



**MINUTES**  
**School Council**  
**SCHOOL OF LIBRARY AND INFORMATION STUDIES**

May 28, 2019 10:00 am-12:00 pm, 7-152 Education North

- Present: D. Allard, S. Day (designate for P. Martinez), R. Desmarais, S. Farnel, D. Feisst, E. Hoar, K. Lar-Son, M. McNally, T. Oliphant, A. Pitcher, D. Rathi, B. Reyes Ayala, J. Rodger, T. Samek, A. Shiri, A. Watson, A. Worrall, K. Anderson (designate for D. Davidson)
- Regrets: D. Askey, O. Bulut, P. Demers, M. Engel, P. Martinez, F. Tough, I. Martyniak
- Minutes: C. Mosimann

Call to Order 1000 h.

1.0 *Approval of Agenda dated May 28, 2019*

**Motion:** It was moved by T. Oliphant, seconded by D. Rathi, to approve the agenda.  
**CARRIED**

2.0 *Review of minutes dated October 12, 2019.*

No questions or comments. Minutes were approved via electronic vote in November 2018.

3.0 *Chair's Report*

T. Samek delivered the Chair's Report (attached).

4.0 *Associate Chair's Report*

A. Shiri delivered the Associate Chair's Report (attached).

5.0 *Scholarships, Awards, and Bursaries Update*

A. Worrall delivered the Scholarships, Awards, and Bursaries Committee Update. Over \$10,000 and a medal have now been awarded with approximately \$10,500 to be awarded to incoming students in the near future. Committee has been discussing potential changes to streamline the process with discussions regarding the balance between online and on-campus students. A new student award is currently in process; T. Samek was thanked for her support in this. It was commented that more awards for online students would be beneficial as smaller libraries do not always have the resources to support their staff who are students in the MLIS online offering. T. Samek thanked A.



Worrall for his leadership on the committee and noted his term as the committee Chair was coming to a close June 30, 2019.

6.0 *Update SLIS Vision, Mission, & Values Statement*

T. Samek presented the updated statement (attached). It was commented that recognition of Indigenous worldviews and reconciliation in the proposed statement was significant.

**Motion:** It was moved by D. Rathi, seconded by D. Allard, to approve the proposed updated statement.

**CARRIED**

7.0 *Calendar Compliance*

A. Shiri presented the 2020-2021 University of Alberta Proposed Calendar Graduate Program Changes (attached).

**Motion:** It was moved by T. Oliphant, seconded by B. Reyes Ayala, to approve the proposed changes.

**CARRIED**

8.0 Curriculum Committee Update and Voting

T. Samek thanked T. Oliphant for her leadership on the Curriculum Committee and Curriculum Review work and noted her term as the committee Chair was coming to a close June 30, 2019. T. Oliphant delivered an introduction to the work brought forward including thanks to the team effort including I. Martyniak and C. Mosimann for their work. T. Oliphant summarised aspects of curriculum momentum still in progress and not being voted on at this meeting.

8.1 Recommendation #3: Allow students to take one IT course outside of SLIS in order that they can pursue an IT topic of personal interest and professional relevance.

**Motion:** It was moved by D. Rathi, seconded by M. McNally, to approve the recommendation.

**CARRIED**

8.2 Recommendation #4: Assign a permanent number to LIS 598 "Information Policy" and change the title to "Selected Topics in Information Policy."

**Motion:** It was moved by D. Rathi, seconded by D. Allard, to approve the recommendation form.

**CARRIED**



- 8.3 Recommendation #5: Assign a permanent number to LIS 598 “Government Information” and refresh course content. A. Worrall suggested a friendly amendment to the form correcting the formatting, which was accepted.  
**Motion:** It was moved by A. Shiri, seconded by D. Rathi, to approve the recommendation form with friendly amendment.

***CARRIED***

- 8.4 Recommendation #7: Change the title of the course “Archives Administration” to “Introduction to Archival Studies.”  
**Motion:** It was moved by A. Shiri, seconded by A. Worrall, to approve the recommendation form.

