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 team 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, accessibility and usability, privacy, and security. 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.

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

Week 1: Introduction to the course, topics, and teams

Week 2: 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:

ARL summaries of recent copyright lawsuits
- Authors Guild v Hathi Trust: [Online]. http://www.arl.org/focus-areas/court-cases/105-authors-guild-v-hathi-trust
- Authors Guild v Google, Inc: [Online]. http://www.arl.org/focus-areas/court-cases/2469-authors-guild-v-google-inc
- Golan v Holder: [Online]. http://www.arl.org/focus-areas/court-cases/2480-golan-v-holder

Week 4: Strategies: Intellectual Property


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: Topic 3: Privacy

Week 10: Strategies for Privacy


Week 11: Solutions for Privacy


Week 12: Security


Week 13: Strategies for Security


Week 14: Solutions for 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/

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

- Discussion board participation and analysis of the readings (30% of final grade)
- Team policies (4 @ 10% each, 40% of final grade)
- Final policy implementation comic (30% of final grade)

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. 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.

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:
Team policies
With a partner, write an internal policy 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*.
I will assign partners and they will remain consistent over the semester.

Your policies will be graded based on the following criteria:

<table>
<thead>
<tr>
<th>Response</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>Identifies key stakeholders</td>
<td>20 pts</td>
</tr>
<tr>
<td>Addresses key policy challenges</td>
<td>20 pts</td>
</tr>
<tr>
<td>Provides an implementable solution</td>
<td>30 pts</td>
</tr>
<tr>
<td>Proposes a creative approach</td>
<td>20 pts</td>
</tr>
<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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Final Implementation Comic

It's one thing to write a policy for an organization, but it's another thing to make the policy work in practice. This assignment is designed to help you think about how you might implement a digital curation policy in an organizational setting, and how you would address stumbling blocks on the way.

To do this, you'll create a choose-your-own-adventure comic. **You can draw/create the comic yourself, or for a fee ($43.99), you can use Comic-BEE, an online tool designed to make creating branching comics faster and easier.**

First, choose one of the policies you worked on for the course (intellectual property, access and accessibility, privacy, or security) to develop an implementation plan. Next, create a comic that imagines what implementing your policy looks like in the organization of your choice. Your comic should illustrate:
• The organizational context for your policy
• The people/roles responsible for implementation
• Workflows for how the policy will be implemented
• At least three ethical choices that workers or patrons/customers face along the way
• Two outcomes for each of those choices, and the repercussions of the outcomes

Guidance on Comic-BEE

Comic-BEE is an optional online tool for scripting, illustrating, and producing branching (choose-your-own-adventure) comics. You can read more about the tool here: https://comic-bee.com/

• There are helpful how-to guides in case you're looking for answers to something specific. You can find them in their YouTube channel.
• Check out their list of Frequently Asked Questions.

Your final assignment will be graded according to the following rubric:

<table>
<thead>
<tr>
<th>Response</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>Clarity of scenario</td>
<td>20 pts</td>
</tr>
<tr>
<td>Identifies clear ethical dilemmas and outcomes</td>
<td>30 pts</td>
</tr>
<tr>
<td>Uses comprehensive roles and choices</td>
<td>20 pts</td>
</tr>
<tr>
<td>Introduces own ideas</td>
<td>10 pts</td>
</tr>
<tr>
<td>Organizes comic logically</td>
<td>10 pts</td>
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</table>

<table>
<thead>
<tr>
<th>Presentation</th>
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<tbody>
<tr>
<td>Uses correct grammar and punctuation</td>
<td>10 pts</td>
</tr>
<tr>
<td>Total</td>
<td>100 pts</td>
</tr>
</tbody>
</table>

H. Format
This will be an online course. This means we will use a variety of digital tools. Lectures will use VoiceThread, which presents narrated slides. We will conduct discussions of the readings using the ELMS message boards. Teams can also meet virtually or in person, depending on the preferences of the members. 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.