

ENG 6939 Topics in Texts and Technology: Digital Archives

Fall 2015 (3 credits)
Section M01
Thursday, 6:00-7:15 p.m.
Colburn Hall 203

Dr. Mark Kamrath
Office: Colbourn 417c
Hours: (office); Tues & Thur
2:30-4:00 p.m. & by appt.
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Web Courses (for email)

Computers bring tremendous benefits, speeding up communications and supporting the widespread dissemination of information. But they also bring huge challenges, especially for the preservation of authentic and reliable records. Archivists who wish to acquire, preserve and make available valuable archival materials in the digital age do not have the luxury of waiting for time to pass between the creation of records and their protection as archives.

Laura A. Millar, *Archives: Principles and Practices* (2010)

Course Description

This course examines the development and function of digital archives from both a theoretical and practical “hands on” perspective. Study will focus on the creation, management, and preservation of data as it relates to a range of archive structures. Along with exploring the fundamentals of text and object-driven archives, we will study copyright law and apply digital archive principles and practices by using “Omeka,” an open source web-publishing platform, as part of a course project. In addition to understanding how metadata is used in the management of electronic objects and records, we will become familiar with sustainability standards and guidelines. We will also develop knowledge of current “web-archiving” practices as they pertain to the long-term preservation of digital sites and content.

This course uses a digital humanities approach to the study of archives, and employs a range of learning methodologies and analytical activities to understand how digital archives are constantly changing relative to user needs and advancements in technology. Resultant collaborative work will reside on a server and be accessible.

Course Objectives

- To understand principles of traditional and digital archiving
- To be able to critically assess and evaluate archive content and usability
- To develop technical skills in creating archive content and metadata
- To acquire knowledge of “web-archiving” practices

Texts:

Miller, Laura A. *Archives: Principles and Practices*. New York: Neal-Schuman Publishers, Inc., 2010. ISBN978-1555707262 *(required)

Brown, Adrian. *Archiving Websites: A Practical Guide for Information Management Professionals*. London: Facet Publishing, 2006. ISBN 1-85604-553-6 (required)

Please see the Schedule for a complete list of readings and resources.

Requirements:

All instructors/faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the online Personal Goals activity by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

- 1.) Class participation—in class and, as needed, online in Web Courses (15%).
- 2.) Annotated bibliography (8-10 pages) of recent books and articles relating to “digital archives” in general and your interests in particular (20%).
- 3.) Archive review (10-12 pages) of an archive and its usability (20%).
- 4.) Collaborative archive project where you and your peers use Omeka software and local library materials to build an archive that contains objects and metadata (25%).
- 5.) Final Exam: 20 %
The final exam is comprehensive in that it will cover select material and focus on particular readings, and topics as copyright, metadata, and preservation. It will be given, however, in the mode of a Ph.D. Comprehensive Exam, which is a “list based,” synthesis oriented essay that is timed and submitted electronically.

Late assignments—for any reason, including technical ones—are lowered 5 points. This also applies to collaborative editing project deadlines. Except for the final exam, assignments may not be turned in electronically in lieu of paper. *After 24 hours, you will earn a “F” for the assignment if it is not turned in. Missing assignments CANNOT be made up later.*

Also, make-up exams are rarely given. If so, it's *only* when I have been contacted *prior* to the exam; *only* when a verifiable extenuating circumstance exists, e.g., medical emergency and hospitalization; and *only* if I think the situation warrants a make-up exam.

Attendance Policy

Class attendance is expected and is related to participation. There are *no* “excused” absences, but you are allowed ONE absence (after the Drop/Add Period). After that, you are on my “Swimmer in Riptide Area Watch List” If you have a third absence, your *final overall grade* will be lowered *three points*, e.g., from a “91” to an “88.” Your grade will be lowered three points for each additional absence. If you have *ten absences*, you will *fail* the course, regardless of what grade you have.

For university financial aid reporting purposes, I will take attendance in order to verify when individuals have stopped attending class. Taking attendance also helps me learn your name more quickly. If you are not in class, it is your responsibility to obtain missed assignments or notes from classmates. However, the opportunity to make-up the assignment will *only* be permitted when verifiable extenuating circumstances exist and I have been contacted beforehand. If absent for medical reasons that can be documented, please seek a “medical withdrawal.” Leaving class early, or when class is almost over, counts as an absence. Excessive absences will result in an “F” for the course.

Students who have perfect attendance will get the "benefit of the doubt" when it comes to a "close grade."

Standards for Written Work

Generally, standards for written work are as follows, and may be modified some by actual assignment requirements:

“A” work is exceptional or superior, meets or exceeds assignment requirements, and is free of grammatical or other errors.

“B” work is good or strong, contains all required elements of the assignment, but may fall short of excellence in one or more category, including mechanical errors.

“C” work is competent, meets all, if not most, required elements of the assignment, but is average in some ways and may have several types of grammatical and other errors.

“D” writing is weak, falls below average in one or more major criteria, and may have substantial errors.

An “F” text is reserved for material that fails in all or most categories of evaluation.