***CARRIED***

- 8.5.1 Course deletions for LIS 519, LIS 535, and LIS 536.  
**Motion:** It was moved by T. Oliphant, seconded by D. Allard, to approve the LIS 519 course deletion recommendation form.

***CARRIED***

- 8.5.2 **Motion:** It was moved by S. Farnel, seconded by B. Reyes Ayala, to approve the LIS 535 course deletion recommendation form.

***CARRIED***

- 8.5.3 **Motion:** It was moved by M. McNally, seconded by A. Watson, to approve the LIS 536 course deletion recommendation form with a friendly amendment from T. Oliphant to change rationale to five years from six.

***CARRIED***

- 8.6 Course Deletions for LIS 596  
**Motion:** It was moved by A. Shiri, seconded by D. Allard, to approve the course deletion recommendation form.

***CARRIED***

- 8.7 Course Deletions for LIS 598s  
**Motion:** It was moved by M. McNally, seconded by A. Watson, to approve the course deletions recommendation form with a friendly amendment by A. Worrall to change “calendar” to “administrative systems.”

***CARRIED***



8.8 Course Changes to LIS 520

**Motion:** It was moved by D. Allard, seconded by D. Rathi, to approve the course change recommendation form.

***CARRIED***

8.9 Assign Permanent number to LIS 5XX “Technology, Information, and Society.”

**Motion:** A. Worrall moved, A. Watson seconded, to approve the new course recommendation form.

***CARRIED***

10.0 New Business

T. Samek requested any miscellaneous updates. GELA representative A. Pitcher advised on changes to GELA membership year dates and membership fees. T. Samek thanked GELA for the student rate.

T. Samek expressed her appreciation for the sustained team-work of all SLIS colleagues, including faculty, the Assistant Chair Administration, and support staff. T. Samek noted SLIS is especially appreciative of School Council’s endorsement of the refreshed Vision, Mission, and Values Statement.

Meeting Adjourned 1150 h.



AGENDA

**School Council**

SCHOOL OF LIBRARY AND INFORMATION STUDIES  
May 28, 2019 10:00 am-12:00 pm, 7-152 Education North

<b>Items</b>	<b>Presenters</b>
1. Approval of Agenda dated May 28, 2019	
2. Review of Minutes dated October 12, 2019. <i>Minutes approved via electronic voting in November 2018.</i>	
3. Chair's Report	T. Samek
4. Associate Chair's Report	A. Shiri
5. Awards, Scholarship, and Bursaries Update	A. Worrall
6. Updated SLIS Vision, Mission, & Values Statement	T. Samek
7. Calendar Compliance	A. Shiri
8. Curriculum Committee Update and Voting	T. Oliphant

## May 28, 2019 School Council Chair's Report

SLIS is now settled into the new space. An unofficial launch occurred in line with our Forum for Information Professionals (FIP) event in February 2019, as so many members of the community attended. Sincere thanks are extended to the full facilities team, including in the Dean's Office and at SLIS and critically all of the trades professionals involved. Sincere thanks are also extended to SLIS students, faculty, sessionals and alumni for their flexibility and patience in this process.

The administrative merge (of Assistant Chair and support staff) with the Department of Educational Policy Studies is a process and is coming along well. Note the support for the departments merged (not the two departments).

Our new Faculty of Education strategic plan 2019-2024, [Education for the Public Good](#), is very inclusive of SLIS.

### Accreditation update:

- an information session was held for students in January 2019 and the 60 minute video recording is on the SLIS website [here](#)
- both an Advisory Committee and a Working Committee are struck and in play
- our required *Plan for the Self-Study* was submitted to ALA on schedule in winter 2019 and the feedback was positive
- the May 2019 Academic Council Retreat focused on accreditation
- the External Review panel and the CFLA neutral observer set
- the Working group is now developing the *Draft of the Self-Study* due November 2019 (with the final *Self-Study* due January 2020)
- the External Review Panel site visit is scheduled for March 2020

