

LIB 410: HUMANITIES RESEARCH DATA MANAGEMENT

INSTRUCTOR: KATE THORNHILL, MLS

CLASS MEETINGS

MONDAYS & WEDNESDAYS 2-3:50PM PT

TERM: Spring 2023

LOCATION: GLOBAL SCHOLARS HALL 130 AND THE KNIGHT LIBRARY DREAM LAB

CONTACT INFORMATION

Name: Kate Thornhill, Digital Scholarship Librarian/Associate Librarian

Pronouns: she/her/hers

Email: kmthorn@uoregon.edu | OR use Canvas Inbox

Phone: 541-346-3714

Office: Knight Library 147B and Zoom: <https://uoregon.zoom.us/j/4612802228>

Office Hours: Mondays and Wednesdays, 4:00-5:00pm after class in the Knight Library 147B. No appointment is needed. If you would like to set up an appointment outside of this time, then please send Kate an email.

GE contact information:

Name: Michele Pflug, PhD Candidate, Department of History

Pronouns: she/her/hers

Email: mpflug@uoregon.edu | OR use Canvas Inbox

Office Hours: Tuesdays and Thursdays, 4-5 pm via Zoom: <https://uoregon.zoom.us/j/99908507963> If you would like to set up an appointment outside of this time then please send Michele an email.

COURSE DESCRIPTION

This course provides students with theoretical and practical experience in collecting, processing, archiving, and publishing humanities data (images, video, sound, text, maps, etc.) gathered from galleries, libraries, archives, and museums (GLAMs). With the goal of building thematic digital collections as researchers, students will learn digital methodologies focusing on the technical, legal, ethical, and social aspects of working with humanities research data throughout its curation lifecycle. This includes hands-on experience finding, assessing, organizing, and reformatting data; creating and remediating descriptive metadata; evaluating and determining copyright and licensing; writing a data management plan using the standards set by the National Endowment for the Humanities, and sharing thematic research digital collections using GitHub and the open-source platform CollectionBuilder.

COURSE LEARNING OUTCOMES & ACQUIRED SKILLS

In this course, you will learn how to...

- Apply introductory digital stewardship (digital curation and preservation) actions to digital collections used as research data

- Solve issues around collecting, citing, standardizing, structuring, archiving, and publishing GLAM (Galleries, Libraries, Archives and Museums) objects using information science best practices and guidelines
- Design and implement a humanities-based research data management plan for thematic research digital collection
- Develop communication skills with a team of people who have specific development roles and responsibilities associated with a technology project
- Use technical platforms and tools that making a digital collection publicly available online

In this course, you will acquire the ability to...

- Create and follow a digital collections data management plan
- Apply information professional best practices and standards to digital files and metadata for findability, accessibility, interoperability, and reproducibility
- Structure metadata using spreadsheets and making them interoperable
- Evaluate GLAM objects using best judgements about United States copyright, fair use, and Creative Commons
- Find and select research materials to reuse within a thematic digital collection
- Publish a website using GitHub Pages and the Jekyll theme, CollectionBuilder

COURSE POLICIES

COMMUNICATING WITH ME

Our class will primarily communicate through our Canvas site. Announcements and emails are archived there and automatically forwarded to your UO email and can even reach you by text. Check and adjust your settings under Account > Notifications.

If you have a question for the entire class, you can post it to the running discussion forum on our Canvas called “Class Questions and Answers.”

If you have a question or concern to discuss with me, you can always drop into my regular office hours, or we can make an appointment to meet at a specific time on Zoom. The best way to contact me for an appointment or to ask a quick question is through Canvas Inbox. If you experience Internet access challenges, my office phone is also an effective way to reach me. I try to respond to emails within about one business day; however, you may not email me questions about an assignment within 24 hours of the time it is due. This is to discourage procrastination and to ensure that you ask any questions you may have about the assignment well ahead of time.

ATTENDANCE AND PARTICIPATION

Your attendance in our class sessions is expected and necessary to your success on individual assignments and the term-based group project. If you miss class, it is your responsibility to message your classmates to get notes for that day, catch up on any material you missed, and check in on the group project before emailing me with questions. Even when you are absent, you are still expected to turn in assignments on time unless you request and are granted an extension.

Your participation grade is based on your **preparation** for class, your enthusiastic **engagement** in group discussions and activities, and your contributions to a culture of **respect**.

