S582 Digital Preservation

Spring 2017 Syllabus
January 11- May 2
Each week begins on Wednesday and ends on Tuesday

Instructor: Lydia Spotts, MLS
Email: lcspotts@iupui.edu
Office Phone: 317-721-1680
Office hours: by appointment

Course Description
This course introduces approaches for preserving digitized and born-digital information (text, images, data, and audiovisual information) for ensuring long-term access and reuse. Topics include promise & challenge of long-term digital preservation and curation; longevity of digital media; integrity and authenticity of digital materials; selection for preservation; formats and strategies for preservation; preservation metadata; risk management; information technologies that are relevant to the digital curation lifecycle; and establishment of trustworthy digital repositories.

Course Learning Outcomes
Upon completion of this course, students will:

1. Identify and define the primary considerations in preserving digital media
2. Evaluate and select the media and format most appropriate for the long-term storage of digital objects
3. Evaluate digital preservation strategies, methods, and tools and decide which are appropriate for specific types of content and user communities
4. Compare and discriminate among the different short-term and long-term strategies for digital preservation, including refreshing, migration, and emulation
5. Identify the metadata requirements for preservation of digital resources
6. Evaluate the risks to digital collections and suggest potential solutions for reducing risk
7. Compare digitization and other reformatting options, recommending the method most suitable to the preservation goals of a project

MLS Program Outcomes
Develop and Manage Collections of Information Resources
- Manage, evaluate, and preserve physical and virtual collections of information resources
- Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources
Core Competencies of Librarianship

as formulated by the American Library Association were approved and adopted as policy by the ALA Council, January 27 2009. A person graduating from an ALA accredited master’s program in library and information science should know and, where appropriate, be able to employ the following:

2. Information Resources
2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and de-selection.
2C. Concepts, issues, and methods related to the management of various collections.
2D. Concepts, issues, and methods related to the maintenance of collections, including preservation and conservation.

Principles of Graduate and Professional Learning

This course addresses the following:

- Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the fields.
- Thinking critically, applying good judgment in professional and personal situations.
- Communicating effectively to others in the field and to the general public.
- Behaving in an ethical way both professionally and personally.

General Course Administration

Canvas

Canvas will be an integral part of S582. If you have problems accessing Canvas, please contact the University Information Technology Services (UITS) Support Center at 317-274-HELP. All course announcements and individual communication will be found in Canvas along with the class syllabus, course schedule, assignments, and other course documents.

How we will conduct “Class”

While online courses afford great convenience, they also demand extra effort from both an instructor and students. Because there is no required synchronous face time for lectures, discussions, group work, or other activities, all this must take place through the course site on Canvas. This involves extensive writing and creation of slides, videos, and other media we will use to communicate our ideas and questions. The syllabus, assignments, and many of the readings (unless available online) are posted on Canvas. In each week I will provide guidance on important points and will offer Zoom sessions, but much of the work of the course will take place in the forums via discussion of the readings, videos, and slides, and your own work (discussion, assignments, etc.).
Expectations of Students
Students are expected to complete assignments on time and in the form specified. Students are to inform the instructor before the deadline if unable to complete an assignment. Please use Canvas to email the instructor or the class.

Expectations of Instructor
1. I will post reminders and announcements on the course home page in Canvas for the start of each week.
2. I will return assignments as soon as possible but at least within a week of the due date.
3. I will endeavor to return emails within 24 hours during the work week (M-F) and by Monday if sent on the weekend. If you don’t hear from me within that time, please send another message.
4. We are collaborators in this course. Please address me by my first name. I will do the same unless you specify otherwise.

