

The University of Iowa
School of Library and Information Sciences
Spring 2019

Course	SLIS 6145: Digital Preservation and Stewardship
Course Schedule	Mondays 9:30-12:15
On Campus	3092 Main Library
Instructor	Dr. Lindsay Mattock
Office Location	3072 Main Library
E-mail	lindsay-mattock@uiowa.edu
Office Hours	Mondays and Tuesdays by appointment schedule at lindsaymattock.net/officehours.html

Course Overview

This course will provide an introduction to the concepts, theories, and practices related to the preservation and continued stewardship of born-digital and digitized materials. Taught from an archival perspective this course will focus on the current methods of collection, maintenance, and access to digital collections in libraries, archives, and museums.

Through assignments and in-class activities, students will become familiar with the tools, workflows, and processes currently utilized by LIS professionals to manage digital records, including: BitCurator digital forensic software, BagIt file packaging, and the Internet Archive's web archiving service Archive-It.

Upon successful completion of this course, students will be able to:

- Develop a familiarity with the history of digital preservation and curation and the development of methods and theories related to these practices
- Become conversant with the key concepts and terminology of digital preservation, curation, stewardship, and management of digital collections
- Identify, assess, and apply standards for the preservation and continued management of digital objects
- Identify and apply descriptive and preservation metadata to digital and digitized objects
- Identify and make informed decisions regarding the software and hardware available for creating and maintaining digital collections

Required Textbook

Edward M. Corrado and Heather Lea Moulaison, *Digital Preservation for Libraries, Archives and Museums, second edition* (Lanham, MD: Rowman & Littlefield, 2017).

Please note that this is the **second edition** of this text. An electronic copy is available through the University Libraries. The text is available for purchase at a discount from the publisher at <https://rowman.com/isbn/9781442278721/digital-preservation-for-libraries-archives-and-museums-second-edition> if you use the discount code **STUDENT30** at checkout. Additional required readings are available on the course ICON site or through the University Libraries.

Semester at a Glance

Week 1 January 14	Introduction to the course
January 21	Martin Luther King, Jr. Day
Week 2 January 28	Digital Preservation and Digital Materiality
Week 3 February 4	Digital Repositories
Week 4 February 11	Metadata
Week 5 February 18	Digital Preservation Strategies
Week 6 February 25	Selection and Appraisal
Week 7 March 4	Building Digital Collections
Week 8 March 11	Access to Digital Collections
March 18	Spring Break
Week 9 March 25	Archive-It Presentations
Week 10 April 1	Grant Writing and Funding
Week 11 April 8	Managing Digital Preservation
Week 12 April 15	Evaluating Services
Week 13 April 22	Peer-Review
Week 14 April 29	Sustainability and Outreach

Course Requirements and Grading

All assignments are to be submitted electronically through the designated space in ICON, unless otherwise noted. Assignments are due by 9:30am on the due date stated in the syllabus. Late assignments will NOT be accepted.

Assignments at a Glance

Assignment	Percentage	Due Date
Attendance and Participation	10%	Throughout term
Weekly Discussion Posts	15%	Weeks 2-8, 10-12, 14
BitCurator Reports and Reflection	25%	Week 6
Archive-It Collection and Presentation	25%	Week 9
Digital Preservation Proposal	25%	Finals Week

Attendance and Participation

Individual Assignment

10% of final grade

Throughout Term

Each week you are responsible for contributing to the class discussion and activities. This means that you should come to class prepared to discuss the required readings, lead discussion, and collaborate with your classmates as we work with the digital preservation tools and platforms. Regular and punctual attendance in class is expected. Your attendance and participation will be assessed each week and a grade will be assigned at the end of the term according to the following rubric:

Requirement	Percentage	Expectations
Attendance	20%	You attend all of the required class sessions, arrive on-time for class, and participate in the class activities until dismissed
Participation	80%	You engage in course discussion sharing your observations, questions, and insights each week. You collaborate with your group members in group activities and assignments completing your assigned tasks and allowing everyone in the group to have an equal voice. Your contributions demonstrate maturity and collegiality, respecting the diversity of voices in the classroom.

