INF 385S / LAS 381: Digital Libraries
Unique #27790 / 38669 | Fall 2024
Wednesdays | 9:00 AM-12:00 PM
UTA 1.212

Instructor Information
Albert A. Palacios, PhD, MSIS (he/his/him)
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Office & Hours: Wednesdays, 12:00-2:00 PM (except Sept. 18, 25, Oct. 9) 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, ethical, and reusable 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 (alphabetical order): Bree'ya Brown, Digital Archivist, University of North Texas Special Collections; KIana Fekette, UT Libraries Head of Digitization; Raquel Garcia, Community Archivist, Texas After Violence Project; Aryn Glazier, Duplication Services, Dolph Briscoe Center for American History; Mirko Hanke, UT Libraries Head of Preservation and Digital Stewardship; Adrian Johnson, Benson Head of User Services & Librarian for Andean Studies; Katie Pierce Meyer, UT Libraries Head of Architectural Collections; Karina Sanchez, UT Libraries Scholars Lab Librarian; Jeremy Thompson, UT Libraries Diversity Resident Librarian; and Lauren Walker, Head of Digital Projects, Harry Ransom Center. 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.

Learning Outcomes
Throughout the course, the students will learn about:
● Various ethical and practical issues that emerge when developing a digital library
● Metadata principles, standards, and schemas designed for the description and interconnection of cultural heritage
● Issues of representation in digital libraries and approaches to acknowledge underrepresented communities and individuals in digitized cultural heritage
● Machine learning methods and ethical considerations for their use in digital libraries
● Digital humanities praxis and its potential to enhance digital library accessibility and usability in research and teaching
● Approaches to connect digital libraries to various communities and audiences

Statement of Learning Success
My primary objective is to prepare you *as much as possible* for the job market. To accomplish this goal, class preparation and assignments will typically require six hours of work outside of class, per university guidelines. However, I will regularly set aside class time for this practical experience and to provide one-on-one support.

Your success in this class is important to me. While the class assignments will be demanding, please trust that I will be fair and flexible. I will check in with the class and the groups every class to assess assignment progress, solicit feedback, and adjust scope and deadlines, if needed.

You will primarily learn through hands-on experience working on real-world projects with local cultural institutions. For some, this might cause some anxiety. However, please know that as your instructor, I will be your "safety blanket" and provide you detailed feedback and guidance to help you produce professional-level work. Once the assignment is complete, you will reserve the right to withdraw or contribute your work (with attribution or anonymously) to the cultural repositories you will be working with for the class

assignments. If you are experiencing heightened levels of anxiety, I 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.

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.

Teaching Modality Information

This course will be in-person. It will consist primarily of class discussion, hands-on training, individual assignments, and group projects, supplemented with lectures and platform/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 typically be in two parts. In the first part, we will discuss in groups and as a class 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. Time for students to work on individual and group project assignments will usually follow.

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. Please let me know if you do not have a laptop you can bring to class so that I can provide you access to a computer during the class for training.

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 percentage of the final grade. All assignments should be submitted through Canvas:

Reading Reflections and Group Discussions (**15%**): Students will engage with the class readings in two ways. **First**, each student will sign up to facilitate a group discussion for **two** of the semester's assigned readings. Discussion leaders will design activities that promote engaging conversations with peers (e.g. guiding questions, mock debates, scenarios based on reading). **Second**, on the weeks that students are not leading a reading discussion, they will write and submit through Canvas (prior to class) a ~1/2-page, double-spaced, 1-2 paragraph **critical reflection** on one of the week's readings. This should **not be a reading summary/abstract**, but a response to the reading's main arguments, case study(ies), and/or application of the proposed theory(ies) to your career path. It can comprise reactions to specific arguments the author(s) makes, questions that emerge as you read, thoughts on how the reading will inform your approaches in your selected profession, and/or connections you are making with other readings or case studies. The goal is that these reflections will provide you talking points for the group discussions during class. To have an even distribution of discussants per group discussion, each student will also sign up for the article they will read, reflect on, and discuss in class each week. Assignment components (with percentage of the final grade) include:

        Facilitation of two group reading discussions, 6%
        Reading reflections and group reading discussion participation, 9%

