



THE UNIVERSITY OF  
TENNESSEE  
KNOXVILLE

# DATA 301: Data Stewardship and Ethics

*University of Tennessee, Knoxville*

Syllabus subject to change. Most current version always available on Moodle.

## Meeting Time and Place:

Tuesday & Thursday, 11:20 am - 12:35pm  
HSS 206

**Sections:** All sections

**Course Credit Hours:** 3 credit hours

## Faculty Contact Information

- Instructor Name: Rebecca Frank
- Email: [rfrank7@utk.edu](mailto:rfrank7@utk.edu)
- Drop-In Hours: Thursdays 1:30-2:30 via Zoom (link in Canvas)
- Meetings By Appointment: <https://calendly.com/rebecca-frank/office-hours>

## SIS Office Information

- 450 Communications Bldg.  
1345 Circle Park Drive  
Knoxville, TN 37996-0341
- SIS Office: 865.974.2148
- Fax (SIS): 865.974.4667



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## COURSE INFORMATION

### Course Catalog Description

Overview of the data life cycle, including creation, collection, assurance, description, discovery, integration, use, reuse, and preservation. Explores data management principles and the development and implementation of data life cycle management plans. Examines the legal, ethical, and technological challenges in developing and implementing data management policies.

### Additional Information

Introduces the data life cycle framework including basic concepts, components and techniques related to data creation, collection, assurance, description, discovery, integration, use, reuse and preservation. Students will learn how to develop and implement data life cycle management plans, and how to develop policies and workflows incorporating current tools and standards to

support these activities. Students will also learn differences among data and records management principles and practices across diverse settings and data types, and examine the legal, ethical, and technological challenges in developing and implementing policies for managing data.

Satisfies Gen. Ed. - Global Challenges.

## **Student Learning Objectives**

- Students completing DATA 301 should be able to...
- be ethical and responsible managers and users of data
- consider the consequences of data use and its impact on various stakeholders,
- know how to maintain and add value to data to increase its usability, usefulness, and quality.

## **Course Design**

This course will include a mix of traditional readings and multimedia materials. Students will complete weekly quizzes, as well as larger assignments throughout the semester. The course includes a mix of individual and group work.

## **Required Text(s)**

All required and recommended course materials will be provided via Canvas.

# **COURSE COMMUNICATIONS**

## **Email Policy**

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the OIT Helpdesk to obtain directions for forwarding your UTK email to your preferred address. I will also regularly post announcements via Canvas.

## **Instructor Availability**

I will try to answer emails within 48 hours of receiving them, on weekdays; however, if you have extensive questions about an assignment, please come to drop-in hours or make an individual appointment to meet: <https://calendly.com/rebecca-frank/office-hours>. I cannot guarantee a prompt response to last minute, just-before-the-deadline emails about assignments, so I strongly recommend that you try to work ahead.

While I am happy to answer questions about assignments and look over small sections of what you're working on, I usually can't look over complete drafts of assignments. If you need referrals to copy editing services, please contact the The Judith Anderson Herbert Writing Center or the UTK Libraries.

## **Key Campus Resources for Students**

Other resources that you may want to consult include:

- [Center for Career Development and Academic Exploration](#) (Career counseling and resources; Handshake job search system)
- [Course Catalogs](#) (Listing of academic programs, courses, and policies)
- [Hilltopics](#) (Campus and academic policies, procedures and standards of conduct)
- [OIT HelpDesk](#) (865) 974-9900
- [Schedule of Classes/Timetable](#)
- [Student Health Center](#) (visit the site for a list of services)
- [Academic Success Center](#) (Academic support resources)
- [University Libraries](#) (Access to library resources, databases, course reserves, and services)

## COURSE POLICIES

### Course Attendance and Participation

#### Learner Expectations

- Be prepared for all classes
- Attend and participate in all classes
- Be respectful of others
- Actively contribute to the learning activities in class
- Abide by the UT Honor Code

#### Instructor Expectations

- Be prepared for all classes
- Evaluate all work fairly and equitably
- Provide timely feedback
- Be respectful of all students
- Be responsive to student emails and requests for meetings
- Create and facilitate meaningful learning activities
- Behave according to University codes of conduct

#### Inclement Weather

The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, it applies to all classes (whether on-campus or online). The information is distributed to the campus community, shared with local media, and posted on the University homepage at <http://utk.edu>.

