We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ speaking Musqueam people.

iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

LIBR 561 Information Policy – Course Syllabus (3)

Program: Master of Library and Information Studies
Year: 2019-2020
Course Schedule: Tuesdays 2-4:50pm
Location: UCLL 103 - The Leon and Thea Koerner University Centre
Instructor: Lisa Nathan
Office location: IKBLC 481
Office phone: 604-822-1574
Office hours: Mondays Noon-2pm
E-mail address: lisa.nathan@ubc.ca
Learning Management Site: https://lthub.ubc.ca/guides/canvas/ [aka Canvas]

Course Goal: The goal of this course is to provide students with the expertise needed to locate, interpret, evaluate, adapt and craft policy relating to information and information and communication technology issues. In particular, students will become adept at recognizing the need for different levels of information policy (e.g., a library's privacy policy, a national privacy law, and an international trade treaty).

FNCC specialization: The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact Lisa to discuss this option.

Course Objectives:

Upon completion of this course students will be able to:

1. State in their own terms the relationship between values (ethics) and information policy [2.1, 4.1]

2. Describe the purpose of information policy [2.1, 4.1]

3. Analyze and articulate the relationships between policy, information, and information tools in different contexts [1.1, 1.3, 1.4, 2.1, 4.1]

4. Provide examples of how political, social, economic, and technological changes have influenced information legislation and regulation [1.1, 1.3, 1.4, 2.1]

5. Demonstrate familiarity with current Canadian information policy issues [1.1, 5.1, 5.3]

6. Describe and compare recent information policy initiatives in other countries [1.1, 5.1, 5.3]

7. Articulate how differences in societal values may translate into conflicting information policies and in turn, how policy tensions may lead to contention in and amongst nations, organizations, and/or individuals [1.1, 1.3, 1.4, 5.1, 5.3]

8. Locate policy and policy review documents, interpret them and identify the implications the policy holds for different stakeholders in a particular context [1.1, 1.3, 1.4, 4.1, 4.2, 5.1]

9. Develop and propose localized policy strategies in response to a contemporary information issue such as freedom of information, information access and distribution, copyright, or privacy [1.1, 1.3, 1.4, 3.1, 4.1, 4.2, 5.1]

Course Topics:

- Ethics & Technology
- Values & Information Policy
- Policy & Stakeholder Analyses
- Privacy
- Anonymity, Pseudonymity & Forgetting
- Censorship, Freedom of Information & Freedom of Expression
- Intellectual Property
- Traditional Knowledge & Contemporary Information Systems
- Information Policy In Information Organizations
- Information Professionals Action & Advocacy
- Current Issues Relating To Information Policy & Technological Infrastructures: E.G. Right To Repair, Big Data, Artificial Intelligence, Surveillance

Prerequisites: MLIS and Dual MAS/MLIS: Completion of MLIS Core or permission of the iSchool Graduate Advisor. MAS: completion of MAS core and permission of the iSchool Graduate Adviser.

Format of the course: This course will consist of a combination of lectures; discussions; student-directed seminars; student presentations; guest speakers; and in-class exercises. Participation in reflective and critical discussions of assigned course materials and lectures is required; sharing additional, related material with the class is expected.

Required and Recommended Reading: There is no required textbook for this course, however I draw on Bardach & Patashnik, 2015 extensively. Other material from podcasts, books, journals, videos and websites will constitute the rest of the required "readings". These will be available via the course learning management system (i.e., Canvas) typically through access provided by UBC libraries. Assigned material may shift during the course as the topic areas related to this class are often covered by mainstream media channels. Changes will be noted in Canvas.

The materials for this course were chosen based on their coverage of and perspective on information policy topics. The positions presented are disputable and I count on each student to help find and articulate problematic (and generative) areas in argument, positioning, methodology, findings presented and/or conclusions drawn. Other factors that guide my selection of material for the course are media type, length, novelty, longevity and influence of the author(s) on the field of information studies (or cognate fields).

You are expected to engage all assigned material thoroughly and critically.
- Take notes (do not just highlight or underline).
- Put ideas into your own words
- Ask questions of the arguments presented
- Bring these questions to class

Required:
- None

Recommended:
- Bardach, E., & Patashnik, E. M. (2015). *A practical guide for policy analysis: The eightfold path to more effective problem solving* (although the core part of the book is included in all editions). Los Angeles: CQ Press.

