COURSE DESCRIPTION

The access, exchange, and management of information have been key recurring issues throughout the history of the United States, from the Declaration of the Independence through today. This course examines selected public policy questions relating to information and communications, with special attention to complex policy issues that involve value conflicts among information ownership rights, personal privacy rights, and public access rights to information. We will focus on policy on all scales, ranging from rules enforced by organizations to voluntary and de facto standards to constitutional principles, statutory provisions, laws and regulations, and federal policies. Topics include access to information laws, e-government, privacy, secrecy, government surveillance, intellectual property, censorship, and international issues. The course aims to provide library and information professionals with a fundamental understanding of the importance and impact of information policy on the information profession.

At the completion of the course, students should be able to:

• Demonstrate a broad understanding of major information and telecommunications policy
• Comprehend cross-disciplinary debates about information policy issues;
• Demonstrate familiarity with significant literature, constitutional and statutory provisions, domestic laws, regulations and federal policies relating to information and telecommunications policy issues;
• Apply concepts and critiques from information studies perspectives to analyze information and telecommunications policy issues;
• Demonstrate the interrelationships among key information and telecommunications policy issues such as information access rights, universal service, and privacy and among those who make the policies;
• Evaluate both opportunities and risks in new information policy arenas;
• Analyze and propose policy approaches to social challenges in areas such as information access, equity, privacy, and intellectual property.

This course is designed as a policy primer. Thus, students will be exposed to a number of policy issues and literature. Given the breadth and depth of a number of these issue areas, it will not be possible to cover all aspects of the issues throughout the course.
COURSE FORMAT
This course is conducted online through ELMS. No onsite meetings are required. This course applies reading and discussion-based learning approaches, as well as investigative learning approaches, to information policy. The readings, activities and discussions presented in the course materials provide opportunities to apply abstract theories and concepts to real-world information policy challenges. Each week you will be asked to reflect on the course materials for that week in online discussion boards. You are encouraged to draw on personal experiences and external literature and resources to support your commentary.

COURSE READINGS
There is no required text for the course. All readings will be available to students online on the ELMS/Canvas site or in another accessible format. Nearly all the required journal article readings are also accessible through the University’s library e-journal/database holdings accessible at http://www.lib.umd.edu.

ASSIGNMENTS & COURSEWORK

Coursework

The course is made up of 4 key components:

1. Readings & Materials: All readings will be available to students online on the ELMS site or in another accessible format. All readings are listed by week under the “Modules” section of ELMS.

2. Discussion Board Participation (total of 35% of your final grade): A weekly discussion board can be found under “Discussions” on ELMS. I will provide discussion questions based on the readings and activities for the week.

   Your weekly discussion participation will be graded using the following rubric:

   **Discussion Board Participation:**
   Each week students will prepare **200-400 word responses to the readings by Tuesday**. Responses will build on discussion prompts, crystallize the authors’ key points, and offer additional questions based on the text and any relevant previous readings suitable for discussion.

   In addition, during each week, **each individual should post replies to other students’ posts**. Please be respectful and professional when you reply to each other. Be explicit about the perspective that you are using to make your claims whenever possible or relevant.

   **You should post more than once a week.**

   Cite references accordingly: e.g. (Quinn, 2012, p. 237) and add a brief citation list to the end of your post following APA citation style if you use citations (as explained here: http://www2.liu.edu/cwis/cwp.library/workshop/citapa.htm). The citation list does not count towards
your word count for that post. If you aren’t sure about the citation format, do your best. The important part is that you cite -- format errors are fine, plagiarism is not.

**The schedule of modules, posts, and discussion will look like this:**

**Monday** – a new module begins  
**Tuesday (midnight)** – initial post of 200 to 400 words is due  
**Friday (midnight)** – replies are due.

