

NYU Moving Image Archiving and Preservation (MIAP) Program
Spring 2023 Syllabus
Video Preservation II, CINE-GT 3404

Wednesdays @ 6-9 PM

9 Sessions: 1/25, 2/1, 2/8, 2/22, 3/1, 3/8, 3/22, 4/12, 4/26

665 Broadway, Room 643

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I don't have set office hours; please email me to set up an in-person or virtual meeting.

DESCRIPTION: This is the second MIAP course devoted to Video Preservation. While Video Preservation I focuses on teaching students hands-on video reformatting skills, Video Preservation II is designed to give students experience with outsourced video preservation projects. During this class, students will participate in such a project, including communicating with vendors, writing a Statement of Work and Request for Proposals, and performing quality control on the project deliverables. The course will also strengthen students' decision making, project management, and workflow development skills, which are key to the execution of a successful outsourced preservation project.

LEARNING OBJECTIVES: Students will come out of this course with all the skills necessary to manage outsourced video preservation projects from start to finish.

EXPECTATIONS: Attendance and participation are the most critical part of the course. As lessons will build on each other, as well as inform the various deliverables throughout the semester, each student's presence and engagement is critical to the completion of the course. In the case of illness or other unexpected absences, please notify the instructor prior to the start of class. Unexcused absences will negatively impact your final grade. The course is graded on a pass/fail basis that will take into account both your work on the semester-long vendor project and your participation in class.

The vendor project includes a series of tasks and written assignments to be completed over the course of the semester, which are detailed later in the syllabus. Aside from the final project summary report, all project work is to be done collaboratively by a group of students, and a single grade will be assigned to all students in the group.

For the collaborative writing assignments that are part of the vendor project, each group should set up a Google Drive folder that is shared with all group members and the instructor. In addition, once written assignments have been finalized, a PDF version should be sent to the instructor before the due date mentioned in the syllabus.

Many parts of the vendor project require students to communicate directly with vendors or clients. As these communications are part of the coursework, please copy the instructor on all such emails.

When students submit digital files of their work, the file names should conform to MIAP's standard format, with f used to indicate fall semester and s used to indicate spring semester: YYsemester_course number_author's last name_assignment number.file extension. Here is an example of a student with the surname Smith, submitting the first assignment in the fall 2016 course CINE-GT 1800:

16f_1800_Smith_a1.pdf

For multiple authors, the two initials of each author will be used, separated from each other by underscores. An underscore and the assignment number will follow this. Assignment numbers are determined by the order in which the assignments are given. They begin with an "a," followed by a number between one and ten. For assignments with multiple files, a letter can be added after the number. Thus, one could have "a1b," meaning that this is the second of multiple files from one student for one particular assignment.

As the goal of MIAP is to be useful to the archival field, the default status of student works will be public. Students, in consultation with the course professor, can make a case for why their paper should be restricted. Proprietary information, confidential information or copyright issues may lead to this decision, not a general unwillingness to make work public. In this case the student would add a "_x" to the end of the file name indicating the file's restricted status: 16f_1800_Smith_a1_x.pdf. Otherwise, permission shall be implicitly granted for the student's work to be posted on the MIAP website.

IMPORTANT POLICIES AND RESOURCES

Tisch Policy on Academic Integrity

The core of the educational experience at the Tisch School of the Arts is the creation of original work by students for the critical review of faculty members. Any attempt to evade that essential transaction through plagiarism or cheating is educationally self-defeating and a grave violation of Tisch's community standards. Plagiarism is presenting someone else's original work as if it were your own; cheating is an attempt to deceive a faculty member into believing that your mastery of a subject or discipline is greater than it really is. Penalties for violations of Tisch's Academic Integrity Policy may range from being required to redo an assignment to dismissal from the School. For more information on the policy--including academic integrity resources, investigation procedures, and penalties--please refer to the [Policies and Procedures Handbook](http://tisch.nyu.edu/student-affairs/important-resources/tisch-policies-and-handbooks) (tisch.nyu.edu/student-affairs/important-resources/tisch-policies-and-handbooks) on the website of the Tisch Office of Student Affairs.

Health & Wellness Resources

Your health and safety are a priority at NYU. If you experience any health or mental health issues during this course, we encourage you to utilize the support services of the 24/7 NYU Wellness Exchange: contact 212-443-9999 or via their [website](#). Also, all students who may require academic accommodation due to a qualified disability, physical or mental, please register with the Moses Center for Student Accessibility (CSA): contact 212-998-4980 or via their [website](#). Please let your instructor know if you need help connecting to these resources. Students may also contact MIAP Director Juana Suárez (juana@nyu.edu) and/or Academic Program Manager, Jess Cayer (jess.cayer@nyu.edu) for help connecting to resources.

