Instructor: Miriam Nisbet, Adjunct Professor, College of Information Studies

Email: mmnisbet@me.com or mnisbet@umd.edu

- Instructor will respond to email inquiries within 24 hours, unless otherwise noted in an “out of office” message
- Include INST612 in the subject line of all course correspondence

Phone/Office/Skype hours: by appointment

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.

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

- Demonstrate a broad understanding of major information and telecommunications policy issues;
- 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 as a seminar and will meet once a week on Wednesdays from 5:30 pm to 8:15 pm in HBK 4113 at the iSchool on the College Park campus. 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. You must actively participate in the discussions of course materials and be prepared each week to reflect on the course materials for that week. 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.

We will read three chapters from Weinberger, D. (2012). Too Big to Know: Rethinking Knowledge Now That the Facts Aren’t the Facts, Experts Are Everywhere, and the Smartest Person in the Room Is the Room. New York: Basic Books. It's a very enjoyable read, and you might want to consider picking up a copy if you like reading on paper or if you're generally interested in the topic.

Course materials for each week should be reviewed prior to participation in the weekly discussion section. You should be prepared each week to give a short commentary on at least one of the assigned readings.

ASSIGNMENTS & COURSEWORK

Your grade will be based on 3 components:

1. Classroom Participation (20% of your final grade): This seminar is a discussion-based course. You are expected to read all of the assignments, to think through the issues they raise, and to articulate your thoughts on the materials. You must 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.

2. Class presentations (three assignments for a total of 30% of your final grade): There will be three opportunities to make presentations, each of which will contribute to 10% of your grade.

(1) Presentation # 1 (10% of final grade, due the week you volunteer for): Each student will chair or co-chair a class discussion that relates to one of the past weeks’ topics. You will make a
10-minute introduction and then lead the class discussion for 15 minutes. For your presentation, you will choose an issue within the past weeks’ topics on which you’d like to focus. For example, if you present on February 26, your presentation should be on a topic relating to preserving access, e-government, or open government. If you present on March 26, your presentation should be on a topic relating to FOIA, technology design and policy, or copyright. If you present on April 9, your presentation should be related to open access or privacy. If you present on April 30, your presentation should be on a topic related to open government/Big Data or international information policy. You will sign up for your week at the second class.

Examples of successful past topics have included intellectual freedom in prison libraries; government regulation of Chinese micro blogging site Weibo; Internet filters in the Montgomery County Schools; copyright policy at the National Library of Medicine; government-press relationship and whistleblowers; collection and use of personal data by law enforcement. The topic should be narrow enough that you can give a good summary of the issues in 10 minutes, and should be of personal interest to you. Introduce the class to your topic, and explain why you think it’s important. (Slides or handouts are not required, but most students have found them to be helpful.) Explain what’s controversial about your topic, and what the current state of federal, state, local, or institutional policy is for that topic. Find examples of your topic in the news, and incorporate current events on that topic into your presentation. Be prepared to answer questions and lead a discussion of your topic.

(2) Presentation # 2: Who are My Legislators? (10% of final grade, due Week 4, February 19)

A key to understanding the policy environment is to know the political environment in which the policy context evolves. To better understand the policy context, you need to have a grasp on those who create the policies – your federal, state, and local representatives – as well as the legislative process. This assignment asks you to identify your representatives (the policy makers) and find out about their voting records on selected items (the legislative process). Come to class prepared to make a 10-minute presentation on your findings and analysis and to take questions from the other class members.

To prepare for this assignment, please answer the following questions:

I. U.S. Senate
   • Identify the two senators from your state (use the place where you currently reside; if you live in the District of Columbia, you should pick a state where you would like to reside and use that as your “home” state)
   • Identify their respective political parties (e.g., Democrat, Independent, Republican)
   • Identify the year in which they were first elected to the Senate
   • Identify whether either is up for re-election this fall
   • Identify at least one committee on which your senators serve
   • Identify whether either of your Senators serves in a leadership position (e.g., majority leader, committee chair)
   • What is the length of term of a Senator?

II. U.S. House of Representatives
• Identify your Congressional district (hint: there are 435, one for each member of the House)
• Identify your Congressman/woman
• Identify his/her political party (e.g., Democrat, Independent, Republican)
• Identify at least one committee on which your Member serves
• Identify whether your Member serves in a leadership position (e.g., majority leader, committee chair)
• What is the length of term of a Congressman/woman?

