Draft Syllabus – Version 1.1

**IST 453: Spring 2013**

### Telecommunications Regulations

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**Dr. Lee W. McKnight**

*Associate Professor*

*School of Information Studies, Syracuse University*

**3 Credits**

**Class Hours: Monday’s & Wednesday’s, 3:45pm - 5:05pm**

**Class Location: Hall of Languages 202**

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**Office Hours: Tuesdays 2-4pm**

**And by Appointment, phone, email, text or Skype**

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**Course Overview**

IST 453, ‘Telecommunications Regulations’ is an undergraduate course of the Bachelor of Science in Information Management and Technology degree program, in the School of Information Studies at Syracuse University. This class will explore both current regulatory and policy topics such as ‘network neutrality,’ file-sharing, and broadband development, as well as the historical, legal and economic context in which these issues arise. The impact of telecommunications regulation on industry, and industry’s influence on law and regulation, will both be emphasized.

**Course Description**

For an industry to succeed, including the Information and Communication Technology (ICT) industries, a suitable legal and regulatory framework is required. Because of the unusual, in some aspects unique, economic and technological characteristics of the telecommunications and information industries, its regulation has also been out of the ordinary.

These regulations are enforced at national, regional, local and global levels resulting in dramatic changes in technologies, policies and the market. Regulations affect not only governments, but also businesses, and are driving global electronic commerce.

More importantly telecommunications regulation affects individual citizens in myriad ways, including their degree of privacy, security, individual liberty, consumer protection, preservation of cultural heritage, and entertainment opportunities. The current historical period is characterized by the on-going phenomenon of globalization and the development of an information economy, even as backlashes and counterforce’s for localization appear, strengthened by those same technologies. Increasing applications of information and communication technologies and services (ICTS) across all aspects of economic and social activity is well accompanied by worldwide movement to market liberalization to allow new products and competitive forces to drive industry development, accompanied by restructured regulation.

Internet Protocol (IP) is being applied to all services; the structure of the market for communication services is being changed from the vertically integrated structure to a horizontally structured market; there is increasing reduction of the barriers to entry to market; provision of new opportunities for increased participation by new players; competition between incumbent operators and the new entrants; and the provision of a wide variety of different service packages.

Students will have the opportunity to consider these and related concerns, as they affect the world in which their education and aptitude can give them all significant future roles to play.

**Learning Objectives**

The purpose of the course is to broaden the understanding of students in the information and telecommunications industry. It covers interdisciplinary topics in telecommunications such as information economics, policy, regulation, and technology convergence. Throughout the course, students will develop a working knowledge of key concepts and terms in the telecommunications industry, the unique economic aspects of the industry that have led to regulation, the factors that have led to the emergence of competition, the opportunities that technologies such as IP telephony and convergence bring to the market, and the challenges that these technologies pose to policy makers. The course will also try to address ways other countries have regulated the industry by finding similarities and differences. A major goal of the course is to enhance analytical skill of students by examining policies and making sense out of them.

Specifically, the seminar seeks to achieve the following interrelated objectives:

* Increase students understanding of the reasons why the telecommunications industry is heavily regulated; and why the traditional regulatory models are undergoing rapid change after decades of relative stability
* Help students better understand the factor that lead to government regulation
* Enhance the basic understanding of the technical, political and economic factors that, affect telecommunications and information policy
* Increase student understanding of and critical thinking about the overall substance and processes of telecommunication regulations
* Facilitate a better understanding of the global context including international and national

institutions and processes.

To accomplish these multiple goals and objectives, five different learning techniques will be employed throughout the seminar. These techniques are: (1) lectures; (2) discussions – both deliberative and Socratic; (3) role­playing/simulations; (4) collaborative learning; and (5) problem-based/case-method learning.

The Instructor will provide continuous feedback on students’ progress in the seminar, and will support high levels of interaction in both individual student work and group projects.

