tom Hyry, "Colophons and Annotations: New Directions for the Finding Aid," *American Archivist* 65, no. 2 (Fall-Winter 2002): 216-230.

Richard J. Cox, "Revisiting the Archival Finding Aid," *Journal of Archival Organization* 5, no. 4 (2008): 5-32.

Helen R. Tibbo and Lokman I. Meho, "Finding Finding Aids on the World Wide Web," *American Archivist* 64, no. 1 (Spring-Summer 2001): 61-77.

**Week 8 (February 23): Archivists Toolkit Note: Class will meet in the computer lab at SIS.**

By the end of this session students will be able to:

- Identify and describe the functions and architecture of the Archivists Toolkit.
- Apply the Archivists Toolkit to the description of an archival collection.

*Required readings:*

Bradley D. Westbrook et al., "The Archivists' Toolkit: Another Step Toward Streamlined Archival Processing," *Journal of Archival Organization* 4, nos. 1-2 (2006): 229-253.

Visit the website of the Archivists Toolkit at <http://archiviststoolkit.org>.

**Week 9 (March 1): Authority control and subject headings; MARC AMC**

By the end of this session students will be able to:

- Identify and describe the main sources for authority control and subject headings in library and archival cataloging.
- Apply access points and subject headings to the bibliographic record of an archival collection.
- Know how MARC works with archival collections.
- Construct a very basic MARC record for an archival collection.

*Required readings:*

Jean Dryden, ed., *Respect for Authority: Authority Control, Context Control, and Archival Description* (New York: The Haworth Information Press, 2007) .

**Read the following essays:**

Jean Dryden, "From Authority Control to Context Control," 1-13.

Larry Weiner, "Pathways to Provenance: DACS and Creator Descriptions," 33-48.

Lydia J.E. Reid and C. Jerry Simmons, "Authority Control at the National Archives and Records Administration," 95-120.

Stephen Hensen and the Society of American Archivists, *Describing Archives: A Content Standard* (Chicago: Society of American Archivists, 2004): p. 105-159.

Visit the website for the *Library of Congress Subject Headings* [LCSH], <http://authorities.loc.gov>.

**March 8 – SPRING BREAK**

## **Week 10 (March 15): Encoded Archival Description, Part I**

By the end of this session students will be able to:

- Identify and describe the main function and structure of Encoded Archival Description.
- Define XML language and compare/contrast with HTML.
- Recognize and list the most common XML tags for EAD.
- Analyze the pros and cons of implementing EAD

### **Assignment 2 due.**

*Required readings:*

Janice E. Ruth, "Encoded Archival Description: A Structural Overview," *American Archivist* 60, no. 3 (Summer 1997): 310-329.

Sonia Yaco, "It's Complicated: Barriers to EAD Implementation," *American Archivist* 71, no. 2 (Fall-Winter 2008): 456-75.

Peter Carini and Kelcy Shepherd, "The MARC Standard and Encoded Archival Description," *Library Hi Tech* 22, no. 1 (2004): 18-27.

Anne J. Gilliland, "Popularizing the Finding Aid: Exploiting EAD to Enhance Online Discovery and Retrieval in Archival Information Systems by Diverse User Groups," in *Encoded Archival Description on the Internet* (Binghamton, N.Y.: Haworth Information Press, 2001): 199-226.

Bill Stocking, "Time to Settle Down? EAD Encoding Principles in the Access to Archives Programme (A2A) and the Research Libraries Group's Best Practice Guidelines," *Journal of Archival Organization* 2:3 (October 2004): 7-24.

Christopher J. Prom, "Extending the Capabilities of the EAD Cookbook," *OCLC Systems and Services* 17:2 (2001): 89-96.

A. McCrory and B.M. Russel, "Crosswalking EAD: Collaboration in Archival Description," *Information Technology and Libraries* 24:3 (September 2005): 99-106.

## **Week 11 (March 22) Encoded Archival Description, Part II**

**Note: Class will meet in the computer lab at SIS for a workshop on EAD.**

By the end of this session students will be able to:

- Use software applications for EAD.
- Construct an online finding aid using EAD.