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 there might be some group coordination needed throughout, students will be primarily graded individually on the creation of the collection metadata draft and final records. Assignment components (with percentage of the final grade) include:

        Memorandum of Understanding, 2% (Group)
        Collection Metadata Draft Records, 5% (Individual)
        Collection Metadata Final Records, 15% (Group)
        Metadata Crosswalk Activity, 5% (Individual)
        Group Member Evaluation, 3% (Individual)

Digital Library Presentation Project (**25%**): As a group, students will devise a way to present the digital library they have described in the *Metadata Project*. Most of the components in this assignment will be graded as a group effort. Groups will either 1.) visualize the metadata and/or extracted data from the digital library in the form of a map, social network visualization, text visualization, timeline, or a combination of these, OR 2.) present the collection in a digital platform (e.g. CollectionBuilder, Omeka, Scalar) and contextualize the collection through a small exhibition. Students will also write a brief methodological/curatorial statement and analysis of main themes in the digital library.
Assignment components (with percentage of the final grade) include:

        Proposal and Memorandum of Understanding, 2% (Group)
        Methodology/Curatorial Statement, 2.5% (Group)
        Datasets & Visualization OR Digital Collection & Exhibition, 7.5% (Group)
        Visualization/Thematic Analysis, 10% (Group)
        Group Member Evaluation, 3% (Individual)

Audience Engagement Project (**30%**): As a group, students will develop two approaches to connecting the digital library to specific audiences in a meaningful way. On the one hand, the group will design a teaching activity plan based on the digital library and presentation for a K-12, undergraduate, or graduate student audience in mind. On the other hand, students will develop a grant proposal for a public program (e.g. workshop, arts-based activity, panel/symposium) at the archive/library or remotely to connect the digital library to a broader audience. Most of the components in this assignment will be graded as a group effort. Assignment components (with percentage of the final grade) include:

Memorandum of Understanding, 2% (Group)
Draft Teaching Activity Plan, 5% (Group)
Draft Public Program Grant Proposal, 5% (Group)
Final Audience Engagement Project, 10% (Group)
Public Presentation, 5% (Group)
Group Member Evaluation, 3% (Individual)

Late Work, Making Up Missed Work, and Group Work

There will be a 10% grade deduction for every 24 hours an assignment is submitted late. However, each student will have:

- One token/opportunity to submit a reading reflection up to 48 hours late to receive full credit for it
- One token/opportunity to submit an individually-graded project component up to 48 hours late to receive full credit for it

The "10% grade deduction for every 24 hours" policy will apply if the work is submitted after the 48-hour grace period. In addition, each group will similarly have one token/opportunity to revise a 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 with 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. 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 must 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	Cutoff	Grade	Cutoff	Grade	Cutoff
A A-	94% 90%	C+ C C-	77% 74% 70%	F	<60%
B+ B B-	87% 84% 80%	D+ D D-	67% 64% 60%		

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. 26-30	Introduction to "Digital Libraries"
Readings	
Required ● Syllabus	
Class Agenda	
Introductions; Course & assignment overview; Selection considerations for digital libraries; Group activity	

Week 2: Sep. 2-6	Digitizing Cultural Heritage
Readings	

Required
- Kelleher, Christian. "Archives Without Archives: (Re)Locating and (Re)Defining the Archive Through Post-Custodial Praxis." *Journal of Critical Library and Information Studies* 1, no.2 (2017). https://doi.org/10.24242/jclis.v1i2.29
- Manžuch, Zinaida. "Ethical Issues In Digitization Of Cultural Heritage." *Journal of Contemporary Archival Studies* 4, no. 4 (2017). https://elischolar.library.yale.edu/jcas/vol4/iss2/4
- Odumosu, Temi. "The Crying Child." *Current Anthropology* 61, no. S22 (2020): S289–S302. https://doi.org/10.1086/710062

Recommended & Reference
- *Introduction to Digital Formats for Library of Congress Collections*. (2017, March 9). https://www.loc.gov/preservation/digital/formats/intro/intro.shtml
- *Formats, Evaluation Factors, and Relationships*. (2017,March 2). https://www.loc.gov/preservation/digital/formats/intro/format_eval_rel.shtml
- *Sustainability of Digital Formats: Planning for Library of Congress Collections*. (2017, January 5). https://www.loc.gov/preservation/digital/formats/sustain/sustain.shtml