**WeJay ™, Gridstream™, GridstreamX, and iDAWG**

A social radio application, WeJay™, will be discussed during the term as an example of the challenges to diffusion of innovations, growth of markets, and regulatory and policy impacts on innovation and growth. WeJay may be downloaded by SU students at: [http://wejay.fm](http://wejay.fm/) . Note, Professor McKnight is a founder and presently CEO and Board Member of WGC; and under auspices of National Science Foundation Partnerships for Innovation ‘Wireless Grids Innovation Testbed’ (WiGiT) project, is presently working on development of open specifications for wireless grids, in cooperation with colleagues at Syracuse University, other universities, communities, companies, and government organizations. For more information on WiGiT please see [http://wglab.net](http://wglab.net/).

Gridstream™ and GridstreamX are additional beta applications available to Syracuse University students, from WGC, for enterprise and ‘worst case scenario’ emergency services respectively. The iDAWG (Intelligent Deployable Augmented Wireless Gateway) is in development this semester in the iSchool’s Wireless Grids Lab. ‘Teachable moments’ from implementing new information technologies and policies may similarly be brought into discussions as appropriate.

**Course Evaluation**

|  |  |
| --- | --- |
| **Requirement** | **Total Points per Item** |
| Assignment 1: Introductory Presentation | **100 Points (10%) Individual Assignment**  *Using PowerPoint, please prepare a Five-minute presentation on your background and interest in the course.*  *Specifically, please include most if not all of the following elements: 1) name (and nicknames); 2) background (where you are from); 3) major/concentration; 4) goals/objectives for the seminar (professional and personal); 5) work experiences; 6) travel experiences 7) languages spoken, 8) special skills; 9) interests/hobbies; and 10) prior courses that you have taken in the area of information policy. It will also provide the Instructor with a better understanding of your prior knowledge of information and communication policy issues.* |
| Assignment 2: Group Charter | **100 Points (10%) Group Assignment**  *Within each group, students will follow the instructions below to develop a charter, or constitution, for decision-making and how to represent their groups. The team charter should include the following elements: 1) Goals; 2)*  *Communication plan; 3) Work plan (including activities, deadline); 4) Decision-making procedures; and 5) Enforcement mechanisms. You might also need to divide team members into at least the following roles: 1) assistant moderators; 2) librarians; 3) summarizers. A member will be expected to submit the charter (PowerPoint slides)*  *through the drop box at the LMS on the day of presentation and each group will present their Charter in class, including each of the above elements* |
| Mid-Term project & presentation | **200 Points (20%) Group Assignment**  *Each team should prepare and submit a Mid-Term Project containing the following elements: 1) a research paper; and 2) 15-minute presentation summarizing the paper.*  *Be prepared to defend your perspectives during and after your presentation. The paper will be 5 pages in length (double-spaced), and should include all of the following elements as discrete sections: 1) brief overview of telecommunication regulations; and 2) brief history and analysis of telecom regulation in the assigned or chosen region or topical area. 2 members of the team will present together. The team should submit this assignment to the LMS drop box on the day of presentation.* |
| Final project & presentation | **400 Points (40%) Group Assignment (100 points for presentation + 300 points for the paper)**  *Each team should prepare and submit a Final Project containing the following elements: 1) a research paper; and 2) 15-minute presentation summarizing the paper.*  *The paper will be 10 pages in length (double-spaced), and should include all of the following elements as discrete sections: 1) the current status of telecommunication regulations in the selected region or topical area; and 2) an analytic perspective on the growth and development of the industry or issue area within a region in the next 5-10 years to come. Both the PowerPoint slides the paper for each team should be submitted to the LMS drop box by the due date* |
| Class Attendance / Participation | **150 points (15%)**  *This course requires significant participation in class, online, and group projects. Attendance is essential and mandatory to your successful completion of this seminar. Please notify the instructor in advance when you will be absent from class. All seminar participants are responsible for attending and being completely prepared for each seminar session according to the requirements of this syllabus and the lectures, class discussions, and group activities will supplement the outside reading.* |
| **Total Points** | **1000 points (100%)** |

**Grade Interpretation Summary**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade** | **Interpretation** | **Total Points** | **Total Percentage** |
| **A** | **Consisistently Distinguished** | **940-1000** | **94-100%** |
| **A-** | **Strong, solid achievement** | **900-930** | **90-93%** |
| **B+** | **Good performance, met expectations** | **870-890** | **87-89%** |
| **B** | **Acceptable** | **840-860** | **84-86%** |
| **B-** | **Barely Acceptable** | **800-830** | **80-83%** |
| **C+** | **Poor Performance** | **770-790** | **77-79%** |
| **C** | **Very Poor Performance** | **740-760** | **74-76%** |
| **C-** | **Borderline Acceptable** | **700-730** | **70-73%** |
| **D** | **Unacceptable** | **660-690** | **66-69%** |
| **F** | **Failing** | **0-650** | **0-65%** |

**Course Requirements**

**Assignments**

This is a current policy research-intensive class, with class participation, and your term paper, also weighs heavily on your grade. You need to submit assignments to the Learning Management System powered by Blackboard Learn on time.