- **Preparation:** Be prepared for class matters for your own learning. It matters as well for the contributions you can make to the learning of others. Please check the course Canvas site and your UO email account regularly for readings, assignments, handouts, announcements, and other essential course information. You are expected to keep up with the reading assignments as outlined in the schedule; read them before the date on which they are assigned. You should also be prepared to work with your project group. Communication, collaboration, and meeting due dates will set you and your team up for success.
- **Engagement:** There will be some lectures in this class, but the course will be conducted mostly through discussions, hands-on activities, and working as a group outside of class. Remaining alert and engaged, contributing thoughtfully, and participating enthusiastically in a variety of activities are more important than whether you talk in class every day. Speaking up during class is easier for some than others; talk to me if you are not sure how to enter the conversation.
- **Respect:** Each person enrolled in this course is expected to help foster a community of respect. We will discuss challenging and sometimes controversial material, and I expect that everyone will not always agree, nor that your experiences will mirror the course materials. It is therefore crucial that everyone listen carefully and contributes to class in a thoughtful and respectful manner.

LATE WORK

Everyone is eligible for **one** 48-hour extension upon request, no questions asked. You must **email me in advance** of the deadline to let me know you are using your extension. Additional extension requests will be considered on a case-by-case basis. Extension requests should be submitted 24 hours in advance if possible.

No extensions are available for time-sensitive group work in which your team is counting on you, except in cases of emergency.

PRIVACY

It is your ethical responsibility to respect the privacy of your classmates and what they share in class and online. It is prohibited to screenshot or record and repost material from this course on social media, even if names/identities are anonymized, without written permission from the instructor. No personally identifiable information, such as street addresses, phone numbers, or email addresses should be posted on our course Canvas site, MS Teams, or GitHub, nor should any discussion of grades.

FLEXIBILITY

The many uncertainties of this time will certainly impact our class. I am ready to handle requests for accommodation as you deal with illness, family issues, Internet connectivity, mental health, and other variables that may affect your performance in class. In working with you to arrange any necessary accommodation, I will be committed to helping you achieve the core learning goals of the course and to ensuring that you and your fellow students are treated equitably.

DEPARTMENTAL AND UNIVERSITY POLICIES

PROHIBITED DISCRIMINATION AND HARASSMENT REPORTING

The instructor of this class, as a Student Directed-Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class must report all other forms of prohibited discrimination or harassment to the university administration.

Any student who has experienced sexual assault, relationship violence, sex, or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-SAFE [7244], or the non-confidential Title IX Coordinator/OICRC at 541-346-3123.

Students experiencing any other form of prohibited discrimination or harassment can find information and resources at investigations.uoregon.edu or contact the non-confidential Office of Investigations and Civil Rights Compliance at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex, or gender-based bullying, stalking, and/or sexual harassment is available in the [Employee Responsibilities](#) section of the Office of Investigations and Civil Rights Compliance website.

Specific details about confidentiality of information and reporting obligations of employees can be found at investigations.uoregon.edu/employee-responsibilities.

MANDATORY REPORTING OF CHILD ABUSE

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following link for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

ACADEMIC INTEGRITY

The [University Student Conduct Code](#) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g., quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any

question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act.

[Additional information about a common form of academic misconduct, plagiarism, is available here.](#) Cases of clearly established plagiarism or cheating will result in an assignment grade of “0” as a minimum penalty; all incidents will be reported to the Office of Student Conduct and Community Standards, as required by the UO Libraries and University. **NOTE: documenting and citing online sources responsibly is a skill we will be learning and practicing in this class, so please do not hesitate to ask questions!**

ACCESSIBLE EDUCATION

The University of Oregon is working to create inclusive learning environments. Please notify me if aspects of this course's instruction or design result in disability-related barriers to your participation. You are also encouraged to contact the [Accessible Education Center](#) in 360 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Course Estimated Workload, Requirements, and Grading

ESTIMATED STUDENT WORKLOAD

Each student will:

- Read assigned required readings identified in the syllabus. This includes book chapters, journal articles, technology tutorials, and audio-visual materials. All required readings are available on Canvas or through the UO Libraries in print or electronic format.
- Attend all lectures and participate in in-class activities because they support developing your term-based project
- Submit individual assignments: mid-term self-evaluation and reflection; mid-term group evaluation and reflection; final self-evaluation and reflection; final group-evaluation and reflection
- Submit group assignments: mid-term project progress report; data management plan and data documentation and dataset; final project presentation

