

**University of Maryland**

**College of Information Studies**

**INST 641: Policy and Ethics in Digital Curation**

**Course Syllabus**

Dr. Katie Shilton  
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Class Time: 6:00 pm  
Classroom: Hornbake 0115  
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. Weekly Topics**

The course is organized around three broad digital policy issues – intellectual property, privacy 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 responses 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.

Week 1 (1/26): Introduction to Course and Approach

Week 2 (2/2): Class session: Guest speaker (Alan Inouye)

Week 3 (2/9): Module 1: Intellectual Property

Week 4 (2/16): Strategies: Intellectual Property

Week 5 (2/23): Solutions: Intellectual Property

Week 6 (3/1): Module 2: Privacy and security

Week 7 (3/8): Class session: Guest speaker (Miriam Nisbet)

Week 8 (3/15): Spring break

Week 9 (3/22): Strategies: Privacy and security

Week 10 (3/29): Class session: Guest speaker (Lisa Federer)

Week 11 (4/5): Solutions: Privacy and security

Week 12 (4/12): Module 3: Accessibility

Week 13 (4/19): Strategies: Accessibility

Week 14 (4/26): Solutions: Accessibility

Week 15 (5/3): Class session: Ethics and Digital Curation (Joe Hall)

## **E. Course Readings**

There is one required text for this course: Givens, C. (2014). *Information Privacy Fundamentals for Librarians and Information Professionals*. Lanham, Boulder, New York and London: Rowman & Littlefield Publishers, Inc.

Other 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>

### **Week 1: Overview of Policy Issues in Digital Curation**

Ekbia, H., Mattioli, M., Kouper, I., Arave, G., Ghazinejad, A., Bowman, T., Venkata Ratandee, S., Tsou, A., Weingart, S., & Sugimoto, C. R. (2015). Big data, bigger dilemmas: A critical review. *Journal of the Association for Information Science and Technology*.

Shilton, K. (2012). Participatory personal data: an emerging research challenge for the information sciences. *Journal for the American Society of Information Science*, 63(10), 1905–1915.

Andrew Leonard. (n.d.). How Netflix is turning viewers into puppets. Retrieved February 19, 2015, from

[http://www.salon.com/2013/02/01/how\\_netflix\\_is\\_turning\\_viewers\\_into\\_puppets/](http://www.salon.com/2013/02/01/how_netflix_is_turning_viewers_into_puppets/)

Flynn, Nancy. *The E-Policy Handbook: Designing and Implementing Effective E-Mail, Internet, and Software Policies*. Chapter 1: Why Every Organization Needs Electronic Rules and Policies Based on Best Practices. AND Chapter 25: e-Policy 101: How to Draft Effective e-Policies for Your Organization. New York: AMACOM, 2009.

Digital video tools

“Storyboards: What Is It?” [https://www.wickedproblems.com/6\\_storyboards.php](https://www.wickedproblems.com/6_storyboards.php)

## **Week 2: Class session: Guest speaker - Alan Inouye, Director of the ALA Office for Information Technology Policy (OITP)**

Braman, S. (2006). Chapter 3: Bounding the Domain: Information Policy for the 21<sup>st</sup> Century. *Change of state: information, policy, and power*. Cambridge, MA and London: The MIT Press.

Jackson, S. J., Gillespie, T., & Payette, S. (2014). The Policy Knot: Re-integrating Policy, Practice and Design in CSCW Studies of Social Computing. In *Proceedings of the 17th ACM Conference on Computer Supported Cooperative Work & Social Computing* (pp. 588–602). New York, NY, USA: ACM.

Inouye, A. (2011, October). *The evolution of information policy and the rise of interest groups*.

## **Week 3: Module 1: Intellectual Property**

Hirtle, P. (2003). Archives or Assets? *American Archivist*, 66(2), 235–247.

U.S. Copyright Office:

*Circular 1: Copyright Basics*. <http://www.copyright.gov/circs/circ01.pdf>

*Section 107, 118: Fair Use*: <http://www.copyright.gov/fls/fl1102.html>

*Section 108: Library Provisions*: <http://www.copyright.gov/docs/section108/>

ARL summaries of recent copyright lawsuits

Cambridge Press v Georgia State University: <http://www.arl.org/focus-areas/court-cases/106-cambridge-press-v-georgia-state-university>

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**

Association of Research Libraries. (2012). *Code of best practices in fair use for academic and research libraries*. Washington, DC: Association of Research Libraries.

Dryden, J. (2011). Copyfraud or Legitimate Concerns? Controlling Further Uses of Online Archival Holdings. *American Archivist*, 74(2), 522–543.

Fiesler, C., Feuston, J. L., & Bruckman, A. S. (2015). Understanding Copyright Law in Online Creative Communities. In *Proceedings of the 18th ACM Conference on Computer*

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

McCardwell, K. (2014). *Intellectual property concerns in undocumented corporate collections*. Society of American Archivists.

