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 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). 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 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

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:


Week 2 (September 5, 2018): Defining Curation

  https://doi.org/10.5195/JMLA.2018.306

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


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

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

- Review standards online:
  o http://www.loc.gov/ead/
  o http://eac.staatsbibliothek-berlin.de

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

- Review standards online:
  o http://dublincore.org
  o http://www.loc.gov/standards/premis/

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

- Review standards online:
  o https://www.loc.gov/marc/
  o http://www.loc.gov/standards/mods/

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

- 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


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

  http://doi.org/10.1080/15332748.2015.1150104

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


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


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


Week 14 (November 28, 2018): Community Curation


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

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