# University of Maryland

## College of Information Studies

## INST 641: Policy Issues in Digital Curation

## Course Syllabus

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4121H Hornbake  
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Class Time: Wednesdays, 6:00 – 8:45 pm  
Classroom: Hornbake 1112  
Office hours: Skype or calls 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 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, 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 four broad digital policy issues – intellectual property, privacy, 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.

1/28/15: Week 1: Overview of Course and Approach (online)
2/4/2015: Week 2: Module 1: Intellectual Property (in person)
2/11/15: Week 3: Strategies: Intellectual Property (online)
2/18/15: Week 4: Solutions: Intellectual Property (online)
2/25/15: Week 5: Module 2: Privacy (Adobe Connect)
3/4/15: Week 6: Strategies: Privacy (in person)
3/11/15: Week 7: Solutions: Privacy (online)
3/18/15: Week 8: Spring Break
3/25/15: Week 9: Module 3: Security (online)
4/1/15: Week 10: Strategies: Security (in person)
4/8/15: Week 11: Solutions: Security (online)
4/15/15: Week 12: Module 4: Accessibility (Adobe Connect)
4/22/15: Week 13: Strategies: Accessibility (online)
4/29/15: Week 14: Solutions: Accessibility (in person)
5/6/15: Week 15: Wrap up and final papers (online)

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

## Week 2: 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/fl102.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

Guest speaker: Robin Pike, UMD Libraries

## Week 3: 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.

Gracy, K. (2013). Ambition and Ambivalence: A Study of Professional Attitudes toward Digital Distribution of Archival Moving Images. *American Archivist*, *76*(2), 346–373.

## Week 4: 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.

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

## Week 5: Module 2: Privacy

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.
Zimmer, M. (2010). "But the data is already public": on the ethics of research in Facebook.
Background for the guest lecture: "Revisiting Segregation through Computational History: the
     case of the WWII Japanese American Tule Lake Segregation Center"
     http://www.fia.umd.edu/seedgrants/winners.shtml (Video + short summary)

Guest Lecture: Dr. Richard Marciano on the Toule Lake records project

**Week 6: Strategies for Privacy**

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

**Week 7: Solutions for Privacy**

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

**Week 8: Spring Break**

Enjoy!

**Week 9: Module 3: Security**

Garfinkel, S. L. (2012). The Cybersecurity Risk. *Commun. ACM*, *55*(6), 29–32.
Schneier, B. (2010). The Failure of Cryptography to Secure Modern Networks. Dark Reading.
     http://www.darkreading.com/blog/227700878/the-failure-of-cryptography-to-secure-
     modern-networks.html
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.

Case study: Security of mobile applications

**Week 10: Strategies for Security**

Anderson, R. J. (2008). Chapter 1: What is Security Engineering? *Security Engineering: A Guide
     to Building Dependable Distributed Systems* (2nd ed.). Wiley.

Yee, K.-P. (2005). Guidelines and strategies for secure interaction design. In L. F. Cranor & S. Garfinkel (Eds.), *Security & Usability: Designing Secure Systems that People Can Use* (pp. 247–273). Sebastopol, CA: O'Reilly.

Herath, T., & Rao, H. R. (2009). Encouraging information security behaviors in organizations: Role of penalties, pressures and perceived effectiveness. *Decision Support Systems*, *47*(2), 154–165.

Becher, M., Freiling, F. C., Hoffmann, J., Holz, T., Uellenbeck, S., & Wolf, C. (2011). Mobile Security Catching Up? Revealing the Nuts and Bolts of the Security of Mobile Devices. In *2011 IEEE Symposium on Security and Privacy (SP)* (pp. 96–111). doi:10.1109/SP.2011.29

## Week 11: Solutions for Security

Anderson, R. J. (2008). Chapter 2: Protocols, and Chapter 4: Access Control. *Security Engineering: A Guide to Building Dependable Distributed Systems* (2nd ed.). Wiley.

Bureau of Consumer Protection. (2013, February). *Mobile App Developers: Start with Security*. Retrieved June 21, 2013, from http://business.ftc.gov/documents/bus83-mobile-app-developers-start-security

## 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.

Zinn, H. (1977(). "Secrecy, Archives & the Public Interest." *The Midwestern Archivist*, 2(2), 14-26. http://minds.wisconsin.edu/handle/1793/44118

Guest speaker: Ed Summers, Research Ferguson project

## Week 14: 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

## Week 15: 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/


**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:

- Discussion board 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)

**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:

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


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

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

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 the module, summarizing what you learned, and reflecting on your group process. Consider what worked, what was challenging, and what didn't work at all, and what you learned from the experience.

**Final Project** (8-10 pages, 20% 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. **Format**

This will be a *hybrid* course, meaning we will meet only four times in person: 2/4/15, 3/4/15, 4/1/15, and 4/29/15. The rest of the course will be conducted online. We will use Adobe Connect to meet online on two occasions: 2/25/15 and 4/15/15. This means we will use a variety of digital tools. Some 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.

## I. **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.

## 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.*