Your discussion participation will be graded using the following rubric:

<table>
<thead>
<tr>
<th>Response</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission received</td>
<td>1 point</td>
</tr>
<tr>
<td>student demonstrates understanding of at least one reading</td>
<td>2 points</td>
</tr>
<tr>
<td>student demonstrates understanding of at least one reading or part of a reading, provides a thoughtful discussion question for at least one reading or part of a reading</td>
<td>3 points</td>
</tr>
<tr>
<td>student demonstrates understanding of the full reading assignment (uses several of the readings)</td>
<td>4 points</td>
</tr>
<tr>
<td>student demonstrates understanding of the full reading assignment, provides meaningful analysis, insight, and examples during discussion (uses all or almost all of the readings)</td>
<td>5 points</td>
</tr>
</tbody>
</table>

**Leading class discussion - 3% of the discussion board grade**

You will be responsible for leading class discussion one week during the semester. Your week will be assigned to you. If you have a conflict (travelling, not a lot of internet access that week, etc.) let me know. Leadership of class discussion will be assessed based on the ability to identify key questions, present a balanced overview (including all of the readings and viewpoints) and tie in topics from previous weeks. When you lead class discussion, you should chime in to the conversation to keep the thread moving, and ask probing questions based on the week’s readings and discussion prompts. Your job is to keep everyone talking on point, and keep the dialogue rolling. You can pose new questions, bring up different points of view, or bring in outside readings. During this week, you should post daily, ideally two or three times per a day.
3. Written Assignments (three assignments for a total of 55% of your grade) + Video presentations (10% of your grade)

All written materials for the course should be double-spaced, using 12-point Times New Roman font. The margins should be 1 inch on each side. Citations both in the text and in the references section must conform to the most recent APA style manual. Pages should be numbered and format should be consistent. Please submit through ELMS

All written assignments will be graded with letter grades, roughly following the following rubric:

<table>
<thead>
<tr>
<th>Comprehension of material</th>
<th>20 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes a persuasive argument</td>
<td>15 pts</td>
</tr>
<tr>
<td>Backs conclusions with evidence (i.e. uses examples, cites to readings and outside research)</td>
<td>20 pts</td>
</tr>
<tr>
<td>Introduces own ideas</td>
<td>10 pts</td>
</tr>
<tr>
<td>Organizes argument logically</td>
<td>10 pts</td>
</tr>
<tr>
<td>Uses correct grammar and punctuation</td>
<td>10 pts</td>
</tr>
<tr>
<td>Writes in clear, concise sentences</td>
<td>10 pts</td>
</tr>
<tr>
<td>Uses clear word choice and professional presentation of ideas</td>
<td>5 pts</td>
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</tbody>
</table>

Total 100 pts

Video presentation assignment rubric - your video presentation MUST include visuals of you as well as your powerpoint/presentation.

| Content (25%) | Outstanding (20 – 25) | Good (15 – 19) | Marginal (10 – 14) | Unacceptable (less than 10)
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Material related to thesis; all points clearly made; material related to the seminar theme</td>
<td>Many good points related to the seminar theme, thesis</td>
<td>Great deal of information not clearly connected to the theme or the seminar thesis</td>
<td>Thesis not clear and the information presented not related to the author's thesis or seminar theme</td>
<td></td>
</tr>
<tr>
<td>Coherence &amp; Organization (25%)</td>
<td>Examples appropriate; presentation flows</td>
<td>Mostly logical and organized; need better</td>
<td>Concepts and ideas loosely connected;</td>
<td>Quite choppy, disjointed; no correspondence to author's ideas; beyond</td>
</tr>
<tr>
<td>Speaking Skills (25%)</td>
<td>Poised, clear articulation; enthusiasm for the material; confidence, good volume, eye contact with peers</td>
<td>Clear articulation but not as polished</td>
<td>Some mumbling; little eye contact; little to no expression</td>
<td>Inaudible; no eye contact; disinterested; spoke in a monotone</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------</td>
<td>--------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Audience appropriate (25%)</td>
<td>Slides or other visual aid very good/polished, excellent for online presentation, on topic</td>
<td>Slides or other visual aid good, appropriate for online presentation, on topic</td>
<td>Tended to go off topic; lost the audience at times; no presentation material or poorly prepared presentation material</td>
<td>Incoherent; off topic; no slides or use of tools to guide audience</td>
</tr>
</tbody>
</table>

Total 100 points

**Paper #1:** Federal or State Policy Analysis (4-5 pages. 15% of your final grade. Due February 21)
Investigate a piece of federal or state information legislation to consider the values in its writing and implementation. These might include personal values, moral values, societal values, cultural values, ethics, etc. Reflect on the legislation using the following questions as a guide:
- What are the technical, legislative, and policy issues covered in this legislation?
- What are the key issues and debates surrounding this legislation?
- What values does the policy enable? What values does it discourage?
- What features of the implementation highlight (or de-emphasize) these values?
- What biases do you see in the policy? Where do those biases come from?
- What could be done to address those biases?

