

## **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

Mills, E.S. (2003) "Genealogy in the 'Information Age: History's New Frontier?" *National Genealogical Society Quarterly* 91: 260-77.

Reid, P.H. and MacAfee, C. (2007). The philosophy of local studies in the interactive age. *Journal of Librarianship and Information Science* 39(3): 126-142.

Stevens, M., A. Flinn, and E. Shepherd. (2010) "New frameworks for community engagement in the archive sector: from handing over to handing on" *International Journal of Heritage Studies* 16, 1 & 2: 59-76.

### Week 2: Starting Digital Heritage Information Systems

*Surveying the landscape*

Browse the pages at the Library of Congress. 2010. *Personal Archiving: Preserving Your Digital Memories*. <http://www.digitalpreservation.gov/you>.

Skim Fryxell, D.A. (2014) 101 Best Genealogy Websites of 2014, *Family Tree Magazine*. <http://familytreemagazine.com/article/101-best-websites-2014>

Review sites using Omeka - <http://info.omeka.net/showcase/> and <http://omeka.org/showcase/>

*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/>).

More examples at: "Digitization & Metadata Tools & Interfaces" (2015) Minnesota Digital Library. <https://www.minitex.umn.edu/Digitization/Tools.aspx>.

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

Cortada, J.W. (2011). "Genealogy as a Hobby." In: *Everyday Information: The Evolution of Information Seeking in America*. MIT Press: 157-184.

Edwards, Jeanette. 2009. The Ancestor in the Machine. Working Paper No. 71, CRESC Working Paper Series. CRESC, The University of Manchester.

de Groot, J. (2010). *Consuming history : historians and heritage in contemporary popular culture*. (Chapters 5 & 6) Chapter 5: Genealogy: leisure, politics, science. Chapter 6: Digital History: archives, information architecture, encyclopedias, community websites and search engines.

Lindley, S. E. (2012). Before I forget: From personal memory to family history. *Human-Computer Interaction*, 27 (1-2), 13-36. (Special issue of Human-Computer Interaction on Designing for Personal Memories).

Butterworth, R. (2006). Information seeking and retrieval as a leisure activity. "Digital Libraries in the Context of Users' Broader Activities" *First International Workshop, DL-CUBA Chapel Hill, USA, June 15, 2006* Ann Blandford & Jeremy Gow (eds), 29-32.

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

Caswell, M. (2015). Inventing New Archival Imaginaries: Theoretical Foundations for Identity-Based Community Archives, in *Identity Palmisets*. Litwin Books.

Ajamu X, Campbell, T., and Stevens, M. (2009). Love and Lubrication in the Archives, or rukus!: A Black Queer Archive for the United Kingdom. *Archivaria* 68:271-294.

Kirk, D. S., & Sellen, A. (2010). On human remains: Values and practice in the home archiving of cherished objects. *ACM Transactions on Computer-Human Interaction (TOCHI)*, 17(3), 10.

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

Digitization in the Real World: Lessons Learned from Small to Medium-Sized Digitization Projects. (2011). <http://metroblogs.typepad.com/ditrw/>.

Lenstra, N. (2014). Cyberorganizing Everyday Heritage in and around Public Libraries: An Exploratory Study in Illinois. *Public Library Quarterly*, 33(1), 1-22.

Santos, C. A., & Yan, G. (2009). Genealogical tourism: A phenomenological examination. *Journal of Travel Research*.

Skim: Cohen, D.J., and Rosenzweig, R. (2006). *Digital History: A Guide to Gathering, Preserving, and*

*Presenting the Past on the Web*. Philadelphia: University of Pennsylvania Press. <http://chnm.gmu.edu/digitalhistory/>.

### **Week 6: Acquiring and Organizing Digital Heritage Information**

McClelland, A.G.W. (2004). Routes to Roots: Acquiring Genealogical and Local History Materials in a Large Canadian Public Library, *The Acquisitions Librarian*.

Churchill, E. and Ubois, J. (2008) "Ps AND Qs: Designing for digital archives," *interactions* 15, 2: pp. 10-13. <http://dl.acm.org/citation.cfm?id=1340964&bnc=1>

Caswell, M., & Mallick, S. (2014). Collecting the easily missed stories: digital participatory microhistory and the South Asian American Digital Archive. *Archives and Manuscripts*, 42(1), 73-86.

Punzalan, R. L. (2014). Understanding Virtual Reunification. *The Library Quarterly*, 84(3).

