Course Syllabus

Basic course information

Course Title: Projects in Digital Archives
Course Number 665
Course Section 1
School: SILS
Department:
Program:
Days:Monday
Time:3:30-5:50pm
Place: PMC 606
Credit Hours: 3
Course Coordinator or Chairperson: J. Hunsinger
Prerequisite Courses: 654
Instructor contact information

Name: J. Hunsinger
Academic Title: Assistant Professor
Office Location: 604a
Contact Information
Office Hours: Tuesday 3-6 and by Appointment or Virtual via Aolim to buridan1
Phone Number: 212 647 7708
Appropriate Time to call: email is preferred in all cases
Email Address:jhunsing/{=@-0.pratt.edu (snip appropriately)
Class Listserv: None
Special Instructions: use the social network and blogs for all course work, notices, and
related course matters. http://learninglibrarians.net
This syllabus is at http://wiki.tmttlt.com/index.php?title=Projects_in_Digital_Archives
Course Description

Bulletin Description

This class is a combination of theoretical, practical and hands-on approaches to digital library creation. In a half-lab, half-discussion format, students will gain experience in digital archive production. Students will learn about the theories behind the practices that they implement, and will gain an understanding of the administrative issues associated with the successful implementation of a digital archive project.

Detailed Description

The course will focus on the production of digital archives centering on open source technologies, cultures and planning related to digital archives. The core of the course is a student group project in which they collaborate to plan, design, and implement a digital archive using a web-based system, such as d-space. Minimally, all students will be exposed to, be familiarized with and work with d-space. Advanced students will be encouraged to work to their own level as part of a group to gain further knowledge of the systems. The course also provides a background in metadata for archives, relational and object database systems, policies, and planning.

Course goals

Students who complete this course will gain an understanding of the cultural implications of digital archives, how to plan, design and implement a digital archive collection, how to use digital archive technologies, and familiarity with the underlying issues of digital archiving. Students will be prepared to adapt current archiving technologies for use in digital archive projects. They will be exposed to the ethical and legal issues in digital archives. They will be able to effectively communicate their research in digital archives.

Learning Objectives

The learning and evaluation will focus on the student's ability to:

1. use digital archiving tools;

2. write clear, concise, well researched opinions on information technology and its social, cultural, and political implications for information professionals and librarians;
3. demonstrate critical thinking and reasoning;
4. develop a plan, and implement an web archive project;
5. compare and evaluate archival systems.
Course Calendar

Week 1 Introduction 1/22

Toolboxes
Using the Learninglibrarians.net
[1]
DLIST
Eprints for LIS

Week 2 Digital Archives, Archivists and Ethics 1/29

Read Nardi, Chapter 4 and Interview
Read Code of Ethics for Archivists
Read Museum Ethics
Consider Enduring Paradigm, New Opportunities
Recommended Talent Myth
Recommended How to be a leader in your field
Recommended Networking on the Network
Turn in Reading Review 1

Week 3 Introduction to Tools and Technologies of Archiving and the Nature of Digital Information 2/5

This class we will discuss Brown and Duguid 1-5, and I will present many of the open source tools that the archivist can use. I will also provide you with an introduction to the tools that we will be using, which will also be provided on online so that you can

familiarize yourself with them at home and after class.

Read Brown and Duguid 1-5

Group Formation and work.

Turn in Reading Review 2

Week 4 Project Identification and Project Planning 2/11

Read Handbook for Digital Projects Start inclusive to Chapter 4

Read [2] 1 and 2

Read The point of no return

Recommended national plans parts 1 and 2

Recommended: Handbook for Digital Projects Chapter 7

Recommended [3]

Turn in Project Precis

Week 5 Introduction to Web Archiving 2/19

Read Masanes Chapters 1-5

look at the filetypes in archive.org

look at the search functions of the websites onthe syllabus

Turn in reading review 3

Week 6 Website Preservation Then d-space lab 2/26

Read Masanes Chapter 8

Website preservation

Read Smithsonian Website program

Read Netpreserve.org

Read European Archive

Review and Familiarize yourself with D-space webspace and manual

Consider 9/11 digital archive

Turn in Reading Review 4

Week 7 XML 3/5

Read How Does XML Help Libraries?