Technology requirements for online class

- Internet service provider (ISP). The most important component is a high quality Internet connection. Cable Modem, DSL, ISDN or other high speed, broadband service is strongly recommended. Dial-up modems, while usable, will result in frustrating results during “live” conferencing or other multimedia activities. Using wireless connection when signal is weak will cause similar frustrating results.
- Computer Requirements. Students need to have access to a properly functioning computer throughout the semester. Because this is a web-based class, it is assumed that every student has daily, reliable, high-speed Internet access. Lack of access WILL NOT be accepted as an excuse for timely participation or late assignments. You should have access to:
  o A Pentium 4 or later Windows computer with Windows XP or Vista
  OR
  o An Apple PowerPC G4 or later Apple computer with Mac OS X 10.5 – Leopard or later
- Note: the use of a tablet or mobile device will not give you all the functionality needed for the course.
- Minimum 2 GB of memory (RAM)
- A current word processing software, latest version of MSWord preferred Note: software downloads free to students at https://iuware.iu.edu/
- Sound capability to listen to audio files
- A headset if you are working in a public place to listen to audio files
- Browser Requirements
  o Current versions of Internet Explorer or Firefox for Windows computers
  o Current versions of Firefox, Safari or Chrome for Apple computers
- Software. Student computers need to be capable of running the latest versions of plug-ins, recent software and have the necessary tools to be kept free of viruses and spyware. Some courses require special software that students may have to purchase or check for free access from IUWare. URL: http://iuware.iu.edu/
• Technical Assistance. For help with Canvas technical issues or if you are having difficulty with any of the technology used for the course, check the materials at https://kb.iu.edu/d/bcll

Readings and Sources
Links are provided to readings as part of citations, or files can be found in Canvas in the modules for each week under a “please read” page. It is expected that students will have read the materials every week, as we will be referring to them in discussions, Zoom sessions, and they will enable better outcomes for assigned work.

Required reading materials
• No textbook is used in this class.
• All required and recommended readings are available on the Canvas site for S582 in modules.
• Some readings are available online and URLs are offered in the citations.
• Required readings have been selected to encourage participation in class discussion forums and assignments.

Born digital collection: Bethel A.M.E. VR Project Collection
Assignments throughout the course are building toward a final project—drafting a preservation proposal for a collection of born digital project files. A surrogate of the collection has been made in IU’s box for S582 students to access. Students will be invited to the folder via their official IU email address at the start of class, and the link will be listed in the assignment descriptions.

The Indianapolis Bethel AME Church Virtual Environment created by Zebulun M. Wood & Albert William in collaboration with the IUPUI Arts and Humanities Institute, the Virtual Freetown Project, the Virtual Bethel Project, the IUPUI UITS Advanced Visualization Lab, IU School of Informatics and Computing at IUPUI, Indianapolis Bethel AME Church, and Freetown Village, 2016. If you would like to adopt or adapt this work, contact Zebulun Wood (zwood@iupui.edu).

Coursework and Grading
Grades will be based on class participation: discussions, engagement, and a series of assignments. The majority of assignments throughout the semester will directly build toward your final assignment, and readings will provide you the knowledge to make informed decisions and propose solutions for the born digital collection the class will be assessing.

All assigned coursework is due Tuesday 11:59PM on the listed date.

Class discussion
You will be prompted to reflect on the readings via our Canvas discussion forums. Discussions will take place throughout the semester with a single grade given for your overall participation at the end of the course (15 points). Graduate-level student discourse is expected. This refers not only to the quality of your own observations and insights from the readings, but your professional commitment to post and respond to the posts of your colleagues meaningfully and in a timely manner (i.e. do not wait until the very end of the week). There is no length requirement but you should write as much as you need to
address the initial discussion prompt and respond thoughtfully to your colleagues insights.

*In general:*
- **Initial and response posts are due Tuesday 11:59 PM**
- *at least* one initial post by Monday 11:59 PM
- *at least* one response post by Tuesday 11:59 PM
- endeavor to post early in the week to allow more time for thoughtful engagement
- The tone of your voice should be similar to the tone you would use in a classroom discussion, and responses should be placed in the appropriate forum.
- In the class discussion, present more than your opinion. If you present an opinion, present some support from the readings or from other sources that you have discovered (direct quotation is acceptable with appropriate reference information) or logical argument from commonly accepted beliefs. It also applies to your comments to others, and you should “agree” or “disagree” using supporting facts or information new to the discussion.
- Be respectful when you disagree with others. Instead of using a vague statement (e.g., “It could be ...” or “It seems as if”), make strong statement with supporting materials (e.g., literature or your own experiences).

