DIGITAL PROPERTY

Rights, Policies, and Practice

Schedule

Room: Zoom Link

Time: Tu & Fr: 12 - 3pm

Instructor Contact

We will be using Slack as our main communication channel for this class.

E-mail: mklang@fordham.edu

Twitter: @klangable

Cell: (215) 882 0989
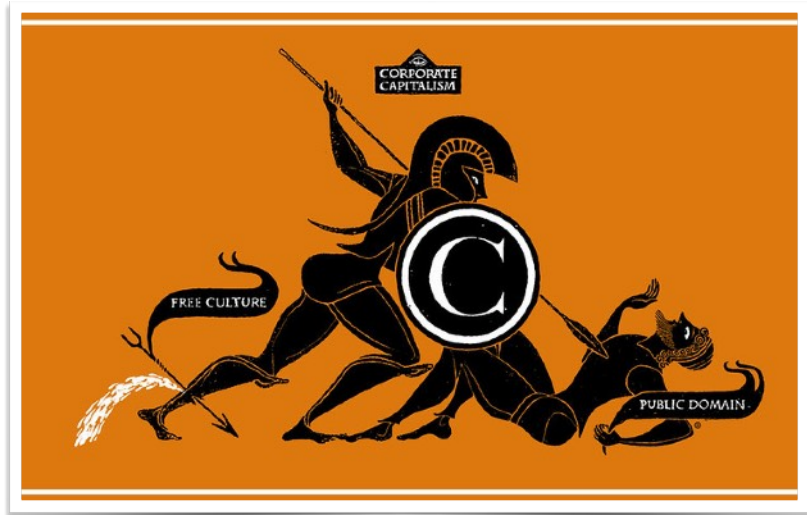
How to email your professor

 http://klangable.com/blog/?page_id=4746

Thoughts on Grading

http://klangable.com/blog/teaching/grading/

Inclusivity Policy

http://klangable.com/blog/teaching/inclusivity-policy/

Christopher Dombres Battle of Copyright (PD)

Goals

This course will discuss the roots and rationale of property, focus on the development and practice of intellectual property. Through this understanding of copyright the course will also introduce the participants to various forms of copyright licensing, free and open source software, copyleft theories, and open access questions.

This course is aimed to those who will work in the digital media environment and will provide a framework for understanding how intellectual property impacts this work. After the course the participants will have a grasp of the role of copyright in the digital environment, the role of technology in the regulation of property rights, and gain insights into the function and practices of intellectual property licensing.

	MODULE 1	Theories of Property
06/01	Theories of Property	Carruthers & Ariovich Sociology of Property Rights
	Theories of intellectual property	Boyle Why Intellectual Property?
06/04		**Asynchronous assignment:** Theories of Property

	MODULE 2	Copyright
06/08	Copyright basics	Boyle & Jenkins pp 293 – 331
		Rife The fair use doctrine
06/11		**Asynchronous assignment:** Copyright

	MODULE 3	Copyright Licensing
06/15	Licensing	Garcelon An information commons?
		Vaidhyanathan Open Source as Culture
		Liang Copyleft contextualised
06/18		**Asynchronous assignment:** Licensing

	MODULE 4	Public Domain & Open Access
06/22		Suber What is Open Access
		Hockenberry Guerilla Open Access Manifesto
		Boyle Fencing off Ideas
06/25		**Asynchronous assignment:** Public Domain & Open Access

	MODULE 5	Future Property
06/29		The Right to Repair

Graded Exercises		Grade Scale
Module 1	20% of grade	The final grade for the course is based on the following
Module 2	20% of grade	percentage scale:
Module 3	20% of grade	A 94 or above A- 90–93
Module 4	20% of grade	B+ 87–89, B 83–86, B- 80–82
Module 5	10% of grade	C+ 77–79, C 73–76, C- 70–72
Perusall	10% of grade	

On Being Prepared for Class

While it may seem odd to include in a syllabus, your effort is a required component of this course. The federal definition of course credit hours assumes a minimum of "two hours of out-of-class student work per week for a semester hour." According to this metric, a student should assume at least six hours of out-of-class work per week for each 3-credit course.