Course Assignments

Assignment Name	Due Date	Weight	Graduate Competencies
#1 WEEKLY DISCUSSION QUESTIONS	Tuesdays @2pm In Class Turn In Print Document	20%	1.1,1.3,1.4,2.1,4.1, 4.2
#2 SOCIO TECHNICAL "CAUTIONARY TALE" PRESENTATION	TBD (Canvas Sign Up) In-Class Presentation & Canvas (Slide Deck)	20%	1.1,1.3,1.4,2.1,3.1, 4.1, 4.2, 5.1, 5.3

#3 POLICY BRIEFING
    a. Topic Proposal
    b. Draft
    c. Peer Feedback
    d. Briefing Pitch
    e. Final Submission
	a. Feb. 11 @2pm *CANVAS
	b. Mar. 10 @2pm *IN CLASS
	c. Mar. 17 @2pm * CANVAS
	d. Apr. 7 @2pm *IN CLASS
	e. Apr. 14 @2pm *CANVAS
		a. 5%
		b. (-5)
		c. 10%
		d. 10%
		e. 25%
			1.1,1.3,1.4,2.1,3.1, 4.1, 4.2, 5.1, 5.3

#4 PARTICIPATION	Weekly Class Meetings and Online	10%	1.1,1.3,1.4,2.1,3.1, 4.1, 4.2, 5.1, 5.3

- Ethics & Technology
- Values & Information Policy
- Policy & Stakeholder Analyses
- Intellectual Property
- Privacy
- Anonymity, Pseudonymity & Forgetting
- Censorship, Freedom of Information & Freedom of Expression
- Traditional Knowledge & Contemporary Information Systems
- Information Policy In Information Organizations & Advocacy
- Current Issues Relating To Information Policy & Technological Infrastructures: e.g., Right To Repair, Big Data, Artificial Intelligence, Surveillance

Course Schedule [week-by-week]:

Topic	Date
Introduction to course content, expectations and course learning technology; Ethics & Technology	Jan. 7
Values & Information Policy?	Jan. 14
Policy & Stakeholder Analyses	Jan. 21
Intellectual Property: Part 1	Jan. 28
Intellectual Property: Part 2	Feb. 4
Privacy: Shifting ethical conceptions and changing information tools	Feb. 11
! Reading Break !	Feb. 18 (no class)
Anonymity, Pseudonymity & Forgetting	Feb. 25
Censorship, Freedom of Information & Freedom of Expression	Mar. 3
Traditional Knowledge & Contemporary Information Systems	Mar. 10
Information Policy In Information Organizations & Advocacy	Mar. 17
Right to Repair	Mar. 24

TBD (e.g., Big Data, AI, Surveillance, Information Economy, Data Currency)	Mar. 31
Policy Briefing Pitches & Wrap Up	Apr. 7

#1. WEEKLY DISCUSSION QUESTIONS (IN-CLASS): Each week you will craft a discussion question based on the material assigned for that week's class.

DETAILS
Comprehension of key points in the readings will be evaluated through students' weekly contribution of a discussion question (DQ) based on course material. Before each class, each student will craft a provocative question that explicitly interrogates aspects of the material assigned for that class session. Your DQ must be written on paper (half or quarter sheet is fine), legible, print or handwritten, and include your full name. Your question will be shared with your colleagues.

A strong DQ builds on or challenges arguments presented in the material, calls attention to a problem posed by the material, or extends the material in an interesting way. Your DQ should reference and indicate the point in the assigned material under analysis (e.g., "Edwards, 2015, on p. 6" or "99% Invisible, Episode 900,10:16 minutes"). In contrast, a poor discussion question asks for or requires information beyond what is addressed in the assigned material. Each week generative DQs will be selected by peers for seeding small group discussion during.

Late DQs will not be accepted (e.g., after class has started). DQs will receive a √-,√ or √+. A DQ will earn a (√) if the basic expectations described above are met. A grade of (√+) is reserved for work that is exceptionally generative and insightful. Unsatisfactory work will earn a (√-).

All questions are submitted on time and complete = 84
Each missing question or √- = (-2)
Each check plus = (+1)

NOTE: If your course average is higher than 84 and all your questions were marked with a √ or √+, your final grade will not be lowered by your final DQ grade.

#2. SOCIO-TECHNICAL CAUTIONARY TALE (IN-CLASS PRESENTATION & CANVAS SLIDE DECK UPLOAD): Teams of two students will present on and lead a discussion concerning a "cautionary tale", an information technology implementation or redesign that went poorly, analyzing relevant information policy implications. Use of a slide deck or other supplementary learning material is expected.

