The Culture of Archives, Museums and Libraries
NYU Moving Image Archiving and Preservation (MIAP) Program
Spring 2024 Syllabus
CINE-GT [Cine-GT 3049]
Prof. Juana Suárez

721 Broadway, Room 652
Class schedule Monday/12:30-4:30 PM
Contact information
juana@nyu.edu -- 212-992 8458
Office hours: Tuesday, 11:30 am to 1:30 (any other time by appointment)
Office: 665 Broadway, Room 646
Class Dates: Jan 22, 29; Feb 5, Feb 12 (LofC), 26; Mar 4, 11, 25; Apr 1, 8, 15, 22, 29; May 6
Version 01- January 6, 2024
Class uses NYU BrightSpace
Quick Access to materials and guidelines via Google Drive

"Mend with wisdom, mend with love. It will mend the earth at the same time."
Yoko Ono

Course Description

This course studies the different kinds of institutions that collect and manage cultural material: museums of art, natural history, and motion pictures; libraries and historical societies; corporate institutions, paying attention to "high" and "low" culture as well as big and minor archives. We compare and contrast these types of institutions to reveal how they differ from one another, tending to how different institutional missions affect internal metadata and information systems. We examine theories of collecting, the history and ethics of cultural heritage institutions, the organizational structures of institutions that house collections (including trends in staffing and the roles of individual departments), and their respective missions and operational ethics. The class will visit some local cultural organizations and will have working professionals talk about their organizations and duties. Students will contribute information about institutions in their cities/countries of origin, participate in dialogue and debate, and work on practical solutions to cultural heritage issues.

The topics of this class could be approached from different perspectives: historical, sociological, anthropological, financial, and more. It could also emphasize the history of cultural heritage institutions, their present or their future. Without neglecting these scenarios, we will be orienting the sessions to the present future of these institutions and our training as aspiring archivists of the moving image, trying to understand our role, the change in conversations, our ethical commitment, and both soft and hard skills we must acquire to be part of the change we want to see in these institutions, their work with communities and their role in shaping access to cultural heritage.

Learning goals
After completing the course, students should be able to:
- Identify functional and administrative operations of cultural heritage institutions.
- Analyze social, political, and historical currents that shape memory institutions.
- Develop soft and hard skills that will help them navigate administrative systems of a diversity of cultural heritage institutions.

- Discern practices that lead to ethical collection, exhibition, and conversation practices that reflect an awareness of multiple traditions of knowledge, and memory keeping.
- Identify local, regional, national, and global networks and associations that serve GLAM communities.
- Assess the value of mainstream and resistance organizations/initiatives devoted to safeguarding memory to work more horizontally and collaboratively with institutions
- Assess challenges, and problems and come up with collaborative solutions and proposals with fellow students on class projects

Course Texts

There are no textbooks for this class. There is a list of suggested books that you may want to buy that will enrich your (digital) library. Some of them are no longer available in major retailers (Amazon). Readings online are linked to this syllabus or available at NYU Library. PDFs and some materials are in NYU Brightspace and also in a Google Drive folder.

Please keep readings handy for class discussion. Readings must be completed before class; they play a crucial role in good performance in class participation and understanding of class content. Most of the time, your participation in the forum will result from preparing for class, readings included. If you use a digital device for the readings, please limit use for this purpose. Films assigned are available through NYU Library or are available on the Internet.

Unless listed as "in-class screening", films should also be watched before class.

Attendance

Attendance is mandatory. In the event students request an excused absence for a planned leave, it should be discussed at least two weeks in advance. Students are responsible for making up the content of missed classes. If an assignment is due the week a student is requesting an excused absence, it should be completed by the deadline, or before.

If you miss a class, please send a five-page report summarizing the readings, and materials due that day. You can't pass this course if you miss more than two sessions, even if you prepare reports and fulfill other requirements. Please be timely for class. Keep the breaks within the time allowed. Tardiness will affect your final grade. Uses of the internet and digital gadgets for purposes other than class will also be marked as absences. Sample class use includes notetaking, quick searches, and teamwork that demands Internet access.