Golden Rule and Grading Policy:

Plagiarism—and academic honesty and integrity. Often students plagiarize because they fear trying out their own ideas, they have not left themselves adequate time for an assignment, or

they simply don't know how to credit a source. However, plagiarism—the submission of someone else's words or ideas as your own—is a serious offense. You will get an “F” and can fail the course or be disciplined by the university for such action. Like you, I have access to the Internet and ways of verifying use of sources like Wikipedia and what’s been cut and pasted—or simply purchased—so the consequences of plagiarizing are not worth the risk. Indeed, papers I suspect are plagiarized will be submitted to <http://www.turnitin.com> and its latest web crawling technology for verification of authorship.

If you have questions about how to document sources, please see me or the Writing Center.

The **grading_scale** is as follows:

94-100 = A	4.00	76-73 = C	2.00
93-90 = A-	3.75	72-70 = C-	1.75
89-87 = B+	3.25	69-67 = D+	1.25
86-83 = B	3.00	66-63 = D	1.00
82-80 = B-	2.75	62-60 = D-	.75
79-77 = C+	2.25	59 - = F	.00

Grades will be posted at the Web Courses url and updated regularly.

University Writing Center

The Writing Assistance Center, staffed by the Department of English, exists to help those with concerns or questions they may have about all kinds of writing. Regardless of the course your writing is for, they can assist you with the beginning stages of writing, with effectively developing your thesis or ideas, and with mechanics and matters of revision and proofreading. I encourage all of you to make the Writing Center a key part of your university education. It offers individual help, free of charge, and is located in Modular 608. You can set up an appointment by dropping in, or by calling 823-2197.

Disability Accommodation

UCF is committed to providing reasonable accommodations for all persons with disabilities. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. Students who need accommodations must be registered with Students Disability Services (407) 823-2371.

Course Schedule

The first week of the course and the last will be used for winding things up and then winding them down. The following schedule is subject to revision, and aims to give you a general idea of how the course is intended to shape up. In almost all cases, except for the Laura Millar and Adrian Brown books, readings are available in *electronic format*.

Course Schedule			
Week and date	Topics	Readings	Assignment dates
Week 1 Thursday 8/27	Introduction	<p>--O'Donnell, Daniel Paul. "Byte me: Technological Education and the Humanities." <i>The Heroic Age: A Journal of Early Medieval Northwestern Europe</i> (May 2009) http://www.heroicage.org/issues/12/em.php</p> <p>--Engel, Deena "Textual Artifacts and their Digital Representations: Teaching Graduate Students to Build Online Archives" http://www.digitalhumanities.org/dhq/vol/9/1/000199/000199.html</p> <p>-- Fitzpatrick, Kathleen. "Do 'the Risky Thing' in Digital Humanities" <i>The Chronicle of High Education</i>, September 30, 2011. http://chronicle.com/article/Do-the-Risky-Thing-in/129132/</p> <p>(August 27—Drop/Swap deadline)</p>	Personal Goals Assignment and Introductions due 11:59 p.m. Friday 8/28
Week 2 9/3 UCF football game— no class	Core archive principles and practices	<p>--"The Importance of Digital Archives" You Tube Video https://www.youtube.com/watch?v=UvMbi3xlhIk (5 minutes)</p> <p>--Library of Congress http://www.loc.gov/index.html</p> <p>--National Archives http://www.archives.gov/</p> <p>--Millar, Laura A. <i>Archives: Principles and Practices</i>, pp. xv-96</p>	*Discussion
Week 3 9/10		<p>--Millar, Laura A. <i>Archives: Principles and Practices</i>, pp. 97--204</p> <p>--Library of Congress Digital Preservation http://www.digitalpreservation.gov/ and University of Nebraska Scanning and Digital Image benchmarks http://cdrh.unl.edu/articles/scanning_benchmarks.php</p> <p>-- Institute for Advanced Study of Technology in the Humanities (IATH), University of Virginia http://www.iath.virginia.edu/</p> <p>--UCF Center for Humanities and Digital Research http://chdr.cah.ucf.edu/</p>	*Discussion
Week 4 9/17	Planning a digital archive	<p>--Hodge, Gail M. "Best Practices for Digital Archiving: An Information Life Cycle Approach." <i>D-Lib Magazine</i> 6: 1 (January) 2000. http://www.dlib.org/dlib/january00/01hodge.html</p> <p>--Pitti, Daniel "Designing Sustainable Projects and Publications" http://digitalhumanities.org/companion/view?docId=blackswell/9781405103213/9781405103213.xml&chunk.id=ss1-5-1</p>	Annotated bibliography due 11:59 p.m. Friday September 18

