Course Number: COMM 3P91
Term/Year/Duration: Fall Winter 2016 D3
Course Title: Information Technology: Policies and Issues

Instructor Name: Dr. Karen Louise Smith
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Marker Grader: Deborah Marshall
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Times and Locations:

Lecture/seminar on Thursdays 11:00 -14:00 pm, WH 327, beginning Jan. 12th

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Course Calendar Description:

Historical perspectives on information policy, including impact of deregulation and emerging digital technologies. Topics may include privacy, security, copyright, intellectual property, open source software, Internet regulation and universal access.

Course Prerequisites (if any):

Prerequisite(s): COMM 2P26 or permission of the instructor.

Learning Objectives/Outcomes:

The learning objectives for this course are for students to:
1. Critically explore both historic and contemporary policy issues involving technology
2. Read and utilize a variety of sources relevant to technology policy including scholarly articles, governmental legislation, court cases, and research reports from civil society organizations
3. Identify stakeholders and processes relevant to the resolution of policy issues involving technology
4. Participate in critical debates concerning established and emerging technologies in society
5. Demonstrate applied communication skills through written assignments as well as presentations, group work, and online class forums

Required Readings or Texts:

Required and supplementary readings are listed in the week-to-week schedule. Students should be prepared that additional texts may be introduced in lecture/seminar.

Students are expected to complete readings *before* class, and to bring copies (electronic or paper copies).

Course Communications:

Essential course information will be shared in class, via Sakai, in the Yammer discussion board and through Brock email. The instructor will use Twitter to post supplementary information (#COMM3P91). Questions that are of interest to the entire class should be sent via the Yammer discussion board. Email should be used for individual issues and the instructor will attempt to reply within 2 business days. In-depth questions need to be addressed through office hours, or an individual appointment.

Updates:

If there are errors or omissions on this syllabus the class will be notified.

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Evaluation Components and Due Dates

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Assignments and evaluation components of the course will be discussed in class and more detailed guidelines will be posted to Sakai.

Evaluation Component	Grade Weight	Due Date
• Blog-style response	10.0%	Varying dates beginning Jan. 19th
• Test	15.0%	Feb. 16th
• Presentation and 3D printing assignment (Group Project)	10.0%	Varying dates beginning Jan 26th
• Educational or advocacy campaign critique proposal (Individual or Group Project)	10.0%	March 2nd
• Educational or advocacy campaign critique (Individual or Group Project)	20.0%	April 6

• Participation report which includes reflection on:
  ○ Weekly attendance and participation
  ○ Examples of lecture/seminar participation including homework completion
	10.0%	Ongoing and report due April 10

• Take home exam	25.0%	Deadline to be set during the exam period
TOTAL	100.0%	

Assignment Submission Instructions

Instructions about how to submit each assignment will be included on each assignment handout. Assignments are due by <u>11:15 am</u> on the day of lecture/seminar. Most assignments for 3P91 require that a hard copy be submitted on the due date, along with an electronic copy on Sakai.

In addition to following assignment instructions, students are expected to follow the CPCF departmental guidelines for essays when handing in written work (see: http://www.brocku.ca/social-sciences/departments-and-centres/cpcf/student-success/essay-style-guidelines).

Late Submission Policy:

Assignments are due at the start of lecture and no later than <u>11:15 am</u>, unless the assignment instructions specify otherwise.

Late work with receive a grade of "0" unless one of the following circumstances applies:

- The late work is accompanied by medical documentation that aligns with the delay in submitting the assignment. See Medical Exemption Policy and the medical health certificate at http://www.brocku.ca/health-services/policies/exemption
- Late work can be explained by an accessibility issue that requires accommodation, which is documented through Student Accessibility Services at Brock
- The student can demonstrate extenuating, or emergency level circumstances for failing to submit work that will be evaluated solely at the instructor's discretion

Students with extenuating or emergency circumstances *before* a deadline, should contact the instructor as soon as possible, to request an extension. Students may also contact the instructor *after* the deadline if an extraordinary or emergency level situation prevented them from submitting their assignment and contacting the instructor before the deadline or due date. The instructor will assess each situation on a case-by-case basis and accept work when there is a compelling reason to justify late submission. Please note that students may be asked to provide evidence or documentation to support the instructor's discretionary decision about whether to accept late work.