Weekly Discussion Posts

Individual Assignment

15% of final grade

Due Weeks 2-8, 10-12, 14

Digital Preservation is an active area of praxis within the LIS fields. Workflows, tools, standards, and research in this area is ongoing as LIS professionals tackle the challenges of preserving and providing access to born digital and digitized materials. This work is highlighted in the scholarly literature that we will read this term, but also appears in popular culture, news stories, and professional blog posts. Each week you will select a story from the web that connects to the assigned reading and weekly topic to share with your classmates. You will compose a brief discussion board post describing the story, its relevance to the weekly topic, and pose three discussion questions or points that will generate a conversation about your selection and the weekly topic. This assignment will provide an opportunity for you to gather your thoughts as you prepare for class each week and to discuss digital preservation in the news. A few possible resources have been listed on ICON, but you may draw from any resources on the web that engage with digital preservation related topics.

You will submit your post each week to the appropriate ICON discussion board. Your scores over the semester will be averaged together at the end of the term to determine your final grade. Each entry will be evaluated according to the following criteria:

Requirement	Percentage	Expectations
Summary	20%	The post succinctly and clearly summarizes your selected piece.
Applicability	35%	The post addresses the applicability of the work to the weekly topic and draws connections to the required reading for the week.
Questions/Discussion Points	35%	The entry includes at least three discussion points or questions that can serve to generate discussion about the weekly topic. The points/questions demonstrate a command of the subject area and are written to engage your peers as an audience.
Clarity of Writing	10%	The entry is organized according to assignment description and demonstrates evidence of proofreading and proper use of grammar and punctuation. All citations are formatted according to <i>Chicago Manual of Style</i> .

BitCurator Reports and Reflection
Individual Assignment or Team Assignment
25% of final grade
Due February 25

Using the suite of BitCurator tools, you will image, analyze, process, and prepare born-digital objects for ingest into an archival collection. The in-class activities during weeks 2-5 will be dedicated to working through the various tools built into the BitCurator suite for imaging, performing forensic analysis, and accessioning digital objects.

This project will have three deliverables:

(1) BitCurator Reports

Each student will submit the output reports from the disk analysis:

- a. .info file from the disk imaging process
- b. md5 hash value for the imaged file
- c. fiwalk XML report
- d. bulk extractor reports
- e. premis.xml event metadata
- f. list of exported files with extensions

(2) Lab Notebook

During each weekly BitCurator lab, each student will compose a Lab Report reflecting on the activity for the week. Each report should outline the process of working with BitCurator, address any problems or issues encountered, and record questions and observations.

(3) Final Reflection and Analysis

At the end of the project you will use your Lab Notebook and BitCurator Reports to compose a 6-8 page paper reflecting on and analyzing their experience using BitCurator to process born-digital materials. While students may draw from the Weekly Lab Reports, the final paper should provide an analysis of your use of the tool, the generated reports, and how the processes connect to the theory and practice of digital preservation, with a particular focus on the nature of born digital objects.

The BitCurator Reports and Final Reflection are to be submitted as a single .pdf file to the appropriate assignment link in ICON. Students may elect to work individual or in teams of two. If you work as a team, both team members will receive the same grade. The assignment will be graded according to the following rubric:

Requirement	Percentage	Expectations
BitCurator Reports	20%	The assignment includes a portfolio of the required reports generated during the weekly in-class activities working with BitCurator.

Weekly Lab Reports	30%	The assignment includes a weekly entry for each of the in-class activities detailing your process of completing the activities along with your questions and observations. Someone reading your notebook should be able to replicate activities using your notes as instructions.
Final Reflection and Analysis	35%	The BitCurator Reports are accompanied by a 6-8 page paper reflecting on your experience using the BitCurator suite. The paper provides an analysis, reflecting on relevant aspects of your experience. The reflection engages with the nature of born-digital materials and draws connections to the theory and practice of digital preservation and the relevance of digital forensics tools to this practice.
Organization	5%	The assignment is well organized, includes a table of contents, and makes use of clear headings to guide the reader through the sections of the report.
Clarity of Writing	10%	The assignment demonstrates evidence of proofreading and proper use of grammar and punctuation. Any citations are properly formatted according to <i>Chicago Manual of Style</i> with footnotes and bibliography.

Archive-It Collection and Presentation

Team Assignment

25% of final grade

Due March 25

Archive-It is a subscription-based web archiving service provided by the Internet Archive. For this assignment, students will work in small teams (2-3 students) to harvest websites and build a thematic collection.

