

University of Pittsburgh  
School of Information Sciences  
403 IS  
Summer 2012

LIS2227 Photograph Archives  
Wednesday, 6:00 PM – 9:15PM

Instructor:

Miriam Meislik  
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Lecturer/School of Information Science

Campus Address:

Archives Service Center  
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Office Hours: Available by appointment.

#### **Course Description:**

This course explores issues surround the administration of photographic collections. Topics covered will include storage, access, preservation, reference, cataloging, processing, and, digitization. Hands-on in-class assignments including group work, case studies, and other opportunities that will help the student gain greater understanding of the issues.

By the end of the course students will be able to . . .

- \* Evaluate, identify, and inspect photographic collections for their preservation needs and storage options.
- \* Develop processing plans for photographic collections
- \* Create policies and guidelines for reference and access to photographic collections with attention paid to copyright issues.
- \* Understand the use of photographic collections as primary documents.
- \* Be knowledgeable of the issues surrounding the management of photographic collections.

Grades are based on the following:

- \* In-class and discussion board participation

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- \* Short opinion papers based on reading assignments of the student's class-session choice
- \* Creation of collection policies
- \* Other assignments

### **Required Text**

Mary Lynn Ritzenthaler, Diane L Vogt-O'Connor, with Helena Zinkham, Brett Carnell, Kit A. Peters. *Photographs: Archival Care and Management*. Chicago: Society of American Archivists, 2006 is the required text for the course. All other readings will be available via CourseWeb.

All assignments are to use the Chicago Manual of Style, 15th edition.

### **Course Format**

The course will be conducted in a seminar style. Class participation is therefore, required and graded. The class may be divided into two segments. The first segment will be general discussion and lecture. The second segment may include an activity. With activity sessions, efforts will be made to make sure that online students can experience the discussion and activity. Course assignments will be completed to enhance understanding of topics. Weekly discussion board topics will be created to maximize participation and to give on-campus and off-campus students a chance to equally participate in discussions.

### **Course policies**

#### Attendance

Weekly attendance will be factored into your participation grade. On-site students who miss a class are still responsible for the material and will be required to post their discussion points on the Discussion Board. Online students are required to post on the Discussion Board.

#### Technology in the Classroom

In consideration of the instructor and your fellow students, please silence all electronic devices (cell phones) while class is in session. Text messaging during class is unacceptable at anytime.

#### Incompletes

Incompletes are only awarded in the event of medical or family emergencies. You must discuss your need for an incomplete with the instructor as soon as possible to avoid any difficulties with grading.

#### Late Assignments

Late written assignments and final projects will be lowered by one letter grade except in cases of extreme circumstances, previously discussed with the instructor.

### Students with Special Needs

If you have a disability that requires special accommodations or other classroom modifications, you need to notify both the instructor and The Office of Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify the Office of Disability Resources and Services, call 412-648-7890 (voice or TDD) to schedule an appointment. The Office is located in 216 William Pitt Union.

### Grading

#### Assignments

All assignments are to use the Chicago Manual of Style, 15th edition.

The instructor expects full and timely completion of all assignments in order to receive full credit. Assignments will be marked down one-letter grade for each day that they are turned in past the deadline noted in this syllabus.

All written assignments are due electronically to the instructor via the CourseWeb Assignment tool no later than 3:00 PM Eastern the day the assignment is due. Assignments received after this time will be considered late unless previously discussed with the instructor. Absolutely no assignments will be accepted in PDF. Anyone submitting papers in PDF will automatically lose 5 points.

**Students will receive comments with their grades. In the event that the choice is made to issues comments within the body of the student's paper, they will be returned via the grade book.**

**Returned assignments will bear the filename:**

**Lastname\_AssignmentTitle\_Graded.pdf, i.e. Meislik\_ImpressionPaper1\_Graded.pdf.**

#### Assignment Specifics

##### 1. Discussion Leadership and Class Participation (20 Points )

Everyone enrolled in the course is responsible for all of the reading. Students should come to class prepared with questions and/or comments regarding the assigned readings. Furthermore, students are expected to actively participate and engage in each class discussion. Discussion board participation entries and arranged chat sessions are also included in this grade.