#### Illness, etc.

If you must miss a class, please reach out to me ASAP. Examples of reasonable absences from class include: 1) illness; 2) family emergencies; 3) special curricular activities or job requirements; 4) participation in official university activities such as music performances; 5) military obligation, 6) religious holidays; and 7) court imposed legal obligations (e.g., jury duty, subpoena).

Please do not come to class if you are sick.

## **Class Canceling Guidelines**

If it is necessary to cancel a synchronous class session, every effort will be taken to do so in advance. Look for email announcements sent by me via Canvas. If UT cancels classes, such as for bad weather, SIS will cancel classes as well. In the event a class session is canceled, I will make a video recording of the week's lecture available so that students do not miss any course content. Cancellation of class will not mean fewer classes taught in the semester. For more information on what is to be expected, see the [Class Canceling Guidelines](#).

## **Disability Statement**

The University of Tennessee, Knoxville, is committed to providing an inclusive learning environment for all students. If you anticipate or experience a barrier in this course due to a chronic health condition, a learning, hearing, neurological, mental health, vision, physical, or other kind of disability, or a temporary injury, you are encouraged to contact Student Disability Services (SDS) at 865-974-6087 or [sds@utk.edu](mailto:sds@utk.edu). An SDS Coordinator will meet with you to develop a plan to ensure you have equitable access to this course. If you are already registered with SDS, please contact your instructor to discuss implementing accommodations included in your course access letter.

## **University Civility Statement**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus. For more information, see the [UT Principles of Civility and Community](#).

## **Civil Discourse**

A true university education is one in which students hear, study, and discuss ideas that challenge their thinking and encourage them to consider points of view different from their own. Students should expect to hear ideas that make them uncomfortable, should be able to explain and master concepts they disagree with, and should feel free to take opposing views as part of civil academic discourse. We remind all members of the campus community that the [Campus Free Speech Protection Act](#)—signed into state law in 2017—applies to everyone. The act endorses the fundamental responsibility of the university by defining what we are not to do: "It is not the proper role of an institution to attempt to shield individuals from free speech, including ideas and opinions they find offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed." These principles are recognized in the [Board of Trustees Policy Affirming Principles of Free Speech for Students and Faculty \(BT0021\)](#).

## **CCI Diversity Statement**

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual

inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community.

### **Instructor Status as a Title IX Mandatory Reporter**

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. *Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University's Title IX Coordinator,* who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources. For additional resources and information, visit [titleix.utk.edu](http://titleix.utk.edu).

## **ASSIGNMENTS, ASSESSMENTS, AND EVALUATIONS**

### **Academic Integrity**

Students should be familiar with the [Hilltopics Student Handbook](#), and comply with all academic policies. This includes the University of Tennessee Honor Statement and the Academic Integrity Policy.

The Honor Statement reads: "An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. 'As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.'" For more information, see the Honor Statement on the Academic Policies and Procedures page of the current [catalog](#) for student and faculty responsibilities.

The Academic Integrity policy reads: "Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work." For additional information, see the [Student Code of Conduct](#).

### **Plagiarism**

Plagiarism in any of its forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Some specific examples of plagiarism are:

- Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source.
- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge).
- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge).
- Collaborating on a graded assignment without the instructor's approval.
- Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. Resources are available through the University Libraries, including a [Citing Sources guide](#).

Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F."

## Assignments

This table provides a brief summary of assignment by name, due date, point value and percentage of final grade. A full description of the assignments can be found in Canvas.

All assignments will be submitted and graded in Canvas.

Assignment	Point Value	Percentage of Final Grade	Due Date
<a href="#">Weekly Quizzes</a>	15	15	ongoing
<a href="#">Weekly Labs/Activities</a>	30	30	ongoing
<a href="#">Discussion Lead</a>	15	15	ongoing
<a href="#">Open Science Comic</a>	15	15	Week 5
<a href="#">Dataset Selection</a>	p/f	-	Week 7
<a href="#">What Gets Counted Counts</a>	25	25	Week 14
<i>Course Evaluation*</i>	2	*	-
<b>TOTAL</b>	<b>100</b>	<b>100</b>	

*\*If 90% of the students in class complete the course evaluation at the end of the semester, I will add up to 2 points to everyone's final grade as a bonus.*

## Scores and Feedback on Assignments

After receiving your assignments, I make every effort to return your marked assignments within two weeks, though this is not a guarantee. Be aware it may take three or more weeks for my evaluation to be completed. Your scores and feedback for assignments will be posted to Canvas.

