University of Maryland
College of Information Studies
INST 641: Policy and Ethics in Digital Curation

Course Syllabus

Dr. Katie Shilton Class Time: Asynchronous (assignments due on Wednesdays)
4121H Hornbake Classroom: Online
E-mail: kshilton@umd.edu Office hours: By appointment

A. Catalog Description: Discussion of strategies to address intellectual property, privacy, security and other policy concerns raised by the curation of digital records and data.

B. Course Overview: Policy and Ethics in Digital Curation will explore responses to the intellectual property, privacy, and security issues related to curation and long-term preservation of digital information. Bridging law, social science, computer science, and professional practice, this course will focus on understanding and responding to copyright and other forms of intellectual property raised by preservation copies of digital data and records; dealing with complex privacy issues in digital data and records; securing integrity and trust in digital information and content throughout the information lifecycle; and implementing security for digital information in a range of contexts. Applied group and individual work will focus on developing policy and technical responses to intellectual property, privacy, security, and accessibility issues.

C. Learning Outcomes: Upon completion of this course students will be able to:

- Demonstrate broad understanding of major information policy issues in the curation of digital records and data.
- Describe why intellectual property, privacy, security, and access requirements exist, including how expectations and policies differ between cultures and contexts.
- Evaluate policy opportunities and risks for curating digital records and data in professional and institutional settings.
- Propose policy and technical approaches to digital curation challenges in areas such as intellectual property, privacy, security, and access.
- Demonstrate knowledge of the technical and human resource dimensions of implementing and enforcing policy requirements for digital curation.
D. Topics
The course is organized around four broad digital policy issues – intellectual property, privacy and security, accessibility and usability, and algorithms and fairness. We will begin each topic with an overview of the legal, definitional, and social issues. We will then spend a week discussing existing strategies to respond to these policy challenges. A final week on each topic will explore how organizations and individuals can implement policy and technology strategies to meet these challenges.

August 29: Class begins. Introduction to course, topics, and teams
August 30 - September 5: Overview of Policy Issues in Digital Curation
September 6 – September 26: Challenge: Intellectual property
  September 12: Problems in Intellectual Property
  September 19: Strategies for Intellectual Property
  September 26: Solutions for Intellectual Property
September 27 – October 17: Challenge: Accessibility
  October 3: Problems in Access and Accessibility
  October 10: Strategies in Access and Accessibility
  October 17: Solutions in Access and Accessibility
October 18 - October 24: Privacy by Design Simulation
October 25-November 14: Challenge: Privacy and Security
  October 31: Problems in Privacy and Security
  November 7: Strategies for Privacy and Security
  November 14: Solutions for Privacy and Security
November 15-December 5: Challenge: Algorithms and Fairness
  November 21: Problems in Algorithms and Fairness
  November 28: Strategies for Algorithms and Fairness
  December 5: Solutions for Algorithms and Fairness

E. Course Readings
Readings will be provided on the course website.

Please read the required readings before the date for which they are listed. Getting the most out of readings is an important skill for understanding and responding to policy issues. Whether reading theoretical perspectives, persuasive arguments, or implementation studies, “close reading” is a valuable technique to learn for information policy and graduate school. Terri Senft has put together a wonderful primer on close reading, available here:
http://tsenft.livejournal.com/413651.html

August 29: Introduction to the course, topics, and teams
September 5: Overview of Policy Issues in Digital Curation


ALA Core Values of Librarianship: http://www.ala.org/ala/aboutala/offices/oif/statementspols/corevaluesstatement/corevalues.cfm

ALA Code of Ethics: http://www.ala.org/ala/aboutala/offices/oif/statementspols/codeofethics/codeethics.cfm

ACM Code of Ethics https://www.acm.org/code-of-ethics

Week 3: Topic 1: Intellectual Property


U.S. Copyright Office:
- Section 107, 118: Fair Use: http://www.copyright.gov/fls/fl102.html

ARL summaries of recent copyright lawsuits
- Authors Guild v Hathi Trust: http://www.arl.org/focus-areas/court-cases/105-authors-guild-v-hathi-trust
- Authors Guild v Google, Inc: http://www.arl.org/focus-areas/court-cases/2469-authors-guild-v-google-inc
- Golan v Holder: http://www.arl.org/focus-areas/court-cases/2480-golan-v-holder
- Greenberg v National Geographic Society: http://www.arl.org/focus-areas/court-cases/2470-greenberg-v-national-geographic-society

Week 4: Strategies: Intellectual Property


Supported Cooperative Work & Social Computing (pp. 116–129). New York, NY, USA: ACM.