## 2 and 3. Impression Papers- 30 Points (15 points each)

**Date Due: Varies**

Students will submit a two to three page paper discussing the principle issues and activities related to any week's discussion topic of the student's choice. Keep in mind that this is a chance to offer opinion, thoughts, and think critically about the readings. Students can select one reading or all of the assigned readings for that session to discuss. Students may choose to talk about how the reading(s) impacted their knowledge of the topic, produced further questions regarding the topic, and changed how they thought about the topic. During the weeks selected, the student is to come to class prepared to be a discussion leader and have at least three questions or comments they would like to address. Papers will be turned in via the Assignment Tool not later than 3:00 p.m. on the day of class for the selected readings. Students should notify the instructor of the weeks for which they intend to write their papers no later than the second week of class.

## 4. Participatory Cataloging and Image Collections (25 Point)

**Date Due: July 11**

The purpose of this assignment is to evaluate the use of social cataloging for image collections. In 2008 the Library of Congress paired with Flickr Commons in order to reach a wider audience on the web.

After the success of the LOC's pilot project, other cultural institutions have joined Flickr Commons ([www.flickr.com/commons](http://www.flickr.com/commons)) in order to "increase access" to photographic collections in the public domain and allow users to "contribute information and knowledge" to the collections.

For this assignment, review the LOC's 2008 report "For the Common Good: The Library of Congress Flickr Pilot Project" available at [http://www.loc.gov/rr/print/flickr\\_pilot.html](http://www.loc.gov/rr/print/flickr_pilot.html). After reviewing the report and the collections participating in Flickr Commons, write a 3-5 page reflection regarding the costs and benefits of the use of uncontrolled vocabularies vs. controlled vocabularies. Do you see this partnership as one that could benefit collections of all sizes? Do the additional costs in terms of time and resources outweigh the benefits? How is access impeded or enhanced through the use of user generated tags?

Pages 24-25 of the LOC report outline some of the additional considerations that you may want to address in your analysis.

The October/November 2007 Bulletin of the American Society for Information Science and Technology may be consulted as an additional resource, and is available at <http://www.asis.org/Bulletin/Oct-07/index.html>. Elaine Ménard's "Imaging Indexing: How Can I Find a Nice Pair of Italian Shoes?" and Joan Beaudoin's "Flickr Image Tagging: Patterns Made Visible" are of particular interest for this project. A short discussion and in-class activity regarding social cataloging will take place during the July 10th session during FastTrack weekend. You may want to incorporate some of your insights from the activity into your analysis. This assignment will be due July 11 and will be worth 25 points.

5. Collection Access Policy/Usage Agreement (25 Points)

**Date Due: July 18**

Paper: Students will create a collection access policy and usage agreement form that takes into consideration the needs and restrictions of a collection including any issues that affect the use of the collection as well as copyrights. The collection details will be provided prior to the assignment due date.

**Total Course Points**

**100 points**

Grading Scale

100	A+
93-99	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C

Required Reading

Mary Lynn Ritzenthaler, Diane L Vogt-O'Connor, with Helena Zinkham, Brett Carnell, Kit A Peters. *Photographs: Archival Care and Management*. Chicago: Society of American Archivists, 2006. Hereto referred to in the syllabus as "Ritzenthaler." This book is available from the Society of American Archivists Nonmember price: \$84.95, SAA Member price: \$59.95. This book is not available on Amazon or Alibris. On-site students may also purchase the book from the campus bookstore.

Students are expected to check CourseWeb for the syllabus, course readings, and course announcements. CourseWeb will be the most current version of the course.