## Extension Policy

All assignments are to be completed by the due date. While it may not always be possible, exceptions and/or extensions may be granted with the permission of the instructor in advance of the due date for the assignment. *I am happy to grant a reasonable extension on assignments, no questions asked. You do not need to share personal, family, medical, etc. information with me in order to request more time for an assignment.* However, if an extension has not been granted before the deadline, I will deduct 2 points per day that the assignment is late. After 5 days, I will no longer accept late assignments.

I will not provide additional or alternative assignments for students who fail to complete the course requirements, nor will I grant extensions retroactively, so please plan your semester accordingly.

## Assigning Grades

Semester grades will be assigned according to the following scale:

A	93-100	Superior performance (4 quality points)
A-	90-92.99	Intermediate superior performance (3.7 quality points)
B+	88-89.99	Very good performance (3.3 quality points)
B	83-87.99	Good performance (3.0 quality points)
B-	80-82.99	Intermediate good performance (2.7 quality points)
C+	78-79.99	Fair performance (2.3 quality points)
C	73-77.99	Satisfactory performance (2.0 quality points)
C -	70-72.99	Unsatisfactory performance (1.7 quality points)
D+	68-69.99	Unsatisfactory performance (1.3 quality points)
D	63-67.99	Unsatisfactory performance (1.0 quality points)
D -	60-62.99	Unsatisfactory performance (0.7 quality points)
F	0-59.99	Failure performance (0.0 quality points)
S		Satisfactory; only assigned for C or better work when a course is taken on a S/NC grading basis. Carries no point value.
NC		No Credit; indicates failure to complete a course satisfactorily, and is only assigned for C- or worse work when a course is taken on a S/NC grading basis. Carries no point value.
I		Under extraordinary circumstances and at the discretion of the instructor, the grade of I (Incomplete) may be awarded to students who have satisfactorily completed a substantial portion of the course but cannot complete the course for reasons beyond their control. An I carries no quality points. If the I grade is not removed within one calendar year or upon graduation, it shall be changed to an F and count as a failure in the computation of the grade point average.
W		Indicates student has officially withdrawn from the course or the university. Carries no point value.

## Incompletes

Based on adopted University of Tennessee-Knoxville policy, a grade of I (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to ensure sufficient time to complete



the required work. For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

## COURSE OUTLINE

*The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.*

Week	Tuesday	Thursday	Topic
1	1/24	1/26	Introduction: What Are Data?
2	1/31	2/2	Understanding Digital Objects, Data Lifecycle Models
3	2/7	2/9	Open Science & Open Data
4	2/14	2/16	Repositories, Roles, & Responsibilities
5	2/21	2/23	Data Management Planning & Data Curation Profiles
6	2/28	3/2	Organization, Description, & Metadata
7	3/7	3/9	Data Quality
-	-	-	<i>spring break</i>
8	3/21	3/23	Access & FAIRness
9	3/28	3/30	Sharing & Reuse
10	4/4	-	Privacy
11	4/11	4/13	Threat Assessments & Risk Management
12	4/18	4/20	Long-Term Preservation
13	4/25	4/27	Climate & Sustainability
14	5/2	5/4	Presentations/Wrap-Up
15	5/9	-	Presentations/Wrap-Up

### Week 1: Introduction: What are Data?

#### Required Resources: Tuesday

- Read the Syllabus
- Seibold, H. (2023, January 12). Data stewardship?! 🙋. Dr. Heidi Seibold. <https://heidiseibold.ck.page/posts/data-stewardship>
- Doctorow, C. (2008). Big Data: Welcome to the Petacentre. Nature, 455(7209), 16–21. <https://doi.org/10.1038/455016a>

#### Required Resources: Thursday

- Zook, M., Barocas, S., boyd, d., Crawford, K., Keller, E., Gangadharan, S. P., Goodman, A., Hollander, R., Koenig, B. A., Metcalf, J., Narayanan, A., Nelson, A., & Pasquale, F. (2017). Ten simple rules for responsible big data research. PLOS Computational Biology, 13(3), e1005399. <https://doi.org/10.1371/journal.pcbi.1005399>



- Cox, A. M., & Verbaan, E. (2018). Chapter 3: What Are Research Data For? In *Exploring Research Data Management* (pp. 19–32). Facet Publishing.