Please pay careful attention to your citations and references – as a school of information and library sciences graduate student, and as future information professional, both your term papers are expected to include complete and accurate references, following any standard format (e.g., APA). If uncertain as to what is expected, ask the instructor, a librarian, or other university support services for guidance.

This class relies heavily on intensive classroom interaction. Therefore, the professor asks that ***you leave your computers, iPads or mobile phones in your bag on vibrate during class, unless assistance is asked by the professor in looking up online information to contribute to the class discussion.*** Classes will require your full attention. This is not a lecture class so you will not need to take extensive notes.

**Term Paper**

Groups of up to 4 people may work as a team on a Term paper. If you prefer to work on your own you can do that too. If you choose to work in a group your grade will be adjusted based on evaluation by other group members. Please use the template for papers that is available on the resources link of Blackboard Learn as a guide; but you may adapt to your subject and your preferences.

To name your files, use the assignment number and then your last name. For example, if a student named Jennifer Hailen was submitting assignment 2 the name of the file should be A2Hailen.doc

**Researching and Referencing your Paper**

As a policy course, your use of precise language and terms is important, and a clear description and well-reasoned analysis of the policy issue being addressed in your paper is critical. A wide variety of policy topics may be chosen by students as a possible topic for research.

As a policy course in an information school with a strong library heritage, of course proper and appropriate citation of source texts to academic standards is expected. Failure to reference source material to the point of plagiarism (e.g. cutting and pasting paragraphs from a source on the web into a paper claimed to be one’s own thoughts and ideas) is strongly discouraged and will affect one’s grade; and will be reported to the iSchool and university as violations of academic integrity.

If you have questions about academic standards for citation, please consult Bird Library or perhaps a classmate. As a course at an academic institution, class papers are expected to be reasonably if not necessarily extensively referenced, not only from random web sources but also when possible by articles published in academic journals or as conference papers. Proper citation of legal and government texts is also expected.

**Class Participation**

Participation in the course takes several forms, from being ready to discuss the assigned readings in class, to exhibiting good teamwork skills if in a group project, to participating actively in class discussions and contributing to the class dialog in class and Blackboard Learn. When grades in other areas of the course are strong, but participation was weak, this can result in a lower final course grade. Attendance in class is of course expected, carried extra points and will be taken during the end of the class.

**Reading**

The required readings in the seminar are very important in providing you with the background

material to be able to participate effectively in the seminar discussions and activities. As such,

the required reading should be reviewed in advance of that particular class session. All of the

required readings are available from within LMS in the course “Digital Library”.

**Additional “Helpful” Items**

In addition to the required and recommended reading that you will encounter in the seminar, you

will find the following information to be particularly helpful in avoiding problems in the seminar. Links to these resources will also be available from within the LMS: 1) Web-based APA Version 5 Style Guide; 2) Supplemental Reading suggestions; 3) Avoiding Plagiarism; 4) Campus Writing Center.

**Expectations**

The instructor in this seminar has high expectations of the students. In addition to the demanding seminar sessions, the course requires a minimum of 6-8 hours of outside work per week (e.g., reading, group meetings, writing assignments, online activities).

Students that are particularly interested in this subject, and are considering graduate school or other research careers, should explore with the instructor some opportunities to get involved with a research center (Wireless Grids Lab). This syllabus serves as an informal “learning contract,” and will govern activities in the seminar.

However, before finalizing the syllabus, I encourage suggestions to be made on improvement. After the “final” syllabus is posted, both students and the instructor are bound by the contents therein (we can collectively agree to modify the syllabus during the course of the semester by mutual consent, by majority vote). All participants are expected to complete the required reading and case assignments for each session prior to that session, to actively participate in all activities of the seminar, including the web-based discussions in LMS (which are also required), and to actively participate in the team to which they have been assigned. The code of academic conduct at the Syracuse University and the School of Information Studies (see below) will be strictly enforced.

