11th Annual Meeting of the Document Academy
Kent State University
Kent, Ohio
August 7-9, 2014

Conference Program

Contents

Schedule-at-a-glance

Food and drink are provided, except where indicated.

Pre-conference Wednesday August 6

5:30   Pre-conference dinner @ Crave in Akron *(participants pay for themselves)*

7:30   Pre-conference Event with dessert reception: Center for the History of Psychology

Every day is held or begins in Library Room 330.

Day 1: Thursday August 7

7:30   Registration & Coffee with light breakfast from *Nervous Dog Coffee Bar*

8:30   Open Conference: Welcome (Kiersten & Jodi)

8:45   Founders' Address sponsored by the Center for the History of Psychology: **Brian O'Connor, *Selfies and Public Knowledge***

9:45   Muselab Documents Instantiation Opening; Break

10:30 Session 1

12:00 Lunch from *Kirbie's Meat & Catering*

1:00   Session 2

3:00   Break with Snack from Baked in the Village

3:15   Session 3

5:15   End Day 1

Day 2: Friday August 8

8:30   Coffee with light breakfast from *Tree City Coffee & Pastry*

9:00   Session 4

11:00 Break

11:15 Session 5

12:45 Lunch from *Belleria Pizza & Italian Restaurant*

1:30   Burst Sessions

2:30   Poster Sessions with Snack from *Popped!*

3:30   Session 6

5:30   End Day 2

7:00   Conference Dinner @ *Bricco Kent* *(participants pay for themselves)*

Day 3: Saturday

8:30   Coffee with light breakfast from MaryAnn Donuts and Cafe

9:00   Session 7

11:00 Break

11:20   DOCAM'15 – Paul Scifleet
12:00   Lunch & Keynote event @ FirstEnergy Interactive Auditorium, Franklin Hall:
        Barbara Bickart, *Monuments, Memory and the Art of Found Choreography*
1:30   Optional walk to *May 4 Memorial and Visitors Center*
2:30 End Day 3

Session Presentations

THURSDAY
10:30-12:00
Session 1 (20 minutes for presentation/10 minutes for discussion)
Session Moderator: Jodi Kearns

1. *Documentary Borders: Reality or Illusion*, Sabine Roux & Caroline Courbieres
2. *In Authenticity We Trust? Repudiation, Non-Repudiation, and the Re-Imagining of the Authentic Document Transaction*, Patrick McLeod & Rich Anderson
3. *A Copy of a Fake of the Identical Facsimile Reproduced from the Real Original*, Kiersten Latham & Cori Iannaggi

1:00-3:00
Session 2 (20 minutes for presentation/10 minutes for discussion)
Session Moderator: Shelley Blundell

1. *Diagnostic Instruments and the Changing Physician-Patient Relationship*, James M. Edmonson
2. *Opening Windows Onto Knowledge: Using Nature of Scientific Knowledge as a Lens for Museum Exhibits*, Gary Holliday
3. *Listening to Shells and Discovering a Lost World*, Catherine Closet-Crane
4. *Stumbling Upon Docu…Wait…What the *uc* is That?,* Brian O'Connor & Jodi Kearns

3:15-5:15
Session 3 (20 minutes for presentation/10 minutes for discussion)
Session Moderator: Michelle Breckon

1. *Documents and Diagnosis: A Ugandan Case Study*, Deborah Turner & Michelle Rogers
2. *The Documents Tell Their Story, or Do They? Interpretation, Patterns and Actors in the Lapp Fund Documents in the National Archives of Norway*, Geir Grenersen
3. *From Alien to Citizen*, Polina Isurin
4. *Landscapes Without Borders: Dutch Landscape Paintings, Globalization and the Rise of Environmental Imagination*, Irene Klaver

FRIDAY
9:00-11:00
Session 4 (20 minutes for presentation/10 minutes for discussion)
Session Moderator: Jodi Kearns

1. *Facebook, a Document without Borders? Or Why Jürgen Habermas Is Still an Important Scholar to Read*, Niels W. Lund & Roswitha Skare
2. *Privileged Media Privileged Literacy*, Carol Choksy
3. *Storytelling as Document,* Elizabeth Figa & Jenny Mumah
4. *Refugee Status: Collecting Social Media as Documents of Cultural Significance*, Paul Scifleet & Maureen Henninger

11:15-12:45
Session 5 (20 minutes for presentation/10 minutes for discussion)
Session Moderator: Denise Southworth

1. *Identifying an Archetype: The Hipponion Tablet and Regional Variations in the Orphic Gold Lamellae*, Shellie Smith
2. *Rate My Professor, 1950s Psychology Edition: An Academic Genealogy of Eminence and Influence*, Jodi Kearns & Cathy Faye
3. *Words Matter: Documents of the Departed*, Thomas Atwood

1:30-2:30
Burst Sessions (7 minutes for presentation/5 minutes for discussion)
Session Moderator: Shelley Blundell

1. *Documentation as Talking Stone*, Greg Lookerse
2. *Document Set: Periodic Table*, Randall Breckon & Michelle Breckon
3. *Transmedial Documentation for Non-Visual Image Access*, Melodie McCotter

3:30-5:30
Session 6 (20 minutes for presentation/10 minutes for discussion)
Session Moderator: Kiersten F. Latham

1. *The Curious Case of the Nondocument*, Marc Kosciejew
2. *Document Analysis: Theorizing Reference Works*, Michael Buckland
3. *Heredity, History, and Hermeneutics: The Information Science of Evolutionary Biology*, Francisco B.-G. Moore
4. *Literary Character and Documentary Truth Values: The Rhetorical and Sociological Transformation of Texts into Documents*, Ron E. Day

FRIDAY
9:00-11:00
Session 7 (20 minutes for presentation/10 minutes for discussion)
Session Moderator: Michelle Breckon

1. *A Perverse Machine: The Library of Congress Classification*, Melissa Adler
2. *Documenting the Information-Seeking Experience of Remedial Undergraduate Students*, Shelley Blundell
3. *Orderly Navigation of Specificity*, Guillermo Oyarce
4. *Transcending Temporal Borders: Documenting Multiple Temporalities*, Pam McKenzie & Elisabeth Davies

Presenters

Adler, Melissa
University of Kentucky, School of Library and Information Science, Kentucky, USA

Anderson, Rich
University of North Texas, Center for Information and Computer Security, Texas, USA

Atwood, Thomas
University of Toledo, Carlson Library, Ohio, USA

Bickart, Barbara
School of the Museum of Fine Arts, Boston, Massachusetts, USA

Blundell, Shelley
Kent State University, College of Communication and Information, Ohio, USA

Breckon, Michelle
Kent State University, School of Library and Information Science, Ohio, USA

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Kent State University, Department of Chemistry and Biochemistry, Ohio, USA

Buckland, Michael
University of California Berkeley, School of Information, California, USA

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        Informatics and Computing, Indiana, USA

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        Informatics and Computing, Indiana, USA

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Case Western University, Dittrick Medical History Center, Ohio, USA

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        Australia

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O'Connor, Brian
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    France

Scifleet, Paul
Charles Sturt University, School of Information Studies, New South Wales, Australia

Skare, Roswitha
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    Norway

Smith, Shellie A.
Kent State University, Ohio, USA

Turner, Deborah
Drexel University, College of Computing and Informatics, Pennsylvania, USA

Abstracts

Adler, Melissa
A Perverse Machine: The Library of Congress Classification

To classify is to make a statement. A library arranged according to a classification system is a series of statements in the form, "___ is about ___." As part of a larger project on library classifications for works on sexual perversion, I will present maps and diagrams to illustrate the ways in which applications of the Library of Congress Classification have produced a peculiar body of literature. Leaning on Deleuze and Foucault for guidance in displaying the form and function of this perverse machine, I will focus on the HQ71 section of the library, which is designated for "sexual practices outside social norms," in order to show how the Library of Congress has produced and organized deviance. I will also explore ways that Deleuze can help us to deterritorialize sexual perversion, as well as the academic interdisciplines more generally.