### **Week 5: Solutions: Intellectual Property**

Anderson, R. J. (2008). Chapter 22: Copyright and DRM. *Security Engineering: A Guide to Building Dependable Distributed Systems* (2nd ed.). Wiley.

Dickson, M. (2010). Due Diligence, Futile Effort: Copyright and the Digitization of the Thomas E. Watson Papers. *American Archivist*, 73(2), 626–636.

International Rights Statements Working Group. (2015). *Recommendations for Standardized International Rights Statements*.

<https://docs.google.com/document/d/1x10JsIfi8Y74pgJJEaqMtyO5iYp0p6DO5DrOZK-5umY/edit#>

OCLC. (2010). Well-intentioned practice for putting digitized collections of unpublished materials online. Dublin, OH: OCLC. Retrieved from

<http://www.oclc.org/content/dam/research/activities/rights/practice.pdf>

**Browse:** Creative Commons. (2011). The power of open. Washington, D.C.: Creative Commons.

### **Week 6: Module 2: Privacy and Security**

Givens, C. (2014). Chapters 1 and 2: *Information Privacy Fundamentals for Librarians and Information Professionals*. Lanham, Boulder, New York and London: Rowman & Littlefield Publishers, Inc.

Solove, D. J. (2010). Chapter 5. *Understanding Privacy*. Harvard University Press.

Garfinkel, S. L. (2012). The Cybersecurity Risk. *Commun. ACM*, 55(6), 29–32.

### **Week 7: Class session: Guest speaker – Miriam Nisbet, Founding Director of the Office of Government Information Services at the National Archives and Records Administration**

### **Week 8: Spring Break**

Enjoy!

### **Week 9: Strategies for Privacy and Security**

Givens, C. (2014). Chapter 3. *Information Privacy Fundamentals for Librarians and Information Professionals*. Lanham, Boulder, New York and London: Rowman & Littlefield Publishers, Inc.

Bamberger, K. A., & Mulligan, D. K. (2015). Introduction. *Privacy on the Ground: Driving Corporate Behavior in the United States and Europe* (1 edition). Cambridge, Massachusetts: The MIT Press.

Nissenbaum, H. (2004). Privacy as contextual integrity. *Washington Law Review*, 79(1), 119–158.

Spiekermann, S., & Cranor, L. F. (2009). Engineering Privacy. *IEEE Transactions on Software Engineering*, 35(1), 67–82.

TRUSTe Inc. (n.d.). A guide for structuring and implementing PIAs: Six steps for your next Privacy Impact Assessment. TRUSTe Inc. Retrieved from [https://info.truste.com/SEM-Resource-GuideForPIAs-Whitepaper-Form\\_TY.html?asset=U8LYDK24-505&aliId=24271865](https://info.truste.com/SEM-Resource-GuideForPIAs-Whitepaper-Form_TY.html?asset=U8LYDK24-505&aliId=24271865)

**Week 10: Class session: Guest speaker – Lisa Federer, Research Data Informationist, National Institutes of Health Library**

Borgman, Christine L. 2012. “The Conundrum of Sharing Research Data.” *Journal of the American Society for Information Science and Technology* 63 (6): 1059–78.

Longo, Dan L., and Jeffrey M. Drazen. 2016. “Data Sharing.” *New England Journal of Medicine* 374 (3): 276–77.

pebourne. 2014. “ADDs Current Vision Statement, October, 2014.” *Pebourne*. October 31.

**Week 11: Solutions for Privacy and Security**

Givens, C. (2014). Chapter 6. *Information Privacy Fundamentals for Librarians and Information Professionals*. Lanham, Boulder, New York and London: Rowman & Littlefield Publishers, Inc.

American Library Association. (2014, January). Privacy Tool Kit. Retrieved May 2, 2014, from <http://www.ala.org/advocacy/privacyconfidentiality/toolkitsprivacy/privacy>

Abelson, H., Ledeen, K., & Lewis, H. (2008). Chapter 5: Secret Bits: How Codes Became Unbreakable. *Blown to Bits: Your Life, Liberty, and Happiness After the Digital Explosion* (1st ed.). Addison-Wesley Professional.

Ion, I., Reeder, R., & Consolvo, S. (2015, July 23). New research: Comparing how security experts and non-experts stay safe online. Retrieved from <http://googleonlinesecurity.blogspot.com/2015/07/new-research-comparing-how-security.html>

Rees, J. (2015, April 7). A Little Too Personal. Retrieved from <https://saaers.wordpress.com/2015/04/07/a-little-too-personal/>

**Week 12: Module 4: Accessibility and Usability**

Shneiderman, B. (2000). Universal usability. *Communications of the ACM*, 43(5), 84–91.

Jaeger, Paul, and Bertot, John Carlo. (2010). Transparency and technological change: Ensuring equal and sustained public access to government information, *Government Information Quarterly* 27(4) 371-376.

Williams, G. H. (2012). Disability, universal design, and digital humanities. In *Debates in digital humanities*. University of Minnesota Press.

