

University of Toronto
Faculty of Information

INFORMATION POLICY, REGULATION AND LAW

Winter 2017

Mondays 09:00am-12:00pm
Bissell Building, Room 325

Dr. Irma Spahiu; irma.spahiu@utoronto.ca
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STATEMENT OF ACKNOWLEDGEMENT OF TRADITIONAL LAND

We (or I) wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

COURSE OBJECTIVES

The objective of this course is to familiarize students with the policy process as it relates to the production, management, dissemination and access to information. With the rapid change of information access and communications infrastructures in society, it is crucial that information professionals have a firm grounding in the policies and formal regulations that contribute to providing the allowable boundaries within which information is accessed. In doing so, the roles of key stakeholders will be critically discussed along with their agendas and strategies as it relates to the development of policies that affect information creation, control, access and use. This course will focus on Canadian information policy, but will by necessity broaden to consider the global information environment. A few focal policy issues are considered in depth and vary from year to year: e.g., government information, intellectual property, intellectual freedom, access, privacy, broadcasting and telecommunication policy, etc.

COURSE LEARNING OUTCOMES & RELATIONSHIP WITH PROGRAM OUTCOMES

The outcomes of information policies influence the practice of information professionals. A better understanding of policy concepts, issues, and processes will help these information professionals anticipate and reflect on changes underway, as well as enhance their role in influencing the policy process. Upon completing this course, students should be able to:

- Understand the development and literature of the field of information policy, and how information policy relates to professional values and standards.
- Identify and explain contemporary policy issues related to information, and trace the regulation and history of these issues (at the local, national and global level).
- Frame significant questions or problems drawing from appropriate sources, and draw valid conclusions based on sound analysis of reliable data.
- Promote advocacy of policy issues among the information professions.
- Determine and describe your own personal goals as information professionals within the range and scope of career choices and possibilities.

Beyond enabling students to be conversant with fundamental concepts, theories and practices within the information policy field, the knowledge and values imparted in INF2181 are appropriate to prepare students to changing information practices and needs of society (Program Learning Outcome 1)¹. The course also equips students to hone or sustain knowledge and values appropriate to their future exercise of economic, cultural, and/or social leadership including the social responsibility to provide information services for all (Program outcome learning 2). In INF2181, students will develop a solid understanding of the impacts of technological developments on society (Program outcome learning 5) and how these developments shape and are shaped by the ever-changing information practices and needs of individuals and communities (Program outcome 4). INF2181 also provides a foundation for students to determine and describe their own personal goals and articulate ways they hope to attain life-long intellectual growth beyond graduation (Program outcome 6).

MODE OF INSTRUCTION

The mode of instruction will include a combination of lectures, class discussions, and presentations. It is assumed that students will spend a significant portion of time on reading before or after class. Attending lectures and completing after-class readings are not mutually exclusive. The reading contents for each class expand on class discussions or provide additional information and alternative points of view. Students will be expected to participate in the discussions by completing the readings and making substantial contributions to our understanding of the issues raised.

COURSE MATERIALS AND AVAILABILITY OF THE COURSE INSTRUCTOR

The course materials will be available on Blackboard and include: the syllabus with links to required and suggested readings; selected reading materials uploaded as pdf files; the description of assignments and related documents as well as lecture notes.

The course instructor and the TAs will be available to answer student questions via email and in person throughout the term. Each student is required to have a university-issued email address (@utoronto.ca or @mail.utoronto.ca) linked to Blackboard, which will be used in the course communication. We will do our best to reply to your correspondence promptly. If we don't, it may mean we did not receive it; please kindly resend your email. Please email us directly at irma.spahiu@utoronto.ca; dawn.walker@utoronto.ca; or zacharybatist@gmail.com rather than through Blackboard.

¹ Master of Information Program Student Learning Outcomes: See <http://current.ischool.utoronto.ca/studies/learning-outcomes>

STUDENTS REQUIRING ACCOMMODATIONS

The course instructor welcomes students with different learning styles in this course. If you require accommodations due to a disability or a health reason, please inform the course instructors and get in touch with the Accessibility Services Office as soon as possible (<http://www.accessibility.utoronto.ca/>).

GRADES AND EXTENSIONS

Grades are assigned in accordance with the following policy and grading system: <http://www.sgs.utoronto.ca/calendar/cal2008-09/genregs/policies.htm>. The School of Graduate Studies (SGS) defines the grades as follows: A+, A, A- are defined as „Excellent“; B+, B, B- are defined as „Good“; and FZ is defined as „Inadequate.“ The numeric ranges corresponding to the letter grades are as follows: A+ (90-100%); A (85-89%); A- (80-84%); B+ (77-79%); B (73-76%); B- (70-72%); and FZ (69%). This means that, effectively, you require the final numeric grade of at least 70% to pass the course. The final grade is a letter grade.

Please note that fulfilling the minimal assignment requirements stated in the syllabus does not guarantee you an A; your work may warrant a B+ or an A-. An A/A+ assignment goes beyond the minimal requirements and shows a genuine passion for and interest in the topic, as well as originality of thought and/or presentation.

All assignments are due at the beginning of a designated class. Assignments turned in after this time, except for excused medical absences, will be reduced at the rate of one half-letter per day (i.e. a paper that would otherwise be an „A“ becomes an „A-“ after 24 hours, „B+“ after 48, etc.). This is partly for reasons of equity, and partly because the assignments in most cases will be central to the in-class work on the day they're due – we'll often ask you to share or discuss them with group mates or the wider class, and it is important that you come ready to participate and contribute.

Extensions for assignments are at the discretion of the course instructor. These are normally granted in cases of family emergencies and documented illnesses. In all cases, please discuss it with the course instructors before your assignment is due. Late assignments, for which an extension has not been granted, will not be accepted. That is to say, there are no late penalties and there can be only three scenarios: 1. your assignment is submitted on time; 2. your assignment is late by permission; 3. your assignment is late without permission, not accepted, and receives the grade of 0 (FZ). Extensions beyond the end of a term are regulated by the University of Toronto and the School of Graduate Studies guidelines. Please consult the following document:

<http://www.sgs.utoronto.ca/governance/policies/crsextend.htm>.

Careful attention to the quality of writing is expected. Correct spelling and grammar should be part and parcel of any assignment. Clarity, conciseness, and cogency are highly valued. If you require help with writing in English, seek help early in the term. Visit the Office of English Language and Writing Support (ELWS) at <http://www.sgs.utoronto.ca/english>.

The proper referencing of secondary sources and accurate citations are expected in all your assignments. I suggest you use the latest editions of the American Psychological Association – APA (6th ed.) or Chicago (16th ed.) manuals of style to format your references. Look for the helpful Inforum workshop on how to cite properly. Good concise reference guides can be found at:

<http://owl.english.purdue.edu/owl/resource/560/01/> & <http://owl.english.purdue.edu/owl/resource/717/01/>. Please note that the Chicago manual is also available online through the UofT E-Resources.

There are no specific requirements to formatting your papers. However, I recommend having a title page to protect your privacy (i.e., the comments on your paper will not be immediately visible to whomever happens to see or handle your assignments).

ACADEMIC CONDUCT AND PLAGIARISM

As per the University’s website: Honesty and fairness are considered fundamental values shared by students, staff and faculty at the University of Toronto. The University’s policies and procedures that deal with cases of cheating and plagiarism are designed to protect the integrity of the institution and to maintain a community where competition is fair. As a result, the University treats cases of cheating and plagiarism very seriously. Any student accused of committing an academic offence will find that the accusation is dealt with formally and that the penalties can be severe if it is determined that they did, in fact, cheat. All of the policies and procedures surrounding academic offences are dealt with in one policy: The Code of Behaviour on Academic Matters (“the Code”). It is the student’s responsibility to become familiar with the following documents: “The Code of Behaviour on Academic Matters” found at <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>; “Code of Student Conduct” found at <http://www.governingcouncil.utoronto.ca/policies/studentc.htm>; and “Academic Misconduct [plagiarism, etc.]” found at <http://www.sgs.utoronto.ca/governance/policies/academicmisconduct.htm>. Please consult the Inforum schedule for helpful workshops on how to avoid plagiarism. Another useful resource can be found at <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. NB: Lack of awareness of plagiarism does not excuse the student committing the offence.

