

INLS 800: Seminar Series in Digital Curation

Spring 2022, January 12 – May 5

(Every other week)

ONLINE

The Instructor.

Dr. Helen R. Tibbo

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Office: Zoom, Phone, Skype...

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Class Listserv: INLS800-SP22@Sakai.unc.edu

Office Hours.

We will set up a regular office hour schedule when the semester starts and have some face-to-face sessions that fit into your schedules if you wish. Feel free to call me at home in the evening before 9:00 PM. I'm home pretty much all the time now!

Course Timeline.

First Week Starts: Wednesday, January 12, 2022

Last Week Ends: Tuesday, April 26, 2022

Final Report Due: Thursday, May 5, 2022

NOTE: This is a “Wednesday course” for me. I am teaching three courses this semester, two of which are asynchronous. I need to space out the due dates, forums, etc. so I can tackle one class each day Tuesday, Wednesday, and Thursday. 😊 Also, this is a 1.5 credit course, so we meet every other week. Forum posts will be due by Monday evening so that everyone can catch up on all the posts on Tuesday before the new module starts on Wednesday, every other week.

Brief Course Description.

This course will provide brief introductions to materials that do not otherwise fit into the 30-credit format of the PSM in Digital Curation degree. Students will be required to take this course once during their time in the program but may participate in sessions on new topics at any time they are in the PSM. This course will cover established topics but also late-breaking developments to keep students up to date with changes in tools, practices, and standards. Potential topics include, but are not limited to: Digital Forensics, E-mail Preservation, Risk Management, User Needs/Studies, Community Peer Review, and Collaboration. A lecture or interview with a digital curation expert will be posted biweekly.

Course Objectives.

By the end of the course, the student should be:

- Familiar with topical issues related to digital curation.
- Able to analyze/critique presentations, picking out their important points.
- Able to compare presentations with the digital curation literature.
- Able to devise meaningful questions generated from the presentations.

Class Participation (Forum Posts) 20% of Grade.

- You are expected to participate in the class forum for each lesson that will analyze the content of the interviews. Posts are due on **Monday at 11:55 pm**, 12 days after the Wednesday lecture post to allow your classmates and me to read all the posts before the end of the bi-week period.
- You may create a new discussion topic, but please try to advance the discussion of an existing topic.
- Posts may address the readings, lectures, and the other materials that are part of that week's assignments as well as any other source relevant to a given week's content.
- Grades will be assigned based on the quality of the posts not the length of each post.
- Posts will be assessed based on the following criteria:
 - Relevance of the post to the question/conversation, i.e., the degree to which a post advances the discussion (hint – this is easier if you post early before others have made the most obvious points!)
 - Depth of understanding of the material, i.e., the level of preparation shown in the post.
 - Level of insight displayed by the post - does the post reflect the nuances of the question or situation posed?
 - Inclusion of relevant materials outside the assigned readings.

The purpose of the forum discussions is to help students to think critically about issues and challenges related to digital curation and management, and to address ways that the literature may affect practice. It is helpful, when preparing each week's work, to consider how that session's theme and readings may apply to your area of professional interest. You are also encouraged to share current news and events you find informative to issues of data curation through the class listserv.

Please work to stay on top of the forum posts. This is the primary way we will share with each other and act as a class during the semester. Be prepared to give your most thoughtful comments and learn for others' posts.

Assignments and Evaluation.

<i>Assignment</i>	<i>% of Grade</i>	<i>Due Date</i>
Bi-weekly critique of lectures/interviews (do 5 out of 7 – 12 points each)	60%	On-going throughout semester, by 2 nd Monday after lecture
Final essay and presentation	20%	May 5
Class Participation	20%	On-going through forums
Total	100%	

Graduate Grading Scale. (Pluses and minuses not given for semester grades thus a semester P is 80-94 inclusive)

This semester we are on a P/F grading scheme so everyone can relax a bit and perhaps learn a bit more. Thus 70-100 points = P; 0-69 points = F. (No one ever gets a F so let the P's begin!!) I'm leaving in the regular grading scale just for reference.

