

**NYU Moving Image Archiving and Preservation (MIAP) Program**  
**Spring 2024 Syllabus** (updated 1/16/24)

**CINE-GT 1803: METADATA FOR MOVING IMAGE COLLECTIONS**

Location: 721 Broadway, rm. 652

Time: Mondays, 6p-10p

Class Dates: JAN 22, 29; FEB 5, 26; MAR 4, 11, 25; APR 1, 8, 15, 22, 29; MAY 6

**Instructor**

Crystal Rangel (she/her)

Manager, Audio and Moving Image Description, NYPL Special Collections Processing

[clr300@nyu.edu](mailto:clr300@nyu.edu)

Office hours: by appointment on Tuesdays, Wednesdays, and Fridays 5-7pm via Google Meet. Use this Google Calendar bookings page to reserve an appointment slot:

<https://calendar.app.google/TJYLAJaDPFE5oyjdA>

**Course Description**

Students in this course will learn about describing and managing moving image collections through metadata, or "data about data". Metadata may be defined as "structured information that describes, explains, locates, and otherwise makes it easier to retrieve and use an information resource." Because it facilitates the access, management and preservation of moving image resources, it is crucial that metadata be created and collected throughout the life cycle of the resource. Topics include how metadata supports various functions in the moving image archives; specific metadata schemes used for describing, providing subject access to and managing moving image resources; the importance of standards for resource description; information needed for preservation of moving image resources; and how metadata is implemented and used in a variety of settings. Core concepts will include data modeling, resource description, and databases. Students will become familiar with tools to create and manage metadata.

**Learning Objectives**

Upon completion of the class students will be able to:

- Explain how metadata enables the discovery, management, preservation, navigation, and use of moving image and other information resources
- Describe the full lifecycle of how metadata is created/collected, curated, managed, maintained, migrated, enriched, aggregated, shared, reused, and deprecated
- Recall the different types of metadata standards--structural, content, value and format--and how standards are collectively created and maintained
- Critically analyze existing metadata practice for subjectivity and bias
- Model a domain based on defined user needs to support specification of a metadata profile for description
- Create documentation to support the creation, maintenance, and interpretation of metadata
- Enable metadata interoperability through crosswalks and linked data technologies

**Course Texts**

Available online and indicated under each week below.

**Course Technologies**

We will be making ample use of the Google Suite of tools, including Drive, Docs, Sheets, and Jamboard. If you have a laptop, please bring it to every class. For any students without a laptop, you may need to pair up with a classmate with a laptop to complete in-class activities. The following software will also be used in class sessions. Please download them at the beginning of the semester so we can troubleshoot any issues together before the software is needed for a class session.

- [PBCore Cataloging Tool](#)
- Code editor, such as [Visual Studio Code](#) or [Sublime Text](#)

### 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 1000-word report reflecting on 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 internet-connected electronic devices for purposes other than class will also be marked as absences. Sample class use includes note-taking, 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.

Please refrain from eating in class. We will have a 20-30 min. mid-class break where you will be able to eat a quick meal.

### Revisions to Syllabus

I may revise this syllabus as we go. You will be advised of any changes in class and/or via email, and you are encouraged to consult the [live syllabus in the course Google Drive](#).

### Class Topics

Slide decks will be uploaded every Friday in advance of each week's topic.

	Date	Topic	Activities and assignments
1	1/22	Class overview, Introduction to metadata	Activity: User personas and needs
2	1/29	Metadata models	Activity: Data modeling our class collection
3	2/5	Metadata models, relational databases	<b>Due: Group project collection overviews and user personas</b> Activity: Data modeling our class collection, cont.
4	2/12	NO CLASS (Trip to LoC)	