Come to class prepared to answer the following questions regarding each of the readings: (a) what is the basic argument, and what are its strengths and weaknesses? (b) if you disagree with the argument, what would it take to convince you (what is missing)? (c) what are the similarities and differences between this argument and others put forward by readings in the same and in previous weeks?

Meeting Times and Contact Info

This course is held entirely online. We will meet on Zoom (the link is https://fordham.zoom.us/j/8897318580) on Tuesdays and students will work asynchronously on Fridays with videos and analysis.

The instructor is Dr Mathias Klang who can be reached via email mklang@fordham.edu, cell phone (215) 882 0989, Twitter @klangable, Instagram @klangable (mostly dog pictures) and his website www.klangable.com.

Once you have read this syllabus to completion please send me a picture of the your favorite book. For more about communicating with faculty check out http://klangable.com/blog/teaching/annoy-the-faculty/

How this course works…

Summer courses are intended to cover a lot of material in a short amount of time. This means, in order to cover the material, not succumb to Zoom fatigue, and evaluate students learning the class must be thoughtfully designed. We are scheduled on Tuesdays and Fridays for three hours each session (which is a long time on Zoom).

Critical Thinking

Critical thinking involves making a carefully considered evaluation or judgment about what we hear or see. For some this is just a quick mental decision based on the presenting evidence. This approach may work when the decision has minimal impact on our work or on our life in general. However, regular use of a "lightly" examined approach may lead to a complacent habit when we hear all arguments put to us. And if we are not careful, we may end up with the "unexamined life" that Socrates warned us against over 2500 years ago. For this reason, we may want to build our own critical thinking skills to a higher level and develop better and more evolved habits using different and deeper critical thinking approaches, no matter what the argument or the decision that needs to be made.

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Tuesdays will therefore begin with 1 hour 15 minutes of lecture/discussion. This will be followed by 1/2 an hour of group/independent work, and we close with 1 hour 15 minutes discussion. It is vital that you are prepared to participate in the discussions and have read the assigned materials for this to work.

You should be prepared to discuss the readings. I may call on any of you to give me your read on what the author has said. Here is a good short guide to critical reading to give you an idea of what you should be thinking about when you read https://pcur.princeton.edu/2017/04/in-between-the-lines-a-guide-to-reading-critically/

Perusall Commenting

Due Weekly (Latest Midnight Monday so that I have time to see your comments before class)

Perusall is an e-reader platform that allows students and faculty to annotate the assigned readings and engage the reading material in a style akin to social media posting. Students can write full comments, "like" comments, use hashtags, link URLs to their comments and even use emoticons. READ: How Perusall Works & how Perusall scoring works

Inclusivity

Inclusivity: Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group.

In this classroom you have the right to determine your own identity. You have the right to be called by whatever name you wish, and that name to be pronounced correctly. You have the right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education. If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal. For more see http://klangable.com/blog/teaching/inclusivity-policy/

Attendance

Attendance means more than going to class. It requires speaking up in class and group discussions. Attendance wise, you are allowed to miss TWO classes without a penalty to your grade, exclusive of serious emergencies. (If you are very ill, or have extenuating circumstances, you need to be proactive about contacting me. If you do that, makeup assignments are possible—but they MUST be cleared with me first). 3 absences automatically take your final grade down one tier of grade lower (i.e. from an A- to a B+). 4 absences result in a full letter grade lowering (A- to B-). Fordham's university-wide policy is that 4 unexcused absences results in a failing grade. It is your responsibility to get readings/assignments for missed days from other students, and you are encouraged to come to my office to discuss topics you're unclear on.

Please be on time for class and remain for the whole class period. If you are more than 10 minutes late, or if you leave more than 5 minutes early, you will be counted as absent for that class.

Scheduling

Changes to the syllabus may be made at the instructor's discretion and if circumstances require. Participants will be notified of changes via Blackboard/university email. Participants are responsible for keeping up to date with these changes.

