UNIVERSITY OF MARYLAND, COLLEGE PARK

INST613: Information and Human Rights
2:00-4:45 Wednesdays (3 cr)
JMZ 0125

Fall 2013 Syllabus

A. Instructor, Office Hours, & Contact Information
Paul T. Jaeger, Ph.D., J.D.
Associate Professor and Diversity Officer, College of Information Studies
Office hours: Wednesdays and Thursdays 12-2 pm, HBK 4121D
Via phone (301-405-1741) or email (pjaeger@umd.edu).

Please allow for email responses within 24-hours Mon-Fri and 48 hours on weekends and holidays.

B. Description of Course
The concept of human rights is the belief that all individuals deserve certain equal rights as members of society. This course examines information as a human right, including topics on the relationship of information to human rights; social, cultural, economic, legal, and political forces shaping information rights; the impacts of information rights on information professions, standards, and cultural institutions; and disadvantaged populations. While this course will focus on the United States, cases and examples will be drawn from international events.

C. Details & Goals of Course
"People lack many things: jobs, shelter, food, health care, and drinkable water. Today, being cut off from basic telecommunications services is a hardship almost as acute as these other deprivations, and may indeed reduce the chances of finding remedies to them."
~Kofi Annan, Seventh Secretary General of the United Nations (1999)

Information professions are guided by many principles that are also embodied in the concept of human rights. As information and related technologies have become increasingly essential to education, employment, social interaction, and civic participation, greater focus has been placed on the idea that information can be seen as a necessary human right. Arguments have been made that information access, information literacy, intellectual freedom, freedom of expression, and other information behaviors fall under the category of key human rights in the age of the Internet.

This course will explore the intersections of information and human rights – often identified as information rights – from a range of perspectives, including cultural institutions (libraries, archives, and museums), professional organizations, governments, and members of the public. This course will address key aspects of information rights; information equalities and disadvantaged populations; professional opportunities and challenges; implications for and

assessment of information services; as well as the impacts of law, policy, technology, and professional standards on the development of information rights. These topics will be discussed through legal, policy, social, cultural, and economic lenses. This course will focus primarily on the United States, but many important cases and examples will be drawn from international events, such as the role of social media in political change and the role of archives in human rights commissions.

This course will prepare students to understand:
- Information and human rights in social, cultural, economic, legal, and political contexts.
- The impacts of law and policy on information as a right.
- Conceptions of intellectual freedom, freedom of expression, information literacy.
- The impacts of technological development and change on information as a right.
- Information access and use as potential information rights.
- Factors that create information inequalities.
- Information rights and disadvantaged populations.
- Information rights in the context of information institutions (libraries, archives, and museums).
- The impacts of professional codes and standards on information as a right.
- The professional challenges presented by information as a human right.
- The processes of designing and assessing programs to promote information access.

D. Course Approach & Expectations of Student Participation
This course meets once a week on Wednesdays from 2:00-4:45 in room JMZ 0125. The course will be conducted as a seminar. It is essential that every student participates in the discussions of course materials. Participation means active involvement in class discussions. Students are expected to have read the assigned readings for each week PRIOR TO THAT WEEK. Students are expected to question, challenge, argue, and discuss issues and topics related to that session's readings. Students are invited to bring in additional resources, literature, and experiences that can further shape the class discussions. Failure to participate in the course will result in a letter grade of F for this component.

E. Classroom Environment
As a graduate seminar, the classroom environment should be professional and respectful. Discussions should be based on course readings and critical thinking. Human rights issues can involve strongly held beliefs and current controversies. Remember, your classmates may have different perspectives on issues than you, but they still deserve your respect. As another aspect of respect in the classroom environment, turn off or mute all phones and other communication devices during each class session. If you use your laptop or mobile device in the classroom, limit the usage to course-related purposes (i.e., taking notes).