5	2/19	NO CLASS (President's Day)	
6	2/26	Data structure standards	Activity: XML Essentials; PBCore Cataloging Tool and XML Validator
7	3/4	Linked data, controlled vocabularies, authorities	Activity: Wikidata editing
8	3/11	Descriptive cataloging standards	<b>Due: Group project conceptual data model</b> Activity: Cataloging workshop
9	3/18	NO CLASS (Spring Break)	
10	3/25	Application profiles; metadata documentation	Activity: Building an application profile for our class collection
11	4/1	Preservation and technical metadata	<b>Due: Group project application profile</b> Activity: PREMIS, technical metadata
12	4/8	Rights and accessibility metadata metadata; METS: Migrating and managing metadata	<b>Due: Group project entities and properties in Google Sheets</b> Activity: working session on group project
13	4/15	Metadata interoperability and crosswalks	Activity: Creating a metadata crosswalk
14	4/22	Metadata quality and remediation, metadata services	<b>Due: Group project records in Sheets</b> <b>Due: Cataloging guidelines</b> Activity: Cataloging each other's videos
15	4/29	Metadata sharing and reuse	<b>Due: Group project metadata crosswalks</b> Activity: OpenRefine
16	5/6	Student presentations	<b>Due: Group project presentations</b>
	5/13		<b>Due: Group project final deliverables, self-reflection and peer reviews</b>

### Assignments

All assignment instructions can be found in the [course drive](#). Assignments for the group project turned in through Brightspace are due at 6pm on the due date.

**In class assignments and homework.** Most classes will include activities that are done either in class or as homework, either as a group or individually. Students will be required to turn in or otherwise demonstrate the results of weekly assignments before the start of the following class meeting, regardless of whether the activity was completed in class or at home as homework. (30% of grade)

**Group project.** Throughout the course of this semester in groups of 2-3 people (3 groups total), you will create or repurpose a moving image collection you can access online and work toward building and

populating a spreadsheet of structural and descriptive metadata. You will define your collection's users and their information needs, tailor a common data model created for this class to meet your users' needs, build an application profile for the collection with detailed data definitions of your model's entities and properties, and draft cataloging guidelines to instruct peers on creating metadata for your collection resources. You will apply your application profile to a Google Sheets spreadsheet, create necessary entities and properties to describe your collection items, and then populate the spreadsheet with records for at least 10-15 items (5 items per group member). This spreadsheet must be exportable and downloadable (comma-separated values preferred). In a separate document, you will crosswalk your customized schema to other metadata schemas, one per group member. For the final class, your group will submit revised versions of all previously submitted parts and give a final presentation to the class. You will also write a one-page self reflection and a review of your group members' work. (The self-reflection and peer reviews will NOT be included in the MIAP Digital Archive.)

This project will demonstrate your ability to design a metadata model focused around user needs and define, implement, and document the entities and properties necessary for effective discovery and management of a collection of moving image materials. For most steps in the project, you will share your progress with the class as an informal 10-15 minute class presentation at the start of the class when the assignment is due. The project will constitute 50% of the final grade for the class.

#### Digital Archive of Student Work

All student projects are to be collected and projects selected by the instructor will be made accessible on the Student Work page of the MIAP website (<https://tisch.nyu.edu/cinema-studies/miap/student-work>). Certain types of assignments will be password-protected and made 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 other available digital medium.

As a primary goal of NYU's MIAP Program is to be useful to the archival field, the default status of student works will be public (with the exception of internship reports and thesis proposals). For the digital archive, instructors will select representative projects that best illustrate completion of the course learning goals outlined in the syllabus. 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 work public.

#### Formatting

All group project assignments should be single-spaced and submitted individually via BrightSpace. PDFs preferred. Assignments done as a group can use group file naming convention (below). For any assignments where students include citations, students should use Chicago Manual of Style formatting (either Author-Date or NB, whichever the student prefers).

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. Here is an example of a student with the surname Smith, submitting the first assignment in the spring 2024 course CINE-GT 1803:

*24s\_1803\_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. 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\_1803\_Smith\_a1\_x.pdf*. Otherwise, permission shall be implicitly granted for the student's work to be posted on the MIAP website.