OVERVIEW OF COURSE

Week	Date	Topic	Assignment due
1	Jan 9	Introduction & Overview	
2	Jan 16	The Art and Craft of Policy I; Historical Narratives of the Internet and Privacy	
3	Jan 23	The Art and Craft of Policy II	
4	Jan 30	Information Professions and Their Public Policy Spaces	Media analysis
5	Feb 6	Evidence-Based Policy and Knowledge Transfer	
6	Feb 13	Regulating the Cloud	
7	Feb 20	NO CLASSES – FAMILY DAY AND READING WEEK	
8	Feb 27	Making Sense of Data	Annotated Bibliography
9	March 6	Student-Led Seminars (March 6-April 3)	
10	March 13		
11	March 20		
12	March 27		
13	April 3		Policy Literacy or Take-Home Essay

OUTLINE AND READINGS

(*) = required readings

Week 1 – Introduction & Overview

Overview of broad themes in information policy and the policy process

Department of Justice, About Canada's system of Justice. <http://www.justice.gc.ca/eng/csj-sjc/just/>

Treasury Board of Canada website. Guide to the Federal Regulatory Development Process. Available at: <http://www.tbs-sct.gc.ca/rtrap-parfa/gfrpg-gperf/gfrpg-gperf01-eng.asp#t6>

Check the Legislative Assembly of Ontario website. Available at: <http://www.ontla.on.ca/web/home.do?locale=en>

Parliament of Canada website. Available at: <http://www.parl.gc.ca/Default.aspx>

Week 2- The Art and Craft of Policy I; Historical Narratives of the Internet and Privacy

*Browne, M. (1997). The field of information policy: 1. Fundamental Concepts. *Journal of Information Science*, 23(4): 261-275. [Inforum PER] and [e-article]
http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolver/01655515/v23i0004/261_tfoip1fc

*Rocheffort, D.A. & Cobb, R.W. (1993). Problem Definition, Agenda Access, and Policy Choice. *Policy Studies Journal*, 21(1): 56-71. doi: 10.1111/j.1541-0072.1993.tb01453.x
<http://simplelink.library.utoronto.ca/url.cfm/409796>

*Abbate, J. (1999). *Inventing the Internet*. Cambridge, MA: MIT Press. Read Chapters 4 and 5. [ebook: <http://site.ebrary.com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=10225299>; and Inforum: 004.678 A119I – Course Reserves – check availability]

* Information Highway Advisory Council (IHAC). Find information about IHAC and come prepared with brief notes. Available at: http://www.hc-sc.gc.ca/hcs-sss/ehealthesante/infostructure/ihac_ccai-eng.php

Recommended Readings:

- Birkland, T. (2001; 2005). *An Introduction to the Policy Process: Theories, Concepts, and Models of Public Policy Analysis*. New York: M.E. Sharpe. [Robarts: JK468 .P64 B58 2005 - check availability]
- Birkland, T. (2007). Agenda setting in public policy. In F. Fischer, G. Miller & Sidney, M. (Eds). *Handbook of Public Policy Analysis: Theory, Politics and Methods*. (Pp. 63-78). New York: CRC Press. [Inforum BINDER, and Robarts: H97 .H3583 2007X - check availability]
- Howlett, M. & Ramesh M. (1995; 2009). Actors and Institutions: Assessing the Policy Capabilities of States. In *Studying Public Policy: Policy cycles and policy subsystems*, (pp.50-77). Oxford: Oxford University Press. [Inforum BINDER, and Robarts: H97 .H69 2009 - check availability]
- Ostrom, E. (1990). Chapter 1: Reflections on the commons. In *Governing the Commons: The Evolution of Institutions for Collective Action*, (pp. 1-28). Cambridge: Cambridge Univ. Press. [Robarts: HD1286 .O87 1990 - check availability]

- Overman, E.S. & Cahill, A.G. (1990). Information policy: A study of values in the policy process. *Policy Studies Review*, 9(4), 803-818. [e-article]
<http://search.ebscohost.com.myaccess.library.utoronto.ca/login.aspx?direct=true&db=buh&AN=11507055&site=ehost-live>
- Pross, Paul. (1992). *Group politics and public policy*. 2nd ed. Toronto: Oxford University Press. Selected sections. [Robarts: JL148.5 .P76 1992 - check availability]
- Rein, M. & Schon, D. A. (1991). Frame-reflective policy discourse. In *Social Sciences and Modern States: National experiences and theoretical crossroads*. Ed. P. Wagner et al., (pp.262-289). NY: Cambridge UP. [Robarts: H97 .S6377 1991 - check availability]
- Rowlands, I., Eisenschitz, T. & Bawden, D. (2002). Frame analysis as a tool for understanding information policy. *Journal of Information Science*, 28(1): 31-38. [e-article]
http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/01655515/v28i0001/31_fa_aatfuip
- Stone, D. (2002). *Policy Paradox: The Art of Political Decision-Making*. NY: Norton & Company. [OISE: 361.6 S877P 2002 - check availability]; 3rd edition (2012) [Robarts: H97 .S83 2012X - check availability]
- Weimer, D. & Vining, A. (1992; 2005). *What is Policy Analysis? In Policy Analysis: Concepts and Practice*. 2nd ed., (pp.1-29). Upper Saddle River, NJ: Prentice Hall. [Robarts: H97 .W45 1992 – check availability; and UTSC: H97 .W45 2005 (4th ed.) - check availability]
- Neustadt, R.E. & May, E.R. (1986). *Thinking in Time: the Uses of History for Decision-Makers*. New York: Free Press. Preface (pp. xi-xxii) and Chapter 6 (pp. 91-110). [Robarts, et al: E743 .N378 1986 - check availability]
- Trauth, E. M. (1986). An integrative approach to information policy research. *Telecommunications Policy*, 10(1): 41-50. [e-article]
http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/03085961/v10i0001/41_ai_atipr

Week 3- The Art and Craft of Policy II

- *Rubin, R.E. (2010). Information policy: stakeholders and agendas. In R. E. Rubin (Ed.) *Foundations of library and information science*, (pp. 309-369). New York: Neal-Schuman. [Inforum: 020.973 R896F3 – Course Reserves - check availability]
- *Schon, D. A. & Rein, M. (1994). Policy controversies as frame conflicts. In *Frame Reflection: Toward the Resolution of Intractable Policy Controversies* (pp. 23-36). New York: Basic Books. [Inforum BINDER, Robarts, Trinity: H97 .S36 1994 - check availability]
- *Schneider, A. & Ingram, H. (1993). Social construction of target populations: implications for politics and policy. *American Political Science Review*, 87(2): 334-347. [e-article]
<http://www.jstor.org.myaccess.library.utoronto.ca/stable/2939044>

Recommended Readings:

- Braman, S. (2006). *Change of State: Information, policy and power*. Cambridge, Mass: MIT Press. Read Chapters 1-2 (pp. 1-38, and accompanying notes). [Inforum: 303.48330973 B815C – Course Reserves - check availability]
- Browne, M. (1997). The field of information policy: 1. Fundamental Concepts. *Journal of Information Science*, 23(4): 261-275. [e-article]

http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/01655515/v23i0004/261_tfoip1fc

- Browne, M. (1997). The field of information policy: 2. Redefining the boundaries and methodologies. *Journal of Information Science*, 23(5): 339-351. [e-article]

http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/01655515/v23i0005/339_tfoip2rtbam

- Coyle, K. (1997). "The New Information Society." (pp. 4-33); ". "The promise of the Information highway." (pp.16-55); "Stakeholders and the information marketplace" (pp.56-95). In Coyle"s *Information Highway Handbook: A Practical File on the New Information Order*. Chicago: American Library Association. [Inforum: 004.6 C881C – Course Reserves - check availability]

- Duff, A.S. (2004). The past, present and future of information policy. *Information Communication and Society*, 7(1), 69-87. [e-article]