DETAILS
A socio-technical cautionary tale presentation will introduce an information technology implementation or redesign that went poorly (approx. 15 minutes) and then move into discussion questions (approx. 15 minutes).   Sign up for your presentation date in Canvas. If you choose to use a slide deck, you will use your laptop or the classroom computer for presenting. If you need to borrow an iSchool laptop, you need to reserve one from iSchool admin office. **A representation of your learning material (e.g., slidedeck) needs to be uploaded in Canvas to enable feedback.**

The presentation must include the following, you determine an effective order:
   a) Description of the context (e.g., geographic region, time period)
   b) Implementation story: What happened? Who was affected? Compelling not exhaustive.
   c) What were prominent features of the technology in question?
   d) Who were the direct and indirect stakeholders (table recommended)
   e) Analysis of failure: Identify value tensions; How policy (legal, social, technical etc.) relates to the failure of the implementation, policy change or technology redesign.
   f) Implications for future implementations: Include explicit implications for policy design (e.g., consider stakeholder's privacy rights)
   g) Discussion questions: Team will facilitate a full class discussion (approx. 15 minutes) through 3-4 discussion questions.

h) References: Reference primary sources - related legal documents, newspaper articles, journal articles, related case examples. At a minimum, 6-8 citable and reputable sources should be consulted and cited (e.g., journal articles, newspapers, magazines, books).

i) Provide image source information (i.e., copyright legislation compliant)

Intentionally Dated Examples of Cautionary Tales:
* Comcast Restricts Certain Types of File Sharing
* Yahoo! Purchases Flickr, Changes Sign-In Policy
* User Revolt at Digg Over HD-DVD Code
* Phorm Tailors Web Advertising to Surfing Patterns
* Microsoft Introduces Healthvault
* Verizon Blocks Pro-Choice Text Messages

#3. POLICY BRIEFING: Students' ability to conduct and write up an analysis of a policy issue related to a new technology implementation (or redesign) will evaluated through a policy briefing. The briefing will include sound arguments and justifiable recommendations that illustrate how anticipated ethical, legal, and socio-political problems could be addressed through new or redesigned information policy.

DETAILS

Groups|Teams of two students will select a new or soon-to-be "improved" information technology and a setting for its implementation (e.g., cultural centre, public library cooperative, non-profit, archive, or museum). Each team will specify an audience from their chosen setting who will receive the team's policy briefing on the chosen technology. The goal of the policy briefing is to inform their audience as they prepare to develop or advocate for information policy related to the information technology. The assignment has 5 separate parts (proposal, draft, peer review, presentation, final submission) described below. Evidence: You may use materials in addition to scholarly articles to bolster your critique (e.g., a section of the Canadian Charter of Rights and Freedoms, recent statistics).

Resources:

Briefing documents are not long. A significant amount of research, thought and formatting will go into this assignment. Aim for clear, concise, and well written.

1. The Food and Agriculture Organization of the United Nations has a strong guide for preparing policy briefs See section 4.1: Food and Agriculture Organization of the United Nations (Ed.). 2011. *Food security: communications toolkit*. Food and Agriculture Organization of the United Nations, Rome. (pp. 141-169) http://www.fao.org/docrep/014/i2195e/i2195e03.pdf

2. There are many resources available with tips for visual design. Here are some to start you off:
   * https://pcforms.com/diy-printing-blog/15-essential-tips-for-designing-in- microsoft-word/
   * http://www.techrepublic.com/blog/five-apps/five-tips-for-using-creative-word-formatting
   * http://www.pcworld.com/article/2146761/word-s-secret-design-sizzle-learn-the- built-in-tools-for-better-looking-documents.html

3a. Proposal for Policy Briefing (Upload to Canvas)

With your team member submit a **one-page, single-sided** proposal providing:

a. Context and Technology: Brief description of the proposed context and the information technology of concern
b. Topic: Articulate the information policy topic(s) you plan to focus on related to your chosen technology
c. Who: Name the potential audience(s) for your briefing
d. Feature: What are the particular feature(s) of the tool that you are concerned about?
e. Scholarly Evidence: At least 4 scholarly references related to the topic

f. Engage Resources: Review and confirm in writing that you *reviewed* the following briefing resource provided above [Food and Agriculture Organization of the United Nations (Ed.). 2011. *Food security: communications toolkit*. Food and Agriculture Organization of the United Nations, Rome. (pp. 141-169) http://www.fao.org/docrep/014/i2195e/i2195e03.pdf]

3b. Draft of Policy Briefing

Each team will bring **TWO** print copies of a draft of their briefing proposal to class. 5 page limit (not including references).

1. Describe: Articulate the technology system (i.e. its features) and problems/issues of concern
2. State of Knowledge: Assemble strong evidence (e.g., scholarly articles) related to the issue (e.g., privacy) that your technology foregrounds. Read articles critically. What is the current state of knowledge and what are the value tensions? Are there common themes? Who are the direct stakeholders/indirect stakeholders? What are the implications for policy? Is there contradictory information? Are there gaps in the arguments?
3. Construct alternatives: What are possible options?
4. Select Criteria: What is worth focusing on?
5. Project Possible Outcomes: Articulate 3-4 options What might happen?
6. Detail the Tensions and Trade-Offs
7. Decide: Include suggestions of how this topic might influence the work of your chosen organization including first steps in addressing the issue at hand.
8. Tell Your Story: Include tables, bullets, white space, headings to make it easy for the reader to navigate the document and pull out the highlights. The ideas should be well organized and "flow" for the reader. Use your choice of citation style consistently and accurately throughout.

