

# INST 643: Curation in Cultural Institutions

## Fall Semester 2018

Instructor: Adam Kriesberg

Email: akriesbe@umd.edu

Office: Hornbake South, Room 4105B

Meeting Time and Place: Wednesdays 2:00pm - 4:45pm, Hornbake 0103

Office Hours: Tuesdays 4:00-5:00pm, Hornbake South Room 4105B

Credits: 3

Pre-requisites: INST604 or instructor permission

**Catalog Description:** An overview of the principles, practices, and current debates in the management, care and representation of digital artifacts in libraries, archives, and museums.

**Course Description:** In this course, students will explore digital curation issues learn about the fundamental technologies underlying many digital archives, libraries and museums. There is a strong emphasis on metadata and standards which enable users to discover cultural materials online. Over the course of the term, students will read a mix of foundational and contemporary literature and complete assignments using relevant software in use across the country and around the world. This course provides students with a solid foundation in digital curation across the cultural heritage landscape and gives them the opportunity to gain confidence with software in use in professional settings.

### **Learning Outcomes:**

- Develop a broad appreciation of digital curation and how different cultural institutions implement its principles in varying ways.
- Become familiar with the metadata standards and technologies that provide the foundation for digital curation systems.
- Acquire experience using software used in libraries, archives, and museums for digital curation activities.
- Improve communication skills through writing and presentation of course projects.

**Requirements:**

- Attendance in all course sessions is expected. If you have a conflict that will result in missing more than one class, please notify me and consider a plan to complete the work for class meetings you will miss.
- Complete required readings at the level of thorough preparation to discuss and critique readings for each week.
- Complete all assignments on time.

**Course Policies:***Citation and Formatting*

Use standard professional formatting (double spacing, 1" margins, Times New Roman, 12-point font) for all assignments. For citations, you may either use APA or Chicago style.

*Class Participation and Attendance*

This course makes active use of the classroom time and space. Students are expected to contribute productively to classroom discussions, debates, and exercises. Your ability to contribute to classroom activities will depend on your preparation in advance. The quality of your contributions will be judged on that basis. Advance preparation includes completing all reading assignments; listening to/watching pre-recorded talks, lectures, presentations, videos, etc.; and completing on-line explorations and exercises. You will also have the opportunity to initiate discussions and bring related material to our attention (such as breaking news on archives and records).

University policy excuses the absences of students for illness, religious observances, participation in University activities at the request of university authorities and compelling circumstances beyond the student's control. You may miss a single class for a medical reason without providing medical documentation, but for more than one absence you should provide documentation. For more information, see University Policy V-1.00G on Medically Necessary Absence. If you are unable to attend class, please inform me in advance by email to [akriesbe@umd.edu](mailto:akriesbe@umd.edu) so that we can make appropriate alternative arrangements.

*Classroom Technology Etiquette*

You are encouraged to bring laptop, notebook, or tablet computers to class and to use them actively as learning tools. You should:

... *Use* laptops for taking notes, conducting research required for activities, and other specific classroom tasks as assigned by the instructor. During class, you should strongly resist the temptation to check e-mail, chat, IM, play games, or perform other off-task activities.

... *Engage* in class activity as actively as you can. The computer should not become a barrier to interaction and engagement, but instead should help facilitate the exchange of ideas and engagement in classroom contact. If you know you are not good at multi-tasking and your electronic devices become a distraction rather than an aide, focus on the opportunity to listen – think – talk without mediation.

... *Tweet*, if you think any 280 characters are worth sharing with your followers or the world in general and you can protect the privacy and anonymity of fellow class members.

... *Show* sensitivity to others. You should not display screen images and multimedia content that might be distracting or offensive to other members of the class, including wallpapers, screen savers, or random browsed content.

### *Textbook & Course Materials*

There is no assigned textbook for this course. All readings are available for download on ELMS or via URLs defined in this syllabus.

### *Syllabus Change Policy*

This syllabus is a guide for the course and is subject to change *with advance notice*.

### *Academic Integrity*

It is important that you practice academic honesty in all aspects of the class. Much of your learning happens when you challenge yourself to produce original work. You should familiarize yourself with the violations outlined in the [University of Maryland's Code of Academic Integrity](#). Among these include:

- *Cheating*: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- *Fabrication*: Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- *Facilitating Academic Dishonesty*: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- *Plagiarism*: Intentionally or knowingly representing the words or ideas of another as one's own in an academic exercise.

Violation of these university policies will result in penalties, which might range from failing an assignment, to failing a course, to being expelled from the program, at the discretion of the instructor and the iSchool administration.

### *Students With Disabilities*

The University provides appropriate accommodations for students with disabilities. The campus' Disability Support Services Office (DSS) works with students and faculty to address a variety of issues ranging from test anxiety to physical and psychological disabilities. If you think you may have a disability, you should consult with DSS (4-7682, email [Dissup@umd.edu](mailto:Dissup@umd.edu)). To receive accommodations, you must first have your disabilities documented by DSS. Once notified, DSS prepares an Accommodation Letter for course instructors regarding needed accommodations. Students are responsible for presenting this letter to their instructors.

### *Emergency Preparedness*

For complete information on university closures and other emergencies, please visit:

<http://www.umd.edu/emergencypreparedness/>

### *CourseEvalUM*

Course evaluations are a part of the process by which the University of Maryland seeks to improve teaching and learning. The University Senate approved the implementation of a standard, online, University-wide course evaluation instrument. Each course evaluation contains a set of universal questions, and some are supplemented by questions from specific colleges. Across the University, course evaluations are administered through a web-based system dubbed CourseEvalUM. Students who leave no "Pending" evaluations in their Evaluation Dashboard each semester can view the aggregate results of a sub-set of universal items online.

All information submitted to the Evaluation System is confidential. Instructors and academic administrators can only view summarized evaluation results after final grades have been submitted. Instructors and academic administrators cannot identify which submissions belong to which students. This standardized set of evaluation results provides the University with useful information on teaching and student learning across the campus.

For additional info see Student Fast Facts at:

[https://www.irpa.umd.edu/Assessment/CourseEval/stdt\\_faq.shtml](https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml)

### **Assignments:**

This course has four main assignments. I believe that writing is an extremely important skill to develop in graduate school, so each of the assignments contains some writing element. Whether to write a report proposing a project at your place of work, apply for a grant, report on research results, or explain your work to your supervisor, gaining skill and confidence in writing can benefit everyone.

1. Assignment #1: APIs and the Digital Public Library of America
  - **Due September 26, 2018**
2. Assignment #2: ArchivesSpace and Metadata Standards
  - **Due October 24, 2018**
3. Assignment #3: Omeka and Online Exhibits
  - **Prospectus/Abstract due October 31, 2018**
  - **Final Assignment Due November 14, 2018**
4. Final Assignment: Digital Curation Tool Evaluation
  - **Due December 5, 2018**

### **Grading and Evaluation:**

- Assignment #1: DPLA.....15%
- Assignment #2: ArchivesSpace.....20%
- Assignment #3: Omeka.....20%
- Final Assignment: Tool Evaluation.....25%
- Attendance and participation.....20%

## Course Schedule: Topics and Readings

### Week 1 (August 29, 2018): Introductions

For review if you haven't already read it:

- Yakel, E. (2007). Digital curation. *OCLC Systems & Services: International Digital Library Perspectives*, 23(4), 335–340. <http://doi.org/10.1108/10650750710831466>

### Week 2 (September 5, 2018): Defining Curation

- Federer, L. (2018). Defining data librarianship: a survey of competencies, skills, and training. *Journal of the Medical Library Association*, 106(3). <https://doi.org/10.5195/JMLA.2018.306>
- Marty, P. F. (2014). Digital Convergence and the Information Profession in Cultural Heritage Organizations: Reconciling Internal and External Demands. *Library Trends*, 62(3), 613–627. <http://doi.org/10.1353/lib.2014.0007>
- Ross, S. (2012). Digital Preservation, Archival Science and Methodological Foundations for Digital Libraries. *New Review of Information Networking*, 17(1), 43–68. <http://doi.org/10.1080/13614576.2012.679446>

### Week 3 (September 12, 2018): Curation in Libraries

- York, J. (2009). This Library Never Forgets: Preservation, Cooperation, and the Making of HathiTrust Digital Library. In *Archiving 2009 Final Program and Proceedings*. Society for Imaging Science and Technology. Retrieved from <http://umd.library.ingentaconnect.com/content/ist/ac/2009/00002009/00000001/art00003>
- Gregory, Lisa, and Stephanie Williams. 2014. "On Being a Hub: Some Details behind Providing Metadata for the Digital Public Library of America." *D-Lib Magazine* 20 (7/8). doi:10.1045/july2014-gregory.
- Sandy, H. M., & Freeland, C. (2016). The Importance of Interoperability: Lessons from the Digital Public Library of America. *International Information & Library Review*, 48(1), 45–50. <https://doi.org/10.1080/10572317.2016.1146041>
- Crawford, S. Y. (2016). Evolution of biomedical communication as reflected by the National Library of Medicine. *Journal of the Medical Library Association : JMLA*, 104(1), 67–71. <http://doi.org/10.3163/1536-5050.104.1.011>