<http://dx.doi.org.myaccess.library.utoronto.ca/10.1080/1369118042000208906>

- Kajberg, L., & Kristiansson, M. (1996). An Overview of the Field of Information Policy. *International Forum on Information and Documentation*, 21(1): 5-9. [Available PDF in Blackboard]

- McDowell, S. D. and Buchwald, C. C. (1997). Public interest groups and the Canadian information highway. *Telecommunications Policy*, 21(8): 709-719. [e-article]

http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/03085961/v21i0008/709_pigatcih

- Nilsen, K. (2001). Government Information Policy: A literature review. In *The impact of information policy* (pp. 31-54). Westport, CT: Ablex Publishing. [Inforum: 338.97106 N712I – Course Reserves - check availability]

- Orna, E. (2008). Information policies: yesterday, today, tomorrow. *Journal of Information Science*, 34(4), 547-565. [e-article]

http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/01655515/v34i0004/547_i pytt

- Raboy, M. (1997). Cultural sovereignty, public participation, and democratization of the public sphere: The Canadian debate on the new information infrastructure. In Kahin, B. & Wilson, E. (Eds.), *National Information Infrastructure Initiatives: Vision and Policy Design*, (pp. 190-216). Cambridge, MA: MIT Press. [Inforum: 004.67 N277N – Course Reserves - check availability]

- Wilson, E. J. (1997). Introduction: The What, Why, Where and How of National Information Initiatives. In Kahin, B. & Wilson, E. (Eds.), *National Information Infrastructure Initiatives: Vision and Policy Design*, (pp. 3-23). Cambridge, MA: MIT Press. [Inforum: 004.67 N277N – Course Reserves - check availability]

Week 4- Information Professions and Their Public Policy Spaces

* Wilkinson, M.A., and Nilsen, K. (2010). Information policy and the Canadian Library Association. *Feliciter* 56(2): 64-67. Available at:

http://www.law.uwo.ca/faculty_and_administration/PDFs/Wilkinson_Pub_CLA.pdf

*Owen,V. (2014). The Librarian’s Role in the Interpretation of Copyright Law: Acting in the Public Interest. *Feliciter* 60(5): 8-1. Available at:

<http://search.proquest.com/docview/1614161991?accountid=14771>

* Perry, R. (2015). „An iSchool pledge of ethics“. Available online at:

<https://ctsp.berkeley.edu/anischool-pledge-of-ethics>

* Select UP TO TWO documents from the list below. Research these and prepare notes for class discussion. Focus on those sections or issues that are of relevance to the information professions and institutions:

- United Nations. Sustainable Development Agenda, articulating 17 goals to shape global action “for people, planet, and prosperity,”
- World Summit on the Information Society (WSIS) 11 Action Lines
- International Federation of Library Association’s (IFLA) Lyon Declaration on Access to Information and Development.
- Trans-Pacific Partnership Agreement – Intellectual Property Provisions
https://en.wikipedia.org/wiki/Trans-Pacific_Partnership_intellectual_property_provisions
- WIPO Marrakech Treaty on User Rights
- Truth and Reconciliation Commission of Canada – Summary of Findings
(http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Exec_Summary_2015_05_31_web_o.pdf) particularly sections on Museums and Archives – starting at p.297)

Recommended Readings:

- Levien, R. (2011). Confronting the future: Strategic visions for the 21st century public library. ALA Office for Information Technology Policy, Policy Brief, 4. Available at:
http://www.ala.org/offices/sites/ala.org.offices/files/content/oitp/publications/policybriefs/confronting_the_futu.pdf
- Roberts, K. (2012). Facing the future: A vision document for British Columbia’s public libraries. Available at: <http://commons.bclibraries.ca/wp-content/uploads/2012/12/Facing-the-Future-AReport-on-the-future-of-libraries-for-the-Province-of-British-Columbia.pdf>
- Senate Standing Committee on Transport and Communications. (2010). Plan for a Digital Canada. June 2010. <http://www.parl.gc.ca/Content/SEN/Committee/403/tran/rep/rep04jun10e.pdf>
- Holmner, M. (2011). The road to the information and knowledge society: Indigenous knowledge and the millennium development goals. *Mousaion*, 29(2), 139-157. [e-article]
<http://search.ebscohost.com.myaccess.library.utoronto.ca/login.aspx?direct=true&db=llf&AN=76562269&site=ehost-live>
- Pressman, R. R. (2008). Fair use: Law, ethics, and librarians. *Journal of Library Administration*, 47(3/4), 89-110. [e-article] <http://simplelink.library.utoronto.ca/url.cfm/446499>
- Greene Taylor, N., Jaeger, P., McDermott, A., Kodama, C., & Bertot, J.C. (2012). Public libraries in the new economy: Twenty-first century skills, the Internet, and community needs. *Public Library Quarterly*, 31(3): 191-219. [e-article] <http://www.tandfonline.com/doi/full/10.1080/01616846.2012.707106>
- Ross, A. & Caidi, N. (2005). Action and Reaction: Libraries in the Post 9/11 Environment. *Library & Information Science Research*, 27(1), 97-114. [e-article]
http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/07408188/v27i0001/97_aarlitp9e
- Stevenson, S. (2007). Public libraries, public access computing, FOSS, and CI: There are alternatives to private philanthropy. *First Monday*, 12(5). [e-article]
<http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/1833/1717>
- Adams, K. (1998). Conflicting values: librarianship, public policy and telecommunications. In K. Adams & W. F. Birdsall (Eds.), *Understanding Telecommunications and Public Policy: A Guide for Libraries*, (pp.1-14). Ottawa: Canadian Library Association and Dalhousie School of Library and Information Studies.[Inforum: 020 U55U – Downsview - check availability]

- Longford, G., Moll, M., & Shade, L. (2012). There and Back to the future again: Community networks and Telecom policy reform in Canada, 1995-2010. In A. Clement, M. Gurstein, G. Longford, L.R. Shade & M. Moll. (Eds.), *Connecting Canadians: Investigations in Community Informatics*, University of Athabasca Press. (Pp. 439-469) + appendix B („A brief history of the Community Access Program“ by Marita Moll, pp. 485-496). [Inforum: 303.48330971 C212C – Course Reserves - check availability]
- Industry Canada. (2004). Evaluation study of the Community Access Program (CAP). Audit and Evaluation Branch, January 16, 2004. [e-resource] <http://go.utlib.ca/cat/5363462> ****[SKIM THROUGH REPORT]****
- Day, P. (2004). Participating in the information society. In *Shaping the Network Society: The New Role of Civil Society in Cyberspace*. Eds. Doug Schuler & Peter Day. (pp.305-323). MIT Press. [Inforum: 303.4833 S529S - Course Reserves – check availability, and Robarts: HM851 .S43 2004X – check availability]
- Industry Canada. Connecting Canadians. <http://www.ic.gc.ca/eic/site/cap-pac.nsf/eng/home>
- Industry Canada. Report of the national Broadband Task force: The national dream: networking the nation for broadband access. <http://publications.gc.ca/site/eng/102167/publication.html>
- Middleton, C.A. And Sorenson C. (2005) How connected are Canadians? Inequities in Canadian households“ Internet Access. *Canadian Journal of Communication*, 30(4), 463-483. At <http://www.cjc-online.ca/index.php/journal/article/viewFile/1656/1795>

Week 5- Evidence-Based Policy and Knowledge Transfer

- *Innes, Judith, (1990). Introduction: Understanding the Alliance of Knowledge and Policy. In *Knowledge and Public Policy*. (pp. 1-47). New Brunswick, NJ: Elsevier. [Available in Blackboard, and Inforum: 306.42 I58K2 – Course Reserves – check availability]
- *Teles, S. & Schmitt, M. (2011). „The Elusive Craft of Evaluating Advocacy.“ *Stanford Social Innovation Review*, Summer 2011. Available at: http://www.ssireview.org/articles/entry/the_elusive_craft_of_evaluating_advocacy/
- *Sippel, S. (2014). „CHANGE Takes Time: The long, hard struggle to alter US policy on HIV/AIDS assistance shows that advocacy can deliver a real payoff.“ *Stanford Social Innovation Review*, Winter 2014. Available at: http://www.ssireview.org/articles/entry/change_takes_time
- *Shields, J. & Evans, B. (2008). „Knowledge Mobilization/Transfer, Research Partnerships, and Policymaking: Some Conceptual and Practical Considerations.“ *CERIS Policy Matters*, 33. [e-book] http://books1.scholarsportal.info.myaccess.library.utoronto.ca/viewdoc.html?id=/ebooks/ebooks0/gibs_on_cppc/2010-08-06/1/10248347