Workload Expectations are 12-13 hours per week for 4-credit undergraduate course

ACTIVITY	TOTAL HOURS	EXPLANATION/JUSTIFICATION AND REMARKS
Lectures and Labs (80-minute sessions=1.5 hours)	30	10 lectures @ 1.5 hours 10 labs @ 1.5 hours
Assigned required readings	40	~80 pages (approx. 4 hours) per week. Do the assigned readings <i>BEFORE</i> it is covered during class time.
Group project work outside of lectures	20	2 hrs. / week spent on group project outside of class
Assignments	30	3 hrs. / week on homework
TOTAL HOURS	120	

GRADING

This is a graded course and must be taken as such if you are a Digital Humanities minor or Data Science Cultural Analytics Concentration student.

This course will be taught entirely using live lectures, Canvas, and using your group's collaborative digital research infrastructure setup, e.g., Dropbox, MS Teams, GitHub, etc.

Grading is based on the following criteria:

Grade Percentage	Assignments
15%	Week 5 - Project Progress Report – Group Assignment
5%	Week 5 - Mid-term self-evaluation and reflection – Individual Assignment
5%	Week 5 - Mid-term group-evaluation and reflection – Individual Assignment
20%	Week 10 - Final Presentation: Publicly Available Thematic Research Digital Collection Presentation – Group Assignment
30%	Sunday at midnight before finals week - Data Management Plan and Data Documentation and Dataset – Group Assignment
5%	Sunday at midnight before finals week - Final self-evaluation and reflection – Individual Assignment
5%	Sunday at midnight before finals week - Final group-evaluation and reflection – Individual Assignment
15%	Class Participation and Discussion

Any extra credit for attending optional events will be earned by documenting your attendance and writing about these events' impact on your learning in your final self-evaluation. *Extra credit will add 5% to your overall grade.*

GRADING SCALE

A+	97.5-100%	B-	79.5-82.4%	D	62.5-66.4%
A	92.5-97.4%	C+	76.5-79.4%	D-	59.5-62.4%
A-	89.5-92.4%	C	72.5-76.4%	F	0-59.4%
B+	86.5-89.4%	C-	69.5-72.4%		
B	82.5-86.4%	D+	66.5-69.4%		

REQUIRED MATERIALS

READINGS:

All reading materials for this class are freely available or you can get access through the UO (University of Oregon) Libraries. [If you are having issues with accessing course readings, then please reach out to the librarians.](#)

[Miller, Steven J. Metadata for Digital Collections: A How-to-Do-It Manual. Second edition. Chicago: ALA \(American Library Association\) Neal-Schuman, 2022. Print. \(Available on course reserve at the Knight Library\)](#)

TECHNOLOGY:

In addition to the materials below, you will need day-to-day access to a laptop or desktop computer, Internet with web browser, Canvas, Zoom, and your UO email account.

If you have questions about accessing and using Canvas, visit the [Canvas support page](#). Canvas and Technology Support also is available by phone (541-346-4357) or [live chat](#).

If you face Internet access challenges, know that some companies are offering free access during this challenging time. To learn more about options visit Information Services' [web page on going remote](#).

TO PURCHASE OR SUBSCRIBE:

- *Nothing*. Everything in the class is **FREE** either as an open-source tool or available through the university because of your tuition dollars. This includes all readings and GLAM objects used to build your thematic research digital collection.

TOOLS & PLATFORMS

The list below identifies tools and platforms that are required for class. Sometime to note: We are going to be using Microsoft 365 as much as possible for your collaborative research infrastructure because it comes for free through the UO. There are other tools out in the world that you can use for program management, data management, etc., but Microsoft 365 is what we will be using as much as possible. This will also be a benefit to you because Microsoft apps are used regularly by business, non-profit, government, and education industries.

All required tools and platforms are available for free through the university or open source and work on both Mac and PC computers either as web or desktop apps.

Please be aware that some of these apps require installation on your computer. You might need to make space for them to be installed and run on it.

Links to how-to documentation and where to download the apps are available on Canvas.