Although the disciplines of the academy are neatly laid out and displayed on the library shelves, little attention has been paid to the complex relations of power that form them. Library classifications and the institutions from which they arise—in this case, the Library of Congress—remain under-examined apparatuses in the production of perverse and queer subjects. The Library of Congress occupies a critical space where medical, social science, political, literary, and other discourses are collected, arranged, and disseminated to Congress and the public. It not only collects and arranges research from all the disciplines across the globe, but also sets the standard by which subjects are organized in libraries of all types. The Library of Congress has a long tradition of basing its classifications and terms for sexual perversion on medical and psychiatric literature, but as the humanities and social sciences have increasingly brought insights from various perspectives, the body of literature that has grown in the HQ section is presently a perplexing mix of attitudes and approaches from vastly different eras and fields of study.

It is precisely this type of apparatus and its relations of power that evokes Deleuze's call to diagram relations and functions. Every diagram, according to Deleuze, is a "spatio-temporal multiciplicity," and "there are as many diagrams as there are social fields in history." The diagram is never complete, and always unstable and evolving, producing a model of truth. It is "a map of destiny," laying out the relations of forces and the possibilities for becoming.[1] I intend to demonstrate how this methodology can display the limits and potential for classifications to support interdisciplinary studies in sexuality. This may also serve as a model for mapping the organization of other interdisciplines in the humanities and social sciences.

[1] Gille Deleuze, Foucault (Minneapolis, MN: University of Minnesota Press), 34-36.

Atwood, Thomas
Words Matter: Documents of the Departed

As families begin to experience the passing of loved ones from a 'silent generation', they will be forced to make decisions about the physical belongings of those who lived in a depression era mentality. Some of these choices will be easy as one may possess little sentiment over a clock or a set of dishes. There may be a quick divide of clothes, perhaps coins, and the siblings will agree to split some heirloom jewelry. Other decisions will be trying, as these items will surely invoke conversations that make us reconsider the meaning of the words keep, want, need, and discard. But the documents of this generation are different. Not receipts, a faded birthday card from years past, or old bank statements. Not owner manuals for appliances that no longer exist, or paid medical bills. The words on those pages are irrelevant and meaningless. This presentation will discuss the documents left behind after the recent passing of Dr. Lloyd Mills (1927-2013), Professor Emeritus of English, at Kent State University. For Dr. Mills, words mattered. His life was filled with and surrounded by them. As bricks are to a mason, as blueprints are to an architect, words are to a poet. Amassing more than a personal archive, the family discovered an estimated collection of 275,000 to 325,000 hand written and typed documents... or possibly more. Specifically, the published and unpolished work of Dr. Mills poetry (re-writes and revisions), prose and note paper scribbles of future ideas, unsent correspondences, decades of writings from his students (from their work in the classroom to copies of their recent professional contributions), a life of letters to and from colleagues, 19th century mail from his family, and a front page poem in the Kent Stater from the May 4th shooting at the University in 1970, all interfiled among newspaper clippings, rejection letters from publishers, foreign postwar postcards elegantly stamped, and a career of photocopied journal articles related to his research. While the family was aware that a fraction of these documents existed, they were in no way prepared to make (in timely manner) so many necessary decisions with a collection this size.

What documents are important if words matter? And to whom? Where will all of these documents be stored? Was there any organizational structure? What can and should be digitalized? Where are his students now? Should these documents be returned to their original writers? The ultimate goal of this presentation is to initiate a discussion about the physical documents of this generation (and potentially this generation of scholars and their family, who valued the physical document and knew that words mattered.) While one conscientiously makes choices in their own life, becoming a personal archivist, making decisions about the documents they desire to keep, preserve, and discard, many of us will be forced to be an archivist to scholarly family members and make critical choices that challenge our associations to these documents as they intimately relate to significance, nostalgia, aesthetics, and ownership.

Bickart, Barbara
(Keynote Address)
Monuments, Memory and the Art of Found Choreography

WHEN is an ongoing series of large-scale video installations that explores the histories of institutionalized violence that persists in our national landscape in the form of landmarks and monuments. It documents the pilgrimage of visitors to these sites, illuminating the resonance of the past through the *found choreography* of visitors in the present.

The keynote presentation will include screenings of WHEN: Memphis, WHEN: Philadelphia, and WHEN: Kent State.

Blundell, Shelley
Documenting the Information-Seeking Experience of Remedial Undergraduate Students

This presentation will discuss Blundell's on-going dissertation research documenting the information-seeking experience of undergraduate students enrolled in a remedial English course in the spring 2014 academic semester.

Because the information behaviors, needs, seeking, and information literacy abilities of undergraduates enrolled in remedial coursework are understudied areas in library and information science and higher education literature; Blundell chose to investigate these areas in her dissertation research toward contributing to this gap. To do so, she used descriptive phenomenological (qualitative) methodology to examine the information-seeking experience of the previously defined group, as it occurred in pursuit of the completion of an assigned research paper. Data were collected in a number of ways, including interviews with participants when they performed in-class information-seeking for the assignment, asking students to keep a journal for their out-of-class information seeking activities, and creating an 'information profile' for each student as a primary analysis piece, based on the information provided by participants in interviews and journal entries. All participants in the study were asked to verify the information presented in the profile upon the course's completion, and worked with Blundell to make the profile as accurate as possible. This was done to aid secondary analysis of the collected data, which is currently in progress. Final data analysis will lead to the creation of a model representing the information-seeking experience of participants in the study.

Blundell aims to use the model to aid future creation of information literacy modules that target the specific needs of remedial undergraduate students. As a group, remedial undergraduate students are more at-risk than their college-ready peers in terms of persistence toward graduation. Such research could help educators of remedial undergraduate students understand the needs of this at-risk population from a broader and more in-depth perspective.

Blundell invites feedback from DOCAM attendees on the initial results of the study provided through her presentation, toward making her final presentation of results as well-rounded and contemplative as possible.

Breckon, Randall & Michelle Breckon
Document Set: Periodic Table

How to define documentality has been widely debated in the field of document studies, with scholars arguing materiality, intentionality, functionality, and more. The periodic table of elements, we would argue, is a document - it intentionally preserves knowledge of chemical elements. However, by many definitions of document, the periodic table of elements is not adequately addressed. We believe that the periodic table is a document set: a document made up of smaller documents. Specifically, we will be looking at each individual elemental record within the table, in order to show that each is a document in its own right. We will discuss the materiality and complexity of the periodic table, in order to reveal that it is not merely a document, but it is a document made up of smaller documents. We argue that intentionality is an important part of what makes a document by tracing the history of the periodic table up to the current day. In conclusion, we will introduce the idea of a document set through our example of the periodic table of elements.

Buckland, Michael
Document Analysis: Theorizing Reference Works

There are many kinds of reference works: almanacs, atlases, bibliographies, biographical dictionaries, catalogs, dictionaries, encyclopedias, handbooks, place name gazetteers, and many more. Individual reference works and particular types of reference works have been studied, but reference works as a class and reference collections as a coherent grouping appear to have received little analytical attention.

Reference works differ from other kinds of document in being ordered lists of explained, named topics intended for look-up use rather than narrative reading. As ordered lists the basic structure is a set of individual records, each with a heading and a more or less structured descriptive explanation. However, these two components have overlapping roles. The heading is a kind of name, but also serves multiple roles as an ordering device as well as an identifier and may also be descriptive, especially when augmented by a qualifier or differentiator. The explanation may also be used for ordering.

The scope and headings of specialized reference works tend to defined by a single facet (e.g. Who, Where, When, What), but multiple facets are typically present in the

descriptive explanations, with important consequences for the transition to a digital environment and the use of multiple reference works in conjunction. The possibilities for vocabulary mapping within a reference work, across similar reference works, and, more interestingly, across dissimilar types of reference work are examined.

Individual reference works have largely migrated to digital technology, but the possibilities for recreating the amenity and usefulness of a traditional library reference collection still remains largely neglected and will be explored.

Choksy, Carol E. B.
Privileged Media Privileged Literacy

Library and information science do not comfortably include business documents within their umbrellas. Most definitions reference scientific and cultural information. Archives can include business documents, but normally only after those documents are of no business or legal interest to the organization that originally housed them. These areas of study concern themselves with the creation and transmission of knowledge and cultural pathways through extended expressions of writing: writing that requires an article or a book. This reflects a perspective of literacy few within a society will ever attain or even study past high school.

