Information Policy
LIS 9130/9811
Fall Term 2014

Instructor: Dr. Ajit Pyati
Time & Place: Wednesdays, 9 am to 11.50 am., NCB 295
Office Hours: NCB 252 – Tuesdays, 11 am – 12 pm or by appointment
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Class mailing list: fims-lis-9130@uwo.ca

COURSE DESCRIPTION

The course introduces information policy concepts and issues with which library, archival, and information science practitioners need to be familiar. The course will consider information policy; the policy process and players; individual policies which influence information creation and access in Canada; and the role of librarians in policy development.

PARTICIPATION & ATTENDANCE

Prompt attendance and active participation in discussion at all classes is required. A concepts-based course such as this one requires constructive and engaged participation – students are expected to have done all the readings for the week and come to class prepared. Students who miss a class for legitimate reasons (sickness, professional commitments, etc.) should inform the instructor beforehand and will need to do a make-up assignment.

** **Laptop policy** – While laptops are allowed in the classroom, use them only for legitimate note-taking and class-related reasons. Checking e-mail, browsing Facebook pages, IM chatting, etc. are inappropriate, distracting and disrespectful, both to the instructor and fellow students. Please use common sense and courtesy in abiding by this policy.

CLASS FORMAT

Most classes will begin with a discussion of topics/ideas brought up in online posts. Following this, student team presentations and group discussion will take place. The second half of the course will be a lecture from the instructor (or guest lecturer), plus a preview of the next week's topics.

GRADING SCHEME (MLIS Students)

Reaction papers (3 required, 15%; 25%; 25%)	65%
Team Presentation	15%
Online posts	10%
In-class Participation	10%

* Please note that late assignments are subject to a 5% deduction each day the paper is overdue. Papers will <u>not</u> be accepted more than 5 days past the due date. If you have a legitimate/serious reason for turning in an assignment late, I can make an exception, but please let me know well in advance.

GRADING SCHEME (PhD Students)

Reaction papers (2 required, 15% each)	30%
Participation	10%
Additional Reading Write-Ups	10%
Final Term Paper Preview	5%
Oral Presentation of Final Paper	10%
Final Term Paper	35%

For Ph.D. students taking this course, a different grading scheme is in place. The requirements are as follows: Ph.D. students are required to find 1-2 additional readings on their own for each week, and provide a brief description of the additional reading(s) to the instructor (1 page, single-spaced). Ph.D. students will be expected to contribute to class discussions and present these additional readings to the class, building on the themes and topics brought up in the class. These reading summaries will also be posted on the course website.

The final term paper is due on December 5 and should focus on a specific information policy issue, while integrating key concepts and ideas presented in the course. Please send me a brief outline (1-2 pages) of your paper topic idea, along with a list of at least 7-10 references by **October 31.** The final term paper is expected to be in the <u>20-25</u> double-spaced page length, with extensive references and outside research. The oral presentation of the paper should be similar to a conference presentation, with 20-30 minutes of lecture and 10-15 minutes for discussion afterwards.

This paper should be submitted as though for publication in a peer-reviewed academic journal within the LIS/information studies field. Style guidelines should be consistent with the journal of intended publication.

STATEMENT ON ACADEMIC OFFENCES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf

Each assignment must be uniquely your own work. Plagiarism is a serious offence, with serious consequences. Collaboration with other class members on assignments (other than team presentations) is not expected and will be penalized, as well as improperly passing off others' work as one's own.

Plagiarism – the "act or an instance of copying or stealing another's words or ideas and attributing them as one's own." (Excerpted from Black's Law Dictionary, West Group, 1999, 7th ed., p. 1170). This concept applies with equal force to all academic work, including

theses, assignments or projects of any kind, comprehensive examinations, laboratory reports, diagrams, and computer projects. Detailed information is available from instructors, Graduate Chairs, or the Faculty of Graduate Studies.