F. Students with Disabilities
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Disability Support Services office, and (2) discuss any necessary academic accommodation with their teachers **at the beginning** of the semester.

G. Extensions

Timeliness is an essential component of graduate work, and extensions will only be available during personal emergencies. Students who need to request an extension should discuss the matter in advance with the professor. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties. Unexcused delays in submission of the paper will result in a deduction of 10% for each day the paper is late.

H. Academic Honesty

Work submitted in this course will be individual and original, in line with the University's Academic Honor Code and Honor Pledge. Engaging in any academic dishonesty will result in consequences in line with university policies. Academic dishonesty includes but is not limited to plagiarism, cheating, buying work, multiple submissions of the same paper, forging signatures, submitting fraudulent documents, and facilitating the academic dishonesty of others. When writing papers, be sure to carefully and thoroughly cite all materials you use in writing your paper and make sure all ideas and quotations are properly acknowledged. Please visit http://www.studenthonorcouncil.umd.edu/code.html for more information on the University's Code of Academic Integrity.

I. Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advance notice.

J. CourseEvalUM

Participation in the evaluation of courses through CourseEvalUM is a responsibility that students hold as members of our academic community. Student feedback is confidential and important to the improvement of teaching and learning at the University. Please use http://www.courseevalum.umd.edu to complete course evaluations that the end of the semester.

K. Course Materials

There is no required textbook for the course. All readings will be available to students online or in another accessible format.

L. Assignments & Grading

Your grade in this course will be based on four items:
1. Class participation (30%)
2. Rights in Practice paper (20%)
3. Research Paper Proposal (15%)
4. Final Research Paper (35%)

Guidelines for written materials for the course include:
- Full name and paper title at the top of the paper
- Single-spaced
- 12-point Arial or Calibri font
- 1-inch margins
- In-text citations and references section in APA style (http://owl.english.purdue.edu/owl/resource/560/01/).
- Numbered pages
- Consistent formatting
- Free of grammatical errors and erroneous typos

All papers are due via electronic submission to inst613@gmail.com by midnight on the date they are due. Late submissions will receive an automatic 10% deduction for every day late.

1. Classroom participation (30% of final grade)
DUE: WEEKLY DURING CLASS SESSIONS
This seminar is a discussion-based course. Students are expected to complete all readings, to think through the issues raised in the readings, and to articulate thoughts on the materials in class. Clearly, you need to attend class to participate in the discussions. Attendance will be taken every week, with absences being excused in cases of illness, religious observances, and other reasons in line with university policies, or if the university is closed due to inclement weather. *In order to receive an excused absence, you must notify the instructors in advance of the class meeting.*

Assessment: Your classroom participation will be graded based on the insightfulness of your comments; your careful consideration of other students' comments; and your ability to draw on the course readings, external resources, and personal experiences to justify and support your claims.

2. Rights in Practice Paper (20% of final grade)
DUE: OCTOBER 1 BY MIDNIGHT
This short paper of 1,200-1,500 words should explore one specific information right, such as information access, information literacy, receiving information, freedom of expression, intellectual freedom, or Internet access, among others. The paper should identify and describe the ways in which this right is addressed (or not addressed) in international declarations, national laws, and the statements of information professional organizations by providing concrete examples. From these sources, the paper should discuss the overall themes of the ways in which the information is conceptualized, acknowledged, and approached.

Assessment: Your paper will be graded based on the appropriateness of your selected information right; your description of the ways in which that right is addressed in a variety of declarations, laws, and professional organizations; your adherence to the length requirement; your adherence to the formatting and citation requirements; evidence of critical thinking; and clarity and precision of thought in your writing. Writing should avoid passive voice, opinionated sentences, erroneous typos and grammar issues, and cite works appropriately in line with APA standards.

