

INF 385S: Digital Libraries

Unique #28510 | Fall 2022

Wednesdays | 9:00 AM-12:00 PM

Benson Latin American Collection Conference Room | SRH 1.208

Instructor Information

Albert A. Palacios, PhD, MSIS (he/his)

LLILAS Benson Digital Scholarship Coordinator

Office & Hours: SRH 1.206C | Wednesdays, 12:00-2:00 PM and by appointment through Zoom

Communication: Use Canvas to email

Course Description

This course explores the life cycle of a digital library/collection through various critical lenses and hands-on experiences. The objective of the course is for students to obtain a solid understanding of the theoretical frameworks, technical processes, and technologies needed to build meaningful, relevant, and ethical digital libraries.

Topics: Research, development, and evaluation issues related to digital collections of documents, data, and multimedia formats, including metadata and interoperability; access strategies and user interfaces; implications for policies and social issues; collection development with physical as well as digital materials. Pre-requisites: Graduate standing.

Course Development Acknowledgment

This course would not have come together without the contributions of several colleagues: Lea DeForest, Communications Manager, Texas Digital Library; Devon Murphy, UT Libraries Metadata Analyst; Theresa Polk, LLILAS Benson Head of Digital Initiatives & Post-Custodial Archivist; Karina Sanchez, UT Libraries Diversity Resident Librarian; Jeremy Thompson, UT Libraries Diversity Resident Librarian; Lauren Walker, Head of Digital Projects, Harry Ransom Center; Steve Wilson, Curator of Film, Harry Ransom Center; Katie Pierce Meyer, UT Libraries Head of Architectural Collections; Beth Dodd, UT Libraries Curator; Stephanie Tiedeken, UT Libraries Archivist for Access and Preservation for Architecture and Planning; Bree'ya Brown, Huston-Tillotson University Archivist; Mirko Hanke, UT Libraries Head of Preservation and Digital Stewardship; and Aryn Glazier & Caitlin R. Brenner, Duplication Services, Dolph Briscoe Center for American History. Special thanks to Melanie Cofield, UT Libraries Head of Access Systems, for providing her Fall 2021 syllabus and reading list for me to model this course.

Statement of Learning Success

Your success in this class is important to me. We all learn differently, and everyone struggles sometimes. You are never the only one having difficulty! If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we will develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT and I am happy to connect you with a person or center if you would like.

Teaching Modality Information

This course will be in-person at the Benson Latin American Collection. It will consist primarily of class discussion, hands-on training, and group projects, supplemented with lectures and platform and workflow demonstrations. While technical training will be recorded and posted through Canvas for students to reference afterwards, this is not meant to be an alternative to in-person attendance.

Each 3-hour session will be in two parts. In the first part, the class will discuss the theoretical and ethical frameworks for the week's topic/technical process based on assigned scholarly articles and book chapters. Students will be exposed to theories in archival science, social sciences, humanities, data science, digital studies, and gender studies with a particular focus on cultural heritage documenting the lived experience of Afro-descendant, Asian, Indigenous, LGBTQ+, U.S. Latine, and other underrepresented/marginalized communities. The second part of each class will consist of collaborative activities and/or hands-on workshops intended to put into practice the theoretical frameworks and ethical considerations that were discussed in the first part. Through these experiential sessions and assignments, students will learn how to prepare digital assets for ingestion into platforms; create metadata using various standards and schema; ingest digital assets and metadata into platforms to create digital collections; expand/transform metadata into visualizable collection datasets; use open source tools to visualize collections for public engagement; and properly contextualize digital libraries.

Communication

The course Canvas site can be found at <https://canvas.utexas.edu/>. Please email me through Canvas. You are responsible for ensuring that the primary email address you have recorded with the university is the one you will check for course communications because that is the email address that Canvas uses.

I highly encourage you to come to my office hours or schedule a Zoom appointment if you have any questions about class content or assignments or simply want to chat about your academic/professional trajectory.

Course Requirements and Grading

Required Materials & Devices

No textbook is required. Course readings are either open access or available through UT Libraries with UT EID authentication. A laptop is required for you to complete course training and group project work.