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, Sep. 3 by 11:59 PM	1/2-page, double-spaced, 1-2 paragraph reflection on one of the week's readings (1%)

Week 3: Sep. 9-13	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
- Metadata Object Description Schema (MODS) Official Website. https://www.loc.gov/standards/mods/
- Dublin Core™ Metadata Element Set Terms. https://www.dublincore.org/specifications/dublin-core/dcmi-terms/
- Elings, M. W., & Waibel, G. "Metadata for All: Descriptive Standards and Metadata Sharing across Libraries, Archives, and Museums." *First Monday* 12, no. 3 (2007). https://firstmonday.org/ojs/index.php/fm/article/view/1628/1543
- Fulton, B. (2012, November 21).Beyond MARC: MetadataStandards for Digital Resources.https://www.youtube.com/watch?v=ozKg08td5mE(duration1:44:10)
- Gilliland, A. J. "Setting the Stage." In *Introduction to Metadata*, edited by Murtha Baca. Los Angeles: Getty Publications, 2016. http://www.getty.edu/publications/intrometadata/setting-the-stage/

Class Agenda

Readings Discussion; Metadata basics & workshop; Metadata Project introduction and group work

Assignments Due

Due Date/Time	Assignment
Tuesday, Sept. 10 by 11:59 PM	1/2-page, double-spaced, 1-2 paragraph reflection on one of the week's readings (1%)
Friday, Sept. 13 by 11:59 PM	Metadata Project: Memorandum of Understanding (MOU), 2%

Week 4: Sep. 16-20	Machine Learning the Digital Library

Readings

Required
- Akinyemi, Omolabake Eunice. "Enhancing Academic Library Service Delivery Using Artificial Intelligence (AI." *Library philosophy and practice* (2023): 1–10. (Available through UT Library's Catalog)
- Colavizza, G, T Blanke, C Jeurgens, and J Noordegraaf. "Archives and AI: An Overview of Current Debates and Future Perspectives." *Journal on Computing and Cultural Heritage* 15, no. 1 (2022): 1–15. (Available through UT Library's Catalog)
- Jaillant, Lise, and Annalina Caputo. "Unlocking Digital Archives: Cross-Disciplinary Perspectives on AI and Born-Digital Data." *AI*

& society 37.3 (2022): 823–835. ([Available through UT Library's Catalog](#))

Recommended & Reference
- Cox, Andrew M., Stephen Pinfield, and Sophie Rutter. "The Intelligent Library: Thought Leaders' Views on the Likely Impact of Artificial Intelligence on Academic Libraries." *Library Hi Tech* 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." *Journal on Computing and Cultural Heritage* (October 2021): 1-25. https://doi.org/10.1145/3547146
- Raju, Jaya. "Information Professional or IT Professional?: The Knowledge and Skills Required by Academic Librarians in the Digital Library Environment." *Portal: Libraries & the Academy* (Baltimore, Md.) 17, no. 4 (2017): 739–757. ([Available through UT Library's Catalog](#))

Class Agenda
Readings Discussion; Text extraction tools; Named Entity Recognition; Subject heading identification

Assignments Due	
Due Date/Time	**Assignment**
Tuesday, Sept. 17 by 11:59 PM	1/2-page, double-spaced, 1-2 paragraph reflection on one of the week's readings (1%)
Tuesday, Sept. 17 by 11:59 PM	Workshop preparation: Create a [Transkribus account](#)
Friday, Sept. 20 by 11:59 PM	Metadata Project, Draft Records, 5%

Week 5: Sep. 23-27	Datafying Cultural Heritage

Readings

Required
- Cocq, Coppélie. "Reading Small Data in Indigenous Contexts: Ethical Perspectives." In *Research Methods for Reading Digital Data in the Digital Humanities*, edited by Gabriele Griffin et al. Edinburgh: Edinburgh University Press Ltd, 2016: 111–125. https://utexas.box.com/s/rafknxc4a43aukrbcg57rqwgjoavqcfe
- Lerner, Alexis M. "Quantifying the Archives: Leveraging the Norms and Tools of Data Science to Conduct Ethical Research on the Holocaust." *Holocaust Studies* 28, no. 3 (2022): 358–376. ([Available through UT Library's Catalog](#))
- Mordell, Devon. "Critical Questions for Archives as (Big) Data."*Archivaria* 87 (Spring 2019): 140–161. ([Available through UT Library's Catalog](#))

Recommended & Reference
- Windhager, F., Federico, P., Schreder, G., Glinka,K., Dörk, M., Miksch, S., & Mayr, E. "Visualization of Cultural Heritage Collection Data: State of the Art and Future Challenges." *IEEE Transactions on Visualization and Computer Graphics* 20, no. 6 (2019): 2311–2330.