The literacy of the rest of society, the pragmatic literacy of the everyday, is left wild and untended. Underlying this tendency is a millennia-long history of privileging media: papyrus roll, codex, liber, book required to take down stories, scientific knowledge, philosophy, medical knowledge, magical knowledge, etc. The boards covered with gypsum or wax for taking down accounts, the clay tablets used to write legal decisions, the papyri folded, tied, and sealed with wax to validate a will, the potshards on which receipts were written, that translate into the modern world as business and legal documents are not only not studied, but shunned by departments of library and information science.

The lawyer who writes a contract may know more Latin than the scientist studying genomics, and the contract itself may play a greater role in the life and death of specific individuals than the scientist's paper. The receipt forces the bookseller to take back the book of fiction unread. Yet the codex continues to play its privileged role. That history begins in Egypt, goes through Israel, then Greece, and Rome.

Closet-Crane, Catherine
Listening to Shells and Discovering a Lost World

Using an autoethnographic approach, the author will discuss the lived experiences of two visitors (a couple) after their museum encounter with a pre-historic engraved lightning whelk shell from the archeological site of Spiro Mound. Exhibited at the Museum of the Red River in Idabel Oklahoma, the engraved specimen of Busycon Contrarium is said to have functioned as a kind of pre-Columbian government documentation (or "passport") to identify official emissaries from the Spiro Mississippian culture. Intrigued by the presence of this exceptional left handed marine shell at Spiro, the couple embarked on a search for explanations motivated by a desire to elucidate what they saw as mysterious connections between the presence of Busycon Contrarium at Spiro Mounds, Maya sites of Quintana Roo and of the Yucatan, and contemporary shells and living specimens along the coast of the Gulf of Mexico. In their quest for knowledge, they combined travels and information seeking activities in a voyage of exploration. They recollected shared memories from previous travels to Yucatan and Quintana Roo, engaged in discussions with archeologists and museums' staff, collected shells, and searched for books and scholarly papers; they rejoiced in experiencing "aha moments" together and in discovering the multiple uses of the shell in pre-Columbian cultures of Northern America from the Atlantic Ocean in the South East to the Mississippi and Missouri rivers in the Midwest, and from the Gulf of Mexico to the Great Lakes. Following the trail of the predatory mollusk, they journeyed to Florida looking for the possible provenance of Spiro left handed shells and constructed for themselves a story of the museum object's life from marine shell to document of the Spiro people.

Day, Ronald E.
Literary Character and Documentary Truth Values: The Rhetorical and Sociological Transformation of Texts into Documents

What is the status of the literary text in regard to documentation? When and how does literature become a document? Rather than being marginal to documentary discourse and the modern documentary tradition, such questions cut to the core of such discourses and traditions as cultural forms and social norms of a particular modern 'information age' that documentary techniques and technologies both afford and privilege.

In this talk I will examine two French 19th century texts: Flaubert's Madame Bovary and Zola's Therese Raquin as well as other novels by him. I will concentrate on the themes of adultery and sexual 'excess' in these novels and the obscenity trials that followed them in France and England respectively, as well as the transition from French literary realism to French naturalism and the documentary methods and claims that afford and come about with this latter. The task of my talk will be to reveal that the documentary episteme played a strong role in shaping the novel in the 19th century and that part of this role was enforced through traditional and political trials, where fictional

characters—and by extension—human beings in lived experience are subjected to documentary techniques and technologies and their rhetorico-logical truth values, such as the rhetorical privilege given to statements and hermeneutics and ethical values that carry logical and exclusionary forms. These qualities lead to rationalized forms for understanding both fictional characters and human life as lived experience, which I argue, is the core social and personal value of documentary systems and their techniques in the modern age.

Edmonson, James M.
Diagnostic Instruments and the Changing Physician-Patient Relationship

Diagnostic instruments and the changing physician-patient relationship is the subject of this presentation and a recently installed (Nov 2013) permanent exhibition at the Dittrick Museum of Medical History.

This story really begins with the introduction of Laennec's stethoscope in 1816, and culminated in advances in stethoscope design and use in the 20th century. In the process, as argued by historian Stanley J. Reiser, [Medicine and the Reign of Technology, 1978] doctors gathered privileged information, causing them to discount the patient's narrative experience of illness. This led, ostensibly, to the objectification of the patient, under the scrutiny of physicians' "clinical gaze" [Michel Foucauld, Birth of the Clinic; an archaeology of medical perception, 1973].

Research and interpretation for our current exhibition on the use and impact of the stethoscope for this exhibition led to a critical questioning of these assumptions and conclusions. Extensive visual evidence may be found in the form of images depicting doctors conducting physical examinations, and more specifically of them using stethoscopes and other diagnostic instruments (ophthalmoscopes, otoscopes, laryngoscopes, &c). These images (now comprising a database of several hundred images), indicate that rather than distancing doctor and patient, instruments brought them closer together. This physical contact, on occasion bordering on intimacy, could form the basis of a more close physician-patient relationship. Benefits of this process included a greater sense of reciprocal responsibility and trust, and enhanced patient compliance with physician treatment programs. These conclusions are reinforced by writings on the importance of physical touch in the physician-patient encounter, as most eloquently expressed by Abraham Verghese.

Our look at the significance and interpretation of diagnostic instruments also addresses gender issues, professional identity, and the place of the stethoscope in popular culture. Respectively, this involves looking at nurses and the stethoscope; physician portraits featuring stethoscope as emblems of professional identity; and toy stethoscopes and kids' doctor sets beginning in the mid 1930s.

Figa, Elizabeth & Jenny Mumah
Storytelling as Document

In 1997, Michael Buckland posed the question: "what is a document?" His interest at that time stemmed from the emergence of multimedia material, which challenged the assumption that documents were text and text-like records alone (Buckland,1997). Seventeen years later, we pose the same question, but with regards to storytelling, which is "an ancient and universal human method for education and entertainment" (Zhang, Ge, & He, 2012, p. 767). While we do not attempt to provide a new definition of the term, "document" in this paper, our objective is to make a case for why storytelling, which is mostly an ephemeral activity, is a document, and a document without a border. For the purposes of this paper, we will follow the advice of Frohmann (2009) who states that:

If we project the word "document" onto new situations we need not do so on the basis of new criteria, rules, meanings, or definitions. Sometimes others will chime in, or will "go on" from our extensions as we do; at other times, in ways they see as flowing from them but that we did not anticipate. Some may refuse to go in our direction, or not find it relevant to their purposes to do so. But if we want to extend documentation to new situations – if we want to multiply the concept of the document – we can (like Einstein) tell a story and how to apply it, and connect our extensions to theories, arguments and relevant intellectual resources to try to bring about an enlarged understanding of what documents and documentation can be (Frohmann, 2009, p. 296).

While it is complex to provide an answer to Buckland's question, we use a definition of the term provided by Suzanne Briet, a librarian and documentalist. Briet states that "a document is evidence in support of a fact… A document is 'any physical or symbolic sign, preserved or recorded, intended to represent, to reconstruct, or to demonstrate a physical or conceptual phenomenon" (Buckland, 1997, p. 806). These are exactly the characteristics of storytelling, which is a container of knowledge. Oral storytelling which is the focus of our paper entails that a teller perform a story with a live audience, without the assistance of a book (Phillips, 2013). In the oral tradition, the "storyteller holds the story in her mind and uses words and gesture to bring the story alive before the listeners" (Phillips, 2013, p. ii). The benefit for the audience in such instances is that they can "connect with the characters and accompany the teller on the journey of experience, then emerge with new insight and understandings (Phillips, 2013, p. ii).

These stories are references, used by storytellers to teach audiences, children especially "their cultural and emotional history" (Hearne, 2000, p. 719). These stories give children an idea of "the way we've survived—or not survived—before" and also show them "the heroes and tricksters and helpers and witches and ogres" (Hearne, 2000, p.719).

Although we deal with an ephemeral medium that changes with time and narrator, stories will journey on the back of storytellers to withstand media, cultures and even time frames; however they need to have a strong core to survive (Hearne, 2000).

Buckland, M. K. (1997). What is a "Document"?. Journal of the American Society for Information Science, 48(9), 804-809.

Frohmann, B. (2009). Revisiting "what is a document?". Journal of Documentation, 65(2), 291-303.