## Recommended Resources

- Demchenko, Y., & Stoy, L. (2021). Research Data Management and Data Stewardship Competences in University Curriculum. 2021 IEEE Global Engineering Education Conference (EDUCON), 1717–1726.  
<https://doi.org/10.1109/EDUCON46332.2021.9453956>

## Week 2: Understanding Digital Objects, Data Lifecycle Models

### Required Resources: Tuesday

- Owens, T. (2018). Chapter 2: Understanding Digital Objects. In *The Theory and Craft of Digital Preservation* (pp. 34–53). Johns Hopkins University Press.
- Van den Eynden, V. (2019). Chapter 2: The Research Data Lifecycle. In L. Corti, V. Van den Eynden, L. Bishop, & M. Woollard (Eds.), *Managing and Sharing Research Data: A Guide to Good Practice* (2nd edition, pp. 33–43). SAGE Publications.

### Required Resources: Thursday

- Higgins, S. (2008). The DCC Curation Lifecycle Model. *International Journal of Digital Curation*, 3(1), 134–140. <https://doi.org/10.2218/ijdc.v3i1.48>
- Rhee, H. L. (2022). A New Lifecycle Model Enabling Optimal Digital Curation. *Journal of Librarianship and Information Science*, 096100062211259.  
<https://doi.org/10.1177/09610006221125956>

## Recommended Resources

- Ribes, D., & Jackson, S. J. (2013). Data Bite Man: The Work of Sustaining a Long-Term Study. In L. Gitelman (Ed.), *“Raw Data” Is an Oxymoron* (pp. 147–166). The MIT Press.  
<https://doi.org/10.7551/mitpress/9302.003.0010>

## Week 3: Open Science & Open Data

### Required Resources

- Suber, P. (2012). Chapters 1-3. In *Open Access*. (pp. 1-75). MIT Press.
- Dominik, M., Nzweundji, J. G., Ahmed, N., Carnicelli, S., Jalaluddin, N. S. M., Rivas, D. F., Narita, V., Enany, S., & Rojas, C. R. (2022). Open Science – For Whom? *Data Science Journal*, 21(1), 1. <https://doi.org/10.5334/dsj-2022-001>

## Recommended Resources

### Week 4: Repositories, Roles, & Responsibilities

#### Required Resources: Tuesday

- Digital Curation Centre. (2006). *Digital Repositories* [Briefing Paper]. Digital Curation Centre.  
<http://www.dcc.ac.uk/resources/briefing-papers/introduction-curation/digital-repositories>
- Lin, D., Crabtree, J., Dillo, I., Downs, R. R., Edmunds, R., Giaretta, D., De Giusti, M., L'Hours, H., Hugo, W., Jenkyns, R., Khodiyar, V., Martone, M. E., Mokrane, M., Navale, V., Petters, J., Sierman, B., Sokolova, D. V., Stockhause, M., & Westbrook, J. (2020). The TRUST Principles for digital repositories. *Scientific Data*, 7(1), 144.  
<https://doi.org/10.1038/s41597-020-0486-7>

#### Required Resources: Thursday

- Pampel, H., Vierkant, P., Scholze, F., Bertelmann, R., Kindling, M., Klump, J., Goebelbecker, H.-J., Gundlach, J., Schirmbacher, P., & Dierolf, U. (2013). Making Research Data Repositories Visible: The re3data.org Registry. *PLoS ONE*, 8(11), e78080.  
<https://doi.org/10.1371/journal.pone.0078080>

## Recommended Resources

- Boyd, C. (2021). Understanding Research Data Repositories as Infrastructures. *Proceedings of the Association for Information Science and Technology*, 58(1), 25–35.  
<https://doi.org/10.1002/pra2.433>

