Syllabus for LIS-S 604: Digital Heritage Resource Management  
Summer 2015

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Course description:  
A survey of digital heritage information systems, with a focus on digital heritage information managed by library and information professionals. Course topics include: users of digital heritage information, including genealogists; information tools and resources for genealogy and local/personal heritage; acquiring, organizing and providing access to digital heritage information; digital community archives and identity; copyright concerns relating to digital heritage information; and the preservation of digital heritage information. A hands-on module in this course will involve students creating a very small digital heritage information system. No advanced technology knowledge or coding skills required to take this course.

Assignments and Grading Overview  
This course has four assignments:  
1. A digital heritage information system project – 40% of final grade  
2. A research paper – 25% of final grade  
3. A critical review of a digital heritage information system located in a library or an archives (or managed by an information professional) – 15% of final grade  
4. Course participation – 20% of final grade  

Readings:  
No textbook is required for this course.  
All readings will be accessed online through the course Canvas coursepage.

Numerical letter-to-grade scale:  
94-100 A  
90-93 A-  
87-89 B+  
83-86 B  
80-82 B-  
77-79 C+  
70-76 C > C-

Details of Assignments  
1. Digital heritage information system (DHIS) project – has 5 parts:  
A. Student forums – due weekly throughout the semester  
Students are required to actively participate in the student forums created for the digital heritage information systems assignment, and to read and comment on the blog posts of their fellow students. The purpose of this assignment is to create a dynamic space for you to directly engage and critically reflect on your own progress with your term project. You should feel free to share resources: text, audio, video, images.  
Requirements:  
• Use your first forum post to introduce yourself.  
What brings you to this course? What do you hope to learn and explore in this assignment? How do you hope this assignment will prove useful to you in your future professional endeavors?
• Each week include a short update on your digital public heritage information system project. Include information about your accomplishments and progress, questions, insights, and concerns. The instructor will provide more details structure for forum posts as the semester progresses.
• Each week please read and critically engage the forum posts of your colleagues.

B. DHIS project proposal, due Week 3
Your 2-3 page, double-spaced proposal should include the following:
• A working title for your DHIS
• A thesis statement and 3-5 short paragraphs explaining the scope of your project, how it is relevant to the course, and how you will approach your topic.
• Discuss the technological components you would like to include in your project. Possible examples include but are not limited to: video, audio, documents, links to other resources, an interactive tool for users to contribute content.
• Identify and discuss the anticipated users of your DHIS.
• An annotated bibliography of resources that got you started and inform your work. These resources do not necessarily have to come from peer-reviewed scholarly sources, and can include examples of projects that inspire your work.

C. Final project, ongoing throughout the course. Final deliverable due Week 11
Each student will develop a small-scale DHIS based on a well-articulated user group and heritage of his or her choice. Projects fulfilling this assignment can take many forms. You may wish to create a genealogy or family history project about your family. You may wish to create a project on some aspect of your community’s past. You may wish to do something related to an interest of yours. Regardless of the project’s focus, you will create your project using the Omeka content management system. By week 2 of the course, create an account and familiarize yourself with the Omeka Content Management System https://www.omeka.net/signup. The evaluation of your project will not focus on its technical sophistication or polish. Rather, evaluation will focus on how your project evinces a good-faith effort to engage with the real-world logistics of managing a DHIS.

D. Presentation of your DHIS project, Week 11
Students may either create a powerpoint presentation and attach an audio file of them presenting the presentation, or students may choose to upload a video of them presenting their projects.

E. Comment on student term project presentations, Week 12
Carefully review the final term projects of your fellow students in the course and submit your comments and suggestions in the user forums.

2. Research paper – due Week 12
Students are required to submit a 10-12 page, double-spaced research paper explicitly contextualizing their DHIS in the context of the readings explored in this course. Students are also required to identify and utilize at least five additional scholarly, peer-reviewed sources that inform the student’s analysis of their DHIS project. The research papers must be submitted as either .doc or .docx files, on double-spaced pages with 1 inch margins (not including notes and bibliography). Papers must include:

• A narrative description of work accomplished, including digital heritage information acquisition, organization and preservation, as well as anticipated interaction with users;
• Reflexive commentary that critically analyzes the project in direct relation to course readings, discussion and previous assignments;
• And, discussion on how sustainability and evaluation could be incorporated into a future iteration of such a project in the context of an library and/or information science professional setting
3. Critical review of a digital heritage information system – due Week 8

Librarians and information professionals have both created, and have collaborated in creating, countless digital heritage information systems. The purpose of this assignment is to get you to analytically think about the choices that go into creating and sustaining such information systems. You are required to submit a 5 page, double-spaced essay, using at least 3 course readings and 3 readings from outside the course, which analyzes an actual digital heritage information system managed in whole or in part by librarians or information professionals. Your essay must include a discussion of how librarians and information professionals add value to the heritage information included in the information system.

4. Participation – throughout the semester

Participation will be evaluated based on two components:
A. Weekly forum postings in the forums for each week’s readings: Each week each student should critically engage and synthesize the main points of the required readings for each week. Each week a student is required to select at least one meaningful quote from at least one of the readings, explain why it’s important, and ask a question for the class to discuss.
B. Each week students are also required to respond or extend the discussion in the forums, as you will be building a resource for the entire class by doing so.

Readings Schedule

Week 1: Introducing Digital Heritage Information Systems


Week 2: Starting Digital Heritage Information Systems

Surveying the landscape


Assessing technical options
Compare Omeka.net to Omeka.org - http://omeka.org/ and http://www.omeka.net/

Compare to other similar projects: Pararchive Project (http://pararchive.com/), Digital Public Library of America (http://dp.la/), CurateScape (http://curatescape.org/).


**Week 3:** Genealogists as Users of Digital Heritage Information


**Week 4:** Digital Heritage Information and Identity


**Week 5:** Managing Digital Heritage Information Systems in Libraries and Archives


Week 6: Acquiring and Organizing Digital Heritage Information


Week 7: Ownership and Copyright of Digital Heritage Information


Chandler, R.L. and Perry, S.C.. (2013). Building a social constructed archive with Omeka, the Grateful Dead Archive online. [Draft article to be made available in the course]


Week 8: Thinking critically about Digital Heritage Information Projects

Your “Critical review of a digital heritage information system” papers are due this week. In the forums for this week’s class please provide a 1-2 paragraph summary of what you found. Please also respond to your classmates’ summaries, and review the DHIS they analyzed.

Week 9: Managing the Crowds: Crowdsourcing Digital Heritage Information


Read the following three short articles in Dougherty, J. & Nawrotzki, K., eds. (2013) *Writing history in a digital age,* http://writinghistory.trincoll.edu/

Writing Chicana/o History with the Seattle Civil Rights and Labor History Project, by Oscar Rosales Castaneda http://writinghistory.trincoll.edu/public-history/rosales-castaneda-2012-spring/

Citizen Scholars: Facebook and the Co-Creation of Knowledge, by Amanda Sikarskie http://writinghistory.trincoll.edu/public-history/sikarskie-2012-spring/


**Week 10: DIY Digital Heritage and LIS Professionals**


**Week 11: Presenting Projects**

This week’s “readings” are the presentations of other students in this course. Review closely their presentations and provide feedback online.

**Week 12: Preserving Digital Heritage Information Systems**