Hearne, B. (2000). Once there was and will be: Storytelling in the future. The Horn Book Magazine, 76(6), 712-719.

Phillips, L. (2013). Storytelling as Pedagogy. Literacy Learning: The Middle Years, 21(2), ii-iv.

Zhang, Z., Ge, S., & He, H. (2012). Mutual-reinforcement document summarization using embedded graph based sentence clustering for storytelling. Information Processing and Management, 48, 767–778.

Grenersen, Geir
The Documents Tell their Story, or Do They? Interpretation, Patterns and Actors in the Lapp Fund Documents in the National Archives of Norway

The Lapp Fund ("Finnefondet" in Norwegian) was an important instrument in the Norwegianization policy carried out by the Norwegian authorities toward the Sámi and Finnish minorities between 1852 – 1921. The fund was an extra grant at the state budget and financed a succession of measures in the elementary schools in the most densely populated Sámi and Finnish areas of Northern-Norway. Money was used on infrastructure (boarding schools, village schools, roads), on double-texted books (Sámi/Finnish – Norwegian) and as an extra salary for teachers taking jobs in these ethnical mixed areas. A recurrent debate among Norwegian scholars is how actively these salaries was used in order to reward teachers who did an extra effort to learn their pupils Norwegian. In the State Archive of Norway I have gone through all applications (110) from teachers seeking extra salary from the Lapp Fund in the period 1902-1904, a very decisive period in the norwegianization policy. The applications are handwritten and with great variations in form and substance. My research shows, contrary to what hitherto has been concluded, that all the applications were granted. One reason cuold be that the teachers adjusted their application strategies to the objectives in the Fund. Another reason could be that the communications- and archive systems of the time gave the authorities limited control over the use of different languages in the classroom in these remote areas. In 1904 the application schemes were printed and standardized. We do not know why, but one hypotheses is that the energetic regional director of education for Finnmark County, Bernt Thomassen (director 1901 – 1921), wanted to make the document circulation connected to the Lap Fund more efficient. Thomassen was a very skilled bureaucrat, had been a leader of the

Board planning a new Library in Trondheim (Norway's second largest city) in 1901, we can assume he knew about Dewey and scientific classification and management. His role as a central actor in the Norwegianizatin policy is much debated among scholars. Anyhow, the reorganization of the application process support a hypotheses that the Lapp Fund was an instrument for cultural modernization and not cultural homogenization, contrary to what scholars up to now have concluded. So, the need for a deep and systematic reading of archival documents to look for new patterns, but also the importance of an "actors point of view" when interpreting these, will be addressed.

Holliday, Gary
Opening Windows Onto Knowledge: Using Nature of Scientific Knowledge as a Lens for Museum Exhibits

When visiting an Informal Science Institution (ISI), such as a natural history museum in the United States, one will very likely come across dioramas depicting realistic looking landscapes and the organisms that live there. While they may include contemporary environments, they can also depict environments and organisms that existed before modern times; including dinosaurs or ancient hominids. When created, dioramas can include objects, taxidermy (mounted animals), and reconstructions. These reconstructions have to be carefully considered because such exhibits can appear to be a 'window onto knowledge' to visitors viewing them (Endersby, 1997).

Exhibit designers make decisions about what to present and how to present it so the visitor can understand the information easily. Scientists also assist in the process by providing scientific concepts and information in order to inform the interpretation. Considering this, the museum diorama is not representing 'nature' but is a construct of how humans (in this case exhibit designers and scientists) think nature may have looked during that time. For instance, recreating a dinosaur with its external physical dimensions including skin color based on skeletal remains. Unfortunately, visitors often perceive the depictions as real when they are not.

In addition, the objects or recreations shown in the display are often seen as the end results of science. The complex processes of exploration, experimentation, and debate are lost to the visitor. This is true for both the scientific inquiry process and the exhibition development process (Arnold, 1996; Endersby, 1997). It also has been shown that those visiting science centers and museums often interpret the information presented in exhibits in a way that was personally meaningful and not always in line with the intentions of exhibit designers (Layton, Jenkins, MacGill, & Davey, 1993; Rennie & Stocklmayer, 2003). Yet another layer of interpretation occurs when a museum educator is using the exhibit for educational purposes and makes choices about how and what to present to a group of students (Rose, 2006).

Similarly, it is often felt that science center exhibitions present scientific knowledge in interactive, engaging, but uncritical ways (Pedretti, Macdonald, Gitari, & McLaughlin, 2001). The emphasis in such exhibitions seems to be on "learning science" (the facts, laws, theories) with little emphasis on the scientific processes or the socio-cultural context of science. It has been suggested that there is a need to expand the understanding of science among exhibit viewers, including a critical examination of Nature of Scientific Knowledge. This framework recognizes scientific knowledge as being "(1) tentative (subject to change); (2) empirically based (based on and/or derived from observations of the natural world); (3) subjective (theory-laden); (4) partly the product of human inference, imagination, and creativity; and (5) socially and culturally embedded" (p. 418, Abd-El-Khalick, Bell, & Lederman,1998). While the framework does not address informal settings specifically, this session will discuss Nature of Scientific Knowledge as a useful lens when viewing or creating exhibits at Informal Science Institutions.

Abd-El-Khalick, F., Bell, R.L., & Lederman, N.G. (1998). The nature of science and instructional practice: Making the unnatural natural. Science Education, 82, (4), 417-436.

Arnold, K. (1996). Presenting science as product or as process: Museums and the making of science. In S. Pearce (Ed.), Exploring Science in Museums (pp. 57-78). Atlantic Highlands, NJ: The Athlone Press.

Endersby, J. (1997). The evolving museum. Public Understanding of Science, 6 (1), 185-206.

Layton, D., Jenkins, E., MacGill, S., & Davey, A. (1993). Inarticulate science? Perspectives on the public understanding of science and some implications for science education. Nafferton, UK: Studies in Education Ltd.

Pedretti, E., Macdonald, R.D., Gitari, W., & McLaughlin, H. (2001). Visitor perspectives on the nature and practice of science: Challenging beliefs through A Question of Truth. Canadian Journal of Science, Mathematics and Technology Education, 1 (4), 399-418.

Rennie, L.J., & Stocklmayer, S.M. (2003). The communication of science and technology: Past, present and future agendas. International Journal of Science Education, 25 (6), 759-773.

Rose, J. (2006). Shared journeys: Curriculum theory and museum education. Journal of Museum Education, 31 (2), 81-93.

Isurin, Polina
From Alien to Citizen

A great deal of documents that give validity to my history I cannot read. I must rely on others to tell me what the text truly says, and more so what it truly means, or what it stands for. That which the text encapsulates was not presented to me in the way in

which it is intended. Instead the text stands as physical proof of documentation. But these documents serve their purpose, regardless of what may be printed on them. With that said, the documents I can read are then directly privileged with the country associated with that language.

The documents put my family, my birth, and my evolved loyalty to varying countries on a line, a line marked by dates, by names, and by photos, which I take to believe as being me. The photograph on the card is frozen in time, during a time in my life that seems inaccessible, only adding to the foreign identification for this kind of document. But because it holds authenticity, it is impossible for me to disengage with this moment in my family's history.

If our human senses can cross cultural and linguistic barriers, then a sensory approach to documents and texts seems an appropriate form of engagement, to allow for the entry of individual perceptions to enter into a historical dialogue.

It would be easy to take a document such as a passport and trace the movement of an individual, every stamp or blank page serving as an indicator of the individual history. But as soon as that passport is closed the cover erases all signs of individualism and becomes read as a citizen of a particular land. However, not everyone who is a citizen of a nation holds a passport, meaning that the very ownership of the document has a perceived notion as well. To own these documents already puts a person in a position of desiring or needing to leave their 'home'. Nonetheless, the documents can never elicit the full capacity of one's travels in time and space- they are merely reminders.

My Green Card serves as an indicator of the moment of transition, a reminder of the time when my parents and I held a foreign standing in this country. It is a document that no longer serves practical purposes, but will forever assist in shaping my placement within this country. It serves as knowledge in knowing that even if practical documents lose their functionality it does not mean they lose their presence within an individual history. Their temporal possession gives a physical form to a more fluid understanding of being rooted. The self-ownership of a document allows for a negotiation between oneself and a multifaceted history.

