

# GRADUATE COURSE SYLLABUS

## “IST 618 – Information Policy”

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**Note:** This syllabus is subject to change. If there are any changes your instructor will let you know.

### **Course 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 addresses policy issues that arise with the development of information and communication technologies (ICTs) that form practices in the information society. 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 policy, drawing on perspectives from fields such as management, communications, information science, economics, political science, and law. We will use theory and examples from different academic and practitioner sources that present explanations of the problems that we 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 will help illustrate the problems policy makers face when dealing with issues arising from the development and use of ICTs. Discussions and assignments are enhanced by bringing in viewpoints from readings and research of your own that go beyond the required readings.

**Prerequisite / Co-requisite:** None

### **Audience:**

All master students at the School of Information Studies

**Credits:** 3

### **Learning Objectives:**

After taking this course, the students will be able to:

- Analyze and critique basic public policy issues of the digital economy. We define these basic areas as: freedom of expression; intellectual property; economic regulation of communication-information industries; access and affordability; privacy and security;

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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:**

Required materials for the class are listed on this syllabus. These may be found online through the library or the URL provided, or in **Reading Materials** on the 2U site.

### **Course Requirements and Expectations:**

***Intellectual contribution:*** There will be a considerable amount of discussion in class, sometimes in small groups. 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.

***Essays:*** As individuals, you will write **three essays** (about 1500 words) that synthesize the policy issues across a set of readings relating to contemporary policy and/or current events. Details of the assignments and readings are given separately and will be available by the first live session.

***Debates.*** We will have a number of debates that argue 'for' or 'against' a particular position. You and another student will form a 'for' or 'against' group. 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 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. At the end of the debate there will be closing statements. Grade will be based the written quality of the arguments and resources brought forward to argue for or against the position.

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**Reports:** There are **two assignments** you can prepare while you are going through the learning modules of the class. The expectation is that you make a good faith effort to provide an analysis similar to the one described. It does not have to be perfect to receive full credit so do not worry about small details. There is no word limit but each one is only 5% of your grade so you are not expected to devote an inordinate amount of time to it.

The short report on policy analysis mentions a spreadsheet. You can just create a table and include it in your Word document. The short report on economic analysis is on an organization of your choice. The adjustment of these assignments came after video production. Likewise, the original version of this course required a lobbying report in week 10. For the week 10 videos follow the content but you will not be submitting a 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
Policy analysis report	5%	2
Economic analysis report	5%	4
Reflection essay on information access and affordability	15%	5
Reflection essay on privacy and security	15%	8
Debate. You will sign-up for a debate to be held in one of the weeks and you will either support or oppose a proposition. You will submit an essay on your topic by the day before your debate.	20%	Dates vary depending on when students sign up to debate.
Essay on a topic you choose from the list provided	20%	10
Intellectual contribution: This can include class discussions, current events discussions, and asking/answering questions about the required material.	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-	

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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. Instructors set course-specific policies for absences from scheduled class meetings in their syllabi.

It is a federal requirement that students who do not attend or cease to attend a class to be reported at the time of determination by the faculty. Faculty should use “ESPR” and “MSPR” in Orange Success to alert the Office of the Registrar and the Office of Financial Aid. A grade of NA is posted to any student for whom the Never Attended flag is raised in Orange SUccess. More information regarding Orange SUccess can be found [here](http://orangesuccess.syr.edu/getting-started-2/), at:

<http://orangesuccess.syr.edu/getting-started-2/>

Students should also review the University’s religious observance policy and make the required arrangements at the beginning of each semester

### Syracuse University Policies:

Syracuse University has a variety of other policies designed to guarantee that students live and study in a community respectful of their needs [and those of fellow students](#). Some of the most important of these concerns:

**Diversity and Disability** (ensuring that students are aware of their rights [and responsibilities](#) in a diverse, inclusive, accessible, bias-free campus community) can be found [here](#), at

<https://www.syracuse.edu/life/accessibilitydiversity/>

**Religious Observances Notification and Policy** (steps to follow to request accommodations [for the observance](#) of religious holidays) can be found [here](#), at:

[http://supolicies.syr.edu/studs/religious\\_observance.htm](http://supolicies.syr.edu/studs/religious_observance.htm)

**Orange SUccess** (tools to access a variety of SU resources, including ways to communicate with advisors and faculty members) can be found [here](#), at:

<http://orangesuccess.syr.edu/getting-started-2/>

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#### Disability-Related Accommodations:

Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to meet with me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Office of Disability Services (ODS) in this process.