For this project you will design, execute and critique a web crawl on a topic of your choice using Archive-It to harvest and preserve a web-based collection. Your team will scope the collection, troubleshoot media file format issues, create metadata, engage with robot.txt files and copyright issues, and learn about the architecture of the web. Each group will report on their experience in-class during the week 9 class session.

Each presentation will address the following topics:

- Description of and rationale for your web archive collection. What is the theme or topic of your collection, and how did you arrive at it?
- What are the 7-10 seeds that make up your collection?
- How did you scope or filter your collection? Did you have to make any scoping or filtering adjustments along the way? What filters did you create to define the types of files you wanted to copy?
- What did you choose to capture for each site or seed: the entire site, one or more directories, or one or more subdomains? (Be sure to attend to the syntax of your seed URLs to make sure you are capturing what you intend.)
- How did you make these decisions? Before making your final selections, please read the "appraisal and selection" section of Jinfang Niu's "An Overview of Web Archiving" in *D-Lib Magazine* < <http://www.dlib.org/dlib/march12/niu/03niu1.print.html>>. Take note of the various approaches to appraisal he identifies: selection by domain (such as .gov or .edu), topic or event, or media type and genre. Niu also distinguishes between value-based sampling and random or statistical sampling.
- What type of content was archived in the course of your crawls? Images? Video? Form- and database-driven content? PDFs? Study your post-crawl reports to get a quantitative sense of the types and numbers of files that were captured.
- What major rendering problems did you encounter, and how did you troubleshoot them? What other technical issues did you run into (e.g., crawl traps, robots.txt files, etc.)?
- What are some of the major takeaways from this project? What did you learn, and what surprised you?

Your team will be in charge of deciding how you will present the details of your experience with Archive-It. The entire team may participate in the delivery or the group may designate a representative(s) to deliver the content. The presentation must last 15-20 minutes and address the topics outlined in the assignment description. The team does NOT need to submit materials for this assignment.

The presentation will be graded according to the following rubric:

Requirement	Percentage	Expectations
Organization & Delivery	20%	The presentation is well organized and easy to follow. The team utilizes appropriate visuals (screenshots and charts) to accompany the content. The presenter(s) speaks clearly and can be understood.
Project Summary	30%	The presentation provides a summary of the development of your thematic collection, the project workflow, and your experience using the Archive-It service.

Analysis & Evaluation	40%	The presentation moves beyond summary to provide an analysis of the experience using the tool and developing a collection, connecting the group's experience to the larger themes of the course.
Q & A	10%	The group is prepared to lead discussion and respond to questions from peers.

Digital Preservation Proposal

Team Assignment

25% of final grade

Due May 6

Using the National Historical Publications & Records Commission (NHPRC) Access to Historical Records Grant as a framework, students will work in small teams to develop a mock grant proposal for a digital preservation project. We will be working with three different community partners to develop proposals that will guide the development of local digitization and digital preservation projects. Students will be given an opportunity to select a project during the April 1st class session.

Completed proposals are due during finals week, May 6th. A peer-review exercise has been scheduled for the Week 13 class session, April 22. Groups will exchange drafts of their proposals and will be given the opportunity to provide feedback to their peers. Each group should incorporate the appropriate suggestions from this exercise into their final narrative.

The proposal guidelines have been modified for the purposes of this assignment. The full details of the grant opportunity can be accessed at <https://www.archives.gov/nhprc/announcement/access.html>. Each proposal must contain the following sections:

(1) Project Narrative:

The project Narrative is a description of the proposal. It should be between 10-15 double-spaced pages in 12-pt type formatted for 8.5 x 11 inch paper with standard margins.

The narrative must be organized in the following sections:

1. Overview: Begin with an overview of the project. Describe the collections and show how the records would broaden public understanding of our democracy, history, and culture. Characterize the project's intended audience.
2. Archives Program Description: Briefly summarize your organization's history, mission, and goals with an emphasis on its archival programs. Describe the nature and scope of your holdings and your access policies for public use of your holdings, including days and hours of operation. Briefly discuss the repository's environmental and security controls.