Kearns, Jodi and Cathy Faye
Rate My Professor, 1950s Psychology Edition: An Academic Genealogy of Eminence and Influence

The Center for the History of Psychology houses a collection of 0.666 linear feet, which, though is quite small in physical size, has tremendous documentary value. In the early 1950s, psychologist Lauren G. Wispé distributed a questionnaire to 169 eminent psychologists who had earned their doctorates between 1910 and 1944 in order to

explore social and personal influences that may have contributed to their eventual eminence in the field of psychology. In a 1965 publication that used the questionnaire data, Wispé found that more eminent psychologists came from upper-middle socioeconomic, smaller families with the related academic advantages and more educated parents; further he indicates that socioeconomic affluence and motivational patterns are influential factors in mutual attractiveness between eminent psychologists and their "potentially eminent" students (Wispé, 1965). Some of the eminent psychologists who received and returned surveys are Gordon W. Allport, Edwin G. Boring, Philip Dubois, Arnold Gesell, Harry Harlow, and Abraham Maslow. The distributed questionnaires asked twelve pages of questions, many of which were returned with only partial completion. For the purpose of this presentation, we are focusing on two sets of questions Wispé asked: "Names of Outstanding Students Who Have Worked With You:;" and "As a Student I was Stimulated By: (If more than one, list in rank order)." Because the range of PhD graduation dates of eminent psychologists is 34 years, there is some noteworthy overlap in students and teachers listed by nearly 100 respondents, serving as a sort of index to popular collections deposited in the Psychology Archives. Further, many of the respondents included with their returns letters and notes scribbled in the survey margins suggestions, explanations, and comments. This presentation does not aim to reanalyze Wispé's findings. Rather, it presents the relationships of mentors and students listed in the surveys, a sort of 1950s "Rate My Professor" genealogy of psychology eminence and influence in mid-Twentieth Century America. For example, Harry Harlow lists Walter Miles as a mentor, and Walter Miles lists Harry Harlow as an outstanding student, though these cross-referenced relationships are not always reciprocal. Additionally, alongside the student-mentor rankings and other questionnaire responses, eminents' unsolicited survey design advice and marginalia clearly document concern of the process, such as Floyd H. Allport's "I assume this information is to be kept in anonymous form" to his brother Gordon Allport's "I've noted principally the difficulties that I see in [your questionnaire.]"

Wispé, L. G. (1965). Some social and psychological correlates of eminence in psychology, Journal of the History of the Behavioral Sciences, 1(1), 88-98.

"Factors in Psychological Leadership" Center for the History of Psychology. Archives of the History of American Psychology, Lauren Wispé Papers, Boxes M698-M699.

Klaver, Irene J.
Landscapes without Borders: Dutch Landscape Paintings, Globalization and the Rise of the Environmental Imagination

The landscape north of Amsterdam is typically Dutch. Black and white milk cows graze peacefully in green pastures interlaced by small ditches; an occasional windmill on the horizon. It is May and I am sitting in the train to Alkmaar, a town forty miles north of Amsterdam, reading the newspaper and occasionally glancing at the familiar landscapes.

The green polder-pasture landscape turns into another proto-typically Dutch one: vast geometrical tulip fields. Some fields are blooming: their bright colors bleeding into the mist of a grey horizon.

The flowering fields, revealing countless bulbs tucked in the soil, make my mind drift to various places I lived in the United States: New York City and Long Island; Billings, Montana; Turlock, California; and Denton, Texas. In each of these places people planted Dutch bulbs, bought in local American supermarkets, K-Marts, Safeways, Country Markets, Albertsons, Walmarts. The abundant presence of Dutch bulbs in faraway Billings, always gave me pause. Isn't it too much for a country a tenth the area of Montana with 16 times its population to play such a flower-power role?

Staring out of the train's window, daydreaming about typically Dutch landscapes, it dawned on me that tulips were not typical for this particular area of the The landscape north of Amsterdam is typically Dutch. Black and white milk cows graze peacefully in green pastures interlaced by small ditches; an occasional windmill on the horizon. It is May and I am sitting in the train to Alkmaar, a town forty miles north of Amsterdam, reading the newspaper and occasionally glancing at the familiar landscapes. The green polder-pasture landscape turns into another proto-typically Dutch one: vast geometrical tulip fields. Some fields are blooming: their bright colors bleeding into the mist of a grey horizon.

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Staring out of the train's window, daydreaming about typically Dutch landscapes, it dawned on me that tulips were not typical for this particular area of the interpretation, they were visually oriented, and "liberated" the Dutch landscape painting from mythical and biblical motifs.

Interestingly, these so-called Dutch "realists" rarely painted polders, windmills, canals, or peat digging. We might say that these Dutch painters were "selective realists." It is precisely this selectivity for "natural" features that forms the portal to the environmental imagination.

The authenticity of the Dutch landscape lies in its natural artificiality so profoundly embedded in social political agency and cultural imagination.

Kosciejew, Marc
The Curious Case of the Nondocument

A curious argument about a so-called "nondocument" was recently presented regarding a contentious document central to an intensely controversial and ongoing international case. The current Israeli-Palestinian peace negotiations, confronted with a volatile combination of serious challenges, aims to complete and implement a major document that outlines a binding framework of core principles for a conclusive final-status agreement between the two conflicting parties. Reflecting the fraught nature of these ongoing peace negotiations, however, this document is also fraught with acrimonious controversy. The conflicting parties express profound concerns with the document and its inscriptions including a possible provision permitting either party to express reservations regarding an overall framework for any final-status arrangements. These concerns prompted a senior Palestinian official, Hanan Ashrawi, to offer a bleak assessment of this document. She stated that such a document would be "self-negating" thereby making it a "nondocument."

But what is meant by a nondocument? Is a nondocument a document? Is a nondocument not a document? Is a nondocument some kind of documentary hybrid of something that is considered a document and something that is considered not a document? Can a document be a nondocument and still be a document? Can a document become a nondocument or vice versa? If a document requires certain kinds of practices with it to make it something informing, does a nondocument require or necessitate similar practices that give it a hybrid status as a document or as a nondocument? Or if a document requires certain kinds of practices that are not adhered to or followed, does that dereliction of practice make it a nondocument? Indeed, a nondocument is a curious creature.

This presentation analyzes the possible meanings, properties, and contexts of a nondocument. It contributes to Michael Buckland's discussion and examination of what is a document, thereby further extending explorations of the concept of documentation. It also illuminates important ideas of documentation offered by Suzanne Briet, Bernd Frohmann, and Carol Choksy, applying them to an understanding of a nondocument. Framing its discussion with the complex and controversial Israeli-Palestinian peace negotiations as a backdrop, this presentation aims to answer the perplexing question: what is a nondocument?

Latham, Kiersten & Cori Iannaggi
A Copy of a Fake of the Identical Facsimile Reproduced from the Real Original

Every day people use words such as copy, original, real, fake, actual, true, identical and more in reference to documents and their various representations. In this session, we engage the audience through a hands-on activity involving the creation of "original copies". In addition, we will attempt to sort through some of this language in order to work towards a more intentional language surrounding this continuum of copies. We will provide scenarios in which we ask where on the continuum does a certain document fall; are some copies less of a copy than others; is the first document really that different from the second or third one; is there such a thing as identical copy (eg. Buckland's "token," 1991), how (why?) do certain copies attain higher value than others; is the experience of one type of document different than another? Generating a focused, common language of description may help address some of these questions and this session is meant to draw out a thoughtful, purposeful conversation about them.

Buckland, M. K. (1991). *Information and information systems*. New York: Greenwood Press.

Lookerse, Greg
Documentation as Talking Stone

In 1982 Annie Dillard wrote the essay *Teaching a Stone to Talk* that was published in a book of the same title. With great eloquence she narrates the story of a neighbor in a small island community who is trying to teach a stone to literally talk.

It is because of this narrative that my mode of thinking about the document has drastically changed. It is because of this narrative that through my artistic practice I am teach stones to talk.

