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University of Michigan  
School of Information

## SI 640 DIGITAL LIBRARIES AND ARCHIVES

### SYLLABUS

**Term:** Fall 2010  
**Meeting Time:** Tuesday, 8:30 am to 11:30 am  
**Website:** <https://ctools.umich.edu/portal>  
**Credits:** 3  
**Instructor:** Paul Conway

#### Description

This course focuses on the current state of “digital libraries” and “digital archives” from a multidisciplinary perspective. Its point of departure is the possibilities and prospects for convergence of professions and cultures around the notion of digital media and content. The course covers the history of the idea of digital library and digital archive, especially its manifestation as projects and programs in academic, non-profit, and research settings, and the suite of policy issues that influence the development and growth of digital libraries and archives. A foundation of core archival principles as applied in digital library and archives settings will serve as an intellectual construct supporting the exploration of the related concepts of organized digital content, metadata schemes, and understanding the user experience. Students will be expected to master a diverse literature, to participate actively in the discussion of issues, and complete individual and group assignments that reinforce understanding of trends and directions of digital libraries and archives.

#### Objectives

- Apply key archival principals to a digital library program
- Understand the development of digital libraries and archives as an international phenomenon
- Explore the literature, key leaders, and significant digital library/archive programs
- Establish a broad context for the issues and challenges facing digital libraries and archives, particularly building content, developing metadata frameworks that support preservation and access, and evaluating the digital library experience

#### Readings

There is no required textbook for the course. Required readings average 150 to 250 pages per week, with optional reading determined by each student’s interests and knowledge, as well as the relevance of a given topic to course projects and final reports. All required readings are either on the World Wide Web (WWW), accessible through the CTools site for the course, or available through University Reserves’ Electronic Reserve Service. <http://www.lib.umich.edu/reserves>

## Resources

Weekly lecture slides, additional resources for class assignments and weekly discussion topics are posted on CTools by the start of class. Students wishing to follow the lecture with the slides can download them from CTools. The CTools Portal URL is: <http://ctools.umich.edu>

## Grade Distribution

- |                        |     |
|------------------------|-----|
| • Class participation  | 25% |
| • Essay and reflection | 25% |
| • METS analysis        | 20% |
| • MediaWiki Directory  | 30% |

## Academic Integrity

Academic honesty and responsibility is fundamental to our scholarly and professional community. Students are responsible for maintaining high standards of conduct while engaged in course work, research, dissertation or thesis preparation, and other activities related to academics and their profession. It is expected that students will abide by the provisions of the Rackham Graduate School Policy Statement on Academic and Professional Integrity:

<http://www.rackham.umich.edu/StudentInfo/Publications/GSH/html/APPC.html#1>

## Students with Disabilities

Any student who feels that he/she may need an accommodation for any sort of disability, please see me during office hours or email me to make an alternative appointment.

## Classroom Etiquette

Students are encouraged to bring notebook computers to class and to use them actively as learning tools. Students should:

- use laptops for taking notes, conducting research required for activities, and other specific classroom tasks as assigned by the instructor. During class, students should not check e-mail, chat, IM, play games, or perform other off-task activities.
- engage in class activity as actively as they would in any other class. The computer should not become a barrier to one-on-one interaction, but instead should help facilitate the exchange of ideas and engagement in classroom contact. If you know you are not good at multi-tasking, minimize the use of your notebook in class.
- show sensitivity to others. Students should not display screen images and multimedia content that might be distracting or offensive to other members of the class, including wallpapers, screen savers.