TEAM PRESENTATION

The team presentation focuses on the previous week's topic. The presentation is not a summary of the readings, but rather supplements the readings with appropriate examples of current events, issues, and themes that pertain to professional practice. This exercise should be professional in nature, as though the presenters are informing future colleagues/supervisors/policymakers about pertinent information policy issues. As such, the presentation should be informative, substantive, and lively. The student leaders should distribute a 1 page (double-sided) outline of the discussion to the class, which should also include a list of at least 2-3 additional readings/resources that complement and add to the knowledge of the week's topic. Use of overheads or other teaching aids will be useful. Presenters should submit a print copy of the Powerpoint slides to the instructor the day of the class and post an electronic copy on the course website.

The student presentation grade is based on:
1. Content (What): Evidence of detailed exploration of topic and use of pertinent examples
2. Style (How): Style of presentation, ability to engage audience, clarity of presentation.
3. Tangibles: Quality of handout, presentation materials, and additional readings

NOTE: The student presentation is a team (2 person) assignment. There are 8 possible presentation dates.
Possible presentation dates: October 3, 10, 17, 31; November 7, 14, 21, 28

WRITTEN ASSIGNMENTS

Three reaction papers (in the 5-6 double-spaced page length, 12 point standard font, 1" margins) are due throughout various points of the semester, in order to provide a more flexible workload. The first reaction paper will be due on September 17 for everyone, and is worth 15% of the final grade. This first paper can cover topics from the first 3 weeks of the course.

The second reaction paper (worth 25% of final grade) is due either on Oct 8 or Oct 15. The third and final reaction paper (worth 25% of final grade) is due on Nov 19 or Nov 26. These papers must include 1-2 additional readings and can focus on the current week's theme and/or integrate key themes and ideas from previous weeks' readings.

Papers must use the *American Psychological Association (APA) format* for citations and general formatting.   An online guide to APA format is available through OWL from Purdue University: http://owl.english.purdue.edu/owl/resource/560/01/. Since this is a writing-focused course, I would recommend consulting Strunk & White's "The Elements of Style." An online version of this classic resource is available: http://www.bartleby.com/141/index.html

Reaction papers are meant to be thoughtful reflections on key topics and ideas you find compelling in the course readings. Rather than a summary of the readings, I am looking for

critical thinking, synthesis, and strong analytical writing in these reaction papers. The following is the criteria for evaluating reaction papers:

- Identification of key themes, arguments, and ideas from selected readings
- Well-articulated reflections and arguments on key themes
- Clarity of writing & grammar

ONLINE POSTS

Online posts are meant as an opportunity to comment on topics and ideas arising from class discussion and readings, and to pose questions for discussion. These posts also provide an opportunity to continue discussion outside of class. Posts should be pasted directly in the discussion box (i.e not as Word attachments) and should be no more than 2 paragraphs in length. Students are required to do a minimum of 2 online posts, one in the first half of the class, and one in the second half of the class. Sign-up sheets for these mandatory posts will be distributed during the first class. Students should be prepared to discuss their online posts during the beginning of class sessions.

In addition, students are encouraged to submit topical posts as the urge strikes them – links to pertinent articles, websites, etc. are always welcomed. This gives a chance for students to have control over the direction and content of certain online discussions.

REQUIRED READINGS

Please note that all required readings are either on reserve in the GRC, on the course website, or available via the public Internet. It is the responsibility of students to make their own copies. Optional readings are given for some weeks – while not required, these readings often supplement the required readings.

COURSE TOPICS AND READINGS

Week 1: September 3

Introduction and Overview of Course

- How do we define the domain of "information policy?"
- What are some its implications in LIS?
- What are the pressing information policy issues of our day?
- Where do libraries fit in the information policy landscape?

Week 2: September 10

Defining Information Policy: Key Issues and Players

Required readings:

Braman, S. (2006). *Change of State*. Cambridge, MA: MIT Press.
        Chapter 1: An Introduction to Information Policy, pp. 1-8

Chapter 2: Forms and Phases of Power: The Bias of the Informational State, pp. 9-38

Trosow, S. E. (2010). "A Holistic Model of Information Policy," *Feliciter*, 56(2): 46-48.

McClure, C.R. and Jaeger, P.T. (2008). Government information policy research: importance, approaches, and realities. *Library and Information Science Research 30*, pp. 257-264.

Optional reading:

Rowlands, I. (1997). General Overview, In *Understanding Information Policy*, Rowlands, I. (Ed.), pp. 3-16.