### Week 5: Data Management Planning & Data Curation Profiles

#### Required Resources: Tuesday

- Inter-university Consortium for Political and Social Research (ICPSR). (2012). Guidelines for Effective Data Management Plans. Retrieved from  
<https://www.icpsr.umich.edu/web/pages/datamanagement/dmp/> (explore the website, or read the pdf - read pages 1-10 & skim the rest)
- Witt, M., Carlson, J., Brandt, D. S., & Cragin, M. H. (2009). Constructing Data Curation Profiles. *International Journal of Digital Curation*, 4(3), 93–103.  
<https://doi.org/10.2218/ijdc.v4i3.117>

#### Required Resources: Thursday

- *select one of the following to read:*
  - Digital Curation Centre (DCC) examples of data management plans:  
<http://www.dcc.ac.uk/resources/data-management-plans/guidance-examples>
  - DataONE examples of data management plans:  
<https://www.dataone.org/data-management-planning>

## Recommended Resources

- Data Management Planning Tool: <https://dmptool.org/>
- Bishop, B. W., & Hank, C. (2016). Data Curation Profiling of Biocollections. *Proceedings of the 79th ASIS&T Annual Meeting: Creating Knowledge, Enhancing Lives Through Information & Technology*, 46:1–46:9. Retrieved from <http://dl.acm.org/citation.cfm?id=3017447.3017493>
- Thomer, A. K., Wickett, K. M., Baker, K. S., Fouke, B. W., & Palmer, C. L. (2018). Documenting Provenance in Noncomputational Workflows: Research Process Models Based on Geobiology Fieldwork in Yellowstone National Park. *Journal of the Association for Information Science and Technology*, 69(10), 1234–1245. <https://doi.org/10.1002/asi.24039>

## Week 6: Organization, Description, & Metadata

### Required Resources: Tuesday

Pomerantz, J. (2015). Definitions. In *Metadata* (pp. 19–64). The MIT Press.

Owens, T. (2018). Chapter 7: Arranging and Describing Digital Objects. In *The Theory and Craft of Digital Preservation* (pp. 128–158). Baltimore: Johns Hopkins University Press.

### Required Resources: Thursday

- *select one of the following to read:*
  - Adler, M. (2016). The Case for Taxonomic Reparations. *Knowledge Organization*, 43(8), 630–640. <https://doi.org/10.5771/0943-7444-2016-8-630>
  - Drabinski, E. (2013). Queering the Catalog: Queer Theory and the Politics of Correction. *The Library Quarterly*, 83(2), 94–111. <https://doi.org/10.1086/669547>
  - Moulaison Sandy, H., & Bossaller, J. (2017). Providing Cognitively Just Subject Access to Indigenous Knowledge through Knowledge Organization Systems. *Cataloging & Classification Quarterly*, 55(3), 129–152. <https://doi.org/10.1080/01639374.2017.1281858>

## Recommended Resources

- Mayernik, M. S. (2019). Metadata accounts: Achieving data and evidence in scientific research. *Social Studies of Science*, 49(5), 732–757. <https://doi.org/10.1177/0306312719863494>
- Phillips, M., Tarver, H., & Frakes, S. (2014). Implementing a Collaborative Workflow for Metadata Analysis, Quality Improvement, and Mapping. *The Code4Lib Journal*, 23. <https://journal.code4lib.org/articles/9199>
- Use Our Words Toolkit: <https://indigenouslis.ca/the-use-our-words-toolkit/>
- Disciplinary Metadata Standards: <https://www.dcc.ac.uk/guidance/standards/metadata/list>

## Week 7: Data Quality

### Required Resources

- Gupta, U., & Cannon, S. (2020). Data Governance Components: Data Quality, Literacy, and Ethics. In *A Practitioner's Guide to Data Governance: A Case-based Approach* (pp. 123–142). Emerald Publishing Limited. <https://doi.org/10.1108/9781789735673>
- D'Ignazio, C., & Klein, L. (2020). What Gets Counted Counts. In *Data Feminism*. <https://data-feminism.mitpress.mit.edu/pub/h1w0nbqp/release/3>

### Recommended Resources

- D'Ignazio, C., & Klein, L. (2020). The Numbers Don't Speak for Themselves. In *Data Feminism*. Retrieved from <https://data-feminism.mitpress.mit.edu/pub/czq9dfs5>