III. Voting Records for Congressman/woman and Senators
For your representatives (both Senate and House), find out how they voted on or support the following legislation:
  i. USA PATRIOT Act (original and reauthorization)
  ii. National Security Agency appropriations and oversight (2013 debates)
  iii. Children’s Internet Protection Act (CIPA)
  iv. Telecommunications Act of 1996
  v. Deleting Online Predators Act (DOPA)
  vi. OPEN Government Act of 2007 (amendment of FOIA)

Note: Your Senator(s) or Member may not have been in Congress at the time of some of these bills/legislation.

Some things to consider as you complete this assignment:
• Nearly all members of Congress have websites, including information about their committee assignments (check out committee websites too)
• Not all legislation is stand-alone. In fact, you will soon discover that a bill may be incorporated into a larger bill for passage (typically, but not always, an appropriations bill). This is a common tactic used to get legislation enacted that would otherwise fail on its own.
• We have bicameral system (House and Senate). Legislation goes through both before final passage and signature (or veto). It is common for legislation from the House to be changed in the Senate (and vise versa), thus leading to a Conference.

An excellent place to start this assignment is on the beta upgrade of the Library of Congress’ THOMAS website launched in 2012 at http://beta.congress.gov

(3) Presentation # 3: Advocating for a Policy at Your Institution (10% of final grade, due Week 15, May 7)
Think about the institution for which you currently work (or have worked for recently). What institutional policies are you aware of? Are they appropriate to your institution’s missions or goals? If you could make changes, what would they be? Or are there policies that should be in place or a position that you think your institution should take on pending legislation (state or federal)? Consider all the topics we have covered throughout the semester.

Imagine that you have been allotted 5 minutes to speak to your institution’s Executive Board or other governing body. Be prepared to explain succinctly and persuasively the issue you want the
body to consider, the action you want the body to take, and why that action matters to the institution. Each student will make the presentation in the final class session.

3. Written Assignments (two assignments for a total of 50% 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 do not submit as a PDF file, as that makes it difficult for your instructor to provide comments and edits electronically!

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

<table>
<thead>
<tr>
<th>Substance</th>
<th>Evaluation</th>
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<tr>
<td>Comprehension of material</td>
<td>20 pts</td>
</tr>
<tr>
<td>Makes a persuasive argument</td>
<td>10 pts</td>
</tr>
<tr>
<td>Backs conclusions with evidence</td>
<td>20 pts</td>
</tr>
<tr>
<td>Introduces own ideas</td>
<td>10 pts</td>
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<tr>
<td>Organizes argument logically</td>
<td>10 pts</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation</th>
<th></th>
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<tbody>
<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 vocabulary</td>
<td>10 pts</td>
</tr>
<tr>
<td>Total</td>
<td>100 pts</td>
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</tbody>
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(3-4 pages. 20% of your final grade. Due Week 7, March 12)

Write a 750-1000 word (3-4 double-spaced typed pages) article of opinion/editorial in support of, in opposition to, or using as a point of departure any one of the following assertions. In addition to the below topics, students are encouraged to seek out their own articles/issues to which to react. There are many information policy-related issues in the news on a daily basis from which to choose. Don't be shy or hesitant. If an issue strikes you as interesting, pursue it!

1. "If words don't incite action, I'm in the wrong line of work. I'm a librarian. My life's work is based on the belief that words and images stimulate action....We can't support free expression by saying it won't do any harm." John N. Berry III, "If Words Will Never Hurt Me, Then...," Library Journal, January 1992, p. 6.

2. “In privacy circles, everybody's talking about the Right to be Forgotten. The European Commission has even proposed that the ‘right to be forgotten’ should be written into the upcoming revision of the Privacy Directive. … For most people, I think it's an attempt to give people the right to wash away digital muck, or delete the embarrassing stuff, or just start fresh. But unfortunately, it's more complicated than that. More and more, privacy is being used to justify censorship.” Peter Fleischer, “Foggy Thinking About the Right to Oblivion,”


4. "Too often, casual observers treat privacy as a singular trait. We either have privacy or we do not. Personal information is either within the control of the data subject or privacy does not exist.... Analyzing privacy is considerably more complex than examining a light switch to see if it is on or off." Robert Gellman, "Perspectives on Privacy and terrorism: All is not lost -- yet," Government Information Quarterly, 19(3), 255-264, 2002.