Recommended Readings:

- Munger, M. C. (2000). Deciding How to Decide: “Experts,” “the People,” and “the Market.” In *Analyzing Policy: Choices, Conflicts, and Practices*, (pp. 30-53). W.W. Norton Press. [Robarts: H97 .M86 2000X - check availability]
- Howlett, M. & Ramesh, M. (1995, 2009). Policy instruments. In *Studying Public Policy: Policy cycles and policy subsystems*, (pp. 80-101). Oxford: Oxford University Press. [Inforum BINDER, Robarts Trinity: H97 .H69 2009 – check availability]

- Goldberg, M. (2006). Getting stuck, tangled and unravelled: Policy makers, researchers and advocates navigate access to professions and trades policy webs. CERIS Policy Matters, 26 (July): 1-12. [e-article] <http://go.utlib.ca/cat/9038865>

- Preer, J. (2008). Promoting citizenship: How librarians helped get out the vote in the 1952 presidential election. Libraries & the Cultural Record, 43(1): 1-27. [e-article] <http://simplelink.library.utoronto.ca/url.cfm/231066>

READING WEEK (No class on Feb 16)

Week 6- Regulating the Cloud

*Yoo, C. & Blanchette, J.F. (2015). Regulating the Cloud: Policy for Computing Infrastructure. (Cambridge, Ma: MIT Press). READ Introduction (pp. 1-20) and Chapter 7 (pp. 19-214). [Available in Blackboard, and Robarts: HE7645 .R4184 2015X - Course Reserves – check availability]

*Edwards, P. (2002). Infrastructure and Modernity: Force, Time, and Social Organization in the History of Sociotechnical Systems. In Modernity and Technology, ed. Thomas J. Misa, Phillip Brey, and Andrew Feenberg, pp.185–22. Cambridge, MA : MIT Press. [e-book: <http://site.ebrary.com.myaccess.library.utoronto.ca/lib/utoronto/detail.action?docID=10225260>]

*Grimes, Sara M. (2014). Child-generated content: Children’s authorship and interpretive practices in digital gaming cultures. In R.J. Coombe, D. Wershler-Henry & M. Zeilinger (Eds.) Dynamic fair dealing: Creating Canadian culture online (pp. 336-45). Toronto, ON: University of Toronto Press. [e-book: <http://books2.scholarsportal.info.myaccess.library.utoronto.ca/viewdoc.html?id=/ebooks/ebooks3/utpress/2014-06-28/1/9781442665613>]

Week 7- Making Sense of Data

*boyd, D., & Crawford, K. (2012). Critical Questions for Big Data. Information, Communication & Society, 15(5), 662-679. [DOI: 10.1080/1369118X.2012.678878]. Available at: <http://www.tandfonline.com/doi/pdf/10.1080/1369118x.2012.678878>

*Yoo, C. & Blanchette, J.F. (2015). Regulating the Cloud: Policy for Computing Infrastructure. (Cambridge, Ma: MIT Press). READ Chapter 9 (pp. 257-278). [Available in Blackboard, and Robarts: HE7645 .R4184 2015X - Course Reserves – check availability]

* Elmer, G. (2015). Scraping the First Person. In Compromised Data: From Social Media to Big Data. By Langlois, G., Redden, J., & G. Elmer (Eds.). London, UK: Bloomsbury Academic Press. [Available in Blackboard, and Engineering & Computer Science: QA76.9 .D343 C4785 2015X - check availability]

*Redden, J. (2015). Big Data as System of Knowledge: Investigating Canadian Governance. In Compromised Data: From Social Media to Big Data. By Langlois, G., Redden, J., & G. Elmer (Eds.). London, UK: Bloomsbury Academic Press. [Available in Blackboard, and Engineering & Computer Science: QA76.9 .D343 C4785 2015X - check availability]

Week 8 through Exam Week: Student-Led Seminars

Form groups of 5-7 (depending on enrolment) and select a topic from the categories below. You will have the opportunity to narrow down your focus for the actual presentation.

Possible Topics include:

- A- Surveillance and Privacy in a Post-Snowden World
- B- Copyright reforms in Canada and Beyond
- C- Ethics and Intelligent Autonomous systems (drones, driverless cars, smart homes, sensing environments, etc.)
- D- Academic Journal 3.0: Open Access, Mega-Journals, APCs and Licensing Issues
- E- Digital Inclusion: Broadband Development; Spectrum Management; Right to Communicate; Government transparency and access to information

WEEK 8-13 -- SUGGESTED READINGS (to get you started):

A. Surveillance and Privacy in a Post-Snowden World

Recommended Readings:

- Cavoukian, A. (2013). A Primer on Metadata: Separating Fact from Fiction. Report to the Information and Privacy Commissioner, Ontario. Available at:
<https://www.ipc.on.ca/images/Resources/metadata.pdf>
- Yoo, C. & Blanchette, J.F. (2015). Regulating the Cloud: Policy for Computing Infrastructure. (Cambridge, Ma: MIT Press). Chapter 2. [Robarts: HE7645 .R4184 2015X - Course Reserves – check availability]
- Freedom of Information and Protection of Privacy Act (FIPPA) http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90f31_e.htm
- Bohaker, H., Austin, L., Clement, A., & S. Perrin (2015). Seeing Through the Cloud: National Jurisdiction and Location of Data, Servers, and Networks Still Matter in a Digitally Interconnected World. Available online at:
http://ecommsourcing.ischool.utoronto.ca/wpcontent/uploads/BohakerAustinClementPerrin_SeeingThroughTheCloud-PublicReport15Sept2015.pdf
- Clement, A. (2014). NSA Surveillance: Exploring the geographies of Internet interception. Paper prepared for the iConference 2014, March 4-7, 2014, Berlin (Germany). Available at:
<https://dl.dropboxusercontent.com/u/8140293/Publications/Clement%2C%20A.%20%282014%29%20NSA%20Surveillance-%20Exploring%20the%20geographies%20of%20internet%20interception%20iConf2014%20Jan2.pdf>
- Time magazine January 2014 issue on "America's Secret Agencies". [Not at U of T]
- Clement, A., Paterson, N. & Phillips, D. (2010). IXmaps: Interactively mapping NSA surveillance points in the internet "cloud". Available at: http://www.ixmaps.ca/documents/interactively_mapping_paper.pdf
- Leuprecht, C., Hataley, T. and Skillicorn, DB. 2012. Cross-Border Terror Networks: A Social Network Analysis of the Canada-U.S. Border. Behavioral Sciences of Terrorism and Political Aggression. Special Issue on the application of Social Network Analysis to the study of terrorism. 4(4): 155-175.
- Interview with Mark Klein. Frontline. Posted on May 15, 2007. Available at:
<http://www.pbs.org/wgbh/pages/frontline/homefront/interviews/klein.html>
- See work by Alessandro Acquisti and his team: <http://www.heinz.cmu.edu/~acquisti/research.htm>
- Monahan, T. & Regan, P. (2011). Centers of concatenation: Fusing data in post 9/11 security organizations. Available at: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1913470

