LIS 653: Seminar in Archival Studies – Archives and Technology

Program: MLISc
Year: 2013 Spring
Course Schedule: Tuesdays 9 – 11:40am
Location: TBD
Instructor: Mr. Adam Jansen
Office location: N/A
Office phone: N/A
Office hours: By Appt.
E-mail address: adam_jansen@outlook.com

Course Description: LIS 653 Seminar in Archival Studies -- As listed in the catalog, this class will cover the theory of archival studies from historical and contemporary perspectives. Includes public administration, legislation, and relationship to other repositories. Includes field component.

NOTE: As the UH LIS program does not offer a course on digital archiving, the goal of this course is to provide students with knowledge on the role of technology in archival work, at the theoretical and pragmatic level, through lectures, guest speaker presentations, educational visits, lab and in-class activities, and class discussions. The students will gain insight into relevant technology raised issues and will learn what kind of technology is applied in archives.

Student Learning Outcomes (SLO) Addressed:
SLO 1. Understand, apply, and articulate the history, philosophy, principles and ethics of library and information science and the related professions.
1a) Apply LIS theory and principles to diverse information contexts
1b) Demonstrate understanding of the historical context of information services and systems
1c) Develop and apply critical thinking skills in preparation for professional practice
1d) Craft and articulate a professional identity

SLO 2. Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork, and leadership skills.
2b) Work effectively in teams
2c) Develop, manage, and assess information services for specific users and communities

SLO 3. Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats
3a) Demonstrate understanding of the processes by which information is created, evaluated, and disseminated
3b) Organize, create, archive and manage collections of information resources following professional standards
3d) Demonstrate understanding of issues and techniques of preservation of physical and digital objects

SLO 4. Evaluate and use the latest information technologies, research findings and methods.
4c) Apply current research findings to professional practice.
SLO 5. Engage in projects and assignments dealing with multicultural communities and representing diverse points of view
5b) Demonstrate understanding of the social and cultural context of information services and systems
5c) Apply LIS principles to meet the needs of Native Hawaiian and Asia-Pacific communities and to promote cultural sustainability

Professional Expectations: All students in this course are expected to become familiar with and adhere to the Professional Expectations posted at http://www.hawaii.edu/slis/students/profexp.html

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

• Discuss the role of technology in archival work.
• Differentiate among and evaluate the most commonly used types of applications in archival work
• Design and develop a relational database using Microsoft Office Access 2010
• Create a simple websites using HTML and/or Dreamweaver CS6.
• Discuss and demonstrate an understanding of the course topics below:

Course Topics:

- Technology & the Changing Landscape of Archival Work
- Archival Functions & Technology: Digital Preservation; Acquisition; Appraisal; Disposition; Accessioning; Arrangement & Description; Online Access; Databases
- Web and Database design for Archival Users
- Reference Services; Everyday Practice in Archival Work
- Electronic Finding Aids
- Archival Trusted Digital Repositories and Certification
- Records Management and Archival Management Software

Teaching Method:
Learning should be a rewarding and, dare I say, fun experience; but you will only get out of it what you are willing to put into it. My philosophy is to provide a firm foundation in information technology principles and then demonstrate how they are applied to real world archival situations. I take a pragmatic approach towards teaching technology issues, and understand that most students do not come from a technological background. The reading assignments are designed to assist students in developing skills and understanding in information technology in order to analyze problems related to the preservation of digital material and then to apply archival principles in a technological setting. As graduate students, I expect you to be informed on class topics and bring new perspectives to discussions.

Research Method:
This course focuses on learning about the theory and implementation of information technology within an archival framework so that the student will be able to apply that knowledge to the preservation of digital materials. Knowledge will be gained through action research, case studies, heuristic evaluation, needs assessment, and usability study based on the lectures, assignments, and readings.
REQUIRED Pre-requisites: LIS 652 – Introduction to Archival Management

Requirements:
Course Assignments, Due dates and Weight in relation to final course marks (subject to change):