In 1936 Walter Benjamin wrote *The Work of Art in the Age of Mechanical Reproduction*. The main point being, in an age of mechanical reproduction the art object loses its "aura" or sway because we can see reproductions of it anywhere. In essence the original Mona Lisa holds very little value because we can see it on shirts, posters, and the internet whenever we want to. This is of course a very troubling and necessary consequence of the mechanical production techniques that surround us even more so now than in 1936.

As a contemporary visual artist I have found that it is through the art of documentation that I am able to imbue art objects – in my case sculptures mostly – with meaning. My practice involves the making of various objects and structures that for me are very static and lac definition. Viewers are able to observe them and say many things about their experience of them but often viewers ask me, "What do these things mean?" This is where the document has its greatest strength, or as Dillard may well put it, the document's teaching abilities.

The documentation of what happens to an object, what it is used for, or where it is placed gives a voice to those objects and even gives them new meaning. When a viewer experiences the documentation of a performance, in whatever form it may take, they are viewing the performance through a much different framework than the original performance, By using documentation one is able to craft the context of a work with much more control. The documentation of my work helps me set up a framework or a lens from which to view the materials, the leftover relics and the performative actions that I make. This lens allows me to focus on different aspects of a performance.

Because I am a multidisciplinary artist and because I collaborate with film makers, photographers and writers, documentation is not just evidence that an artwork or performance happened. The documentation becomes another facet of the art object. The work of art is not stuck in the past as an event that happened or stuck in a specific location, but is now a viewable thing that takes the form of text, photography, and video. Most of all, the document functions as a lens that helps establish a context, develop meaning and can be used by an artist as a way to sculpt a viewer's interaction with artwork that is dislocated from its original context.

Lund, Niels W. & Roswitha Skare
Facebook, a Document without Borders? Or Why Jürgen Habermas Is Still an Important Scholar to Read

One may consider Facebook as a document without borders. It appears as an edless and continuous document (or document complex) in its constant adding new posts, new photos, new profile, new events, new groups, new plays, new ads, new features, etc. etc. In this way it appears a the complete realization of what George P. Landow and Jay David Bolder were talking about in the beginning of the 1990s. At the same time one can trace back many of the lements in Facebook, the docemes in Facebook, to classical pre-digital documentary traditions like foot-notes, letters to the editor, diaries, private letters, photo-album etc. although it may look like an endless and completely borderless document, Facebook is not all without borders. Each element has its own borders and rules to follow.

In a first part we would like to discuss how to define the different documents and their borders by using the French literature scholar Gérard Genette's concept of the paratext. Genette explains the term paratext as that "what enables a text to become a book and to be offered as such to its readers and, more generally, to the public" (Genette 1997, 1). In doing so, Genette points out that every documents contains of elements that work like tresholds or borders and that the user has to overcome in order to get access to the document "itself".

Apart from the very specific borders and limits for each doceme in Facebook, we will further discuss the problems Facebook are creating in relation to borders between the public and private spheres, between the intimate and work place zones, the political and cultural zones within the overall Public sphere. In the 1970s, there were many discussions of Jürgen Habermas' model of the Public sphere in the Bourgeois society. The model has always been intended to be an ideal model and not supposed to be a picture of how the world looks like in reality. This aspect is shown clearly in the constant instants of crossing the borders between the private and the public sphere and their 2 sub-spheres, the intimate sphere and the work-sphere within the private sphere, and the cultural and the political sphere in the public sphere. Although we live in a very open-minded society, one of the most prominent themes in the discussion, not only around Facebook, but also around many other new forms of documentation, email, twitter etc. is exactly on how people deal with the borders between the private and public sphere.

McCotter, Melodie
Transmedial Documentation for Non-Visual Image Access

In my doctoral studies on information accessibility for the individual who is blind or visually impaired, I've been exploring the ways we can make image documents more accessible. This requires using an alternative sensory modality, and translating the document into a different format. The questions that arise when we consider this process are many, but among them are:

- Is it the same document once we've converted it to an audio narrative about the work, or a 3D topographic map of an artwork, or a musical interpretation?
- If it is not the same document, how truthful can the "trans-medial" translation be to the original work?
- Are such efforts valid and useful?

I hope to work with users who have low vision to determine if these image re-documentations are indeed useful and what means of representation are preferred. We now convert textbooks to audio books or electronic texts readable by special equipment, but how do we treat the images in these documents? The images are part of a whole (the textbook), but are also documents in and of themselves. They may have a history apart from the work within which they're found. They may be reproduced with permission from copyright holders. Are they described in the translation of the textbook to another medium? If they are, how so? What is the best practice for describing an image when reading a text to someone who cannot see?

These issues of documentation are part the exploration now under way. I will present several examples of approaches to addressing the problem as provocation for discussion.

McKenzie, Pam & Elisabeth Davies
Transcending Temporal Borders: Documenting Multiple Temporalities

Globally standardized documents for classifying, allocating, and managing time, such as calendars and schedules, are designed to allow people in multiple places to use a common framework for expressing temporality. However, temporal categories such as durations and periods do not form a single coherent system.

Complex activities, whether in workplace or domestic settings, often involve multiple timelines. The same word may therefore refer to different temporal periods for different people, depending on their role or function. For example, a day can be 24 hours, the period from sunrise to sunset, or some other period, for example a "day" shift of 8 hours as compared to an "afternoon" or "night" shift. "The last minute" is rarely 60 seconds long (McKenzie and Davies 2010). Such indexical categories of time depend on socially and culturally shared meanings for significance (Adam 1995).

In such environments, synchronization is a challenge (Im, Yates, and Orlikowski 2005, Nansen et al 2009). Individuals may work to coordinate periodicity (the rhythm of an activity); tempo (the rate or speed of an activity); timing (the synchronization or mutual adaptation of activities); duration (the length of an activity); and sequence (the ordering of events) of their activities (Southerton 2006). Document work (Trace 2007) is an important constituent of the work of coordinating multiple temporalities.

Calendars and planners categorize time into individual elements (days, with the planner further subdividing each day into hours or half-hours) and represent the cyclical repetition of days over weeks and months. Calendars, like periodic tables (Hjørland 2011), therefore represent both individual entities and the periodic relationships among them.

In this paper we consider the varied and sometimes incommensurable ways that individuals create and use calendars, planners, and other documents to represent visually the multiple temporalities they must negotiate in their everyday lives. Our theoretical approach is concerned with the social situated practices of documentation and our analysis seeks to make visible the role of temporalities in everyday document work and to show how these are embedded in and reproduce broader norms, standards, and infrastructures (Bowker and Star 1999, Trace 2007).

Data come from an ongoing study. They include transcripts of in-depth interviews with 10-15 participants, photographs of documents in households, and field notes of

observations (Hartel and Thomson 2011). We will analyze the transcripts, field notes, and photographs for mentions of documents used for time management. These include calendars, planners, lists, notes, and logs. We will coded the data axially (Strauss and Corbin 1998) with a view to identifying temporal aspects of participants' document work and in their talk about that work.

The paper will show how calendars and planners are created and function as documents that reflect and attempt to reconcile the multiple and sometimes inconsistent temporalities. It will shed light onto the invisible work of documentation in personal information management. Finally, it will reveal some of the "pragmatics and invisible forces of [temporal] standards and categories in the modern built world" (Bowker and Star 1999, 3).

Adam, Barbara. 1995. Timewatch: the social analysis of time. Cambridge: Polity Press.

Bowker, Geoffrey and Susan Leigh Star. 1999. Sorting things out: classification and its consequences. Cambridge MA: MIT Press.
Hartel, Jenna and Leslie Thomson. 2011. Visual approaches and photography for the study of immediate information space. Journal of the American Society for Information Science & Technology 62(11): 2214-2224
Hjørland, Birger. 2011. The periodic table and the philosophy of classification. Knowledge Organization 38(1): 9-21.
Im, Hyun-Gyung, JoAnne Yates JA, and Wanda Orlikowski. 2005. Temporal coordination through communication: using genres in a virtual start-up organization. Information Technology and People 18: 89-119.
McKenzie Pamela J. and Elisabeth Davies. 2010. Documentary tools in everyday life: the wedding planner. Journal of Documentation 66(6): 788-806.
Nansen, Bjorn, Michael Arnold, Martin R. Gibbs, and Hilary Davis. 2009. Domestic orchestration: rhythms in the mediated home. Time & Society 18(2/3): 181-207.
Southerton, Dale. 2006. Analysing the temporal organization of daily life: social constraints, practices and their allocation. Sociology Volume 40(3): 435–454
Trace, Ciaran B. 2007. Information creation and the notion of membership. Journal of Documentation 63(1), 142–164.

