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; implementing security for sensitive digital data and records; ensuring integrity and trust in digital information and content throughout the information lifecycle; and providing accessible 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, integrity, 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, authenticity, 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 needs for implementing and enforcing policy requirements for digital curation.

D. Weekly Topics
The course is organized around five broad digital policy issues – intellectual property, privacy, security, integrity and accountability, 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: Introduction
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: Ethics and data curation
Week 9: Fifth challenge: Access, Accessibility and Usability
Week 10: Strategies: Access, Accessibility and Usability
Week 11: Solutions: Access, Accessibility and Usability
Week 12: Wrap-up and final paper discussion

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: Introduction**


Digital video tools


**Week 2: Challenge: Intellectual Property**

U.S. Copyright Office:


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)

Case study: Digitization in an academic library

**Week 3: Strategies: Intellectual Property**


**Week 4: Solutions: Intellectual Property**


**Week 5: Challenge: Privacy and Security**


Case study: Privacy and security for mobile applications
Week 6: Strategies for Privacy and Security


Week 7: Solutions for Privacy and Security


Week 8: Ethics and Digital Curation

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

Week 9: Challenge: Accessibility and Usability


Case study: Accessibility in an academic library

Week 10: Strategies: Accessibility and Usability


**Week 11: Solutions: Accessibility and Usability**


**Week 12: Wrap Up**

**F. 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 (3 @ 15% each, 45% of final grade)
- Individual topic reflections (3 @ 5% each, 15% of final grade)
- Final policy implementation paper (20% of final grade)

**Group policy, storyboards and presentations** (3 @ 15% each, 45% of final grade. Due during the third week of each challenge topic).

With a team, write an internal policy and storyboard a strategic plan to deal with each policy challenge case study.

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 first week of a topic we will explore and discuss the policy issue, and you will receive a case study which will form the basis of your group assignment. During the second week, your group will brainstorm ideas for your organization. During the third week, you will present your plan.

I will assign groups and they will remain consistent over the semester.
Individual topic reflections (3 @ 5% each, 15% of final grade)
Write a 300-500 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, 20% of final grade)
Choose two digital ethics or 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.

G. Expectations of Student Participation
This course is conducted online through ELMS. No onsite meetings are required, although you will meet regularly with a small group via Skype, Google Hangout, or other method that you choose.

1. Group Participation: During each module, you will meet with your assigned group to discuss and execute your policy and storyboard. Your groups are pre-assigned and should be visible in ELMS. I suggest using Skype, Google Hangout, or other virtual presence technology to conduct at least some of your planning meetings. Collaboration software such as Google Docs may also be useful in planning your policy and storyboard.

Discussion Board Participation: During each module, each student should post at least twice on the module discussion board (about 75-150 words for each response). Please be respectful and professional when you reply to each other. Draw on the course readings, outside resources, personal experiences, and your group’s discussion to frame your arguments/comments.

***It is strongly recommended that you draft your posts in a word or text document before you post it to ELMS to check for spelling errors and ensure you have met the word count requirement.
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>
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</tbody>
</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>Writes in clear, concise sentences</td>
<td>10 pts</td>
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| Total                                         | 100 pts     |

H. 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.

I. 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.

J. 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.

K. 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.

L. Office Hours & Contact Information

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