If you would like to discuss disability-accommodations or register with ODS, please visit their [website](http://disabilityservices.syr.edu/) at <http://disabilityservices.syr.edu/>. Please call (315) 443-4498 or email [disabilityservices@syr.edu](mailto:disabilityservices@syr.edu) for more detailed information.

ODS is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible to begin this process.

#### iSchool Values:

The culture, curriculum, and decision making at the iSchool are guided by our shared values.

**Excellence:** We are a student-centered institution committed to learning and intellectual diversity. As a community of scholars and practitioners, we pursue research and teaching excellence through the development, integration, and application of knowledge.

**Discovery and Innovation:** We value discovery and innovation to advance the information fields. We identify new opportunities, respond creatively to emerging issues, and lead our fields through partnerships and learning communities.

**Integrity:** As information professionals, we uphold intellectual honesty and responsibility. We carefully consider the implications of our actions, taking fairness and equity into consideration. We contribute to, and promote, the highest standards for the ethical use of information and technology.

**Diversity and Inclusion:** We strive for diversity in our community and celebrate difference. We embrace a multiplicity of voices to address social and technical challenges through interdisciplinary analysis and solutions.

**Global Citizenship and Engagement:** We enable our iSchool community to participate actively as global citizens working to advance the common good. We have a responsibility to inform and improve society, and to influence policy through pedagogy, research, and advocacy.

#### 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

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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](#).

### Educational Use of Student Work

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.

### Course evaluations:

There will be an end of course evaluation for you to complete this term. Please take the time and fill out this evaluation as your feedback and support of this assessment effort is very much appreciated. The school carefully reviews ratings and comments that you submit, and these factor into decisions about course, program and instructor development.

TOPIC	REQUIRED READING ASSIGNMENT
WEEK 1 INFORMATION POLICY	<p><b><u>Required Materials</u></b></p> <p>Pasek, J. E. (2015). "Defining Information Policy: Relating Issues to the Information Cycle." <i>New Review of Academic Librarianship</i> 21(3): 286-303.</p> <p><a href="https://tinyurl.com/y4omjhwj">https://tinyurl.com/y4omjhwj</a></p> <p>UN Universal declaration of human rights: <a href="https://www.un.org/en/universal-declaration-human-rights">https://www.un.org/en/universal-declaration-human-rights</a> An illustrated version: <a href="http://www.un.org/en/udhrbook">http://www.un.org/en/udhrbook</a></p> <p>Additional materials may be assigned by your instructor.</p>
WEEK 2 POLICY ANALYSIS	<p><b><u>Required Materials</u></b></p> <p><a href="#">Schouwstra, M. C., &amp; Ellman, M. J. (2006). A new explanatory model for policy analysis and evaluation. Tinbergen Institute Discussion Paper</a></p>

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	<p><a href="#">No. 2006-063/2</a>  <a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=917327">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=917327</a>  Hernon, P. &amp; Relyea, H.C. (2017). Information Policy: United States. In Encyclopedia of Library and Information Sciences 4th edition. CRC Press. DOI: 10.1081/E-ELIS4-120009040</p> <p>Additional materials may be assigned by your instructor.</p> <p><b>Assignment:</b>  Policy analysis report</p>
<b>WEEK 3 ETHICS OF INFORMATION</b>	<p><b><u>Required Materials</u></b></p> <p>Schultz, R. A. (2005). Contemporary issues in ethics and information technology: IGI Global (Chapter 2). Available on the class site under <b>Reading Materials.</b></p> <p>Varner, M., &amp; Sankin, A. (2020). Suckers List: How Allstate’s Secret Auto Insurance Algorithm Squeezes Big Spenders – The Markup. The Markup. <a href="https://themarkup.org/allstates-algorithm/2020/02/25/car-insurance-suckers-list">https://themarkup.org/allstates-algorithm/2020/02/25/car-insurance-suckers-list</a></p> <p>Barbaro, M., Brown, A., Garrison, L., Mitchell, A., Guillemette, D., Tobin, L., Anderson, L., &amp; (Aug 3, 2020). Wrongfully Accused by an Algorithm (Aug 3, 2020). Retrieved August 7, 2020, from <a href="https://www.nytimes.com/2020/08/03/podcasts/the-daily/algorithmic-justice-racism.html">https://www.nytimes.com/2020/08/03/podcasts/the-daily/algorithmic-justice-racism.html</a></p> <p>Examine <b>ONE</b> of these codes of ethics and consider the key ethical issues they are addressing:</p> <p>American Library Association. (2008). Code of ethics of the American Library Association. <a href="http://www.ala.org/tools/ethics">http://www.ala.org/tools/ethics</a>;  ALA Code of Ethics:  <a href="http://www.ala.org/advocacy/proethics/codeofethics/codeethics">http://www.ala.org/advocacy/proethics/codeofethics/codeethics</a></p> <p>Association of Computing Machinery (ACM) Code of Ethics:  <a href="https://www.acm.org/code-of-ethics">https://www.acm.org/code-of-ethics</a></p> <p>IEEE Code of Ethics: <a href="https://www.ieee.org/about/compliance.html">https://www.ieee.org/about/compliance.html</a> (From this page you can find the Code of Conduct, Code of Ethics, and IEEE Global Initiative for Ethical Considerations in Artificial Intelligence and Autonomous Systems)</p>

