S541: Information Policy

Indiana University-Indianapolis (IUPUI)
School of Informatics and Computing
Department of Library and Information Science

Fall Semester, 2017

Active Time Zone  ET/EST
Meeting Time  Asynchronous
Meeting Location  Online via Canvas
Instructor  Kyle M. L. Jones (MLIS, PhD)
Office Hours  By appointment
E-Mail  kmlj@iupui.edu
Zoom Web Conferencing Room  https://IU.zoom.us/j/978153754
Office Phone  (317) 278-0046
Cell Phone (for emergencies)  (317) 762-6201

NOTE: This is an edited version for public access. For a full version, contact me at the e-mail address listed above to request access.
# Table of Contents

Course Overview ................................................................. 3
  Catalog Description .......................................................... 3
  Instructor's Description ....................................................... 3
  Prerequisites ........................................................................... 3
  Instructional Style and Philosophy ......................................... 3
  Student Learning Outcomes .................................................. 4

Materials and Resources ......................................................... 7
  Required Textbooks .............................................................. 7
  Other Required and Supplementary Materials ...................... 7
  Suggested Texts and Resources .............................................. 7
  Technology ............................................................................. 7
  Other Resources ..................................................................... 9

Grading and Assessments ......................................................... 11
  Grading Scale ...................................................................... 11
  Overview of Assessments ..................................................... 12

Semester Structure .................................................................. 13
  Overview ................................................................................ 13
  Semester Grid ........................................................................ 13
  Unit and Module Overview .................................................. 14
Course Overview

Catalog Description

Data creation/publication/dissemination and use occur in a complex social context. Legal and regulatory structures continue to evolve to control these processes. This course explores international and U.S. principles, laws, and regulations affecting the information industry. Focus varies with the topic; for example, copyright of electronic information sources or trans-border data flow.

Instructor’s Description

Information policy is a three-credit course that concerns the governance of contextual information flows and the systems on which they rely to effect specific ends in support of particular values. Given the power and privilege that can come from having access to information and the role information plays in shaping individual lives, it is important–and sometimes necessary–to justify information practices according to ethical frameworks. Consequently, this course provides an overview of information ethics perspective and the moral philosophy on which they rely before moving on to specific policy concerns, including: code-based regulation; the construction of information infrastructures; net neutrality in a pro-business environment; black-boxed algorithms; encrypted devices and communications; finding balance between intellectual property creators and consumers; and the role of information privacy in intellectual freedom, speech, and education.

Prerequisites

Information Policy requires successful completion of the following courses for LIS students:

- S401 - Computer-Based Information Tools
- S501 - Information Services and Services
- S502 - Acquisitions and Management of Knowledge and Information
- S503 - Organization and Representation of Knowledge and Information

For non-LIS SoIC students, the following courses should be completed:

- INFO I501 or INFO B506 or INFO B519 or INFO B530 or INFO H541

Additionally, I expect you to have the ability to manage your own computer with respect to installing new applications. While not required, a curiosity about and interest in learning new technologies will serve you well in this course.

Instructional Style and Philosophy

I strive to create inclusive learning communities whereby we can work together–students with instructor–to achieve our educational objectives and co-construct knowledge. To achieve these ends, I work to develop social learning experiences and environments that engage my students
at personal, professional, and intellectual levels to share their past experiences and knowledge, as well as their future ambitions. This requires each student to respect him or herself, his or her peers, and his or her instructor in order to maximize the plurality of ideas that may arise when we interact as a community and optimize the goods that come from intellectual inquiry.

How does this philosophy play out in the classroom? I often employ collaborative projects, and I purposefully use discussion forums to engage all learners. I create opportunities for students to explore their personal interests, but I make sure personalized learning is aligned to course learning objectives. I scaffold student learning by encouraging—and sometimes requiring—students to explore minority-held positions, contrarian viewpoints, and alternative values and value sets. Note that some course material is better fit to these types of aims than others, but the overarching goals remain.

**Student Learning Outcomes**

*Departmental Master of Library Science Learning Outcomes*

The Master of Library Science (M.L.S.) program prepares students to become reflective practitioners who connect people and communities with information. Upon completion of the M.L.S. program, graduates are prepared to:

1. **Approach professional issues with understanding**
   1.1. Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication
   1.2. Anticipate emerging trends and respond proactively

2. **Assist and educate users**
   2.1. Analyze and identify the information needs of diverse communities of users
   2.2. Educate users and potential users to locate, use, and evaluate information resources and tools
   2.3. Analyze and evaluate information systems and services in a variety of settings

3. **Develop and manage collections of information resources**
   3.1. Design and apply policies and procedures that support the selection and acquisition of information resources for particular communities of users
   3.2. Manage, evaluate, and preserve physical and virtual collections of information resources
   3.3. Uphold ethical and legal standards in acquiring, leasing, preserving, and providing access to information resources