Some readings will also be available on the Internet. Readings have been grouped in categories of "Book," "CourseWeb," and "Web" to help you locate the assigned readings. If a link in CourseWeb or on the Internet is not working, please inform the instructor immediately. All links have been checked prior to the start of class. Entire documents have been uploaded when possible

## Schedule

### May 16 - Session 1: Course Introduction

Class Discussion Focus:

- Discussion of course syllabus, assignments, expectations
- The role of the Photograph Archivist
- How do photographic collections differ from manuscript collections and why should we care?

Required Readings

#### Book

Ritzenthaler: Chapter 1 Photographs in Archival Collections

#### Articles

Changing Role of Photographic Collections

VRA Core Competencies

Kuhn, Annette 'Photography and Cultural Memory: A Methodological Exploration', Visual Studies, 22:3, 2007, 283 – 292.

Pearce-Moses, Richard (1983) "Seeing Between The Lines: The Interpretation Of Photographs," PhotoLetter 4:3, Fall 1983.

### May 23 - Session 2: Identification of Photographic Materials: Formats and Processes and Genres, Oh, My!

Class Discussion Focus:

- Brief history of photography as it pertains to basic identification from Daguerreotypes to digital prints.
- Learning photographic formats and processes

Activity Focus

- Students will be given the opportunity to handle a variety of photographic items while learning safe handling procedures and being able to explore historic formats and processes. We will make every attempt to videotape this portion of class for our online students.

- A discussion board topic will be created for identification.

#### Required Readings

#### Book

Ritzenthaler: Chapter 2 History of Photographic Processes

#### CourseWeb

Fischer, Monique, NEDCC Technical Leaflet: A Short Guide to Film Plate Photographic Materials: Identification, Care, and Duplication

Hendriks, Klaus B. et al. Fundamentals of Photograph Conservation: A Study Guide. Toronto: National Archives of Canada, 1991. Chapter 5., Historical Photograph Processes.

Jamison, Jayme, A Survey of Photographic Negative Collections From 1925-1950: Some Results And Observations

ReCollections\_Photos, pages 68-106.

### **May 30 - Session 3: Identification of Photographic Materials: Formats and Processes and Genres, Oh, My! Part 2**

#### Class Discussion Focus

- Brief history of photography as it pertains to basic identification from Daguerreotypes to digital prints.
- Learning photographic formats and processes

#### Activity Focus

- Students will be given the opportunity to handle a variety of photographic items while learning safe handling procedures and being able to explore historic formats and processes. We will make every attempt to videotape this portion of class for our online students.

#### Required Readings

Readings are the same as the previous week.

### **June 6- Session 4: Assess, Preserve and Avoid Disasters**

#### Class Discussion Focus

- Evaluation criteria for determining levels of deterioration

- Treatment of deteriorated items
- Evaluation of photographic images for deterioration and preservation issues.

#### Activity Focus

- Student groups will be presented with approximately five photographic items. They will need to evaluate the items and then recommend what type of treatment they feel is most appropriate for the item. Digital representations of these items will also be available online.

#### Required Readings

##### Book

Ritzenthaler: Chapter 7 Preservation and Chapter 8 Integrating Preservation and Archival Procedures

##### CourseWeb

Anderson, Stanton, and Ellison, Robert. "Natural Aging of Photographs" *Journal of the American Institute of Conservation* 31 (Summer, 1992): 213-223.

Hendriks, Klaus B. et al. *Fundamentals of Photograph Conservation: A Study Guide*. Toronto: National Archives of Canada, 1991. Chapter 9 Disaster Preparedness READ 405-419; 421-427 and Chapter 11 Condition Reporting READ 487-505 for familiarity.