**Zoom sessions**
Beginning with the close of week 1 (1/17 11:59pm), I will offer Zoom sessions (https://uits.iu.edu/zoom). These will typically occur at the start of the next week (Wednesday), but will review the readings you have just completed, discussion forum exchange, and will introduce the forthcoming week’s themes. This is an asynchronous class, therefore attendance is not mandatory and I will post recordings of the sessions after they end. A poll will be sent to determine the best time for a live session so that as many people can attend as possible.

- Zoom sessions are not worth any points, but your **question and insight submissions will factor into your overall discussion grade**. These are due prior to each Zoom session at the standard weekly due date, Tuesday 11:59pm.
  - **Q & I:** With the close of each week, use Canvas to submit one question and one point of interest or insight from the week’s readings. This prompt will be in the modules and under the Canvas course syllabus assignment summary view.

**Assignments**
Assignment details can be found in the Canvas module of the week they are due and are also linked in the Canvas course syllabus assignment summary view.

- Week 3: A1: Initial assessment (13 points)
- Week 6: A2: Format assessment exercise (13 points)
- Week 8: A3: Metadata exercise (13 points)
- Week 11: A4: Tool Exploration (13 points)
- Week 12: A5: DSpace Exercise (13 points)
- Week 16: A6: Final Proposal (20 points)
Logistics

Master overview of coursework and points values

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan 11 - Jan 17</td>
<td>Intro to digital preservation: Dilemmas and critical challenges</td>
<td>1: Intro &amp; Discussion</td>
<td>– 2017-01-17</td>
</tr>
<tr>
<td>4 Feb 1 - Feb 7</td>
<td>Digital preservation framework</td>
<td>3: Q &amp; I</td>
<td>– 2017-01-31</td>
</tr>
<tr>
<td>5 Feb 8 - Feb 14</td>
<td>Strategies for digital preservation</td>
<td>4: Q &amp; I</td>
<td>– 2017-02-07</td>
</tr>
<tr>
<td>6 Feb 15 - Feb 21</td>
<td>Understanding the digital object</td>
<td>A2: Format Assessment Exercise</td>
<td>13 2017-02-21</td>
</tr>
<tr>
<td>7 Mar 1 - March 7</td>
<td>Preservation metadata</td>
<td>6: Q &amp; I</td>
<td>– 2017-02-28</td>
</tr>
<tr>
<td>8 March 8 - March 14</td>
<td>From bit to context preservation: Preserving characteristics</td>
<td>A3: Metadata Exercise</td>
<td>13 2017-03-07</td>
</tr>
<tr>
<td>9 Mar 15 - March 21</td>
<td>Spring break</td>
<td>7: Q &amp; I</td>
<td>– 2017-03-07</td>
</tr>
<tr>
<td>10 Mar 22 - March 28</td>
<td>Storage management and digital repository technology</td>
<td>A4: Tool Exploration</td>
<td>13 2017-03-28</td>
</tr>
<tr>
<td>11 March 29 - April 4</td>
<td>Trusted repository and preservation policy</td>
<td>A5: DSpace Exercise</td>
<td>13 2017-04-04</td>
</tr>
<tr>
<td>12 April 5 - April 11</td>
<td>Sustainable preservation</td>
<td>13: Discussion</td>
<td>– 2017-04-11</td>
</tr>
<tr>
<td>13 April 12 - April 18</td>
<td>Ethical access and use, right management</td>
<td>13: Q &amp; I</td>
<td>– 2017-04-11</td>
</tr>
<tr>
<td>14 April 19 - April 25</td>
<td>Future of digital preservation</td>
<td>14: Discussion</td>
<td>– 2017-04-18</td>
</tr>
<tr>
<td>15 April 26 – May 2</td>
<td>Free week - Final project!</td>
<td>A6: Final Proposal</td>
<td>20 2017-05-02</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>100</strong></td>
<td></td>
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Citation (style)

Students in this course must format all citations in written work using the American Psychological Association Publication Manual. In discussion forums, you may refer to course readings simply by author’s last name and date. If you reference an additional resource in a discussion, please cite it and provide a link for your colleagues.