5. “Do characters belong to the person who created them? Or to the fans who love them so passionately that they spend their nights and weekends laboring to extend those characters' lives, for free? There's a division here, a geological fault line, that looks small on the surface but runs deep into our culture, and the tectonic plates are only moving farther apart. Is art about making up new things or about transforming the raw material that's out there? Cutting, pasting, sampling, remixing and mashing up have become mainstream modes of cultural expression, and fan fiction is part of that. It challenges just about everything we thought we knew about art and creativity.” Lev Grossman, The Boy Who Lived Forever. Time, July 7, 2011. http://www.time.com/time/printout/0,8816,2081784,00.html.

Before you start, familiarize yourself with the editorial pages of at least one or two major newspapers. Both the New York Times (http://www.nytimes.com) and the Washington Post (http://www.washingtonpost.com) are available free of charge online for a limited number of articles, though you may have to go through a site registration process to access the sites. Finally, many of you have local and/or regional newspapers that are accessible via the Web (or you have delivered). Be aware that editorial writing is a different style of writing than normal descriptive prose. After you've decided which journal you are writing for, but before you start writing, read several editorials and letters to the editor in back issues of that publishing venue to get a sense of the style and tone of the "editorial voice." Good examples are Dr. Keri Kraus’s Op-Ed in the New York Times: http://www.nytimes.com/2011/08/07/opinion/sunday/when-data-disappears.html, and Fareed Zakaria’s recent Op-Ed in the Washington Post: http://www.washingtonpost.com/opinions/fareed-zakaria-the-root-of-washingtons-ills/2013/08/01/085392aa-fa15-11e2-8752-b41d7ed1f85_story.html

A formal letter to the editor would not include citations or footnotes, but since this is coursework, please include citations and references to support your ideas. A letter to the editor does also not need to be balanced or neutral – in fact, it works best if you make an argument and take a side. However, you should present and acknowledge counterarguments in order to explain why your point of view holds more water.

Finally, after the assignments are completed, we will share them with the class. Each student will pick someone else’s letter and write a short letter in response, setting out in two paragraphs why you agree or disagree with the position expressed in the Op-Ed.
Paper # 2: Federal or State Policy Analysis (Information Policy Issue Paper)
(8-10 pages. 30% of your final grade. Due Week 12, April 16)
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:

1. What are the technical, legislative, and policy issues covered in this legislation?
2. What are the key issues and debates surrounding this legislation?
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?
6. What could be done to address those biases?

Be prepared to choose a topic and have a draft outline ready to discuss with the instructor no later than Week 10, April 2. That will give us a chance to be sure you’re on course for the finished paper.

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.

Grading
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>
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<tbody>
<tr>
<td>Class participation</td>
<td>14 classes</td>
<td>20%</td>
</tr>
<tr>
<td>Class Presentation # 1 (chairing class discussion)</td>
<td>Variable</td>
<td>10%</td>
</tr>
<tr>
<td>Class Presentation # 2: My Legislators</td>
<td>Feb 19</td>
<td>10%</td>
</tr>
<tr>
<td>Writing Assignment # 1: Op-Ed</td>
<td>March 12</td>
<td>20%</td>
</tr>
<tr>
<td>Writing Assignment # 2: Information Policy Analysis (Issue Brief)</td>
<td>April 16 (note: outline due NLT April 2)</td>
<td>30%</td>
</tr>
<tr>
<td>Class Presentation # 3 (advocating for policy)</td>
<td>May 7</td>
<td>10%</td>
</tr>
</tbody>
</table>

Letter Grades:
A+ 97-100
A 93-96
A- 90-92
B+ 87-89
B 83-86
B- 80-82
C+ 77-79
C 73-76
C- 70-72
D+ 67-69
D 63-66
D- 60-62
F 0-59
Checking Grades
Your grade will be based on the three elements set out above: class participation; class presentations (3); and writing assignments (2). All written materials for the course should be double-spaced, using 12-point Times New Roman font. The margins should be 1 inch exactly 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.
http://www.lib.umd.edu/ues(guides/citing-apa

You will receive grades for your written 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 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.

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.

CourseEvalUM
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.

Three Keys to Success
As a graduate seminar, the 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.** Submitting your assignments via ELMS on time shows respect for your fellow cohort members, and your instructor, and is 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. **The class modules and reading assignments will not change in content, nor will the due dates for assignments change.** A module may be switched to another date to accommodate a guest lecturer, but the instructor will make every effort to avoid making changes and to give you plenty of notice!
TOPICS AND READINGS FOR INST612 – SPRING 2014

Please read the assigned readings and complete any designated activity before the date for which they are listed. You should come to class each week prepared to discuss the assigned readings and to give a short commentary on at least one of them.

