INST 604: Introduction to Archives and Digital Curation

Fall 2016 | Tuesdays | 6:00 PM – 8:45 PM | HBK 0109
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Archival thinking is an important skill in caring for an increasingly complex, multimedia, and heterogeneous information. This course provides you with an overview of fundamental theories and practices as well as the essential principles and standards that archivists apply in designing and implementing strategies for the preservation and long-term access of information. As a class, we shall examine the changing informational, organizational, societal, and technological landscapes and consider how those changes are affecting archival practices, the information and preservation professions, and the implementation of foundational archival ideas. You will also become acquainted with the values of the archives profession that underlie the mandate to manage and care for a body of information resources in diverse organizational and institutional contexts.

This is a foundational course if you are training to become a professional archivist, manuscripts curator, records manager, digital curator, data librarian, etc. Thus, the course will provide you with essential knowledge for pursing a variety of career paths, including:

- Professional careers in archives and records management - This course provides you an introduction to the field; introduces terms and concepts that will be used in more advanced courses; and builds a foundation for internships and professional networking.

- Careers in related information fields - This course provides you with a survey of broadly applicable concepts used in information management, data curation, information policy, and user services.

- Advanced degrees in history - This course provides you with critical understanding of how archives are formed and organized; describes how archival actions, policies and functions influence knowledge production; and gives an overview of the changing intellectual and social perspectives on the function archives in society as well as the purpose and value of archival research.

No matter what your career goals, you will become conversant with terminology and concepts and learn how archives and records relate to other aspects of information management.

Course Objectives and Evaluation. The evaluation criteria serve two purposes: 1) You can use the evaluation criteria for self-assessment or for assessment by other students. 2) They illustrate the types of criteria that will be use to evaluate your performance in the course. (Note: there is not a one-to-one correspondence between a specific learning objective and a specific evaluation criterion).

- Comprehension/critique of professional literature: Become conversant with the basic concepts, practices, and methods used to create, store, organize, and preserve records and archives

- Presentation on a topic of professional interest: Identify organizational, legal, technological, and cultural factors that have an impact on records and archives

- Quality and quantity of contributions to discussions/debates in class and online: Analyze how organizations and individuals use records and archives for research, ongoing operations, accountability, and organizational memory

- Analysis of problems presented in case studies/examples: Develop a knowledgebase and set of principles for responding to legal, policy, and ethical issues

- Develop and defend your position on a contemporary issue or problem: Understand how archival and recordkeeping practices *differ from* other information management practices

- Explain an archives or records management concept to an interested third party: Understand how archival and recordkeeping practices *relate to* other information management practices

Requirements and Deadlines. There are four graded assignments. Three are required for all students. The fourth provides a choice – to write a position paper or an essay-based take home final exam. Instructions for each will be made available on the Canvas course site, in the folder Syllabus and Assignments. All assignments are to be submitted on Canvas on their respective due date. Use standard professional formatting (double spacing, 1" margins, Times New Roman, 12-point font) for all assignments. For citations, use the *Chicago Manual of Style* (Notes and Bibliography).

Students are expected to submit all class requirements in a timely manner. Late submissions will not be accommodated unless justified by a documented illness or other acceptable excuse. If you require an extension, please let me know so we can explore alternative arrangements.

Assignment	Date
Repository Website Analysis	Due: Week 5 (Sept. 27), anytime before class
Lightning Talks	Select topic by Week 2. Presentations begin Week 6 (Oct. 4).
Archival GIF	Due: Week 11 (Nov. 8), anytime before class
Position Paper / Final Exam	Choose between submitting a position paper or taking the final exam. Inform the instructor of choice by Week 6 (Oct. 4). Position paper topics will be released on Week 7 (Oct. 11). Position paper is due on Week 14 (Nov. 26). Final Exam questions will be released Week 15 (Dec. 6) and due the following week, Dec. 13 at 5:00 p.m.

Repository Website Analysis. Compare and contrast the mission, program, holdings, and services of three archival institutions based solely on information from their institutional public websites World Wide Web home pages. To facilitate comparisons, select three institutional websites that share some common features (types of repository, thematic emphasis, location, etc.).