Hendriks, Klaus B. *Warning Signs: When Photographs Need Conservation* pp 47-52

James M. Reilly, Douglas W. Nishimura, Luis Pavao, and Peter Z. Adelstein, *Photo Enclosures Research and Specifications, Topics in Photograph Conservation, Volume 3, American Institute for Conservation, Photographic Materials Group, 1989.*

##### **Web**

Albright, Gary, *Emergency Salvage of Wet Photographs*, Northeast Document Conservation Center, 1999. <http://www.nedcc.org/plam3/tleaf38.ht0m>

Child, Dr. Margaret, *Preservation Planning and Assessment*, <http://www.nedcc.org/plam3/tleaf12.htm>

Norris, Debra Hess, "Salvaging Photograph Collections," *Conservation Center for Art and Historic Artifacts*, <http://www.ccaha.org/photobul.html>

#### **June 13- Session 5: Storage Issues**

##### Class Discussion Focus

- Developing storage strategies for photographic materials
- Proper temperature and humidity controls
- Physical storage environment/shelving/space considerations
- Activity Focus



## Activity Focus

- Group activity. Students will have time to review a case study. They will discuss storage solutions that will best meet the needs of the “collection” and discuss the case study. This session will also have a discussion board topic devoted to it.

## Required Readings

### CourseWeb

Deborah Derby M. Susan Barger, Nora Kennedy, and Carol Turchan, *Caring for Your Photographs*, American Institute for Conservation, 1997. Revised in 2000.

Bachmann, Konstanze. *Conservation Concerns: A Guide for Collectors and Curators*. New York: Smithsonian Institution Press, 1992, Principles of Storage, pp 5-9.

National Park Service. Appendix R: Curatorial Care of Photographic Collections. *Museum Handbook*, Part 1. 1996.

### Web

Storage of Photographic Materials.

<http://www.fotoinfo.com/info/technicalinfo/storage.html>

Stability of Color Photographic Products

<http://www.fotoinfo.com/info/technicalinfo/stability.html>

Kodak, “Storage and Care of KODAK Photographic Materials Before and After Processing,” September 1999.

<http://www.kodak.com/global/en/consumer/products/techInfo/e30/e30.pdf>

Storage of Cellulose Acetate Collections: A Preliminary Survey of Issues and Options, National Library of Australia, February 2002. <http://www.nla.gov.au/anica/storagecontents.html>

## **June 20– Session 6: Appraisal and Acquisition**

### Class Discussion Focus

- Purchase vs. gift collections
- Evaluating the collection/Collection Survey
- The difference between archival appraisal and financial appraisal
- A few comments about donors

## Activity Focus

- Students will have the opportunity to develop ideas for an appraisal report based on case studies provided by the instructor.
- Review of appraisal forms, see Appendix 4-c in Ritzenthaler.
- Discussion of the Greene Meissner article and how it could be applied to photographic collections.
- A discussion board topic will be created for this session.

#### Required Readings

##### Book

Ritzenthaler: Chapter 4 Appraisal and Acquisitions

##### CourseWeb

[Mark A. Greene](#) and [Dennis Meissner](#) More Product, Less Process: Revamping Traditional Archival Processing, Volume 68, Number 2 / Fall-Winter 2005. pp 208-263.

### **June 27 – Session 7: Processing Photographic Collections: Strategies and Practice**

#### Class Discussion Focus

- The collection is here, now what?
- Accessioning
- Arranging the collection (original order and what else?)
- Applying Greene/Meissner’s Minimal Processing to photographic collections.

#### Activity Focus

- Using LOC guidelines on minimal processing, students will get together in groups to determine the best way to process a “collection.” Students will then have the opportunity to write up their own processing plan for a collection to be turned in the following week.
- A discussion board topic on collection processing for this week.

#### Required Readings

##### Book

Ritzenthaler: Chapter 5 Accessioning and Arrangement

##### CourseWeb

Helena Zinkham’s LOC guidelines for minimal processing of photographic collections.

## July 7- Session 8: Cataloging and Finding Aids

### Fast Track Weekend

#### Class Discussion Focus

Processing Plan assignment will be discussed.

- Standardized descriptive practice
- Collection Level or Item Level?
- The voice of authority
- Cataloging is subjective

#### Activity Focus: Participatory Cataloging Exercise

- Students will have the opportunity to catalog photographs in class and review how other archives have approached cataloging. Online students will have their image selections emailed to them.