<table>
<thead>
<tr>
<th>ASSIGNMENT/Report</th>
<th>DUE DATE</th>
<th>WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Assignment: Evaluation of Digital Archives portals</td>
<td>Feb 5th</td>
<td>10%</td>
</tr>
<tr>
<td>Group Assignment: SDL Functional Requirements Capture and Analysis</td>
<td>Feb 19th</td>
<td>10%</td>
</tr>
<tr>
<td>Individual Assignment: Design and development of a Microsoft Office Access Database</td>
<td>Mar 19th</td>
<td>30%</td>
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<tr>
<td>Group Assignment: Creation &amp; Presentation of a Web-site</td>
<td>Apr 16th</td>
<td>30%</td>
</tr>
<tr>
<td>Individual Assignment: Analysis of database design</td>
<td>Apr 23rd</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation: Class attendance, including attendance of lectures and guest lectures and participation in in-class activities</td>
<td>Ongoing</td>
<td>10%</td>
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</tbody>
</table>

Format of the course:
Class sessions will be a combination of lectures, discussions, lab activities, software demonstrations, student and guest speaker presentations.

**Required and Recommended Reading:** Required and recommended readings from selected web sites, the journal literature and other sources are as follows:

*NOTE: Additional readings may be provided in class.*

**Introduction to Information Technology and Archival Work**


**Web Design, Accessibility and Usability for Archival Users**

**Digital Preservation**

1. Introduction,” in particular:
   - Background; 1.2 How to Use the Handbook;
   - Definitions and Concepts; 1.4 Acronyms and Initials.

2. Digital Preservation,” in particular: 2.1 Strategic Overview.

4. Organisational Activities,” in particular: 4.3 Storage and Preservation; 4.4 Metadata and Documentation; 4.5 Access.

**Trusted Digital Repositories and Certification**
Digital Repositories.” D-Lib Magazine 11, no. 6 (June 2005). Available at: http://www.dlib.org/dlib/june05/jantz/06jantz.html


Required Textbooks:

Microsoft Office Access 2010
Note: This book is available for purchase as an electronic download from O’Reilly Website http://oreilly.com/catalog/9781449382377/ Or from Amazon.com

Adobe Dreamweaver CS6
Note: This book is available for purchase as an electronic download from O’Reilly Website http://shop.oreilly.com/product/0636920022732.do Or from Amazon.com

Recommended Readings:

Database Design


HTML and Online Tutorials

W3Schools. HTML Tutorial. Available at: http://www.w3schools.com/html/default.asp.
Sections: “HTML Basic” (all lessons); “HTML Advanced” (first seven lessons, including HTML URLs)
W3Schools. CSS Tutorial. Available at: http://www.w3schools.com/css/css_intro.asp. Sections: “CSS Basic” (all lessons).

A45. MINERVA (MInerstrial NEtwoRk for Valorising Activities in digitization)
   -- Digitising Content Together. 2003


   -- Good Practices Handbook. 2004

   -- Technical Guidelines for Digital Cultural Creation Programmes. 2008

   -- Handbook on Cost Reduction in Digitisation. 2006
All resources are available on MINERVA website at http://www.minervaeurope.org/

Everyday Practice in Archival Work


Archival Management Software

Introduction to Information Technology and Archival Work


W3Schools. HTML Tutorial. Available at: http://www.w3schools.com/html/default.asp. Sections: “HTML Examples/Quiz” (HTML Examples); “References” (HTML Tag List; HTML Colornames; HTML Entities).
W3Schools. XHTML Tutorial. Available at: http://www.w3schools.com/xhtml/default.asp. Last accessed: August 12, 2009 Sections: First six lessons, including XHTML How To.


Web Design, Accessibillity and Usability for Archival Users


World Wide Web Consortium (W3C), Web Accessibility Initiative (WAI). Available at: http://www.w3.org/WAI/.

Everyday Practice in Archival Work


JISC Digital Media “Project Management for a Digitisation Project.” (Updated November 2008). Available at: http://www.jiscdigitalmedia.ac.uk/crossmedia/advice/project-management-for-a-digitisation-project/


Digital Preservation


at:

Searle, Sam, and Dave Thompson. “Preservation Metadata: Pragmatic First Steps at the National Library of New Zealand.” D-Lib Magazine 9, no. 4 (April 2003). Available at:
http://www.dlib.org/dlib/april03/thompson/04thompson.html


Trusted Digital Repositories and Certification
Archival Management Software
http://www.archiefschool.nl/docs/Osaris%20Draft%20Requirements.pdf


Technology Requirements:
As this is a technology centric course, students must be comfortable working in an information technology environment, and learning new skills, techniques, and technologies. No prior programming, coding or database skills are assumed. Students must be fluent at functioning within a Microsoft Windows based environment for both the OS and Office product suite.