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

WEEK 1: INTRODUCTION (JANUARY 29)

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

Readings:

WEEK 2: WHERE DOES INFORMATION POLICY COME FROM? (FEBRUARY 5)

A. “Big P” and “little p” policy
B. Rules, regulations and standards
C. Constitutional origins of federal information policy
D. Stakeholders in information policy

Readings:

Activity:
• 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_reclaim.html
WEEK 3: E-GOVERNMENT AND OPEN GOVERNMENT (FEBRUARY 12)

A. The E-government Act implementation and challenges
B. Open Government (accountability, transparency, collaboration and participation)
C. Open Government goes global (including Open Gov Partnership)

Readings:

Activity: podcast
• Listen to Kojo Nnamdi Show (WAMU) from January 29, 2013, on “Following Through on FOIA: Progress and Pitfalls” at http://thekojonnamdishow.org/shows/2013-01-29/following-through-foia-progress-and-pitfalls

WEEK 4: PRESERVING ACCESS (FEBRUARY 19)

Class Presentation #2 due: Who are My Legislators?

A. Preserving Future Access (including as context for real-life impact of information policy)
B. E-records
C. The peculiar challenges of electronic mail

Readings:
WEEK 5: FREEDOM OF INFORMATION, ACCOUNTABILITY AND TRANSPARENCY (FEB. 26)

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

Readings:

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

WEEK 6: INFORMATION TECHNOLOGY DESIGN AND POLICY (MARCH 5)

A. How the design of technology shapes policy and how policy shapes design of technology
B. Universal Service
C. Internet Governance

Readings:


**Activity: Civic Apps**

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

**Paper #1 due: Information Policy Op-Ed**

A. Fair use  
B. Section 108 (library and archives exception)  
C. International treaties and their effect on US law and practice

**Readings:**

- University of Minnesota Libraries, Copyright Basics. [https://www.lib.umn.edu/copyright/basics](https://www.lib.umn.edu/copyright/basics) (read all sections).
- 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://copyright.columbia.edu/copyright/copyright-in-general/copyright-quickguide/)

**Activity: Video**


**WEEK 8: SPRING BREAK (MARCH 16-23)**
**WEEK 9: OPEN ACCESS (MARCH 26)**

A. Licensing  
B. Open source and creative commons  
C. Open access and other “open” issues for libraries and universities

**Readings:**


**Activity: Institutionalizing Open Access**

- Should your institution sign the Berlin Declaration? Why or why not?

**WEEK 10: PRIVACY (APRIL 2)**

**Outline for Paper # 2 due not later than April 2 – earlier if you can!**

A. Information privacy  
B. Privacy needs of governments, corporations and individuals  
C. US privacy protection and the European model

**Readings:**


**Activity: Survey on how Americans view government electronic surveillance programs**

**WEEK 11: PRIVACY, SECRECY AND SURVEILLANCE (APRIL 9)**

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

**Readings:**


**Activity:**

• 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 16) -- JOINT CLASS WITH INST641, POLICY ISSUES IN DIGITAL CURATION**

**Paper # 2 due -- Information Policy Analysis (Issue Brief)**

A. Harnessing technology for Open Gov (data.gov, open data, smart disclosure)  
B. E-Government services and challenges

**Readings:**

Activity:
• Spend a little time looking at the Open Data Now blog: http://www.opendatanow.com/. Check out the Government tab for recent activities promoting Openness.

WEEK 13: INTERNATIONAL INFORMATION POLICY (APRIL 23)

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

Readings:

WEEK 14: INTELLECTUAL FREEDOM (APRIL 30)

A. Banned Books and Materials Challenges
B. Filtering
C. Intellectual Freedom on the Internet

Readings:

Activity:
• Watch Off Book (PBS): “Bad Behavior Online: Bullying, Trolling & Free Speech” http://www.youtube.com/watch?feature=player_embedded&v=RVSAFhTjAdc#at=411
WEEK 15: INFORMATION INSTITUTIONS AS POLICY MAKERS AND WRAP-UP (MAY 7)
Presentation # 3: Advocating for a Policy at Your Institution

A. How information institutions set policy
B. Our responsibilities as policy makers

Readings: