UNIVERSITY OF MARYLAND, COLLEGE PARK

Information Policy (INST 612) – 3 credit hours

Spring 2015 Syllabus

(January 23, 2015)

Instructor: Hannah Bergman, Adjunct Professor, College of Information Studies
Email: bergmanh@umd.edu
• Instructor will respond to email inquiries within 48 hours, unless otherwise noted in an “out of office” message. No response will occur during regular weekday work hours (9 am to 6 pm) for any reason.
• 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.

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.

This course is conducted as a seminar and will meet once a week on Wednesdays from 6:00 pm to 8:45 pm in HBK 109 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.

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.

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: I have this information problem that I think can be solved by a new policy. (10% of final grade, due Week 4, February 18

In preparation for Writing Assignment #1, 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 brief 5-minute summary of the issue as you see it, and then be prepared to get feedback from the class, and answer questions which will help you shape the scope of your new 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. The class would then ask you 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.

(3) Presentation #3: 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 to 15 minutes.

We will divide up the presentations so that for approximately the last three weeks of class we will have 4 presentations. Once everyone has topics and the number of presentations is solidified, you will learn what day your presentation will be.

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>Rubric Description</th>
<th>Points</th>
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<tbody>
<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>
</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>10 pts</td>
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</tbody>
</table>

Total 100 pts
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 implemented across the government and will affect information policy at a national or global level.

Examples of recent 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
  - [Improving Cyber Critical Infrastructure](http://www.whitehouse.gov/the-press-office/2013/02/12/executive-order-improving-critical-infrastructure-cybersecurity)

- Controlled Unclassified Information

- Presidential Memo on Managing Government Records

- FOIA
  - [FOIA](http://www.whitehouse.gov/the_press_office/FreedomofInformationAct/)

- National Security Information

- Presidential Records
  - [Presidential Records](http://www.whitehouse.gov/the_press_office/ExecutiveOrderPresidentialRecords)

An Executive Order or Memo not include citations or footnotes, but since this is coursework, please include citations and references to support your ideas.
Paper # 2: OMB Memo

(6-10 pages. 30% of your final grade. Due Week 12, April 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
- Guidance for Agency use of Third Party Websites
  - [http://www.whitehouse.gov/sites/default/files/omb/assets/memoranda_2010/m10-23.pdf](http://www.whitehouse.gov/sites/default/files/omb/assets/memoranda_2010/m10-23.pdf)
- Guidance for Online Use of Web Measurement and Customization

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?

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>
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</thead>
<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 Problem, My policy solution</td>
<td>Feb 25</td>
<td>10%</td>
</tr>
<tr>
<td>Writing Assignment # 1: Executive Order</td>
<td>March 11</td>
<td>20%</td>
</tr>
<tr>
<td>Writing Assignment # 2: OMB Memo</td>
<td>April 15</td>
<td>30%</td>
</tr>
<tr>
<td>Class Presentation # 3</td>
<td>No later than May 6</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</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>
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</tbody>
</table>
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. Written assignments are due by midnight of the day.

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.

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 2015**

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 28)**

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 4)**
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_reclaim.html

WEEK 3: E-GOVERNMENT AND OPEN GOVERNMENT (FEBRUARY 11)

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)


• White House Blog, December 6, 2013. Available: http://www.whitehouse.gov/blog/2013/12/06/united-states-releases-its-second-open-
• 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 18) NO CLASS, you will do online class discussion, I will post discussion questions on ELMS, everyone will respond at least twice between Monday Feb 16 and Friday Feb 20

One half of the students due: Class Presentation #2 due: I have an Information Policy Problem

A. Preserving Future Access (including as context for real-life impact of information policy)

C. The peculiar challenges of electronic mail


WEEK 5: FREEDOM OF INFORMATION, ACCOUNTABILITY AND TRANSPARENCY (FEB. 25)

One half of the students – Everyone due: Class Presentation #2 due: I have an Information Policy Problem

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:
  - Cause of Action, http://causeofaction.org
  - Center for Effective Government, http://www.foreffectivegov.org

WEEK 6: INFORMATION TECHNOLOGY DESIGN AND POLICY (MARCH 4)

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

B. Universal Service

C. Internet Governance


• Internet domain name expansion

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 11)

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/


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 25)

B. Open source and creative commons

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


through Open Technology, Open Content, and Open Knowledge (pp. 105-118). Cambridge, MA: MIT Press.
- read chapter 7, starting at page 105.

• 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 (APRIL 1)

A. Information privacy

B. Privacy needs of governments, corporations and individuals

C. US privacy protection and the European model


Activity: Survey on how Americans view government electronic surveillance programs

• Look at the 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-

WEEK 11: PRIVACY, SECRECY AND SURVEILLANCE (APRIL 8)

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/
  - Letter to Sen. Leahy explaining FISA court operation
  - http://www.fisc.uscourts.gov/sites/default/files/Leahy.pdf (pages 1 - 11, not the appendix)

WEEK 12: OPEN GOVERNMENT AND BIG DATA (APRIL 15)

Paper # 2 due

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/.

Check out the Government tab for recent activities promoting Openness.

WEEK 13: INTERNATIONAL INFORMATION POLICY (APRIL 22)

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


WEEK 14: INTELLECTUAL FREEDOM (APRIL 29)

A. Banned Books and Materials Challenges

C. Intellectual Freedom on the Internet


• 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 6)

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