Classroom Expectations

Student preparation for discussion and participation is extremely important for the success of everyone in the class. Students are expected to:

- Participate actively. Students should prepare to discuss course readings, assignments, and concepts; engage in classroom activities and discussion; and put their best effort in assignments. The more you put into it, the more you will get out of it.
- Understand that respect is vital. My goal is to create an atmosphere that is open to diverse perspectives where we value each other's input. Everyone is expected to show courtesy, civility, and respect towards each other. Comments or online postings that degrade or ridicule another, whether based on individual or cultural differences, are unacceptable.
- Safely explore beyond your comfort zone. Some of what we do may be personally and intellectually uncomfortable. It is OK to express your discomfort. This course will include a trauma-informed approach. Students can tune out or leave the class meeting to attend to personal and emotional needs when necessary. I will also provide warnings that detail content, severity, and duration of material that might be triggering. Class meetings will also start and end with check-ins to talk about how everyone is doing and reactions to the course material.
- Read and digest material in advance of weekly discussion deadlines. Use the course readings and resources to inform participation in discussions, team activities, and completion of assignments.
- Turn in all assignment deliverables fully and on time. Late submissions will only be accepted as specified in the grading policies or the assignment. For exceptions related to emergency situations and university excused absences, please contact me as soon as possible.
- Communicate with and educate each other regularly. Group activities and discussion of the readings, resources, and assignments are designed to encourage this kind of collaboration.
- Ask for additional help from peers or the instructor when needed, especially when learning tools that are new to you.
- Have fun!

Assignments

Students will be evaluated with the following assignments, each worth a particular percentage of the final grade. All assignments should be submitted through Canvas:

Reading Reflections and Class Participation (15%): Students will sign up for one of the [semester's assigned readings](#) and give a 5-minute presentation in class on the week the reading is assigned. On the weeks that students are not presenting a reading, they will write and submit through Canvas a 1-page, double-spaced, ~2 paragraph critical reflection on at least 2 of the week's readings prior to class. The goal is that these will provide you talking points for the class discussion. Assignment components (with percentage of the final grade) include:

- Class presentation of an article, 5%
- Reading reflections and class discussion, 10%

Metadata Project (30%): Students will be grouped and paired with a local cultural repository to generate metadata/descriptions of collection materials for the creation of a digital library. While they will be working and graded as a group in the coordination of the project, students will be graded individually on the creation of the collection metadata draft and final records, and the crosswalk of their metadata to another metadata schema. Assignment components (with percentage of the final grade) include:

- Group Memorandum of Understanding, 2% (Group)
- Collection Metadata Draft Records, 5% (Individual)

Collection Metadata, 15% (Individual)
Metadata Crosswalk, 5% (Individual)
Group Member Evaluation, 3% (Individual)

Public Project (30%): As a group, students will be visualizing the metadata and/or extracted content from the digital collection they have created in the *Metadata Project*. The collection data visualization can be in the form of a map, social network, text visualization, timeline, or a combination of these. Students must then create a contextual wrapper for the visualization and collection for a public audience describing the collection, its provenance, significance, and methodological approach for the collection data visualization. Most of the components in this assignment will be graded as a group effort. Assignment components (with percentage of the final grade) include:

Proposal and Memorandum of Understanding, 2% (Group)
Collection Data Visualization, 10% (Group)
Contextual Wrapper for Visualization, 15% (Group)
Group Member Evaluation, 3% (Individual)

Grant Proposal (25%): As a group, students will develop a competitive grant proposal for the creation of a digital library. This will be done in consultation with the partnering cultural repositories using guidelines and requirements from relevant funding sources, including the National Endowment for the Humanities (NEH), Council on Library and Information Resources (CLIR), and Institute of Museum and Library Services (IMLS). Most of the components in this assignment will be graded as a group effort. Assignment components (with percentage of the final grade) include:

Group Memorandum of Understanding, 2% (Group)
Draft Proposal, 10% (Group)
Final Proposal, 10% (Group)
Group Member Evaluation, 3% (Individual)

Late Work, Making Up Missed Work, and Group Work

Each student will have one token/opportunity to submit a reading reflection up to 48 hours late to receive credit for it. Each student will also have one other token/opportunity to submit individually-graded group components up to 48 hours late to receive credit for it. Each group will similarly have one token/opportunity to revise an unsatisfactory group assignment (case-by-case negotiation) for a better grade.

