
Note: This syllabus may be subject to change. If there are any changes your instructor will let you know in advance.

Audience:

All master's students at the School of Information Studies

Description:

Public policy issues that affect the information, library, and telecommunication sectors. These include privacy and security, intellectual property, freedom of expression, communications access, and public-sector information. Application of economic, legal, and political science concepts to policy analysis.

Additional Course Description:

This course will widen your view of information and communication technologies (ICTs) through adding a new perspective. The company, agency, or non-profit organization where you are working/will work after completing this degree does not operate in isolation. Societal and policy factors influence the decisions that managers make, and you may have an opportunity to participate in these decisions. The foundation of this course is an integrated understanding of information industry policy. The course is interdisciplinary, and you will cover subjects in the fields of Management, Economics, Political Science, and Law. You will use theory and examples from different academic and practitioner sources that present explanations of the problems that you will discuss in class. These resources are important because they give us a base from which our discussion can start. They also give us the opportunity to disagree and develop our own explanations. The examples are aimed at illustrating theories and presenting the problems that policy makers face when dealing with ICT industries. You will also complement your understanding of problems by doing additional readings and research on your own. We hope you find these subjects as fascinating as we do!

Credits: 3

Learning Objectives:

As a core course common to all programs, it has a clear set of goals and learning objectives which are:

- Analyze and critique basic public policy issues of the digital economy. These basic areas are: freedom of expression; intellectual property; economic regulation of communication-information industries; access and affordability; privacy and security; public sector information policy; and internet governance. The course is issue-based and attempts to teach about those topics in a way that is as globally applicable as possible.

- Apply key concepts from economics, law and political science to the analysis of communication and information policy issues, and know how different schools of thought approach those issues
- Recognize, the reasons, circumstances, and factors that lead to government intervention.
- Discern and research emerging information policy issues and the way organizations are affected by or influence such policies.
- Advocate for and implement sensible and ethical information and technology policy in organizational and other settings as well as in the larger society.
- Identify a specific information policy concern, assess it, and make recommendations
- Locate, select, use, and evaluate sources of policy-related information
- To improve your oral analytic and visual presentation ability, by presenting policy alternatives through class participation in simulations, debates, and formal group presentations.

Bibliography/ Texts / Supplies – Required:

Where possible the syllabus provides a link to a public source on the Internet; otherwise you can find the material through the library.

Requirements:

In-class participation There will be a considerable amount of discussion in class, mostly in small groups discussions, but sometimes class wide. Everyone has different experiences, and your thoughtful and positive contributions are a valued part of making this class work and for all of us to learn from each other's ideas.

Short essays: These assignments were designed to help you follow and apply the lecture as you watch it. They will be used primarily for discussion during the live session. If the assignment is completed on time and is a credible submission you will receive full credit (5% of your grade). Length: 400 - 600 words. You will not receive detailed feedback on these short essays because they are intended to give you a simple incentive to follow the material without entailing excessive work.

Readings reflection essays: As individuals, you will write two essays (1500 words) that synthesize the policy issues across a set of assigned readings, providing examples from contemporary policy and/or current events.

Debates. The class will have a number of debates where students argue 'for' or 'against' a particular position. You and another student will form a 'for' or 'against' team. You will take a position on a proposition related to topics in this class and engage in an intellectual competition with a rival to determine who is most persuasive in convincing the class. The debate thread will begin with opening statements from the debaters followed by responses and direct questions between the two sides. Class members will pose questions and comment on the debate as it proceeds. Grade will be based the written quality of the arguments and resources brought forward to argue for or against the position.

Reports. In three of our classes you will be preparing a report at the same time that you are going through the learning modules of the class. The three reports are: a policy analysis, an economic consulting report, and a lobbying report.

Grading:

Working on a system of 100 percentage points total, the different components will carry the following weights.

ASSIGNMENT	PERCENTAGE OF GRADE	WEEK DUE
INDIVIDUAL ASSIGNMENTS		
Short essay: Policy analysis	5%	2
Short essay: Economic analysis consulting report	5%	4
Short essay: Consulting report on policy influence	5%	10
Reflection essay on information access and affordability	20%	5
Reflection essay on privacy and security	20%	9
Debates	25%	Dates vary depending on when students sign up to debate.
Intellectual contribution: This can include presentations of group work, current events discussions, answering questions about the readings.	20%	Every week

For final grades, the conversion from the final numerical grade to letter grade is as follows:

Percentage	Grade	Expectation
93-100	A	Exceptional work, outstanding effort, great attention to detail.
88+	A-	
83+	B+	Good work as expected from a graduate student.
78+	B	
73+	B-	
68+	C+	Needs substantial improvement.
63+	C	
58+	C-	
0-58	F	Unable to meet the expectations of a graduate program.