- *Publishing*: GitHub, CollectionBuilder
- *Storage*: SharePoint, GitHub
- *Writing and Coding*: Visual Studio Code, Microsoft Word, DMP (Data Management Plan) Tool
- *Cataloging*: Microsoft Excel and Google Sheets
- *File Formatting and Manipulation*: Adobe Photoshop, GIMP, Adobe Premier, iMovie, Handbrake, Adobe Acrobat, Audacity, Adobe Bridge, etc. We can use whatever is needed for working with different media types.
- *Team Communications*: MS Teams, UO (University of Oregon) E-Mail

SCHEDULE

UNIT 1: THEMATIC RESEARCH DIGITAL COLLECTIONS

WEEK 1 WELCOME, INTRODUCTIONS, CLASS COMPACT, DEFINING THEMATIC RESEARCH DIGITAL COLLECTIONS, AND SETTING UP COLLABORATIVE RESEARCH INFRASTRUCTURES

PREPARE FOR CLASS:

- Access course Canvas site
- Review syllabus
- Complete weekly readings before class

WHAT WILL BE COVERED?

- Introduction. Review of syllabus. What is open data in the humanities? What are the FAIR Principles? What type of data are used by humanists? Defining thematic research digital collections, finding data through GLAMs.
- Review group project requirements and group role assignments; setup up a collaborative research infrastructure for your group; explore where to find digital special collections and archives; and begin selecting a research topic

REQUIRED READINGS - ~ 88 PAGES	MODALITY	PAGE #s
What is Open Data?	text	3
Review: Digital Transgender Archiver – peer reviewed	text	3
Review: Black Craftspeople Digital Archive – peer reviewed	text	3
An Introduction to Humanities Data Curation by Julia Flanders and Trevor Muñoz	text	4
Thematic Research Collections by Carole L. Palmer. A Companion to the Digital Humanities (2004)	text	8
Fenlon, Katrina. “Thematic Research Collections: Libraries and the Evolution of Alternative Digital Publishing in the Humanities.” <i>Library Trends</i>, vol. 65, no. 4, 2017, pp. 523–39. https://doi.org/10.1353/lib.2017.0016.		
Data + Humanities by the IUPUI University Library	video with automated captions on YouTube	1
Digital Public Library of America: An Introduction	video with automated captions on YouTube	1
The emerging digital infrastructure for research in the humanities by Donald J. Waters	text	16
Sustainable and FAIR Data Sharing in the Humanities by All European Academics	text	38

UNIT 2: GETTING STARTED WITH DATA MANAGEMENT FOR THEMATIC RESEARCH COLLECTIONS

WEEK 2 INTRODUCTION TO DATA MANAGEMENT PLANS

PREPARE FOR CLASS:

- Read the required readings
- Review data management plan example (access via Canvas)
- Come to class with ideas for your group's thematic research topic
- Review the term-long group project requirements and come to class with questions

WHAT IS DUE?

- Group Project:
 - Collaborative research infrastructure is setup and shared with all teammates
 - Everyone has registered for a DMP account. [The DMP Tool – How to Register an Account through the UO Libraries](#)

WHAT WILL BE COVERED?

- Defining what is research data curation and preservation; discuss the various aspects of data curation and preservation; discuss why data management is important for humanities researchers
- Getting started with making a data management plan using the DMP Tool; review of NEH (National Endorsement for the Humanities) requirements for a DMP and how to engage with each part, group project meeting – finalizing research topic.

REQUIRED READINGS - ~ 58 PAGES	MODALITY	PAGE #s
Higgins, Sarah. 2008. "The DCC Curation Lifecycle Model." <i>International Journal of Digital Curation</i> 3 (1): 134–40. https://doi.org/10.2218/ijdc.v3i1.48.	text	7
Grant, Rebecca. 2022. "Reusable, FAIR Humanities Data." <i>International Journal of Digital Curation</i> 17 (1): 15. https://doi.org/10.2218/ijdc.v17i1.820.	text	15
Planning Your Next Digital Humanities Advancement Grant (DHAG) 3: Managing and Sustaining Project Assets by Jennifer Serventi, National Endowment for the Humanities.	text	4
Direct link to NEH's DMP	text	3
How Pixar's Toy Story 2 was deleted twice, once by technology and again for its own good	text	7