		--Archives Remixed and “The Charles Brockden Brown Electronic Archive: Mapping Archival Access and Metadata” http://www.archivejournal.net/issue/4/archives-remixed/ and the role of XTF and XML (guest speaker, Will Dorner)	
Week 5 9/24	Omeka and other platforms	--Meloni, Julie. “A Brief Introduction to Omeka” <i>The Chronicle of Higher Education</i> http://chronicle.com/blogs/profhacker/a-brief-introduction-to-omeka/26079 --Omeka http://omeka.org/ --Omeka (CHNM at George Mason University) You Tube Video http://www.youtube.com/watch?v=QGmF3mQPERk (4 minutes) --Kucsma, Jason, et al. “Using Omeka to Build Digital Collections: The Metro Case Study” (March/April 2010) http://www.dlib.org/dlib/march10/kucsma/03kucsma.html --Sites Using Omeka http://omeka.org/codex/View_Sites_Powered_by_Omeka	*Discussion
Week 6 10/1	Building content—and Dublin Core metadata	-- Babeu, Alison. “Rome Wasn’t Digitized in a Day”: Building a Cyberinfrastructure for Digital Classists http://www.clir.org/pubs/abstract/pub150abst.html -- Elings and Waibel. “Metadata for all: Descriptive Standards and Metadata Across Libraries, Archives, and Museums” http://firstmonday.org/article/view/1628/1543 -- Hillman, Diane. “Using Dublin Core.” http://dublincore.org/documents/usageguide/ --RICHS (guest speaker, Connie Harper)	*Discussion
Week 7 10/8---no class	Copyright and the Internet	-- “Copyright on the Internet” You Tube Video https://www.youtube.com/watch?v=7PMzmHSEmb0 (3 minutes) --Lessig, Lawrence. “Do Copyright Laws Stifle Creativity”? You Tube Video http://www.youtube.com/watch?v=JXwB9FikNXA (5 minutes) --Lessig, Lawrence On Copyright Laws at SES Chicago 2008 You Tube Video http://www.youtube.com/watch?v=OaKD055Tang (6 minutes) -- Copyright Term and the Public Domain in the United States http://www.copyright.cornell.edu/resources/publicdomain.cfm -- NYU Handbook for Use of Copyrighted Materials http://library.nyu.edu/copyright/	*Discussion
Week 8 10/15	Interface design and usability testing	Kirshenbaum, Mathew “So the Colors Cover the Wires”: Interface, Aesthetics, and Usability” http://digitalhumanities.org/companion/view?docId=blackwell/9781405103213/9781405103213.xml&chunk.id=ss1-5-4&toc.id=0&brand=9781405103213_brand --Whitelaw, Mitchell “Generous Interfaces for Digital Cultural Collections” http://www.digitalhumanities.org/dhq/vol/9/1/000205/000205.html --Brown archive, NINES review, usability report (see Supplemental Materials)	*Discussion
Week 9 10/22	Management and preservation	--Millar, Laura A. <i>Archives: Principles and Practices</i> , pp. 204-226 --Smith, Abby “Preservation” http://digitalhumanities.org/companion/view?docId=blackwell/9781405103213/9781405103213.xml&chunk.id=ss1-5-7 ---UCF Libraries Digital Collections http://library.ucf.edu/Systems/DigitalCollections/ (guest speaker, Lee Dotson)	Archive review due 11:59 p.m. Friday October 23

		--Florida Digital Archive http://fclaweb.fcla.edu/ --PALMM http://palmm.fcla.edu/	
Week 10 10/29		--Digital Archiving Resources (DAR) http://www.dar.cah.ucf.edu/ Workshop --Omeka and Digital Archives (HASTAC Scholars Digital Collections Webinar with Jim McGrath) https://www.youtube.com/watch?v=sV9xcJMiZ8Y (60 minutes)	*DAR posting and discussion due 11:59 p.m. Friday October 30
Week 11 11/5		--Digital Archiving Resources (DAR) workshop --selected reading from <i>Digitization and Digital Archiving: A Practical Guide for Librarians</i> (see Supplemental Materials) (November 2—withdrawal deadline)	*Discussion
Week 12 11/12		--Digital Archiving Resources (DAR) workshop --selected reading from Donald Hawkins, <i>Personal Archiving: Preserving Our Digital Heritage</i> (see Supplemental Materials)	*DAR team “review” report upload due 11:59 p.m. Friday November 13
Week 13 11/19 UCF football— no class	Web archiving	--Lyman, Peter. “Archiving the World Wide Web.” http://www.clir.org/pubs/reports/pub106/web.html --Hockx-Yu, Helen. “Web Archiving at the British Library” You Tube Video, Library of Congress http://www.youtube.com/watch?v=KwnFb0bJZ-U&feature=related (57 minutes) --Brown, Adrian. <i>Archiving Websites: A Practical Guide for Information Management Professionals</i> . pp. 1-126	*Discussion
Week 14 11/26— no class		--Brown, Adrian. <i>Archiving Websites: A Practical Guide for Information Management Professionals</i> . pp. 127-196 Thanksgiving Break, November 26-29	*Discussion
Week 15 12/3		--Digital Archiving Resources (DAR) workshop	*Discussion DAR new items upload due 11:59 p.m. Friday December 4
		UCF Study Day Tuesday, December 8	Final Exam to be completed by 11:59 a.m. Saturday December 12