Group Work Policy:

Group work is a component of this course. Team members are generally expected to resolve any challenges within the team. In extenuating circumstances, such in the case of a non-contributing team member, please notify the instructor well in advance of the assignment deadline. A group meeting may be called with the instructor. Individual grades and/or a team 'divorce' may be implemented in extenuating circumstances. All group members should retain rough notes, drafts, and evidence of their contribution to the group project in case they are required by the instructor to assign an individual grade.

Relationship between attendance and grades:

Students are expected to attend class regularly and to show up on time. Missing class, being late, or leaving early up to twice over the semester, will not impact your participation grade. Students who need to miss class for reasons consistent with accessibility, medical or religious exemption purposes can consult with the instructor for accommodations.

Students will be expected to present informally in relation to their course assignments, homework and to discuss the course readings.

Important dates: (check the section on sessional or important dates in the relevant online University calendar at https://brocku.ca/webcal/2016/undergrad/sess.html)

Mar 10 is the date for withdrawal from the course without academic penalty.

Mar 3 is the date you will be notified of 15% of your course grade.

Feb 20-24 is Reading Week.

No dates are set aside as makeup days due to holidays. Please consult with the instructor at the beginning of the term if you require accommodation to arrange makeup dates.

Apr 10 is set aside for designated reading day (this may be used to cover classes missed because of adverse weather).

Apr 11-26 are set aside for formal examination periods.

Academic Policies

Academic Integrity:

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Polices" entry in the Undergraduate Calendar, available at http://brocku.ca/webcal to view a fuller description of prohibited actions, and the procedures and penalties.

Please see the CPCF in-depth statement on Academic Integrity at the end of this syllabus. Each student in this course will be expected to submit a signed copy of the CPCF Pledge of Academic Integrity before work will be graded and returned (see: http://www.brocku.ca/webfm_send/4333 or the copy at the end of this document).

Academic Accommodation:

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Services for Students with Disabilities in the Student Development Centre (4th floor Schmon Tower, ex. 3240). You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.

Academic Accommodation due to Religious Obligations:

Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.

Medical Exemption Policy:

The University requires that a student be medically examined in Health Services, or by an off-campus physician prior to an absence due to medical reasons from an exam, lab, test, quiz, seminar, assignment, etc. The Medical Certificate can be found at: http://www.brocku.ca/health-services/policies/exemption

Week-to-Week Schedule

Week	Focus and activities/assessments	Readings
1 - Jan. 12	**Introduction to the course** - *Join class Yammer board* - Download course readings not on Sakai	• Milberrry, K. (2012). Freeing the Net: On-Line Mobilizations in Defense of Democracy. In K. Kozolanka, P. Mazepa, and D. Skinner (Eds.), *Alternative Media in Canada* (pp. 226-243). Vancouver, BC: University of British Columbia Press. • CRTC. (n.d.). About Us. Retrieved from: http://www.crtc.gc.ca/eng/acrtc/acrtc.htm • Barnes, A. (2009). The Legislative Process: From Government Policy to Proclamation. Retrieved from: http://www.lop.parl.gc.ca/content/lop/ResearchPublications/prb0864-e.pdf
2 – Jan. 19	**Universal Access** - *Blog-style responses begin*	• Clement, A., & Shade, L. R. (1999). The Access Rainbow: Conceptualizing universal access to the information/communications infrastructure. In M. Gurstein (Ed.), *Community informatics: Enabling communities with information and communications* technologies (pp. 32-51). Hershey, PA: Idea Group Publishing. • Janigan, M. Basic Service at the Crossroads: Will Universality be Saved? (2011). In M. Moll and L.R. Shade (Eds.), *The Internet Tree: The State of Canadian Telecom Policy 3.0* (pp. 103-112). Ottawa, ON: Canadian Centre for Policy Perspectives. Retrieved from: https://www.policyalternatives.ca/publications/reports/internet-tree • PIAC. (2015). *No Consumer Left Behind: A Canadian Affordability Framework for Communications Services in a Digital Age.* Retrieved from: http://www.piac.ca/wp-content/uploads/2015/03/PIAC-No-Consumer-Left-Behind-Final-Report-English.pdf o Please read the Executive Summary AND Section IV: Universal Service and Its Relationship to Affordability Supplementary: • CRTC. (2016). Closing the Broadband Gap. Retrieved from: http://www.crtc.gc.ca/eng/internet/internet.htm
3 – Jan. 26	**Copyright** - *Group presentations begin*	• Nair, M. (2014). The System of Copyright. In l. R. Shade (Ed.) *Mediascapes: New Patterns in Canadian Communication 4th Edition* (pp. 321-340). USA: Nelson. • Canada. (1985). Copyright Act. Retrieved from: http://laws-lois.justice.gc.ca/eng/acts/c-42/FullText.html o Read:

		▪ 3 Part I Copyright and Moral Rights in Works (p. 12-13) ▪ 14.1 Moral Rights (p. 20-21) ▪ 29 Exceptions (choose 3 exceptions between p. 43-69 to read in-depth) • Geist, M. (2013). Fairness Found: How Canada Quietyly Shifted from Fair Dealing to Fair Use. In M. Geist (Ed.), *The Copyright Pentalogy : How the Supreme Court of Canada Shook The Foundations of Canadian Copyright Law* (pp. 157-186). Ottawa, ON: University of Ottawa Press. Retrieved from: https://press.uottawa.ca/copyright-pentalogy.html Supplementary: • CIPPIC. (n.d.). Copyright. Retrieved from: https://cippic.ca/en/copyright • Alberta (Education) v. Canadian Copyright Licensing Agency (Access Copyright). (2012). 2 SCR 345, 2012 SCC 37 (CanLII). Retrieved from: http://canlii.ca/t/fs0v5
4 – Feb. 2	**Free/Libre Open Source Software (FLOSS) and Intellectual Property**	• Lessig, L. (1996). Intellectual property and code. *Journal of Civil Rights and Economic Development*, *11*(3), 6. • Kelty, C. (2008). The Movement. In Two Bits: The Cultural Significance of Free Software (pp. 97-117). Durham, NC: Duke University Press. Retrieved from URL: http://twobits.net/pub/Kelty-TwoBits.pdf
5 – Feb. 9	**Net Neutrality and Zero Rating**	• Anderson, S. (2011). Net Neutrality in Canada: Closing in on Internet Openness? In M. Moll and L.R. Shade (Eds.) *The Internet Tree: The State of Canadian Telecom Policy 3.0* (pp. 113-122). Ottawa, ON: Canadian Centre for Policy Perspectives. Retrieved from: https://www.policyalternatives.ca/publications/reports/internet-tree • Best, M. L. (2014). The Internet that Facebook Built. *Communications of the ACM*. 57 (12): 21-23 • Federal Communications Commission. (n.d.). *Open Internet.* Retrieved from: https://www.fcc.gov/general/open-internet Supplementary: • Malcolm, J., McSherry, C., Walsh, K. (2016). Zero rating: What it is and why you should care. Retrieved from: https://www.eff.org/deeplinks/2016/02/zero-rating-what-it-is-why-you-should-care • Electronic Frontier Foundation. (n.d.). Net Neutrality. Retrieved from: https://www.eff.org/issues/net-neutrality
6 – Feb. 16	**Test and Group Work**	
Feb 23	**Reading Week – No Class**	
7 – Mar. 2	**Cyberbullying**	• Livingstone, S, Stoilova, M and Kelly, A. (2016) Cyberbullying: incidence, trends and consequences. (pp. 115-120). In *Ending*

	- *Education or Advocacy proposal due*	*the Torment: Tackling Bullying from the Schoolyard to Cyberspace.* United Nations Office of the Special Representative of the Secretary-General on Violence against Children. New York, USA. • Bailey, J. (2014). Time to Unpack the Juggernaut?: Reflections on the Canadian Federal Parliamentary Debates on "Cyberbullying." Dalhousie Law Journal. 37 (2): 661-707. • Steeves, V. (2014). Young Canadians in a Wired World: Phase III: Cyberbullying: Dealing with Online Meanness, Cruelty and Threats: MediaSmarts. Retrieved from: http://mediasmarts.ca/sites/mediasmarts/files/pdfs/publication-report/full/YCWWIII_Cyberbullying_FullReport.pdf o Read pg. 1-26
8 – Mar. 16	**Surveillance and Snowden**	• Lyon, D. (2015). The Snowden Stakes: Challenges for Understanding Surveillance Today. Surveillance & Society, 13(2): 139-152. • Lyon, D. (2014). Surveillance, Snowden, and big data: Capacities, consequences, critique. *Big Data & Society*, *1*(2): 1-12. Supplementary • CIPPIC. (n.d.). Electronic Surveillance. Retrieved from: https://cippic.ca/en/electronic_surveillance • Electronic Frontier Foundation. (n.d.). NSA Spying on Americans. Retrieved from: https://www.eff.org/nsa-spying • Canadian Journalists for Free Expression. (n.d.). Snowden Surveillance Archive. Retrieved from: https://snowdenarchive.cjfe.org/greenstone/cgi-bin/library.cgi
9 – Mar. 23	**Biometrics**	• Schneier, B. (1999). Inside Risks: The uses and Abuses of Biometrics. Communications of the ACM. 42 (8): 136, • Smith, K. L., McPhail, B., Ferenbok, J., Tichine, A. & Clement, A. (2011). Playing with surveillance: The design of a mock RFID-based identification infrastructure for public engagement. *Surveillance & Society*: 9(1/2) 149-166. Retrieved from: http://library.queensu.ca/ojs/index.php/surveillance-and-society/article/view/playing • Sarkar, S. (2014) The Unique Identity (UID) Project, Biometrics and Re-Imagining Governance in India. Oxford Development Studies. 42(4): 516-533.
10 – Mar. 30	**Drones**	• Jensen, O. (2016). New 'Foucauldian Bommerangs': Drones and Urban Surveillance. Surveillance & Society. 14(1): 20-33. • Office of the Privacy Commissioner of Canada. (2013). Drones in Canada Will the proliferation of domestic drone use in Canada raise new concerns for privacy? Retrieved from: https://www.priv.gc.ca/en/opc-actions-and-