#### Required Readings

##### Book

Ritzenthaler; Chapter 6 Description and Cataloging

##### CourseWeb

Orbach, Barbara. "So That Others May See: Tools for Cataloging Still Images,"  
Cataloging and Classification Quarterly, 11:3-4 (Spring 1990).

Research Library Group. Cultural Materials Alliance. Descriptive metadata guidelines for  
RLG cultural materials [Mountain View, CA: RLG, 2004-].

Shatford, Sara. "Describing a Picture: A Thousand Words are Seldom Cost Effective,"  
Cataloging and Classification Quarterly, 4:4.

##### Suggested Readings

Describing Archives: a content standard. Chicago, IL: Society of American Archivists,  
2004.

Art & architecture thesaurus / Getty Research Institute. [Los Angeles, Calif.: The J. Paul Getty Trust, 1998-].

ULAN Union List of Artists Names

[http://www.getty.edu/research/conducting\\_research/vocabularies/ulan/](http://www.getty.edu/research/conducting_research/vocabularies/ulan/)

Library of Congress. Library of Congress authorities. [Washington, DC : Library of Congress, 2002-] Includes name, subject, and title authority files.

\_\_\_\_\_. Library of Congress subject headings. 28th edn. 5 vols. Washington, DC: Library of Congress, Cataloging Distribution Service, 2005. (Updated regularly)

\_\_\_\_\_. Free-floating subdivisions : an alphabetical index. 17th edition. Washington, D.C.: Library of Congress, Cataloging Distribution Service, 2005. (Updated regularly). Included in newest editions of LCSH.

\_\_\_\_\_. Prints and Photographs Division. Thesaurus for graphic materials. TGM I: Subject terms. TGM II: Genre and physical characteristic terms. Washington, DC: Library of Congress, Cataloging Distribution Service, 1995.

MARC 21 format for bibliographic data : including guidelines for content designation / Library of Congress.; National Library of Canada. Washington [D.C.]: Library of Congress, Cataloging Distribution Service, 1999, 2004.

## July 11 **Session 9: Creating Policies and Procedures**

### Class Discussion Focus

- The mission is yours
- Policies for better management
- Procedures for getting the job done: Forms are your friend
- Review of assignment due July 18

### Activity Focus

- Students will be given copies of mission statements, collecting policies, procedural documents to evaluate. Are these effective? Why? Why not?
- Using the examples from class, samples provided, and any other policies or procedure guidelines that are web-accessible, students will write their own collection policy and usage agreement for a photographic collection.

## Required Reading

### Book

Ritzenthaler, Chapter 11 Copying and Duplication

### CourseWeb

Collection Policy for the Maine Legal Photograph Collection <http://www.cleaves.org/pdf/mlpcp.pdf>

UC Berkeley Permission form, Usage Agreement, and Reproduction Request

George Eastman House \_\_ Collections \_\_ Image Rights and Reproduction

Louisiana Collection Reproduction Policy and collection information

## **July 18– Session 10 : Copyright and Photographic Collections**

### **Assignment Due: Collection Access Policy/Usage Agreement– 25 Points**

Class discussion focus

- Copyright issues as they pertain to photographic collections.
- PowerPoint from Picture Archive Council of America. (PACA)

Activity focus

- Students will have time to review real life case studies involving copyright

Required Reading:

### Book

Ritzenthaler: Chapter 10 Legal and Ethical Issues of Ownership, Access, and Usage

### CourseWeb

Mazzone, Jason, Copyfraud, Brooklyn Law School Legal Studies Research Papers Working Paper Series, Research Paper No. 40 August 2005

CIPR, The Digital Dilemma Intellectual Property in the Information Age

## **July 25- Session 11: Issues in Digitization**

### **\*\*Assignment Due: Collection Access Policy/Usage Agreement– 25 Points**

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Goal: This class will talk about the growing desire for digital access to photographic collections and the effect of digitization on 19<sup>th</sup> and 20<sup>th</sup> Century photographic materials. Preserving digital print output will also be covered.