### **FastTrack Weekend (March 24): Encoded Archival Description**

Online students only. Class will meet in the computer lab at SIS for a workshop on EAD.

## **Week 12 (March 29): Archival Representation and the Interactive Web**

By the end of this session students will be able to:

- Explain and give examples of how interactive web tools can be incorporated to archival description and access.



*Required readings:*

"The Interactive Archivist: Case Studies in Utilizing Web 2.0 to Improve the Archival Experience,"  
<http://lib.byu.edu/sites/interactivearchivist/>.

Magia Ghetu Krause and Elizabeth Yakel, "Interaction in Virtual Archives: The Polar Bear Expedition Digital Collections Next Generation Finding Aid," *American Archivist* 70, no. 2 (Fall-Winter 2007): 282-314.

Joy Palmer, "Archives 2.0: If We Build It, Will They Come?," *Ariadne* 60 (July 2009): 1361-3200.

Elizabeth Yakel, "Inviting the User Into the Virtual Archives," *OCLC Systems & Services: International Digital Library Perspectives* 22:3 (2006): 159 -163.

Laura Gordon-Murlane, "Social Bookmarking, Folksonomies and Web 2.0 Tools," *Searcher* 14:6 (June 2006): 26-38.

Gene Smith, "Tagging: Emerging Trends," *Bulletin of the American Society for Information Science and Technology* 34:6 (September 2008): 14-17.

**Week 13 (April 5): Access systems lab.**

**Note: Class will meet in the computer lab.**

**Week 14 (April 12): Description of non-textual records**

By the end of this session students will be able to:

- Analyze the challenges of the representation of non-textual media.
- Compare/contrast archival description of photographs to the description of other formats.
- Compare/contrast archival description of sound and video to the description of other formats.
- Apply descriptive standards to non-paper media.

*Required readings*

Joan Schwartz, "Coming to Terms with Photographs: Descriptive Standards, Linguistic 'Ordering,' and the Margins of Archivry," *Archivaria* 54 (Fall 2002): 142-71.

Tim Schlak, "Framing Photographs, Denying Archives: The Difficulty of Focusing on Archival Photographs," *Archival Science* 8, no. 2 (June 2008): 85-101.

Mary Lynn Ritzenthaler and Diane Vogt-O'Connor, *Photographs: Archival Care and Management* (Chicago: Society of American Archivists, 2006). Chapter 6: Description and Cataloging.

Skim through the following resources:

Wendi White-Hensen, *Archival Moving Image Materials: A Cataloguing Manual* (Washington, D.C.: Library of Congress, 2000).

Abigail Leab Martin, ed. *AMIA Compendium of Moving Image Cataloging Practice* (Beverly Hills, Ca.: Association of Moving Image Archivists, 2001).

International Association of Sound and Audiovisual Archives, *The IASA Cataloging Rules: A Manual for Description of Sound Recordings and Related Audiovisual Media* (IASA, 1998)  
<http://www.iasa-web.org/icat>.

**Week 15 (April 19): Representation of electronic records**

By the end of this session students will be able to:

- Explain the particular challenges of describing electronic records.
- Identify and describe main projects that analyze and implement issues related to representation of electronic records.
- Evaluate the issue of authenticity and archival description of electronic records.

**Final paper due.**

*Required readings:*

Margaret Hedstrom, "Descriptive Practices for Electronic Records: Deciding What is Essential and Imaging What is Possible," *Archivaria* 36 (Autumn 1993): 53-63.

Luciana Duranti and Heather MacNeil, "The Protection of the Integrity of Electronic Records: An Overview of the UBC-MAS Research Project," *Archivaria* 42 (Fall 1996).

Anne Gilliland-Swetland, "Testing Our Truths: Delineating the Parameters of the Authentic Electronic Record," *American Archivist* 65 (Fall/Winter 2002): 196-215.

**Week 16 (April 26): Course wrap-up**

*Required reading:*

Geoffrey Yeo, "Concepts of Record (1): Evidence, Information, and Persistent Representations," *American Archivist* 70, no. 2 (Fall/Winter 2007).