~~H (95-100): "Clear excellence," superior work: complete command of subject, unusual depth, and great creativity or originality; above and beyond what is required~~

~~P+ (90-94): Above average performance: solid work somewhat beyond what was required and good command of the material~~

~~P (85-89): Satisfactory performance that meets course requirements (expected to be the median grade of all students in the course)~~

~~P- (80-84): Acceptable work in need of improvement~~

~~L (70-79): Unacceptable graduate performance: substandard in significant ways~~

~~F (< 70): Performance that is seriously deficient and unworthy of graduate credit~~

~~IN: Work incomplete (only given under extreme circumstances, such as serious illness)~~

Academic Policies.

By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of online resources. Please consult the [Acceptable Use Policy](#) on topics such as copyright, net-etiquette, and privacy protection.

As part of this course, you may be asked to participate in online discussions or other online activities that may include personal information about you or other students in the course. Please be respectful of the rights and protection of other participants under the UNC-Chapel Hill [Information Security Policies](#) when participating in online classes.

When using online resources offered by organizations not affiliated with UNC-Chapel Hill, such as Google or YouTube, please note that the terms and conditions of these companies and not the University's Terms and Conditions apply. These third parties may offer different degrees of privacy

protection and access rights to online content. You should be aware of this when posting content to sites not managed by UNC-Chapel Hill.

When links to sites outside of the unc.edu domain are inserted in class discussions, please be mindful that clicking on sites not affiliated with UNC-Chapel Hill may pose a risk for your computer due to the possible presence of malware on such sites.

Honor Code & Class Conduct.

Honor Code:

*The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. **Your full participation and observance of the honor code is expected.***

This class follows the UNC Honor System. Information on the Honor Code can be found at: <http://honor.unc.edu/>. Please read through The Honor System's Module at: <http://studentconduct.unc.edu/students/honor-system-module> to become familiar with the UNC Honor Code and to understand the rights and responsibilities defined therein.

The Instrument of Student Judicial Governance, (<http://instrument.unc.edu/>) which contains the provisions of the Honor Code, states that students have four general responsibilities under the Code:

1. Obey and support the enforcement of the Honor Code;
2. Refrain from lying, cheating, or stealing;
3. Conduct themselves so as not to impair significantly the welfare or the educational opportunities of others in the University community; and
4. Refrain from conduct that impairs or may impair the capacity of University and associated personnel to perform their duties, manage resources, protect the safety and welfare of members of the University community, and maintain the integrity of the University.

The Instrument (<http://instrument.unc.edu/>) prohibits giving or receiving unauthorized aid on examinations or in the completion of assignments. **The Honor Code defines plagiarism as "deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise."** *Whenever you use the words or ideas of others, this should be properly quoted and cited.* You should adopt a style guide – e.g., American Psychological Association, Chicago Manual of Style, MLA, or Turabian – and use it consistently. (I do not care which one you select!) Students who are discovered attempting to take credit for work performed by others will be referred to the Honor Court for resolution.

Please include the following pledge on all submitted work: “On my honor, I have neither given nor received unauthorized aid on this assignment.”

Accommodations or Special Needs

If you feel that you may need an accommodation for a disability or have any other special need, please contact me. I will best be able to address special circumstances if I know about them early in the semester.

Diversity Statement

“In support of the University’s diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation, and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.”

~The faculty of the School of Information and Library Science

Class Policies:

- Be prepared for each week’s lessons by completing the assigned reading and exercises, enabling you to ask questions and participate in class discussion online.
- Be an active and positive participant in online discussions, characterized as:
 - Having a clear command of the readings for the week;
 - Sharing analyses and opinions based on the readings;
 - Respecting other students’ views and opinions; and
 - Freely agreeing and disagreeing with others when warranted.
- Follow the netiquette guidelines below.
- Please note: An intellectual exchange of ideas is the cornerstone of education, but any criticism should be limited to an idea and not the person specifically.
- Turn in assignments by the due date unless you make previous arrangements with the instructor. Unexcused late assignments are unfair to your classmates.

Penalty for Late Assignments.