I encourage you to have an active and professional presence and contribute to conversations and exchanges to keep present and engaged in class.

- No food, no eating in class. There will be breaks; please use that time for meals.

Assignments

There are five assignments in this class to determine your final grade:

1. Final Project: 50 pts
2. Audience/User Study 15 pts.
3. Informed Participation + Engagement Journal 15 pts
4. In-class presentations: 20 pts.

Assignment description **here**

Grade scores are as follows:

93-100 A	69-74 C+	0-44 F
89-92 A-	63-68 C	
85-88 B+	57-62 C-	
80-84 B	51-56 D+	
75- 79 B-	45-50 D	

Incomplete grades are not automatically granted; they are assigned at the discretion of the professor. Passing grades in MIAP are B- and above

Late work will be evaluated on a lower grade (one grade down per day) unless you have requested accommodation or lateness is related to an unforeseen circumstance.

Informed Participation in Class and NYU Brightspace
Attendance and participation are not the same. I encourage class participation; readings are provided as material that can be supported or contended. Your contributions to class are welcome, please send videos, podcasts, and materials you believe add to class content. You can also add questions and comments in the forum. The more you participate in the forum, the more we can compile questions and discussion topics for a dynamic class. You need to post at least 3 times during the semester and your posts need to be spread out across the semester, they won't count towards participation if you only post after April 20. Participation can manifest in suggested resources, links, podcasts, supplementary readings to class content, and similar. And, of course, in replies to class participants. Tardiness and early departures negatively impact your participation grade and most cases are counted as absences. When this happens, you will receive an invitation to re-read the attendance policy. There is a 20-minute break, please join class on time after the break.

Class engagement and computer, tablet, cell, and similar devices:
Digital technology is a useful component of our daily life; understandably, some students will opt for digital materials over printed material. It is also true that digital gadgets are addictive and disruptive. Cell phones, tablets, and computers connected to social media are an issue in educational settings when poorly used. Please use cells, tablets, and browsers only when prompted to research something in class. Please stop personal communication and social media during class. Turn off ringers, and keyboard sounds. Uses of digital technology other than notetaking and searches related to coursework are counted as absences. Specific cases of unnecessary abuse of digital technology (web browsing, WhatsApp, social media) will be brought to your attention via email, reminding you that you have been marked as absent. BTW: there is a lot of literature on the advantages of taking notes by hand. Please consider this good practice. See one article here and another report at this link.

Guidelines for Presentation of Written Reports and Visuals for Presentations
Written work

Formatting

Please turn in reports, letters, and documents in an editing document (preferred WORD) and inventories in Excel. Presentations should be accompanied by AV materials. When drafts are requested, they have to be the most complete and professional version of your work up to 75% of the complete assignment.

Proofreading, editing, professional, and timely presentation of your work are important components of your grade. Please double space, Times New Rome, 12, points, no cover page, number your pages.

Style Guide for the presentation of written work is available [here](#). This follows the Chicago Manual of Style, and it also applies to your thesis work. This is early but good practice.

Visuals
For presentations, please use visuals. If you opt for slides or similar, please limit your slides to present graphics, images, and illustrations. Refrain from transcribing your presentation on the visuals because your audience needs to concentrate on listening to you rather than on reading while you speak. Be mindful of time. One of the goals of presentations is to help you learn to keep time allowances for professional presentations, hence we will stick to time guidelines.

File Naming
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_a[assignment#].file extension. For this CINE-GT 3049 course, it should be 24s_3049_Yourlastname_a1.pdf, with the extension being determined by the type of document and the assignment changing accordingly.

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. In the case of a restricted file that should not be made public, the student should add an "_x" to the end of the file name indicating the file's restricted status: *24s_1800_Yourlastname_a1_x.pdf*. Otherwise, permission shall be implicitly granted for the student's work to be posted on the MIAP website.

