INFS 642 Preservation Management

INFS 642 Preservation Management
Fall 2022
Thursday 2:30 pm – 5:30 pm
EDUC 433
Number of credits: 3

Course Lecturer: François Dansereau
Email: francois.dansereau@mcgill.ca
Office hours: By appointment

As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009.

Course Description

The course covers the principles and practices for the management and preservation of analog and digital records in memory institutions. It introduces existing policies, standards and frameworks associated with the preservation of archival records and reflect on the social and cultural dynamics that shape these preservation processes and initiatives. The course provides theoretical concepts and methods oriented toward continued access to archival materials through various activities, including selection, preventive conservation, migration, digitization, risk management, and digital preservation. Emphasizing the digital component of the preservation of documentary heritage the course also examines the ethical dimensions of digitization, preservation, and information sharing. It explores the relation between the preservation of historical and cultural heritage materials with issues of access and considers the contribution of the preservation of archival records on community memories. The course also puts forward questions of sustainability in times of climate change.

Learning Outcomes of the Course

By the end of this course students will be able to:

- Identify the fundamental principles and strategies for the enduring preservation of cultural heritage material;

- Recognize that the digitization of historical records is a primary preservation strategy in cultural heritage institutions;

- Recognize that the preservation of cultural heritage materials involves operations and enduring strategies that accompany the digitization of historical material;

- Prepare and assess the planning and policy decisions regarding the preservation of archival collections;

- Reflect on the impact of preservation on questions of access;

- Identify and reflect on legal, ethical, and technical questions concerning the preservation of cultural heritage material;

- Assess social, cultural, and political factors and variables involved in enduring preservation initiatives, and their impact on human memory; and

- Engage in discussions of representation and representativity associated with the preservation of cultural heritage material

Required Course Materials

Reading materials are listed for each week. Students are expected to read the material before each session, as group meetings will involve discussions of the articles listed for each class.

All reading material will be available in MyCourses.

Instructional Method

The course consists of lectures, critical analysis of the literature, exploration of preservation initiatives, group projects, student presentations, group discussions, and guest speakers on special topics. Student participation in group discussions is an important part of the course. Students are also expected to participate via the discussion forum in MyCourses.

Course Evaluation

Specific guidelines for each assignment will be communicated and distributed in class, as the course progresses. Papers should be submitted electronically at the beginning of the class on due dates. Late submission of papers will get penalty points (2 points per day). Late submission without penalty is permitted ONLY with illness (doctor's certificates required) or family emergency (certificates required).

Language of Submission

« Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant.e a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue). » (Approuvé par le Sénat, 21 janvier 2009)

"In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives." (Approved by Senate on 21 January 2009)

Assignments	Due date	% of final grade
Research paper proposal	Session 6, 6 Oct	0
Group project: digitization planning report (5-6 students per team)	Session 8, 20 Oct.	30
Take-home exam	Session 11, 10 Nov.	30
Student presentation (individual) on final paper	Sessions 12-13, 17 Nov., 24 Nov.	5
Final research paper	8 December	35

Weekly Schedule (subject to change according to guest speakers' availability and health restrictions)

Session 1: 1 September
Overview of the course, definitions, and features of preservation

Van Garderen, P. (2016). *Archives, technology, innovation*. Association of Canadian Archivists Annual Conference. https://vangarderen.net/posts/archives-technology-and-innovation.html

Szekely, I. (2017). Do archives have a future in the digital age? *Journal of Contemporary Archival Studies 4(1)*, 1-16.

Session 2: 8 September
Preservation strategies in the digital age, Part 1

McCann, L. (2013). Preservation as obstacle or opportunity? Rethinking the preservation-access model in the age of MPLP. *Journal of Archival Organization 11(1-2)*, 23-48.

Newell, J. (2012). Old objects, new media: Historical collections, digitization and affect. *Journal of Material Culture 17(3)*, 287-306.

Owens, T. (2018). "Understanding digital objects." In *The theory and craft of digital preservation* (pp. 34-53). Johns Hopkins University Press.

Session 3: 15 September
Preservation strategies in the digital age, Part II

Conway, P. (2015). Digital transformations and the archival nature of surrogates. *Archival Science 15(1)*, 51-69.

Matusiak, K. K. and T.K. Johnson (2014). Digitization for preservation and access: Restoring the usefulness of the nitrate negative collections at the American Geographical Society Library. *The American Archivist 77(1)*, 241-269.

Force, D. C. and R. Smith (2021). Context lost: Digital surrogates, their physical counterparts, and the metadata that is keeping them apart. *The American Archivist 84(1)*, 91-118.

Session 4: 22 September
Visit to the McGill University Archives and
The Archive of the Jesuits in Canada (optional)

Mills, A. (2015). User impact on selection, digitization, and the development of digital special collections. *New Review of Academic Librarianship 21(2)*, 160-169.

Conway, P. (2010). Preservation in the age of Google: Digitization, digital preservation, and dilemmas. *The Library Quarterly 80(1),* 61-79.

Session 5: 29 September
Digital archival environments and the challenges of digital preservation

Arroyo-Ramirez, E., K. Bolding, F. Charlton, and A. Hughes (2018). "Tell us about your digital archives workstation": A survey and case study. *Journal of Contemporary Archival Studies 5(16)*, 1-16.