Zoom

Synchronous class sessions will be held LIVE AND ONLINE via our Zoom Classroom. Students are expected to make a reasonable effort to attend these online courses (with video and audio on), but the uncertainty of the situation means there will be flexibility offered to students in terms of attendance (see attendance policy).

I am also very sensitive to the fact that students have multiple reasons you may not want to use your webcam, not the least of which is privacy. I cannot in good conscience teach about the impacts of technology and yet "demand" you all use your webcams... YET, it is to all our enormous benefit to try to bond in a course dealing with super current issues. Black screens are truly a challenge and make the online environment even more disconnected. I ask you to please consider using your webcam for this course. It is so hard to get to know you -- and for you to know each other -- if we can't see each other's faces. If this is a hardship, please reach out and discuss it with me.

Writing Aid

Writing is a painful, but rewarding, process. For help and tips see http://klangable.com/blog/teaching/writing-resources/

Writing Center

If you struggle with the writing required in this course, please make use of the Writing Center. For more information about their services see
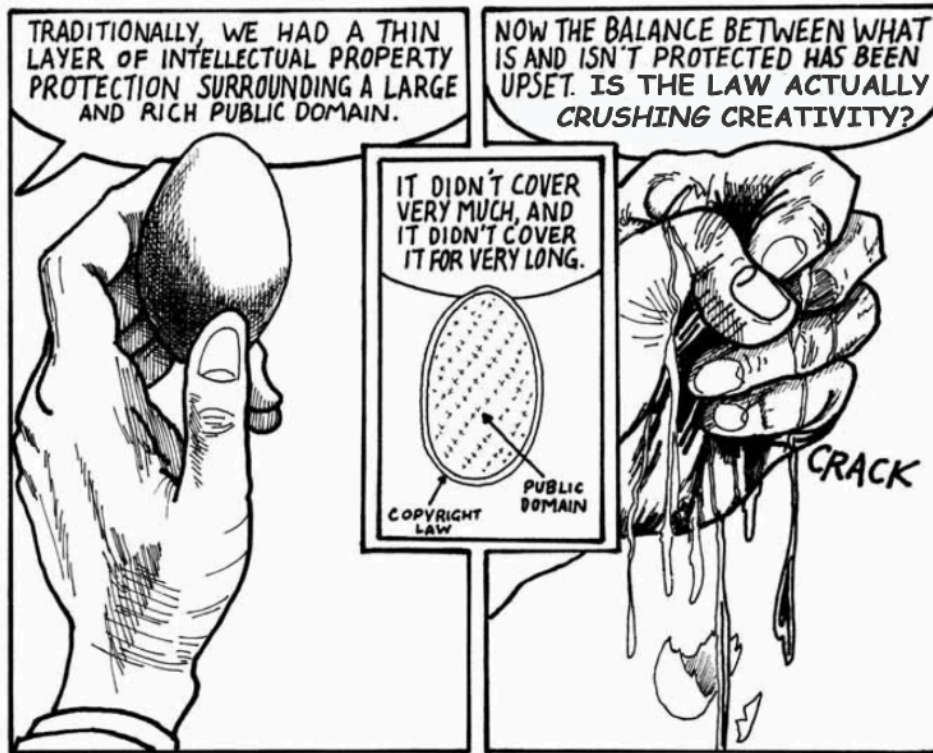
www.fordham.edu/academics/programs_at_fordham_/english/ writing_center

University Statement on Academic Integrity

A University, by its nature, strives to foster and recognize originality of thought. Originality can only be recognized, however, when people acknowledge the sources of ideas or works that are not their own. Therefore, students must maintain the highest standards with regards to honesty,

effort and performance. As a Jesuit, Catholic University, Fordham is committed to ensuring that all members of the academic community strive not only for excellence in scholarship but also for integrity of character. In the pursuit of knowledge and personal development, it is imperative that students present their own ideas and insights for evaluation, critique and eventual reformulation. As part of this process, each student must acknowledge the intellectual contribution of others. Violations of academic integrity include, but are not limited to plagiarism, cheating on exams, falsification, unapproved collaboration, and destruction of library materials. For further details, consult the Standards of Academic Integrity on the University website.

