THE CATHOLIC UNIVERSITY OF AMERICA
SCHOOL OF LIBRARY AND INFORMATION STUDIES

CLSC 877
Digital Collections in Libraries, Archives, and Museums
Summer 2011
Graduate

Credit Hours: 3

Prerequisites/ Department consent (if any): none

Classroom
Library of Congress (tba)

Days and hours of class meetings
In person from Monday July 11 (Day 1) through Friday July 15th (Day 5) from 9 am – 5 pm.

Instructor contact information
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http://slis.cua.edu/

Course Description

Introduces the practices, standards, and challenges evident across the spectrum of cultural heritage institutions trying to leverage collections online. The class considers the digital curation life-cycle from creation to dissemination to preservation, as well as looking at institutional conditions - past, present and future - that influence collection access online. The current era challenges libraries, archives and museums (LAMs) to connect with their audiences, as well as with their peers, in ways that redefine traditional notions of authority and autonomy. Taking an institutional as well as a network-level perspective, the class tracks this (r)evolution-in-progress and looks at emerging strategies to make digital heritage collections matter in an environment dominated by for-profit networking and information spaces. Concepts introduced in class lectures and discussions will be deepened through focused presentations by and visits with experts from local institutions.

Instructional Methods

The principal method of presentation is by lecture, along with discussion, in-class presentations, and readings. Approximately 20 pages of mandatory reading will be covered each day and students should be prepared to discuss the reading material in class. Grading will be based on overall participation (includes completion of daily assigned readings, discussion participation, classroom participation, and attendance)
and homework assignments and a final group presentation demonstrating knowledge gained from material covered in the readings and lectures.

**Reading materials, web materials with full citations**
All required readings will be available online (no textbooks are required). See separate course bibliography for readings. Students will be assigned approximately 20 pages of readings per day. Assigned daily readings must be completed before the beginning of each class meeting (e.g. Day 1 readings are to be completed before Day 1 of class). Students should be prepared to discuss the reading material in class.

**Course Goals**

Major topics
- Library, Archive, Museum (LAM) Convergence
- Creating Digital Collections
- Managing Collections
- Aggregating Digital Collections

**Goals for Student Learning**

The students will gain an understanding of:
- challenges and solutions in creating digital collections
- library, archive and museum practices and perspectives
- standards for scalable projects, integration among different institutions, and long-term data retention
- standards relevant to digitization, collection description, data exchange, and digital preservation
- the broader information context within which cultural institutions are situated

**Course Requirements**

Classroom participation (discussions, attendance)
1 – 1 page paper
2 - In class presentations

**Expectations and policies**

**Academic honesty:** Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student’s own work, cheating, and fabrication.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from [http://policies.cua.edu/academicundergrad/integrityprocedures.cfm](http://policies.cua.edu/academicundergrad/integrityprocedures.cfm)):

“The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion.

...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at
http://policies.cua.edu/academicundergrad/integrity.cfm and http://policies.cua.edu/academicundergrad/integrity.cfm.

Other Policies or Expectations. Note your policies or expectations (e.g. Attendance and punctuality policy, Participation expectation, note re: cell phones, timeliness on papers, form of submission of papers electronic vs. hard copy, policy on making up (or not) quizzes, tests etc.)

Campus Resources for student support: (e.g. add contact information for library, tutoring center, writing center, counseling center)

Accommodations for students with disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: http://disabilitysupport.cua.edu.

Assessment

Overall Participation = 60 %
Assignments = 40 %

University grades:
The University grading system is available at http://policies.cua.edu/academicgrad//gradesfull.cfm#iii for graduate students.
Reports of grades in courses are available at the end of each term on http://cardinalstation.cua.edu.

Course Schedule

PREPARATION FOR FIRST CLASS:
Before the first class meeting, each student should complete the reading for Day 1. The Day 1 readings will be discussed in the first class meeting and students will be expected to have read them.

Day 1: Libraries, Archives, Museums

- Introductions
- Intro to the Day / Discussion of Readings
- Context: Libraries, Archives and Museums (LAMs)
- Backdrop: More, Better, Faster, Cheaper
- LAM Convergence
- Guest speaker: Günter Waibel. Director, Digitization Program Office at Smithsonian Institution

Day 2: Creating Digital Collections

- Intro to the Day / Discussion of Readings
- Introducing the Digital Curation Life-Cycle
- Zooming In: Who is involved in a digitization project?
- Digitizing the Collection
- Homework assignment (1 page paper)
Day 3: Managing Digital Collections

- Intro to the Day / Discussion of Readings
- Creating: Describing the Collection
- Leveraging Terminologies/Automated Metadata Generation
- Disseminating: Disclosing the Collections into Different Environments
- Socializing: Encouraging Community Around Collections
- Digital Asset Management / Digital Preservation
- Homework assignment (presentation)

Day 4: Aggregating Digital Collections

- Intro to the Day / Discussion of Readings
- Concentric Circles of Integration
- Student Presentations: Compare and Contrast
- Guest Speaker: Ching-hsien Wang, Manager, Library and Archives System Support Branch, Office of Chief Information Officer Smithsonian Institution

Day 5: Remaining Challenges / Wrap-up

- Intro to the Day / Discussion of Readings
- Remaining challenges for making digital collections relevant in the networked world
- Guest speaker: Michael Edson, Director of Web and New Media Strategy, Smithsonian Institution
- Break out in groups to prepare class summary
- Final exercise (presentation)

Bibliography (tbd)

All readings will be online.