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 Issues 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, trust, and security 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, authenticity, 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, authenticity and trust, security, and access.
- Demonstrate knowledge of the technical and human resource dimensions of implementing and enforcing policy requirements for digital curation.

D. Weekly Topics
The course is organized around five broad digital policy issues – intellectual property, privacy, integrity and security, and accessibility and usability. We will begin each topic with an overview of the legal, definitional, and social issues. We will then spend a week discussing existing
Week 1: Overview of Course and Approach
Week 2: First challenge: Intellectual Property
Week 3: Strategies: Intellectual Property
Week 4: Solutions: Intellectual Property
Week 5: Second challenge: Privacy and Security
Week 6: Strategies: Privacy and Security
Week 7: Solutions: Privacy and Security
Week 8: Spring Break
Week 9: Third challenge: Integrity and Accountability
Week 10: Strategies: Integrity and Accountability
Week 11: Solutions: Integrity and Accountability
Week 12: Big Data and Open Government
Week 13: Fourth challenge: Access, Accessibility and Usability
Week 14: Strategies: Access, Accessibility and Usability
Week 15: Solutions: Access, Accessibility and Usability

E. Course Readings

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

Week 1: Overview of Policy Issues in Digital Curation


Week 2: Challenge: 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

Guest speaker: Robin Pike

Week 3: Strategies: Intellectual Property


Week 4: Solutions: Intellectual Property


Week 5: Challenge: Privacy and Security


Guest speaker: Anne Bowser, privacy and citizen science

**Week 6: Strategies for Privacy and Security**


**Week 7: Solutions for Privacy and Security**


**Week 8: Spring Break**

Enjoy!

**Week 9: Challenge: Integrity and Accountability**


Gurstein, M. B. (2011). Open data: Empowering the empowered or effective data use for everyone? *First Monday*, 16(2). doi:10.5210/fm.v16i2.3316


Guest speaker: Jason Baron
Week 10: Strategies: Integrity and Accountability


Week 11: Solutions: Integrity and Accountability


Week 12: Big Data and Open Government

Browse Open Data Now blog http://www.opendatanow.com/

Joint class with Miriam Nisbet’s Information Policy course

Week 13: Challenge: Accessibility and Usability


Guest speaker: Molly Schwartz, Association of Research Libraries

Week 14: Strategies: Accessibility and Usability


**Week 15: Solutions: Accessibility and Usability**


**F. Course Materials**

There is no required text for the course. All readings will be available to students online or in another accessible format. Nearly all the required journal article readings are accessible through the University’s library e-journal/database holdings accessible at http://www.lib.umd.edu.

**G. Assignments and Grading**

Your grade will be based on the following items:

- Classroom participation and analysis of the readings (20% of final grade)
- Group policy, storyboards and presentations (4 @ 10% each, 40% of final grade)
- Individual topic reflections (4 @ 5% each, 20% of final grade)
- Final policy implementation paper (20% of final grade)

**Group policy, storyboards and presentations** (4 @ 10% each, 40% of final grade. Due in class during the third week of each topic).

With a 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
You will receive class time to work on this project with your team. During the first week of a topic we will spend the class exploring and discussing the policy issue. During the second week, you will receive class time to brainstorm ideas for your organization with your group. During the third week, you will present your plan to the rest of the class and we will discuss each plan. 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.

**Individual topic reflections** (4 @ 5% each, 20% of final grade)
Write an approximately 500-word reflection on your group process, including what worked, what was challenging, and what didn’t work at all, and what you learned from the experience.

**Final Policy Implementation Paper** (8-10 pages, 40% of final grade)
Choose two digital policy issues that are in tension with each other. For example, privacy and access, digital rights management and access, privacy and security, or accessibility and security may all be seen as presenting tensions and tradeoffs. Write a paper in which you weigh those tradeoffs and present a strategic plan for dealing with these tensions in any business, cultural heritage, individual or informal collaboration context you choose. Your paper should describe:

- Why these policy issues could be considered to be in tension.
- How these tensions will affect your context’s stakeholders.
- Prior work addressing these tensions.
- A strategic plan to address these tensions in your context. Consider technical needs, policy requirements, and human resource challenges.

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. Attendance and Expectations of Student Participation**
This class meets once a week. The course will include lecture, discussion, and group work. It is essential that every student participates in the discussions of course materials. Participation means active involvement in class discussions. Students read the assigned readings for each week PRIOR TO THAT WEEK. The students are expected to question, challenge, argue, and discuss issues and topics related to that session's readings.

Regular attendance and participation in this class is the best way to grasp the concepts and principles being discussed, and the best way to participate in group work. However, in the event that a class must be missed due to an illness, a reasonable effort should be made to notify the
instructor in advance of the class. If a student is absent more than once due to illness or other personal matters, please meet with the instructor to discuss plans for make-up work. Students who miss a class must make all efforts to pick up the slack with their group, as well. Please see the extensions policy below if extra time is needed due to illness.

I. Classroom Environment
As a graduate seminar, the classroom 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. As another aspect of respect in the classroom environment, turn off or mute all phones and other communication devices during each class session. If you use your laptop in the classroom, limit the usage of the computer to course-related reasons (i.e., taking notes).

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
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 a half letter grade (e.g. highest possible grade becomes an A- when a paper is one day late, B+ when two days late, etc) 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**
My office hours are on Wednesdays from 3:00 – 5:00 in Hornbake 4121H. I can also be contacted via email at kshilton@umd.edu, and we can arrange to Skype by appointment.

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