While many might not find group work ideal, it is a reality in the workplace: the building of digital libraries requires collaboration between numerous people with diverse personalities and working habits. However, in the case that one of your group members is consistently not contributing to the group's final deliverables, they will be removed from the group so that the group's grade does not suffer from their inactivity. If you are removed from a group, you will be responsible for completing all components in the group project assignments on your own and will be graded individually on what you produce.

Absences

If you are absent on the day that your group meets or presents, you are responsible for providing them the necessary information to compensate for your absence. It is crucial to communicate with your group members regularly. You are responsible for letting both your instructor and your group know if you cannot make it to a class or group meeting. Students who have an unexcused absence on days when we will be discussing articles will not receive credit for their reading reflection submission.

Excused Absence: The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency (including COVID-19-related circumstances). By UT Austin policy (<https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>), you must notify me of your pending absence as far in advance as possible to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

If you have to be absent, use your resources wisely. Ask your group and other classmates to get a run-down and notes on any lessons you miss. If you find there are topics that we covered while you were gone that raise questions, you may drop in during office hours or schedule a meeting with me to discuss. Email specific questions you have in advance so that we can make the most of our time. "What did I miss?" is not specific enough.

Grading Breaks & Policy

Grade	Range	Grade	Range
A	100-94%	C	<77%-74%
A-	<94%-90%	C-	<74%-70%
B+	<90%-87%	D+	<70%-67%
B	<87%-84%	D	<67%-64%
B-	<84%-80%	D-	<64%-61%
C+	<80%-77%	F	<61%-0%

Flexibility will be built into the assignments to support your success in this course. Consequently, the final grades will be non-negotiable.

Course Outline

All instructions, assignments, readings, rubrics, and essential information will be on the Canvas website at <https://canvas.utexas.edu/>. Check Canvas regularly. Changes to the schedule may be made at my discretion if circumstances require. I will announce any such changes in class and will also communicate them via a Canvas announcement. It is your responsibility to note these changes when announced, and I will do my best to ensure that you are notified of changes with as much advance notice as possible.

Week 1: Aug. 22-26	Introduction to "Digital Libraries"
Readings	
Required	
<ul style="list-style-type: none"> Syllabus 	
Class Agenda	
Introductions; Course & assignment overview; Selection considerations for digital libraries; Group activity	

Week 2: Aug. 29-Sep. 2	Digitizing Cultural Heritage
Readings	
Required	
<ul style="list-style-type: none"> Cameron, Fiona. "Beyond the cult of the replicant: museums and historical digital objects--traditional concerns, new discourses." In <i>Theorizing Digital Cultural Heritage: a Critical Discourse</i>, edited by Fiona Cameron et al., 49-75. Cambridge: MIT Press, 2007. https://utexas.box.com/s/cxjkzokimysc97j16yavpd7pv3gl6q9c Kelleher, Christian. "Archives Without Archives: (Re)Locating and (Re)Defining the Archive Through Post-Custodial Praxis." <i>Journal of Critical Library and Information Studies</i> 1, no.2 (2017). https://doi.org/10.24242/jclis.v1i2.29 Odumosu, Temi. "The Crying Child." <i>Current Anthropology</i> 61, no. S22 (2020): S289–S302. https://doi.org/10.1086/710062 	
Class Agenda	

Digitization lab tours:

- Dolph Briscoe Center for American History, Digitization labs, [2300 Red River St.](#)
 - Enter Briscoe Center->Meet at main lobby
- Perry-Castañeda Library, Digitization Services, PCL 1.114, [101 E 21st St.](#)
 - Enter PCL->Head towards elevator area->Go down the stairs or go down the elevator to the 1st/"basement" floor->Go down the long hall->lab entrance will be to the left ([PCL maps](#))
 - Tour lead: Mirko Hanke, Head of Preservation and Digital Stewardship
- Harry Ransom Center, Digitization labs, [300 W 21st St.](#)
 - Enter HRC->Meet at main lobby near the guard's desk
 - Tour lead: Lauren Walker, Head of Digital Projects

Assignments Due

Due Date/Time	Assignment
Tuesday, Aug. 30 by 11:59 PM	1-page, double-spaced, ~2 paragraph reflection on at least 2 of the week's readings (1%)

Week 3: Sep. 5-9 Describing Humanity

Readings

Required

- Adler, Melissa. "Classification Along the Color Line: Excavating Racism in the Stacks." *Journal of Critical Library and Information Studies* 1, no. 1 (2017). <https://doi.org/10.24242/jclis.v1i1.17>
- Drabinski, Emily. "Queering the Catalog: Queer Theory and the Politics of Correction." *The Library Quarterly* 83, no. 2 (2013): 94-111. <https://doi.org/10.1086/669547>
- Tai, Jessica. "Cultural Humility as a Framework for Anti-Oppressive Archival Description." *Journal of Critical Library and Information Studies* 3, no. 2 (2021). <https://doi.org/10.24242/jclis.v3i2.120>

Recommended & Reference

- Currier, Brett, Rafia Mirza, and Peace Ossom Williamson. "Memorandum of Understanding Workbook." Arlington: University of Texas Arlington Libraries, 2016. <http://hdl.handle.net/10106/25651>

Class Agenda

Readings Discussion; Standards and schema; Metadata Project introduction and group work

Assignments Due

Due Date/Time	Assignment
Tuesday, Sept. 6 by 11:59 PM	1-page, double-spaced, ~2 paragraph reflection on at least 2 of the week's readings (1%)
Friday, Sept. 9 by 11:59 PM	Metadata Project: Memorandum of Understanding (MOU), 5%

Week 4: Sep. 12-16 Machine Learning the Digital Library

Readings

Required	
<ul style="list-style-type: none"> Colavizza, G, T Blanke, C Jeurgens, and J Noordegraaf. "Archives and AI: An Overview of Current Debates and Future Perspectives." <i>Journal on Computing and Cultural Heritage</i> 15, no. 1 (2022): 1–15. (Available through UT Library's Catalog) Cox, Andrew M., Stephen Pinfield, and Sophie Rutter. "The Intelligent Library: Thought Leaders' Views on the Likely Impact of Artificial Intelligence on Academic Libraries." <i>Library Hi Tech</i> 37, no. 3 (2019): 418–435. https://doi.org/10.1108/LHT-08-2018-0105 Fan Lizhou, Zhanyuan Yin, Huizi Yu, and Anne J. Gilliland. "Using Machine Learning to Enhance Archival Processing of Social Media Archives." <i>Journal on Computing and Cultural Heritage</i> (October 2021): 1-25. https://doi.org/10.1145/3547146 	
Class Agenda	
Readings Discussion; Optical Character Recognition (OCR) tool and Transkribus Demos; Named Entity Recognition tools; Topic Modeling Approaches	
Assignments Due	
Due Date/Time	Assignment
Tuesday, Sept. 13 by 11:59 PM	1-page, double-spaced, ~2 paragraph reflection on at least 2 of the week's readings (1%)
Tuesday, Sept. 13 by 11:59 PM	Workshop preparation: 1.) Download and install gImageReader if you have a Windows computer, 2.) Create a Transkribus account and download software , 3.) Create a Recogito account
Friday, Sept. 16 by 11:59 PM	Metadata Project, Draft Records, 5%

