Louisiana State University

College of Human Sciences & Education

School of Library and Information Science

LIS 7503

Information Policy & Technology

Summer 2018

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Office Hours: By appointment

Catalog description: LIS 7503 Information Technology and Public Policy (3) Examines the impact of information technology and public policies on economic, social and political systems; focuses on major public policies related to information technologies within the United States and selected countries.

General Course Objectives: This course will expose students to basic concepts and principles of information policy and technology. Upon completion of the course, students should be able to:

Demonstrate knowledge of public information policy issues including freedom of expression; intellectual property; information access; privacy and security; public sector information policy; and standardization.

Exhibit knowledge of information resources to locate current information about telecommunication and information policy issues.

Research information-related topics within information policy, assess it, and make recommendations.

Required Textbook: No textbook required, readings are posted in Moodle.

Course Logistics: Course Logistics: For organizational purposes, weekly course content will post on Tuesdays.

Planned Interruption: I'm delivering a conference presentation in early July. So I'll be unavailable for a few days while traveling, but will check-in upon arrival and return.

Submission of Assignments: Assignments should be submitted via Moodle drop box on there respective due date by 11:55 p.m. An overdue assignment will get a penalty of 20% of total points for each day late except for excused absences. No assignment will be accepted after five days except for excused absences. Note all times listed are Central Time. Here is a nifty Time Zone Converter if needed.

PERFORMANCE EVALUATION

Students' grades will be based on the following components:

Weekly Discussion/ Participation	20%	Due: Weekly
Issue Briefing	35%	Due: July 20
YouTube Assignment	10%	Due: varies
Critical Book Review	25%	Due: July 3
Quiz	10%	Due: July 25-26

Discussion: Students will contribute to discussion forums that are meant to help you better understand what you have read, by asking you to think deeper about a few important points. Original posts should comprise 1-2 paragraphs; you should write one substantive peer response for each forum. Your original response is worth 0-4 points. If you post, EARLY, by Thursday 11:55 p.m. you will earn up to 4 points. Original posts appearing Friday - Monday 11:55 p.m. will receive a maximum of 3 points. Consider both Early and Scheduled posts as acceptable/passing. Peer responses are worth a maximum of 1 point; posts, which say nothing more than some variation of "I agree", will garner zero points. A post must add something original to the discussion in order to earn 1 point. You are welcome to answer additional posts however, only the first response is graded.

Issue Briefing: Students will write a 5-page (single space) discussion of a current event, case, incident, lawsuit, scandal, etc. in the area of information and technology policy. This assignment

is designed to give you full freedom to choose a topic that best suits your career interests and preferences in the area of Information/ technology policy studies. Your critical analysis of and personal reflection on the topic you chose is the most important part of the assignment. Topic ideas may come form stories in newspapers, course readings, or any other related resources.

Papers must take an information specialist approach and include the following:

(A) What is the issue and why it is important? What subcategory of information policy does it reflect?

(B) Who are the main stakeholders involved in this issue? Why and how it is important

    for each of them?

(C) What implications/impact would this event/case have on these stakeholders and on

    the information and telecommunications policy in general and specifically on information professionals?

(D) Personal reflections and or recommendations.

(E) Must include at least 3 citations from course readings to help situate your analysis (of course you will have more citations).

YouTube/Vimeo Assignment: For weeks 2-7 visit YouTube.com or Viemo.com and select One (1) video that is relevant to that week's readings and discussions, and interesting to you. Videos should be in English, not more than 15 minutes and relatively recent. This would be a very good experience for you since you will need to watch several videos before deciding which one is more relevant to our discussions. When you provide the link to your video in the discussion forum you should explain why you think this video is important and relevant to the topic of the week. Videos may be international in scope and content, but in English.

Critical Book Review: Select a book related to information policy (options will be provided). Include author background (education, profession, research areas), policy area, why you selected the title; author's thesis and structure, summary and evaluation. Did the author accomplish his or her goals, why or why not, should a colleague read this text, why/ why not? Discuss book's weaknesses if any; conclude your argument. Instructor will provide a list of book suggestions. (Length: 4-5 pages, single-spaced, 12pt. Times New Roman, 1-inch margins).