**General Course Policies**

All work must be the student's own, unless collaboration is specifically and explicitly permitted. Any unauthorized collaboration or copying will at minimum result in no credit for the affected assignment and may be subject to further action under the School of Information Studies Statement on Academic Integrity, available in IST student handbook in your orientation materials or see below, and you should acquaint yourself with them. Also, you can get the information at the IST student Service Office in Hinds Hall 114.

Late assignments will not be accepted, unless specific arrangements have been made with the instructor prior to the deadline. I will make every effort to return assignments within one week after they are due. With the exception of in-class exercises and exams, assignments must be typewritten.

This published syllabus is subject to change. Please make the appropriate adjustments announced in class. Please feel free to ask questions by email, telephone or in-class. I read my electronic mail almost throughout the day every day and will try to respond as soon as possible. If the nature of your question requires an interactive session, please make an appointment or use office hours.

The tentative course schedule is on this syllabus. While the schedule may change, depending on our progress in the course, you are expected to use this as a guide to your reading and studying. I expect you to have read the materials before the lecture on the subject as listed here. I will inform any updated schedule as needed throughout the course.

The class web site is located at The URL for users to log in is <http://ischool.syr.edu/learn>. The email address for assistance is [ilms@syr.edu](mailto:ilms@syr.edu). If you have any questions about Blackboard Learn functions that are not easily resolved by referring to the documents available on the web site, please contact Peggy Brown at 315-443-9370.

Ask questions. It is important for the student to be an active participant in the educational process (i.e. if I am lecturing and there are no questions raised, my assumption is that all students understand the material, and I move on.)

It is important that we all treat people’s contributions and differences of opinion with respect.

If you have any type of disability that may require additional time or special consideration, please let me know at the beginning of the course, thanks.

**FERPA**

The Family Educational Rights and Privacy Act of 1974 (FERPA) and SU’s FERPA institutional policy (http://supolicies.syr.edu/studs/ferpa.htm) set forth requirements regarding the privacy of student records. Federal regulations and University policies are fairly complex, but in general, you should err on the side of caution whenever dealing with issues of student privacy. Specific questions may be directed to the iSchool Student Services office or to the Registrar’s Office (443-3535).

There are a number of [rights for students](http://facultycenter.ischool.syr.edu/wp-content/uploads/2012/02/ferpa.pdf" \t "_blank) of which instructors must be aware.

**Faith-Based Observances**

Syracuse University recognizes the diverse faith traditions represented among its campus community and supports the rights of faculty, staff, and students to observe according to these. View a detailed [student policy](http://supolicies.syr.edu/studs/religious_observance.htm" \t "_blank). Under this policy, students are provided an opportunity to make up examination, study, or work requirements that may be missed due to religious observance provided they notify the university and their instructors before the end of the second week of classes. Students will have access to an online notification system for this purpose on MySlice during the first two weeks of the semester. Instructors will also have MySlice access to a list of students who have provided notification. We ask that you be as flexible as possible in accommodating these students.

View more [information](http://facultycenter.ischool.syr.edu/policy/religious-holidays/" \t "_blank) within the iSchool Faculty Center and a list of the religious traditions on the Syracuse University Chapel [schedule](http://hendricks.syr.edu/spiritual-life/holy-days-holidays.html" \t "_blank).

**iSchool Statement on Academic Integrity**

Syracuse University sets high standards for academic integrity. Those standards are supported and enforced by students, including those who serve as academic integrity hearing panel members and hearing officers. The presumptive sanction for a first offense is course failure, accompanied by the transcript notation “Violation of the Academic Integrity Policy.” The standard sanction for a first offense by graduate students is suspension or expulsion. Students should review the Office of Academic Integrity online resource “[Twenty Questions and Answers About the Syracuse University Academic Integrity Policy”](http://academicintegrity.syr.edu/faculty-resources) and confer with instructors about course-specific citation methods, permitted collaboration (if any), and rules for examinations. [The Policy](http://academicintegrity.syr.edu/academic-integrity-policy/) also governs the veracity of signatures on attendance sheets and other verification of participation in class activities. Additional guidance for students can be found in the Office of Academic Integrity resource: [What does academic integrity mean?](http://academicintegrity.syr.edu/what-does-academic-integrity-mean/)