### Grading

Grades will be based on the following:

- Class participation and attendance (20%)
- Class activities/homework (30%)
- Group project (50% total - see project section breakdown below)
  1. Collection overview and user personas (5%)
  2. Conceptual data model (5%)
  3. Metadata application profile (5%)
  4. Cataloging sample Google sheet, catalog records, and guidelines (5%)
  5. Application profile crosswalk (5%)
  6. Final project presentation (5%) + Final collection written report (15%)
  7. Peer review/self-assessment (5%)

Feedback on assignments will be given electronically. Unless given an extension by the instructor, late submission will result in a reduction in the grade. Evaluation of the group project will be based on originality, completeness, accuracy (grammar, spelling), and timeliness.

### Weekly readings and topics/activities

#### **Week 1: Jan. 22 -- Introduction to metadata**

Due this class:

- Read: Doctorow, Cory. (2001). "Metacrap: Putting a torch to the seven straw-men of the meta-topia," <http://www.well.com/~doctorow/metacrap.htm>
- Read: Onuoha, Mimi (2016). "The Point of Collection," Data & Society Points, <https://medium.com/datasociety-points/the-point-of-collection-8ee44ad7c2fa>

Topics/activities:

- Class goals and expectations; review of syllabus and group project
- Principles of metadata
- Activity: Discussing and exploring our class video collection (NYC DOT YouTube Channel)
- Activity: Best search experiences
- Activity: User needs and personas using the persona template

#### **Week 2: Jan. 29 -- Metadata models**

Due this class:

- Read: Gilliland, Anne. (2016). "Setting the Stage," in *Introduction to Metadata*, 3rd ed. <https://www.getty.edu/publications/intrometadata/setting-the-stage/>
- Read: WITNESS, *Profiling the Police* (2019). Read the following sections: "Project Story," <https://elgrito.witness.org/>, "About the Project," <https://elgrito.witness.org/about-the-project/>, and "Metadata," all sections (Intro, Data Modeling, Entities, Attributes, Relationships, Data

Model Test, Metadata Schema) starting with

<https://elgrito.witness.org/portfolio/metadata-intro/>

- Read: MovieLabs. "White Paper -- Creative Works Ontology for the Film and Television Industry." September 2018. <https://movielabs.com/creative-works-ontology/> (Read the white paper at <https://movielabs.com/wp-content/uploads/2018/09/A-Creative-Works-Ontology-for-the-Film-and-Television-Industry-Final-2018-9-24.pdf>)

Topics/activities:

- Introduction to data models/ontologies
- Activity: Modeling our class video collection

Additional resources

- MovieLabs. "MovieLabs Ontology for Media Creation Documentation and Resources." <https://mc.movielabs.com/docs/ontology/>

### **Week 3: Feb. 5 -- Metadata models, relational databases**

Due this class:

- **Group project collection overview and user personas, presentation**
- Read: Librarian Studies & Information Technology "IFLA Library Reference Model (LRM)" (May 1, 2020). <https://www.librarianshipstudies.com/2020/04/ifla-library-reference-model-lrm.html>
- Read: Van Malssen, Kara. "Bibframe AV Modeling Study: Defining a Flexible Model for Description of Audiovisual Resources." (submitted May 15, 2014). <http://www.loc.gov/bibframe/docs/pdf/bibframe-avmodelingstudy-may15-2014.pdf> (Read p. 2-43, note that this is assessing BIBFRAME version 1.0)
- Explore: BIBFRAME model: <https://www.loc.gov/bibframe/docs/bibframe2-model.html>
- (Optional) Read: "Relational Databases/Introduction." Wikiversity (Last updated November 15, 2019). [https://en.wikiversity.org/wiki/Relational\\_Databases/Introduction](https://en.wikiversity.org/wiki/Relational_Databases/Introduction)

Topics/activities:

- Class presentations on collection introduction and user personas
- Multi-level data models: LRM, BIBFRAME, PBCore
- Activity: Finishing modeling our class video collection