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	<p>International Federation of Library Associations and Institutions (IFLA) Code of Ethics for Librarians and Other Information Workers:  <a href="https://www.ifla.org/publications/node/11092">https://www.ifla.org/publications/node/11092</a></p> <p>Association of Information Technology Professionals (AITP) Code of Ethics:  <a href="https://sites.google.com/a/gmatc.matc.edu/aitp/code-of-ethics">https://sites.google.com/a/gmatc.matc.edu/aitp/code-of-ethics</a></p> <p>Association of Internet Researchers (AoIR). Internet Research: Ethical Guidelines 3.0. <a href="https://aoir.org/reports/ethics3.pdf">https://aoir.org/reports/ethics3.pdf</a></p> <p>Additional materials may be assigned by your instructor.</p>
<b>WEEK 4 ECONOMICS OF INFORMATION</b>	<p><b><u>Required Materials</u></b></p> <p>Excerpt from the U.S. Environmental Protection Agency, National Center for Environmental Economics (2000). Guidelines for Preparing Economic Analyses.          Available on the class site under <b>Reading Materials</b>.          This document extracts some key parts of the EPA Guidelines for Economic Analysis. Even though the guidelines were prepared for economic analysis of environmental projects, many of the elements used here can also be used to analyze projects in other sectors. FYI. The full document is available here: <a href="https://www.epa.gov/environmental-economics/guidelines-preparing-economic-analysis-2000">https://www.epa.gov/environmental-economics/guidelines-preparing-economic-analysis-2000</a></p> <p>Komlos, J. (2012). A Critique of Pure Economics. Challenge (05775132), 55(2), 21-57.  <a href="https://www-tandfonline-com.libezproxy2.syr.edu/doi/pdf/10.2753/0577-5132550202?needAccess=true">https://www-tandfonline-com.libezproxy2.syr.edu/doi/pdf/10.2753/0577-5132550202?needAccess=true</a></p> <p>Why incompetent people think they're amazing - David Dunning  <a href="https://www.youtube.com/watch?v=pOLmD_WVY-E">https://www.youtube.com/watch?v=pOLmD_WVY-E</a></p> <p>Why incompetent people think they're amazing - David Dunning  <a href="https://www.youtube.com/watch?v=pOLmD_WVY-E">https://www.youtube.com/watch?v=pOLmD_WVY-E</a></p> <p>This video is about habits and how people do not always do rational things.  <a href="https://www.youtube.com/watch?v=OMbsGBlpP30">https://www.youtube.com/watch?v=OMbsGBlpP30</a></p> <p>This video provides more evidence of our inability to make rational decisions.  <a href="https://www.youtube.com/watch?v=JiTz2i4VHFw">https://www.youtube.com/watch?v=JiTz2i4VHFw</a></p>