Week 3: September 17

Reaction Paper #1 due (everyone)

Influences on Information Policy

Required readings:

Schiller, D. (2007). *How to think about information.* Urbana, IL: University of Illinois Press.
     Chapter 1: How to think about information, pp. 3-16
     Chapter 2: Culture, information, and commodification, pp. 17-35

Webster, F. (2006). The information society revisited. In L.A. Lievrouw and S. Livingstone (Eds.), *Handbook of New Media* (Updated Student Edition), pp. 443-457. London: Sage.

Bollier, D. (2007). "The Growth of the Commons Paradigm." In *Understanding Knowledge as a Commons: From Theory to Practice*, Charlotte Hess and Elinor Ostrom (Eds.). Cambridge, MA: MIT Press, p. 27-40.

Week 4: September 24

Approaches to Policy-Making

Howlett, Michael. 2009. "Policy Analytical Capacity and Evidence-Based Policy-Making: Lessons from Canada*," Canadian Public Administration*, 52(2): 153-175.

Davies, Huw T. O., Nutley, Sandra M., and Smith, Peter C. 1999. "Editorial: What Works? The Role of Evidence in Public Sector Policy and Practice," Public Money and Management, 19(1): 3-5.

Wilkinson, Margaret Ann, and Nilsen, Kirsti. 2010. "Information Policy and the Canadian Library Association," Feliciter, 56(2): 64-67.

Week 5: October 1

Access to Information

Required readings:

Roberts, Alasdair. 2002. "Administrative Discretion and the Access to Information Act: An 'Internal Law' on Open Government?" Canadian Public Administration, 45(2): 175-194.

Required browsing:

Access to Information Act *(R.S., 1985, c. A-1): http://laws-lois.justice.gc.ca/eng/acts/a-1/*

Canada – Office of the Information Commissioner. 2013. Annual Report 2012-2013, http://www.oic-ci.gc.ca/eng/rp-pr_ar-ra.aspx

Week 6: October 8

Reaction Paper #2 due (Option 1)

Privacy & Surveillance

Required readings:

Canada – Office of the Privacy Commissioner. (2010). *Privacy in a Changing Society*. http://www.priv.gc.ca/information/pub/priv_201003_e.pdf

Blanchette, J.F. and Johnson, D.G. (2002). Data retention and the panoptic society: The social benefits of forgetfulness. *The Information Society*, 18, 33-45.

Lyon, D. (2007). Chapter 4: Information, Identification, Inventory. In *Surveillance Studies: An Overview*. Polity Press, pp. 73-93.

Optional reading:

Personal Information Protection and Electronics Document Act *(2000, c. 5): http://laws.justice.gc.ca/en/P-8.6/index.html*

Privacy Act *(R.S., 1985, c. P-21): http://laws.justice.gc.ca/en/p-21/index.html*

Week 7: October 15

Copyright

Reaction Paper #2 due (Option 2)

Required readings:

Murray, L. and Trosow, S. (2013). Canadian copyright: A citizen's guide. Toronto, ON:
Between the Lines.
          Chapter 3: Copyright's Scope, pp. 35-51
          Chapter 5: Users' Rights, pp. 71-86
          Chapter 16: Libraries, Archives, and Museums, pp. 199-214

*More readings TBA

Week 8: October 22

** No class – Research Week **

Week 9: October 29

Innovation

Required readings:

Baldwin, John, Hanel, Peter, and Sabourin, David. 2000. Determinants of Innovative Activity
in *Canadian Manufacturing Firms : The Role of Intellectual Property Rights*. Statistics Canada –
Analytical Studies Branch Research Paper Series No. 122:
http://www.statcan.gc.ca/pub/11f0019m/11f0019m2000122-eng.pdf

Kahin, Brain. 2007. "Cyberinfrastructure and Innovation Policy," First Monday, 12(6):
http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/1906/1788

Optional reading:

Amazon.com Inc. v. The Attorney General of Canada and the Commissioner of Patents
(Amazon v. Canada). 2010. 2010 FC 1011. http://decisions.fct-
cf.gc.ca/en/2010/2010fc1011/2010fc1011.pdf

Week 10: November 5

Internet Policy

Required readings:

Schiller, D. (2007). *How to think about information.*
          Chapter 5: The Crisis in Telecommunications, pp. 80-100

Guindon, Alex, and Dennie, Danielle. 2010. "Net Neutrality in Canada and What It Means
for Libraries," *Partnership*, 5(1):
http://www.criticalimprov.com/index.php/perj/article/view/1133/1709

Zittrain, J. (2004). "Internet Points of Control." In *The Emergent Global Information Policy Regime*, Sandra Braman (Ed.). Basingstoke, UK: Palgrave Macmillan, p. 203-227.