**Video Presentation 1 and Paper # 2: Executive Order**
Video Presentation (5 – 10 minutes, 5% of your final grade. Due April 3)
Paper (3-4 pages double spaced. 20% of your final grade. Due April 17)

Federal government information policy is often set by the White House. The first key document agencies look to in implementing a new policy is an Executive Order. Executive Orders set policy at the highest
level, creating a vision which will be implemented later in an Office of Management and Budget Numbered Memo, and then Agency Guidance.

You should pick a policy that you believe will be able to be implemented across the government and will affect information policy at a national or global level.

**Before you write your order, you will prepare Video presentation on your idea for an Executive Order**

**Video Presentation #1: I have this information problem that I think can be solved by a new policy. (5% of final grade, due April 3)**

In preparation for **Writing Assignment #2 (Executive Order)**, you should consider what you believe to be a serious Information Policy problem – whether it be about compilation of information, access to information, format of information, life of information, source of information, etc.

You will need to present your problem to the class with a 5-minute summary of the issue as you see it, and how/why your proposed policy could help solve it. Be prepared to get feedback from the class, and answer questions which will help you shape the scope of your new policy. You will record yourself doing this presentation, and post it to the corresponding discussion forum for feedback. Class and instructor feedback to help you scope your problem and policy.

For example, you could suggest that information responsive to FOIA requests should be released unless the agency can make a specific articulation of harm that would come from the release of the information. Consider answering questions such as, “What level of harm,?” “Who makes this determination,?” “Is the harm limited to U.S. Citizens,?” “How foreseeable is the harm,?” You would incorporate this discussion into issues your paper will address.

Slides or other visual aids for the presentation are encouraged. Your video presentation should include a video of you speaking as well as any visual aids. Panopto recordings are great for this. You should be able to use this feature inside of ELMS.

**Writing assignment**

Federal Government information policy is often set by the White House. The first key document agencies look to in implementing a new policy is an Executive Order. Executive Orders set policy at the highest level, creating a vision which will be implemented later in an Office of Management and Budget Numbered Memo, and then Agency Guidance.

You should pick a policy that you believe will be able to be implemented across the government and will affect information policy at a national or global level.

Examples of Executive Orders and Presidential Memos that are in the vein of this assignment and whose format, vision and reach you should consider.

- Open and Machine Readable Data
- Improving Cyber Critical Infrastructure
An Executive Order or Memo typically does not include citations or footnotes, but since this is coursework, please include citations and references to support your ideas.

**Paper # 3: OMB Memo + Video presentation**

If you are graduating this semester, please let me know and I will grade your final assignments first to make sure you have your grades in time.

(Paper 6-10 pages. 20% of your final grade. May 8)
(Video presentation approximately 10 mins. 5 % of your final grade. Due May 15)

OMB often issues memorandum implementing an Executive Order or statute. These are directions to agencies on how to do what Congress and the President have asked. Sometimes these memos provide further interpretation of unclear points in guidance, or direct agencies to designate an official as responsible for implementing a policy or new process. Some policies set standards for agencies or information. Typically, memos have an introduction and an attachment with details.

Examples of recent OMB memos that you should consider when drafting your memo.

- **Admin data for statistical purposes**
  - [http://www.whitehouse.gov/sites/default/files/omb/memoranda/2014/m-14-06.pdf](http://www.whitehouse.gov/sites/default/files/omb/memoranda/2014/m-14-06.pdf)
- **Open Data Policy**
- **Managing Government Records Directive**
- **Implementation of the Plain Writing Act**
- **Sharing Data while Protecting Privacy**
You should consider:
1. What are the technical, legislative, and policy issues covered in your policy?
2. What are the key issues and debates surrounding this policy?
3. What values does the policy enable? What values does it discourage?
4. What features of the implementation highlight (or de-emphasize) these values?
5. What biases do you see in the policy? Where do those biases come from? Should you counteract them?