Course Schedule [subject to change]:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICS</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>Week 1 – Jan 8th</td>
<td>Introduction to Course: Archives in the 21st Century</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
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<tr>
<td>Week 2 – Jan 15th</td>
<td>Geek Speak: IT concepts for the Archivist</td>
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<tr>
<td>Week 3 – Jan 22nd</td>
<td>Archival Functions and Technology: Acquisition; Appraisal; Disposition</td>
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<tr>
<td>Week 4 – Jan 30th</td>
<td>Archival Functions and Technology: Accessioning; Arrangement &amp; Description; On-line Access</td>
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<tr>
<td>Week 5 - Feb 5th</td>
<td>Software Development Lifecycle and the Archivist</td>
<td>Digital Archives portals evals due</td>
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<tr>
<td>Week 6 – Feb 12th</td>
<td>Introduction to SQL and Relational Database Management Systems</td>
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<tr>
<td>Week 7 – Feb 19th</td>
<td>Database Design for Archival users</td>
<td>SDL assignments due. Students choose database topic</td>
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<tr>
<td>Week 8 – Feb 26th</td>
<td>Introduction to HTML</td>
<td>Students submit database plan</td>
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<tr>
<td>Week 9 – Mar 5th</td>
<td>Dreamweaver and Style Sheets</td>
<td>Students choose Web Site topic</td>
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<tr>
<td>Week 10 – Mar 12th</td>
<td>Accessibility and Usability for Archival Users</td>
<td>Students submit web site plan</td>
</tr>
<tr>
<td>Week 11 – Mar 19th</td>
<td>Digital Preservation; Archival Trusted Digital Repositories and Certification</td>
<td>Individual Assignment due on Microsoft Access Database</td>
</tr>
<tr>
<td>Week 12 – SPRING BREAK!</td>
<td>Rest and Relaxation</td>
<td>All Students will enjoy the week!</td>
</tr>
<tr>
<td>Week 13 – Apr 2nd</td>
<td>Digital Forensics and Analysis Tools</td>
<td></td>
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<tr>
<td>Week 14 – Apr 9th</td>
<td>Legislation and the On-line Archival Environment; Records Management &amp; Technology</td>
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<tr>
<td>Week 15 – Apr 16th</td>
<td>Group Presentations of website projects; Discussion of User Experiences of Archival Websites and the Future of Heritage Resources Online</td>
<td>Website Assignment due</td>
</tr>
<tr>
<td>Week 16 – Apr 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Archival Management Software</td>
<td>Database analysis due</td>
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<tr>
<td>Week 17–Apr 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Course wrap up</td>
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<tr>
<td>Week 18 – May 7th</td>
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Finals Week

Congratulations, you made it this far... With two large projects already under your belt, relax and bask in your efforts.

Guidelines:
Attendance: Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

Written & Oral Assignments: All written and oral presentations will be graded on both content and style.

For oral presentations, content and style relates to the organization, depth and accuracy of the material as well as the appropriate use of handouts and visual aids. Good grammar and clear pronunciation is important to the overall quality of the delivery.

With respect to written work, the grade will reflect the quality of the research, organization of the material, grammar, factual information, correct spelling, bibliographic citations and neat appearance. All written material should be typed using a 12 pt font and 1” margins with 1.5 spacing.

Late work: Assignments handed in late will have five points deducted each day (starting at 12:01 the day after the assignment is due) for up to four days. Thereafter, no late papers will be accepted.

Grades are assigned upon a full semester’s completion of the coursework and will be determined by a combination of the points earned from assignments and activities listed above.

100-97 points = A+
96-93 points = A
92-89 points = A-
88-86 points = B+
85-82 points = B
81-79 points = B-
78-76 points = C+
75-72 points = C
71-69 points = C-
68-66 points = D+
65-62 points = D
61-59 points = D-
<59 = you don’t want to know...