

University of Maryland  
College of Information Studies  
INST641: Policy and Ethics in Digital Curation  
Spring Semester 2017 Syllabus

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Class Time: Tuesdays 6:00-8:45pm  
Classroom: Hornbake 0115  
Office Hours: Tuesdays 2:00-4:00pm  
(or by appointment)

- 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>)

*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>) 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:*

Ekbia, H., Mattioli, M., Kouper, I., Arave, G., Ghazinejad, A., Bowman, T., ... & Sugimoto, C. R. (2015). Big data, bigger dilemmas: A critical review. *Journal of the Association for Information Science and Technology*, 66(8), 1523-1545.

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.

## **Week 2: Orientation, continued**

Braman, S. (2006). Chapter 3: *Bounding the Domain: Information Policy for the 21st Century*. Change of state: information, policy, and power. Cambridge, MA and London: The MIT Press.

Jackson, S. J., Gillespie, T., & Payette, S. (2014). The Policy Knot: Re-integrating Policy, Practice and Design in CSCW Studies of Social Computing. In *Proceedings of the 17th ACM Conference on Computer Supported Cooperative Work & Social Computing* (pp. 588–602). New York, NY, USA: ACM.

Melber, A., & Marinaccio, D. (2017, January 27). In Trump’s Twitter Presidency, Experts See Risks and Rewards [CNBC]. Retrieved from <http://www.cnbc.com/2017/01/27/in-trumps-twitter-presidency-experts-see-risks-and-rewards.html>

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

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.

“Storyboards: What Is It?” [https://www.wickedproblems.com/6\\_storyboards.php](https://www.wickedproblems.com/6_storyboards.php)

## **Week 3: Intellectual Property- Issues**

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: [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>
- 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**

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.

Fiesler, C., Feuston, J. L., & Bruckman, A. S. (2015). Understanding Copyright Law in Online Creative Communities. In *Proceedings of the 18th ACM Conference on Computer Supported Cooperative Work & Social Computing* (pp. 116–129). New York, NY, USA:ACM.

McCardwell, K. (2014). Intellectual property concerns in undocumented corporate collections. Society of American Archivists. Retrieved from [http://www2.archivists.org/sites/all/files/IntellectualPropertyConcerns\\_CEPC-CaseStudy4\\_0.pdf](http://www2.archivists.org/sites/all/files/IntellectualPropertyConcerns_CEPC-CaseStudy4_0.pdf)

## **Week 5: Intellectual Property- Solutions**

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.

OCLC. (2010). Well-intentioned practice for putting digitized collections of unpublished materials online. Dublin, OH: OCLC. Retrieved from <http://www.oclc.org/content/dam/research/activities/rights/practice.pdf>

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

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

*Chapter 1 and Chapter 2 from* Givens, C. (2014). *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.

Garfinkel, S. L. (2012). The Cybersecurity Risk. *Commun. ACM*, 55(6), 29–32.

## **Week 7: Privacy and Security- Strategies**

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 8: Spring Break**

Enjoy break!

## **Week 9: Privacy and Security- Solutions**

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.

Givens, C. (2014). Chapter 6. *Information Privacy Fundamentals for Librarians and Information Professionals*. Lanham, Boulder, New York and London: Rowman & Littlefield Publishers, Inc.

*Review:* Library Freedom Project “Privacy Toolkit for Librarians”

<https://libraryfreedomproject.org/resources/privacytoolkit/>

## **Week 10: Class session- Research Data**

Borgman, Christine L. 2012. “The Conundrum of Sharing Research Data.” *Journal of the American Society for Information Science and Technology* 63 (6): 1059–78.

Tenopir, C., Dalton, E. D., Allard, S., Frame, M., Pjesivac, I., Birch, B., ... Dorsett, K. (2015). Changes in Data Sharing and Data Reuse Practices and Perceptions among Scientists Worldwide. *PLOS ONE*, 10(8), e0134826. <https://doi.org/10.1371/journal.pone.0134826>

Wilkinson, M. D., Dumontier, M., Aalbersberg, Ij. J., Appleton, G., Axton, M., Baak, A., ... Mons, B. (2016). The FAIR Guiding Principles for scientific data management and stewardship. *Scientific Data*, 3, 160018. <https://doi.org/10.1038/sdata.2016.18>

## **Week 11: Access and accessibility and Usability- Issues**

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.

Cordell, S., & Gomis, M. (2015). Looks Matter: The Impact of Visual and Inclusive Design on Usability, Accessibility, and Online Learning. In *ACRL 2015 Proceedings* (pp. 489–496). Portland, OR: ACRL. Retrieved from [http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2015/Cordell\\_Gomis.pdf](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2015/Cordell_Gomis.pdf)

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

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](http://www.ideo.com/images/uploads/news/pdfs/Empathy_on_the_Edge.pdf)

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

*Browse*: How people with disabilities use the web: overview. (2013). W3C Web Accessibility Initiative. Retrieved from <http://www.w3.org/WAI/intro/people-use-web/>

Considering the user perspective. (2012, October 15). WebAIM. Retrieved from <http://webaim.org/articles/userperspective/>

Kriesberg, Adam. "The future of access to public records? Public-private partnerships in US state and territorial archives." *Archival Science*: 1-21. <http://link.springer.com/article/10.1007/s10502-016-9268-6>

## **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>

Baase, S. (2013). Chapter 1: A gift of fire: social, legal, and ethical issues for computing technology. Upper Saddle River, NJ: Pearson.

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

Vitak, J., Shilton, K. and Ashkorab, Z. (2016). Beyond the Belmont Principles: Ethical Challenges, Practices, and Beliefs in the Online Data Research Community. *CSCW 2016*, San Francisco, CA.

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