Week 5: Sep. 19-23	
Digital Infrastructures	
Readings	
Required	
<ul style="list-style-type: none"> Acker, Amelia, and Lucy Flamm. "COVID-19 Community Archives and the Platformization of Digital Cultural Memory." In <i>Proceedings of the 54th Hawaii International Conference on System Sciences</i>, 2021. https://aisel.aisnet.org/hicss-54/dsm/critical_and_ethical_studies/3/ Carusi, Annamaria, and Marina Jirotko. "From Data Archive to Ethical Labyrinth." <i>Qualitative Research</i> 9, no. 3 (2009): 285–298. (Available through UT Library's Catalog) Kimberly Christen, "Relationships, Not Records: Digital Heritage and the Ethics of Sharing Indigenous Knowledge Online," in <i>Companion to Media Studies and Digital Humanities</i> (2018): 403-412. 	
Class Agenda	
Readings Discussion; Platform overviews/demos; Metadata Processing & Ingestion Demos; Platform exploration	
Assignments Due	
Due Date/Time	Assignment
Tuesday, August 20 by 11:59 PM	1-page, double-spaced, ~2 paragraph reflection on at least 2 of the week's readings (1%)
Tuesday, August 20 by 11:59 PM	Workshop preparation: 1.) Create a Mukurtu account , 2.) Create a Github account , 3.)

	Download collection images (link forthcoming)
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Week 6: Sep. 26-30 Datafying Cultural Heritage	
Readings	
Required <ul style="list-style-type: none"> • Cocq, Copp�lie. "Reading Small Data in Indigenous Contexts: Ethical Perspectives." In <i>Research Methods for Reading Digital Data in the Digital Humanities</i>, edited by Gabriele Griffin et al. Edinburgh: Edinburgh University Press Ltd, 2016: 111–125. • Lerner, Alexis M. "Quantifying the Archives: Leveraging the Norms and Tools of Data Science to Conduct Ethical Research on the Holocaust." <i>Holocaust Studies</i> 28, no. 3 (2022): 358–376. (Available through UT Library's Catalog) • Mordell, Devon. "Critical Questions for Archives as (Big) Data." <i>Archivaria</i> 87 (Spring 2019): 140–161. (Available through UT Library's Catalog) 	
Class Agenda	
Readings Discussion; Metadata Harvesting Presentation/Demo; Network Visualization Workshop	
Assignments Due	
Due Date/Time	Assignment
Tuesday, September 27 by 11:59 PM	1-page, double-spaced, ~2 paragraph reflection on at least 2 of the week's readings (1%)
Tuesday, September 27 by 11:59 PM	Workshop preparation: 1.) Create an Onodo account
Friday, September 30 by 11:59 PM	Metadata Project, Collection Metadata (15%) & Metadata Crosswalk (5%)

Week 7: Oct. 3-7 Digital Humanities	
Readings	
Required <ul style="list-style-type: none"> • Hepworth, Katherine and Christopher Church. "Racism in the Machine: Visualization Ethics in Digital Humanities Projects." <i>Digital Humanities Quarterly</i> 12, no.4 (2018). http://digitalhumanities.org/dhq/vol/12/4/000408/000408.html • Mandell, Laura. "Gender and Cultural Analytics: Finding or Making Stereotypes?" In <i>Debates in the Digital Humanities 2019</i>, edited by Matthew K. Gold and Lauren F. Klein. Baltimore, Maryland: Project Muse, 2019: 3–26. https://doi.org/10.5749/j.ctvg251hk.4 • Risam, Roopika. "Colonial Violence and the Postcolonial Digital Archive." In <i>New Digital Worlds: Postcolonial Digital Humanities in Theory, Praxis, and Pedagogy</i>. Evanston, Illinois: Northwestern University Press, 2019: 47–64. 	
Class Agenda	
Readings Discussion; Mapping Workshop; Public Project introduction and group work	
Assignments Due	
Due Date/Time	Assignment

Monday, October 3 by 11:59 PM	Metadata Project, Group Member Evaluation (3%)
Tuesday, October 4 by 11:59 PM	1-page, double-spaced, ~2 paragraph reflection on at least 2 of the week's readings (1%)
Tuesday, October 4 by 11:59 PM	Workshop preparation: 1.) Create an ArcGIS Online public account
Monday, October 10 by 11:59 PM	Public Project, Group MOU & Proposal (2%)