### Other updates:

- A new student association land acknowledgment passed at the April 2019 LISSA AGM.
- Graduation dinner/end of year banquet was held at the Faculty Club on April 13, 2019.
- Spring convocation and luncheon are scheduled for June 12, 2019.
- Recruitment trips so far in 2019 include those to OLA, LAA, SLA and BCLA.
- SLIS sessionals Kayla Lar-son and Tanya Ball, alongside students, presented on our new (Fall 2018) Indigenous MLIS course at ALC in Jasper in April 2019.
- SLIS sponsored a Kule Institute for Advanced Study (KIAS) conference on AI, Ethics and Society May 8-10, 2019.
- SLIS sessional and individual interdisciplinary doctoral student Sharon Farnel received a 2019 Graduate Student Teaching Award
- Positive SLIS Employment Survey 2017 results. Track our Program Assessment Page for this and other survey results (including Exit Surveys and Practicum Site Supervisor surveys) [here](#).

**Associate Chair and Graduate Coordinator  
School Council Report  
May 28, 2019**

**SLIS**

- Toni and Ali attended the Academic Planning Committee on March 27, 2019 to put forward the motion to approve the credit reduction change for the thesis-based master's program. The Committee approved the change and submitted that to the Ministry of Advanced Education for final approval.

Admissions:

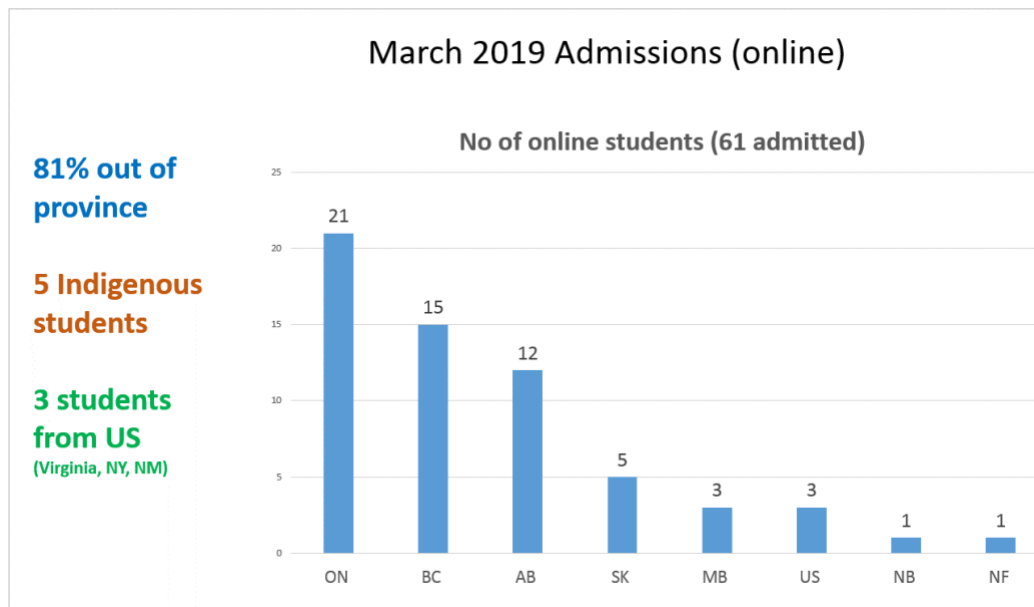
**Online: 61**, 81% out of province, 5 indigenous students, 3 students from the US (Virginia, New York, New Mexico)