Participatory data stewardship: A Framework for involving people in the use of data by the Ada Lovelace Institute	text	20
What is the DMP Tool?	text	1
What does data sharing mean for the humanities and social sciences? By Guest Contributor at SpringerNature	text	1

UNIT 3: RESEARCH DATA COLLECTION, FILE FORMATS, FILE NAMING, STORAGE, & REUSE

WEEK 3 RESEARCH DATA COLLECTION, STORAGE, AND SECURITY FOR USING SOURCES FROM GLAMS

PREPARE FOR CLASS:

- Read required readings
- You must have access to Microsoft Excel and Dropbox through the UO allows you access
- Group Project: Research topic must be submitted before Week 3 begin

WHAT WILL BE COVERED?

- What is data collection? Where can we find data? Why is citation important? How can we approach data storage? Why are folders important for organizing data?
- Finding, collecting, and documenting research data using your collaborative research infrastructure tools

REQUIRED READINGS ~ 80 PAGES	MODALITY	PAGE #s
Files vs. Folders by PC Magazine	text	3
Storage: An introduction of emerging practice of using IT storage systems for digital preservation by the Digital Preservation Coalition	text	3
What is cloud computer? By Digital Preservation Coalition	text	3
Learning Dropbox Training – LinkedIn Learning via UO subscription	video with automated captions on LinkedIn Learning	20
Excel Essential Training (Office 365/Microsoft 365) – LinkedIn Learning via UO subscription	video with automated captions on LinkedIn Learning	20
Definition: Data Value by Society of American Archivists	text	0.5
Format a date the way you want by Microsoft	text	0.5
Farley, Laura, and Eric Willey. 2015. “Wisconsin School for Girls Inmate Record Books: A Case Study of Redacted	text	18

Digitization.” The American Archivist 78 (2): 452–69. https://doi-org.libproxy.uoregon.edu/10.17723/0360-9081.78.2.452		
Getting Started with Library Research: An Overview of the Process	text	8
DPLA Search Tips	text	1
Citing Artifacts in a Digital Archive – MLA (Modern Language Association) Style Center	text	3

WEEK 4 CAN I USE IT? GETTING TO KNOW COPYRIGHT, LICENSING, AND FAIR USE FOR RESEARCH DATA

PREPARE FOR CLASS:

- Read required readings
- Group Project: You must have objects that you are interested in using because they will be used in this week’s lab.

WHAT WILL BE COVERED?

- What is copyright, licensing, and fair use? What are open licenses? What are rights statements?
- Working with Rights Statements and Creative Commons and your research data – How to use and apply them as part of your research data

REQUIRED READINGS ~68 PAGES	MODALITY	PAGE #s
Copyright, Licensing, and Fair Use: A Guide for Researchers by UO Libraries DREAM Lab	text	5
Publishers are blocking digital humanities research by Catherine Crump, Berkley Blog	text	2
Creative Commons: About the Licenses	text	2
RightsStatements.org	text	4
Guide to Implementing Rights Statements from RightsStatements.org published by the Society of American Archivists	text	9
The public domain and 5 things not covered by copyright by Timothy Vollmer	text	1
Fair Use: What is Transformative Use? By NOLO	text	3
Who Owns Memes? By Benjamin D. Schwartz, the National Law Review	text	1
Copyright Issues Relevant to the Creation of a Digital Archive: A Preliminary Assessmentbody	text	9
Fair Use as Cultural Appropriation by Trevor Reed	text	29
Copyright and Unpublished Material	text	3

WEEK 5 THE OBJECTS: FILE FORMATS, MAKING SURE THEY CAN OPEN IN THE FUTURE, AND FILE NAMING CONVENTIONS

PREPARE FOR CLASS:

- Read required readings
- Group Project: Applied Rights Statements and/or Creative Commons information to object descriptions

WHAT IS DUE?

- All items for your group digital collection must be selected by the beginning of Week 5
- **SUBMISSION! Sunday at midnight before Week 6**

Grade Percentage	Assignments
15%	Week 5 - Project Progress Report – Group Assignment
5%	Week 5 - Mid-term self-evaluation and reflection – Individual Assignment
5%	Week 5 - Mid-term group-evaluation and reflection – Individual Assignment

WHAT WILL BE COVERED?