**Student with Disabilities**

Our community values diversity and seeks to promote meaningful access to educational opportunities for all students. Syracuse University and I are committed to your success and to supporting Section 504 of the Rehabilitation Act of 1973 as amended and the Americans with Disabilities Act (1990). This means that in general no individual who is otherwise qualified shall be excluded from participation in, be denied benefits of, or be subjected to discrimination under any program or activity, solely by reason of having a disability.

If you believe that you need accommodations for a disability, please contact the Office of Disability Services (ODS), <http://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 students with documented disabilities “Accommodation Authorization Letters,” as appropriate. Since accommodations may require early planning and generally are not provided retroactively, please contact ODS as soon as possible.

**Ownership of Student Work**

This course may use course participation and documents created by students for educational purposes. In compliance with the Federal Family Educational Rights and Privacy Act, works in all media produced by students as part of their course participation at Syracuse University may be used for educational purposes, provided that the course syllabus makes clear that such use may occur. It is understood that registration for and continued enrollment in a course where such use of student works is announced constitutes permission by the student. After such a course has been completed, any further use of student works will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the work’s creator/originator(s); or (2) the creator/originator(s)’ written permission will be secured. As generally accepted practice, honors theses, graduate theses, graduate research projects, dissertations, or other exit projects submitted in partial fulfillment of degree requirements are placed in the library, University Archives, or academic departments for public reference.

**Turnitin**

This class will be using Turnitin, a plagiarism prevention system. The ease of using the Internet has made it very easy for students to “cut and paste” material into papers that they are writing without proper citation. I will submit all/some/ papers that you write in this class to Turnitin, a service that identifies “matched text.” I will then interpret the originality report, based on your writing capability and writing style. In this class, you will also be given the opportunity to submit your own papers to Turnitin to check that all sources you have used are properly acknowledged and cited. Note that all submitted papers will be included as source documents in the Turnitin.com reference database, solely for the purpose of detecting plagiarism of such papers.

**Learning Management System (LMS)**

Blackboard is the School of Information Studies’ learning management system for on-campus and online courses. Each course has its own space in Blackboard where instructors create and post content that enables students to communicate with one another and engage in course materials. It is encouraged to incorporate Blackboard into your course(s) and we have extensive staff expertise to help you find the right blend between traditional and online instruction.

[Blackboard](http://facultycenter.ischool.syr.edu/blackboard-instructional-tools/" \t "_blank) and many other [instructional tools](http://facultycenter.ischool.syr.edu/blackboard-instructional-tools/" \t "_blank) are supported by the iSchool

For assistance with on-campus and/or online course development within Blackboard, visit Peggy Brown in 114, email [pbrown01@syr.edu](mailto:pbrown01@syr.edu) or call 9370.

**IT Services**

IT Services works closely with SU’s central Information Technology and Services group to provide IT support services to students, faculty and staff. Students have access to a range of specialized software and hardware in our labs and also to a large library of applications through our participation in the Microsoft Academic Alliance and the VMware e-academy. In addition, faculty and staff may also have access to certain specialized applications. For more information about software availability, visit <http://ischool.syr.edu/facstaff/it/>. Faculty can find answers to other common questions at our Top Ten Faculty questions page:

http://subnet.ischool.syr.edu/announcements/ischool-faculty-top-ten-technical-faq-if3tfaq/