Class Agenda
Readings Discussion; Metadata Project comments; Network Visualization Workshop

Assignments Due	
Due Date/Time	**Assignment**
Tuesday, September 24 by 11:59 PM	1/2-page, double-spaced, 1-2 paragraph reflection on one of the week's readings (1%)

Tuesday, September 24 by 11:59 PM	Workshop preparation: 1.) Download and install [Gephi](#)

Week 6: Sep. 30-Oct. 4   **Digital Infrastructures**
Readings
Required   - Acker, Amelia, and Lucy Flamm. "COVID-19 Community Archives and the Platformization of Digital Cultural Memory." In *Proceedings of the 54th Hawaii International Conference on System Sciences*, 2021. https://aisel.aisnet.org/hicss-54/dsm/critical_and_ethical_studies/3/   - Carusi, Annamaria, and Marina Jirotka. "From Data Archive to Ethical Labyrinth." *Qualitative Research* 9, no. 3 (2009): 285–298. ([Available through UT Library's Catalog](#)) ([Alternative download](#))   - Christen, Kimberly, ["Relationships, Not Records: Digital Heritage and the Ethics of Sharing Indigenous Knowledge Online,"](#) in *Companion to Media Studies and Digital Humanities* (2018): 403-412.   **Recommended & Reference**   - Gkoumas, Georgios, and Fotis Lazarinis. "Evaluation and Usage Scenarios of Open Source Digital Library and Collection Management Tools." *Program : electronic library and information systems* 49, no. 3 (2015): 226–241. ([Available through UT Library's Catalog](#))   - Henry, G. *Core Infrastructure Considerations for Large Digital Libraries*. CLIR publication 153. (2012) https://www.clir.org/pubs/reports/pub153/   *Trustworthy Repositories Audit & Certification: Criteria and Checklist* (The Center for Research Libraries, 2007) https://www.crl.edu/sites/default/files/d6/attachments/pages/trac_0.pdf
Class Agenda
Readings Discussion; Metadata processing & ingestion demos; Metadata crosswalk exercise; Platform workshop/exploration
Assignments Due

Due Date/Time	**Assignment**
Tuesday, October 1 by 11:59 PM	1/2-page, double-spaced, 1-2 paragraph reflection on one of the week's readings (1%)
Tuesday, October 1 by 11:59 PM	Workshop preparation: 1.) Create a [GitHub](#) account, 2.) Create an [Omeka](#) account
Friday, October 4 by 11:59 PM	Metadata Project, Collection Metadata, Final Records (15%)

Week 7: Oct. 7-11   **Accessibility (PCL Scholars Lab)**
Readings
Required   - Beyene, Wondwossen M. "Digital Inclusion in Library Context: A Perspective from Users with Print Disability." *Journal of Web Librarianship* 12, no. 2 (2018): 121-140. https://doi.org/10.1080/19322909.2018.1427657   - O'Reilly, Faye. "Digital Accessibility as a Core Competency for E-Resources Librarians." *Serials review* 46.2 (2020): 114–124. ([Available through UT Library's Catalog](#))   - Wu, Anping, and Chen, Jiangping. "Sustaining multilinguality: case studies of two multilingual digital libraries." *The Electronic Library* 40, no. 6 (2022): 625-645. https://doi.org/10.1108/EL-03-2022-0061   **Recommended & Reference**