- What are objects? Why are file formats important for digital preservation? Open source vs. proprietary formats, the importance of file names being human and computer readable
- Finish collecting objects
- Continue Group project meetings, introduction to tool for reformatting digital files, creating a file naming convention for your digital collection that is human and computer readable

REQUIRED READINGS ~84 PAGES	MODALITY	PAGE #s
Obsolescence: File formats and software by DP Workshop	text	3
File Formats and standards by Digital Preservation Coalition	text	3
How to Develop a File Naming Convention for Digital Exhibit By Kate Thornhill and Gabriele Hayden	text	3
The Aura of Materiality: Digital Surrogacy and the Preservation of Photographic Archives by Jasmine Burns	text	8
How to FAIR: File Formats	text	5
Format Obsolescence: Assessing the Threat and the Defenses	text	10
Fundamentals of AV Preservation - Chapter 4	text	2
The Three Essentials of Digital Preservation: Part 3 - File Access	text	6
Library of Congress Recommended Format Statement – Digital works only!	text	44

UNIT 3: DIGITAL COLLECTIONS METADATA

WEEK 6 METADATA FOR DIGITAL COLLECTIONS: THE FOUNDATIONS AND BECOMING A CATALOGER

PREPARE FOR CLASS:

- Read required readings
- Group Project: All objects for your digital collection must be selected and available on your research infrastructure

WHAT WILL BE COVERED?

- What gives objects context? What is metadata and why is it important? What are resource descriptions and their aspects? How is Dublin Core used to support resource description? What are controlled vocabularies?
- How to use the class metadata application profile with your group's digital collection, group project meeting

REQUIRED READINGS ~71 PAGES	MODALITY	PAGE #s
Metadata Matters: The Basics presented by Dacia Metes, Digital Archives Manager, Queens Public Library	video with automated captions on YouTube	20
Introduction to Metadata for Digital Collections – Chapter 1 from Metadata for Digital Collections (access via on Canvas or course reserve at the Knight Library)	text	12
Introduction to Resource Description – Chapter 2 from Metadata for Digital Collections (access via on Canvas or course reserve at the Knight Library)	text	10
Dublin Core Metadata – Chapter 3 from Metadata for Digital Collections (access via on Canvas or course reserve at the Knight Library)	text	10
Controlled Vocabularies for Improved Resource Discovery – Chapter 6 from Metadata for Digital Collections (access via on Canvas or course reserve at the Knight Library)	text	12
Metadata Application Profile Design – Chapter 12 from Metadata for Digital Collections (access via on Canvas or course reserve at the Knight Library)	text	7

WEEK 7 METADATA FOR DIGITAL COLLECTIONS: DIVING DEEPER INO RESOURCE DESCRIPTION & METADATA ISSUES AND CHALLENGES

PREPARE FOR CLASS:

- Read required readings
- Review the class metadata application profile
- You must bring your objects and metadata to work with during the lab

WHAT IS DUE?

- Group Project: Resource descriptions and controlled vocabularies for all objects must be ready for you to remediate

WHAT WILL BE COVERED?

- Continue lecture and discussion from Week 6, introduction to challenges with resource description,
- Creating a controlled vocabulary for your digital collection, remediating any object resource descriptions, group project meeting

REQUIRED READINGS ~111 PAGES	MODALITY	PAGE #s
“Controversies in the Library of Congress Subject Headings (LCSH): The Case of Illegal Aliens.” Librarianship Studies and Information Technology Blog. Accessed November 3, 2022.	text	9
Drabinski, Emily. 2013. “Queering the Catalog: Queer Theory and the Politics of Correction.” Publications and Research from CUNY (City University of New York) Graduate Center, 2013.	text	19
Resource Description: Identification and Responsibility – Chapter 4 from Metadata for Digital Collections (access via on Canvas or course reserve at the Knight Library)	text	6
Resource Description: Content and Relationship Elements – Chapter 5 from Metadata for Digital Collections (access via on Canvas or course reserve at the Knight Library)	text	7
The Trans Metadata Collective, Burns, Jasmine, Cronquist, Michelle, Huang, Jackson, Murphy, Devon, Rawson, K.J., Schaefer, Beck, Simons, Jamie, Watson, Brian M., & Williams, Adrian. (2022). Metadata Best Practices for Trans and Gender Diverse Resources (1.0). Zenodo.	text	36
Archives for Black Lives in Philadelphia: Anti-Racist Description and Resources by Archives for Black Lives in Philadelphia’s Anti-Racist Description Working Group	text	34

UNIT 4: STANDARDIZING RESEARCH DATA AND ADDING A DIGITAL COLLECTION TO COLLECTIONBUILDER

WEEK 8 COLLECTIONBUILDER: DIGITAL PLATFORM REQUIREMENTS FOR OBJECTS AND METADATA

PREPARE FOR CLASS:

- Read required readings
- You must bring your objects and metadata to work with during the lab
- Make a GitHub account and share your handle via Canvas

WHAT WILL BE COVERED?