Lassere, M. and J. M. Whyte (2021). Balancing care and authenticity in digital collections: A radical empathy approach to working with disk images. *Journal of Critical Library and Information Studies 3*, 1-25.

Corrado, E. M. and H. M. Sandy (2017). What is digital preservation? In *Digital preservation for libraries, archives, and museums* (2nd ed., pp. 3-16). Lanham: Rowman and Littlefield.

Frank, R. D. (2020). The social construction of risk in digital preservation. *Journal of the Association for Information Science and Technology 71(4)*, 474-484.

Session 6: 6 October
Digital preservation frameworks and models

*Paper proposal due

Hurley, G. (2016). Community archives, community clouds: Enabling digital preservation for small archives. *Archivaria 82*, 129-150.

Browse: Canadian Heritage Information Network. (2013). Digital Preservation Policy Framework: Development Guideline Version 2.1.
https://www.canada.ca/en/heritage-information-network/services/digital-preservation/policy-framework-development-guideline.html

Owens, T. (2018). "The craft of digital preservation." In *The theory and craft of digital preservation* (pp. 72-80). Johns Hopkins University Press.

Phillips, M., J. Bailey and T. Owens (2013). The NDSA levels of digital preservation: An explanation and uses. *Archiving Conference 2013(1)*, 216-222.

Session 7: 13 October
Study break

Session 8: 20 October
Visit to the Canadian Centre for Architecture

*Group project report due

Session 9: 27 October
The ethics of recordkeeping

Chenier, E. (2015). Privacy anxieties: Ethics versus activism in archiving lesbian oral history online. *Radical History Review 122*, 129-141.

Mills, A. (2017). Learning to listen: Archival sound recordings and Indigenous cultural and intellectual property. *Archivaria 83*, 109-124.

Sutherland, T. (2017). Making a killing: On race, ritual, and (re)membering in digital culture. *Preservation, Digital Technology, and Culture 46(1)*, 32-40.

Luker, T. (2017). Decolonising archives: Indigenous challenges to record keeping in 'reconciling' settler colonial states. *Australian Feminist Studies 32(91-92)*, 108-125.

Session 10: 3 November
Post-custodialism and access

Alpert-Abrams, H., D. A. Bliss, and I. Carbajal (2019). Post-custodialism for the collective good: Examining neoliberalism in US-Latin American archival partnerships. *Journal of Critical Library and Information Studies 2(1)*, 1-24.

Christen, K. (2011). Opening archives: Respectful repatriation. *The American Archivist 74(1)*, 185-210.

Marsh, D. E. (2022). Digital knowledge sharing: Perspectives on use, impacts, risks, and best practices according to Native American and Indigenous community-based researchers. *Archival Science*, 1-35.

Session 11: 10 November
Web archiving and the preservation of social media

*Take home exam due

Williams, S. M., and J. Drake (2017). Power to the people: Documenting police violence in Cleveland. *Journal of Critical Library and Information Studies 1(2)*, 1-27.

Acker, A. and A. Kriesberg (2022). The second US presidential social media transition: How private platforms impact the digital preservation of public records. *Journal of the Association for Information Science and Technology*, 1-14.

Browse through Interference Archive: https://interferencearchive.org/

Browse through Documenting the Now: https://www.docnow.io/

Browse through Project STAND: https://standarchives.com/

Session 12: 17 November
Sustainability, preservation, and climate change

*Presentations Part I and discussion of final paper

Wolfe, M. (2012). Beyond 'green buildings': Exploring the effects of Jevons' Paradox on the sustainability of archival practices. *Archival Science 12(1)*, 35-50.

Lowe, C. L. (2020). Partnering preservation with sustainability. *The American Archivist 83(1)*, 144-164.

Session 13: 24 November

*Presentations part II and discussion of final paper

Final paper is due by 8 December 2020, 11:59 pm.

McGill University Policies and Statements

Academic Integrity

"McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures" (see McGill's guide to academic honesty for more information). (Approved by Senate on 29 January 2003)

« L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le guide pour l'honnêteté académique de McGill). » (Approuvé par le Sénat, 29 janvier 2003)

"Additional policies governing academic issues which affect students can be found in the McGill Charter of Students' Rights:
https://www.mcgill.ca/secretariat/files/secretariat/charter_of_student_rights_last_approved_october_262017.pdf.

If students are in difficulty, please see resources at this site (https://www.mcgill.ca/deanofstudents/staff/helpingstudents) or visit the Student Wellness Hub (https://mcgill.ca/wellness-hub/).

Land Acknowledgement

"McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather."

« L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant. »

Communication Policy Statement

E-mail is one of the official means of communication between McGill University and its students. As with all official communications, it is the student's responsibility to ensure that time-critical e-mail is accessed, read, and acted upon in a timely fashion. If a student chooses to forward University e-mail to another e-mail mailbox, it is that student's responsibility to ensure that the alternate account is viable.

Additional Statements

- "The University Student Assessment Policy exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads. All students and instructors are encouraged to review this Policy, which addresses multiple aspects and methods of student assessment, e.g. the timing of evaluation due dates and weighting of final examinations."

- "© Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures."

- "Content warning: Please be aware that some of the course content may be disturbing for some students. It has been included in the course because it directly relates to the learning outcomes. Please contact the instructor if you have specific concerns about this."

- "End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students."

- "In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change."