- Whitelaw, M. "Generous Interfaces for Digital Cultural Collections." *Digital Humanities Quarterly* 9, no. 1 (2015). http://www.digitalhumanities.org/dhq/vol/9/1/000205/000205.html
- Dolski, A., Lampert, C., & Choi, K. "Explorations of a Very-large-screen Digital Library Interface." *D-Lib Magazine* 23, no. 7/8. https://doi.org/10.1045/july2017-dolski
- Ferati, Mexhid, and Wondwossen M. Beyene. "Developing Heuristics for Evaluating the Accessibility of Digital Library Interfaces." In *Universal Access in Human–Computer Interaction. Design and Development Approaches and Methods*, 171–181. Cham: Springer International Publishing, 2017. (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." *The International Information & Library Review* 45, no. 1-2 (2013): 3–19. (Available through UT Library's Catalog)

Class Agenda
Readings Discussion; Accessibility; Digital Library Presentation Project working time

Assignments Due	
Due Date/Time	Assignment
Monday, October 7 by 11:59 PM	Metadata Project, Group Member Evaluation (3%) & Metadata Crosswalk Activity (5%)
Tuesday, October 8 by 11:59 PM	1/2-page, double-spaced, 1-2 paragraph reflection on one of the week's readings (1%)

Week 8: Oct. 14-18	Digital Scholarship

Readings

Required
- Hepworth, Katherine and Christopher Church. "Racism in the Machine: Visualization Ethics in Digital Humanities Projects." *Digital Humanities Quarterly* 12, no.4 (2018). http://digitalhumanities.org/dhq/vol/12/4/000408/000408.html
- Risam, Roopika. "Colonial Violence and the Postcolonial Digital Archive." In *New Digital Worlds: Postcolonial Digital Humanities in Theory, Praxis, and Pedagogy*. Evanston, Illinois: Northwestern University Press, 2019: 47–64. https://utexas.box.com/s/sexrxhj4z8708ybpcivpokq00nyl9wql
- Smyth, Hannah, Nyhan, Julianne, and Andrew Flinn. "Opening the 'Black Box' of Digital Cultural Heritage Processes: Feminist digital humanities and critical heritage studies." In *Routledge International Handbook of Research Methods in Digital Humanities*, edited by Kristen Schuster and Stuart E. Dunn. London: Routledge, 2021: 295-308. (Available through UT Library's Catalog)

Class Agenda
Readings Discussion; Data clean-up and mapping workshops; Digital Library Presentation Project introduction and group work

Assignments Due	
Due Date/Time	Assignment
Monday, October 14 by 11:59 PM	Digital Library Presentation Project, Group MOU & Proposal (2%)
Tuesday, October 15 by 11:59 PM	1/2-page, double-spaced, 1-2 paragraph reflection on one of the week's readings (1%)
Tuesday, October 15 by 11:59 PM	Workshop preparation: 1.) Create an ArcGIS Online public account

Week 9: Oct. 21-25	Connecting & Reusing Digital Libraries Data

Readings

Required
1. Boté, Juan-José, and Miquel Termens. "Reusing Data Technical and Ethical Challenges." *DESIDOC Journal of Library & Information Technology* 39, no. 6 (2019): 329–337. https://doi.org/10.14429/djlit.39.06.14807
2. Candela, Gustavo, María Dolores Sáez, Mpilar Escobar Esteban, and Manuel Marco-Such. "Reusing Digital Collections from GLAM Institutions." *Journal of Information Science* 48, no. 2 (2022): 251–267. (Available through UT Library's Catalog)
3. Noble, Safiya Umoja. "The Future of Knowledge in the Public." In *Algorithms of Oppression: How Search Engines Reinforce Racism*. New York: New York University Press, 2018: 134–152. (Available through UT Library's Catalog)

Recommended & Reference
- 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
- Breeding, M. "Understanding the Protocol for Metadata Harvesting of the Open Archives Initiative." *Computers in Libraries* 22, no. 8 (2002): 24–29. https://librarytechnology.org/document/9944
- Day, J. M. "OAI-PMH: Basics and Resources." *Library Technology Launchpad* (2017, February 13). http://libtechlaunchpad.com/2017/02/13/oai-pmh-basics-and-resources/
- Freire, N., Voorburg, R., Cornelissen, R., de Valk,S., Meijers, E., & Isaac, A. "Aggregation of Linked Data: A case study in the cultural heritage domain." *2018 IEEE International Conference on Big Data* (2018), 522–527.