Lightning Talks. The ability to present complex ideas concisely and understandably is critically important in the information professions. This assignment helps you further develop this skill. The lightning talk is an opportunity for you to lead the class in evaluating digital projects or tools in archives and digital curation. A list of topics will be provided on Week 1 (Aug. 30). Choose a topic from the list by Week 2 (Sept. 6). The schedule for the lightning talks will be posted in Week 3. Each student will only present once. The first group of presenters will start Week 6 (Oct. 4). A lightning talk is 5 minutes, excluding Q&A.

Archival GIF. This project simulates some key aspects of archival promotion and outreach via social media programming. The class will be divided in small groups (2 to 3 members per group). Each group is tasked with creating a GIF that involves using digitized archival images and creatively transforming them to deliver a message relating to archives or archival concepts or ideas that you wish to advocate. Part of the exercise is developing a social media campaign plan for the GIF your group is developing. You will be required to release your GIF on a social media platform of your choosing (Facebook, Twitter, Instagram, etc.) and encourage re-sharing. There are two deliverables for this assignment, the GIF itself and a report on your social media plan and experiences in implementing a social media campaign. For this assignment, consult the Smithsonian Libraries' *Library Hacks: Creating Animated Gifs*.

Position Paper (8 pages max.) or Final Exam. Choose <u>one</u> of the following assignments:

- <u>Final exam</u>. Take home exam, open book, and open notes.
- <u>Position Paper</u>. This assignment gives you an opportunity to analyze one legal and/or ethical problem that is similar to issues you are likely to confront at some point in your career. You will have to select a topic from a list. The purpose of this assignment is to research the archives and digital curation issues related to the case as thoroughly as you can (in the limited time available) then formulate your position on the topic. Present your position and make the best argument you can to support your position using factual information, guidelines, precedent, related cases, and the like to support your position. You will have to let the instructor know that you are opting to take this assignment by Week 6.

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 punzalan@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 140 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.

Basis for Grade. You will receive various forms of feedback (such as written comments and one-on-one consultations) on your class performance. Keep in mind that grades are only one type of indicator of learning and progress in this course. Grades will be based on the quality of your assignments and classroom engagement. If at any point during the semester you are in need of additional guidance or explanation on how your assignments are graded, please do not hesitate to set up an appointment with me so we can explore ways to ensure that you are meeting the expectations of the course. Grade distribution shall be as follows:

- Lightning Talk   20%
- Archival GIF   20%
- Repository Website Analysis   20%
- Position Paper / Final Exam   20%
- Class Participation (includes attendance)   20%

Additional Resources. Beyond the assigned readings and class discussions, the following resources will help you navigate the field of archives and digital curation:

- The Society of American Archivists has posted an online glossary that will prove useful to you over the course of the semester: Society of American Archivists, *A Glossary of Archival and Records Terminology* (2005).

- The archives & archivists (A&A) list is sponsored by the Society of American Archivists (SAA). The opinions expressed on the A&A List do not necessarily represent those of SAA and are not endorsed by the Society. To subscribe to the list, visit http://www.archivists.org/listservs/change.asp.

- Ready, 'Net, Go! Archival Internet Resources: http://www.tulane.edu/~lmiller/ArchivesResources.html

- Archives and Records in the News: The Rainbyte Daily http://paper.li/RAINbyte/rainbyte/

- L'Archivista Blog: http://larchivista.blogspot.com

Extra-Curricular Activities. I encourage you to participate in extra-curricular activities to augment information presented in the class. Participation in extra-curricular events will help you grow as a professional. It will also help you become more actively informed about issues and trends in the field. Possible extra-curricular activities include:

- Active participation in various activities organized by the Student Archivists of Maryland (SAM). Upcoming events will be announced in class.
- Subscribing to discussion forums or participating in blogs in the field of archives and records management.
- Visiting local repositories and/or records management programs. Be sure to call and arrange visits in advance. SAM will likely be organizing tours and site visits throughout the academic year.
- Attending lectures and discussion on archives and records topics sponsored by the iSchool or other organizations on campus and beyond, such as professional organizations.
- Finding part-time archival or records management employment or volunteering at local organizations.
- Exploring web based resources. There are numerous archival and records management resources -- including institutions, professional associations, research projects, laws, policy papers, and the like -- available on the web.