University Attendance Policy

Attendance in classes is expected in all courses at Syracuse University. Students are expected to arrive on campus in time to attend the first meeting of all classes for which they are registered. Students who do not attend classes starting with the first scheduled meeting may be academically withdrawn as not making progress toward degree by failure to attend.

Academic Integrity Policy

Syracuse University's Academic Integrity Policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same work in more than one class without receiving written authorization in advance from both instructors. Under the policy, students found in violation are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered as described in the Violation and Sanction Classification Rubric. SU students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. For more information about the policy, see <http://class.syr.edu/academic-integrity/policy/>.

In this class an academic integrity violation will be reported to the university and I would adopt the recommendations of the panel reviewing the case

Course Specific Policy on the Use of Turnitin

This class will use the plagiarism detection and prevention system Turnitin. You will have the option to submit your papers to Turnitin to check that all sources you use have been properly acknowledged and cited before you submit the paper to me. I will also submit all papers you write for this class to Turnitin, which compares submitted documents against documents on the Internet and against student papers submitted to Turnitin at SU and at other colleges and universities. I will take your knowledge of the subject matter of this course and your writing level and style into account in interpreting the originality report. Keep in mind that all papers you submit for this class will become part of the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

Disability-Related Accommodations

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), disabilityservices.syr.edu, located at 804 University Avenue, room 309, or call 315.443.4498 for an appointment to discuss your needs and the process for requesting accommodations. ODS is responsible for coordinating disability-related accommodations and will issue "Accommodation Authorization Letters" to students as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible. Our goal at the iSchool is to create learning environments that are useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment or achievement, please meet with me to discuss additional strategies beyond official accommodations that may be helpful to your success.

Religious Observances Notification and Policy

SU's religious observances policy, found at supolicies.syr.edu/emp_ben/religious_observance.htm, recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their tradition. Under the policy, students should have an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors no later than the end of the second week of classes through an online notification form in MySlice listed under Student Services/Enrollment/My Religious Observances/Add a Notification.

Student Academic Work Policy

Student work prepared for University courses in any media may be used for educational purposes, if the course syllabus makes clear that such use may occur. You grant permission to have your work used in this manner by registering for, and by continuing to be enrolled in, courses where such use of student work is announced in the course syllabus.

I intend to use academic work that you complete this semester for educational purposes in this course during this semester. Your registration and continued enrollment constitute your permission.

Discrimination or Harassment

The University does not discriminate and prohibits harassment or discrimination related to any protected category including creed, ethnicity, citizenship, sexual orientation, national origin, sex, gender, pregnancy, disability, marital status, age, race, color, veteran status, military status, religion, sexual orientation, domestic violence status, genetic information, gender identity, gender expression or perceived gender.

Any complaint of discrimination or harassment related to any of these protected bases should be reported to Sheila Johnson-Willis, the University's Chief Equal Opportunity & Title IX Officer. She is responsible for coordinating compliance efforts under various laws including Titles VI, VII, IX and Section 504 of the Rehabilitation Act. She can be contacted at Equal Opportunity, Inclusion, and Resolution Services, 005 Steele Hall, Syracuse University, Syracuse, NY 13244-1120; by email: titleix@syr.edu; or by telephone: 315-443-0211.

Materials for the class

Many of the reading materials are available from the library. You need to login to be able to get the full text. If you don't see a link to the material below, you need to look for it by logging in at the library.

TOPIC	REQUIRED READING ASSIGNMENT
WEEK 1 INFORMATION POLICY	<u>Required Materials</u> Pasek, J. E. (2015). "Defining Information Policy: Relating Issues to the Information Cycle." <i>New Review of Academic Librarianship</i> 21(3): 286-303. https://www-tandfonline-com.libezproxy2.syr.edu/doi/full/10.1080/13614533.2015.1009126
WEEK 2	<u>Required Materials</u>

