Course Description
This course provides an overview of the principles, practices, and current debates in the management, care and representation of digital artifacts in libraries, archives, and museums. Over the course of the term, students will read a mix of foundational and contemporary literature, complete assignments using relevant software in use across the country and around the world, and gain experience with community archiving. 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 both community engagement and software in use in professional settings.

Learning Outcomes
By the end of this course, students will have:
1. Developed a broad appreciation of digital curation and how different cultural institutions implement its principles in varying ways.
2. Become familiar with the metadata standards and technologies that provide the foundation for digital curation systems.
3. Acquired experience using software used in libraries, archives, and museums for digital curation activities.
4. Improved communication skills through writing and presentation of course projects.

Course Materials
All required reading and viewing materials are available via ELMS. To complete hands-on exercises and assignments, students will have to download Postman, Audacity and Aegisub onto their laptops and to create accounts on several web-based platforms. On several weeks, I will ask students to bring their laptops to class for hands-on exercises. If you do not own a laptop, please borrow one from the Terrapin Learning Commons on the 2nd floor of McKeldin. If this is not possible, please let me know and we will work on a solution.

Campus Policies
It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like:
• Academic integrity
• Student and instructor conduct
• Accessibility and accommodations
• Grades and appeals

Please visit https://gradschool.umd.edu/course-related-policies for the Graduate School’s full list of campus-wide policies and follow up with me if you have questions.
Class Structure and Community Standards

This class is based primarily on discussion and hands-on activities. Therefore, it is essential that you make all effort to attend all course sessions. If there is a conflict, family emergency or illness that results in missing a class, please email me—ahead of time if possible. When you miss a class, it is your responsibility to contact me or your classmates so that you can catch up on the materials we explored in class. Also, it is crucial that you complete the required readings prior to class. Most classes will begin with a short writing exercise that asks you to respond to the readings.

If you will not be able to meet an assignment deadline, contact the instructor before the due date to explain why you will need to submit the assignment late and what your plan is; these will be evaluated on a case-by-case basis. Unless prior permission has been granted, no late work is accepted without a documented medical or family emergency. This policy is in place to ensure all students have their work returned to them in a timely fashion.

As a graduate course, the materials we discuss will be challenging. Many also involve deeply held beliefs, moral-ethical issues, and current hot-button issues. To ensure that every student can learn, the class environment needs to be welcoming and harassment-free. Your classmates may have different perspectives on issues than you, but they still deserve your respect. For this course, I am adapting tenets from the “Norms for Courageous Conversations” developed by Diversity Best Practices (a division of Working Mother Media):

- Stay engaged and listen for understanding
- Take risks and speak your truth
- Become comfortable with intellectual discomfort
- Expect and accept non-closure

I will discuss these tenets in greater detail in the first lecture.

Assignments and Grades

Your final grade will be based on the following components:

- Class Participation
  - Each week
  - 20%
- DPLA API Assignment
  - Sept. 25
  - 15%
- Podcast or ArcGIS Story Map
  - Nov. 20
  - 20%
- “Talk Story” Digital Archive Project
  - Dec. 4
  - 30%
- Digital Humanities Project Evaluation
  - Varies
  - 15%

Final letter grades are assigned based on the total points earned.

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Accommodations

Students with disabilities should inform me of their needs at the beginning of the semester. Please also contact the Disability Support Services (301-314-7682 or http://www.counseling.umd.edu/DSS/). DSS will make arrangements with you and me to determine and implement appropriate academic accommodations. Inclusion is one of the iSchool’s core values, and I have attempted to make all materials and assignments accessible to people with varying abilities. However, if there is something else I can do to make the class
more accessible, please schedule a time to come talk to me. This will benefit not only yourself but also my future students.

**Help Is Available**

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, reading, and writing, so I encourage you to consider visiting [http://ter.ps/learn](http://ter.ps/learn) to schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting [http://ter.ps/writing](http://ter.ps/writing) and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit [http://www.counseling.umd.edu](http://www.counseling.umd.edu). These services are a part of your tuition, so please use them. **Everyone needs help**... please ask for it when you need it.

**Names/Pronouns and Self Identifications**

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [https://trans.umd.edu](https://trans.umd.edu) to learn more. Additionally, it is your choice to disclose or not to disclose how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity. I will do my best to address and refer to all students according to their wishes, and I will do my best to not presume an identity. I ask you to do the same for all of your fellow Terps.

**Additional Student Resources**

For more information on UMD’s Student Services, see [http://www.studentaffairs.umd.edu/student-life](http://www.studentaffairs.umd.edu/student-life). If you or someone you know feels unsafe, the university has resources (see list below). Read more about hate-based crimes here: [https://ocrsm.umd.edu/files/Hate_Bias_FAQs_final.pdf](https://ocrsm.umd.edu/files/Hate_Bias_FAQs_final.pdf)

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Course Schedule

Week 1  Aug. 28  Introduction and Relevance


Week 2  Sept. 4  Defining Digital Curation; DPLA & Assignment #1


Week 3  Sept. 11  Curation in Libraries; Intro to APIs / Postman

Week 4  Sept. 18  Curation in Archives I: EAD and Digitization


For everyone:


Week 5  Sept. 25  Curation in Archives II: Community Archives; Introduction to 1882 Foundation Collaboration

Guest Speaker: Ted Gong, Executive Director, 1882 Foundation


Week 6  Oct. 2  Curation in Museums


Week 7  Oct. 9  Shared Authority and Dublin Core

Week 8  Oct. 16  Interactivity and Crowdsourcing
• Interview with Alex Wermer-Colam and Jasmine Clark. (unpublished video)

Week 9  Oct. 23  Questioning the Right to Know
Guest Speakers: Anna Harbine and Tisa Matheson (in-class Skype)

**Week 10  Oct. 30  Documenting Current Events**

**This week’s class will occur online. Details TBA.**


**Week 11  Nov. 6  Digital Preservation in Action**


**Week 12  Nov. 13  Research Data Curation**


Week 13  Nov. 20  Presentations on Podcasts & Story Maps

Week 14  Nov. 27  No Class—Thanksgiving Break

Week 15  Dec. 4  Digital Curation Issues in the News
• Newspaper articles picked by the class in week 12