3. Description of Collections: Describe the materials that will be processed during this project, including the quantity in cubic or linear feet, topical matters, formats, dates, and their historical significance. For projects with born digital materials, provide the number of files and bytes to be processed. Demonstrate why each collection should be processed at the collection, series, box, folder, or item level. Describe the current demand and the physical condition of the materials. Provide use statistics. Explain how you expect this project to change usage levels.
4. Archival Methodologies: Describe your current processing methodologies and detail the ways in which you plan to describe the materials. Explain what preservation treatments are necessary and the cost estimates to preserve these items. Detail the specific methods used for any preservation reformatting of audio or moving image materials.
 - If you plan to digitize selected series or collections, provide detailed descriptions of your equipment and resources, metadata standards, and professional scanning practices. State clearly how your project will repurpose existing descriptive information to serve as metadata. Outline your institution's long-term preservation plan (or provide a link to it online). Specify cost estimates for digitized items in detailed charts in the supplemental materials.
 - If you plan to process born-digital materials, explain your current electronic records program and methods of preserving and providing access to electronic records. Describe the nature of the electronic records you expect to manage in terms of content, number of files, and bytes. Explain which of these electronic records have permanent value according to records retention policies, legal status, and historical value.
5. Project Products: Describe and quantify the products you plan to produce for the completed project. This includes collections, catalog records, finding aids, digitized items, electronic files, and related publicity materials. Applicants should contribute MARC records to appropriate national bibliographic utilities and use Encoded Archival Description (EAD) to place finding aids on the Internet or explain why other formats may be appropriate.
6. Project Publicity: Describe how you will publicize the results during the project, including websites, press releases, professional newsletters and journals, and the use of Web 2.0 applications. Identify appropriate professional conferences at which to present ideas and findings about their projects. Applicants are encouraged to consider how to broaden the project's reach through appropriate citizen engagement techniques like crowdsourcing, tagging, geo-location, wiki sites, direct user feedback, and mobile applications. Outline the methods your institution will use to evaluate the project (e.g., researchers' surveys, website usage, or other methods).
7. Plan of Work: Provide evidence of planning and a realistic scope of work for the project. Describe each stage of the work plan and provide a time chart identifying the personnel required for each activity (in the supplemental materials).

8. Qualifications of Staff: Provide a narrative explanation of the skills and qualifications of project staff. For those yet to be hired, provide a job description or announcement. Explain any planned professional development for project staff. In your supplementary materials, provide brief résumés of not more than two pages per person for all staff named in the project budget and job descriptions for people to be hired.
9. Performance Objectives: List six to eight quantifiable performance objectives that will allow you and the Commission to evaluate the project as you submit interim and final reports. Performance objectives might include the number or volume of collections processed or described, the number of items digitized, or types of new procedures put in place to expedite access to collections.

(2) Supplementary Materials:

Prepare up to 10 pages of Supplementary Materials to your Narrative, where applicable:

- Position descriptions for staff to be hired with grant funds
- Detailed work plan charts that supplement the Narrative
- Institution's preservation plan for digital materials
- Samples from existing finding aid(s) or indexes for selected materials

(3) Project Summary:

The Project Summary should be no more than 3 double-spaced pages in 12-pt type with standard margins, and it must include these sections:

- Purposes and Goals of the Project
- Plan of Work for the Grant Period
- Products and Publications to be completed during the Grant Period
- Names, Titles, and Institutions, of the Project Director and Key Personnel
- Performance Objectives

(4) Project Budget:

You must submit a budget on the NHPRC Budget Form available at <http://www.archives.gov/nhprc/apply/budget.pdf>. Instructions for completing this form can be found at <http://www.archives.gov/nhprc/apply/>.

In preparing the budget, please follow the suggestions below in each of the categories:

- Salaries: List each staff position and compensation that will be charged to the project and show the percentage of time each staff member will devote to the project. Indicate which positions are to be filled for the proposed project and which personnel are already on the staff of the applicant institution. Grant funds may be used to pay the salaries of only those individuals actually working on the project. You may count the time provided to the project by advisory board members.