McLeod, Patrick M. & Rich Anderson
In Authenticity We Trust? Repudiation, Non-Repudiation, and the Re-Imagining of the Authentic Document Transaction
Our digital, always-connected, information-rich world is rife with challenges to authenticity and trust. As established at DOCAM '12 at UWO, these challenges are inexorably tied to documents. President Obama's birth certificate, photo voter ID, and Dominican birth certificates provide case studies of some of the challenges that percolate around document authenticity and trust in documents.

It is a known task to continue to accrue examples of contested authenticity and contested trust, but only doing this does not move the research program forward. This paper and presentation seek to describe authenticiousness on its own terms instead of defining it by examples of its occurrence. A discrete discussion of the role of repudiation and non-repudiation in phishing email will be included.

The challenges facing authenticity and trust demand a reimagining of the foundations of both of these concepts. Frameworks exist to establish and verify authenticity and trust, including the Secure Socket Layer (SSL) model employed extensively across the World Wide Web. Another framework for establishing and verifying authenticity and trust that is gaining significant traction in the digital world is two-factor authentication.

Can SSL and two-factor authentication inform the rapidly evolving ground on which document authenticity and trust in documents? This paper and presentation argue yes, both of these frameworks offer ideas on reimagining authenticity and trust in a post-trust age of devolution and suspicion.

Moore, Francisco B.-G.
Heredity, History, and Hermeneutics: The Information Science of Evolutionary Biology

All known living organisms are derived texts from a single ancestral document. The diversity of life is thus a hierarchically arranged database of documents all plagiarized from previous versions of that single ancestor. As documents, organisms contain information coded in a structured form. That information carries descriptions of their ecological and their genealogical history that are monumental in detail.

As genetics was derived from evolutionary biology, it developed the tools necessary to transliterate the texts. Evolutionary biologists gained the knowledge that organisms were texts with the rediscovery of Gregor Mendel's work on particulate inheritance by Hugo de Vries and Carl Correns in the early 20th century. This was followed by the discovery of the genetic alphabet and basic punctuation and finally syntax in the mid century period. Over the last 250 years evolutionary theorist derived a basic understanding of higher levels of organization in these organismal documents and subsequently a basic understanding of the linguistics of life even before they had an alphabet or syntax.

Interestingly, in the mid 1980's the field of genetics began to largely divorce itself from evolutionary biology. This occurred concurrently with the biotech revolution that has allowed the large scale transliteration of organism's genomes. The transliterated documents are largely undecipherable by current geneticists. This has led to the development a new field (bioinformatics) that looks for patterns that may indicate the

presence of relevant information without attention to the linguistic rules derived over the last 10 human generations. All evidence from our study of evolution is that word meanings in genetics are just as context sensitive as word meanings in human writings. For this reason, the field of bioinformatics has been very limited in its success. Bioinformatics would be greatly advanced by the infusion of more information theoretic approaches rather than brute force computation. In turn evolutionary biology provides many algorithmic approaches that may be valuable in searching and optimization.

O'Connor, Brian & Jodi Kearns
Stumbling Upon Docu…Wait…What the *uc* is That?

Stumbling upon is a parallel information seeking strategy to creative browsing, especially for scholarly investigation of those things one might not know how to articulate into a query a retrieval system can process. The document is found, in a creative browsing environment, by system navigation and immersion (O'Connor, 1988). Morse (1973) had adapted his wartime algorithms for hunting submarines to scholarly work and had asserted that one aspect of maximizing the utility of browsing was to maximize the number of what he termed glimpses – spending more time inputting useful data and less time finding that data. So, for example, having a computer present a number of citations with just title, subtitle, and author on a screen in a long list saved time over flipping through card catalog cards or even looking at full citations on a screen.

Still, there was an issue. Many browsers used external clues such as title, publisher, book cover color, to find documents that might warrant deeper examination. So, in the early days of computers and browsing there was still a disconnect between the tool and the documents, between the forest and the trees. As computer speeds and storage increase and connectivity increases, more individual trees become available. Some forms of browsing are pushing just a little bit out from the known, while others are forms of exploration with no known target. The latter type often hinges on simply stumbling onto something and having the ability to recognize the value of something upon which one has stumbled –even if that value is not immediately evident or describable.

Accomplishing such stumbling may be said to be aided by presenting more data, by making available leaves and cones and branches and roots of trees within a copse within a woods within a forest. A library or archive is, for all practical purposes, a large document, divided into chunks of a few hundred pages. Many seekers will need many chunks, while others will need but a page. Typically we have not made the single page available; indeed, we have elevated the notion of presenting the document as a whole to the level of theory. Yet, the creative seeker may have little use for this.

Stumbling upon documents leads to new opportunity and unexpected insight in scholarship, but functions as an information seeking strategy only when the observer (the stumbler) is in a state of knowing that there might yet be things still undiscovered about which he or she would like to think. Stumbling upon is both recognizing found treasures to support scholarship and recognizing found treasures the scholar knows to be treasureful, but does not yet know why. Where we agree that "every stumble is an adventure," as the StumbleUpon.com web tool suggests, we do not see preselected items for stumbling as an act of scholarly browsing, or more than a grazing activity, that is, deciding to go to a known information source.

This presentation proposes a model of the stumble upon environment with some examples from the archives.

Morse, P. M. (1973), "Browsing and search theory", Rawsi, C. H. (Ed.), Toward a Theory of Librarianship: Papers in Honor of Jesse Hauk Shera, Scarecrow Press, Metuchen, NJ, pp. 246-261.
O'Connor, B. C. (1988). Fostering creativity: Enhancing the browsing environment, International Journal of Information Management, 8(3), 203-210.

Oyarce, Guillermo A.
Orderly Navigation of Specificity

Specificity is a property of control vocabularies, the standardized language that is used to represent the information in documents, such as keywords. The poor attention that this topic of study has drawn in the field of automated processes is perhaps due to the inherent difficulties to study meaning. Instead, morphological analyses are routinely used to address meaning, e.g. ambiguity and sentiment analysis, while grossly overlooking specificity in the language. An example of this property can be seen in the equivalence of the information encapsulated by a whole document and its title, such as in this proposal. Such equivalent capsules also appear in the set of keywords. There is some equivalence of meaning in these three entities. Image details can be seen as related to specificity, and as parts of a larger whole. Each detail has its own a distinctive degree of specificity.

In essence, documents may be defined as whole entities that heuristically encapsulate meaning through the combination of parts, which are entities in their own right and that may coexist at different levels of specificity that, incidentally, may or may not have the same meaning in each morphological instance.

When a set of documents is seen as representing one concept or idea, such as when a set of documents is retrieved by a query in a retrieval system, the whole set may be taken as a super document. Destroying the grammatical structure of this super

document to conduct morphological analysis results in a loss of meaning in ways that are not fully understood, and have evaded consistent prediction. The main drawback of computer systems in this area of research has been their failure to recuperate this loss of information, which may be due to the paradigmatic issue of only considering specificity in the construction of representations but not in the reconstruction of meaning by the user.

A system may facilitate the reconstruction of lost structure, thus of meaning, with tools to help navigate the document space using paths of specificity and context to discover similar components. This presentation will include the demonstration of an interface prototype to illustrate these points. Similar interfaces can easily be conceptualized for images, either still or moving. The feasibility of this idea is illustrated by the work of Rich Anderson on movies. He demonstrates various important points: that sequencing of entities is critical for the construction of meaning, that similarity and redundancy have useful and informative properties, that individual components can be leveraged as parts of the whole. The use of specificity may be generalized to enrich the dialog across domains and media in all types of documents as a tool for cognitive processors (i.e. humans) to link morphological constructs, representations and meaning.

Roux, Sabine & Caroline Courbieres
Documentary Borders: Reality or Illusion

The concept of border documentary allows us to understand a document considering his significant content inside the process of communication. This significant content can be deployed in several regimes of meaning inherent in the forms of expression that the document materialized. A document is traditionally defined as any object composed of

signs and support (Otlet, 1934)[1] interpreted as receiving an informational object. His significant reach may depend on a purely documentary regime or on a fictional regime difference between which the border sometimes seems to fade.