		decisions/research/explore-privacy-research/2013/drones_201303/
11 – **Apr. 6**	**Synthesis and Review** - Educational/ Advocacy Demos	• Ratto, M. (2011). Critical making: Conceptual and material studies in technology and social life. *The Information Society*, *27*(4), 252-260. • Rimock, M. (2015). An Introduction to the Intellectual Property Law Implications of 3D Printing. Canadian Journal of Law and Technology. 13(1): 1-31.

Department of Communication, Popular Culture and Film

Pledge of Academic Integrity [Adapted for COMM 3P91]

> Please read the following statement, sign it, and submit. Your assignments will not be graded unless this form is attached or received earlier in the term.

I, the undersigned, understand that all the following practices constitute academic misconduct according to Brock University's policy on academic misconduct and general academic practice:

- ☐ Quoting someone else's words without using quotation marks

- ☐ Quoting someone else's words without acknowledging the source

- ☐ Using someone else's ideas in my own words without acknowledging the source

- ☐ Using someone else's argument in my own words without acknowledging the source

- ☐ Fabricating data or sources of information for an assignment, bibliography or list of works cited

- ☐ Having or employing someone else to write all or part of my assignment, or do all or some of the preparatory work for me. There are two exceptions to this rule: I may have or employ someone to type the final assignment make editorial comments. However, I take full responsibility for any errors introduced by a typist or editor

- ☐ Allowing another student to use material from my assignment when drafting his or her own assignment

- ☐ Writing all or part of an assignment for another student, or doing all or some of the preparatory work for him or her. Such preparatory work includes (but is not limited to) reading and note-taking from required books and articles.

- ☐ Submitting any work for credit in two or more courses

I confirm that I have not committed any form of academic misconduct for COMM 3P91 and will uphold academic integrity throughout the course.

Name (please print): _____

Signature: _____

Date: _____

Department of Communication, Popular Culture and Film

Statement on: Academic Misconduct

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Policies" entry in the Undergraduate Calendar, available at brocku.ca/webcal, to view a fuller description of prohibited actions, and the procedures and penalties which may be applied.

Academic misconduct includes plagiarism (presenting the words and ideas of another person as if they were your own), submitting the same work for two different assignments, and other forms of cheating such as using crib notes during a test or fabricating data for a lab assignment.

Instructors and teaching assistants in the Department thoroughly investigate all suspected cases of academic misconduct.

The penalties for documented cases of academic misconduct can be severe. The Department may recommend that a grade of zero be given for the assignment, and a failing grade if not a grade of zero be given for the course. In addition, a note will be attached to the student's academic transcript. A second offense can result in suspension from the University. The disciplinary process is administered initially at the Department level and in cases where academic penalty is assigned will be referred to the offices of the Dean of Social Sciences.

Make yourself aware of the issues involved. Read the section of the Undergraduate Calendar that pertains to academic misconduct. You are reminded that the Student Development Centre (Schmon Tower, Room 400) offers workshops on writing skills, and issues surrounding plagiarism.

For further information on all aspects of your academic program, including course planning, you may consult with the Department's Academic Advisor:

Penni Lafleur, SBH 344, ext. 5308 , plafleur@brocku.ca>