- Fringe Benefits: Include employee benefits using your organization's standard rates. No separate benefits should be included for positions that are computed at a daily rate or using honoraria.
- Consultant Fees: Include payments for consultant services and honoraria. Provide justification for large or unusual consultant fees. List consultant travel expenses in the "Travel" category.
- Travel: Include transportation, lodging, and per diem expenses. The NHPRC does not fund staff travel to professional meetings unless the travel is essential to accomplish the goals of the project.
- Supplies and Materials: Include routine office supplies and supplies ordinarily used in professional practices. Justify the cost of specialized materials and supplies in a supplemental budget narrative.
- Services: Include the cost of duplication and printing, long-distance telephone, equipment leasing, postage, contracts with third parties, and other services that you are not including under other budget categories or as indirect-cost expenses. The costs of project activities to be undertaken by each third-party contractor should be included in this category as a single line item charge. Include a complete itemization of the costs in a supplemental budget narrative.
- Other costs: Include costs for necessary equipment above \$5,000, stipends for participants in projects, and other items not included in previous grant categories. The NHPRC does not provide grant funds for the acquisition of routine equipment such as office furnishings, shelving, and file cabinets, but we may provide grant support for the purchase of technical equipment, such as software, computers and peripherals, essential for a project.
- Indirect costs: As indicated in 2 CFR 2600.101, NHPRC grant recipients are not permitted to use grant funds for indirect costs; however, a grant recipient may use indirect costs for cost sharing.

Applications must be submitted by a designated group member as a single .pdf to the appropriate ICON dropbox.

The assignment will be graded according to the following rubric:

Requirement	Percentage	Expectations
Project Narrative	40%	The proposed project fits the grant description. The narrative provides a thorough description of the proposed project, including each of the 9 sections outlined in the assignment description. The project goals and objectives are clearly stated.
Supplementary Materials	10%	The proposal includes the appropriate supplementary materials to support the project narrative and summary.

Project Summary	20%	The project summary includes all 5 sections from the assignment description, concisely summarizing the key points of the project narrative.
Project Budget	10%	The proposal includes the completed NHPRC Budget Form and any additional required budget information. The form has been completed with informed estimates of costs.
Formatting, Clarity, and Organization	10%	The document has been submitted to the appropriate ICON dropbox as a single .pdf. The submission is well organized and easy to read. The proposal shows evidence of proofreading and the proper use of grammar and punctuation.
Peer-Review	10%	The grant application demonstrates that the group has considered the constructive criticism provided during the peer review exercise and has addressed any questions or concerns raised by the reviewers.

Class Policies

Grading Scale

A	4.0	C+	2.33
A-	3.67	C	2.00
B+	3.33	C-	1.67
B	3.00	D	1.00
B-	2.67	F	0

Your work throughout the term will be evaluated to the rubrics posted under the individual assignment description and graded on this 4.0 scale. Please note that a B- does not count towards your degree progression and the course will have to be retaken (see "Academic Progress" in the *SLIS Student Handbook* <https://slis.grad.uiowa.edu/current-students>).

Office Hours

Office hours will be held, by appointment on Mondays and Tuesdays each week. You may schedule an appointment at <http://lindsaymattoc.net/officehours.html>

Assignment Deadlines

All assignments are due by 9:30am on the date listed in the assignment description. **Late assignments will not be accepted.** Timely submission allows me to fairly evaluate everyone work and ensures that you will remain on track to complete all of your work by the end of the term. I will make exceptions for extenuating circumstances, so please reach out to me if you believe that you cannot meet an assignment deadline. See the *Extenuating Circumstances and Incomplete Grades*.

Extenuating Circumstances and Incomplete Grades

While I believe that you must attend class each week to get the most out of this course, I understand that extenuating circumstances (illness, bereavement, etc.) may interfere with your ability to participate fully. It is your responsibility to contact me as soon as possible if such a circumstance will prevent you from attending a class session or completing the coursework according to the set schedule. I will then work with you to determine the best path forward for your particular situation. Incomplete grades will only be granted under these circumstances.

Academic Integrity

All students are expected to adhere to the standards of academic honesty. Citation is one of the key competencies of information literate individuals and as such it is crucial for LIS professionals to learn the standards of and practice proper attribution. It is your responsibility to ensure that you are following these standards. Any student engaged in plagiarism, cheating, or other acts of academic dishonesty, will be subject to disciplinary action.