Read Getting Started with XML

Read Ajax, web 2.0 and the problems for archives

Read introducing xslt

Consider http://www-128.ibm.com/developerworks/library/x-matters30.html

Check out xml 4 libraries list

Turn in Plan

Spring Break March 10-16

Week 8 Metadata (EAD and Dublin Core) 3/19

Read Masanes Chapter 6

Read An Introduction to Dublin Core

Read Encoded Archival Description: An Introduction and Overview

Read Quinkan Matchbox Project: challenges in developing a metadata application profile (MAP) for an indigenous culture

Examine: Dublin Core, EAD

Consider Mapping Metadata Standards--Crosswalk

Consider:Become familiar with Preservation Metadata for Digital Collections at the National Library of Australia

Turn in Reading Review 5

Students are provided with Midterm Grade

Students are provided with [4]

Week 9 Media and Preservation 3/26

Read Assessing the Durability of Formats in a Digital Preservation Environment

Read Requirements for Digital Preservation Systems

Read Media and Formats from DCP

Read NIST cd/dvd care and handling

Consider The Paradox of Digital Preservation

Consider: what can go wrong with magnetic media (tape)

Turn in Reading Review 6

Week 10 Understanding the Information System in relation to Preservation and Archiving, Dspace part 2 4/2

Read Emulation as a Digital Preservation Strategy

Read Digital preservation: building digital collections that will outlast current technologies

Read Counting the Costs of Digital Preservation: Is Repository Storage Affordable?

Read The Introduction of "Off-The-Shelf" Systems

Check Making Dspace your own

Check Gui Theme Development

Turn in Reading review 7

Week 11 Databases and Database design 4/9

Read What is a Database

Read Comparison of RDBMS from wikipedia

Read Understanding Relational Databases all six parts

Consider SQL introduction

Consider Basic DB design

Consider Database Glossary and Database basics

Perhaps Databasics from Geekgirls

Week 12 Other Digital Archiving Systems and Hardware considerations 4/16

Read Brown and Duguid to end
Read Digital Preservation: Architecture and Technology for Trusted Digital Repositories
Turn in Reading Review 8

Week 13 Rights Management and Fair Use 4/23

Read Public Access to digital material
Read on Fair Use, and the section for librarians

Week 14 LOCKSS , distributed archives, and Archive.org 4/30

Read Masanes 9 and 10
Read lockss alliance
Read The dog doesn't bark
Read [5] Especially the sections on Libraries and the FAQ
Work on Projects
Turn in Reading Review 9

Week 15 Presentations 5/7

Give Group Presentations
Turn in Individual Project Report
Course Requirements

Textbooks/Readings, and Materials

Web Archiving Julien Masanés
The Social Life of Information By Brown and Duguid
(Both on order at Barnes and Noble)

Project, Papers, Assignments

You should maintain copies of all of your work for this course until 5 weeks after the end of the course.

Participation

Students are expected to be well prepared for class. They are expected to contribute new and interesting materials related to the course to the course elgg. They are expect to talk in class, to answer questions, and to engage in discussion. Presence without participation is a zero for the day. Students are expected to attend all classes.

Reading Reviews

Reading reviews are due Sunday evening at 9pm before the class in which the reading is assigned.

Reading reviews are to be posted to your blog under a unique title. (if you do not want to assign your name to it, please send a copy of the review to the instructor with your name on it).

Reading reviews should be of a nature and quality so that they represent your work as a public professional. They should have no grammar, spelling, or other mistakes that could be caught by proofreading your work.

Reading reviews should be no less than 1 page (300 words) in length and no more than 5 pages (1500 words) in length.

At the end of each reading review, you should attach as part of the review, 2-5 questions that you would like answered in class or that you find worthy of further exploration.

The reading reviews should refer to the readings of the week, be written from your perspective, and should not duplicate, in whole or in part, any other person's work unless it is properly cited. The majority of the work should demonstrate your understanding of the material. Reading reviews should be uniquely your own work.

5 reading reviews chosen for grading, each review will be worth 6 points.

Reading reviews are worth 30% of your final grade.

Project

The project has 5 graded parts.
The project will be performed in groups of 3-5 people.
The project will be posted to the elgg/blog (unless there is an extreme-
ly good reason not to be posted, such as 'it is a draft of publication that
I would like to publish, it is a project plan that i plan on submitting to
my library director, or some other reason that would make it not pub-
lic.) The project can be almost anything related to the course material.
The groups should use the elgg/blog email or whatever they need to
collaborate outside of class.
It is ideal for the groups to identify outside groups that they can work
with, assist, or otherwise contribute to with the completion of their
project.

Precis

The precis is worth 5% of your final grade. A precis is a paragraph
length description of your project that is clear and concise. It conveys
the thesis of your research or the purpose of the project. It provides an
overview of the argument or goals of the project. The whole of the
group needs to agree on the project. It is advisable to discuss the
project with the professor before writing a precis.