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	<p>This video explains our need to reduce cognitive dissonance.  <a href="https://www.youtube.com/watch?v=korGK0yGIDo">https://www.youtube.com/watch?v=korGK0yGIDo</a></p> <p>There are many terms used in economics that you may not be familiar with. You can get quick definitions from online glossaries such as:  <a href="https://www.economist.com/economics-a-to-z">https://www.economist.com/economics-a-to-z</a>  <a href="https://en.wikipedia.org/wiki/Glossary_of_economics">https://en.wikipedia.org/wiki/Glossary_of_economics</a></p> <p>If you want more in depth explanations you can look at an Economics textbook such as Principles of Microeconomics 2e, by Greenlaw and Shapiro. This can help you understand the basic theories that are discussed in the course. It is available for free at:</p> <p><a href="https://d3bxy9euw4e147.cloudfront.net/oscms-prodcms/media/documents/Microeconomics2e-OP_TYV1xlr.pdf">https://d3bxy9euw4e147.cloudfront.net/oscms-prodcms/media/documents/Microeconomics2e-OP_TYV1xlr.pdf</a></p> <p>Additional materials may be assigned by your instructor.</p> <p><b><u>Assignment:</u></b>          Analysis report about the economics of an information organization.</p>
<p><b>WEEK 5</b>  <b>ACCESS AND</b>  <b>AFFORDABILITY</b>  <b>/NET</b>  <b>NEUTRALITY</b></p>	<p><b><u>Required Materials</u></b></p> <p>The required readings listed here are <b>the same as the ones for the required essay on access and affordability</b> which is due this week. For that assignment you are expected to reference at least <u>four</u> of these readings.</p> <p>Warschauer, M. (2002). Reconceptualizing the digital divide. First Monday, 7(1). <a href="https://firstmonday.org/ojs/index.php/fm/article/view/967/888/">https://firstmonday.org/ojs/index.php/fm/article/view/967/888/</a></p> <p>Robinson, L., Cotten, S. R., Ono, H., Quan-Haase, A., Mesch, G., Chen, W., . . . Stern, M. J. (2015). Digital inequalities and why they matter. <i>Information, Communication &amp; Society</i>, 18, 569-582.</p> <p>Other papers from the same special issue <u>according to your interest</u>. Robinson, L., Chen, W., Schulz, J. &amp; Khilnani, A. (Eds.) (2018). Digital inequality across major life realms. <i>American Behavioral Scientist</i>, 62(9), whole issue.</p>

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	<p>Huang, G., Li, X., Chen, W. Straubhaar, J.D. (2018). Fall-behind parents? The influential factors on digital parenting self-efficacy in disadvantaged communities. <i>American Behavioral Scientist</i>, 62(9), 1186-1206.</p> <p>Hargittai, E. &amp; Walejko, G. (2008). The participation divide: Content creation and sharing in the digital age. <i>Information, Communication &amp; Society</i>, 11 (2), 239-256. <a href="https://doi-org.libezproxy2.syr.edu/10.1080/13691180801946150">https://doi-org.libezproxy2.syr.edu/10.1080/13691180801946150</a></p> <p>Bach, A., Shaffer, G. &amp; Wolfson, T. (2013). Digital human capital: Developing a framework for understanding the economic impact of digital exclusion in low-income communities. <i>Journal of Information Policy</i>, 3, 247-266. <a href="http://www.jstor.org/stable/10.5325/jinfopoli.3.2013.0247">http://www.jstor.org/stable/10.5325/jinfopoli.3.2013.0247</a></p> <p>Ceres, Pia (Aug 7, 2020). A ‘Covid Slide’ Could Widen the Digital Divide for Students. <i>Wired</i>. <a href="https://www.wired.com/story/schools-digital-divide-remote-learning">https://www.wired.com/story/schools-digital-divide-remote-learning</a></p> <p><b>Other</b></p> <p>Net Neutrality: John Oliver explaining Net Neutrality on show Last Week Tonight (HBO) – one of the better explanations of net neutrality.</p> <ul style="list-style-type: none"> <li>• Net Neutrality Last Week Tonight (HBO) <a href="https://en.wikipedia.org/wiki/Net_Neutrality_(Last_Week_Tonight)">https://en.wikipedia.org/wiki/Net_Neutrality_(Last_Week_Tonight)</a> . (June 1, 2014) (13 minutes);</li> <li>• Net Neutrality II: Last Week Tonight with John Oliver (May 7, 2017) <a href="https://www.youtube.com/watch?v=92vuuZt7wak">https://www.youtube.com/watch?v=92vuuZt7wak</a> (19 minutes)</li> </ul> <p>Additional materials may be assigned by your instructor.</p> <p><b><u>Assignment:</u></b></p> <p>Reflection essay on access and affordability</p>
<p><b>WEEK 6</b></p> <p><b>INTELLECTUAL</b></p> <p><b>PROPERTY</b></p>	<p><b><u>Required Materials</u></b></p> <p>Lessig, L. _2010_. Getting our values around copyright. Educause. <a href="https://er.educause.edu/-/media/files/article-downloads/erm1021.pdf">https://er.educause.edu/-/media/files/article-downloads/erm1021.pdf</a></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.</p> <p><a href="http://eds.b.ebscohost.com.libezproxy2.syr.edu/ehost/ebookviewer/ebook/ZTAwMHhuYV9fODc0OTlfX0FO0?sid=0dcc4306-4821-4fb7-b407-61cedd9a7e59@sessionmgr102&amp;vid=0&amp;format=EB&amp;rid=1">http://eds.b.ebscohost.com.libezproxy2.syr.edu/ehost/ebookviewer/ebook/ZTAwMHhuYV9fODc0OTlfX0FO0?sid=0dcc4306-4821-4fb7-b407-61cedd9a7e59@sessionmgr102&amp;vid=0&amp;format=EB&amp;rid=1</a></p>

