A. **Catalog Description:** Discussion of strategies to address intellectual property, privacy, security and other policy and ethics 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. **Course Requirements:**

- Attendance in all course sessions is expected. If you have a conflict that will result in missing more than one class, please notify me and consider a plan to complete the work for class meetings you will miss.
- Complete required readings at the level of thorough preparation to discuss and critique readings for each week.
• Complete all assignments on time.

E. **Classroom Etiquette:** While students are encouraged to bring notebook computers to class and to use them actively as learning tools, engagement with course discussions and activities is expected during class. Students should:

• Use laptops for taking notes, conducting research required for activities, and other specific classroom tasks as assigned by the instructor. During class, students should not check e-mail, chat, IM, play games, or perform other off-task activities.
• Engage in-class activity as actively as they would in any other class. The computer should not become a barrier to one-on-one interaction, but instead should help facilitate the exchange of ideas and engagement in classroom contact.
• Demonstrate sensitivity to fellow students and the instructor. Students should not display screen images, including wallpapers and screen savers, which might be distracting or offensive to other members of the class.

F. **Disability Assistance:** From the University’s Disability and Accessibility Policy ([http://ter.ps/c1o](http://ter.ps/c1o))

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The University of Maryland provides reasonable accommodations to qualified individuals. Reasonable accommodations shall be made in a timely manner and on an individualized and flexible basis.

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way we teach may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the university’s Disability Support Service to help us determine appropriate accommodations. I will treat all information you provide me as confidential.

G. **Academic Integrity:** Unless otherwise specified in an assignment, all submitted work must be your own, original work. Any excerpts from the work of others must be clearly identified as a quotation, and a proper citation provided. Any violation of the university’s policy on Academic Integrity ([http://ter.ps/c1p](http://ter.ps/c1p)) will result in penalties, which might range from failing an assignment, to failing a course, to being expelled from the program, at the discretion of the instructor and the iSchool administration.

H. **Assignments and Grading:** This course has two group assignments, one short individual assignment, and a final paper. These assignments combine both writing and presenting your ideas to your peers. A breakdown of the relative weight of each assignment is below:
• Assignment 1: Intellectual Property Group Policy (15% of final grade)
• Assignment 2: Privacy and Security Group Policy (15% of final grade)
• Assignment 3: Obama Social Media Assignment (10% of final grade)
• Assignment 4: Final Paper- Best Practice Guide (35% of final grade)
• Class attendance and participation (25% of final grade)

I. 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 (1/31): Introductions, Overview of Policy Issues in Digital Curation
• Week 2 (2/7): Orientation, continued
• Week 3 (2/14): Intellectual Property- Issues
• Week 4 (2/21): Intellectual Property- Strategies
• Week 5 (2/28): Intellectual Property- Solutions
  a. Assignment 1 Due: Group Policy
• Week 6 (3/7): Privacy and security- Issues
• Week 7 (3/14): Privacy and security- Strategies
• Week 8 (3/21): Spring break
• Week 9 (3/28): Privacy and security- Solutions
  a. Assignment 2 Due: Group Policy
• Week 10 (4/4): Class session: Guest speaker TBD
• Week 11 (4/11): Access and Accessibility- Issues
• Week 12 (4/18): Access and accessibility- Strategies
• Week 13 (4/25): Access and accessibility- Solutions
  a. Assignment 3 Due: Obama Social Media assignment
• Week 14 (5/2): Class session: Current events
• Week 15 (5/9): Class session: Ethics and Digital Curation (Joe Hall)
• FINAL PAPER DUE May 16, 6:00pm

J. Course Readings: 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: Introductions, Overview of Policy Issues in Digital Curation

Optional readings:


Week 2: Orientation, continued


*The following reading and resource will assist you in completing Group Policy/Storyboard assignments:*


Week 3: Intellectual Property- Issues


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: [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: [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: [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: Intellectual Property- Strategies**


**Week 5: Intellectual Property- Solutions**


**Week 6: Privacy and Security- Issues**


Week 7: Privacy and Security - Strategies


Week 8: Spring Break

Enjoy break!

Week 9: Privacy and Security - Solutions


Review: Library Freedom Project “Privacy Toolkit for Librarians”
[https://libraryfreedomproject.org/resources/privacytoolkit/](https://libraryfreedomproject.org/resources/privacytoolkit/)

Week 10: Class session - Research Data


Week 11: Access and accessibility and Usability - Issues


**Week 12: Access and accessibility and Usability- Strategies**


**Week 13: Access and accessibility and Usability- Solutions**


**Week 14: Current Events**

Please send me articles from the popular press or academic literature which are timely and which you would like to discuss with your fellow students. I will announce and distribute these readings in class on April 25.

**Week 15: Ethics and Digital Curation**

ALA Core Values of Librarianship: http://www.ala.org/advocacy/intfreedom/statementspols/corevalues

ALA Code of Ethics: http://www.ala.org/advocacy/proethics/codeofethics/codeethics


*N.B. this syllabus is a guide for the course and subject to change.*