Plagiarism

The following is a university-wide policy and those violating it will be subject to failure of the course. If you have any question concerning the plagiarism policy or about documentation of sources in work you produce in this course, come talk to me. For more information about how to cite see

Academic Coaching

Any student who struggles with time-management and/or organization is invited to one-on-one academic coaching sessions (typically once a week for 45 minutes). Please contact disabilityservices@fordham.edu for more information.

Accommodations

The Office of Disability Services at Fordham University helps to ensure equal educational access and opportunity for all members of our community. In the Jesuit tradition of cura personalis, members of the ODS staff work individually with each student to understand his or her strengths and limitations in order to develop their most effective and comprehensive accommodation plan. Fordham will offer reasonable and appropriate auxiliary aids and services to assist otherwise qualified persons in achieving access to its programs, services, and facilities once students meet with ODS for an initial intake meeting to develop an accommodation plan directly with the student in accordance with Section 504 of the Federal Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act of 1990. Students

seeking accommodation(s) should the Rose Hill Office of Disability Services, (718) 817-0655 or email disabilityservices@fordham.edu.

If you believe that you have a disabling condition that may interfere with your ability to participate in the activities, coursework, or assessment of the object of this course, please visit the Office of Disability Services, email, or call them.

Counseling and Psychological Services

University life is full of challenges. Fordham offers support for anyone who feels like they need help dealing with the pressures of life as a student. CPS offers free individual and group counseling and psychotherapy in a safe and confidential setting. For more information about their services see www.fordham.edu/campus_resources/ student_services/counseling_and_psych/

Student well-being

Any student who faces difficulty affording groceries or accessing sufficient food to eat everyday, or who lacks a stable place to live is urged to contact your class dean for support. I also urge you to contact me, or our dept chair, about these or other hardships you may be going through.

Your well-being is of primary importance to us. if you are facing challenges related to your physical or mental health, or obstacles like food or housing insecurity, please do not hesitate to reach out. **We can help.**

Additional Reading

Aigrain, P. (2012) Sharing: Culture and the Economy in the Internet Age. Amsterdam University Press. CC BY NC ND

Aoki, K., Boyle, J. & Jenkins, J. (2006) Bound By Law? Center for the Study of the Public Domain, CC BY NC SA

Barnes, P. (2006) Capitalism 3.0: A Guide to Reclaiming the Commons, Berrett-Koehler Publishers. CC BY NC ND

Berkman Center & EIFL (2012) Copyright for Librarians: The Essential Handbook. CC BY.

Bollier, D. (2008) Viral Spiral: How the Commoners Built a Digital Republic of Their Own, The New Press. CC BY NC

Boon, M. (2010) In Praise of Copying, Harvard University Press, CC BY NC SA

Boyle, J. (2008) The Public Domain: Enclosing the Commons of the Mind, Yale University Press. CC BY NC SA

Boyle, J & Jenkins, J. (2017) Theft! A History of Music, Center for the Study of the Public Domain, CC BY NC SA

Karaganis, J. (2011) Media Piracy in Emerging Economies, Social Science Research Council. CC BY NC SA.

Kelty, C. M. (2008) Two Bits: The Cultural Significance of Free Software, Duke University Press. CC BY NC SA

Krikorian, G. & Kapczynski, A. (eds) (2010) Access to Knowledge in the Age of Intellectual Property, Zone Books, CC BY NC ND

Sanderhof, M. (ed) (2014) Sharing is Caring: Openness and sharing in the cultural heritage sector, Statens Museum for Kunst CC BY

Stacey, P & Hinchliff Pearson, S. (2017) Made With Creative Commons, by Creative Commons. CC BY-SA

Suber, P. (2012) Open Access, MIT Press. CC BY NC

Wynants, M. & Cornelis, J. (Eds) (2005) How Open is the Future? Economic, Social & Cultural Scenarios inspired by Free & Open-Source Software, Brussels University Press. CC BY NC ND