Digital Archive of Student Work
All student projects are to be collected and made accessible on the Student Work page of the MIAP [website](#). Certain assignments will be password-protected and accessible only to MIAP students and faculty. Students are required to submit all of their work for each class to their professor in a digital format (.pdf is encouraged for cross-platform compatibility) via email or another available digital medium.

As the primary goal of NYU's MIAP Program is to be useful to the archival field, the default status of student works will be public (except for internship reports and thesis proposals). Students, in consultation with their instructor, can make a case for why a particular assignment should be restricted to internal use. Proprietary information, confidential information, or copyright issues may lead to this decision, but not a general unwillingness to make the work public.

Important NYU Policies
Students need to become familiar with these policies, and not regard them as small print. Please read, visit the links included in each policy, ask questions if uncertain, and request further information if needed. Faculty, staff, and students are responsible for encouraging and protecting safe zones, and a good learning environment. Give these policies the significance they deserve.

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; it also applies to work created with any artificial intelligence platform to generate content, and/or any other kind of electronic or digital device that substitutes your work and thinking. Cheating is an attempt to deceive a faculty member into believing that your mastery of

a subject or discipline is greater than it 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](#) (tisch.nyu.edu/student-affairs/important-resources/tisch-policies-and-handbooks) on the website of the Tisch Office of Student Affairs).

Artificial Intelligence
For MIAP purposes: we are aware that AI is rendering multiple services in our field. Any use of artificial intelligence apps for class projects must be discussed with the instructor; guidelines and boundaries will be set on an individual basis. The use of artificial intelligence apps such as ChatGPT or similar to produce research papers, reports, and similar assignments would be considered plagiarism. Please refer to the assignments section of this document.

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 at 212-443-9999. Please let me know if you need help connecting to these resources. MIAP students may also contact the Academic Program Manager for help connecting to resources. For students from other programs, your advisor is also a contact point.

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](#). Questions about if this policy applies to your case should be directed to the Title IX Coordinators: Shakera Turi, Executive Director and Title IX Coordinator, ([shakera.turi@nyu.edu](#), 212-998-2377) or Lauren Stabile, Title IX Coordinator & Senior Director of Programs ([lauren.stabile@nyu.edu](#), 212-998-2210).

Individuals can report an incident to the Title IX Office (OEO) in various ways:

> Email: title9@nyu.edu
> Secure Online Form: [nyu.edu/sexual-misconduct](#)
> Phone: (212) 998-2352
> In-person (by appointment): 665 Broadway, 12th Floor, New York, New York.

Sexual Misconduct, Relationship Violence, and Stalking Policy & Reporting Procedures
NYU seeks to maintain a safe learning, living, and working environment. To that end, sexual misconduct, including sexual or gender-based harassment, sexual assault, and sexual exploitation, is prohibited. Relationship violence, stalking, and retaliation against an individual for making a good-faith report of sexual misconduct are also prohibited. These prohibited forms of conduct are emotionally and physically traumatic and a violation of one's rights. They are unlawful, undermine the character and purpose of NYU, and will not be tolerated. A student or employee determined by NYU to have committed an act of prohibited conduct is subject to disciplinary action, up to and including separation from NYU. Students are encouraged to consult the online [Sexual Misconduct, Relationship Violence, and Stalking Resource Guide for Students](#) 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.

Non-Discrimination and Anti-Harassment Policy & Reporting Procedures
NYU is committed to equal treatment and opportunity for its students and to maintaining an environment that is free of bias, prejudice, discrimination, and harassment. Prohibited discrimination includes adverse treatment of any student based on race, gender and/or gender identity or expression, color, religion, age, national origin, ethnicity, disability, veteran or military status, sexual orientation, marital status, or citizenship status, rather than based on his/her merit. Prohibited harassment is unwelcome verbal or physical conduct based on race, gender

and/or gender identity or expression, color, religion, age, national origin, ethnicity, disability, veteran or military status, sexual orientation, marital status, or citizenship status. Prohibited discrimination and harassment undermine the character and purpose of NYU and may violate the law. They will not be tolerated. NYU strongly encourages members of the University Community who have been victims of prohibited discrimination or prohibited harassment to report the conduct. MIAP students may make such reports to MIAP Director Juana Suárez (juana@nyu.edu), or directly to Marc Wais, Senior Vice President for Student Affairs. Students should refer to the University's Non-Discrimination and Anti-Harassment Policy and Complaint Procedures for detailed information about on-campus and community support services, resources, and reporting procedures.