- Introduction to CollectionBuilder, exploring example CollectionBuilder digital collections, why do humans need to structure data to be readable by a computer? What is GitHub and how are humanists using it?

- Apply MAP guidelines and data cleaning techniques demo using Excel, how to export and Excel file into a .csv, group project meeting

REQUIRED READINGS ~55 PAGES	MODALITY	PAGE #s
What is a CSV file?	text	3
Definition: Encoding and Decoding by Andrew Zola, TechTarget.com	text	3
Import or export text (.txt or .csv) files	text	0.5
The Ultimate Guide to Data Cleaning by Omar Elgabry	text	10
Presentation on How Digital Humanists Use GitHub, Digital Humanities 2016 conference, presented by Lisa Spiro and Sean Morey Smith	text	6
Collection Builder - Metadata and Data Dictionary	text	12
CollectionBuilder - About	text	5
Muskuy Yachay Archives: Materials related to Kichwa-language muskuy narratives of the Runa of Ecuador	text	5
Chocolates Juncosa: Collection of chromo trade cards depicting the Cuban War of Independence and the Spanish-American War (1895-1898)	text	5
Environmental Justice Research Repository: Interconnected histories of racism, urban ecology, and environmental activism in Eugene, Oregon	text	5

WEEK 9 PERMANENT ARCHIVING & SHARING RESEARCH DATA AND ADDING YOUR DIGITAL COLLECTION TO COLLECTIONBUILDER

PREPARE FOR CLASS:

- Read required readings
- Research dataset must be ready for upload to CollectionBuilder by the beginning of this week.
-

WHAT WILL BE COVERED?

- If you were to publish your dataset, then where should it go? Open data sharing and reuse, archiving with open data repositories and institutional repositories, the importance of digital object identifiers
- Writing with Markdown using Visual Studio Code, Dillinger.io and GitHub, adding objects and metadata to collection builder

REQUIRED READINGS ~66	MODALITY	PAGE #s
Redfern, Nick. "A Data Set for US Horror Film Trailers", Research Data Journal for the Humanities and Social Sciences (published online ahead of print 2021), doi: https://doi.org/10.1163/24523666-bja10017	text	10

Buddenbohm, S., de Jong, M., Minel, J.L. et al. Find research data repositories for the humanities - the data deposit recommendation service. Int J Digit Humanities 1, 343–362 (2021). https://doi.org/10.1007/s42803-021-00030-7	text	20
Why DOI? by Richard Higgins, University of Indiana Bloomington	text	2
Scholars' Bank — UO's Institutional Repository Overview	text	10
Getting Started with Markdown: What is Markdown?	text	5
Markdown: Extended Syntax	text	8
What is a README.md?	text	8
GitHub: Organizing information with tables	text	2
Dillinger.io	text	1

WEEK 10 FINAL PRESENTATIONS

PREPARE FOR CLASS:

- Complete your final group presentation
- Present your final group presentation
- **SUBMISSION! Sunday at midnight before Finals Week**

WHAT IS DUE?

Grade Percentage	Assignments
20%	Week 10 - Final Presentation: Publicly Available Thematic Research Digital Collection Presentation – Group Assignment
0%	Class Evaluations

REQUIRED READINGS ~10 PAGES	MODALITY	PAGE #s
UO Libraries Digital Research, Education, and Media Lab – Digital humanities, open scholarship publishing, and public scholarship focus	text	8
UO Libraries Data Services – Science and social science focus	text	1
UO Libraries Special Collections and Archives	text	1

FINALS WEEK – NO CLASS

WHAT IS DUE?