Turning in Work

All written assignments are to be turned in via Canvas using the following formats: .doc, .docx, .xlsx. Please put your last name and A# (assignment number) in the file name. The assignment description and upload function can be found in the module the week it is due.

Late Submissions

In fairness to students who turn in assignments on time, late assignments will be penalized. The earned grade will be lowered one grade level (e.g., from A- to B+) for each day that the assignment is late. All assignments must be turned in by the close of class on May 2.
Evaluation
The final letter grade will be assigned based on the following range with a total of 100 points possible:

<table>
<thead>
<tr>
<th>96-100 = A</th>
<th>83-86 = B</th>
<th>73-75 = C</th>
</tr>
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<tbody>
<tr>
<td>91-95 = A-</td>
<td>79-82 = B-</td>
<td>69-72 = C-</td>
</tr>
<tr>
<td>87-90 = B+</td>
<td>76-78 = C+</td>
<td>Below 68 = F</td>
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The meaning of the letter grades follows the DLIS Grading Policy:

A: Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations. The grade of A+ is not granted in DLIS, except in very exceptional cases.

A-: Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+: Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks defined in the course syllabus.

B: Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and has performed at an acceptable level.

B-: Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+, C, C-: Unsatisfactory work and inadequate understanding of course materials.

D+, D, D-: Unacceptable work; course work completed at this level will not count toward the MLS degree.

F: Failing. May result in an overall grade point average below 3.0 and possible removal from the program.

Note: The course instructor will issue the grade F if a student does not finish all required assignments.

A final grade of "I" or "Incomplete" will NOT be given except in extreme situations.
Inform the instructor if you are having difficulty completing the requirements of this course.

IUPUI Campus-wide Standards and Resources

Plagiarism and academic ethics

Unless otherwise specified in an assignment, all submitted work must be your own, original work. Any experts from the work of others must be clearly identified as a quotation, and a proper citation provided. Be aware of the IUPUI policy on plagiarism. All cases of plagiarism (unattributed quotation or paraphrasing) of anyone else's work, (e.g. from published materials) will be officially reported by academic misconduct. Indiana University and the Department of Library and Information Science policies on academic dishonesty will be followed.
Learn more about:

- Plagiarism: [http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml)
- Code of student rights, responsibilities, & conduct: [http://studentcode.iu.edu/](http://studentcode.iu.edu/)
  - The entire student code is effectively part of this syllabus.

Students found to be engaging in plagiarism, cheating, and other types of dishonesty will receive a failing grade for the course.

**AES and Special needs**

If you need an accommodation for a disability or have any other special need, please make an appointment to discuss this with me. I will be most able to address special circumstances if I know about them early in the semester. My contact information is listed at the beginning of this syllabus.

Accommodations will be made for qualified students with disabilities registered with Adaptive Educational Services. **The AES office is located in Taylor Hall, UC 100.** The phone numbers are 317/274-3241 or 317/278-2050 TTD/TTY, by fax 317/274-2051, or by email aes@iupui.edu.

**Administrative withdrawal**

A basic requirement of this course is that you will participate in class and conscientiously complete writing and reading assignments. Keep in touch with me if you are unable to attend class or complete an assignment on time. If you miss more than half our class assignments without contacting me, you will be administratively withdrawn from this section. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me." Learn more at [http://registrar.iupui.edu/withdrawal-policy.html](http://registrar.iupui.edu/withdrawal-policy.html)
Course Reading Schedule

If you prefer to print them out or would like to save a copy for future reference, this schedule compiles the reading citations by week, which are listed in each week's Canvas module. Discussion prompts and assignments are not included. They are all in the Canvas environment by module, and an overview is available in the Canvas course syllabus landing page.

Week 1. Intro to digital preservation: Dilemmas and critical challenges

- Why should we care about digital preservation?

**Required reading 1:** Please view this introductory video and read the short BBC article on Vint Cerf. The *Issues and Advocacy* blog posts are best read in chronological order, as Tansey's is a response to Lyons'.