Textbook & Course Materials. There will be no assigned textbook for this course. All readings are available for download on Canvas.

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 violations of the 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."

For further clarification or information on the Code of Academic Integrity:
http://www.studenthonorcouncil.umd.edu/code.html

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). To receive accommodations, you must first have you disabilities documented by DSS. Once notified, DDS 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, 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 being 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

The Course-at-a-Glance

Week	Date	Topic	Key Deadlines
1	Aug. 30	Course Introduction	• List of Lightning Talk topics and instructions available • Repository Website Analysis assignment instructions available
2	Sept. 6	Evolution and Development of Archives	• Lightning Talk topic selection • Archival GIF assignment instructions released
3	Sept. 13	Core Concepts in Archives	
4	Sept. 20	Archival Functions	
5	Sept. 27	Archival Representation	• Repository Website Analysis due
6	Oct. 4	Digital Preservation, OAIS, and Trusted Digital Repositories	• Lightning Talk presentations begin • Choose between position paper and final exam. Let the instructor know.
7	Oct. 11	Data Curation	• Position Paper topics and instructions available
8	Oct. 18	Digitization, Digital Projects, and Digital Tools	
9	Oct. 25	Ethics, Activism, and Social Justice	
10	Nov. 1	Community Archives, Participatory Archiving, and Post-Custodialism	
11	Nov. 8	The Profession	• Archival GIF due
12	Nov. 15	Archives and Social Media	
13	Nov. 22	Thanksgiving Break	
14	Nov. 29	Use, Users, and Impact	• Position Paper due
15	Dec. 6	The Future of Archival Institutions, Collections, and Professions	• Final Exam questions released
16	Dec. 13	Final Exam	• Final Exam due

INST 604: Introduction to Archives and Digital Curation
Course Outline

Week 1: Course Introduction (Aug. 30)
We will spend most of this week getting to know each other, sharing our expectations, and going over course logistics. Throughout the semester, we will have the opportunity to discuss the most important ideas and practices that define archives and digital curation, including the challenges and opportunities facing the archival profession. We shall begin our conversation by discussing a critical theme of this course, i.e., the relationship between archives, digital curation, digital preservation, and data curation. We shall also explore what it means to be an archivist and the value of "archival thinking" in the digital age.

Week 2: Evolution and Development of Archives (Sept. 6)
Why do archives exist and why do we create and keep records? We shall have the opportunity to explore answers to this question at this session. In navigating the readings for the week, reflect on this question and consider coming up with your own response.

Randall C. Jimerson, "Documenting American Society." In *Archives Power: Memory, Accountability, and Social Justice* (Chicago, Illinois: Society of American Archivists, 2009): 76-129.

Margaret Hedstrom and John Leslie King, (2007) "Epistemic Infrastructure in the Rise of the Knowledge Economy," In *Advancing Knowledge and the Knowledge Economy*, Brian Kahin and Dominque Foray, eds. (Cambridge, MA: MIT Press): 113-34.

Ciaran B. Trace, "What is Recorded is Never Simply `What Happened': Record Keeping in Modern Organizational Culture," *Archival Science* 3 (1-2) (2002): 137-159.

Week 3: Core Concepts in Archives (Sept. 13)
This week, we will work through the definitions and discuss the applications of archival core concepts. We will also explore the appropriateness and applicability of traditional archival theory to contemporary problems and issues.

Terry Cook, "What is Past is Prologue: A History of Archival Ideas Since 1898, and the Future Paradigm Shift," *Archivaria* 43 (Spring 1997): 17-63.

Terry Eastwood, "A Contested Realm: The Nature of Archives and the Orientation of Archival Science." In *Currents of Archival Thinking*, Terry Eastwood and Heather MacNeil, eds. (Santa Barbara, CA: Libraries Unlimited, 2010): 3-21.