**Tentative Class Schedule and Readings List**

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| --- | --- | --- | --- | --- |
| **Date** | **Session Title** | **Learning Objectives** | **Activities & Assignments** | **Class Readings & Outcomes** |
| Monday, 1.14 – Week 1 | **Introduction & Syllabus Review** | Welcome and Introductions | In-class review of draft syllabus and course policies | Google ‘SOPA’ and ‘PIPA’ |
| Wednesday, 1.16 –Week 1 | **Policy Projects** | Role and value of constitutions, laws, and regulations | Formation of Student Groups | Google ‘SOPA’ and ‘PIPA’ |
| **Monday, 1.21** | ***Martin Luther King Jr. Day No Class*** | | | |
| Wednesday, 1.23 – Week 2 | **Students Introductory Presentations** | \* Get to know each other  \* Be comfortable in class environment | Access course LMS site, become familiar with structure  **Assignment 1 Due**  Introductory Presentations & Slides Due at the LMS | Student presentations (on ilms) |
| Monday, 1.28 –Week 3 | **General Introduction: Telecommunication Networks, Cell and IP Networks** | \* Define and identify the basic components of the public  telecommunication network  \* Describe and identify the basic components of cellular and internet protocol networks  \* Differentiate the basic technical differences between  these three networks | Deconstruction of networks | **1.Fundamentals of Telecommunication**  **2. Intel Basics**  **3.Telecommunications Demystified** |
| Wednesday, 1.30 –Week 3 | Fundamentals: Origins of Telecom Regulations & Telephone  Basics: **US, Canada, NAFTA** | \* Apply lessons learned from the past to current policy  problems | Common Carrier |  |
| Monday, 2.4 – Week 4 | **Telecom Regulation and Global Institutions** | Forecast the market in years to come | **OECD, ITU, WTO, WIPO, IGF, IETF, W3C, WTO, UNDP, UNCTAD, UNESCO** | **1. ICT Agencies**  **2. Telecom Regulation Handbook**  **3,External Influence Chapter 2** |
| Wednesday, 2.6 – Week 4 | **In-class self-regulatory exercise** | **Adoption/Amendment of Group Charters** | ***Group Charter Presentations (Four Groups) Upload the presentation in ILMS by end of the day*** | **Group Charter Adoption** |
| Monday, 2.11 –Week 5 | Rational and Models of Regulation | Interconnection  (Basic Telecom)  \* Explain the reasons for an interconnection policy  \* Describe the main problems associated with  interconnection negotiations  \* Recommend solutions for the interconnection | *US*  *Telecommunications Act of*  *1996* | **1.Chapter 2\_W Melody**  **2. Chapter 2 and Chapter 3 J\_ Buckley**  **3. Trends in Telecom Reform 2002** |
| Wednesday, 2.13 -Week 5 | Economics of Telecom  \* Explain basic economic concepts that apply to the  telecommunications industry | Economics and Regulation Rationales and Models  \* Explain the different factors that propel policy makers to  regulate an industry  Regulation Rationales and Models  \* Explain the different factors that propel policy makers to  regulate an industry | ***Group Moderation*** | **1. Economics of Information**  **2.Network Externalities**  **3.Natural Monopolies**  **4. Chapter 4 Buckley** |
| Monday, 2.18 –Week 6 | Competition Policy  \* Describe the reason for a competition policy | \* Explain the desired objectives from a competition policy  \* Justify the existence of a telecom competition entity  \* Compare and contrast the competition criteria used for  different ICT industries |  | **\* ITU (2002). Competition**  **Policy In Telecommunications**  **\* Wu, (2003). Competition**  **Policy** |
| Wednesday, 2.20 – Week 6 | Fundamentals: Origins of Telecom Regulations & Telephone  Basics: **Europe** | \* Get international perspectives  \* Apply lessons learned from the past to current policy  problems  \* Forecast the market in years to come |  |  |
| Monday, 2.25 –Week 7 | Fundamentals: Origins of Telecom Regulations & Telephone Basics: **Latin America** and Caribbean | Get international perspectives  \* Apply lessons learned from the past to current policy  problems  \* Forecast the market in years to come |  | *Luis and Gutie´rrez, (2003).*  *Regulatory governance in the*  *Latin American Telecom*  *Sector. Utilities Policy 11,*  *225–240* |
| Wednesday, 2.27 –Week 7 | Fundamentals: Origins of  Telecom Regulations & Telephone  Basics: **Africa**  \* | Get international perspectives  \* Apply lessons learned from the past to current policy  problems  \* Forecast the market in years to come | **Guest Speaker: TBD** | *The World Bank, (2003).*  *Telecom Regulation in Ghana,*  *Policy Research* |