POLICY ANALYSIS	<p>Schouwstra, M. C., & Ellman, M. J. (2006). A new explanatory model for policy analysis and evaluation. Tinbergen Institute Discussion Paper No. 2006-063/2. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=917327</p> <p>Assignment: Short essay: Policy analysis</p>
WEEK 3 ETHICS OF INFORMATION	<p>Required Materials</p> <p>Schultz, R. A. (2005). Contemporary issues in ethics and information technology: IGI Global (Chapter 2)</p> <p>For Reference ALA Code of Ethics http://www.ala.org/advocacy/proethics/codeofethics/codeethics</p> <p>IEEE Code of Ethics http://www.ieee.org/about/corporate/governance/p7-8.html</p> <p>IFLA Code of Ethics for Librarians and Other Information Workers http://www.ifla.org/news/ifla-code-of-ethics-for-librarians-and-other-information-workers-full-version</p> <p>AITP Code of Ethics https://www.aitp.org/?page=EthicsConduct</p>
WEEK 4 ECONOMICS OF INFORMATION	<p>Required Materials</p> <p>Komlos, J. (2012). A Critique of Pure Economics. <i>Challenge</i> (05775132), 55(2), 21-57. https://www.tandfonline-com.libezproxy2.syr.edu/doi/abs/10.2753/0577-5132550202</p> <p>The Dunning Krueger Effect https://www.youtube.com/watch?v=mZxCuynd_3E</p> <p>This video is about habits and how people do not always do rational things. http://charlesduhigg.com/the-power-of-habit/</p> <p>This is another video providing more evidence of our inability to make rational decisions https://www.youtube.com/watch?v=JiTz2i4VHFw</p> <p>A video that explains our need to reduce cognitive dissonance https://www.youtube.com/watch?v=korGK0yGIDo</p>

	<p><u>Assignment:</u></p> <p>Short essay: Economic Analysis Consulting Report</p>
WEEK 5 ACCESS AND AFFORDABILITY/ NET NEUTRALITY	<p><u>Required Materials</u></p> <p>Warschauer, M. (2002). Reconceptualizing the digital divide. First Monday, 7(1). http://firstmonday.org/ojs/index.php/fm/article/view/967/888/</p> <p>Hargittai, E. & Walejko, G. (2008). The participation divide: Content creation and sharing in the digital age. (2), 239 - 256.</p> <p>Bach, A., Shaffer, G. & Wolfson, T. (2013). Digital human capital: Developing a framework for understanding the economic impact of digital exclusion in low-income communities. Journal of Information Policy, 3, 247-266. http://www.jstor.org/stable/10.5325/jinfopoli.3.2013.0247</p> <p><u>Assignment:</u></p> <p>Reflection essay on information access and affordability</p>
WEEK 6 INTELLECTUAL PROPERTY	<p><u>Required Materials</u></p> <p>Lessig, L. 2010. Getting our values around copyright. Educause. https://er.educause.edu/articles/2010/4/getting-our-values-around-copyright-right</p> <p>Wherry, T. _2002_. The Librarian's Guide to Intellectual Property in the Digital Age: Copyrights, Patents, and Trademarks. Chicago, IL: American Library Association. Chapter 1</p> <p>Podcast: OTM, P. (2010). Copyright's wrong turn. Retrieved Aug. 11, 2015. http://www.wnyc.org/story/132741-copyrights-wrong-turn/</p> <p>Podcast: OTM, P. (2011). Musicians reclaim their copyrights. Retrieved Aug. 11, 2015 http://www.wnyc.org/story/155035-musicians-reclaim-their-copyrights/</p> <p>Podcast, OTM. (2012). Do book copyrights hide them from view? Retrieved Aug. 11, 2015. http://www.wnyc.org/story/201679-book-copyright/</p> <p>OTM, P. (2015). Aggregation and ownership in the digital wild west. Retrieved Aug. 11, 2015. http://www.wnyc.org/story/aggregation-and-ownership-digital-wild-west/</p>
WEEK 7 PRIVACY	<p><u>Required Materials</u></p>

