ILS Z603: Workshop for Librarians and Information Professionals
Topic: Encoded Archival Description (EAD)

Section 5560
Second Summer Session, 2017
Wednesdays, 9:00a—12:00p, LI002

Instructors
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Office hours by appointment

Syllabus subject to modification; see Canvas for current version.

COURSE OVERVIEW
Class meetings: This class will meet for six weeks, from June 21 through July 26, 2017.

This course is intended for students and individuals interested in pursuing careers in archives and special collections, students interested in digital libraries or metadata, or for individuals looking to gain a new set of skills. Students will learn about the development of the Encoded Archival Description (EAD) standard, the language powering it (XML), implementation, research, and future trends.

During class periods, students will participate in individual, graded, mark-up exercises. Since we meet only six times, attendance at every class session is mandatory and will be figured into the final grade. Exceptions to the attendance policy will be made only in extreme circumstances, and only by prior arrangement with the instructor.

During the course of the workshop, students will progressively encode a finding aid for weekly homework assignments, practice encoding a finding aid during the hands-on class sessions, and turn in a fully encoded final finding aid at the end of the six-week session. There will also be weekly discussion of readings, short writing assignments based on the readings, and a group presentation. Class participation and attendance will be factored into the final grade.

Prerequisite: either Z581 Archives and Records Management or Z584 Manuscripts. The EAD markup language for archival finding aids draws its structure, terminology, and organizational principles directly from archival descriptive practices, which are introduced in the prerequisite courses. Success in this course will depend heavily on understanding the tenets of archival description, such as provenance and original order, and the terminology used in the field. Students who have not taken one of the prerequisite courses may register *only* by prior permission of the instructor.

Course readings: are generally available through IU Libraries online journal subscriptions. When this is not the case, readings are available in Canvas. In addition, the following book will be used for this course:

- Society of American Archivists. *Describing Archives: A Content Standard, 2nd ed.* Chicago: Society of American Archivists, 2013. EAD created during this course should use DACS as a content standard. http://files.archivists.org/pubs/DACS2E-2013_v0315.pdf

LATE SUBMISSIONS

Late assignments will *not* be accepted. If you foresee any problems with turning in an assignment by the due date, please contact the instructor *prior* to the due date to discuss options.

ASSIGNMENTS AND GRADING

10% Attendance and participation: Students will be expected to participate in class at each session by contributing to the conversation based on the weekly readings and being engaged with the lecture portion of class.

20% Weekly writing assignment: Each student will turn in 1-2 pages discussing each set of readings assigned each week.

20% Ongoing in-class assignment, encoding finding aids: During weeks one, two, three, and four students will complete in-class encoding exercises to learn EAD markup concepts in preparation for completing homework. In-class exercises are due in Canvas by the end of the class session in which they are assigned.

30% Homework, encoding finding aid: During the course of the workshop, students will progressively encode a complete finding aid provided by the instructors.

10% Group presentation: Groups will present on a topic from class during Session 5. The topic will be announced during Session 2.

10% Final encoded finding aid: Students will revise and finalize fully encoded in-class finding aid and submit it to Canvas by the end of class on the last day.

GRADES

The following definitions of letter grades have been defined by student and faculty members of the Curriculum Steering Committee and have been approved by the faculty as an aid in evaluation of academic performance and to assist students by giving them an understanding of the grading standards of the Department of Information and Library Science.

A   4.0   Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.

A-   3.7   Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+   3.3   Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

B   3.0   Student performance meets designated course expectations and demonstrates understanding of the course materials at an acceptable level.

B-   2.7   Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+   2.3   Unsatisfactory work. Student performance demonstrates incomplete and inadequate
C   2.0   understanding of course materials.

C-   1.7   Unacceptable work. Coursework performed at this level will not count toward the MLS
D+   1.3   or MIS degree. For the course to count toward the degree, the student must repeat
D   1.0   the course with a passing grade.
D-   0.7

F   0.0   Failing. Student may continue in program only with permission of the Department Chair.

ACADEMIC HONESTY

This course will follow Indiana University policies on academic dishonesty. Students found to be engaging in plagiarism, cheating, and other types of dishonesty will receive an F for the course. For further information, please see the Code of Student Rights, Responsibilities, & Conduct (http://www.iu.edu/~code/).

SEXUAL MISCONDUCT & TITLE IX

As your instructors, one of our responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

>The Sexual Assault Crisis Service (SACS) at 812-855-8900
>Counseling and Psychological Services (CAPS) at 812-855-5711
>Confidential Victim Advocates (CVA) at 812-856-2469
>IU Health Center at 812-855-4011

For more information about available resources:
http://stopsexualviolence.iu.edu/help/index.html

It is also important that you know that federal regulations and University policy require us to promptly convey any information about potential sexual misconduct known to us to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

We encourage you to visit stopsexualviolence.iu.edu to learn more.