Quiz: An end of semester (open note) quiz will cover terms and concepts presented throughout the semester.

Grading Scale: "Beginning with Fall 2015, LSU's grading scale evolved to encompass plus/minus grades." LSU Registrar

A+ 100 to 98	A 97 to 93
A- 92 to 90	B+ 89 to 87
B 86 to 83	B- 82 to 80
C+ 79 to 77	C 76 to 73

C-	72 to 70	D+	69 to 67
D	66 to 63	D-	62 to 60

An A indicates that the student *has exceeded* the requirements and demonstrated a superior understanding of the principles and concepts involved. Simply submitting assignments on time does not constitute an A grade.

LSU Disability Statement
Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. Any student with a documented disability needing academic adjustments is requested to speak with Disability Services and the instructor, as early in the semester as possible. All discussions will remain confidential. This publication/material is available in alternative formats upon request. Please contact Disability Services in 115 Johnston Hall, 225-578-5919 or www.lsu.edu/disability

Statement on Academic Misconduct: In accordance with University policy, academic misconduct will not be tolerated. All students are required to know and abide by the University's Policy for Academic Integrity and the LSU Code of Student Conduct. A copy of these documents may be found at: http://www.lsu.edu/judicialaffairs.

Week 1: What is Information Policy? Concepts, Definitions, and Theory

*Heron & Relyea, (2010) Information Policy: United States, *Encyclopedia of Library and Information Sciences*, Third Edition

Week 2: Libraries & Librarians as Information Barrier

* Knott, Cheryl (2015) Ch.1 Not Free, Not for All, Public Libraries in the Age of Jim Crow: University of Massachusetts Press

*Affidavits provided by Instructor

Week 3: Freedom of Information & Access

* McDermott, P. (2007). Chapters 2 and 3, Who needs to know: The state of public access to federal government information. Lanham, MD: Bernan Press.

*Knox, E. J. (2015). Chapter 3, *Book Banning in 21st-Century America*. Rowman & Littlefield.

* Access to Library Resources and Services", American Library Association: http://www.ala.org/advocacy/intfreedom/access

Week 4: Privacy
*Kemp &, Moore (2007). Privacy. Library Hi Tech 25(1): 58-78.

*Jones, K. M. L., & Salo, D. (2018). Learning analytics and the academic library: Professional ethics commitments at a crossroads. *College & Research Libraries*, 79(3), 304–323.

*Educause. Privacy and the handling of student information in the electronic networked environments of colleges and universities (http://www.educause.edu/ir/library/pdf/PUB3102.pdf)

Week 5: Intellectual Property Rights/ Traditional Cultural Expression- Cultural Property

*Vaidhyanathan, S. (2003). Chapter 1, *Copyrights and copywrongs: The rise of intellectual property and how it threatens creativity*. NYU Press.

*Crews, K. D. (2012). Chapter 13 (but browse entire text if you've time) *Copyright law for librarians and educators: Creative strategies and practical solutions*. American Library Association.

* Caswell, M. "Thank You Very Much, Now Give Them Back": Cultural Property and the Fight over the Iraqi Baath Party Records," *The American Archivist*, 74: 211-240 (2011).

Week 6: Internet Governance & Net Neutrality

* What Is Internet Governance? Council on Foreign Relations

*Net Neutrality in a Nutshell, *Scientific American*

* Noble, A.U. (2018) "What Google Thinks of Black Girls" in *Algorithms of Oppression: How Search Engines Reinforce Racism*

*Hess, A. (n.d.). Why Women Aren't Welcome on the Internet http://www.psmag.com/health-and-behavior/women-arent-welcome-internet-72170

Week 7: Accessibility Policy

*"Library Services for People with Disabilities Policy", American Library Association, http://www.ala.org/ascla/resources/libraryservices

*Lazar, J., Goldstein, D. F., & Taylor, A. (2015). Chapters 1 and 4 *Ensuring digital accessibility through process and policy*. Morgan Kaufmann.

*Young, J. "How a Blind Student Who Felt Locked Out of STEM Classes Challenged—and Changed—Her University" https://www.edsurge.com/news/2017-12-08-how-a-blind-student-who-felt-locked-out-of-stem-classes-challenged-and-changed-her-university