## Week 8: Access & FAIRness

### Required Resources

- Explore the FAIR principles website: <https://www.go-fair.org/fair-principles/>
- Association of European Research Libraries. (n.d.). Implementing FAIR Data Principles: The Role of Libraries. Retrieved April 7, 2021, from <https://libereurope.eu/wp-content/uploads/2020/09/LIBER-FAIR-Data.pdf>
- Carroll, S. R., Garba, I., Figueroa-Rodríguez, O. L., Holbrook, J., Lovett, R., Materechera, S., Parsons, M., Raseroka, K., Rodriguez-Lonebear, D., Rowe, R., Sara, R., Walker, J. D., Anderson, J., & Hudson, M. (2020). The CARE Principles for Indigenous Data Governance. *Data Science Journal*, 19(1), 43. <https://doi.org/10.5334/dsj-2020-043>

### Recommended Resources

- LIBER Webinar: Are the FAIR Data Principles fair? <https://youtu.be/kuu7MR8-eCA>

## Week 9: Sharing & Reuse

### Required Resources: Tuesday

- ICPSR Guidelines: Access and Dissemination (<https://www.icpsr.umich.edu/icpsrweb/content/datamanagement/lifecycle/access.html>) (be sure to follow any links in the text)
- Harris, T. L., & Wyndham, J. M. (2015). Data Rights and Responsibilities: A Human Rights Perspective on Data Sharing. *Journal of Empirical Research on Human Research Ethics*, 10(3), 334–337. <https://doi.org/10.1177/1556264615591558>

### Required Resources: Thursday

- VIDEO: The New York Times - Blood Journey by Kassie Bracken & Amy Harmon. April 2010. (11 minutes) <https://www.nytimes.com/video/us/1247467672743/blood-journey.html>

- de Souza, P., Edmonds, F., McQuire, S., Evans, M., & Chenhall, R. (2016). Aboriginal Knowledge, Digital Technologies and Cultural Collections: Policy, Protocols, Practice (Research Paper No. 4). Melbourne, VIC, Australia: Melbourne Networked Society Institute. Retrieved from [https://networkedsociety.unimelb.edu.au/data/assets/pdf\\_file/0005/2146091/Aboriginal-Knowledge-MNSI-RP4-2016.pdf](https://networkedsociety.unimelb.edu.au/data/assets/pdf_file/0005/2146091/Aboriginal-Knowledge-MNSI-RP4-2016.pdf) (read pgs. 1-7, 14-34, & 47-49 // skim the rest)

## Recommended Resources

- Levenstein, M. C., & Lyle, J. A. (2018). Data: Sharing Is Caring. *Advances in Methods and Practices in Psychological Science*, 1(1), 95–103. <https://doi.org/10.1177/2515245918758319>
- Palmer, Carole L., Nicholas M. Weber, and Melissa H. Cragin. "The Analytic Potential of Scientific Data: Understanding Re-Use Value." *Proceedings of the American Society for Information Science and Technology* 48, no. 1 (2011): 1–10. <https://doi.org/10.1002/meet.2011.14504801174>.
- 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>

## Week 10: Privacy

### Required Resources

- Labbé, C. (n.d.). Helen Nissenbaum on Post-Consent Privacy (No. 2). Retrieved January 12, 2023, from <https://tech.cornell.edu/news/good-code-podcast-episode-2-helen-nissenbaum-on-post-consent-privacy/>
- Hoepman, J.-H. (2021). We are not Collecting Personal Data. In *Privacy Is Hard and Seven Other Myths: Achieving Privacy through Careful Design* (pp. 3–29). MIT Press. <https://doi.org/10.7551/mitpress/12587.003.0003>
- Hoepman, J.-H. (2021). 4: It's Merely Metadata. In *Privacy Is Hard and Seven Other Myths: Achieving Privacy through Careful Design* (pp. 99–125). MIT Press. <https://doi.org/10.7551/mitpress/12587.003.0006>

### Recommended Resources

- [video] Archiving Protests, Protecting Activists: <https://news.docnow.io/archiving-protests-protecting-activists-e628b49eab47>
- Hoepman, J.-H. (2021). Privacy Is Hard. In *Privacy Is Hard and Seven Other Myths: Achieving Privacy through Careful Design* (pp. 189–211). MIT Press. <https://doi.org/10.7551/mitpress/12587.003.0010>