Geoffrey Yeo, "Concepts of Record (1): Evidence, Information, and Persistent Representations," *American Archivist* 70(2) (2007): 315-43.

Jeanette Bastian, "'Play Mas:' Carnival in the Archives and the Archives in Carnival: Records and Community Identity in U.S. Virgin Islands," *Archival Science* 9(1-2) (2009): 113-125.

Week 4: Archival Functions (Sept. 20)
In week 2, we discussed the societal role of archives. Last week, we covered the key principles and values that animate archival work. This week we shall look into the internal workings archival institutions by focusing on their critical functions. These are typically broken down into appraisal and selection, accession and acquisition, arrangement and description, reference and access, promotion and outreach, and preservation. We shall examine how these traditional repository functions reflect the core concepts we previously discussed.

David Bearman, Archival Methods (Pittsburgh: Archives and Museum Informatics Technical Reports, Vol. 3, No. 1, Spring 1989).

Mark Greene and Dennis Meissner, "More Product, Less Process: Pragmatically Revamping Traditional Processing Approaches to Deal with Late 20th Century Collections," *American Archivist* 68(2) (2005): 208-263.

Week 5: Archival Representation (Sept. 27)
In this session, we will focus on archival description, or the ways archival holding are represented. In archives, the finding aid forms a prominent role as both an access tool and collections management. Many hours of archival labor and expertise are devoted to the creation of this representational device. Various online access systems are also created either as the online version of, or as supplement to, the paper finding aid. These access tools define the archival collections and in profound ways define the users and uses of archives.

Geoffrey Yeo, "Debates about Description," In *Currents in Archival Thinking*, Terry Eastwood and Heather MacNeil, eds. (Santa Barbara, California, Libraries Unlimited, 2010): 89-114.

Elizabeth Yakel, "Archival Representation," *Archival Science* 3(1) (2003): 1-25.

Christian James and Ricardo L. Punzalan, "Legacy Matters: Describing Subject-Based Digital Historical Collections," *Journal of Archival Organization* 12(3-4) (2016): 1-18.

Suzanne Fischer, "Nota Bene: If You 'Discover' Something in an Archive, It's Not a Discovery," *The Atlantic* (June 19, 2012).

Helena Iles Papaioannou, "Actually, Yes, It *Is* a Discovery If You Find Something in an Archive That No One Knew Was There," *The Atlantic* (June 19, 2012).

Week 6: Digital Preservation, OAIS, and Trusted Digital Repositories (Oct. 4)
This week, we will take a closer look at digital curation and how it resonates with archival practice. We shall also examine the Open Archival Information System (also known as the OAIS Reference Model) and discuss how it extends traditional archival ideas in the digital age.

Erin O'Meara and Kate Stratton, "Preserving Digital Objects," In *Digital Preservation Essentials,* Christopher J. Prom, ed. (Chicago, Illinois: Society of American Archivists, 2016): 5-73.

Mary Vardigan and Cole Whiteman, "ICPSR Meets OAIS: Applying the OAIS Reference Model to the Social Science Archive Context," *Archival Science* 7 (2007): 73–87.

Chris Rusbridge, "Excuse Me... Some Digital Preservation Fallacies?," Ariadne 46 (2006).

Chris Hilton, Dave Thompson, and Natalie Walters, "Trust Me, I'm an Archivist," Ariadne 65 (2010).

Week 7: Data Curation (Oct. 11)
Many claim that data curation is a new and added responsibility that has the capacity of transform archival practice. Some, however, argue that managing materials that resulted from research data gathering has always been within the traditional archival purview. This week, we shall examine the roles and contributions of archivists in research data curation.

Read the responses of four data curation practitioners regarding their work responsibilities and their perspectives on the field: The Practice of Data Curation.

Christine Borgman, "What are Data?," In *Big Data, Little Data, No Data: Scholarship in the Networked World* (Cambridge, Massachusetts: MIT Press, 2015): 17-29.

Carole L. Palmer, Nicholas M. Weber, Trevor Muñoz, and Allen H. Renear, "Foundations of Data Curation: The Pedagogy and Practice of "Purposeful Work" with Research Data," Archive Journal 3 (2013).