University Student Conduct Policy
NYU, like other communities and organizations in our society, has a right to require the cooperation of its members in the performance of its educational functions, and to oversee and regulate the conduct and behavior of such members which, actually or has potential to, impede, obstruct, or threaten the maintenance of order and achievement of the University's educational goals.

The authority to establish academic standards and address allegations of student academic misconduct is lodged with the faculty of each college or school at NYU. In addition to the academic standards and other policies established by each school, the University Senate has also defined certain areas of non-academic misconduct that are applicable to all students. The standards of non-academic misconduct set forth in this policy are applicable to all undergraduate and graduate students and Student Organizations at NYU, in all schools and locations, including Study Away Sites, and Portal Campuses. See here for the full policy.

Individuals can report an incident of misconduct in the following ways:

> Student Conduct Public Reporting Form
> Phone: (212) 998-4311
> Email: student.conduct@nyu.edu

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 student's 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 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 summary:

NYU Libraries
70 Washington Square S, New York, NY 10012
Staff at NYU Libraries has prepared a guide covering services and resources of 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 workspace, and media rooms at Bobst, the library's main branch.
Jill Conte is the librarian for Cinema Studies (jac437@nyu.edu)

The Writing Center
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)
Academic Resource Center (18 Washington Pl, 212-998-8085) or University Hall (110 East 14th St, 212-998-9047)

Peer Writing Support: All students may request peer support on their writing during drop-in tutoring hours for "Writing the Essay / General Writing" at the University Learning Center (ULC), which has two locations noted above. Students for whom English is a second language may wish to utilize drop-in tutoring geared towards international student writers (see schedule for "International Writing Workshop").

Academic Skills Workshops: Academic Skills Workshops focus on building general skills to help students succeed at NYU. Skills covered can help with work in a variety of courses. Workshops are kept small and discuss topics including proofreading, close reading to develop a thesis, study strategies, and more. Workshops are run by Peer Academic Coaches.

Moses Center for Student Accessibility
726 Broadway, 3rd Floor, 212-998-4980, mosescsa@nyu.edu
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, and psychological and temporary needs.
For services, students must register with the Moses Center (visit the Moses Center website for instructions)

Class Topics

This is a living document; changes of materials and a couple of make-up sessions will be scheduled in advance. Readings for class sessions are posted in this FOLDER and will also be posted on Brightspace. Please get used to swapping before platforms, it is NOT an uncommon practice in today's digital world.

Please report any broken links; you may also google for leads on where to locate materials.

Living course calendar and corresponding readings/materials
This calendar is subject to change throughout the semester

January 22
Introduction and Introductions
Cultural Heritage Institutions: Prelims CAML & GLAM

January 29
Cultural Heritage Institutions: Organizational Structures and Ecosystems

February 5
Local, Regional, National, Global Institutions
Class meets at noon, Brooklyn Museum.
Class at the Museum 12 to 1:30.
Back at NYU 2:30 to 4:00 PM

February 12
Class visit to Library of Congress

February 19
President's Day, no class

February 26
User, Clients, Visitors?

March 4
Indigenous Rights/Traditional Knowledge.

March 11
Repatriation, Restitution, Contested Holdings, Archiving Sensitive Materials

March 18
Spring break, no class!

April 1
Moving Image Repositories across the World

April 8
Counter Archives, Counter Libraries, Counter Museums

April 15
Collectors vs Hoarders

April 22
Learning from disaster: Fires, Floods, Climate Warming

April 29
Ethics, Funding, Fundraising

 Final Project Presentations I

May 6
Closing Thoughts and Collective Remarks
Final Project Presentations II