I expect you to pass in assignments on time. This is important for at least two reasons: 1) the need to meet deadlines is a reality of professional life, and 2) giving some people more time for an assignment than others in the class is not equitable. However, life happens to all of us at one time or another. If you cannot meet an assignment deadline, please tell me why PRIOR to the due date. I will negotiate a new deadline with anyone who has a valid reason for needing this

(i.e., NOT “I just didn’t get it done.”). Otherwise, late assignments will drop 2 points for each day late.

This semester I expect many of us to be ill, so deadlines are a bit suggestive rather than mandatory. Please, however, try not to get too far behind as this will make you more stressed.

Online Etiquette Guidelines.

<http://www.albion.com/netiquette/>

<http://www.indiana.edu/~icy/netiquette.html>

<http://www.brighthub.com/education/online-learning/articles/26946.aspx>

Weekly Course Calendar

Lesson 1: January 12: Preserving Indigenous Materials, Ricardo Punzalan, iSchool, U. Michigan

James, Christian and Ricardo L. Punzalan. "[Legacy Matters: Describing Subject-Based Digital Historical Collections.](#)" *Journal of Archival Organization* Vol. 12 Issue ¾ (July-December 2014): 198-215.

Marsh, Diana E., Ricardo L. Punzalan, and Jesse A. Johnston. "[Preserving Anthropology's Digital Record: CoPAR in the Age of Electronic Fieldnotes, Data Curation, and Community Sovereignty.](#)" *American Archivist* Vol. 82 Issue 2 (Fall/Winter2019): 268-302.

Punzalan, Ricardo L. "[Dear Students: Becoming an Archivist in a Time of Uncertainty and Unrest.](#)" *Library Quarterly*. Vol. 87 Issue (October 2017): 303-305.

Punzalan, Ricardo L. and Michelle Caswell. "[Critical Directions for Archival Approaches to Social Justice.](#)" *Library Quarterly*. Vol. 86 Issue 1 (January 2016): 25-42.

Lesson 2: January 26: Bitcurator and Email Preservation, Christopher Lee, SILS

Please read through the following sites:

- <http://Bitcurator.net>
- <http://bitcuratoredu.web.unc.edu/>
- <https://educopia.org/ossarcflow/>

Please read the following articles:

- Lee, Christopher A. "[Archival Application of Digital Forensics Methods for Authenticity, Description and Access Provision.](#)" *Comma* (2014): 135-141.
- Chassanoff, Alexandra and Colin Post. *OSSArcFlow Guide to Documenting Born-Digital Archival Workflows*. <https://educopia.org/ossarcflow-guide/> Educopia Institute, 2020. Browse.
- Lee, Christopher A. "[Computer-Assisted Appraisal and Selection of Archival Materials.](#)" In *Proceedings of the 2018 IEEE International Conference on Big Data*, 2721-2724. Piscataway, NJ: Institute of Electrical and Electronics Engineers, 2018.
- Lee, Christopher A., Suzie Allard, Nancy McGovern, and Alice Bishop. "[Open Data Meets Digital Curation: An Investigation of Practices and Needs.](#)" *International Journal of Digital Curation* 11, no. 2 (2016): 115-125.
- Lee, Christopher A., Porter Olsen, Alexandra Chassanoff, Kam Woods, Matthew Kirschenbaum, and Sunitha Misra. "[From Code to Community: Building and Sustaining BitCurator through Community Engagement.](#)" White Paper. September 30, 2014.

- Meister, Sam and Alexandra Chassanoff. [“Integrating Digital Forensics Techniques into Curatorial Tasks: A Case Study.”](#) *International Journal of Digital Curation* 9, no.2 (2014)
- Misra, Sunitha, Christopher A. Lee, and Kam Woods. [“A Web Service for File-Level Access to Disk Images.”](#) *Code4Lib Journal* 25 (2014).

Lesson 3: February 9: Repository Peer Review, Jonathan Crabtree, Odum Institute

Several of these articles are found in the Resources folder. Please scan the standards.