	<p>Swire, P. (1997). Markets, self-regulation, and government enforcement in the protection of personal information. In Privacy and Self-Regulation in the Information Age by the U.S. Department of Commerce. Available online at https://www.ntia.doc.gov/page/chapter-1-theory-markets-and-privacy OR http://dx.doi.org/10.2139/ssrn.11472</p> <p>Garcia-Murillo, M. and I. MacInnes (2018). "Così Fan Tutte: A better approach than the right to be forgotten." Telecommunications Policy 42(3): 227-240.</p> <p>Podcast: OTM, P. (2015). Free to forget. Retrieved Aug. 11, 2015. http://www.wnyc.org/story/free-forget/</p> <p>Podcast: OTM, P. (2014). The privacy show. Retrieved Aug. 11, 2015. http://www.wnyc.org/story/258658-the-privacy-show/</p>
WEEK 8 SECURITY	<p><u>Required Materials</u></p> <p>Dinev, T., Hart, P., & Mullen, M.R. (2008). Internet privacy concerns and beliefs about government surveillance. <i>Journal of Strategic Information Systems</i>, 17(3), 214-233.</p> <p>TV Documentary: Public Broadcasting Service (May 14, 2014 and Jan.10, 2017). <i>The United States of Secrets, Frontline Documentary</i>. Part 1 and Part 2. http://www.pbs.org/wgbh/frontline/film/united-states-of-secrets/</p> <ul style="list-style-type: none"> • Part 1 is two hours; part 2 is one hour <p>Podcast: OTM, P. (2015). The Bill that nobody read. Retrieved Aug. 11, 2015. http://www.onthemediastory.org/story/on-the-media-2015-05-29/</p> <p><u>Assignment:</u></p> <p>Reflection essay on privacy and security</p>
WEEK 9 FREEDOM OF SPEECH AND FREEDOM OF INFORMATION	<p><u>Required Materials</u></p> <p>Lukianoff, G., & Haidt, J. (2015). The Coddling of the American Mind. The Atlantic Monthly(September). http://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/</p> <p>Friedersdorf, C. (2015). The New Intolerance of Student Activism. The Atlantic Monthly(November 9th). http://www.theatlantic.com/politics/archive/2015/11/the-new-intolerance-of-student-activism-at-yale/414810/</p> <p>Magazine, T. E. (2015). The right to fright. The Economist(Nov. 14th).</p>

	<p>http://www.economist.com/news/leaders/21678223-obsession-safe-spaces-not-just-bad-education-it-also-diminishes-worthwhile-campus</p> <p>Video: PBS Newshour At Mizzou, Yale and beyond, campus protests stir fresh questions about free speech. (TV news show) http://www.pbs.org/newshour/bb/at-mizzou-yale-and-beyond-campus-protests-stir-fresh-questions-about-free-speech/</p> <p>Video: PBS Newshour: How unintentional but insidious bias can be most harmful (TV news show) http://www.pbs.org/newshour/bb/how-unintentional-but-insidious-bias-can-be-the-most-harmful/</p> <p>Podcast: OTM, (2013) New limitations on freedom of information requests http://www.wnyc.org/story/291212-new-limitations-freedom-information-act-requests/</p> <p>Video: Frontline (2008) Guatemala: The Secret Files. Retrieved November 13, 2015. http://www.pbs.org/frontlineworld/stories/guatemala704/</p>
WEEK 10 LOBBYING	<p><u>Required Materials</u></p> <p>Posner, R. (1974). Theories of Economic Regulation. The Bell Journal of Economics and Management Science, 5(2), read only pages 335-336, 341-350.</p> <p>Hill, K., & Hughes, J. (1998). Introduction. In Cyberpolitics: Citizen Activism in the Age of the Internet (pp. 1-12). Maryland: Rowman & Littlefield Publishers.</p> <p>De Figuereido, J. (2002). Lobbying and Information in Politics. John M. Olin Center for Law, Economics, and Business.</p> <p>Podcast: NPR (2011). "Jack Abramoff On Lobbying." Planet Money. (listen to the podcast) http://www.npr.org/sections/money/2011/12/20/144028899/the-tuesday-podcast-jack-abramoff-on-lobbying</p> <p>Podcast: Forget stocks or bonds, invest in a lobbyist (5 min.) http://www.npr.org/sections/money/2012/01/06/144737864/forget-stocks-or-bonds-invest-in-a-lobbyist</p> <p>Podcast: Inside Washington's money machine (26 min.) http://www.npr.org/sections/money/2011/11/01/141913370/the-tuesday-podcast-inside-washingtons-money-machine</p> <p><u>Recommended Materials</u></p> <p>Film: ENRON: The smartest guys in the room</p>

	<p>https://freedocumentaries.org/documentary/enron-the-smartest-guys-in-the-room#watch-film</p> <p>Podcast: NPR (2012). "A Former Lobbyist Tells All." Retrieved Aug. 8, 2015 http://www.npr.org/sections/money/2012/01/27/145923803/the-friday-podcast-a-former-lobbyist-tells-all</p> <p><u>Assignment:</u></p> <p>Short essay: Consulting report on policy influence</p>
--	---