- **SUBMISSION! Submit your work through Canvas. Sunday at midnight, end of Finals Week.**

Grade Percentage	Assignments
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30%	Finals Weeks - Data Management Plan and Data Documentation and Dataset – Group Assignment
5%	Finals Weeks - Final self-evaluation and reflection – Individual Assignment
5%	Finals Weeks - Final group-evaluation and reflection – Individual Assignment

MAJOR ASSIGNMENT – TERM LONG GROUP PROJECT

PLANNING, DEVELOPING, DOCUMENTING, AND PUBLISHING A PUBLICLY AVAILABLE THEMATIC RESEARCH DIGITAL COLLECTION

PROJECT BREAKDOWN AND DUE DATES

Grade Percentage	Assignments
15%	Week 5 - Project Progress Report – Group Assignment
5%	Week 5 - Mid-term self-evaluation and reflection – Individual Assignment
5%	Week 5 - Mid-term group-evaluation and reflection – Individual Assignment
20%	Week 10 - Final Presentation: Publicly Available Thematic Research Digital Collection Presentation – Group Assignment
30%	Finals Weeks - Data Management Plan and Data Documentation and Dataset – Group Assignment
5%	Finals Weeks - Final self-evaluation and reflection – Individual Assignment
5%	Finals Weeks - Final group-evaluation and reflection – Individual Assignment

PURPOSE

WHAT ARE YOU GOING TO MAKE?

Throughout the term, you will be working with a small group to gather, document, build, and publish a research digital collection that is thematically related to the State of Oregon. You are welcome to pick a topic of interest to students of history, cultural studies, science, education, political science, etc. Here is an example: [Environmental Justice Research Repository: Interconnected histories of racism, urban ecology, and environmental activism in Eugene, Oregon](#)

You are **required** to use objects that come from special collections and archives, museums, galleries, and libraries. We are specifically looking to only use primary sources. Think of your collection being data that will be used by researchers, GLAM professionals, and data experts interested in observing and interpreting history to learn something new or make connections to the present day. Many people could want to use your collection to create timelines, digital narrative maps, eBooks, book companion websites, digital exhibits, and more.

Before those people can use your collection as data, all historic objects need digital curation and preservation actions applied to them. Something to note, digital curation and preservation actions can also be referred to as data curation and preservation.

These actions include gathering objects based on a topic and given context; standardizing and remediating data according to information professional best practices and guidelines; objects copyright and licensing evaluated for reuse; structuring data for computer interoperability; reviewing data for quality, security, and privacy; backing-up and archiving data to prevent loss; and publishing objects contextualized and described for public access. Most importantly all actions decisions need documentation. This is because for people to reuse your collection as data, they need to know why objects were brought together and formed and intellectually described and arranged as a digital collection.

This term-project is one that is scaffolded across 10 weeks. There are 4 aspects to the project that you will be graded on as a group. While curating your collection, your term-based group project will cumulate through required assignments.

They include:

1. Project Progress Report
2. Final Group Presentation
3. Data Management plan and Data Documentation
4. Thematic Research Digital Collection made publicly available with CollectionBuilder and GitHub

Also, all group members must submit self and group evaluations and reflections during the middle and end of the term. This is meant to be a way to assess yourself and peers and allow your instructor to give you and your group feedback that improves your work.

Please go to Canvas for project requirements and details about how to complete all these project aspects. There will be assignment descriptions and rubrics for you to access.

GROUP WORK NORMS

- Everyone will be assigned to one group for the term and build a single thematic research digital collection.
- Everyone will have a dedicated role in their group. You will either be the project manager, collection development manager, object preservation manager, metadata manager, and publishing and repository manager. These roles are defined in Appendix
- You are expected to communicate and work together outside of class time. Working on your thematic research digital collection outside of class is considered your homework time for this course.
- You are encouraged to use project management and communication tools like MS Teams, e-mail, Zoom and/or in-person meetings to work effectively as a group
- All group members are expected to contribute to the group project throughout the entire term.
- All groups should have a central file storage location for their project materials.
- Group members are expected to take notes during all group project meetings. These notes should be kept in your group project folder and be available to everyone in the group.

- You will be graded using this rubric [Donaldson, Mary, and Rosie Higman. 2018. “Arts and Humanities Research Council Data Management Plan Rubric.” November 30. <https://doi.org/10.5281/zenodo.1745533>] and following the National Endowment for the Humanities DMP template: [NEH’s Data Management Plan Requirements](#)