### Week 4 (September 19, 2018): Digital Preservation in Action

- Lor, P. J., & Britz, J. j. (2012). An ethical perspective on political-economic issues in the long-term preservation of digital heritage. *Journal of the American Society for Information Science and Technology*, 63(11), 2153–2164. <http://doi.org/10.1002/asi.22725>
- Mannheimer, S., Yoon, A., Greenberg, J., Feinstein, E., & Scherle, R. (2014). A balancing act: The ideal and the realistic in developing Dryad's preservation policy. *First Monday*, 19(8). Retrieved from <http://journals.uic.edu/ojs/index.php/fm/article/view/5415>
- Johnston, W. (2012). Digital Preservation Initiatives in Ontario: Trusted Digital Repositories and Research Data Repositories. *Partnership: The Canadian Journal of*

*Library and Information Practice and Research*, 7(2). Retrieved from <http://criticalvoices.lib.uoguelph.ca/index.php/perj/article/view/2014>

Week 5 (September 26, 2018): Curation in Archives

- Ruth, Janice E. "Encoded Archival Description: A Structural Overview." *The American Archivist* 60, no. 3 (1997): 310-29. <http://www.jstor.org/stable/40294440>.
- Riley, Jenn, and Kelcy Shepherd. 2009. "A Brave New World: Archivists and Shareable Descriptive Metadata." *The American Archivist* 72 (1): 91–112. doi:10.17723/aarc.72.1.kl70j01223654874.
- Review standards online:
  - <http://www.loc.gov/ead/>
  - <http://eac.staatsbibliothek-berlin.de>

Week 6 (October 3, 2018): Standards, Part 1 (Preservation/Management standards i.e. PREMIS)

- Baker, T. (2000). A Grammar of Dublin Core. *D-Lib Magazine*, 6(10). <http://doi.org/10.1045/october2000-baker>
- Beisler, A., & Willis, G. (2009). Beyond Theory: Preparing Dublin Core Metadata for OAI-PMH Harvesting. *Journal of Library Metadata*, 9(1/2), 65–97. <http://doi.org/10.1080/19386380903095099>
- Donaldson, D. R., & Conway, P. (2010). Implementing PREMIS: a case study of the Florida Digital Archive. *Part of a Special Issue Technology and Digital Preservation*, 28(2), 273–289. <http://doi.org/10.1108/07378831011047677>
- Review standards online:
  - <http://dublincore.org>
  - <http://www.loc.gov/standards/premis/>

Week 7 (October 10, 2018): Standards, Part 2 (Library and archives standards i.e. MARC, EAD)

- Harper, C. A., & Tillett, B. B. (2007). Library of Congress Controlled Vocabularies and Their Application to the Semantic Web. *Cataloging & Classification Quarterly*, 43(3-4), 47–68. [http://doi.org/10.1300/J104v43n03\\_03](http://doi.org/10.1300/J104v43n03_03)
- Yakel, E., & Kim, J. (2005). Adoption and diffusion of encoded archival description. *Journal of the American Society for Information Science and Technology*, 56(13), 1427-1437.
- Review standards online:
  - <https://www.loc.gov/marc/>
  - <http://www.loc.gov/standards/mods/>

Week 8 (October 17, 2018): The Promise of Linked Data

- [WATCH] Berners-Lee, T. (2009, February). The next web. Presented at the TED 2009. Retrieved from [http://www.ted.com/talks/tim\\_berniers\\_lee\\_on\\_the\\_next\\_web](http://www.ted.com/talks/tim_berniers_lee_on_the_next_web)
- Brown, S., & Simpson, J. (2013). The curious identity of Michael Field and its implications for humanities research with the semantic web (pp. 77–85). Presented at the

IEEE International Conference on Big Data, IEEE.

<http://doi.org/10.1109/BigData.2013.6691674>

- Caracciolo, C., Stellato, A., Rajbhandari, Y. J., Morshed, A., Johannsen, G., & Keizer, J. (2012). Thesaurus maintenance, alignment and publication as linked data: the AGROVOC use case. *International Journal of Metadata, Semantics and Ontologies*, 7(1), 65–75.