Week 5: Solutions: Intellectual Property


Week 6: Topic 2: Accessibility and Usability


Week 7: Strategies: Accessibility and Usability

Week 8: Solutions: Accessibility and Usability


Week 9: Privacy by Design Simulation


Week 10: Topic 3: Privacy and Security


Week 11: Strategies for Privacy and Security


Week 12: Solutions for Privacy and Security


Video: The Diffie-Hellman Key Exchange: https://www.youtube.com/watch?v=3QnD2c4Xovk
Optional: check out Nova’s Cybersecurity lab (and game!) at: http://www.pbs.org/wgbh/nova/labs/lab/cyber/

Week 13: Topic 4: Algorithms and Fairness


Week 14: Strategies: Algorithms and Fairness


Week 15: Solutions: Algorithms and Fairness


F. Assignments and Grading
Your grade will be based on the following items:

- Discussion board participation and analysis of the readings (40% of final grade)
- Group policy, storyboards and presentations (4 @ 10% each, 40% of final grade)
• Midterm and final paper: Case study (20% of final grade – 10% at midterms, 10% final revision)

**Discussion Board Participation:** You must post **at least twice per topic** on the topic message boards. **Discussion posts are due by 5 pm eastern on the last day of the topic.** (E.g., for Topic 2: Overview, please post both discussion posts by 5 pm eastern on September 5.) Draw on the discussion questions, course readings, outside resources and your personal experiences to frame your argument and comments.

**At least one of your posts should be a reply to another student’s posts, comments, or presentations.** Please be respectful and professional when you reply to each other.

Because this is an online course, the discussion boards are perhaps the most important part of the class. They are intended to help you think more deeply about the material you have read. Discussion posts are also how you will raise questions about the material you have read, how you will find out if others reacted differently than you did. Because they are so important, discussion posts are **the major assignment of the class – 40% of your grade!**

To receive full credit, your posts must make explicit reference to the readings for the class, you must back your conclusions with evidence (not *just* your personal experience, although of course you may draw on that too), you must introduce your own ideas, and you must acknowledge others’ posts. Grammar, punctuation, and clarity of writing will also be taken into account.

To ensure that your posts meet these criteria, they will be graded using the following rubric:

<table>
<thead>
<tr>
<th>Response</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>Is insightful about reading material</td>
<td>20 pts</td>
</tr>
<tr>
<td>Backs conclusions with evidence</td>
<td>20 pts</td>
</tr>
<tr>
<td>Introduces own ideas</td>
<td>20 pts</td>
</tr>
<tr>
<td>Responds thoughtfully to others</td>
<td>20 pts</td>
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</table>

<table>
<thead>
<tr>
<th>Presentation</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Uses correct grammar and punctuation</td>
<td>10 pts</td>
</tr>
<tr>
<td>Writes in clear, concise sentences</td>
<td>10 pts</td>
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**Total** 100 pts

**Group policy, storyboards and presentations**

With your team, write an internal policy and storyboard a strategic plan to deal with each policy challenge within your organization.

Your policy should be short and clear and comply with the guidelines in *The e-Policy Handbook.*
A storyboard is a visual representation of the people, technology, and work processes needed to accomplish an internal policy. Storyboards should present a course of action including:

- The information and organizational context
- Description of how the policy problem applies to this context
- Proposed policy to address the challenge
- Workflows for how the policy will be implemented
- Proposed technology or systems changes to address the challenge

During the third week of each topic, you will use ELMS to present your plan to the rest of the class and we will discuss each plan. Create an online presentation to narrate your storyboard to the class and explain to us why your solution will work.

I will assign groups and they will remain consistent over the semester.

Your group projects will be graded based on the following criteria:

<table>
<thead>
<tr>
<th>Response</th>
<th>Evaluation</th>
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<tr>
<td>Identifies key stakeholders</td>
<td>20 pts</td>
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<tr>
<td>Addresses key policy challenges</td>
<td>20 pts</td>
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<td>Provides an implementable solution</td>
<td>30 pts</td>
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<td>Proposes a creative approach</td>
<td>20 pts</td>
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<tr>
<td>Is realistic about resources and restraints</td>
<td>20 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 pts</strong></td>
</tr>
</tbody>
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**Midterm and Final Paper: Case Study in Real-World Ethics Challenges in Digital Curation**

Due dates:
**Midterm draft: October 24, 2018**
**Final: December 5, 2018**
(8-10 pages)
Organizations dealing with growing datasets, from archives to government to businesses to academia, are struggling with ethics and policy issues in digital curation. For your midterm, and what will become your final paper, choose a real-world *data ethics case study* of interest to you.