Sexual Misconduct, Relationship Violence, and Stalking Resource Guide for Students

New York University (NYU) is committed to providing a safe environment for its Students. Sexual Misconduct, Relationship Violence, and Stalking are emotionally and physically traumatic, and are a violation of one's rights. There are many on-campus and community support services and resources available to help Students. Students are encouraged to consult the online [Sexual Misconduct, Relationship Violence, and Stalking Resource Guide for Students](https://nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/sexual-misconduct--relationship-violence--and-stalking-resource-.html) (nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/sexual-misconduct--relationship-violence--and-stalking-resource-.html) for detailed information about on-campus and community support services, resources, and reporting procedures. Students are also welcome to report any concerns to MIAP Director Juana Suárez (juana@nyu.edu) and/or Academic Program Manager, Jess Cayer (jess.cayer@nyu.edu).

NYU Title IX Policy

New York University (NYU) is committed to complying with Title IX and related laws and guidance, enforcing University policies prohibiting discrimination, and maintaining a safe learning, living, and working environment. To that end, the responsibilities of NYU's Office of Equal Opportunity (OEO) include managing the University's response to reports of discrimination, including alleged violations of [NYU's Sexual Misconduct, Relationship Violence, and Stalking Policy](#) (Sexual Misconduct Policy). Detailed information regarding these laws and related NYU policies and the resources that are available to students through the Title IX office can be found by using [this link](#).
<https://www.nyu.edu/about/policies-guidelines-compliance/equal-opportunity/title9.html>

Non-Discrimination and Anti-Harassment Policy & Reporting Procedures

New York University is committed to equal treatment and opportunity for its students; to maintaining an environment that is free of bias, prejudice, discrimination, harassment, and retaliation; and to establishing complaint procedures for allegations involving students. This policy demonstrates the University's strong commitment to prevent discrimination and harassment against students on the bases of several protected characteristics as set forth below. This policy applies regardless of whether the alleged wrongdoer is a student. This policy applies when the conduct occurs on NYU premises, in the context of an NYU program or activity (including but not limited to NYU-sponsored study abroad, research, or internship program), or the conduct occurs outside the context of an NYU program or activity but (i) has continuing adverse effects on NYU premises or in any NYU program or activity or (ii) occurs in close proximity to NYU premises and is connected to violative conduct on NYU premises.

NYU strongly encourages all members of the University community who have been victims of prohibited discrimination, prohibited harassment, or retaliation to report the conduct. In the case of incidents of prohibited discrimination and prohibited harassment alleged to have been committed against students, the student complainant or other reporting party may make a report to anyone listed on this website: [Non-Discrimination and Anti-Harassment Policy and Complaint Procedures](#)

(nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/non-discrimination-and-anti-harassment-policy-and-complaint-proc.html) which also has detailed information about on-campus and community support services, resources, and reporting procedures.

MIAP students may make such reports to MIAP Director Juana Suárez (juana@nyu.edu) and/or Academic Program Manager, Jess Cayer (jess.cayer@nyu.edu), or directly to the offices linked above.

NYU Guidelines for Compliance with the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) was enacted to protect the privacy of students' education records, to establish the rights of students to inspect and review their education records, and to provide students with an opportunity to have inaccurate or misleading information in their education records corrected. In general, personally identifiable information from a student's education records, including grades, may not be shared without a student's written consent. However, such consent is not needed for disclosure of such information between school officials with legitimate educational interests, which includes any University employee acting within the scope of their University employment. See [here](#) (nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/FERPA.html) for full policy guidelines.

NYU Student Religious Observance Policy

See [here](#) for the University Calendar Policy on Religious Holidays.

NYU Academic Support Services

NYU offers a wide range of academic support services to help students with research, writing, study skills, learning disability accommodation, and more. Here is a brief summary:

NYU Libraries

Main Site: library.nyu.edu; Ask A Librarian: library.nyu.edu/ask

70 Washington Square S, New York, NY 10012

Staff at NYU Libraries has prepared a guide

(<http://guides.nyu.edu/c.php?g=276579&p=1844806>) covering services and resources of particular relevance to graduate students. These include research services and guides by topic area, subject specialists, library classes, individual consultations, data services, and more.

There's also a range of study spaces, collaborative work spaces, and media rooms at Bobst, the library's main branch.