Week 8: Oct. 10-14		Accessibility
Readings		
Required		
<ul style="list-style-type: none"> Higgins, Silke. "Access to Digital Libraries for Disadvantaged Users." <i>Library Philosophy and Practice</i> (April 2013): 1–13. (Available through UT Library's Catalog) O'Reilly, Faye. "Digital Accessibility as a Core Competency for E-Resources Librarians." <i>Serials Review</i> 46, no. 2 (2020): 114–124. (Available through UT Library's Catalog) Vassilakaki, Evgenia, and Emmanouel Garoufallou. "Multilingual Digital Libraries: A Review of Issues in System-Centered and User-Centered Studies, Information Retrieval and User Behavior." <i>The International Information & Library Review</i> 45, no. 1-2 (2013): 3–19. (Available through UT Library's Catalog) 		
Class Agenda		
Readings Discussion; Accessibility; Public Project: Contextual Wrapper introduction and storyboarding group work		
Assignments Due		
Due Date/Time	Assignment	
Tuesday, October 11 by 11:59 PM	1-page, double-spaced, ~2 paragraph reflection on at least 2 of the week's readings (1%)	

Week 9: Oct. 17-21		Building Community(ies)
Readings		
Required		
<ul style="list-style-type: none"> Caswell, Michelle, and Marika Cifor. "From Human Rights to Feminist Ethics: Radical Empathy in the Archives." <i>Archivaria</i> 81, no. 81 (2016): 23–43. (Available through UT Library's Catalog) Mehra, Bharat, Everette Scott Sikes, and Vandana Singh. "Scenarios of Technology Use to Promote Community Engagement: Overcoming Marginalization and Bridging Digital Divides in the Southern and Central Appalachian Rural Libraries." <i>Information Processing & Management</i> 57, no. 3 (2020): 1–15. (Available through UT Library's Catalog) Owens, Trevor. "Making Crowdsourcing Compatible with the Missions and Values of Cultural Heritage Organisations." In <i>Crowdsourcing Our Cultural Heritage</i>, edited by Mia Ridge, 269-279. London: Routledge, 2016. (Available through UT Library's Catalog) 		
Class Agenda		

Readings Discussion; Community Engagement Approaches; FromThePage Workshop/Demo & Case Study; Public Project Presentation Preparation	
Assignments Due	
Due Date/Time	Assignment
Tuesday, October 18 by 11:59 PM	1-page, double-spaced, ~2 paragraph reflection on at least 2 of the week's readings (1%)

Week 10: Oct. 24-28 Public Project Presentations	
Readings	
No readings	
Class Agenda	
Public Project Presentations (open to library partners)	
Assignments Due	
Due Date/Time	Assignment
Tuesday, October 25 by 11:59 PM	Public Project, Collection Data Visualization (10%)
Tuesday, October 25 by 11:59 PM	Public Project, Contextual Wrapper for Visualization (15%)
Friday, October 28 by 11:59 PM	Public Project, Group Member Evaluation (3%)

Week 11: Oct. 31-Nov.4 Teaching & Learning	
Readings	
Required <ul style="list-style-type: none"> • Bishop, Libby. "Using Archived Qualitative Data for Teaching: Practical and Ethical Considerations." <i>International Journal of Social Research Methodology</i> 15, no. 4 (2012): 341–350. (Available through UT Library's Catalog) • Braun, Steven. "Critically engaging with data visualization through an information literacy framework." <i>Digital Humanities Quarterly</i> 12, no. 4 (2018). http://digitalhumanities.org/dhq/vol/12/4/000402/000402.html • Keralis, Spencer D.C. "Disrupting Labor in Digital Humanities; or, The Classroom Is Not Your Crowd." in <i>Disrupting the Digital Humanities</i>, edited by Dorothy Kim and Jesse Stommel, 273-294. Santa Barbara, CA: Punctum Books, 2018. https://digital.library.unt.edu/ark:/67531/metadc1404251/ 	
Class Agenda	
Readings Discussion; Grant Proposal Project introduction and group work; Grant Writing 101	
Assignments Due	