4. **Manage and lead libraries and other information organizations**
   4.1. Perform basic managerial functions, including planning, budgeting, and performance evaluation
   4.2. Communicate effectively to a variety of audiences
   4.3. Apply theories of organizational behavior and structure

5. **Represent and organize information resources**
   5.1. Understand and apply principles of representation and organization

6. **Use research effectively**
6.1. Design, conduct, interpret, and take action based upon research and evaluation

7. Deploy information technologies in effective and innovative ways
   7.1. Implement and evaluate information and communication technologies for efficiency, usability, and value to users

Course Learning Outcomes
Upon completion of this course, students should be able to:

1. Understand the role of information ethics in professions related to library and information science
   1.1. Analyze professional ethics codes in relationship to established and emerging socio-technical practices
   1.2. Critique professional ethics codes for weaknesses, limitations, and strengths with respect to particular information flows

2. Design defensible information policies
   2.1. Justify policy positions using ethical frameworks
   2.2. Deploy literature and research to build a case for a particular policy construction

3. Characterize contextual particular information flows
   3.1. Classify and interpret the ends information flows are designed to support
   3.2. Appraise the validity of interests information flows will serve
   3.3. Evaluate how values, norms, and socio-technical systems support or run counter to contextual expectations of information flows

4. Communicate conceptual, theoretical, and philosophical ideas based in a variety of literature related to information ethics and policy
   4.1. Develop and defend an argument in discussion in ways that are constructive and conducive to debate
   4.2. Deconstruct complex ideas in succinct and clear writings and presentations

Student Learning Outcome Map

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>MLS Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
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<tr>
<td>1.1.</td>
<td>1.1.</td>
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<tr>
<td>1.2.</td>
<td>1.2.</td>
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<td>2.</td>
<td>3.1.</td>
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<td>3.3.</td>
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<td>6.</td>
</tr>
<tr>
<td>3.</td>
<td>6.1.</td>
</tr>
<tr>
<td>3.1.</td>
<td>7.1.</td>
</tr>
<tr>
<td>3.2.</td>
<td></td>
</tr>
</tbody>
</table>

S541: Information Policy
<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>MLS Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>4.1.</td>
<td>6.</td>
</tr>
<tr>
<td>4.2.</td>
<td>6.1.</td>
</tr>
</tbody>
</table>
Materials and Resources

Required Textbooks

The following texts are required for this course. Please note that two items are available online for free as PDFs. Please order the materials from your favorite bookseller at your earliest convenience.


Other Required and Supplementary Materials

Other book chapters, journal articles, miscellaneous readings, and media listed in the weekly modules are either openly accessible or accessible using your IU credentials.

Suggested Texts and Resources

I am a stickler for APA, and I often include proper APA citation and format style as criteria on my rubrics. Please be familiar with this text, or at the least get familiar with the Purdue University Online Writing Lab’s (OWL) APA formatting and style guide: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)


Technology

*Basics*

Internet and computer access is required. Your Internet speed should sufficiently support uploading and downloading of large file sizes. Your computer should be up-to-date with the latest operating system in order to support the required applications listed below; it should also have anti-virus software. The latter is especially important given the fact that we will be sharing files between ourselves. You also need a microphone; a webcam may be useful but it is not necessary.
**Course Site**
We have access to a Canvas course site (https://canvas.iu.edu/). I will use this site as a way to post updates, store documents, receive assignments, and to accommodate online learning activities, among other things. It is your responsibility to review the course site multiple times a week.

**Required Applications**
The following applications are required for you to participate successfully in this course. I will not make accommodations for alternative applications, because these tools are directly related to exercises, assignments, and learning objectives.

1) Kaltura

We will use Kaltura to create and share screencasts, as well as your final Virtual Symposium presentation. Screencasts can capture our desktop and applications as we interact with them, which allows us to demonstrate our processes and technical questions in an easy way.

Kaltura is available for free using your IU account at: https://iu.mediaspace.kaltura.com

To capture your desktop, you will need to install the Kaltura CaptureSpace Desktop Recorder, which is free and available for PC and Mac users: https://iu.mediaspace.kaltura.com/capturespace/launch/create

You can manage all of your recordings by logging in and going here: https://iu.mediaspace.kaltura.com/my-media

Once you’ve created some media, you can share it. Watch this instructional screencast to find out how: https://iu.mediaspace.kaltura.com/media/Kaltura+MediaSpace+10A+Sharing+Videos/1_ikbcy6y7

2) Zoom

We will use Zoom for meetings and “Coffee Chats” (discussed below). This is a web-conferencing application that allows us to share our desktops, applications, microphones, and webcams. The URL to our Zoom room is available on the first page of this document.