USEFUL RESOURCES TO BOOKMARK AND USE

- EAD Tag Library 2002 (http://www.loc.gov/ead/tglib/index.html)
- IUB EAD Manual (Canvas)

COURSE SCHEDULE

SESSION 1: EAD Technical Introduction (June 21)

Topics covered:

- Introduction to EAD: Introduction to XML and Schemas; EAD as a markup language: focus and intent; Basic structure of EAD
- Focus on tags: <archdesc> and <did> in detail
- Structural markup available throughout EAD

In-class exercises:

- Learning to use the <oXygen /> XML Editor
- Learning to upload files to Xubmit
- Become familiar with the EAD Tag Library (http://www.loc.gov/ead/tglib/index.html)
- Become familiar with the IUB EAD Manual (Canvas site)
- Finding aid: encode <archdesc> (<did>)

SESSION 2: EAD in Practice (June 28)

Topics covered:

- EAD History and Current Status
- EAD Intellectual vs Physical Structure
- Why the archival community developed EAD
- Administrative considerations for adopting EAD
- How to read the EAD documentation
- Focus on Tags: EAD elements for access restrictions, biographical history, arrangement, scope content, EAD header; EAD attribute @encodinganalog

In-class exercises:

- Finding aid: Review <did>; encode <eadheader>, <accessrestrict>, <bioghist>, <arrangement>, <scopecontent>, <relatedmaterial>, <separatedmaterial>, and <descgrp>

Assignments due:

- Week 2 required readings
- Finding aid: encode <archdesc> (<did>)

Required readings:

- Pitti, Daniel (November 1999). "Encoded Archival Description: An Introduction and Overview." *D-Lib Magazine,* v. 5, n.11. Available at http://www.dlib.org/dlib/november99/11pitti.html
- Gracy, Karen and Frank Lambert (April 2014). "Who's Ready to Surf the Next Wave? A Study of Perceived Challenges to Implementing New and Revised Standards for Archival Description." *The American Archivist*. Vol. 77, No. 1, pp. 96-132. IU Libraries online subscription.
- EAD Application Guidelines, Section 3.4. Understanding Multilevel Description and Section 3.5.2.4. Physical Location and Container Information.

SESSION 3: Best Practices, Who's Doing What How? (July 5)

Topics covered:

- Need for best practices: Review of some best practices documentation; Best practice validation services
- *Describing Archives: A Content Standard*
- Review of Lilly collection EAD template

- Focus on Tags: EAD elements for controlled access headings, component list levels
- Incorporating EAD into archival processing workflow

In-class exercises:

- Finding aid: Review last week's elements; encode controlled access headings and begin <dsc>

Assignments due:

- Week 3 required readings
- Finding aid: encode <eadheader>, <accessrestrict>, <bioghist>, <arrangement>, <scopecontent>, <relatedmaterial>, <separatedmaterial>, and <descgrp>

Required readings:

- Wisser, Katherine M. and Jennifer O'Brien Roper. (April 2003). "Maximizing Metadata: Exploring the EAD-MARC Relationship." *Library Resources and Technical Services* v. 47, n. 2, pp. 71-76. IU Libraries online subscription.
- Whittaker, Beth. M. (2007). "DACS and RDA: Insights and Questions from the New Archival Descriptive Standard." *Library Resources & Technical Services,* v. 51, n. 2, pp. 98-105.
- [RLG Best Practice Guidelines for Encoded Archival Description](#), August 2002 (just skim)
- OAC Best Practice Guidelines for Encoded Archival Description, April 2005 (just skim) https://help.oac.cdlib.org/support/solutions/articles/9000103649-oac-best-practice-guidelines-for-ead

SESSION 4: Digitized Collections and Minimal Finding Aids (July 12)

Topics covered:

- More Product, Less Process and EAD
- Encoded Archival Context
- EAD and digitized collections

In-class exercises:

- Review controlled access headings and beginning of <dsc>; complete encoding folder list (<dsc>)

Assignments due:

- Week 4 required readings
- Finding aid: encode controlled access headings and begin <dsc>

Required readings:

- Bowen Maier, Shannon. (2011). "MPLP and the Catalog Record as a Finding Aid." *Journal of Archival Organization*, v. 9, n. 1, pp. 32-44. IU Libraries online subscription.
- Zhang, Jane and Dayne Mauney (2013). "When Archival Description Meets Digital Object Metadata: A Typological Study of Digital Archival Representation." *The American Archivist*, v. 76, n. 1, pp. 174-195. IU Libraries online subscription.

SESSION 5: EAD Collaboration (July 19)

Topics covered:

- Issues related to collaboration: flexibility vs. consistency; users and archives; technical means of sharing EAD files
- "Next generation" finding aids - Part 1

Group presentations

In-class exercises:

- Review complete in-class finding aid

Assignments due:

- Week 5 required readings
- Finding aid: complete encoding <dsc>

Required readings:

- Schaffner, Jennifer. (2009). "The Metadata is the Interface: Better Description for Better Discovery of Archives and Special Collections." Report produced by OCLC Research.
- Arnold, Kerstin. (2014). "EAD3 and the Consequences of the New Version." Archives Portal Europe network of excellence (APEx) Project.

SESSION 6: Publishing and Future Trends in EAD (July 26)

Topics covered:

- EAD creation methods
- XML delivery and search systems
- "Next generation" finding aids – Part 2

In-class exercise:
- XSLT and the EAD Cookbook
- EAD2002 to EAD3 transformations

Assignments due:

- Week 6 required readings
- Final finding aid by 5pm

Required readings:
- EAD2002 Cookbook – download EAD 2002 Cookbook ZIP file, unzip, then review EAD2002cookbook.pdf (just skim)
- SAA-SDT/EAD2002toEAD3 on GitHub – download EAD2002toEAD3 Version 1.0.0 ZIP file, unzip, review README on GitHub (just skim)