Due Date/Time	Assignment
Tuesday, November 1 by 11:59 PM	1-page, double-spaced, ~2 paragraph reflection on at least 2 of the week's readings (1%)
Friday, November 4 by 11:59 PM	Grant Proposal, Group MOU (2%)

Week 12: Nov. 7-11		Connecting & Reusing Digital Libraries Data
Readings		
Required		
<ol style="list-style-type: none"> 1. Boté, Juan-José, and Miquel Termens. "Reusing Data Technical and Ethical Challenges." <i>DESIDOC Journal of Library & Information Technology</i> 39, no. 6 (2019): 329–337. https://doi.org/10.14429/djlit.39.06.14807 2. Candela, Gustavo, María Dolores Sáez, M Pilar Escobar Esteban, and Manuel Marco-Such. "Reusing Digital Collections from GLAM Institutions." <i>Journal of Information Science</i> 48, no. 2 (2022): 251–267. (Available through UT Library's Catalog) 3. Noble, Safiya Umoja. "The Future of Knowledge in the Public." In <i>Algorithms of Oppression: How Search Engines Reinforce Racism</i>. New York: New York University Press, 2018: 134–152. (Available through UT Library's Catalog) 		
Recommended & Reference		
<ul style="list-style-type: none"> • Bauer, Florian, and Martin Kaltenböck. "Linked Open Data: The Essentials." Vienna: Renewable Energy and Energy Efficiency Partnership, 2012. https://www.reeep.org/linked-open-data-essentials 		
Class Agenda		
Readings Discussion; Linked Open Data; Data Aggregators and Primo demo; Grant Proposal group work		
Assignments Due		
Due Date/Time	Assignment	
Tuesday, November 15 by 11:59 PM	1-page, double-spaced, ~2 paragraph reflection on at least 2 of the week's readings (1%)	
Friday, November 18 by 11:59 PM	Grant Proposal, Draft (10%)	

Week 13: Nov. 14-18		Preserving Digital Culture
Readings		
Required		
<ul style="list-style-type: none"> • Acker, Amelia, and Adam Kreisberg. "Social Media Data Archives in an API-Driven World." <i>Archival Science</i> 20, no. 2 (2019): 105–123. https://link.springer.com/article/10.1007/s10502-019-09325-9 • Hurley, Grant. "Community Archives, Community Clouds: Enabling Digital Preservation for Small Archives." <i>Archivaria</i> 81, no. 1 (2016): 129–150. (Available through UT Library's Catalog) • Owens, Trevor. "Challenges and Opportunities of Digital Preservation." In <i>The Theory and Craft of Digital Preservation</i>, by Trevor Owens. Baltimore: Johns Hopkins University Press, 2018. (Available through UT Library's Catalog) 		
Class Agenda		

Readings Discussion; Texas Digital Library presentation; Baglit Demo; Dataverse demo	
Assignments Due	
Due Date/Time	Assignment
Tuesday, November 8 by 11:59 PM	1-page, double-spaced, ~2 paragraph reflection on at least 2 of the week's readings (1%)

Week 14: Nov. 21-26	Fall Break
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Week 15: Nov. 28-Dec. 2		Grant Proposal Presentations & Course Conclusion	
Readings			
No readings			
Class Agenda			
Grant Proposal Presentations; Course Conclusion			
Assignments Due			
Due Date/Time	Assignment	Due Date/Time	Assignment
Friday, December 9 by 11:59 PM	Grant Proposal, Final version (10%)	Monday, December 12 by 11:59 PM	Grant Proposal, Team Member Evaluation (3%)

Course Policies and Disclosures

Academic Integrity Expectations

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at <http://deanofstudents.utexas.edu/conduct>.

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>.

Confidentiality of Class Recordings

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Getting Help with Technology

Students needing help with technology in this course should contact the ITS Service Desk at <https://its.utexas.edu/contact>. If the student is having issues with software being taught in workshops, they should first contact me through Canvas to see if I can troubleshoot.