#### Week 9 (October 24, 2018): Project Management and Curation Projects

- James, C., & Punzalan, R. L. (2014). Legacy Matters: Describing Subject-Based Digital Historical Collections. *Journal of Archival Organization*, 12(3-4), 198–215. <http://doi.org/10.1080/15332748.2015.1150104>
- Sands, A. E., Borgman, C. L., Traweck, S., & Wynholds, L. A. (2014). We're Working On It: Transferring the Sloan Digital Sky Survey from Laboratory to Library. *International Journal of Digital Curation*, 9(2). <http://doi.org/10.2218/ijdc.v9i2.336>

#### Week 10 (October 31, 2018): Curation in Museums

- Kalfatovic, M., Kapsalis, E., Spiess, K., Van Camp, A., & Edson, M. (2008). Smithsonian Team Flickr: a library, archives, and museums collaboration in web 2.0 space. *Archival Science*, 8(4), 267–277. <http://doi.org/10.1007/s10502-009-9089-y>
- Kunda, S., & Anderson-Wilk, M. (2011). Community Stories and Institutional Stewardship: Digital Curation's Dual Roles of Story Creation and Resource Preservation. *Portal: Libraries and the Academy*, 11(4), 895–914. <http://doi.org/10.1353/pla.2011.0047>
- Wilson, R. J. (2011). Behind the scenes of the museum website. *Museum Management and Curatorship*, 26(4), 373–389. <http://doi.org/10.1080/09647775.2011.603934>

#### Week 11 (November 7, 2018): Digital Curation Issues in the News

- Email the instructor (or message via ELMS) with readings from the news that highlight issues from class. Readings to be announced on 10/31/2018

#### Week 12 (November 14, 2018): International Week

- Dowding, H. (2014). The role of the national university in developing nations' digital cultural heritage projects: A perspective from Kazakhstan. *OCLC Systems & Services*, 30(1), 52-61.
- Fresa, A., Justrell, B., & Prandoni, C. (2015). Digital curation and quality standards for memory institutions: PREFORMA research project. *Archival Science*, 15(2), 191–216. <http://doi.org/10.1007/s10502-015-9242-8>
- Pickover, M. (2008). The DISA Project. Packaging South African heritage as a continuing resource: content, access, ownership and ideology. *IFLA Journal*, 34(2), 192–197. <http://doi.org/10.1177/0340035208092177>

#### Week 13 (November 21, 2018): Research Data Curation

- Vardigan, M., & Whiteman, C. (2007). ICPSR meets OAIS: applying the OAIS reference model to the social science archive context. *Archival Science*, 7(1), 73–87. <http://doi.org/10.1007/s10502-006-9037-z>
- Akmon, D., Zimmerman, A., Daniels, M., & Hedstrom, M. (2011). The application of archival concepts to a data-intensive environment: working with scientists to understand data management and preservation needs. *Archival Science*, 11(3-4), 329-348.
- Hou, C.-Y., Thompson, C. A., & Palmer, C. L. (2014). Profiling open digital repositories in the atmospheric and climate sciences: An initial survey. *Proceedings of the American Society for Information Science and Technology*, 51(1), 1–4. <http://doi.org/10.1002/meet.2014.14505101121>

#### Week 14 (November 28, 2018): Community Curation

- Krause, Magia, and Elizabeth Yakel. "Interaction in virtual archives: the polar bear expedition digital collections next generation finding aid." *The American Archivist* 70.2 (2007): 282-314.
- Seidman, M. J., Flanagan, D. M., Rose-S, T., ler, & Lichtenberg, M. (2016). Are games a viable solution to crowdsourcing improvements to faulty OCR? – The Purposeful Gaming and BHL experience. *The Code4Lib Journal*, (33). Retrieved from <http://journal.code4lib.org/articles/11781>
- Thorpe, K., & Galassi, M. (2014). Rediscovering Indigenous Languages: The Role and Impact of Libraries and Archives in Cultural Revitalisation. *Australian Academic & Research Libraries*, 45(2), 81–100. <http://doi.org/10.1080/00048623.2014.910858>

#### Week 15 (December 5, 2018): Project/Paper Presentations

- Final assignment: Digital Curation Tool Evaluation
  - Paper due before class! Turn in on ELMS