Your paper should explore the history of the case study – what happened and why – as well as an evaluation of the ethical decisions key stakeholders made along the way.

Your paper should include:

- A description of the case
- Identification of the ethical and/or policy issues in the case
- A description of the stakeholders responsible for making ethical or policy decisions
- An evaluation of the decision(s) made
  - How did the stakeholders decide what to do?
  - Did they make the right decisions? Why?
• Best practice guidelines or learning outcomes from the case.
  o What can other individuals or organizations learn from the case?

For excellent examples of data ethics case studies, see those published by think tank Data & Society: https://datasociety.net/blog/2016/04/13/data-ethics-case-studies/

You are absolutely encouraged to choose your own topic for this case study. However, if you need some ideas, some possible case studies in data ethics include:
• Data collection by popular apps (e.g. the Android “Brightest Flashlight Free” app)
• The case of the “monkey selfie”
• Whether computer security research practices such as publishing vulnerabilities, using keyloggers, using botnets, or studying leaked and hacked datasets, are ethical
• Whether big data research practices such as mining Tweets or online forums are ethical
• Making sensitive analog historical materials digitally accessible (e.g. the DCIC’s Toule Lake records project)
• Social media platforms’ responsibilities to prevent the spread of misinformation

A first (graded) draft of this paper is due at midterms: **October 17, 2018.** I will provide in-depth feedback on the paper draft, and you will have a chance to revise the paper for a final grade at the end of the course.

The final version of the paper is due on the last class date: **December 5, 2018.**

Your midterm/final will be graded based on the following criteria:

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<th>Response</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>Describes the case clearly</td>
<td>10 pts</td>
</tr>
<tr>
<td>Identifies key stakeholders</td>
<td>10 pts</td>
</tr>
<tr>
<td>Addresses key ethics and policy challenges</td>
<td>20 pts</td>
</tr>
<tr>
<td>Evaluates the decision(s) thoughtfully</td>
<td>20 pts</td>
</tr>
<tr>
<td>Provides concrete learning outcomes</td>
<td>20 pts</td>
</tr>
</tbody>
</table>

**Presentation**

| Uses correct grammar and punctuation              | 10 pts     |
| Writes in clear, concise sentences               | 10 pts     |

**Total**                                            **100 pts**

All written materials for the course should be double-spaced, using 12-point Times New Roman font. The margins should be 1 inch on each side. Citations both in the text and in the references section must conform to the most recent APA style manual. Pages should be numbered and format should be consistent.

**H. Format**

This will be an **online** course. This means we will use a variety of digital tools. Lectures will be in video format, and you will produce class presentations in video or audio slideshow format. We
will conduct most of our discussions of the readings using the ELMS message boards. Groups can also meet virtually or in person, depending on the preferences of the group. This should orient you to a variety of digital tools for communication.

**I. Classroom Environment**
As a graduate seminar, the online discussion environment should be professional and respectful. Discussions should be based on course readings and critical thinking. Issues of policy can involve strongly held beliefs and current political controversies. Remember--your classmates may have different perspectives on issues than you, but they still deserve your respect.

**J. Students with Disabilities**
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Disability Support Services office, and (2) discuss any necessary academic accommodation with their teachers. This should be done at the beginning of the semester.

**K. Learning Assistance**
If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All their services are free to UMD students.

**L. Extensions and Late Work**
Timeliness is an essential component of graduate work, and extensions will only be available during personal emergencies. Students who need to request an extension should discuss the matter in advance with the professor. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties. Unexcused delays in submission of the paper will result in a deduction of five points for each day the paper is late.

**M. Academic Honesty**
Work submitted in this course will be individual and original, in line with the University’s Academic Honor Code and Honor Pledge. Engaging in any academic dishonesty will result in consequences in line with university policies. Academic dishonesty includes but is not limited to plagiarism, cheating, buying work, multiple submissions of the same paper, forging signatures, submitting fraudulent documents, and facilitating the academic dishonesty of others. When writing papers, be sure to carefully and thoroughly cite all materials you use in writing your paper and make sure all ideas and quotations are properly acknowledged.
N. Office Hours & Contact Information
I can be contacted via email at kshilton@umd.edu, and we can arrange to meet by video by appointment.

Please note: this syllabus is a guide for the course and is subject to change with advance notice.