**Required reading 2:** Choose 2 of the below listed articles


**Additional reading:**

  - Rothenberg, J. [archivesnz]. (2012 April 12). *Digital preservation in perspective how far have we come and what’s next*. http://www.youtube.com/watch?v=2ldbur1qR8I
    - Slides at: http://www.slideshare.net/FuturePerfect_/jeff-rothenberg-digital-preservation-perspective
Week 2. Fundamentals of digital preservation 1: Concepts, terminology, and responsibility

- Basic terminology
- Concept of digital longevity, permanence
- Who's Responsible for Preserving Digital Material?

Please view these two short videos:


Required reading:

A quick intro to the terminology [from Cornell University Library, 2000-2003]:

- O’Toole, J. M. (1989). On the idea of permanence. American Archivist, 52, 10-25. (This is a classic!)

Good glossary for quick reference:

Digital Preservation at Yale University Library: a guide to Digital Preservation resources at Yale University Library and beyond. http://guides.library.yale.edu/digitalpreservation/glossary

Week 3. Fundamentals of digital preservation 2: Integrity, stability, and authenticity

- Continue the concept of longevity and permanence
- Concept of integrity, stability and authenticity
Required reading:


Additional reading:


Week 4. Digital preservation framework

- Open Archival Information System (OAIS) model
- Digital Curation Center (DCC) Curation Lifecycle model

Required readings:

Lavoie and Higgins are available for you as files in the module, as well as accessible online. It may help to download so you can highlight and make bookmarks for future reference your degree program, and your career.


Additional reading:


Week 5. Strategies for digital preservation

• Short-term and long-term strategies
• Refreshing, migration, emulation, LOCKSS (Lots of Copies Keeps Stuff Safe)
• Digitization as a Tool for Preservation and Access
• Reformatting for Access with Preservation in Mind

Readings: Use these readings as a starting point to debate your position in our discussion forums this week. There are some older but still relevant articles. As an emerging library science professional, you are welcome to discover and evaluate, then cite and link to additional sources to make your point.

• Harvey, R. (2011). *Preserving digital materials*. Berlin, Boston: De Gruyter Saur. [Ch. 6, 7, 8, pp. 99- 167.]
  • (explore the links from this page about the history and purpose of Lots of Copies Keeps Stuff Safe)

• Castro, R., Faria, L., Becker, C., & Hamm M. (2011). SCAPE (Scalable preservation environments): Identification and selection of large-scale migration tools and services. [http://hdl.handle.net/1822/30697](http://hdl.handle.net/1822/30697)


• Preservation and metadata working group. (2010, December). *DataONE preservation strategy document*. [https://releases.dataone.org/online/api-documentation-v2.0/design/PreservationStrategy.html](https://releases.dataone.org/online/api-documentation-v2.0/design/PreservationStrategy.html)


**Week 6. Understanding the digital object**

- Nature of digital information and media
- Hard drive, digital formats, source code
- File format identification

**Resources and readings listed below are to assist with your file format assessment.**

There is no discussion assignment this week, but you may use the open forum to pose questions or observations to the class after reviewing the resources.

**General guidance or file format recommendation websites and reports:**

Read the introduction and browse the other sections]

- **Helpful background article, written during the framework’s development:**


- Florida University. (2012). *Recommended data formats for preservation purposes in the Florida Digital Archive*. [https://libraries.flvc.org/documents/181844/502298/Recommended+Data+Formats/0b25496f-33ac-4f56-9550-12c34f3d5d7c](https://libraries.flvc.org/documents/181844/502298/Recommended+Data+Formats/0b25496f-33ac-4f56-9550-12c34f3d5d7c)
    - Check out some of the other documentation and reports linked on that page
    - See preservation levels info: [https://support.flvc.org/knowledge-base/kbdw/KBA-01661-X4H8](https://support.flvc.org/knowledge-base/kbdw/KBA-01661-X4H8)


### File format obsolescence:


### Identification and validation tools:

- Lechich, R. (2007, February). File format identification and validation tools. *Integrated Library & Technology Systems*. Yale University Library. [https://pdfs.semanticscholar.org/5bcd/a64a9fa9500da423ed7ef5d84e6551cf5a73.pdf](https://pdfs.semanticscholar.org/5bcd/a64a9fa9500da423ed7ef5d84e6551cf5a73.pdf)