3c. Peer Feedback of Policy Briefing

Each student will be assigned a draft policy briefing to review. Using peer feedback questions that will be provided in class, you will provide written feedback to help improve your classmates' work. Strive to make your critiques focused and constructive. In other words, offer possible solutions to issues you identify. Your feedback should be written in a respectful tone and include details which your classmates can take to improve and refine their brief. Do not copy edit, although you may point out that you found spelling/grammar errors. See Canvas rubric! Click on the "Submit Assignment" button in Canvas to and copy|paste your peer review to enable instructor feedback. Please bring a physical copy to class as well to provide to the team whose work you reviewed.

3d. Policy Briefing Pitch

Your team will "present" your briefing to the class as though the class is your chosen client or audience

a. Develop a timed "pitch" of your topic briefing. Imagine you meet the person you want to read your briefing in an elevator, stop by for a quick chat at their desk, or call them on the phone. You have just a small bit of their time. Pitch your work in a way that will compel them to read your briefing.
b. Focus on WHY it is critical that this individual (or their organization, board, school) read your briefing.
c. Convey your argument based on compelling evidence.
d. Skits are encouraged, feel free to recruit another classmate if you find it a better way to represent your client/audience.
e. The class will be encouraged to ask questions.

3e. Policy Briefing Final Specifics (Upload to Canvas)

Select a team member to submit your policy briefing final version to Canvas. Use the guidance under 3b. (Draft Policy Briefing) above for determining elements of briefing. **No more than 5 pages long. References do not count in your five-page limit.**

#4. PARTICIPATION: All students are expected to engage in/with assigned materials, discussions and in-class activities through critical reading, active listening, as well as verbal and written contributions.

> **DETAILS** Your ability to articulate ideas and concepts thoughtfully in a variety of communication modes, including oral, written and multimedia will be evaluated through assessing the quality (over quantity) of your contributions to in-person and online discussions. Additionally, your ability to listen carefully to others' contributions to the discussion will be evaluated through visible cues (e.g., nodding, eye contact with speakers, digital devices only used for note taking). If you find yourself talking a lot, step back and provide space for others to join in.
>
> You are expected to engage all assigned readings deeply and critically and to participate thoughtfully in class discussion (written and oral). Any lasting knowledge you walk away with from this course is substantially the result of your interactions with the material and through discussion and engagement with your colleagues.
>
> Students' unique perspectives (ever-evolving and informed and constrained by identity, gender, spirituality, socio-cultural background, etc.) are valued in this course. There is not a single right way to approach the topics we will cover. However, carefully considered ideas supported by compelling evidence are quite different from opinions voiced with hyperbolic bluster (or outright humbuggery).

NOTE: Use of digital devices for social media, gaming, shopping, etc. is visible to all around you and negatively effect your participation grade. Despite closely held convictions concerning multi-tasking, research projects repeatedly and convincingly demonstrate that the use of digital interaction devices in the classroom for personal activities detracts from everyone's learning (not just the person using the device). (e.g., Dividing attention in the classroom reduces exam performance: Educational Psychology: Vol 39, No 3.)

Attendance: Attendance is expected for all class meetings. It is not possible to fully participate in the learning for this course without attending the class meetings. If you know that you are going to be absent beforehand please let me know as a courtesy as your absence will influence class activities.

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#).

A penalty of 1% per day will be imposed on assignments that are not handed in by the due date. Papers that are still outstanding one week after the due date will not be accepted. Extensions without penalty will only be granted in cases of illness or emergencies. A busy schedule is not an emergency. Extensions will not be granted for requests made on the due date for the assignment.

Required Materials: N/A

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (https://senate.ubc.ca/policies-resources-support-student-success)

Centre for Accessibility: Centre for Accessibility works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Centre for Accessibility unit: [https://students.ubc.ca/about-

[student-services/centre-for-accessibility](#)]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: http://equity.ubc.ca/days-of-significance-calendar/

Academic Integrity
Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: [http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.

Your Responsibilities

- You are required to keep up to date with information shared during class and via Canvas

- Read the course syllabus and other available course information with care

- Keep track of due dates!

- Set aside a substantial amount of time for LIBR 561. At UBC the general expectation is that students spend at least **10 hours outside class each week** working on course material for a three-credit hour course.

- Read news sites to find materials that connect to class topics, and keep on top of assigned readings.

- Communicate effectively and efficiently. Please take time preparing your communications; in particular, review your contributions to the course for tone. Respectful, thoughtful, and considerate discourse is to be the norm in all course communication whether online or in person.

Additional Information:
Drop deadlines for 3-credit courses are:
Last day to withdraw without a W standing: **January 17, 2020**
Last day to withdraw with a W standing (course cannot be dropped after this date): **February 14, 2020**