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 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


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**


Digital video tools

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


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

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


U.S. Copyright Office:
*Circular 1: Copyright Basics.* [http://www.copyright.gov/circs/circ01.pdf](http://www.copyright.gov/circs/circ01.pdf)
*Section 107, 118: Fair Use:* [http://www.copyright.gov/fls/fl102.html](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](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](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](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](http://www.arl.org/focus-areas/court-cases/2470-greenberg-v-national-geographic-society)

**Week 4: Strategies: Intellectual Property**


Week 5: Solutions: Intellectual Property


Week 6: Module 2: Privacy and Security


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


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


Week 11: Solutions for Privacy and Security


Week 12: Module 4: Accessibility and Usability


Week 13: Strategies: Accessibility and Usability


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


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


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:

<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>
</tr>
</tbody>
</table>

**Presentation**

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

**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 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, 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.*