**Video presentation on OMB Memo** (5% of your grade):
*Remember -- include yourself as well as your slides in the video! See rubric above.*

Explain how to implement your policy. You have written an Executive Order and Implementing Memorandum. Now what? You must brief the class on how an agency or institution would implement this policy. What internal documents does the agency need to create? Who will create them? What policy points will they need to cover? Are there widespread consequences? Will some offices need more resources? What deadlines are at play? What deliverables are there? This presentation should take 10 minutes. There will be no feedback/discussion on this presentation.

Slides or other visual aids for the presentation are encouraged. Your video presentation should include a video of you speaking as well as any visual aids. Panopto recordings are great for this. You should be able to use this feature inside of ELMS.

**Submission of Assignments**

Submit all assignments through ELMS/Canvas, unless otherwise specified. If you have any technical issues with ELMS, contact the Help Desk immediately: 301-405-1400 or http://helpdesk.umd.edu.

Your work in this course will be evaluated through via your weekly Discussion participation, your midterm assignment, and your final assignment. The weighted percentages for each component are listed below.
<table>
<thead>
<tr>
<th>Evaluated Components</th>
<th>Due Date</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board</td>
<td>Weekly</td>
<td>30%</td>
</tr>
<tr>
<td>Leading class discussion</td>
<td>TBD</td>
<td>5%</td>
</tr>
<tr>
<td>Writing Assignment #1: Federal or State Policy</td>
<td>February 21</td>
<td>15%</td>
</tr>
<tr>
<td>Video presentation #1: draft EO idea</td>
<td>April 3</td>
<td>5%</td>
</tr>
<tr>
<td>Writing Assignment #2: Executive Order</td>
<td>April 17</td>
<td>18%</td>
</tr>
<tr>
<td>Writing Assignment #3: OMB Memo</td>
<td>May 8</td>
<td>18%</td>
</tr>
<tr>
<td>Video presentation #2: implementing your EO and memo</td>
<td>May 15</td>
<td>9%</td>
</tr>
</tbody>
</table>

**Grades:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

**Checking Grades**

You will receive grades for weekly discussion boards ideally within one week of the submission due date. You will receive grades for your other assignments within two weeks of the submission due date. The instructor will provide comments and feedback to accompany the numerical grade. To check grades on
Blackboard throughout the term click on “Grades”. To check grades on ELMS/Canvas throughout the term click on “Grades.”

Late Submissions Policy

Late assignments will be automatically marked down 10% for each day past the due date. Discussion boards will be closed every week on Monday at 11:59 PM. If you did not post to the Discussion Board by then, you will receive zero discussion points for that week. Discussion boards will be made available in advance of each week to give you plenty of time to contribute to the Discussion board within the confines of your personal schedule. **If you have a life emergency, please contact me for an extension.**

**Example A:** My car was broken into last night, and they took my laptop. Can I get a few extra days? **Answer:** Yes, of course.  **Example B:** My car was broken into three weeks ago, and they stole my laptop. My final paper, due tomorrow, isn’t done. Can I get some extra time? **Answer:** No.

Academic Integrity

Students are reminded that the University of Maryland has absolute expectations for academic integrity from every student. The Code of Academic Integrity strictly prohibits students from cheating on assignments, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures.

Instances of any suspected academic dishonesty will be reported and handled according to University policy and procedures. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu. For a more detailed description of the University's definition of academic dishonesty, visit http://www.faculty.umd.edu/teach/integrity.html.

Accommodations for Students with Disabilities

The University is committed to providing appropriate accommodations for students with documented disabilities. In order to ascertain what accommodations should be provided to facilitate your learning experience, please be sure to inform the instructor of your needs at the beginning of the semester. The instructor will then contact relevant parties such as the University’s Disability Support Services, who will make arrangements with you to determine and implement appropriate academic accommodations. For more information on the University’s policies, see http://www.faculty.umd.edu/teach/disabilities.html.

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. Please go directly to the website (http://www.courseevalum.umd.edu) to complete your evaluations at the end of the semester.