- Bak, G. (2016). [“Trusted by Whom? TDRs, Standards, Culture, and the Nature of Trust.”](#) *Archival Science*, 16(4), 373–402.
- CCSDS. [Audit and Certification of Trustworthy Digital Repositories. Magenta Book. Recommended Practice.](#) September 2011. (Adopted as ISO #16363:2012). Read sections 1.1–2.3.
- [Certification — World Data System: Trusted Data Services for Global Science.](#) (2020)
- CoreTrustSeal. (2017). [Core Certified Repositories.](#)
- CoreTrustSeal. (2017). [Core Trustworthy Data Repositories Requirements.](#)
- CoreTrustSeal. (2018). [Assembly of Reviewers.](#)
- Donaldson, D. R., Dillo, I., Downs, R., & Ramdeen, S. [“The Perceived Value of Acquiring Data Seals of Approval.”](#) *International Journal of Digital Curation* 12(1) (2017): 130–151.
- European Commission. [Turning FAIR Data into Reality: Final Report and Action Plan from the European Commission Expert Group on FAIR Data.](#) (2018).
- [ISO 16919:2014](#) also known as CCSDS 652.1-M-2 (Requirements for Bodies Providing Audit and Certification of Candidate Trustworthy Digital Repositories—specifies the competencies and requirements on auditing bodies) Scan.
- Kueppers, R. J., & Sullivan, K. B. [”How and Why an Independent Audit Matters.”](#) *International Journal of Disclosure and Governance* 7(4) (2010): 286–293.
- Lin, D., J. Crabtree, I. Dillo, et al. [“The TRUST Principles for Digital Repositories.”](#) *Scientific Data*, 7(1), (2020): 144.
- Rabin, Roni C and Ellen Gabler. “Two Huge Covid-19 Studies Are Retracted After Scientists Sound Alarms.”<https://search-proquest-com.libproxy.lib.unc.edu/docview/2409387581?pq-origsite=summon> *New York Times*. (June 4, 2020; Updated June 20, 2020.)

Lesson 4: March 9: Mike Thuman, Digital Enduro, LLC (formerly with Arkivum, Preservica, Ex Libris, and Tech Logic)

Please scan the vendor sites.

- [Archivematica](#).
- [Arkivum](#).
- Digital Preservation Coalition. [“Procurement and Third-Party Services.”](#) *Digital Preservation Handbook*.
- [Ex Libris. Rosetta Stone Solution](#).
- Keller, Shannon. [“Demystifying Digital Preservation: Recommendations for Organizations, Libraries, and Information Professionals.”](#) *The Serials Librarian* 78 (2020): 57-63.
- [Preservica](#).
- Rieger, Oya Y. "The State of Digital Preservation in 2018: A Snapshot of Challenges and Gaps." *Ithaka S+R*. Last Modified 29 October 2018. <https://doi.org/10.18665/sr.310626>.

Lesson 4: February 23: Technology and Curation. Courtney Mumma, Texas Digital Library and Preservation Systems (formerly Archivematica)

- Adair, Ashley, Sean Buckner, Courtney Mumma, and Kristen Weischedel. [“Diving Into the Unknown: Perspectives on Digital Preservation Barriers and Overcoming Them.”](#) Presented by University of Texas at Austin, Texas A&M University, Texas Digital Library, and University of Texas Rio Grande Valley, 5A | Digital Preservation Panel, at TCDL 2019. (May 23, 2019) (Slide presentation)
- Digby, Todd and Fletcher Durant. [“Normalising Migration: Reacting to the Failure of a Digital Preservation Platform.”](#) *Journal of Digital Media Management* 9/1 (Fall 2020): 30-39.
- Tallman, Nathan. [“A 21st Century Technical Infrastructure for Digital Preservation.”](#) *Ital. Information, Technology, and Libraries*. 40/4 (2021): 1-20.

Lesson 6: March 23: Leadership and Building Community. William Kilbride, Digital Preservation Coalition

- William Kilbride, [Vanishing Point, Session 10](#). Video
- Digital Preservation Coalition. [“The Bit List.”](#) (November 2021).

Lesson 7: April 6: TBA

Lesson 8: April 20: Student Presentations

Final Student Paper Due: May 5