Project Plan

The project plan is worth 15% of your final grade. It should be be-
tween 5 and 10 pages co-written with your team. It should provide the
context and clarity of your plan that you need to finish your project. It
should be recognizable as a plan. It should have clearly defined deliv-
erables. It should have a timeline of work, both as individuals and as a
group. It should map onto a standard plan type, such as those for NEH
or from related agencies, programs, or endeavors. It should say exact-
ly what each member of your team is doing for each part of the project
in a very clear way. It should indicate who is responsible, in whole, or
in part for any given part of your project. It should map the weeks of
the project clearly, with clear goals to be accomplished each week.

The Project core

The project is worth 20% of your final grade. It must be a significant
use of, development in, or addition to a digital archive. The guideline

for the core project is that it should be equivalent in work to a 15-20 page paper that is suitable for public consumption. The project core will be evaluated in 2 parts, your work that I observe in class with your peers and its result, and your individual project report. The project core will be graded by a clearly defined rubric that you will be given in week 8. It will deal cover metadata standards, normalized and clear descriptions of data, use of d-space and other tools.

=Finding Aids=

You will produce individually, one dublin core description and one ead description, that can be turned in independently of your main project. Each is worth 5% of your final grade.

The presentation

The presentation is worth 5% of your final grade. It is presented as a group. The presentation of your project is the type of 15 minute presentation that you could give at a workshop at ALA or ASIST. It should be the type of talk that gets you invited to talk more about your project at a nice restaurant nearby. As such, it will be followed by up to 10 minutes of question and answer.

Assessment and Grading

Reading review 30 points

Project 50 points

Participation 20 points

Total Points=100 points

All writing is graded on spelling, grammar, logic, style and form. All grades are earned in whole points. There are no partial points given.

Participation

Participation is assessed by participation in class discussion and participation in your group as evidenced by postings related to your project. The people that make significant contributions over the whole period of the class will earn full credit. Those that do make

any contributions will receive no credit. Participation is graded starting in week 2.

Reading Reviews

Reading reviews are graded on a Plus, Check Minus scale. There are 9 reviews assigned, 5 will be chosen to be graded 6 points is a plus, that is an excellent review that goes above and beyond the average review. 4 points is a check, that is an average review. 2 point is a minus. 0 points is a review that is not submitted by the due date. You will earn extra points by completing all 9 reviews.

Project

The precis worth 5 points. Remember the form of the precis as described.
The project plan is worth 10 points. It is graded on spelling, grammar, logic, and related matters. It is graded on whether it is an accomplishable plan, whether the plan is easily interpretted, whether the plan adequately describes the project and appears to be 'well-planned'.
The project core is worth 20 points. It is graded on its contribution to the field of digital archives, 15 points will be earned for collaborative work and the successful implementation of the project. 5 points can be earned from the students individual report. The individual report will describe the individual students contribution to the project in detail, describing what they learned from the project, and what they will do differently in future projects based on what they have learned. I will use the individual reports to verify user contributions, so a B+ project could be an A to the hardest worker that demonstrates the most learning, or a C for a person that contributed and learned little.
The finding aids, ead and Dublin Core, of your collection will be worth 5 points each. Each student should produce one individually and turn them in the day of your final project.
The presentation is worth 5 points and is presented by the group. It will be graded on whether you present your material in a way that conveys your enthusiasm, interest and knowledge of the project through peer evaluation.

Policies

Institute-wide policies listed in the "Community Standards" section of the bulletin:
All Pratt Community standards policies apply.
Policy on students with disabilities:
Students with disabilities must contact the office for a referal before any consideration
can be given.
Any additional applicable school, departmental, or personal course policies:
All work submitted should be submitted at a professional level of quality.
All written work must use proper citations with page numbers and correct references,
MLA or ALA style is prefered
Any work that is plagiarized will need to be rewritten, completely and will cause the
student to earn no greater than a c in the course.
Late work is not accepted unless it is approved to be late at least 1 day before it is due or
there is a institute approved excuse.
All class communication must go to and from pratt.edu email addresses.
Students are required to maintain copies of all their work until 5 weeks after the
semester.
Paper copies of reserve material will be found in the library.
Readings may change depending on agreement of the class members at the meeting
prior to meeting the assigned readings are due
The instructor is not responsible for the materials that you miss a class beyond what he
posts to the website.
Student should are responsible for anything that they miss in class and should request
that information from their peers.
Students are responsible for their work on the website.
All extra credit assignments will be given to all of the class.
All changes, announcements, and course matters will be posted to the wiki at the
discretion of the instructor.
The elgg/blog/social network software is a collaborative environment, students should
comment upon, discuss, etc. each others work, the instructors work, or anything related
to the course.

Elgg participation is required as part of participation and grading.