Hoepman, J.-H. (2021). Busted: Privacy Isn't Hard If You Try. In *Privacy Is Hard and Seven Other Myths: Achieving Privacy through Careful Design* (pp. 213–215). MIT Press. <https://doi.org/10.7551/mitpress/12587.003.0011>

Ebert, I., Wildhaber, I., & Adams-Prassl, J. (2021). Big Data in the workplace: Privacy Due Diligence as a human rights-based approach to employee privacy protection. *Big Data & Society*, 8(1), 205395172110130. <https://doi.org/10.1177/20539517211013051>

## Week 11: Threat Assessments & Risk Management

### Required Resources

- Saffady, W. (2020). Chapter One: Risk Terms and Concepts. In *Managing Information Risks: Threats, Vulnerabilities, and Responses* (pp. 1–23). Rowman & Littlefield.
- Vermaaten, S., Lavoie, B., & Caplan, P. (2012). Identifying Threats to Successful Digital Preservation: The SPOT Model for Risk Assessment. *D-Lib Magazine*, 18(9/10). <https://doi.org/10.1045/september2012-vermaaten>

### Recommended Resources

- Kowalczyk, S. T. (2015). Before the Repository: Defining the Preservation Threats to Research Data in the Lab. *Proceedings of the 15th ACM/IEEE-CS Joint Conference on Digital Libraries*, 215–222. <https://doi.org/10.1145/2756406.2756909>

## Week 12: Long Term Preservation

### Required Resources: Tuesday

- York, J., Gutmann, M., & Berman, F. (2018). What Do We Know about the Stewardship Gap. *Data Science Journal*, 17(0), 19. <https://doi.org/10.5334/dsj-2018-019>
- Dillo, I., & De Leeuw, L. (2018). CoreTrustSeal. *Mitteilungen Der Vereinigung Österreichischer Bibliothekarinnen Und Bibliothekare*, 71(1), 162–170. <https://doi.org/10.31263/voebm.v71i1.1981>

### Required Resources: Thursday

- Jules, B. (2016, November 12). Confronting Our Failure of Care Around the Legacies of Marginalized People in the Archives. Retrieved October 4, 2019, from On Archivy website: <https://medium.com/on-archivy/confronting-our-failure-of-care-around-the-legacies-of-marginalized-people-in-the-archives-dc4180397280>

### Recommended Resources

- CoreTrustSeal Requirements: <https://www.coretrustseal.org/why-certification/requirements/>

- Blumenthal, K., Griesinger, P., Kim, J. Y., Peltzman, S., & Steeves, S. (2020). What's Wrong with Digital Stewardship: Evaluating the Organization of Digital Preservation Programs from Practitioners' Perspectives. *Journal of Contemporary Archival Studies*, 7. <https://elischolar.library.yale.edu/jcas/vol7/iss1/13>
- Rieger, O. Y., Schonfeld, R., & Sweeney, L. (2022). *The Effectiveness and Durability of Digital Preservation and Curation Systems*. Ithaca S+R. <https://doi.org/10.18665/sr.316990>

## Week 13: Climate & Sustainability

### Required Resources

- Pendergrass, K. L., Sampson, W., Walsh, T., & Alagna, L. (2019). Toward Environmentally Sustainable Digital Preservation. *The American Archivist*, 82(1), 165–206. <https://doi.org/10.17723/0360-9081-82.1.165>
- Lucivero, F. (2020). Big Data, Big Waste? A Reflection on the Environmental Sustainability of Big Data Initiatives. *Science and Engineering Ethics*, 26(2), 1009–1030. <https://doi.org/10.1007/s11948-019-00171-7>

### Recommended Resources

- Goldman, B. (2019). It's Not Easy Being Green(E): Digital Preservation in the Age of Climate Change. In *Archival Values: Essays in Honor of Mark A. Greene* (pp. 174–187). Chicago, IL: Society of American Archivists.

## Week 14-15: Wrap-Up

### Required Resources

- Demchenko, Y., & Stoy, L. (2021). Research Data Management and Data Stewardship Competences in University Curriculum. 2021 IEEE Global Engineering Education Conference (EDUCON), 1717–1726. <https://doi.org/10.1109/EDUCON46332.2021.9453956>

### Recommended Resources