**On-campus: 40**, 32% out of province, 3 Indigenous students, 4 from the US (Iowa, Maryland, Oregon, Texas)

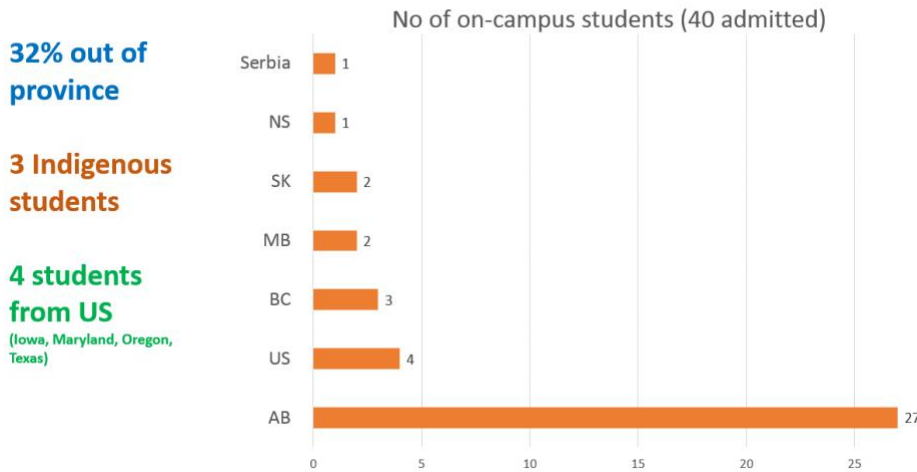
As of May 28:

Accepted offers: Online 55

On-campus 22



## March 2019 Admissions (on-campus)



### FGSR Calendar compliance

‘Motion to approve the SLIS Graduate program calendar changes, as reflected in 2020-2021 University of Alberta Proposed Calendar Graduate Program Changes’ document.

- All graduate programs on campus were required to work with FGSR to ensure that the FGSR Calendar compliance requirement is met. This includes the language, formatting and any changes to the programs or its requirements. I have worked with Maria Chia from February 1<sup>st</sup> to March 20<sup>st</sup> to ensure that our program calendar entries for course-based and thesis-based programs are compliant. The necessary changes will include:
  - A statement in the calendar about SLIS meeting the FGSR professional development requirement (Page 8)
    - For course-based program: Students in the Master of Library and Information Studies programs fulfill the Faculty of Graduate Studies and Research Professional Development requirement throughout their program, culminated in the LIS 600 capping exercise course.
    - For thesis-based program: Students in the Master of Library and Information Studies programs fulfill the Faculty of Graduate Studies and Research Professional Development requirement throughout their program.
  - Statement in the calendar about SLIS meeting the FGSR Ethics Training requirement (Page 9)
    - Students in the Master of Library and information Studies programs fulfill the FGSR Academic Integrity and Ethics Training Requirement through their required courses in which they receive approximately 17 hours of ethics
  - Credit reduction changes to course-based program (page 8) and thesis-based program (page 9).



- Changes related to the required credit numbers in the two programs.



## **Agenda Item 6: Updated SLIS Vision, Mission, & Values Statement**

**SLIS School Council**

**May 28, 2019**

Changes are indicated in **red**.

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### **SLIS Vision**

A society which honours institutions **and organizations** that foster individual opportunity to engage rigorously with the world of **information, education**, imagination, and ideas for learning, citizenship, and connecting communities.

### **SLIS Mission**

Within a vibrant, supportive, and rigorous environment, the School develops diverse, reflective and inquiring library and information leaders through **innovative**, learner-centric teaching, research and scholarship, and **community engagement for the public good**.

### **SLIS Values**

A diverse, inclusive, dynamic and collegial School which honours

- **Integrity, fairness, and respect;**
- **Equity, diversity and inclusion;**
- **Indigenous worldviews and bringing truth and reconciliation to our education;**
- Excellence in teaching, research and scholarship, and citizenship;
- Mutual sense of responsibility and accountability;
- Pride in our history, traditions, **communities**, students, and alumni; and,
- Intellectual curiosity, **academic freedom and intellectual freedom**, imagination, and creativity.

Killam Centre for Advanced Studies  
 2-29 Triffo Hall Edmonton AB Canada T6G 2E1  
 Tel: 780.492.2816 / Fax: 780.492.0692  
 www.gradstudies.ualberta.ca