Class Agenda

Readings Discussion; Data Aggregators and Primo demo; Digital Library Presentation Project working time

Assignments Due	

Due Date/Time	Assignment
Tuesday, October 22 by 11:59 PM	1/2-page, double-spaced, 1-2 paragraph reflection on one of the week's readings (1%)

Week 10: Oct. 28-Nov. 1	Other Library E-Resources

Readings

No readings

Class Agenda

Academic librarianship and digital libraries; Digital Library Presentation Project working time

Assignments Due	

Due Date/Time	Assignment
Friday, November 1 by 11:59 PM	Digital Library Presentation Project, Datasets & Visualization/Digital Collection & Exhibition (7.5%)
Friday, November 1 by 11:59 PM	Digital Library Presentation Project, Methodology/Curatorial Statement (2.5%)

Friday, November 1 by 11:59 PM	Digital Library Presentation Project, Visualization/Thematic Analysis (10%)
Monday, November 4 by 11:59 PM	Digital Library Presentation Project, Group Member Evaluation (3%)

Week 11: Nov. 4-8	Teaching & Learning

Readings

Required
- Bishop, Libby. "Using Archived Qualitative Data for Teaching: Practical and Ethical Considerations." *International Journal of Social Research Methodology* 15, no. 4 (2012): 341–350. (Available through UT Library's Catalog)
- Braun, Steven. "Critically engaging with data visualization through an information literacy framework." *Digital Humanities Quarterly* 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 *Disrupting the Digital Humanities*, 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; Teaching with digital libraries, case studies; Audience Engagement Project introduction and group work

Assignments Due

Due Date/Time	Assignment
Tuesday, November 5 by 11:59 PM	1/2-page, double-spaced, 1-2 paragraph reflection on one of the week's readings (1%)

Week 12: Nov. 11-15	Building Community(ies)

Readings

Required
- Caswell, Michelle, and Marika Cifor. "From Human Rights to Feminist Ethics: Radical Empathy in the Archives." *Archivaria* 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." *Information Processing & Management* 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 *Crowdsourcing Our Cultural Heritage*, edited by Mia Ridge, 269-279. London: Routledge, 2016. (Available through UT Library's Catalog)

Class Agenda

Readings Discussion; Community Engagement and Case Studies; Audience Engagement Project working time

Assignments Due

Due Date/Time	Assignment
Monday, November 11 by 11:59 PM	Audience Engagement Project, Group MOU (2%)

Tuesday, November 12 by 11:59 PM	1/2-page, double-spaced, 1-2 paragraph reflection on one of the week's readings (1%)

Week 13: Nov. 18-22	Preserving Digital Culture

Readings
Required   - Acker, Amelia, and Adam Kreisberg. "Social Media Data Archives in an API-Driven World." *Archival Science* 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." *Archivaria* 81, no. 1 (2016): 129–150. (Available through UT Library's Catalog)   - Owens, Trevor. "Challenges and Opportunities of Digital Preservation." In *The Theory and Craft of Digital Preservation*, by Trevor Owens. Baltimore: Johns Hopkins University Press, 2018. (Available through UT Library's Catalog)

Class Agenda
Readings Discussion; Digital Preservation Principles & Demo; Texas Digital Library & Dataverse Demo

Assignments Due	
Due Date/Time	**Assignment**
Tuesday, November 19 by 11:59 PM	1/2-page, double-spaced, 1-2 paragraph reflection on one of the week's readings (1%)
Friday, November 22 by 11:59 PM	Audience Engagement Project, Teaching Activity Plan & Public Program Grant Proposal drafts (10%)

Week 14: Nov. 25-29	Fall Break

Week 15: Dec. 2-6	Course Conclusion

Readings
No readings

Class Agenda
Course/Assignment reflection activity; Course evaluations; Audience Engagement Project working time

No Assignments Due

Final Exams: Dec. 12-14, 16	Final Presentations

Readings
No readings

Class Agenda

Monday, December 16, 1:00-3:00 PM: Final Project Presentations (open to cultural repository partners)	
Assignments Due	
Due Date/Time	**Assignment**
Friday, December 13 by 11:59 PM	Audience Engagement Project, Final versions of Teaching Activity Plan & Public Program Grant Proposal (10%)
Sunday, December 15 by 11:59 PM	Audience Engagement Project, Pubic Presentation slides
Monday, December 16	Audience Engagement Project, Pubic Presentation (5%)
Monday, December 16 by 11:59 PM	Audience Engagement Project, Group Member Evaluation (3%)