Dharma Akmon, Ann Zimmerman, Morgan Daniels, and Margaret Hedstrom, "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) (2011): 329-348.

Daniel Noonan and Tamar Chute, "Data Curation and the University Archives," *American Archivist* 77(1) (Spring/Summer 2014): 201-240.

Micah Altman, Margaret O. Adams, Jonathan Crabtree, Darrell Donakowski, Marc Maynard, Amy Pienta, and Copeland H. Young, "Digital Preservation through Archival Collaboration: The Data Preservation Alliance for the Social Sciences," *American Archivist* 72(1) (2009): 170-184.

Week 8: Digitization, Digital Projects, and Digital Tools (Oct. 18)
Facilitating digitization and managing the resulting digitized products have become a fundamental archival responsibility. This week we shall take a look closer look at how digital surrogates are changing how we manage heritage collections and are redefining access and use of archives.

Melissa M. Terras, "Digital Images and Memory Institutions," In *Digital Images for the Information Professional* (Ashgate, 2008): 99-139.

Paul Conway, "Digital Transformations and the Archival Nature of Surrogates," *Archival Science* 15(1) (2015): 51-69.

Gillian Oliver, "The Digital Archive," In *Evaluating and Measuring the Value, Use and Impact of Digital Collections*, Lorna M. Hughes, ed. (London: Facet, 2012): 49-60.

Ricardo L. Punzalan, "Understanding Virtual Reunification," *Library Quarterly*, 84(3) (July 2014): 294-323.

Week 9: Ethics, Activism, and Social Justice (Oct. 25)
Archives and records professionals are engaged in debates over their role in creating and enabling transparency, the extent to which they exercise power over creation, destruction and access to records, and the degree to which they have authority over record making and record keeping processes. In this session, we will debate these issues.

Terry Eastwood, "Archives, Democratic Accountability, and Truth," *Better Off Forgetting? Essays on Archives, Public Policy, and Collective Memory,* Cheryl Avery and Mona Holmlund, eds. (Toronto, Canada: University of Toronto Press, 2010): 143-168.

Karsten Jedlitschka, "The Lives of Others: East German State Security Service's Archival Legacy," *American Archivist* (75) (Spring/Summer 2012): 81–108.

Ricardo L. Punzalan and Michelle Caswell, "Critical Directions for Archival Approaches to Social Justice," *Library Quarterly* 86(1) (January 2016): 25-42.

VladanVukliš and Anne J. Gilliland. "Archival Activism: Emerging Forms, Local Applications," In *Archives in the Service of People - People in the Service of Archives Conference,* B. Filej, ed. (Maribor, Slovenia: Alma Mater Europaea, March 2016).

Week 10: Community Archives, Participatory Archives, Post-Custodialism (Nov. 1)
Technological changes and shifts in societal and professional values have inspired deep reflections on traditional archival practice. In the past 30 years, we have witnessed new recordkeeping and preservation arrangements as well as the redefinition of what it means to serve to underrepresented communities. There are also efforts to "democratize" archival work. This we week, we shall explore some of these important shifts and movements in the field.

Andrew Flinn, Mary Stevens and Elizabeth Shepherd, "Whose Memories, Whose Archives?: Independent Community Archives, Community and the Mainstream," *Archival Science* 9 (1-2) (2009): 71-86.

Michelle Caswell, "Inventing New Archival Imaginaries: Theoretical Foundations for Identity-Based Community Archives." In *Identity Palimpsests: Ethnic Archiving in the U.S. and Canada* (Sacramento, CA: Litwin Books, 2014): 35-55.

Katie Shilton and Ramesh Srinivasan, "Participatory Appraisal and Arrangement for Multicultural Archival Collections," *Archivaria* 63 (Spring 2007): 87-101.

Jeannette Allis Bastian, "A Question of Custody: The Colonial Archives of the United States Virgin Islands," *American Archivist* 64 (1) (2001): 96-114

Week 11: The Profession (Nov. 8)
Our guest presenters this week will provide some insights on the profession and how novice archives and digital curation pressionals seeking a career can best prepare themselves to compete in the job market and changing organizational landscapes.