For example, a document can be seen as a text object that may combine science and literature, fiction and documentary to produce complex forms of knowledge. The paths seem to allow heterogeneous forms of knowledge to flow from a travel document which attempts to account for experience. Document can then be regarded as a document which contains material in power the ability to generate other documents. As a rhizome (Deleuze, 1980)[2] which any point can be connected with any other, the first document (book ethnologist, or logbook, for example) that contains scientific information comes into connection with other heterogeneous documents (edition of a travel journal for the public, scientific article written from the book or the minutes of dispatch, a novel written from the first document, scientific theory, artistic performance...) to make knowledge circulate.

So a document can be regarded as an element of "triviality" defined by Yves Jeanneret as a concept use as a "descriptive category" to understand culture as "the fact that objects and representations do not remain closed on themselves but circulate and move between the hands and minds of men" (Jeanneret, 2008)[3].

The question is about whether a border documentary persists interchangeably as regimes of meanings updateable and updated. In our study, we will try to examine the slides of this border using the analyse plans of expression and the content of the plural work of the writer and ethnologist Jocelyn Bonnerave. PhD in anthropology his thesis is about the anthropology of performing arts and more specifically to the improvised musical performance. This study had a profound influence on his scenic work but also on his literary research marked by orality, rhythm and the effect of spontaneity. He used his notebooks of field observations to write his thesis, scientific articles, but also to write his first novel, to produce a CD which is a musical setting of the novel, a radio drama, performing arts.

The concept of border here allows us to analyze the metamorphosis of the documentary subject oscillating from informational value and aesthetic value based on interpretative courses realized.

1 Otlet P. (1934). Traité de documentation. Le livre sur le livre : théorie et pratique.
2 Deleuze G. et Guattari F. (1980). Capitalisme et schizophrénie 2 : Mille plateaux. Editions de Minuit.
3 Jeanneret Y. (2008). Penser la trivialité : la vie triviale des êtres culturels, Hermès, Lavoisier.

Scifleet, Paul & Maureen Henninger
Refugee Status: Collecting Social Media as Documents of Cultural Significance

On November 1st 2012 a mass hunger strike broke out on the small Pacific island of Nauru. By mid November it was reported that over 300 of the 400 people detained on the island by the Australian federal government were refusing to eat. The protesters were asylum seekers from Afghanistan, Iran and Sri Lanka, awaiting the outcome of their applications for refugee status and the right to a safe haven in Australia. The detainees found themselves in vulnerable circumstances, living in tents without freedom of movement under conditions condemned as unbearable by the UN High Commissioner for Human Rights (Hall, 2012).

Never before has Australia seen so many people engage in an act of voluntary starvation and the incident is a significant marker in the history of Australian foreign policy. Yet outside of social media discussion of the hunger strike was sporadic,

addressed, by mainstream news media almost uniformly with syndicated stock reporting from the Australian Associated Press (AAP). Inside social media the discussion was robust; supporters of the hunger strikers set up a Facebook page and in Twitter, messages from academics, politicians, social commentators and individual citizens were continuous. But what, if any, trace will they leave? Who is collecting the documentary record of this significant cultural event? What archive will be available to support remembrance? (Bowker, 2005). That the emergence of social media creates new ways of documenting society is, in principle, very exciting, but we need to know what is achievable in practice (Scifleet *et al.*, 2013). What type of document is social media? How is it mediated in practice? How can memory institutions determine what social media to collect?

The purpose of our study is to investigate the challenges faced when social media becomes a documentary source to be collected, maintained and used as a record of cultural memory. Building on our 2013 DOCAM presentation, *Social Documents Past and Present* this paper addresses the research objective of understanding the mediation of social memory as a cultural artifact. While Twitter's service provides the locus of communication in our study of the Nauru hunger strike, it is our view that real-time monitoring of the discourse alone is not a memory practice. Not only does it require an understanding of how the message is initiated and mediated as the communication takes place, more critically we need to question the documentary practice that will be applied by custodial institutions if they are to maintain and provide access to the cultural record.

The research is approached through the lens of documentary practice (Briet *et al.*, 2006; Lund, 2009; Frohmann, 2004; Pédauque, 2003) and the mediation of cultural memory (Halbwachs, 1950; Debray, 2000; Bowker, 2005). It commences with a review of current activities of memory institutions (galleries, libraries, archives, museums) collecting social media before examining the documentary record of the Nauru hunger strike as a record of cultural significance and the challenges this presents for collecting institutions.

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Smith, Shellie A.
Identifying an Archetype: The Hipponion Tablet and Regional Variations in the Orphic Gold Lamellae

Over the past century and a half, numerous Orphic golden lamellae have been discovered throughout the Mediterranean. These gold tablets were buried with initiates of the Orphic Mysteries, and served as indicators of the deceased's elevated status in both this life and the afterlife. Many of the lamellae contained instructions for the deceased, guiding them to the blessed area of the Underworld that was promised to them by becoming initiates of the Orphic tradition.

Orphism as a cult had no set structure; rather, the practices seemed to have varied from region to region. The cult did not worship in a temple, but via itinerant priests, who traversed his respective area with holy book in hand, preaching to those who wished to achieve a more blessed state. This marginalized sect was not officially recognized by the state, yet in some regions, it gained some level of respect. Due to the fact that there was individual variance in the form of these itinerant priests, it is possible to identify individual strands of Orphic worship.

One of these strands is the so-called Hipponion tablet, which is the only extant archetype for many of the other lamellae throughout the Mediterranean. Dating to about 400 BCE, it is among the earliest of the gold lamellae in existence. The Hipponion tablet was found at Hipponion, in Italy, in an inhumation burial of a female. There are some errors in the text, which indicate that the scribe was working with a damaged or inaccurate model; however, without any earlier texts, we are only able to rely on conjecture at this point in time. What is clear is that this text served as a model for the

other extant lamellae, which were found throughout Italy, mainland Greece, and the Greek islands, particularly Crete.

This study focuses on the different aspects of the Hipponion tablet, and traces its influence throughout the Mediterranean. Of particular interest is the identification (where possible) of individual strains, or bricoleurs, of Orphism, as identified through the gold lamellae.

Turner, Deborah & Michelle Rogers
Documents and Diagnosis: A Ugandan Case Study

While assessing information issues involved in maternal and child health care in Uganda, the authors realized it was not only important to notice what health care providers (doctors, nurses, and midwives) used to render services, but also what they did not. In resource-rich contexts, healthcare providers use a set of instruments and documents to facilitate healing, mitigate illness, and ensure a patient's health. Specifically, medical records systems, including electronic patient histories; various instruments; understanding of a patient's demographic; and, more aid their tasks. However in Uganda, healthcare providers routinely have little or no access to this full set of resources; the stable infrastructure needed to support some of these resources (power, internet access, climate controlled buildings, etc.); or, related documents. This paper considers the research question: what documents do healthcare providers in resource poor contexts, like Uganda, use to extend healthcare services?

A review of the literature defines diagnosis, describes what resources it can involve, and reviews the definition of document used. Next, a discussion conveys the method used including how this paper emerges from a three-week trip to Uganda during which the authors, information science researchers, joined a multidisciplinary team of American and Ugandan healthcare providers and professionals. Specific trip activities that lead to the observation data gathered include four (4), day-long free health camps and tours of various healthcare facilities. Observation data gathered focus mainly on activities related to diagnosis, a key aspect of introducing interventions that facilitate health and healing. Field work also involved the examination of public health records and related documents. Analysis of observation data, public documents, and trace data lead to the research findings reported.

Findings of this initial study suggest that past and current medical information is stored in the memories and oral information of patients. Further, even with increased effort to introduce electronic health records and mHealth practices and resources to all parts of the globe, some resource poor communities continue to have a rich resource in oral and paper-based information. Additional study is needed to obtain data that can substantiate and verify initial impressions gleaned from observations made during a brief trip to Uganda.

This discussion increases understanding of what types of documents play a role in the provision of healthcare. Findings help explain how documents are used in one developing country healthcare context, substantiate the concept of an oral document, and inform the need for future research in this area.