CourseEvalUM

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Three Keys to Success
As a graduate seminar, the online classroom environment should be professional and respectful. Discussions should be based on course readings and critical thinking. Issues of policy can involve strongly held beliefs and current political controversies. Remember--your classmates may have different perspectives on issues than you, but they still deserve your respect. Open-mindedness and respect are critical to engaging in collegial dialog in an Information Policy course. With this in mind, here are some tips for ensuring your success in this course:

1. Be courteous and respectful. The Discussions are a place to bring out healthy debates, but those debates should remain collegial and academic at all times – never personal.
2. Be timely. Posting to Discussion and submitting your mid-term and final assignments via ELMS on time show respect for your fellow cohort members, and your instructor, and are crucial to your success in this course.
3. Be open-minded. Information Policy will involve exploring a wide range of federal, local, and institution-based policies. Engaging in critical thinking while reading the course materials and developing your assignments will help you gain the most from this course and will ensure a high grade in the class. Don’t be afraid to think from new perspectives and challenge yourself.

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advance notice.
TOPICS AND READINGS FOR INST612 – SPRING 2020

Each course week will begin with introductory material to orient you to the week’s activities and readings. Please read the introductory material, read the required readings, and complete the activity before the date for which they are listed.

Please note: this syllabus is a guide for the course and is subject to change with advance notice.

WEEK 1: INTRODUCTION (JANUARY 27)

A. Introduction to course and discussion of course expectations

B. Overview of topics and concepts to be covered

C. Sources of information policy and locating policy resources


WEEK 2: WHERE DOES INFORMATION POLICY COME FROM? (FEBRUARY 3)

A. “Big P” and “little p” policy

B. Rules, regulations and standards

C. Constitutional origins of federal information policy

D. Stakeholders in information policy

• Watch TED lecture video by Lawrence Lessig on Election Reform, filmed February 2013 and posted April 2013: http://www.ted.com/talks/lawrence_lessig_we_the_people_and_the_republic_we_must_r_eclaim.html
WEEK 3: E-GOVERNMENT AND OPEN GOVERNMENT (FEBRUARY 10)

A. The E-government Act and Open data implementation and challenges

B. Open Government and the Open Government Act (accountability, transparency, collaboration and participation)

C. Open Government goes global (including Open Gov Partnership), the US backs out.

- Compliance of Section 508 in public library systems with the largest percentage of underserved populations, Yong JeongYi


  - After years of delays and democratic regression, USA releases weak open government plan

- Foundations for Evidence Based Policy Making, including Open Government Data Act

WEEK 4: PRESERVING ACCESS (FEBRUARY 17)
A. Preserving Future Access (including as context for real-life impact of information policy)

B. The peculiar challenges of electronic mail


WEEK 5: FREEDOM OF INFORMATION, ACCOUNTABILITY AND TRANSPARENCY (FEB. 24)

A. The First Amendment

B. Freedom of Information Act (FOIA) and Open Government

C. e-FOIA (1996 amendments) implementation

D. National Security classification and declassification


Activity: sampling FOIA-related web sites
• US Department of Justice site for basics of FOIA, www.FOIA.gov
• A spectrum of FOIA blogs:
  o Cause of Action, http://causeofaction.org
  o Center for Effective Government, http://www.foreffectivegov.org
  o Citizens for Responsibility and Ethics in Washington (CREW), http://www.citizensforethics.org/
  o Judicial Watch, http://www.judicialwatch.org

• A Snapshot of FOIA Administration: Examining Recent Trends to Inform Future Research
  https://journals.sagepub.com/doi/abs/10.1177/0275074018771683

WEEK 6: INFORMATION TECHNOLOGY DESIGN AND POLICY (MARCH 2)

A. How the design of technology shapes policy and how policy shapes design of technology

B. Universal Service

  Rural America Is Stranded in the Dial-Up Age
  https://www.wsj.com/articles/rural-america-is-stranded-in-the-dial-up-age-1497535841

C. Internet Governance


• Internet domain name expansion

  • Ted Radio hour: Can we trust the numbers?
    https://www.npr.org/programs/ted-radio-hour/580617765/can-we-trust-the-numbers?sho wDate=2018-01-26

Activity: Civic Apps

• Check out the participatory apps available from http://sunlightfoundation.com/projects/,
http://www.shareable.net/blog/five-mobile-apps-for-civic-engagement, or
http://musematic.net/2011/10/12/mobile-apps-for-citizen-science/ (or find your own!).

Try downloading and using one that interests you. What was the experience like? Did the technology evoke any values or policy issues for you?

WEEK 7: COPYRIGHT (MARCH 9)

Paper # 1 due: Executive Order

B. Section 108 (library and archives exception)

C. International treaties and their effect on US law and practice

  • University of Minnesota Libraries, Copyright Basics.

    https://www.lib.umn.edu/copyright/basics (read all sections).