Week 12: Archives and Social Media (Nov. 15)
Twitter, Facebook, Instagram, Wikepedia, Flickr, blogs, and other social media platforms are becoming prominent sites for archival outreach, promotion, and advocacy. This week, we will explore the ways archival and information management professionals use social media platforms in archives, including the opportunities and the challenges they present. Each platform offers different kinds of engagements with different publics. Thus, it is important to develop a good grasp when and how to utilize social media platforms to connect users with archival programs and collections.

Martin R. Kalfatovic, et al., "Smithsonian Team Flickr: A Library, Archives, and Museums Collaboration in Web 2.0 Space," *Archival Science* 8 (No. 4, December 2008), pp. 267- 277.

Adam Kriesberg, "Increasing Access in 140 Characters or Less: Or, What Are Archival Institutions Doing on Twitter?,"*American Archivist* 77(2) (2014): 534-557.

Joshua D. Hager, "To Like or Not to Like: Understanding and Maximizing the Utility of Archival Outreach on Facebook," *American Archivist* 78(1) (2015): 18-37.

Browse through the case studies in The Interactive Archivist. We shall discuss and analyze the following cases in class:

1. *Bancroft 2.0: Utilizing Web Technologies to Improve Access to Archival Materials* by Mary W. Elings and Arcadia Falcone
2. *The Blog as an Archival Tool: Coca-Cola Conversations* by Philip F. Mooney

3. *Talking and Tagging: Using CONTENTdm and Flickr in the Oregon State University Archives* by Tiah Edmunson-Morton

4. *From Vault to User's Screen: Using Video-casting and Video-sharing Technologies for Universal Access, Outreach, and Publicity for the Legacy Tobacco Documents Library Multimedia Collection* by Polina E. Ilieva

5. *Using Wikipedia to Highlight Digital Collections at the University of Washington* by Ann Lally

6. *Create and Measure Success: The Smithsonian Collections Blog* by Rachael Cristine Woody

Week 13: Thanksgiving Break (Nov. 22)
Enjoy the holiday with your loved ones. Take this great opportunity to share why archives and digital curation matter to you and why our field matters to them!

Week 14: Use, Users, and Impact (Nov. 29)
Historians no longer constitute the primary set of users of archives (if they ever were). User communities are as diverse as archivists choose to make them. For example, genealogists, climate scientists, urban planners, and media producers all make use of archives. New users and new uses for archives create new needs and requirements. In this session, we will explore a sampling of new types of uses for archives and analyze their implications for how archivists do their work and what they need to know.

Elizabeth Yakel, "AI: Archival Intelligence and User Expertise," *American Archivist* 66 (Spring/Summer 2003): 51-78.

Wendy Duff, et al., "Social Justice Impact of Archives: A Preliminary Investigation," *Archival Science* 13 (2013): 317-348.

Wendy Duff, et al.. "Archivists' Views of User-Based Evaluation: Benefits, Barriers and Requirements," *American Archivist* 71(1) (2008), 144-166.

Paul Conway and Ricardo Punzalan, "Fields of Vision: Toward a New Theory of Visual Literacy for Digitized Archival Photographs," *Archivaria* 71 (Spring 2011): 63-97.

Week 15: The Future of Archival Institutions, Collections, and Professions (Dec. 6)
We will turn out attention to new institutional arrangements and new types of programs, which also open up new career opportunities. We will assess some of these alternatives using criteria such as feasibility, scalability, and sustainability.

Explore before class:

About the Internet Archive, http://www.archive.org/about/about.php

Internet Archive, Wayback Machine, http://www.archive.org/web/web.php

United Kingdom, *Archives for the 21st Century*
http://www.nationalarchives.gov.uk/information-management/policies/archives-century.htm

Stanford University Libraries, Digital Humanities Specialist. Robert Creeley, E-Mail Correspondence Network, https://dhs.stanford.edu/visualization/robert-creeley-e-mail-correspodence-network/

National Research Council, *Preparing the Workforce for Digital Curation* (Washington, D.C.: National Academy of Sciences, 2015).

… and come to class prepared to discuss their promise and problems.