- Shade, L. (2012). Whose Radical Transparency? Why Privacy Rights are Necessary for the Facebook Generation. In *Communications in Question: Controversial Issues in Communication Studies*, 2nd ed., Josh Greenberg and Charlene Elliott (Eds.), (Nelson Education). Pp. 295-303. [UTM - P91.25 C64 2013 - check availability]
- Regan, P. (2003). Safe Harbors or Free Frontiers? Privacy and transborder data flow. *Journal of Social Issues* 59(2), 263-282 [e-article]
http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00224537/v59i0002/263_s hoffpatdf.xml
- Salter, M. (Eds), (2008). *Politics at the Airport*. University of Minnesota Press. [Robarts: HE9797.4 .S4 P65 2008X – check availability]
- Weiss, Peter (2002). Borders in cyberspace: conflicting public sector information policies and their economic impacts, at www.weather.gov/sp/Bordersreport2.pdf
- Ross, A. & Caidi, N. (2005). Action and Reaction: Libraries in the Post 9/11 Environment. *Library & Information Science Research*, 27(1), 97-114. [e-article]
http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/07408188/v27i0001/97_aa rlitp9e
- Caidi, N. & Ross, A. (2005). "Information Rights and National Security." *Government Information Quarterly*, 22(4), 663-684. [e-article]
<http://www.sciencedirect.com.myaccess.library.utoronto.ca/science/article/pii/S0740624X05000924>
- Jaeger, P., McClure, C., Bertot, J. & Snead, J. (2004). The USA PATRIOT Act, the Foreign Intelligence Surveillance Act, and Information Policy Research in Libraries: Issues, Impacts, and Questions for Libraries and Researchers. *Library Quarterly*, 74(2), 99-121.
<http://www.jstor.org.myaccess.library.utoronto.ca/stable/10.1086/382843>
- Solove, D., & Schwartz, P. (2011). *Privacy, Information and Technology* (3rd Edition). Wolters Kluwer. [Inforum: 342.730858 S689P - Course Reserves – check availability]
- Hobbs, R. (2010). *Digital and Media Literacy: A Plan of Action*. A White Paper prepared for the Aspen Institute and John S. and James L. Knight Foundation. <http://www.knightcomm.org/digital-and-media-literacy-a-plan-of-action/>
- Media Awareness Network. (2010, July). *Digital Literacy in Canada: From Inclusion to Transformation*. A Submission to the Digital Economy Strategy Consultation.
<http://mediasmarts.ca/sites/default/files/pdfs/publicationreport/full/digitalliteracypaper.pdf>
- Poyntz, S. R. and Hoechsmann, M. (2011). Children's Media Culture in a Digital Age, *Sociology Compass* 5 / 7: 488–498. [e-article]
<http://onlinelibrary.wiley.com.myaccess.library.utoronto.ca/doi/10.1111/j.17519020.2011.00393.x/abstract>
- Shade, L. & Shepherd, T. (2012). Mobile Phones as a “Necessary Evil”: Canadian Youth Talk About Their Mobile Phones. In *Technologies of Mobility in the Americas*, eds. Philip Vaninni, Lucy Budd, Christian Fisker, Paolo Jirin, and Ole B. Jenson. (NY: Peter Lang). Pp. 199-218. [Robarts - HB1961 .A3 T43 2012X - check availability]
- Trosow, S. et al. (2010). *Mobilizing user-generated content for Canada’s digital advantage*. Final Report for SSHRC Knowledge Synthesis Grant. <http://ir.lib.uwo.ca/fimspub/21/>

B. Copyright reforms in Canada and Beyond

Recommended Readings:

- *A Framework for Copyright Reform* (2002). [Downsview: 346.710482 C212CG - check availability]

- Copyright Act: sections 29-32; 41; 45. Available at: <http://laws-lois.justice.gc.ca/eng/acts/C42/index.html>
- Black, R., Wells P., & Kilpatrick, S. (2012). Copyright reform Bill C-11. Available at: <http://www.mcmillan.ca/Copyright-Reform-Bill-C---11>
- Hugenholtz, P.B., & Okediji, R.L. Conceiving an International Instrument on Limitations and Exceptions to Copyright. Available at: http://www.opensocietyfoundations.org/sites/default/files/copyright_20080506.pdf
- IFLA's Statement of Principles on Copyright Exceptions and Limitations for Libraries and Archives (2009). Introductory remarks available at: <http://www.ifla.org/publications/statement-of-principles-on-copyright-exceptions-andlimitations-for-libraries-and#full>; Statement available at: <http://www.ifla.org/files/assets/clm/statements/statement-of-principles-sccr20.pdf>
- Yoo, C. & Blanchette, J.F. (2015). Regulating the Cloud: Policy for Computing Infrastructure. (Cambridge, Ma: MIT Press). Chapter 8. [Robarts: HE7645 .R4184 2015X - Course reserves – check availability]
- WIPO Standing Committee on Copyright and Related Rights documents. Draft WIPO Treaty on Exceptions and Limitations for the Disabled, Educational and Research Institutions, Libraries. Proposal by the African Group available at: http://www.wipo.int/edocs/mdocs/copyright/en/sccr_20/sccr_20_11.pdf and an update in 2011: http://www.wipo.int/edocs/mdocs/copyright/en/sccr_22/sccr_22_12.pdf
- The Case for a Treaty on Exceptions and Limitations for Libraries and Archives: Background Paper by IFLA, ICA, EIFL and Innovarte. Document presented by Brazil. Available at: http://www.wipo.int/meetings/en/doc_details.jsp?doc_id=189639
- Text of the adopted Marrakesh Treaty. Available at: http://www.wipo.int/edocs/mdocs/copyright/en/vip_dc/vip_dc_8_rev.pdf
- Hargreaves, I (2011). Digital Opportunity: Review of Intellectual Property and Growth. Chapters 1; 2; 3; 5. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/32563/ipreviewfinalreport.pdf
- British Library. Hargreaves Review of Intellectual Property - Written evidence submitted by the British Library. Available at: <http://www.publications.parliament.uk/pa/cm201012/cmselect/cmbis/writev/1498/m90.htm>
- Jessica Litman, Digital Copyright. Amherst: Prometheus Books, 2001. pp 15-34 and 171-191. [Inforum: 346.730482 L776D - Course Reserves – check availability]
- Geist, M. (2010). Clearing up the copyright confusion: Fair dealing and Bill C-32. Available at: <http://www.michaelgeist.ca/content/view/5519/125>
- Sookman, B. (2011). A Response to Professor Michael Geist's Clearing Up the Copyright Confusion. Available at: <http://www.barrysookman.com/2011/01/09/a-response-to-professormichael-geist%E2%80%99s-clearing-up-the-copyright-confusion/>
- Access Copyright (Canadian Copyright Licensing Agency)'s website (<http://www.accesscopyright.ca/>)
BROWSE WEBSITE
- Braman, S. (2006). Change of State: Information, policy and power. Cambridge, Mass: MIT Press. Read Chapter 6 (pp.167-220). [e-book, and Inforum: 303.48330973 B815C – Course Reserves - check availability]
- Burk, D., & Lemley, M. (2009). The Patent Crisis: and How the Courts Can Solve It. University of Chicago Press. Pp. 3-33. [e-book, Robarts: KF3114 .B97 2009X - check availability]
- Geist, M. (Ed.). (2005). In the Public Interest: The Future of Canadian Copyright Law. [e-book, and Inforum: 346.710482 I351 – Course Reserves – check availability]

- Larry Lessig's talk on Free Culture. <http://www.eff.org/IP/freeculture/> or <http://www.oreillynet.com/pub/a/policy/2002/08/15/lessig.html>
- Maxwell, T. (2004). Mapping information policy frames: The politics of the Digital Millennium Copyright Act. *Journal of the American Society for Information Science and Technology*, 55(1): 3-12. [e-article] http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/15322882/v55i0001/3_mi_pftpotdmca.xml
- Bailey, Charles (2006). Strong copyright+DRM+weak net neutrality=digital dystopia? <http://digital-scholarship.org/cwb/ital25n3.pdf>
- Bollier, David (2004). Why we must talk about the information commons. *Law Library Journal*, 96(2), 267-282, at www.aallnet.org/products/pub_llij_v96n02/2004-17.pdf
- Cahir, John (2004). The withering away of property: the rise of the Internet information commons. *Oxford Journal of Legal Studies*, 24(4), 619-641. [e-article] http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/01436503/v24i0004/619_twaoptroitiic
- Cotteir, T. & Panizzon, M. (2004). Legal perspectives on traditional knowledge: The Case for intellectual property protection, *Journal of International Economic Law* 7(2), 371-400. [e-article] http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/13693034/v07i0002/371_potkctfipp
- Galbraith, Christine D. (2007). A panoptic approach to information policy utilizing a more balanced theory of property in order to ensure the existence of a prodigious public domain, *Journal of Intellectual Property Law*, 15(1). [e-article] <http://simplelink.library.utoronto.ca/url.cfm/236772>
- Kennedy, Randy (2007, Dec 7). If the copy is the artwork then what's the original? *The New York Times*, at <http://www.nytimes.com/2007/12/06/arts/design/06prin.html>
- Cases: A&M v. Napster (2001); MGM v. Grokster (2005); Viacom v. YouTube (2007)