  • American Library Association (N.D.). What is Fair Use?

    http://www.ala.org/ala/issuesadvocacy/copyright/copyrightarticle/whatfairuse.cfm


  • Browse the Columbia University Libraries Copyright Advisory Office site, especially the “Copyright Quick Guide”: http://copyright.columbia.edu/copyright/copyright-in-general/copyright-quickguide/


    http://www.time.com/time/printout/0,8816,2081784,00.html


  • Watch TED Talk by Lawrence Lessig (filmed March 2007 and posted November 2007): “Laws that Choke Creativity.”

    http://www.ted.com/talks/larry_lessig_says_the_law_is_strangling_creativity.html

And Re-mixing the Remix http://www.ted.com/talks/lessig_nyed#t-514238
WEEK 8: SPRING BREAK (MARCH 15-22)

WEEK 9: OPEN ACCESS (MARCH 23)

B. Open source and creative commons

C. Open access and other “open” issues for libraries and universities


Activity: Institutionalizing Open Access

• The Berlin declaration on Open Access to Scientific Knowledge: http://oa.mpg.de/lang/en-uk/berlin-prozess/berliner-erklarung/
  Should your institution sign the Berlin Declaration? Why or why not?

WEEK 10: PRIVACY (MARCH 30)

A. Information privacy

B. Privacy needs of governments, corporations and individuals

C. US privacy protection and the European model


• Pew Research Center for the People & the Press, July 26, 2013: http://www.people-press.org/2013/07/26/few-see-adequate-limits-on-nsa-surveillance-

  ● Protecting Sensitive Email: Archival Views on Challenges and Opportunities https://cs.uwaterloo.ca/~jimmylin/publications/Wickner_etal_2017.pdf

WEEK 11: PRIVACY, SECRECY AND SURVEILLANCE (APRIL 6)

A. Foreign Intelligence Surveillance Act and the FISA Court

B. Homeland Security Act and USAPATRIOT Act

C. Congressional oversight of government agencies

D. Role of the telecommunications industry in government surveillance


• Watch Frontline, “Spying on the Home Front.” It is divided into parts. http://www.pbs.org/wgbh/pages/frontline/homefront/

WEEK 12: OPEN GOVERNMENT AND BIG DATA (APRIL 13)

A. Harnessing technology for Open Gov (data.gov, open data, smart disclosure)

B. E-Government services and challenges


• Spend a little time looking at the Open Data Now blog: http://www.opendatanow.com/.

• Big Data Not a Cure-All in Medicine
  https://www.npr.org/2015/01/05/375201444/big-data-not-a-cure-all-in-medicine

Check out the Government tab for recent activities promoting Openness.

WEEK 13: INTERNATIONAL INFORMATION POLICY (APRIL 20)

A. Comparative issues in information policy

B. Differences in European, Asian, African, South American information policy

C. International issues in information policy including the Open Government Partnership


• Reconciling Personal Information in the United States and European Union


WEEK 14: INTELLECTUAL FREEDOM (APRIL 27)

A. Banned Books and Materials Challenges

C. Intellectual Freedom on the Internet


• Social Justice Librarian, “Censorship & Parenting.”

• Watch Off Book (PBS): “Bad Behavior Online: Bullying, Trolling & Free Speech”
  http://www.youtube.com/watch?feature=player_embedded&v=RVSAFhTjAdc#at=411

  ● Why Cloudflare Let an Extremist Stronghold Burn,
    https://www.wired.com/story/free-speech-issue-cloudflare/

  ● Inside the Two Years That Shook Facebook—and the World: How a confused, defensive social media giant steered itself into a disaster, and how Mark Zuckerberg is trying to fix it all.
    https://www.wired.com/story/inside-facebook-mark-zuckerberg-2-years-of-hell/

WEEK 15: INFORMATION INSTITUTIONS AS POLICY MAKERS AND WRAP-UP (MAY 4)

Presentation #3: Implementing your solution

A. How information institutions set policy

B. Our responsibilities as policy makers


  • Shirley, Glennor - Library Services to Disadvantaged User Groups
    http://www.ib.hu-berlin.de/%7Elibreas/libreas_neu/ausgabe6/003shir.htm