### Examples of tools:

See the COPTR registry for comprehensive listing and links. [http://coptr.digipres.org/Category:Function](http://coptr.digipres.org/Category:Function)
Identification: DROID/PRONOM; file/majic
Validation: Harvard’s JSTOR/Harvard Object Validation Environment (JHOVE), UCDL (JHOVE2)
Metadata Extractor: National Library of NZ Metadata Extractor; GNU libextractor
Viewers/Players: NASAView, QuickView Plus, IrfanView, XNView, KeyView, Columbus viewer
Conversion: XML Electronic Normalization of Archives (Xena), OpenOffice.org’s Format Converter, Archemy

Specific formats, concepts:

**Theory**

**Social Media, software, databases, and VR**

**Audio, Analog carrier preservation and transfer** [FYI. transfer is not a focus of this course]

**Additional reading/for future reference:**


### Week 7. Selection and appraisal for preservation

- Method for selection, acquisition for digitization
- Appraisal for short-term and long-term retention
- Cost of preservation

**Required reading:**


**Additional reading:**

Week 8. Preservation metadata

- Emerging standards and tools for implementation
- Preservation Metadata Implementation Strategies (PREMIS)
- Metadata Encoding Transmission System (METS)

Required reading:


Please view:


Preservation metadata resources:

  o A schema for encoding metadata and expressing links between various forms of metadata

Additional reading:


**Week 9. From bit to context preservation: Preserving characteristics**

• Bit level preservation (ensuring authentic copies of digital objects)
• Importance of preserving context
• Significant properties

**Required reading:**


**Case studies:**

• The Significant Properties site [appears inaccessible as of 2017-01; try reading section 3.1 and 3.2 of this 2008 InSPECT project document:](https://www.kdl.kcl.ac.uk/fileadmin/documents/digifutures/materials/preservation/DF09_prsrv_knight-definingSigProperties.pdf)
• Other examples are available (Vector images, moving images, software, and e-Learning objects) via an archived copy of the
Additional reading:


Week 10. Spring break

Week 11. Storage management and digital repository technology

- Long-term storage management
- Open source software to support digital preservation activities
- Digital preservation infrastructure
- Fixity check
- Digital forensics

Required reading:

- National Digital Stewardship Alliance. (2014). *What is fixity, and when should I be checking it?: Checking your digital content, an NDSA publication*. Washington, D.C.: NDSA.
- Brief overview of strategy, workflow, and tools at the Getty (4 min read)
Repository software:

- DSpace (http://www.dspace.org)
- Fedora (http://www.fedora-commons.org)
- iRods (https://irods.org/)
- ePrints (http://www.eprints.org/us/)
- ArchivesSpace (http://www.archivespace.org)

Additional reading:

  - Presentation PDFs and background readings are available on this page. The Brian Wheeler, Indiana University Media Digitization and Preservation Initiative presentation may be of interest.

Week 12. Trusted repository and preservation policy

- Concept of Trusted Digital Repositories (TDRs)
- RLG/NARA Trusted Digital Repository (TDR) Certification Checklist
- Digital Preservation Policies

Required readings:

[This is an evolution of TRAC. I don’t expect you to read entire documents; focus on high level attributes and responsibilities]


Additional reading:


Week 13. Sustainable preservation

- Risk management
- Disaster planning
- Economics of digital preservation

Review:

- DRAMBORA: http://www.repositoryaudit.eu/
- ICPSR Disaster Planning Resources (skim plans and documents), http://www.icpsr.umich.edu/icpsrweb/content/datamanagement/disaster/index.html

Required reading:


**Additional reading:**


**Week 14. Ethical access and use, rights management**

• Ethical access and use of digital content
• Copyright and rights management

**Background:**


**Required reading:**

Infrastructure and Preservation Program, the Joint Information Systems Committee, the Open Access to Knowledge (OAK) Law Project, and the SURFfoundation. [Read Parts 1, 5, and 6]


**Additional reading:**

- Section 108 Study Group. (2008). *Executive Summary*. Convened by NDIIPP, in cooperation with the U.S. Copyright Office. [Read Access section]


**Week 15. Future of digital preservation**


**Week 16. No course readings**