C. Ethics and Intelligent Autonomous Agents

Recommended Readings:

- Friedman, B., & Kahn, P. (2003). "Human Values, Ethics, and Design," in J.A. Jacko and A. Sears, eds. *The human-computer interaction handbook*, pp 1177-1201. Lawrence Earlbaum Associates. [e-book]
- Markoff, J. (2014). "Fearing Bombs That Can Pick Whom to Kill," *New York Times*, Nov 11, 2014. Available at: http://www.nytimes.com/2014/11/12/science/weapons-directed-by-robots-not-humans-raise-ethical-questions.html?_r=0
- Sharkey, A., & Sharkey, N. (2012). "Granny and the robots: ethical issues in robot care for the elderly," in *Ethics and Information Technology* 14, 27-40. [e-article] http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/13881957/v14i0001/27_gatreiircfte.xml
- International Committee for Robot Arms Control at: <http://icrac.net>. [browse the site].
- Winner, L. (1986). "Do Artifacts Have Politics?" in *The Whale and the Reactor: A Search for Limits in an Age of High Technology*. University of Chicago Press. [e-article] http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/03063127/v29i0003/411_dpha.xml
- Moor, J. H. (2005). "Why We Need Better Ethics for Emerging Technologies," *Ethics and Information Technology* 7(3): 111-119. [e-article] http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/13881957/v07i0003/111_wwnbefet.xml
- Star, S.L. and G.C. Bowker. (2007). "Enacting Silence: Residual Categories as a Challenge for Ethics, Information Systems, and Communication," *Ethics and Information Technology* 9(4): 273-280. [e-article]

http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/13881957/v09i0004/273_esrcaafeisac.xml

- Edgerton, D. (2006). "Introduction" and "Conclusion" in *The Shock of the Old: Technology and Global History Since 1900*. New York: Oxford University Press, pp ix-xviii and 206-212. [Engineering & Comp. Sci., et al: T20 .E3275 2007X - check availability]
- Bogard, William. (1996). *The Simulation of Surveillance: Hypercontrol in Telematic Societies*. Cambridge: Cambridge University Press. [Gerstein, et al: AQ76.9 .C64 1996X - check availability]

- Adjerid, I., Acquisti, A. & R. Padman. "Health Disclosure Laws and Health Information Exchanges," Workshop on the Economics of Information Security (WEIS), 2011.
- Shachak, A., Montgomery, C., Dow, R., Barnsley, J., Tu, K., Jadad, A. R., & Lemieux-Charles, L. (2013). End-user support for primary care electronic medical records: a qualitative case study of users' needs, expectations, and realities. *Health Systems*, 2(3): 198-212.
- Yeung, K. N., Jadad, R. A., Shachak, A. (2013). What do electronic health record vendors reveal about their products: an analysis of vendor websites. *Journal of Medical Internet Research* 15(2), e36.
- Poyntz, S. R. and Hoechsmann, M. (2011). Children's Media Culture in a Digital Age, *Sociology Compass* 5/7: 488–498. [e-article]
<http://onlinelibrary.wiley.com.myaccess.library.utoronto.ca/doi/10.1111/j.17519020.2011.00393.x/abstract>
- Shade, L. & Shepherd, T. (2012). Mobile Phones as a "Necessary Evil": Canadian Youth Talk About Their Mobile Phones. In *Technologies of Mobility in the Americas*, eds. Philip Vaninni, Lucy Budd, Christian Fisker, Paolo Jirin, and Ole B. Jenson. (NY: Peter Lang). Pp. 199-218. [Robarts - HB1961 .A3 T43 2012X - check availability]
- Trosow, S. et al. (2010). Mobilizing user-generated content for Canada's digital advantage. Final Report for SSHRC Knowledge Synthesis Grant. <http://ir.lib.uwo.ca/fimspub/21/>
- Balkin, J. (2005). Digital speech and democratic culture: A theory of freedom of expression for the information society. In A. Moore (ed.). *Information ethics: Privacy, Property, and Power*. (pp. 297-354). Seattle and London: University of Washington Press. [Available PDF in Blackboard, and Inforum: 323.445 I43E – Course Reserves - check availability]
- danah boyd. (2010). Social Network Sites as Networked Publics: Affordances, Dynamics, and Implications. In Z. Papacharissi (ed). *Networked Self: Identity, Community, and Culture on Social Network Sites*. (pp. 39-58). [Robarts: HM742 .N49 2011X - check availability] and at:
<http://www.danah.org/papers/2010/SNSasNetworkedPublics.pdf>
- Longford, G., Moll, M., and Shade, L.R. (2008) From the "Right to Communicate" to "Consumer Right of Access": Telecommunication Policy Visions from 1970-2007. Canadian Centre for Policy Alternatives: Ottawa. Available at: <https://tspace.library.utoronto.ca/handle/1807/32119>
- Obar, J. A., Zube, P., & Lampe, C. (2011). Advocacy 2.0: An Analysis of How Advocacy Groups in the United States Perceive and Use Social Media as Tools for Facilitating Civic Engagement and Collective Action (November 8, 2011). Available at SSRN: <http://ssrn.com/abstract=1956352> or <http://dx.doi.org/10.2139/ssrn.1956352>
- O'Neill B. (2010). Media Literacy and Communication Rights: Ethical Individualism in the New Media Environment. *The International Communication Gazette*. Vol. 72(4–5): 323–338. [earticle]
http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/17480485/v72i45/323_mlacr

D. Academic Journal 3.0: Open Access, Mega-Journals, APCs and Licensing Issues

Recommended Readings: -

See excellent work in this area by the following scholars:

- Pamela Samuelson (<http://people.ischool.berkeley.edu/~pam/>)
- Christine L. Borgman (<http://christineborgman.info/publications/>)
- Clifford Lynch (<https://www.cni.org/about-cni/staff/clifford-a-lynch>)
- Carol Tenopir (<http://scholar.cci.utk.edu/carol-tenopir>)
- Carole Palmer (<http://faculty.washington.edu/clpalmer/cv.html>)
- Kristin Eschenfelder (<http://www.slis.wisc.edu/faculty-eschenfelder.htm>)
- Centivany, A. (2011). Paper Tigers: Rethinking the Relationship between Copyright and Scholarly Publishing. *Michigan Telecommunications and Technology Law Review*, 17, 385, 2011. Available at SSRN:<http://ssrn.com/abstract=1893590>
- Wilkinson, M.A. (2011). "Access to Digital Information: Gift or Right?" In M. Perry & B. Fitzgerald (Eds), *Knowledge Policy for the 21st Century: A Legal Perspective*. (pp. 313-340). Toronto: Irwin Law. [Inforum BINDER, and Law: K1519 .C6 K66 2011 - check availability]
- Wilkinson, M.A. (2010). "Copyright, Collectives, and Contracts: New Math for Educational Institutions and Libraries" In Geist, M. (Ed.) *From "Radical Extremism" to "Balanced Copyright": Canadian Copyright and the Digital Agenda*. (pp. 503-540). Toronto: Irwin Law. [e-book, and Inforum: 346.710482 F931F – Course Reserves - check availability]
- Bollier, D. (2004). Why must we talk about the information commons? *Law Library Journal*, 96(2), 267-282. . *Library Philosophy and Practice*, 1-6. [e-article]
<http://simplelink.library.utoronto.ca/url.cfm/85122>
- Borgman, C. (2012). The conundrum of sharing research data. *Journal of the American Society for Information Science and Technology*, 63(6): 1059-78. [e-article]
http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/15322882/v63i0006/1059_tcosrd
- Brown, C. (2010). Communication in the sciences. *Annual Review of Information Science and Technology*, 44, 287-316. [Inforum Reference: 020 A615A - check availability]
- Dahler-Larsen, 2011, *The Evaluation Society*. <http://www.sup.org/book.cgi?id=18326>
- Geist, M. (2010). Clearing up the copyright confusion: Fair dealing and Bill C-32. Available at: <http://www.michaelgeist.ca/content/view/5519/125>
- Wilkinson, M.A. (2011). "Access to Digital Information: Gift or Right?" In M. Perry & B. Fitzgerald (Eds), *Knowledge Policy for the 21st Century: A Legal Perspective*. (pp. 313-340). Toronto: Irwin Law. [Law: K1519 .C6 K66 2011 - check availability]
- Clark, D., Nicholas, D., & Jamali, H.R. (2014). Evaluating information seeking and use in the changing virtual world: the emerging role of Google Analytics. *Learned Publishing*, 27(3): 185194. Available at: http://ciber-research.eu/download/Learned_Publishing-20140304.pdf