To learn how to join a Zoom room and download the necessary (but free) software for PC and Mac users, see this video: https://support.zoom.us/hc/en-us/articles/201362193-How-Do-I-Join-A-Meeting-

**Privacy Policies**
The technologies we use in this course have different privacy policies. I believe that the technologies we will use respect your privacy in that they do not negatively impact your ability to develop ideas and beliefs by interfering in the educational process. Regardless, you should review their policies to see if they respect your privacy preferences. The links below are to each technology provider’s respective site. Do note that IU or IUPUI may have made changes (e.g., addendums) to these policies when the organizations were contracted as a service provider. These changes will not be reflected in the general policies below.
Other Resources

Counseling and Psychological Services
(317) 274-2548, http://studentaffairs.iupui.edu/health-wellness/counseling-psychology/  
(317) 251-7575 for the 24 hours crisis hotline

Counseling and Psychological Services provides the following services to students:
  • group counseling
  • individual counseling
  • medication management
  • testing

Libraries
(317) 274-8278, http://www.ulib.iupui.edu

Library staff take an active interest in serving the teaching, research and scholarly activities of IUPUI students, faculty, staff, and the citizens of Indiana as well as visiting scholars. Beyond its immense physical collection, the libraries offer a breadth and depth of online resources. Additionally, and most importantly for your needs, the librarians can provide custom research support for whatever project you have. Our liaison, Willie Miller (wmmiller@iupui.edu), should be your first point of contact for this service.

Adaptive Educational Services (AES)
(317) 274-3241, https://aes.iupui.edu/services.html

What AES does for students and on your behalf:
  • AES receives students' documentation of disabilities, evaluates it in order to determine the correct accommodations and services students are entitled to receive.
  • AES provides some accommodations for students and directs them to other campus or off-campus groups that can provide other assistance.
  • AES works to educate the IUPUI staff and faculty both in Indianapolis and at Columbus regarding the university's and its employees' legal responsibilities regarding students with disabilities.
  • AES works with academic units to provide academic substitutions and waivers for students with disabilities which do not fundamentally alter those programs' standards.
  • AES serves as an advocate for students with disabilities, working as a mediator with faculty over classroom issues, with administrators regarding campus policies, and encouraging the university to expand its vision and policies regarding persons with disabilities.

The Writing Center
(317) 274-2049, http://liberalarts.iupui.edu/uwc/
The Writing Center offers individual writing instruction, online assistance and classes to students. It is an excellent resource for any type of writing assignment. Unfortunately, the Writing Center only offers on-campus tutoring.
Grading and Assessments

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.</td>
<td>98-100</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
<td>93-97</td>
</tr>
<tr>
<td>B+</td>
<td>Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.</td>
<td>88-92</td>
</tr>
<tr>
<td>B</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.</td>
<td>83-87</td>
</tr>
<tr>
<td>B-</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
<td>78-82</td>
</tr>
<tr>
<td>C</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.</td>
<td>67-77</td>
</tr>
<tr>
<td>F</td>
<td>Student has failed the course. An incomplete is not an available option.</td>
<td>66 and below</td>
</tr>
</tbody>
</table>

Notes:

1) I will calculate final grades to the first decimal point. If your final grade is at .5 or above, I will round up. For instance, if you receive a 93.5 on your final grade, I will round this up to a 94.

2) Students must receive a B- or above for a course to satisfy core requirements (e.g. S501, S502). Students must receive a C or above for an elective course applied to the MLS. Students must maintain a 3.0 GPA overall and must finish coursework with a 3.0 GPA. If in any semester a student receives less than a 3.0 for that semester, he or she will be placed on probation and will need to achieve a 3.0 overall GPA during the next semester.

3) A “B” grade is the norm for graduate students. A+ grades are not given in the department.

4) Make special note that instructors coordinate letter grades to percentage scales differently. For instance, a 95% grade may count as an A in one course but a B in another. It is your responsibility to understand what percentage scale is in place for a given course.
## Overview of Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Agreement Survey</td>
<td>1</td>
<td>Tue, Aug 29, 2017 11:59 PM</td>
</tr>
<tr>
<td>Issue Brief</td>
<td>10</td>
<td>Based on the date you set</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>14</td>
<td>Weekly</td>
</tr>
<tr>
<td>Leadership</td>
<td>10</td>
<td>Based on the module you choose to lead</td>
</tr>
<tr>
<td>Portfolio</td>
<td>5</td>
<td>Wed, Dec 6, 2017 11:59 PM</td>
</tr>
<tr>
<td><strong>Context Paper</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal</td>
<td>1</td>
<td>Tue, Sep 19, 2017 11:59 PM</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>2</td>
<td>Tue, Oct 3, 2017 11:59 PM</td>
</tr>
<tr>
<td>Rough Outline</td>
<td>2</td>
<td>Tue, Oct 17, 2017 11:59 PM</td>
</tr>
<tr>
<td>Extended Outline</td>
<td>5</td>
<td>Tue, Oct 31, 2017 11:59 PM</td>
</tr>
<tr>
<td>Rough Draft</td>
<td>5</td>
<td>Tue, Nov 14, 2017 11:59 PM</td>
</tr>
<tr>
<td>Final Draft</td>
<td>40</td>
<td>Wed, Dec 6, 2017 11:59 PM</td>
</tr>
<tr>
<td>Virtual Symposium</td>
<td>5</td>
<td>Wed, Dec 6, 2017 11:59 PM</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