Optional reading:

Matear, M. (2002). Canada must make broadband infrastructure a priority. *Canadian Journal of Communication 27*(4), p. 461.

Week 11: November 12

Broadcast and Cultural Policy

Required readings:

Schiller, D. (2007). *How to think about information.*
    Chapter 6: The Culture Industry: Convergence and Transnationalization, pp. 101-144

Schiller, H. (1996). "American Pop Culture Sweeps the World." Chapter 7 in *Information Inequality: The Deepening Social Crisis in America,* pp. 111-128.

Audley, P. (1994). "Cultural Industries Policy: Objectives, Formulation & Evaluation," *Canadian Journal of Communication,* 19 (3 & 4)

Armstrong, R. (2010). *Broadcasting Policy in Canada. Toronto: University of Toronto Press*.
    Chapter 5, "The Canadian Radio-television Telecommunications Commission (CRTC)," pp. 76-93.

Week 12: November 19

Reaction Paper #3 due (Option 1)

E-Government; Open Data and Open Government

Required readings:

Parent, M., Vandebeck, C.A. and Gemino, A.C. (2005). Building citizen trust through e-government. *Government Information Quarterly 22*, pp. 720-736.

Bertot, J.C. et al. (2009). Reconciling government documents and e-government: government information in policy, librarianship, and education. *Government Information Quarterly 26*, pp. 433-436.

Davies, A. and Lithwick, D. (2010). "Government 2.0 and Access to Information: Recent Developments in Proactive Disclosure and Open Data in Canada," *Library of Parliament Background Paper, No. 2010-14-E*:
http://www2.parl.gc.ca/Content/LOP/ResearchPublications/2010-14-e.pdf

Optional reading:

Bekkers, V. and Homburg, V. (2007). The myths of e-government: looking beyond the assumptions of a new and better government. *The Information Society 23*, pp. 373-382.

Optional browsing:

Canadian Municipal Open Data Websites:
 Edmonton: http://data.edmonton.ca/
 London: http://www.london.ca/d.aspx?s=/Open_Data/default.htm
 Ottawa: http://www.ottawa.ca/online_services/opendata/index_en.html
 Toronto: http://www.toronto.ca/open/
 Vancouver: http://data.vancouver.ca/

Week 13: November 26

Reaction Paper #3 due (Option 2)

Information Policy in the Global Context

Required readings:

Kuriyan, R., Ray, I. and Toyama, K. (2008). Information and communication technologies for development: The bottom of the pyramid model in practice. *The Information Society 24*, pp. 93-104.

Pyati, A.K. and Kamal, A.M. (2012). NGO-Developed Libraries in India: Impacts, Models, and New Possibilities. *Libri 62*(3): 141-153.

Armstrong, R. (2010). *Broadcasting Policy in Canada*. Toronto: University of Toronto Press.
 Chapter 14, "Broadcasting and International Trade Agreements," p. 221-231.

Optional reading:

Fiona Hunt. "The WTO and the Threat to Libraries," *Progressive Librarian* 18 (Summer 2001). http://libr.org/isc/articles/14-Hunt.html

Week 14: December 3

Librarians in the Policy-Making Process; Course Summary

Doctoral Student Paper Presentations

Required reading:

Braman, S. (2006). *Change of State*. Cambridge, MA: MIT Press.

Chapter 9: Information, Policy, and Power in the Informational State, pp. 313-328

Websites for browsing:

ALA Washington office (make sure to take a look at the various links on the page to different topics): http://www.ala.org/offices/wo

British Columbia Library Association (BCLA) Information Policy Committee: http://www.vcn.bc.ca/bcla-ip/