| Monday, 3.4 –Week 8 | Fundamentals: Origins of  Telecom Regulations & Telephone  Basics: **Asia** | \* Get international perspectives  \* Apply lessons learned from the past to current policy  problems  \* Forecast the market in years to come |  |  |
| Wednesday, 3.6 –Week 8 | Interconnection  (Next Generation Network)  *-* | \* Define a NGN  \* Describe the basic problems associated with the  interconnection between traditional and NGN networks  \* Provide some recommendations for regulation for NGN  interconnection | ***Group Moderation*** | **1. European Commission (2003).**  **Next Generation Networks**  **2.Chapter 5 Buckley** |
| **MONDAY 3.11**  **WEDNESDAY 3.13** | **SPRING BREAK No Classes** | | | |
| Monday, 3.18 –Week 9 | Mid-Term Presentations  \* | Proof of knowledge of seminar basics  \* Presentation Skills |  | ***First 2 Groups*** |
| Wednesday, 3.20 –Week 9 | Mid-Term Presentations | \* Proof of knowledge of seminar basics  \* Presentation Skills |  | ***Last 2 groups*** |
| Monday, 3.25 –Week 10 | Service Classification  \*  *.* | Explain the reason for the need to classify services  \* Explain the difficulties associated with the current  classification scheme  \* Recommend some alternative classification schemes | ***Group Moderation*** | **National Cable & Telecom**  **Association et al. V. Brand X**  **Internet Services** |
| Wednesday, 3.27 –Week 10 | Wireless: Radio Spectrum and  Regulations  \* | Describe the basic technical features and capabilities of  the radio frequency spectrum  \* Explain the different types of spectrum allocation  \* Describe the opposition and support for an open  spectrum policy | ***Group Moderation*** | **McMillan, (1994). Why Auction**  **the Spectrum** |
| Monday, 4.1 –Week 11 | Numbering & Number Portability  \* | Explain the reasons for a number portability regulation  \* Describe the different types of number portability  implementation  \* Explain the advantages and disadvantages of each  portability implementation  \* Recommend some implementation strategies |  | Reinke, (1998). Local number  portability and local loop  competition: Critical issues |
| Wednesday, 4.3 –Week 11 | Internet Telephony: VOIP  Technology | Road to Broadband  Development in Developing  Countries: Wireless and VOIP |  | McKnight, et al, Internet Telephony |
| Monday, 4.8 –Week 12 | Internet Telephony: Policies cont.. | Describe different types of IP telephony  \* Explain the regulatory difficulties associated with this technology |  |  |
| Wednesday, 4.10 – Week 12 | Digital Divide: Universal Service | Explain the need for a universal service regulation  \* Describe the different types of universal service  programs implemented around the world  \* Evaluate the current universal service program in the  US  \* Recommend a universal service policy for the US |  | *Gasmia, et al. (2000).*  *Competition, universal service*  *and telecommunications*  *Policy,) Information*  *Economics and Policy 12)*  *221–248* |
| Monday, 4.15 –Week 13 | Digital Divide: Universal Access  \* | Explain the need for a universal access regulation  \* Describe the different types of universal access  programs implemented around the world  \* Evaluate the current universal access program in the  US  \* Recommend a universal access policy for the US | ***Group Moderation*** | *Stephanidis (2001). Adaptive*  *Techniques for Universal*  *Access* |
| Wednesday, 4.17 –Week 13 | Global Internet Governance and  Regulation | Describe the origins of the current domain name system  \* Explain the problems associated with the current  domain name system  \* Explain the difference between an IP address an the  telephone numbering system  \* Recommend policies for the convergence between the  domain name and the telephone numbering system |  | *Klein,H. (2002). ICANN and*  *Internet Governance:*  *Leveraging Technical*  *Coordination to Realize Global*  *Public Policy* |
| Monday 4.22 –Week 14 | Next Technologies and Regulatory  Issues | Guest Lecturer (invited) | ***Group Moderation*** | *Arnbak, J. (2000). Regulation*  *for next-generation*  *technologies and markets*  *Telecommunications Policy 24*  *477-487* |
| Wednesday 4.24 –Week 14 |  | **Final Project Presentations** |  |  |
| Monday, 4.29 | **Last day of classes** | Final Project Presentations | **Final projects Due in ILMS** |  |
|  |  |  | **Grades Submitted by Instructor** |  |