### **Week 4: Feb. 12 -- NO CLASS (trip to Library of Congress)**

### **Week 5: Feb. 19 – NO CLASS (President’s Day)**

### **Week 6: Feb. 26 -- Data structure standards, intro to controlled vocabularies**

Due this class:

- Read: Library of Congress (2009). "Understanding MARC Records: What is a MARC Record and Why is it Important?" Library of Congress, 2009. <http://www.loc.gov/marc/umb/um01to06.html>
- Read: XML tutorial ("XML Home" - "XML Display") <https://www.w3schools.com/xml/default.asp>
- Watch: PBCore Structure Tutorial, <https://pbcore.org/tutorials#structure> (feel free to watch any of the other tutorials as well)
- Explore: PBCore Schema Elements and Attributes, <https://pbcore.org/elements>, <https://pbcore.org/attributes> (see examples at American Archive of Public Broadcasting,

<https://americanarchive.org/> -- add .pbcore to the end of any asset URL to view the PBCore XML)

- Explore: Hansen, Carissa. "Your EAD Primer: Part 1." Hack Library School, December 12, 2016. <https://hacklibschool.wordpress.com/2016/12/12/your-ead-primer-part-1/>
- Explore: Riley, Jenn. "Seeing Standards: a Visualization of the Metadata Universe" <http://jennriley.com/metadatamap/>
- (Optional) Read: Myer, Tom. "A Really Really Really Good Introduction to XML." sitepoint, August 24, 2005. <https://www.sitepoint.com/really-good-introduction-xml/> (up to "XML in Practice")

Topics/activities:

- Structure vs content vs value standards
- Discuss and compare data structures for libraries, archives, museums: [MARC21](#), [MODS](#), [Dublin Core](#), [VRACore](#), [EAD](#)
- Activity: XML Essential Training: <https://www.linkedin.com/learning/xml-essential-training-2> (Parts 1, 2, 3.1, 5) Have a code editor such as [Visual Studio Code](#) installed.
- Activity: PBCore [cataloging tool](#) and [XML validator](#)
- Activity: Class video collection data modeling check-in

### **Week 7: Mar. 4 -- Linked data, identifiers, more on controlled vocabularies**

Due this class:

- Read ([PDF](#) in Google Drive): Drabinski, Emily (2013). "Queering the Catalog: Queer Theory and the Politics of Correction." *The Library Quarterly*, 83(2).
- Read: Dublin Core Metadata Initiative, "Metadata Basics." (Last updated March 7, 2021). <https://www.dublincore.org/resources/metadata-basics/>
- Explore: DCMI terms <http://dublincore.org/documents/dcmi-terms/>
- Watch: Posner, Miriam. "What is Linked Open Data?" (January 7, 2021) <https://www.youtube.com/watch?v=VZBpFiLbi-Y>
- Skim: Harpring, Patricia. Introduction to Controlled Vocabularies, Terminology for Art, Architecture, and Other Cultural Works. Chapter 2: "What Are Controlled Vocabularies?" and Chapter 3: "Relationships in Controlled Vocabularies." Los Angeles, CA: J. Paul Getty Trust, 2010. [http://www.getty.edu/research/publications/electronic\\_publications/intro\\_controlled\\_vocab/w hat.html](http://www.getty.edu/research/publications/electronic_publications/intro_controlled_vocab/w hat.html) and [http://www.getty.edu/research/publications/electronic\\_publications/intro\\_controlled\\_vocab/relationships.html](http://www.getty.edu/research/publications/electronic_publications/intro_controlled_vocab/relationships.html)
- Explore: VIAF: <http://viaf.org>
- Explore: Getty vocabularies: <http://www.getty.edu/research/tools/vocabularies/>
- Explore: Library of Congress Linked Data Service. <http://id.loc.gov/>
- Take the Wikidata Tours: <https://www.wikidata.org/wiki/Wikidata:Tours>
- (Optional) Read: Berners-Lee, Tim, Hendler, James, and Lassila, Ora, (2001). "The semantic web." *Scientific American*, May 2001, p. 29-37 ([PDF](#) in Google Drive)