The *Chicago Manual of Style 16th Edition* stresses the importance of providing proper attribution when reusing the materials of others, arguing that this practice “not only bolsters the claim of fair use but also helps avoid the accusation of plagiarism.”¹

Plagiarism is a serious offence that includes:

- stealing or passing off the ideas or words of another as one’s own
- using another’s work without crediting the source
- committing literary theft
- presenting as new and original a product or idea derived from an already existing source²

Plagiarism can be avoided by following the guidelines for proper citation and paraphrasing. Sections 13.1-13.6 of the *Chicago Manual of Style 16th Edition* <chicagomanualofstyle.org/16/ch13/ch13_toc.html> may be referenced for guidance. The

¹ *The Chicago Manual of Style, 16th Edition* (Chicago: The University of Chicago Press, 2010): 190.

² *Merriam-Webster Online*, s.v. “plagiarize,” accessed January 6, 2016, <http://www.merriam-webster.com/dictionary/plagiarize>

University Writing Center <writingcenter.uiowa.edu> is another on-campus resource that is available to all students enrolled in course at the University.

Acts of plagiarism will be evaluated by the professor on a case-by-case basis and will be reported to the department. No credit will be given for plagiarized assignments. Minor transgressions will be documented in the student's departmental file. If the case is deemed to be sufficiently egregious, the offence will be reported to the Graduate College and may result in expulsion from the program. Please review the policies in the *School of Library and Information Science Student Handbook* <slis.grad.uiowa.edu/current-students> and the *Graduate College Rules and Regulations* <grad.uiowa.edu/manual-part-1-section-iv-academic-standing-probation-and-dismissal>.

Students with Disabilities

Many students require particular accommodations in the classroom. I am happy to work with you to ensure that you have the best learning experience possible. If you are or may be requesting an accommodation, please speak with me privately and contact Student Disability Services, 3015 Burge Hall, 319-335-1462/319-335-1498 (TTY), as early as possible in the term. This will ensure that we both have all the tools and information that we need to have a successful semester working together. A comprehensive description of the services of that office can be obtained at <http://sds.studentlife.uiowa.edu>.

Reading and Topic Schedule

The reading schedule is subject to modification. The reading is to be completed before class each week. Assigned readings are available on ICON or through the University of Iowa Libraries.

Week 1 | January 14 – Introduction to the course

Jackie Dooley, *The Archival Advantage: Integrating Archival Expertise into Management of Born-Digital Library Materials* (Dublin, OH: OCLC Research, 2015):

<http://www.oclc.org/content/dam/research/publications/2015/oclcresearch-archival-advantage-2015.pdf>

Ricky Erway, "Defining 'Born Digital,'" (OCLC, 2010):

<https://www.oclc.org/content/dam/research/activities/hiddencollections/borndigital.pdf>

January 21 – Martin Luther King, Jr. Day

Week 2 | January 28 – Digital Preservation and Digital Materiality

Textbook – “Part I: Situating Digital Preservation,” 1-41

Kenneth Thibodeau, “Overview of Technological Approaches to Digital Preservation and Challenges in Coming Years,” in *The State of Digital Preservation: An International Perspective* (CLIR, 2002): 4-31 <http://www.clir.org/pubs/reports/pub107/pub107.pdf>

Week 3 | February 4 – Digital Preservation Platforms

Textbook – “Chapter 9: Digital Repository Software and Digital Preservation Systems,” 147-157

Textbook – “Chapter 10: The Digital Preservation Repository and Trust,” 158-176

Kam Woods, Christopher A. Lee, Simson Garfinkel, “Extending Digital Repository Architectures to Support Disk Image Preservation and Access,” *Proceedings of the 11th Annual International ACM/IEEE Joint Conference on Digital Libraries (JCDL '11)* (New York: ACM, 2011): 57–66, <https://ils.unc.edu/calleep/p57-woods.pdf>

Week 4 | February 11 – Metadata

Textbook – “Chapter 5: Organizing Digital Content,” 64-86

Textbook – “Chapter 11: Metadata for Digital Preservation,” 177-190

Week 5 | February 18 – Digital Preservation Strategies

Textbook – “Chapter 12: File Formats and Software for Digital Preservation,” 191-220

Textbook – “Chapter 13: Emulation,” 221-236

Matthew Kirschenbaum, Erika L. Farr, Kari M. Kraus, Naomi Nelson, Catherine Stollar Peters, Gabriela Redwine & Doug Reside, “Digital Materiality: Preserving Access to Computers as Complete Environments,” *The Sixth International Conference on the Preservation of Digital Objects Proceedings: Mission Bay Conference Center* (San Francisco: 2009): 105-112, <https://escholarship.org/uc/item/7d3465vg>

Carey Stumm, “Preservation of Electronic Media in Libraries, Museum, and Archives,” *The Moving Image* 4, No. 2 (Fall 2004): 38-63.