E. Digital Inclusion: Spectrum Management, Broadband Development; Right to Communicate; Government transparency and access to information

Recommended Readings:

- Acquisti, A. & Fong, C. (2013). An experiment in hiring discrimination via online social networks. Available at: <http://ssrn.com/abstract=2031979>
- Jaeger, P., Bertot, J.C., Thompson, K., Katz, S., & DeCoster, E. J. (2012). The intersection of public policy and public access: Digital divides, digital literacy, digital inclusion, and public libraries. *Public Library Quarterly*, 31(1), 1-20. [e-article]
<http://www.tandfonline.com/doi/pdf/10.1080/01616846.2012.654728>

- Real, B., Bertot, J. C., & Jaeger, P. T. (2014). Rural public libraries and digital inclusion: Issues and challenges. *Information Technology and Libraries*, 33(1), 6-24. [e-article]
<http://simplelink.library.utoronto.ca/url.cfm/446497>
- Taylor, G. (2013). Oil in the ether: A critical history of spectrum auctions in Canada. *Canadian Journal of Communication*, 38(1). Available at: <http://www.cjonline.ca/index.php/journal/article/view/2600>
- Peha, J. (2009). "A Spectrum Policy Agenda," in Amit Schejter, ed. *And Communications for All: A Policy Agenda for a New Administration* (Lanham: Lexington Books, 2009), pp 137-152. [Robarts, et al: HE7781 .A75 2009X - check availability]
- Rob Frieden, "The Way Forward for Wireless," in Amit Schejter, ed. *And Communications for All: A Policy Agenda for a New Administration* (Lanham: Lexington Books, 2009), pp 153-166.
- Shade, L. & Lithgow, M. (2014). Media ownership, public participation, and democracy in the Canadian mediascape. In *Mediascapes: New Patterns in Canadian Communication*. 4th ed. (Toronto: Nelson Education). Pp. 174-203. [Inforum: 302.230971 M489M4 – Course Reserves – check availability]
- Turner, D. (2007). Off the dial: Female and minority radio station ownership in the United States. http://www.freepress.net/sites/default/files/fp-legacy/off_the_dial_summary.pdf
- Turner, D. & Cooper, M. (2007). Out of the picture 2007: Minority and female TV ownership in the United States. <http://www.freepress.net/sites/default/files/fp-legacy/otp2007.pdf>
- Torres, J. & Turner, S. D. (2013). A sorry moment in the history of American media. <http://www.freepress.net/blog/2013/12/20/sorry-moment-history-american-media>
- Zaiane, J. (2011). Global information ethics in LIS: An examination of select national library association English-language codes of ethics. *Journal of Information Ethics*, 20(2): 25-41. [e-article]
<http://search.proquest.com/docview/1683082210?accountid=14771>
- Industry Canada (2007). Spectrum policy framework for Canada. Available at:
<http://www.ic.gc.ca/eic/site/smt-gst.nsf/eng/sf08776.html>
- Industry Canada. Spectrum Management and Telecommunications. Available at:
<http://www.ic.gc.ca/eic/site/smt-gst.nsf/eng/home>,
http://www.ic.gc.ca/eic/site/smtgst.nsf/eng/h_sf01841.html (browse the site).
- Couldry, G. & Curran, J. (2003). Contesting media power: Alternative media in a networked world. Lanham, MD: Rowman & Littlefield. [Robarts, SMC - P96 .A44 C66 2003X - check availability]
- Verhulst, Stefan G. (2002). About Scarcities and Intermediaries: The Regulatory Paradigm Shift of Digital Content Reviewed. In Lievrouw, L. & Livingstone, S. (eds.), *Handbook of New Media*, (pp. 432-447). London, UK: Sage. [Inforum: 303.4833 H236H – Course Reserves – check availability] updated student edition (2006) [Robarts, SMC - P96 .T42 H36 2006 – check availability]
- Skinner, D. & Gasher, M. (2005). So much by so few: Media policy and ownership in Canada. In D. Skinner et al. (Eds), *Converging media, diverging politics: A political economy of news media in the United States and Canada* (pp. 51-76). Lanham, MD: Lexington Books. [Robarts, SMC – PN4867 .C62 2005X - check availability]
- Nilsen, K. (2010). Economic theory as it applies to public sector information. *Annual Review of Information Science and Technology*, 44(1), 419-492. [e-article]
<http://onlinelibrary.wiley.com.myaccess.library.utoronto.ca/doi/10.1002/aris.2010.1440440117/pdf>
- Robertson, S., & Vatrupu, R. (2010). Digital Government. *Annual Review of Information Science and Technology*, 44(1), 317-364. [e-article] <http://simplelink.library.utoronto.ca/url.cfm/226823>
- Trosow, S. et al. (2010). Mobilizing user-generated content for Canada's digital advantage. Final Report for SSHRC Knowledge Synthesis Grant. <http://ir.lib.uwo.ca/fimspub/21/>
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EVALUATION

All assignments are due at the beginning of the designated class. Late submission of an assignment will not be accepted unless prior arrangements are made with the instructors. If you have dire personal circumstances, speak to the instructor before the due date. The final grade will be based on:

Assignment #1:	Media Analysis	15%	January 30
Assignment #2:	Focal Issue (Group Project)	50%	Feb 27- April 3
Assignment #3:	Policy Literacy or Take-Home Essay	20%	April 3
Participation in Class Discussions		10%	Throughout
Reflection on week's readings		5%	TBA

ASSIGNMENT #1: Media Analysis 15%

The aim of this exercise is to allow you to go beyond the surface and to examine analytical and rhetorical strategies used in the construction of a news media item. For this assignment, you are asked to select a short, recent article from the popular media (i.e., aimed at the general public not at experts or professional groups) such as *Globe & Mail*, the *NY Times*, etc. The article should deal directly or indirectly with information issues (e.g., access, copyright, equity, etc.) and/or information and communication technologies (ICTs) and their societal implications (e.g., for leisure, work, family, etc.). The article selected may be either an opinion piece, a report on the benefits or problems of a new technology, or a discussion of the uses of ICTs in various contexts (e.g., the classroom, in the community, within organizations, in developing countries, etc.). When discussing the article, pay special attention to

the analytical and rhetorical strategies used by the author: what assumptions or implications does it make (e.g., about the future of technology, the nature of information, etc.)? Are there some values that are clearly presented and upheld? Who is the article talking about? What kind of language is used? Who is quoted and what points of view do they represent? Are sources based on anecdotal evidence? On research studies? On the writer's own experience?

You may want to read the Kling article (referenced below) for guidance with completing this assignment.

The length of the assignment is not to exceed five (5) double-spaced pages. Include a copy of the actual article, as well as a full citation to it and to any other materials used.

Due Date: Week 4

See: Kling, R. (1996). Hopes and Horrors: Technological Utopianism and Anti-Utopianism in Narratives of Computerization. In *Computerization and Controversy: Value Conflicts and Social Choices*, 2nd Ed., (pp. 40-58). Available through Google Books. [Inforum BINDER, and Inforum: 303.4834 C738E2 – Course reserves - check availability]

ASSIGNMENT #2: Focal Issue (Group Projects) 50%

For this assignment, you will take part in a team project – researching, presenting, and facilitating class discussion on an information policy issue of interest to you, and of relevance to the class. The list of possible topics for weeks 8-13 is outlined below. You will research critically the topic and provide an overview of the issue(s), the history or context of the policy issue, the stakeholders involved, and the various political, economic, social, cultural, and ethical components of the policy issue. Ultimately, your research should help unravel the specifics of the issue, examine the public debate around it, and consider the impacts of the issue in general, and for the information professions in particular (why should we care about this?).