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	<p>On the Media podcast (2010). Copyright's wrong turn. Retrieved Aug. 11, 2015.  <a href="http://www.wnyc.org/story/132741-copyrights-wrong-turn/">http://www.wnyc.org/story/132741-copyrights-wrong-turn/</a></p> <p>On the Media podcast (2011). Musicians reclaim their copyrights. Retrieved Aug. 11, 2015  <a href="http://www.wnyc.org/story/155035-musicians-reclaim-their-copyrights/">http://www.wnyc.org/story/155035-musicians-reclaim-their-copyrights/</a></p> <p>On the Media podcast (2012). Do book copyrights hide them from view? Retrieved Aug. 11, 2015.  <a href="http://www.wnyc.org/story/201679-book-copyright/">http://www.wnyc.org/story/201679-book-copyright/</a></p> <p>On the Media podcast (2015). Aggregation and ownership in the digital wild west. Retrieved Aug. 11, 2015.  <a href="http://www.wnyc.org/story/aggregation-and-ownership-digital-wild-west/">http://www.wnyc.org/story/aggregation-and-ownership-digital-wild-west/</a></p> <p>Lamont, T. (Feb. 24, 2013). Napster: the day the music was set free. <i>Guardian</i>. <a href="https://www.theguardian.com/music/2013/feb/24/napster-music-free-file-sharing">https://www.theguardian.com/music/2013/feb/24/napster-music-free-file-sharing</a></p> <p>Richard Stallman explaining copyleft – see first 5 minutes or so:  <a href="https://www.youtube.com/watch?v=Ag1AKII_2GM&amp;t=19s">https://www.youtube.com/watch?v=Ag1AKII_2GM&amp;t=19s</a></p> <p>ALA (Mar. 13, 2020). Public Statement of Library Copyright Specialists: Fair Use &amp; Emergency Remote Teaching &amp; Research.  <a href="https://tinyurl.com/tvnty3a">https://tinyurl.com/tvnty3a</a></p> <p>Additional materials may be assigned by your instructor.</p>
WEEK 7 PRIVACY	<p><b><u>Required Materials</u></b></p> <p>Readings for this week and next <b><i>overlap with the essay on privacy and security.</i></b></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  <a href="https://www.ntia.doc.gov/page/chapter-1-theory-markets-and-privacy">https://www.ntia.doc.gov/page/chapter-1-theory-markets-and-privacy</a>          OR <a href="http://dx.doi.org/10.2139/ssrn.11472">http://dx.doi.org/10.2139/ssrn.11472</a></p>