Content Warning

Our classroom provides an open space for the critical and civil exchange of ideas. Some readings and other content in this course will include topics that some students may find offensive and/or traumatizing. I'll aim to forewarn students about potentially disturbing content and I ask all students to help to create an atmosphere of mutual respect and sensitivity. During class discussions, please feel free to leave the room if you need a break from the conversation.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. UT maintains the UT Outpost (<https://deanofstudents.utexas.edu/emergency/utoutpost.php>) which is a free on-campus food pantry and career closet. Furthermore, please notify me if you are comfortable in doing so, as I may have additional resources I can share.

Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without my explicit, written permission. Unauthorized sharing of materials promotes cheating. The University is well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity (<http://deanofstudents.utexas.edu/conduct>) in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

Religious Holy Days

By UT Austin policy (<https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>), you must notify me of your pending absence as far in advance as possible of the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Personal Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity & expression, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "chosen name" with the registrar's office, which you can do so here: https://utdirect.utexas.edu/apps/ais/chosen_name/. I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>. More resources available on the Gender and Sexuality Center's website, www.utgsc.org.

Land Acknowledgment

I would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America. Moreover, I would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

University Resources for Students

Disability & Access (D&A)

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability & Access (D&A). Please refer to the D&A website for more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Diversity, Equity, and Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

Counseling and Mental Health Center (CMHC)

All of us benefit from support during times of struggle. Know you are not alone. If you or anyone you know is experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with CMHC through <https://cmhc.utexas.edu>. The CMHC provides a wide variety of mental health services to all UT students including crisis services, counseling services with immediate support and well-being resources. If immediate mental health assistance is needed, call the CMHC at 512-471-3515. Outside CMHC business hours (8a.m.-5p.m., Monday-Friday), contact the CMHC 24/7 Crisis Line at 512-471-2255. Additionally, CARE Counselors are located within the academic schools and colleges. These counselors get to know the concerns that are unique to their college's students. The iSchool's CARE counselor is Bryce Moffett, LCSW, who you can contact at 512-232-2983.

University Health Services (UHS)

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, gynecology, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <https://ugs.utexas.edu/slc>, call 512-471-3614, or go to the Center located at JES A332.

Student Emergency Services (SES)

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at <https://safety.utexas.edu/behavior-concerns-advice-line> or by calling 512-232-5050. Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

Classroom Safety and COVID-19

- For any illness, students should stay home if they are sick or contagious, not only to stop the spread, but also to promote their personal wellness.
- The university will continue to provide rapid antigen self-test kits at distribution sites throughout campus (<https://healthyhorns.utexas.edu/self-test-kits.html>). Students can receive up to four tests at a time.
- The university will provide symptomatic COVID-19 testing on campus for all students, faculty and staff (https://www.healthyhorns.utexas.edu/coronavirus_testing.html).
- UHS maintains up-to-date resources on COVID, which can be found here:
 - COVID-19 Information and Resources: <https://www.healthyhorns.utexas.edu/coronavirus.html>
 - COVID-19 Exposure Action Chart: https://www.healthyhorns.utexas.edu/coronavirus_exposure_action_chart.html

Carrying of Handguns on Campus

Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the campus of an institution of higher education such as UT Austin. Students in this class should be aware of the following university policies:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](#).
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.

- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.
- Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a “legally effective” means of notification in its own right.

Title IX Disclosure

Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations, or third party reports) must report it. Before talking with me, or with any faculty or staff member about a Title IX related incident, please remember that I will be required to report this information to the Title IX Coordinator. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email supportandresources@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Education Code, Section 51.252, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Education Code, Section 51.252. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support all impacted by a Title IX incident.

Campus Safety

The following are recommendations regarding emergency evacuation from the Office of Campus Safety and Security (<https://safety.utexas.edu/>), 512-471-5767,

- Students should sign up for Campus Emergency Text Alerts at <https://safety.utexas.edu/>.
- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit emergency preparedness: <https://preparedness.utexas.edu/>.