### **Week 7: Ownership and Copyright of Digital Heritage Information**

Rosenzweig, R. (2001). The Road to Xanadu: Public and Private Pathways on the History Web. *The Journal of American History* 88(2): 548-579.

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]

Meriwether, N.G. (2012). "More than just ashes when your dreams come true": Libraries, archives, and the Grateful Dead. *C&RL News*. <http://crln.acrl.org/content/73/8/460.short>

Review Grateful Dead Archive Online. <http://www.gdao.org/>.

Skim: Hirtle, P.B., Hudson, E. and Kenyon, AT. (2009). *Copyright and Cultural Institutions: Guidelines for Digitization for U.S. Libraries, Archives, and Museums* Available at SSRN: <http://ssrn.com/abstract=1495365>.

### **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**

Bromage, S. (2010). "Benedict Anderson Slept Here: New Life for Local History Online and in the Community," *Archives & Museum Informatics*.  
<http://www.museumsandtheweb.com/mw2010/papers/bromage/bromage.html>

Robb, E. (2010). "Gleaning Local History: Community-based Digitization Experiences in Rural Washington" *Microform & Imaging Review*. 39, pp. 12-17.

MacDowell, M., Worrall, M., Sikarskie, A., and Richardson, J. (2011) "The Quilt Index: From Preservation

and Access to Co-Creation of Knowledge" *New Directions in Folklore* <http://scholarworks.iu.edu/journals/index.php/ndif/article/view/1112/1176>.

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/>

The HeritageCrowd Project: A Case Study in Crowdsourcing Public History, by Shawn Graham, Guy Massie and Nadine Feuerher <http://writinghistory.trincoll.edu/public-history/graham-et-al-2012-spring/>

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

Flinn, A. (2010) "Independent Community Archives and community-Generated Content: Writing and Saving our Histories" *Convergence: The International Journal of Research into New Media Technologies* 16, 1: 39-51.

Gutterman, L.J. (2010). "OutHistory.org: An Experiment in LGBTQ Community History-Making," *The Public Historian* 32, 4: 96-109.

Riedlmayer, A. & Naron, S. (2010). From Yizkor Books to weblogs: genocide, grassroots documentation and new technologies. In: *Community Archives: The Shaping of Memory*. Facet.

Sabiescu, A. (2009). "Collaborative digital storytelling as an intergenerational hub for cultural representation in traditional communities" *PhD Colloquium, 6th Prato Community Informatics & Development Informatics Conference 2009: Empowering communities: learning from community informatics practice*. Monash Centre, Prato, Italy, October 27-30.

<http://ccnr.infotech.monash.edu/assets/docs/prato2009/prato2009papers/sabiescu.pdf>

### **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**

Why Digital Preservation is Important for Everyone, Library of Congress, 2010.

<https://www.youtube.com/watch?v=qEmmeFFafUs>.

Marshall, C.C., Bly, S., and Brun-Cottan, F. 2006. The Long Term Fate of Our Personal Digital Belongings: Toward a Service Model for Personal Archives. *Proceedings of Archiving 2006*. (Ottawa, Canada, May 23-26, 2006), Society for Imaging Science and Technology, Springfield, VA, 2006, pp. 25-30. This reading is linked from Catherine Marshall's publication page: <http://www.csd.tamu.edu/~marshall/pubs.html>.

Personal Archiving. Library of Congress. <http://digitalpreservation.gov/personalarchiving/>.

Besser, H. (2000). "Digital Longevity" Chapter 9 in *Handbook for Digital Projects: A Management Tool for Preservation and Access*, <http://www.nedcc.org/assets/media/documents/dman.pdf>

Wright, R. (2012) "A Digital Preservation Primer" in Deliverable D7.1.4: Audiovisual Digital Preservation Status Report 2 on the web site of PrestoPrime. ICT-2007-3-231161. February 15, 2012. Accessible at [https://www.prestocentre.org/system/files/library/resource/deliverable\\_d7.1.4\\_statusreport\\_2010.pdf](https://www.prestocentre.org/system/files/library/resource/deliverable_d7.1.4_statusreport_2010.pdf).

Kirschenbaum, M. (2012) "Digital Magic: Preservation for a New Era." *The Chronicle of Higher Education*, Available at <http://chronicle.com/article/Digital-Magic-Preservation/131091/>.

Colati, J., & Colati, G. C. (2011). Road Tripping down the Digital Preservation Highway: Part IV--Classic Rides. *Journal Of Electronic Resources Librarianship*, 23(4), 392-398.