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	<p>Così fan tutte: A better approach than the right to be forgotten  <a href="#">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. OR</a>  <a href="http://bit.ly/2GnKVo6">http://bit.ly/2GnKVo6</a></p> <p>Marwick, A. (2012). The public domain: Surveillance in everyday life. <i>Surveillance &amp; Society</i>, 9, 378-393.  <a href="http://ojs.library.queensu.ca/index.php/surveillance-and-society/article/view/pub_dom/pub_dom">http://ojs.library.queensu.ca/index.php/surveillance-and-society/article/view/pub_dom/pub_dom</a></p> <p>Lepore, Jill (June 24, 2013). The prism: Privacy in the age of publicity. <i>New Yorker</i>. <a href="http://www.newyorker.com/magazine/2013/06/24/the-prism">http://www.newyorker.com/magazine/2013/06/24/the-prism</a></p> <p>Ohm, Paul (2010). Broken promises of privacy: Responding to the surprising failure of anonymization. <i>UCLA Law Review</i>, 57, 1701-1777.  <a href="http://www.uclalawreview.org/pdf/57-6-3.pdf">http://www.uclalawreview.org/pdf/57-6-3.pdf</a> OR  <a href="http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1450006">http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1450006</a></p> <p>On the Media podcast (2015). Free to forget. Retrieved Aug. 11, 2015.  <a href="http://www.wnyc.org/story/free-forget/">http://www.wnyc.org/story/free-forget/</a></p> <p>On the Media podcast (2014). The privacy show. Retrieved Aug. 11, 2015.  <a href="http://www.wnyc.org/story/258658-the-privacy-show/">http://www.wnyc.org/story/258658-the-privacy-show/</a></p> <p>To the point Podcast (Olney) (2018). <a href="#">The Internet, privacy and data protection</a>. To the point. (50 min)  (Podcast) listen only to the The looming battle over internet privacy segment.</p> <p>Additional materials may be assigned by your instructor.</p>
WEEK 8 SECURITY	<p><b><u>Required Materials</u></b></p> <p><a href="#">Dinev, T., Hart, P., &amp; Mullen, M.R. (2008). Internet privacy concerns and beliefs about government surveillance. <i>Journal of Strategic Information Systems</i>, 17(3), 214-233.</a> (read only until section 3.3)</p> <p>You can then select one of these two options:</p>

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	<ol style="list-style-type: none"> <li>1. Public Broadcasting Service (May 14, 2014 and Jan.10, 2017). <i>The United States of Secrets</i>, Frontline Documentary. Part 1 and Part 2. <a href="http://www.pbs.org/wgbh/frontline/film/united-states-of-secrets/">http://www.pbs.org/wgbh/frontline/film/united-states-of-secrets/</a> Part 1 is two hours; part 2 is one hour</li> <li>2. The Daily Podcast- The New York Times: The Chinese Surveillance State, <a href="#">Part 1</a> (May 6<sup>th</sup>) and <a href="#">Part 2</a> (May 7<sup>th</sup>)</li> </ol> <p>On the Media podcast (2015). The Bill that nobody read. Retrieved Aug. 11, 2015. <a href="http://www.onthemediastory.org/story/on-the-media-2015-05-29/">http://www.onthemediastory.org/story/on-the-media-2015-05-29/</a></p> <p>Schneier, B. (2017, January 27). Essays: Click Here to Kill Everyone. Retrieved May 13, 2019, from <a href="https://www.schneier.com/essays/archives/2017/01/click_here_to_kill_e">https://www.schneier.com/essays/archives/2017/01/click_here_to_kill_e</a></p> <p>On the Media podcast (2015). The Bill that nobody read. <a href="http://www.onthemediastory.org/story/on-the-media-2015-05-29/">http://www.onthemediastory.org/story/on-the-media-2015-05-29/</a> (About the Patriot Act.)</p> <p>Additional materials may be assigned by your instructor.</p> <p><b><u>Assignment:</u></b> Reflection essay on privacy and security</p>
<p><b>WEEK 9</b> <b>FREEDOM OF SPEECH AND FREEDOM OF INFORMATION</b></p>	<p><b><u>Required Materials</u></b></p> <p>Lukianoff, G., &amp; Haidt, J. (2015). The Coddling of the American Mind. The Atlantic Monthly(September). <a href="http://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/">http://www.theatlantic.com/magazine/archive/2015/09/the-coddling-of-the-american-mind/399356/</a></p> <p>Friedersdorf, C. (2015). The New Intolerance of Student Activism. The Atlantic Monthly(November 9th). <a href="http://www.theatlantic.com/politics/archive/2015/11/the-new-intolerance-of-student-activism-at-yale/414810/">http://www.theatlantic.com/politics/archive/2015/11/the-new-intolerance-of-student-activism-at-yale/414810/</a></p> <p>Magazine, T. E. (2015). The right to fright. The Economist (Nov. 14th). <a href="http://www.economist.com/news/leaders/21678223-obsession-safe-spaces-not-just-bad-education-it-also-diminishes-worthwhile-campus">http://www.economist.com/news/leaders/21678223-obsession-safe-spaces-not-just-bad-education-it-also-diminishes-worthwhile-campus</a></p>