The Writing Center

nyu.mywconline.com

411 Lafayette, 4th Floor, 212-998-8860, writingcenter@nyu.edu

The Writing Center is open to all NYU students. There, students can meet with a faculty writing consultant or a senior peer tutor at any stage of the writing process, about any piece of writing (except exams). Appointments can be scheduled online. Students for whom English is a second language can get additional help with their writing through a monthly workshop series scheduled by the Writing Center (cas.nyu.edu/content/nyu-as/cas/ewp/writing-resources/rise-workshops.html).

The University Learning Center (ULC)

nyu.edu/ulc; Academic Resource Center (18 Washington Pl, 212-998-8085) or University Hall (110 East 14th St, 212-998-9047)

Moses Center for Student Accessibility (CSA)

<https://www.nyu.edu/students/communities-and-groups/student-accessibility.html>

726 Broadway, 3rd Floor, 212-998-4980, mosescsd@nyu.edu

New York University is committed to providing equal educational opportunity and participation for all students. The Moses Center for Student Accessibility (CSA) works with NYU students to determine and implement appropriate and reasonable accommodations as well as connect to available programs and resources to support equal access to a world-class education. CSA provides services for undergraduate and graduate students (and other students enrolled in an NYU course) with hearing and visual, mobility, learning and attention, chronic illness, psychological and temporary needs. Learn more about CSA services at nyu.edu/csa.

MIAP Resources for Current Students

More resources for current MIAP students can be found here:

<https://tisch.nyu.edu/cinema-studies/miap/current-students> including the Program Contacts, links to the NYU MIAP Student Handbook, Academic Policies, Important Dates, and additional information for current MIAP students.

VENDOR PROJECT

The vendor project is a semester-long, collaborative assignment designed to give MIAP students the full experience of working with a preservation vendor to reformat archival video materials. The project includes a series of activities and written assignments to be completed over the course of the semester. The class will be split into two groups, each of which will conduct a separate preservation project; all assignments are designed to be completed collaboratively and all group members will receive a single grade for project work.

Project Roles: One or two students in each group will take on each of the following project roles. Each assignment listed below has a designated lead role, as indicated by the abbreviations below. The student(s) filling that role is/are **not** solely responsible for completing that assignment; rather, they are responsible for coordinating the activities related to that role and delegating work as appropriate. If at any point you feel that work is not being distributed evenly within your group, please contact the instructor.

- **Vendor relations [VR]:** This student is responsible for communicating with vendors during the RFP process and once the preservation project has begun. They should also compile the questions to ask vendors during the in-class conversations and lead these conversations.
- **Client relations [CR]:** This student is responsible for communicating with the representatives of the client organizations that are providing videos to the class to be preserved. They should lead the in-class discussions with the client representatives and conduct other communications with the representative as necessary. At the end of the project, they are responsible for delivering the files to the client.
- **RFP creation [RFP]:** This student (or students) is/are responsible for leading the creation of the RFP to be sent to vendors. They should delegate the writing of sections of the RFP among the students in their group and synthesize the work into a complete document.
- **Quality control [QC]:** This student is responsible for coordinating the quality control work for the files delivered from the vendor, including coordinating the written quality control plan.

Key Project Due Dates (see below for assignment details)

Feb. 1: Prepare questions for client representatives

Feb. 7: RFP draft due

Feb. 17: Final RFP due

Feb. 22: Prepare questions for vendor representatives

Apr. 12: QC plan due

Apr. 14: Receive files from vendor

Apr. 26: In-class project presentations

May 12: Final report due

Class 1: January 25

Readings:

- AMIA Global Supplier Directory. Retrieved at <https://amianet.org/resources/global-supplier-directory/>
- ARSC Audio Preservation & Restoration Directory. Retrieved at <http://www.arsc-audio.org/pdf/directory.pdf>.
- Lacinak, Chris. "Guide to Developing a Request for Proposal for the Digitization of Video (and More)". 2013. Accessed 1/16/2019 at http://www.avpreserve.com/wp-content/uploads/2013/10/AVPS_Digitization_RFP_Guide.pdf.
- IASA Special and Technical Publications. Retrieved at <https://www.iasa-web.org/iasa-special-and-technical-publications>. (TC-03, 04, 05, 06)
- FIAT/IFTA Migration Project Guide. Retrieved at <https://fiatifta.org/commissions/preservation-and-migration-commission/>. (Scroll down to

Outsourced Migration Guide section, then click “Background” and download as PDF for easier reading.)