1) Late assessments will be penalized one point per day late.

2) I reserve the right to require you to revise and resubmit assessments in order to maximize your learning and the opportunity to earn substantial points towards your final grade.
Semester Structure

Overview

This course covers 16 weeks. 13 of those weeks include substantive content; three weeks account for the intro to the course, Thanksgiving Break, and finals week.

The semester has been broken down into five thematic units with their own interconnected modules. There is a new module each week.

Each module’s content will reveal when a new week begins. Make special note that each week begins on Wednesday at 12:00 AM and ends on the following Tuesday at 11:59 PM. I break it up this way to put Saturday and Sunday right in the middle of the week, which has proven time and again to 1) reduce last minute participation during the week, 2) create stronger connections between students, and 3) enable students to produce higher quality work.

Semester Grid

<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Module</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro</td>
<td>— — —</td>
<td>Wed, Aug 23, 2017</td>
<td>Tue, Aug 29, 2017</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>Wed, Aug 30, 2017</td>
<td>Tue, Sep 5, 2017</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>Wed, Sep 6, 2017</td>
<td>Tue, Sep 12, 2017</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>3</td>
<td>Wed, Sep 13, 2017</td>
<td>Tue, Sep 19, 2017</td>
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<tr>
<td>5</td>
<td>2</td>
<td>4</td>
<td>Wed, Sep 20, 2017</td>
<td>Tue, Sep 26, 2017</td>
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<tr>
<td>6</td>
<td>2</td>
<td>5</td>
<td>Wed, Sep 27, 2017</td>
<td>Tue, Oct 3, 2017</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>6</td>
<td>Wed, Oct 4, 2017</td>
<td>Tue, Oct 10, 2017</td>
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<tr>
<td>8</td>
<td>3</td>
<td>7</td>
<td>Wed, Oct 11, 2017</td>
<td>Tue, Oct 17, 2017</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>8</td>
<td>Wed, Oct 18, 2017</td>
<td>Tue, Oct 24, 2017</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>9</td>
<td>Wed, Oct 25, 2017</td>
<td>Tue, Oct 31, 2017</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
<td>10</td>
<td>Wed, Nov 1, 2017</td>
<td>Tue, Nov 7, 2017</td>
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<td>12</td>
<td>5</td>
<td>11</td>
<td>Wed, Nov 8, 2017</td>
<td>Tue, Nov 14, 2017</td>
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<td>13</td>
<td>5</td>
<td>12</td>
<td>Wed, Nov 15, 2017</td>
<td>Tue, Nov 21, 2017</td>
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<tr>
<td>15</td>
<td>5</td>
<td>13</td>
<td>Wed, Nov 29, 2017</td>
<td>Tue, Dec 5, 2017</td>
</tr>
</tbody>
</table>

NOTE: This Thanksgiving Break week. There are no class activities during this time frame.
## Unit and Module Overview

Full descriptions of each module and related readings are available at the course site.

**Unit 1 - Policy and Ethics**
- Module 1 - Information Policy from a Professional's Perspective
- Module 2 - Information Policy from a Scholar’s Perspective
- Module 3 - Ethical Decision Making

**Unit 2 - Code and Infrastructures**
- Module 4 - Regulation by Code
- Module 5 - Information Infrastructures and Empires
- Module 6 - Net Neutrality

**Unit 3 - Algorithms and Data**
- Module 7 - Black Boxes
- Module 8 - Encryption

**Unit 4 - Intellectual Property**
- Module 9 - Intellectual Property, Copyright, and Problems Thereof
- Module 10 - Intellectual Property and the Value of the Public Domains

**Unit 5 - Information Privacy and Intellectual Behaviors**
- Module 11 - Intellectual Freedom, Speech, and Privacy
- Module 12 - Big Data and Surveillance
- Module 13 - Intellectual Privacy in Context: Libraries and Education

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<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Module</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Finals</td>
<td>—— ——</td>
<td>Wed, Dec 6, 2017</td>
<td>Tue, Dec 12, 2017</td>
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