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	<p>Naim, M. &amp; Bennett, P. (Feb 16, 2015). The anti-information age. How governments are reinventing censorship in the 21st century. The Atlantic.</p> <p><a href="https://www.theatlantic.com/international/archive/2015/02/government-censorship-21st-century-internet/385528/">https://www.theatlantic.com/international/archive/2015/02/government-censorship-21st-century-internet/385528/</a></p> <p>PBS Newshour At Mizzou, Yale and beyond, campus protests stir fresh questions about free speech. (TV news show)</p> <p><a href="http://www.pbs.org/newshour/bb/at-mizzou-yale-and-beyond-campus-protests-stir-fresh-questions-about-free-speech/">http://www.pbs.org/newshour/bb/at-mizzou-yale-and-beyond-campus-protests-stir-fresh-questions-about-free-speech/</a></p> <p>PBS Newshour: How unintentional but insidious bias can be most harmful (TV news show)</p> <p><a href="http://www.pbs.org/newshour/bb/how-unintentional-but-insidious-bias-can-be-the-most-harmful/">http://www.pbs.org/newshour/bb/how-unintentional-but-insidious-bias-can-be-the-most-harmful/</a></p> <p>On the Media podcast (2013) New limitations on freedom of information requests</p> <p><a href="http://www.wnyc.org/story/291212-new-limitations-freedom-information-act-requests/">http://www.wnyc.org/story/291212-new-limitations-freedom-information-act-requests/</a></p> <p>Frontline (2008) Guatemala: The Secret Files. Retrieved November 13, 2015.</p> <p><a href="http://www.pbs.org/frontlineworld/stories/guatemala704/">http://www.pbs.org/frontlineworld/stories/guatemala704/</a></p> <p>Additional materials may be assigned by your instructor.</p>
<p><b>WEEK 10</b> <b>LOBBYING</b></p>	<p><b><u>Required Materials</u></b></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>Available on the class site under <b>Reading Materials</b>.</p> <p>Hill, K., &amp; Hughes, J. (1998). Introduction. In Cyberpolitics: Citizen Activism in the Age of the Internet (pp. 1-12). Maryland: Rowman &amp; Littlefield Publishers.</p> <p>Available on the class site under <b>Reading Materials</b>.</p> <p>De Figuereido, J. (2002). Lobbying and Information in Politics. John M. Olin Center for Law, Economics, and Business.</p> <p><a href="https://lsr.nellco.org/cgi/viewcontent.cgi?referer=https://www.google.com/&amp;httpsredir=1&amp;article=1157&amp;context=harvard_olin">https://lsr.nellco.org/cgi/viewcontent.cgi?referer=https://www.google.com/&amp;httpsredir=1&amp;article=1157&amp;context=harvard_olin</a></p>

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	<p>Planet Money podcast (2011). "Jack Abramoff on Lobbying." <a href="http://www.npr.org/sections/money/2011/12/20/144028899/the-tuesday-podcast-jack-abramoff-on-lobbying">http://www.npr.org/sections/money/2011/12/20/144028899/the-tuesday-podcast-jack-abramoff-on-lobbying</a></p> <p>Forget stocks or bonds, invest in a lobbyist ( 5 min.) <a href="http://www.npr.org/sections/money/2012/01/06/144737864/forget-stocks-or-bonds-invest-in-a-lobbyist">http://www.npr.org/sections/money/2012/01/06/144737864/forget-stocks-or-bonds-invest-in-a-lobbyist</a></p> <p>Inside Washington's money machine (26 min.) <a href="http://www.npr.org/sections/money/2011/11/01/141913370/the-tuesday-podcast-inside-washingtons-money-machine">http://www.npr.org/sections/money/2011/11/01/141913370/the-tuesday-podcast-inside-washingtons-money-machine</a></p> <p>Film: ENRON: The smartest guys in the room <a href="https://freedocumentaries.org/documentary/enron-the-smartest-guys-in-the-room#watch-film">https://freedocumentaries.org/documentary/enron-the-smartest-guys-in-the-room#watch-film</a></p> <p>Explore the ALA Public Policy and Advocacy site: <a href="http://www.ala.org/aboutala/offices/ppa">http://www.ala.org/aboutala/offices/ppa</a></p> <p>Additional materials may be assigned by your instructor.</p> <p><b><u>Assignment:</u></b> Essay on a topic you choose from the list provided.</p>
<b>WEEK 11</b>	<p>There is no live session class as the course was designed with ten weeks. Contact hours will be made up during the other ten weeks of the course.</p>