This assignment will be conducted as part of a team (5-7 depending on enrollment). Because the final product is submitted by the group as a whole (not individually), it is your responsibility to ensure that everyone contributes equally to the workload. In case of major problems within the team, please see the instructor sooner in the term rather than later. Groups should be formed no later than week 3 of classes. Please choose a group representative who will communicate with the course instructor on a continuous basis. This individual will be responsible for emailing the group composition and the chosen topic to the course instructor by week 3. Please note that to avoid duplication, you require the course instructor's approval for the final topic.

Having completed this assignment, you will have a better grasp of the issue by conducting research and collecting and reviewing background materials on the topic. The group presentation will also allow you to practice teaching others about the issue and preparing adequate materials to support your task.

First, start by selecting one topic of interest to the team from the issues listed below. If your team want to do a special take on the issue (or focus it differently), please make sure you run it by the instructor.

A- Surveillance and Privacy in a Post-Snowden World B- Copyright reforms in Canada and Beyond C- Ethics and Intelligent Autonomous systems (drones, driverless cars, smart homes, sensing environments, etc.) D- Academic Journal 3.0: Open Access, Mega-Journals, APCs and Licensing Issues E- Digital

Inclusion: Broadband Development; Spectrum Management; Right to Communicate; Government transparency and access to information

After you have selected a topic to address, think about the audience that would benefit from your presentation/bibliography. Presentations and annotated bibliographies are not created in a vacuum; they target a certain audience; keep yours in mind. Search for a variety of appropriate resources that address your topic.

Using these resources, you will be asked to produce two deliverables: 1) an annotated bibliography of at least 15 references (worth 20%); and 2) the leading of a Seminar on the designated week (worth 30%). Together, these deliverables amount to 50% of your final grade.

The annotated bibliography is a collective submission. It shall include the following sections: 1. A brief overview of the chosen topic, which may involve historical perspectives on the issue; contemporary debates; major trends and themes; various stakeholders and their conflicting/converging perspectives; and/or other things you deem relevant (keeping in mind the key question: why should information professionals care and pay attention to this issue?). In the same overview, briefly describe your target audience. 2. At least 15 annotated resources, including monographs, scholarly articles, reports, position papers, legislative documents, electronic resources, websites, and other resources, as relevant to your chosen topic. Each annotation should span about 150-200 words. 3. A brief overview of the search strategies (databases searched, key terms used, etc.) used to complete this assignment and the distribution of roles within the team (who did what?).

For help with writing an annotated bibliography, check out:

<http://www.writing.utoronto.ca/advice/specific-types-of-writing/annotated-bibliography>

The Seminar component requires that, as a group: 1. You be responsible for the session on the selected week. Specifically, you will provide a clear and articulated overview of the issue (origins, developments, current trends), the policy landscape (stakeholders and agendas), and the tensions identified. You may arrange for guest speakers to come and intervene to present their positions on the issue. 2. A one to two-page handout to distribute to class participants. This should be more than a printout of your powerpoint slides. Rather, think about it as the ultimate resource: an information sheet that summarizes the issue, the policy unfolding, and explains why information professionals should pay attention, along with key reference works 3. The group will be responsible for engaging the class into a meaningful discussion about the policy issue. So come prepared with two discussion questions for the class. You must also turn in to me a detailed outline of your presentation (detailed lecture notes or an annotated copy of your lecture slides will do). You will be graded as a team equally on four aspects of this assignment: the quality of the annotated bibliography, the organization, content, and delivery of the presentation, and the facilitation of the discussion.

Due Dates: Annotated Bibliography: February 27; Seminar sessions: Last five weeks of the course

ASSIGNMENT #3: Policy Literacy Piece or Final Take-Home Essay 20%

You will have two options for this third assignment:

- A) a Policy Literacy and Dissemination piece, or
- B) a Final Take-Home essay.

Note that the first option can be done as part of a group, while the second option is individual.

Option A: (can be done as part of a group)

The purpose of this assignment is to get you to think about policy literacy. Based on the research that you completed for the Focal Issue (group project), you will be asked to prepare a deliverable for consumption by the general public (or a target audience that you will specify, i.e., policymakers, youth, etc.). The purpose of this deliverable is both to inform and engage the audience with aspects of the topic you researched. The format, the medium and the message are all equally important when it comes to raising awareness, changing one's thinking about, or engaging an audience about a given policy issue. You are free to use any format you deem appropriate to inform and engage people to think about the topic: examples include but are not limited to a column in a popular media outlet, producing a video, designing a poster or a facebook group, hosting an event, presenting at a conference or community meeting, etc. In addition to the product per se, you will be asked to reflect on your process and the rationale for your choices in a four-page (maximum) document. You may draw on readings and class discussions. All secondary sources should be integrated into your essay.

Option B: (individual assignment)

The take-home assignment is intended to provide an opportunity for you to display your grasp of the course content (readings, lectures, class discussions, media browsing, etc.). Drawing on theoretical readings and class discussions so far in the term, you will write an analytical essay/critical response that addresses a contemporary development affecting the information professions and/or society at large. The essay question will be handed out in class at least a week before it is due. You will be marked on your grasp of key concepts; ability to present clear and convincing arguments; integration of knowledge from different sources and perspectives; and the evidence of original thought. Careful attention to the writing style and spelling is expected. The length of the essay is not to exceed four (4) double spaced pages (not including references). At least ten (10) secondary sources should be integrated into your essay.

Due date: April 3.

PARTICIPATION/ORAL PRESENTATION 10%

Participation in class discussions: As this is a seminar, course participation is an essential component of the learning process. You are expected to come to class having read the assigned materials and formulated a point of view or critique on the issue(s). The participation grade will be based on class preparedness, being attentive to class discussion, raising constructive, thoughtful comments and questions.

REFLECTION ON WEEK'S READINGS 5%

This is a one-time only assignment. You will choose one week to carefully read **one** of the assigned readings and reflect on it. This assignment has two components: 1. You will write a one page reflection (no more than 300 words) and submit it at the beginning of the class. This is worth 2.5% (1% for analysis and 1.5% for originality – how you approach the topic, how you relate to other readings in the course) 2. You will share your ideas on the reading with the class (will talk for 5 minutes). You could support the claims made in the articles or criticize them, expand them, question them, etc. This is worth 2.5% (1%

for providing structure to your oral presentation and 1.5% for the competency in presenting and responding to questions from the class). Your reflection may initiate interesting debates in the class.

OTHER USEFUL RESOURCES

Canadian Library Association (CLA) – see Position Statements: <http://www.cla.ca>

IFLA (International Federation of Library Associations and Institutions) list of LIS-related Policy Statements <http://www.ifla.org/II/libpol.htm>

EDUCAUSE www.educause.edu/policy/

Electronic Frontier Foundation www.eff.org

Electronic Privacy Information Center www.epic.org

Tech Law Journal www.techlawjournal.com/welcome.htm

Open Media <http://openmedia.ca/>

Benton Foundation www.benton.org

Gigalaw <http://gigalaw.blogspot.com/>

CIPPIC (Canadian Internet Policy and Public Interest Clinic) <http://www.cippic.ca/>

Association of Internet Researchers <http://www.aoir.org/>

Creative Commons <http://creativecommons.org/>

Osgoode Hall's Intellectual Property Law and Technology Program <http://www.iposgoode.ca/ipilogue/>

Prof. Andrew Clement - Information Policy Research Program <http://iprp.ischool.utoronto.ca/>

Prof. David Lyons - The New Transparency: <http://www.sscqueens.org/projects/the-new-transparency>

Bora Laskin Law Library – Canadian Legislation <http://www.law-lib.utoronto.ca/canleg.htm>