Topics/activities:

- RDF and linked data
- Introduction to Wikidata
- Activity: Wikidata editing
- Activity: Group project data modeling work

Additional resources:

- [Inclusive Metadata & Conscious Editing Resources](#) (see Tools (including thesauri, subject heading lists, best practice guides, etc.)
- Wikidata Tutorials: <https://dashboard.wikiedu.org/training/wikidata-professional>

### Week 8: Mar. 11 -- Descriptive cataloging standards

Due this class:

- **Group project data model and presentation**
- Read: Tai, Jessica. "Cultural Humility as a Framework for Anti-Oppressive Archival Description." <https://journals.litwinbooks.com/index.php/jclis/article/view/120/75>
- Read: Miller, L. (2011). "Resource Description and Access (RDA): An Introduction for Reference Librarians." *Reference & User Services Quarterly*, 50(3). <http://www.istor.org.proxy.library.nyu.edu/stable/41241166>
- Skim: Describing Archives: a Content Standard (DACS). Chicago: Society of American Archivists, 2013, 2nd edition, <https://saa-ts-dacs.github.io/>
- Explore: Program for Cooperative Cataloging. "BIBCO Standard Record (BSR) RDA Metadata Application Profile." <https://www.loc.gov/aba/pcc/bibco/documents/PCC-RDA-BSR.pdf>
- Explore: Moving Image Genre-Form Terms <https://cornerstone.lib.mnsu.edu/olac-publications/3/> and (Optional) Moving Image Genre-Form Terms Best Practices <https://cornerstone.lib.mnsu.edu/olac-publications/10/>
- Explore: Library of Congress Moving Image Genre/Form Headings H 1913: <http://www.loc.gov/catdir/cpsol/h1913.pdf>
- (Optional) Explore: OLAC Best Practices <https://cornerstone.lib.mnsu.edu/olac-publications/>

Topics/activities:

- Class presentations on group project data model
- Activity: Cataloging exercise
- Activity: Introduction to the [ArchivesSpace sandbox](#)

### Week 9: Mar. 18 -- NO CLASS (spring break)

### Week 10: Mar. 25 -- Application profiles

Due this class:

- Read: Heery, Rachel and Patel, Manjula (2000). "Application profiles: mixing and matching metadata schemas." *Ariadne* 25. <http://www.ariadne.ac.uk.proxy.library.nyu.edu/issue/25/app-profiles/>
- Read ([PDF](#) in Google Drive): Miller, Steven Jack. "Metadata Application Profile Design," In *Metadata for Digital Collections : A How-to-Do-It Manual*, Second edition, 393-439. Chicago: ALA Neal-Schuman, 2022.
- Explore: DLF AIG Metadata Application Profile Clearinghouse: <https://dlfmetadataassessment.github.io/MetadataSpecsClearinghouse/>
- Explore: Metadata application profiles and data dictionaries:
  - Carnegie Hall: <https://github.com/CarnegieHall/digitalcolls-metadataprofile>
  - University of Nebraska-Lincoln: <https://unl.libguides.com/c.php?g=813899&p=5807669> (Review each tab)
  - New York Art Resources Consortium (NYARC): <https://www.nyarc.org/sites/default/files/web-archiving-profile-version2.pdf>

- NISO data dictionary--technical metadata for digital still images:  
[https://groups.niso.org/apps/group\\_public/download.php/14697/z39\\_87\\_2006\\_r2011.pdf](https://groups.niso.org/apps/group_public/download.php/14697/z39_87_2006_r2011.pdf) (in particular, sections 5 and 6)

Topics/activities:

- Application profiles, data types
- Activity: Building an application profile for our class collection
- In-class working session on group project application profiles

### **Week 11: Apr. 1 -- Preservation and technical metadata**

Due this class:

- **Group project application profile**
- Read: Caplan, Priscilla and PREMIS Editorial Committee. Understanding PREMIS, revised 2021.  
[https://www.loc.gov/standards/premis/understandingPREMIS\\_english\\_2021.pdf](https://www.loc.gov/standards/premis/understandingPREMIS_english_2021.pdf)
- Explore: PREMIS 3.0 <https://www.loc.gov/standards/premis/v3/premis-3-0-final.pdf>
- Read: Tactical Technology Collective, "Behind the data: investigating metadata." *Investigating the Invisible*. <https://exposingtheinvisible.org/guides/behind-the-data-metadata-investigations/>
- Watch and read: SMPTE standards <https://www.smpie.org/top-standards>

Topics/activities:

- Class presentations: application profiles
- Preservation, technical, and embedded metadata
- Activity: download [Exiftool](#) & examine file types
- Activity: PREMIS
- Setting up spreadsheets

### **Week 12: Apr. 8 -- Rights metadata, accessibility metadata, structural and package metadata**

Due this class:

- **Group project all entities and properties in Sheets**
- Read: Whalen, Maureen. "Rights Metadata Made Simple." In *Introduction to Metadata*.  
[http://www.getty.edu/research/publications/electronic\\_publications/intrometadata/rights.html](http://www.getty.edu/research/publications/electronic_publications/intrometadata/rights.html)
- Read ([PDF](#) in Google Drive): Kirby, J. (2017) "An Introduction to Traditional Knowledge Labels and Licenses." Commons Knowledge Blog.
- Explore: Traditional Knowledge (TK) labels.  
<https://localcontexts.org/labels/traditional-knowledge-labels/>
- Explore: Rightsstatements.org <https://rightsstatements.org/en/>
- Read ([PDF](#) in Google Drive): Beyene, Wondwossen Mulualem (2017), "Metadata and universal access in digital library environments." *Library Hi Tech* 35(2)
- Read: METS Overview <http://www.loc.gov/standards/mets/METSOverview.v2.html>
- Read: Crane, Tom. "An Introduction to IIIF." Digerati (March 2017)  
<https://resources.digerati.com/iiif/an-introduction-to-iiif/>

Topics/activities:

- Rights and permissions metadata
- Container formats and strategies for packaging/connecting metadata and content
- Working session on Google Sheets record entry

### **Week 13: Apr. 15 -- Metadata interoperability and crosswalks**

Due this class:

- Read: Woodley, Mary S., revised by Baca, Murtha (2016). "Metadata Matters: Connecting People and Information" in *Introduction to Metadata*, 3rd ed. <http://www.getty.edu/publications/intrometadata/metadata-matters/>
- Read: Marcus, Cecily and Carlson, Sarah (2018). "Out of the Shadows: Bringing African American Digital Collections Together in Umbra Search African American History." *Open Library of Humanities*, 4(2), 17. <http://doi.org/10.16995/olh.279>

Topics/activities:

- Aggregation and interoperability
- Creating and understanding crosswalks
- Activity: Creating a metadata crosswalk for class video collection

**Week 14: Apr. 22 -- Metadata quality, metadata workflows and services**

Due this class:

- Group project records in Sheets
- Group project cataloging guidelines
- Read: Bruce, Thomas and Hillman, Diane (2004) "The Continuum of Metadata Quality: Defining, Expressing, Exploiting." Published in *Metadata in Practice*, ALA Editions. <https://ecommons.cornell.edu/handle/1813/7895>
- Explore: DLF AIG Metadata Working Group Metadata Assessment Toolkit: <https://dlfmetadataassessment.github.io/>
- Read: "Practical Principles for Metadata Creation and Maintenance" in *Introduction to Metadata*, 3rd ed., <https://www.getty.edu/publications/intrometadata/practical-principles/>

Topics/activities:

- Metadata quality, remediation, workflows, and services
- Activity: Crosswalks continued

**Week 15: Apr. 29 -- Metadata sharing and reuse**

Due this class:

- Group project metadata crosswalks
- Read: Open Knowledge Foundation. "What is Open Metadata?" *Published in Open Metadata Handbook*, Wikibooks (accessed January 13, 2019). [https://en.wikibooks.org/wiki/Open\\_Metadata\\_Handbook/Open\\_Metadata](https://en.wikibooks.org/wiki/Open_Metadata_Handbook/Open_Metadata)
- Read: Always Already Computational (2018). "The Santa Barbara Statement on Collections as Data." <https://collectionsasdata.github.io/statement/>
- Read: Wittman, Rachel et al. (2019) "From Digital Library to Open Datasets: Embracing a "Collections as Data" Framework." *Information Technology and Libraries*, 38(4), <https://doi.org/10.6017/ital.v38i4.11101>
- Explore: DPLA, "API Codex" <https://pro.dp.la/developers/api-codex> (Read at minimum: API Codex, API Basics, Requests (skim this), Responses, Philosophy)

Topics/activities:

- Metadata licenses
- Methods for sharing metadata records and digital assets (APIs, Frictionless data and JSON)
  - Data dumps (ex. <http://americanarchive.org/help/obtain-metadata>)
- Activity: Cataloging each others' videos
- Activity: Semester refreshers (e.g. XML/METS)

## **Week 16: May 6 -- Student presentations**

Due this class:

- **Group project presentations**

Topics/activities:

- Student presentations

### 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](#) 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: 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](mailto:juana@nyu.edu)) and/or Academic Program Manager, Niki Korth ([nk3900@nyu.edu](mailto:nk3900@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](#) for detailed information about on-campus and community support services, resources, and reporting procedures. Questions about if this policy applies to your case should be directed to the Assistant Vice President of the Office of Equal Opportunity & Title IX Coordinator at 212-998-2370. Students are also welcome to report any concerns

to MIAP Director Juana Suárez ([juana@nyu.edu](mailto:juana@nyu.edu)) and/or Academic Program Manager, Niki Korth ([nk3900@nyu.edu](mailto:nk3900@nyu.edu)).

### ***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](mailto:student.conduct@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](#). 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](mailto:shakera.turi@nyu.edu), 212-998-2377) or Lauren Stabile, Title IX Coordinator & Senior Director of Programs ([lauren.stabile@nyu.edu](mailto: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](mailto:title9@nyu.edu)
- Secure Online Form: [nyu.edu/sexual-misconduct](https://nyu.edu/sexual-misconduct)
- Phone: (212) 998-2352
- In-person (by appointment): 665 Broadway, 12th Floor, New York, New York.

### ***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 preventing 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](#) 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](mailto:juana@nyu.edu)) and/or Academic Program Manager, Niki Korth ([nk3900@nyu.edu](mailto:nk3900@nyu.edu)). Questions about if this policy applies to your case should be directed to Shakera Turi, Executive Director and Title IX Coordinator, [Office of Equal Opportunity](#) ([equal.opportunity@nyu.edu](mailto:equal.opportunity@nyu.edu), 212-998-2370).

### ***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 brief summary:

### ***NYU Libraries***

Main Site: [library.nyu.edu](http://library.nyu.edu); Ask A Librarian: [library.nyu.edu/ask](http://library.nyu.edu/ask)

70 Washington Square S, New York, NY 10012

Staff at NYU Libraries has prepared [a guide](#) 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 workspaces, and media rooms at Bobst, the library's main branch.

### ***The Writing Center***

[nyu.mywconline.com](http://nyu.mywconline.com)

411 Lafayette, 4th Floor, 212-998-8860, [writingcenter@nyu.edu](mailto: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 in person and online. Most appointments will be in-person in the fall, although some online appointments will also be available.

***The University Learning Center (ULC)***

[nyu.edu/ulc](https://nyu.edu/ulc)

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

The University Learning Center (ULC) aims to help students meet the challenge of the College's rigorous academic standards, to guide students in their adjustment to the college learning environment, and to prepare them for a lifetime of self-sufficient learning. On the website, you can find sign-ups for free one on one peer tutoring, group review workshops, academic skills workshops, and more.

***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](mailto: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 access available programs and resources to support equal access to a world-class education.

***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.