**Week 13: Strategies: Accessibility and Usability**

Lazar, J., & Jaeger, P. T. (2011). Reducing barriers to online access for people with disabilities. *Issues in Science and Technology*, (Winter), 69–82.

Lazar, J., Elder, T., & Stein, M. (2013). Understanding the Connection Between HCI and Freedom of Information and Access Laws. *Interactions*, 20(6), 60–63.

Battarbee, K., Fulton Suri, J., & Gibbs Howard, S. (2013). *Empathy on the edge: scaling and sustaining a human-centered approach in the evolving practice of design*. IDEO. Retrieved from [http://www.ideo.com/images/uploads/news/pdfs/Empathy\\_on\\_the\\_Edge.pdf](http://www.ideo.com/images/uploads/news/pdfs/Empathy_on_the_Edge.pdf)

#### **Week 14: Solutions: Accessibility and Usability**

Considering the user perspective. (2012, October 15). *WebAIM*. Retrieved from <http://webaim.org/articles/userperspective/>

How people with disabilities use the web: overview. (2013). *W3C Web Accessibility Initiative*. Retrieved from <http://www.w3.org/WAI/intro/people-use-web/>

#### **Week 15: Ethics and Digital Curation – Guest Speaker Joe Hall, Chief Technologist of the Center for Democracy & Technology**

Baase, S. (2013). Chapter 1: *A gift of fire: social, legal, and ethical issues for computing technology*. Upper Saddle River, NJ: Pearson.

boyd, danah, & Crawford, K. (2012). Critical questions for big data. *Information, Communication & Society*, 15(5), 662–679.

Zimmer, M. (2010). “But the data is already public”: on the ethics of research in Facebook.

Vitak, J., Shilton, K. and Ashkorab, Z. (2016). Beyond the Belmont Principles: Ethical Challenges, Practices, and Beliefs in the Online Data Research Community. *CSCW 2016*, San Francisco, CA.

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>

#### **F. Assignments and Grading**

Your grade will be based on the following items:

- Discussion board participation and analysis of the readings (35% of final grade)
- Group policy, storyboards and presentations (3 @ 10% each, 30% of final grade)
- Final paper: Best practice guide (35% of final grade)

**Discussion Board Participation:** You must post **at least twice per module** on the module message boards. Draw on the discussion questions, course readings, outside resources, your personal experiences, and your group’s discussion to frame your argument and comments. When you explicitly reference course readings (and you should!), be sure to cite references accordingly: e.g. (Quinn, 2012, p. 237) and add a brief citation list to the end of your post following APA citation style if you use citations (as explained here: <http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm>).

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

Your discussion participation will be graded using the following rubric:

<b>Response</b>	<b>Evaluation</b>
Is insightful about reading material	<b>20 pts</b>
Backs conclusions with evidence	<b>20 pts</b>
Introduces own ideas	<b>20 pts</b>
Responds thoughtfully to others	<b>20 pts</b>
<b>Presentation</b>	
Uses correct grammar and punctuation	<b>10 pts</b>
Writes in clear, concise sentences	<b>10 pts</b>
<b>Total</b>	<b>100 pts</b>

### **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 module, 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.

### **Final Paper: Best Practice Guide (8-10 pages)**

Your group projects focused on creativity, but we are not the only people who have tried to address intellectual property, privacy, security, and accessibility of digital materials. Organizations throughout the digital curation world are struggling with these issues. For your final paper, choose a policy issue of interest to you (one of the four topics from the course, or another policy issue with permission of the instructor), and research ways that existing organizations have created policy to deal with the issue.

Your final paper should create a *best practice guide* for an institution of your choosing, by *comparing, contrasting, and critiquing* existing approaches to intellectual property, privacy, security, or accessibility among peer organizations.

Your guide should include:

- A description of the policy challenge your organization faces
- Research into how peer organizations have approached this challenge
- An assessment of the strengths and weaknesses of existing approaches
- Best practice guidelines for your organization based on what you have learned from other organizations' approaches

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 a *hybrid* course, meaning we will meet only four times in person: **2/2/16, 3/8/16, 3/29/16, and 5/3/16**. The rest of the course will be conducted online. 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. This should orient you to a variety of digital tools for communication.

#### **I. Attendance and Expectations of Student Participation**

Because the course will only meet in person 4 times, attendance of those sessions is essential and required. 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 due to illness or other personal matters, please meet with the instructor to discuss plans for make-up work. Please see the extensions policy below if extra time is needed due to illness.

#### **J. Classroom Environment**

As a graduate seminar, the classroom and 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. As another aspect of respect in the classroom environment, turn off or mute all phones and other communication devices during each class session.

### **K. 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.

### **L. 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.

### **M. 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.

### **N. 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.

### **O. Office Hours & Contact Information**

I can also be contacted via email at [kshilton@umd.edu](mailto:kshilton@umd.edu), and we can arrange to meet in person or Skype by appointment.

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