3. Research Paper Proposal (15% of final grade)
DUE: OCTOBER 29 BY MIDNIGHT
Due six weeks before the Final Research Paper (detailed below), the proposal should explain in the topic and approach of the Final Research Paper. This assignment is intended to help students to identify and articulate a topic, as well as ensure that the topic selected fits the requirements for the paper. Your proposal should consist of the following components:

- A working title (~5-10 words)
- A description of the information right(s) you plan to address and the specific population you plan to consider (~50-100 words)
- A description of why this research is important/relevant to information and human rights (~50-100 words)
- A description of what you hope to learn or a driving question that you wish to answer (~50-100 words)
- A list of six resources (formatted in APA style)
- Brief annotations for each of your resources that express its key points and/or make it clear how it will support your research paper (~15-30 words each)

Assessment: Your proposal will be graded on the completeness of your proposal submission; the timeliness of your submission; and the clarity and precision of your writing. Writing should be succinct yet explanatory, free of erroneous typos and grammar issues, and should cite works appropriately.

4. Research Paper (35% of final grade)
DUE: DEC 3 BY MIDNIGHT
This longer research paper of 6,000-8,000 words will explore the research and practice related to information rights and a specific population in a specific type of information organization. The topic is of the student's choosing, and the focus can be on the U.S. or another nation. Drawing from research literature, professional literature, and policies and practices of information organizations, this paper will review and summarize the information rights issues related to the selected population and context. The paper will then evaluate the different approaches identified. Finally, the paper will propose an approach to facilitating information rights in terms of the selected population and context.

Assessment: Your paper will be graded based on your description and synthesis of the ways in which the information rights issue related to your selected population and context; your adherence to the length requirement; your adherence to the formatting and citation requirements; evidence of critical thinking; and clarity and precision of thought in your writing. Writing should avoid passive voice, opinionated sentences, erroneous typos and grammar issues, and cite works appropriately.

M. Letter Grades:

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

N. Course Schedule & Readings

Sept 4: Introduction and the Development of Human Rights
Readings:
> Course syllabus
> Internet Society. (2011). *Internet Society Board of Trustees Views the Internet as an Enabler of Human Rights*. Available: http://www.internetsociety.org
> Lyons, L. (2011). Human rights: A universal declaration. *College & Research Library News, 72*(5), 290-293.
> Universal Declaration of Human Rights. (1948). New York: United Nations. Available: http://www.un.org/Overview/rights.html.

Sept 11: Information and the Context of Human Rights
Readings:
> Lievrouw, L., & Farb, S. (2003). Information and equity. *Annual Review of Information Science and Technology, 37*, 499-540.
> McIver, W. J., Birdsall, W. F., & Rasmussen, M. (2003). The Internet and the right to communicate. *First Monday, 8*(2). Available: http://www.firstmonday.org/issues/issue8_12/mciver/
> Mart, S. N. (2003). The right to receive information. *Law Library Journal, 95*, 175–189.
> Pogge, T. (2005). World poverty and human rights. *Ethics & International Affairs, 19*, 1-7.

Sept 18: Law, Democracy, and Information Rights
Readings:
> Buschman, J. E. (2007). Democratic theory in library and information science: Toward an emendation. *Journal of the American Society for Information Science and Technology, 58*, 1483-1496.
> De Mesquita, B. B., Downs, G. W., Smith, A., & Cherif, M. F. (2005). Thinking inside the box: A closer look at democracy and human rights. *International Studies Quarterly, 49*, 439-457.
> Caidi, N., & Ross, A. (2005). Information rights and national security. *Government Information Quarterly*, *22,* 663-684.
> Jaeger, P. T., & Yan, Z. (2009). One law with two outcomes: Comparing the implementation of the Children's Internet Protection Act in public libraries and public schools. *Information Technology and Libraries*, *28*(1), 8-16.
> Milbank, D. (August 2013). The weakest generation. *Washington Post.*

Sept 25: Information Literacy
Guest Speaker: Natalie Taylor, PhD Candidate, UMD
Readings:
> Eisenberg, M. B. (2008). Information literacy: Essential skills for the information age. *Journal of Library and Information Technology, 28*(2).
> Livingstone, S. (2004). Media literacy and the challenge of new information and communication technologies. *The Communication Review 7*, 3-14.