#### Class Discussion Focus

- Digitization for Preservation and Access
- Standards and guidelines
- Digital storage issues
- Working with Vendors
- The Question of Originals

#### Activity Focus

- Digitization standards activity.

#### Required Reading

##### CourseWeb

Arms, Carolyn R., Getting the Picture: Observations from the Library of Congress on Providing Online Access to Pictorial Images, National Digital Library Program & Information Technology Services, Library of Congress, 1999. <http://memory.loc.gov/ammem/techdocs/libt1999/libt1999.html>

Buckley, Robert Ph. D., [JPEG 2000 - a Practical Digital Preservation Standard? \(PDF 2.87MB\)](#)

Devine, J., Picture This: Developing A Museum On-Line Photo Library, in International Cultural Heritage Informatics Meeting (ICHIM07): Proceedings, J. Trant and D. Bearman (eds). Toronto: Archives & Museum Informatics. 2007. Published September 30, 2007 at <http://www.archimuse.com/ichim07/papers/devine/devine.html>

Fulton, B., et al., Teaching Digital Curation: A Functional Approach, in International Cultural Heritage Informatics Meeting (ICHIM07): Proceedings, J. Trant and D. Bearman (eds). Toronto: Archives & Museum Informatics. 2007. Published September 30, 2007 <http://www.archimuse.com/ichim07/speakers/index.html>

Gorman, Jessica, Photography at a Crossroads, Science News Online, Vol. 162, No. 21, p. 331, <http://www.sciencenews.org/20021123/bob10.asp>

Hazen, Dan C., Jeffrey Horrell and Jan Merrill-Oldham. Selecting Research Collections for Digitization. Washington, D.C.: Council on Library and Information Resources, 1998.

Jurgens, Martin, Identification of Digital Prints <http://aic.stanford.edu/sg/emg/jurgens/>

Jurgens, Martin , Preservation of Digital Hardcopies <http://www.knaw.nl/ecpa/publ/jurgens.html>

Wilhelm, Henry, "Will my inkjet prints last as long as traditional photos? Yes, but only if you choose printers, inks, and papers wisely," February 2004.

[http://www.wilhelm-research.com/pdf/GreatOutput\\_HW\\_RayW\\_Feb2004.pdf](http://www.wilhelm-research.com/pdf/GreatOutput_HW_RayW_Feb2004.pdf)

Lavoie, Briand and Richard Gartner, **Technology Watch Report 05-01** Preservation Metadata

### Digital Program Guidelines

University of Southern Mississippi Libraries Digital Program  
<http://www.lib.usm.edu/%7Espcol/digi/index.php>

University of Southern Mississippi Libraries Civil Rights in Mississippi Digital Archive  
<http://www.lib.usm.edu/%7Espcol/crda/guidelines/index.html#capture>

University of Pittsburgh Digital Research Library Historic Pittsburgh Image Project  
<http://images.library.pitt.edu/cgi-bin/i/image/imageid?xc=1;page=index;g=imls;tpl=about.tpl>

Also look at <http://digital.library.pitt.edu/documentation/>  
Standards at the Library of Congress <http://www.loc.gov/standards/>  
CDL Guidelines for Digital Images <http://www.cdlib.org/inside/diglib/guidelines/bpgimages/>

Review Digitization 101 Blog <http://hurstassociates.blogspot.com/>

### **August 1 -Session 12: The Future of Photographic Archives**

**Discussion will focus on where we see photographic archives heading particularly in the areas of access. What is the impact of digitization, copyright, access and preservation on managing photographic collections?**

Class Discussion Focus

- Based on readings in copyright, access, preservation, how do you feel these issues impact digitization?
- How does digitization effect the management of photographic collections?
- Additional thoughts about managing photographic collections?
- Tag You're It!- Flickr, Dropshot, and online photo sharing sites

**No assigned readings this week**