Week 6 | February 25 – Selection and Appraisal

Textbook – “Chapter 14: Selecting Content,” 237-243

Mike Kastlelec, “Practical Limits to the Scope of Digital Preservation,” *Information Technology and Libraries* 31, no. 2 (June 2012): 63-71

Yunhyong Kim and Seamus Ross, “Closing the Loop: Assisting Archival Appraisal and Information Retrieval in One Sweep,” *Proceedings of the American Society for Information Science and Technology* 50, no. 1 (2013): 1-10

Courtney C. Mumma, Glenn Dingwall, and Sue Bigelow, “A First Look at the Acquisition and Appraisal of the 2010 Olympic and Paralympic Winter Games Fonds: or, SELECT * FROM VANOC_Records AS Archives WHERE Value=“true”,” *Archivaria* 72 (Fall 2011): 93-122

Week 7 | March 4 – Building Digital Collections

Textbook – “Chapter 15: Preserving Research Data,” 244-264

Textbook – “Chapter 16: Preserving Humanities Content,” 265-275

Brewster Kahle, “Preserving the Internet,” *Scientific American* 276, no. 3 (1997): 82-83

Alex H. Poole, “Now is the Future Now? The Urgency of Digital Curation in the Digital Humanities,” *DHQ: Digital Humanities Quarterly* 7, no. 2 (2013):
<http://www.digitalhumanities.org/dhq/vol/7/2/000163/000163.html>

Week 8 | March 11 – Access to Digital Collections

Laura Carroll, Erika Farr, Petter Hornsby, and Ben Ranker, “A Comprehensive Approach to Born-Digital Archives,” *Archivaria* 72 (Fall 2011): 61-92

Paul Conway, “Modes of Seeing: Digitized Photographic Archives and the Experienced User,” *American Archivist* 73, no. 4 (2010): 425-462

Devan Ray Donaldson and Paul Conway, “User Conceptions of Trustworthiness for Digital Archival Documents,” *Journal of the Association for Information Science and Technology* 66, no. 12 (2015): 2427-2444

Ricardo L. Punzalan, “Understanding Virtual Reunification,” *The Library Quarterly* 84, no. 3 (July 2014): 294-323

March 18 – Spring Break

Week 9 | March 25 – Archive-It Presentations

No required reading

Week 10 | April 1 – Grant Writing and Funding

Purdue Online Writing Lab Grant Writing Module

https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/grant_writing/index.html

Lisa Patrick Bentley, "Grant-Writing Tips for Graduate Students," *The Chronicle of Higher Education*, 11 Nov. 2000, <http://www.chronicle.com/article/Grant-Writing-Tips-for/125301>

Week 11 | April 8 – Managing Digital Preservation

Textbook – "Chapter 3: Management for Digital Preservation," 45-53

Textbook – "Chapter 4: The OAIS Reference Model," 54-63

Richard Wright, "The Significance of Storage in the 'Cost of Risk' of Digital Preservation," *The International Journal of Digital Curation* 3, no. 4: 104-122
<https://doi.org/10.2218/ijdc.v4i3.125>

Week 12 | April 15 – Evaluating Services

Textbook – "Chapter 6: Consortia and Membership Organizations," 87- 102

Textbook – "Chapter 7: Human Resources and Education," 103-116

Week 13 | April 22 – Peer Review

No required reading

Week 14 | April 29 – Sustainability

Textbook – "Chapter 8: Sustainable Digital Preservation," 117-146

Paul Conway, "Preservation in the Age of Google: Digitization, Digital Preservation, and Dilemmas," *Library Quarterly* 80, no. 1 (2010): 61-79

Sally Vermaaten, "Identifying Threats to Successful Digital Preservation: the SPOT Model for Risk Assessment," *D-Lib Magazine* 18, no. 9/10 (September/October 2012):
<http://dlib.org/dlib/september12/vermaaten/09vermaaten.html>