Sturges, P., & Gastinger, A. (2010). Information literacy as a human right. *Libri, 60*, 195-202.

Thompson, K. M. (2007). Furthering understanding of information literacy through the social study of information poverty. *Canadian Journal of Information and Library Science*, *31*, 87-115.

Purdue Online Writing Lab, APA Style Formatting and Citations
http://owl.english.purdue.edu/owl/resource/560/01/

Oct 1: Rights in Practice Paper DUE by midnight

Oct 2: Information Inequality
Guest Speaker: Susan Wilson, PhD Candidate, UMD
Readings:
Jaeger, P. T., Bertot, J. C., Thompson, K. M., Katz, S. M., & DeCoster, E. J. (2012). The intersection of public policy and public access: Digital divides, digital literacy, digital inclusion, and public libraries. *Public Library Quarterly, 31*, 1-20.

Jansen, J. (2010). The better-off online. *Pew Internet Study*. Available: http://pewresearch.org/pubs/1809/internet-usage-higher-income-americans

Kinney, B. (2010). The Internet, public libraries, and the digital divide. *Public Library Quarterly, 29*(2), 104-161.

Oct 9: Expression, Openness, and Transparency
Readings:
Amnesty International. *Q&A: Wikileaks and Freedom of Expression*. Available: http://blog.amnestyusa.org/iar/qa-wikileaks-and-freedom-of-expression/

Jaeger, P. T., & Bertot, J. C. (2010). Transparency and technological change: Ensuring equal and sustained public access to government information. *Government Information Quarterly, 27*, 371-376.

Ross, A., & Caidi, N. (2005). Action and reaction: Libraries in the post 9/11 environment. *Library & Information Science Research, 27*, 97-114.

Whitehouse, G. (2009). A new clash between human rights and copyright: The push for enhanced exceptions for the print-disabled. *Pub Res Quarterly, 25*, 219-231.

Oct 16: Internet Access and the Right to Communicate
Guest Speaker: Jes Koepfler, PhD Candidate, UMD
Readings:
Eyrich-Garg, K. M. (2010). Mobile phone technology: A new paradigm for the prevention, treatment, and research of the non-sheltered "street" homeless. *Journal of Urban Health 87*(3), 365-380.

Koepfler, J. A., Templeton, T. C., & Fleischmann, K. R. (2012). Exploration of values and frames in social media texts related to the Homeless Hotspots debate. *Proceedings of ASIST 2012*, 1-4.

Mossberger, K., Tolbert, C. J., Hamilton, A. (2012). Measuring digital citizenship: Mobile access and broadband. *International Journal of Communication, 6,* 2492-2528.

Woelfer, J. P., Iverson, A, Hendry, D. G., Friedman, B., & Gill, B. T. (2011). Improving the safety of homeless young people with mobile phones: Values, form, function. Proceedings of *CHI 2011*.

Oct 23: Technological Change, Political Change, and Social Media
Guest Speaker: Ursula Gorham, PhD Candidate, UMD
Readings:

Bertot, J. C., Jaeger, P. T., & Hansen, D. (2011). The impact of policies on government social media usage: Issues, challenges, and recommendations. *Government Information Quarterly, 29*, 30-40**.**

Cullen, R., & Sommer, L. (2011). Participatory democracy and the value of online community networks: An exploration of online and offline communities engaged in civil society and political activity. *Government Information Quarterly***.**

Jaeger, P. T. (2013). Internet justice: Reconceptualizing the legal rights of persons with disabilities to promote equal access in the age of rapid technological change. *Review of Disability Studies, 9*(1), 39-59.