Topics & Activities:

- Review/discuss syllabus, class goals, and assignments
- When/why to outsource
- Finding/selecting/contacting vendors
- RFP creation
- Discussion of client organizations
- Form groups, assign roles

ASSIGNMENT: Representatives of both client organizations will be joining the class on February 1. Each group should prepare questions to ask their representative, keeping in mind the information that will be needed to prepare their RFP - desired deliverables, file & metadata specifications, etc. Other written materials relating to the organizations and/or projects may be handed out in class. **[CR]**

Class 2: February 1

Readings:

- Various sample RFPs and responses (to be handed out in previous class)
- Background material on clients & projects (to be handed out in previous class)
- De Stefano, Paula et al. “Digitizing Video for Long-Term Preservation: An RFP Guide and Template”. 2013. Accessed 1/16/2019 at http://guides.nyu.edu/ld.php?content_id=24817650.

Topics:

- Conversations with client representatives
 - Amy Aquilino (Women’s Film Preservation Fund & Women Make Movies)
 - Nick Carbone & James Ivory
- Continued discussion of RFP creation
- Different types of projects/vendors/RFPs
- Group work to begin creating RFP

ASSIGNMENT: Work on draft version of project RFP in Google Drive. Submit draft link to instructor and classmates by 6PM on Tuesday, Feb. 7. Come to class on Feb. 8 prepared to discuss both groups’ RFP drafts. **[RFP]**

Class 3: February 8

Topics & Activities:

- Discuss draft RFPs
- Project management & decision making
- Group work to finalize RFP

ASSIGNMENT: Submit RFP to vendors by 12PM on Friday, Feb. 17. The RFP should describe the materials to be preserved, the required deliverables, and other project specifications, as well as response questions for the vendors to answer and a project timeline. **[RFP/VR]**

ASSIGNMENT 2: Receive vendor proposals by Wednesday, March 1 and distribute to instructor and classmates from both groups. **[VR]**

Class 4: February 22**Readings:**

- Background materials on vendors
- Vendor proposal(s)

Topics & Activities:

- Conversation with vendor representative(s)

Class 5: March 1**Readings:**

Lacinak, Chris. "Evaluating the Digital Surrogate". 2007. Accessed 1/22/2017 at <https://www.avpreserve.com/papers-and-presentations/national-archives-nara-21st-annual-preservation-conference/>.

Turkus, Ben. "Drop Video File(s) Here: The Emergence of Free Video Quality Control Tools for Video Preservation". Accessed 1/19/2022 at <https://resources.culturalheritage.org/emg-review/volume-4-2015-2016/turkus-2/>.

Rice, Dave. "Reconsidering the Checksum for Audiovisual Preservation". 2012. Accessed 4/1/2018 at <http://dericed.com/papers/reconsidering-the-checksum-for-audiovisual-preservation/>.

AV Artifact Atlas: <https://bavc.github.io/avaa/>

AV Artifact Atlas on Internet Archive: <https://archive.org/details/avartifactatlas>

MediaConch: <https://mediaarea.net/MediaConch/>

QCTools Github: <https://github.com/bavc/qctools>

AMIA Open Source - Open Workflows Github:
<https://github.com/amiaopensource/open-workflows>

ffmprovisr: <https://amiaopensource.github.io/ffmprovisr/>

Topics & Activities:

- Quality control workflows
- QCTools & MediaConch review
- BagIt review
- First look at vendor files; fixity validation
- Group work to begin creating QC plan

Class 6: March 8

Readings:

- ARSC Guide to Audio Preservation -- <https://www.clir.org/pubs/reports/pub164/>
- IASA-TC 04. Guidelines on the Production and Preservation of Digital Audio Objects, Second edition -- <https://www.iasa-web.org/tc04/audio-preservation>

Topics & Activities:

- Audio preservation (Session 1 of 2)

Guest speaker: Marcos Suero Bal, Archives Manager, New York Public Radio (WNYC)

Class 7: March 22

Topics & Activities:

- Audio preservation (Session 2 of 2)
- QC review

Guest speaker: Marcos Suero Bal, Archives Manager, New York Public Radio (WNYC)

ASSIGNMENT: Submit QC plan by 6PM on Tuesday, April 12. **[QC]**

ASSIGNMENT 2: Receive files from vendor by Friday, April 14. **[VR]**

Class 8: April 12

Topics & Activities:

- Begin working on QC - implement QC plan on files received from vendors; this may involve both group work done during this class and individual work to be done either during or following this class

Class 9: April 26**Topics & Activities:**

- Presentations of final reports to client and vendor representatives
- Wrap up

ASSIGNMENT: Submit Final Project Report to instructor by 6PM on Friday, May 12. This should be a 5-7 page document detailing the vendor preservation project, including the workflows used for preservation and QC. A version of this report, along with the other project documentation, will also be sent to the client organization as a record of the work that was done with their materials.