Course Policies and Disclosures

Honor Code

The University of Texas at Austin strives to create a dynamic and engaging community of teaching and learning where students feel intellectually challenged; build knowledge and skills; and develop critical thinking, creativity, and intellectual curiosity. As a part of this community, it is important to engage in assignments, exams, and other work for your classes with openness, integrity, and a willingness to make mistakes and learn from them. The UT Austin honor code champions these principles:

I pledge, as a member of the University of Texas community, to do my work honestly, respectfully, and through the intentional pursuit of learning and scholarship.

The honor code affirmation includes three additional principles that elaborate on the core theme:
● I pledge to be honest about what I create and to acknowledge what I use that belongs to others.
● I pledge to value the process of learning in addition to the outcome, while celebrating and learning from mistakes.
● This code encompasses all of the academic and scholarly endeavors of the university community.

The honor code is more than a set of rules, it reflects the values that are foundational to your academic community. By affirming and embracing the honor code, you are both upholding the integrity of your work and contributing to a campus culture of trust and respect.

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 warn 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 explicit, my written permission. Unauthorized sharing of materials may facilitate cheating. The University is 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 in the Office of the Dean of Students. These reports can result in initiation of the student conduct process and include charge(s) for academic misconduct, potentially resulting in sanctions, including a grade impact.

Artificial Intelligence
The creation of artificial intelligence tools for widespread use is an exciting innovation. These tools have both appropriate and inappropriate uses in classwork. The use of artificial intelligence tools (such as ChatGPT) in this class will be permitted, at times encouraged, on a limited basis. You will be informed as to the assignments for which AI may be utilized. You are also welcome to seek my prior-approval to use AI writing tools on any assignment. In either instance, AI writing tools should be used with caution and proper citation, as the use of AI should be properly attributed. Using AI writing tools without my permission or authorization, or failing to properly cite AI even where permitted, shall constitute a violation of UT Austin's Institutional Rules on academic integrity. If you are considering the use of AI writing tools but are unsure if you are allowed or the extent to which they may be utilized appropriately, please ask.

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.

Names and 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. If you have not yet done so, I will gladly honor your request to address you with the name and pronouns that you prefer for me to use for you. It is helpful to advise me of any changes or needs regarding your name and pronouns early in the semester so that I may make appropriate updates to my records and be informed about how to support you in this class.
- For instructions on how to add your pronouns to Canvas, visit https://utexas.instructure.com/courses/633028/pages/profile-pronouns.
- If you would like to update your chosen name with the registrar's office, you can do so here: https://enterprise.login.utexas.edu/idp/profile/SAML2/Redirect/SSO?execution=e1s2, and reference this guide: https://docs.google.com/document/d/17uzmcD7oGE5JPMueJN7CsBlgE7SICUYu7ysmrFgc8cM/edit

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.

Counseling and Mental Health Center (CMHC)
Students who are struggling for any reason and who believe that it might impact their performance in the course are urged to reach out to Bryce Moffett if they feel comfortable. This will allow her to provide any resources or accommodations that she can. If immediate mental health assistance is needed, call the Counseling and Mental Health Center (CMHC) at 512-471-3515 or you may also contact Bryce Moffett, LCSW (iSchool CARE counselor) at 512-232-4449. Bryce's office is located in FAC18S and she holds drop in Office Hours on Wednesday from 2-3pm. For urgent mental health concerns, please contact the CMHC 24/7 Crisis Line at 512-471-2255.

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.
- 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

Carrying of Handguns on Campus
Students in this class should be aware of the following university policies related to Texas' Open Carry Law:

- Students in this class who hold a license to carry are asked to review the university policy regarding campus carry: https://www.utexas.edu/campus-carry#ac
- 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 to the Title IX Office any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. 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.

Although graduate teaching and research assistants are not subject to Texas Education Code, Section 51.252, they are mandatory reporters under federal Title IX regulations and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: supportandresources@austin.utexas.edu. Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: https://titleix.utexas.edu, contact the Title IX Office via email at: titleix@austin.utexas.edu, or call 512-471-0419.

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/.