Postigo, H. (2011). Questioning the Web 2.0 discourse: Social roles, production, values and the case of the Human Rights Portal. *Information Society, 27*, 181-193.

Oct 29: Research Paper Proposal DUE by midnight

Oct 30: Information Professions and Human Rights
Readings:

Brophy, P., & Halpin, E. F. (1999). Through the Net to freedom: Information, the Internet, and human rights. *Journal of Information Science, 25*, 351-354.

Goulding, A. (2009). Engaging with community engagement: Public libraries and citizen involvement. *New Library World, 110*(1/2), 37-51.

Phenix, K. J., & McCook, K. (2005). Human rights and librarians. *Reference and User Services Quarterly, 45*, 23-26.

Willingham, T. L. (2008). Libraries as civic agents. *Public Library Quarterly, 27*(2), 97-110.

Nov 6: Information Rights in Professional Activities
Guest Speaker: Lloyd Beers, PhD Candidate, UMD
Readings:

Lindsay, A. (2001). Archives and justice: Willard Ireland's Contribution to the changing legal framework of aboriginal rights in Canada, 1963-1973. *Archivaria, 71*, 35-62.

Mason, E. (1999). Human rights on the Internet: Sites that encourage activism. *College & Research Library News, 60*(8), 639-642.

McCook, K., & Phenix, K. J. (2006). Public libraries and human rights. *Public Library Quarterly, 25*, 57-73.

Stinnett, G. (2009). Archival landscape: Archives and human rights. *Progressive Librarian, 32*, 10-20.

Nov 13: Services and Information Rights
Readings:
Clark, S. (2009). Marketing the library? Why librarians should focus on stewardship and advocacy. *Progressive Librarian, 33*, 93-100.

Hoffman, M. (2001). Developing the electronic collection: The University of Minnesota Human Rights Library. *Legal Reference Services Quarterly, 19*, 143-155.

Kahl, C. M., & Davis-Kahl, S. R. (2010). Human rights reference sources: A critical annotated bibliography. *Behavioral & Social Sciences Librarian, 29*, 32-64.

Lipsitz, G. (2009). Libraries & memories: Beyond white privilege. *Progressive Librarian, 32*, 3-9.

Montgomery, B. P. (1996). Archiving human rights: A paradigm for collection development. *Journal of Academic Librarianship, 22*, 87-96.

Nov 20: Presentations, Exhibitions, and Information Rights
Readings:
Duffy, T. M. (1993). Exhibiting peace. *Peace Review: A Journal of Social Justice, 5*, 487-493.

Duffy, T. M. (1997). The Holocaust museum concept. *Museum International, 49*(1), 54-58.

Duffy, T. M. (2001). Museums of 'human suffering' and the struggle for human rights. *Museum International, 53*(1), 10-16.

Giamo, B. (2003). The myth of the vanquished: The Hiroshima Peace Memorial Museum. *American Quarterly, 55*, 703-728.

Reading, A. (2003). Digital interactivity in public memory institutions: The uses of new technologies in Holocaust museums. *Media, Culture & Society, 25*, 67-85.

Nov 27: No Class in honor of Thanksgiving and Hanukkah (and writing your final papers)

Dec 3: Final Research Paper DUE by midnight

Dec 4: Information Rights, Education, and Advocacy
Readings:
Duranni, S., & Smallwood, E. (2006). The professional is political: Redefining the social role of public libraries. *Progressive Librarian, 27*, 3-22.

Jaeger, P. T., Bertot, J. C., & Gorham, U. (2013). Wake up the nation: Public libraries, policy-making, and political discourse. *Library Quarterly, 83*, 61-72.

Jaeger, P. T., Gorham, U., Sarin, L. C., & Bertot, J. C. (in press). Democracy, neutrality, and value demonstration in the age of austerity, *Library Quarterly*.

Suarez, D. (2007). Education professionals and the construction of human rights education. *Comparative Education Review, 51*(1), 48-70.