**2020-2021 University of Alberta Proposed Calendar Graduate Program Changes:**

<b>Current</b>	<b>Proposed</b>
<p><b>Graduate Programs</b></p> <p><b>Library and Information Studies [Graduate]</b>            School of Library and Information Studies            7-104 Education Centre North            University of Alberta            Edmonton, Alberta T6G 2G5            E-mail: slis@ualberta.ca            www.slis.ualberta.ca</p> <p><b>General Information</b>            The School of Library and Information Studies, the only graduate professional library and information studies program in the prairie provinces, offers the Master of Library and Information Studies (MLIS) degree. The MLIS degree is offered on campus or completely online.</p> <p>As a professional degree, the MLIS represents a program designed to develop the knowledge, understanding, attitudes, and skills that will prepare graduates to help people define their information needs, make their information seeking more effective, use information tools efficiently, evaluate information, critically examine Internet resources, make informed decisions about what to read, and help organizations manage their records and knowledge.</p> <p>The MLIS program is accredited by the Committee on Accreditation of the American Library Association. This accreditation is also recognized by the Canadian Library Association.</p> <p>Student Organizations            The Library and Information Studies Students' Association represents all students enrolled in the MLIS program. Students elect their own officers, with the presiding officer representing them at meetings of the School Council. LISSA provides liaison between students and faculty and encourages participation in a variety of academic, professional, and extracurricular activities.</p> <p><b>Entrance Requirements</b>            An applicant with a four year undergraduate degree from the University of Alberta, or a comparable degree from another accredited university, who has obtained a</p>	<p><b>Graduate Programs</b></p> <p><b>Library and Information Studies [Graduate]</b>            School of Library and Information Studies            7-104 Education Centre North            University of Alberta            Edmonton, Alberta T6G 2G5            E-mail: slis@ualberta.ca            www.slis.ualberta.ca</p> <p><b>General Information</b>            The School of Library and Information Studies, the only graduate professional library and information studies program in the prairie provinces, offers the Master of Library and Information Studies (MLIS) degree. The MLIS degree is offered on campus or completely online.</p> <p>As a professional degree, the MLIS represents a program designed to develop the knowledge, understanding, attitudes, and skills that will prepare graduates to help people define their information needs, make their information seeking more effective, use information tools efficiently, evaluate information, critically examine Internet resources, make informed decisions about what to read, and help organizations manage their records and knowledge.</p> <p>The MLIS program is accredited by the Committee on Accreditation of the American Library Association. This accreditation is also recognized by the Canadian Library Association.</p> <p>Student Organizations            The Library and Information Studies Students' Association represents all students enrolled in the MLIS program. Students elect their own officers, with the presiding officer representing them at meetings of the School Council. LISSA provides liaison between students and faculty and encourages participation in a variety of academic, professional, and extracurricular activities.</p> <p><b>Entrance Requirements</b>            The School's minimum admission requirements are an undergraduate degree with an admission GPA of at least 3.0 on the 4-point scale from the University of Alberta, or</p>

minimum grade point average of 3.0 (or its equivalent) in the last 20 half courses (or equivalent) of academic studies may be admitted as a candidate for the MLIS degree. Applicants who lack these qualifications are advised to make up any deficiency in consultation with the School of Library and Information Studies in order to be considered for admission as a candidate for the MLIS.

All applicants who are required to write an English language examination are advised to do so at an early date because a satisfactory score is required in order to be considered for admission (see English Language Requirement). The passing score is 90 for the MELAB; 600 (paper-based) or 100 (Internet-based) for the TOEFL; 70 for the CAEL with a minimum of 70 on each subtest; or 7.5 on the overall band for the IELTS (Academic) with a minimum of 7 on each test band.

Applicants without a degree from a Canadian university may be required to take the Graduate Record Examination administered by the Educational Testing Service. Students should arrange for the testing agency to report results to the School of Library and Information Studies, which will judge whether or not the results are satisfactory. Acceptable scores are 600 in the Verbal Section, 525 in the Quantitative Section, and 600 in the Analytical Section.

Applicants are judged not only on their academic record but also by their professional promise as indicated in three letters of reference (letters to support application for graduate admission), statement of purpose, and curriculum vitae.

Admission offers are made from a review of complete applications received by the School by February 1. A complete application includes the application form and its supporting materials, transcripts, and three letters of reference (letters to support application for graduate admission). Where fewer than three academic referees are available, one professional/supervisor referee is acceptable for one of the references. All must be received before applications can be reviewed for admission to the

an equivalent qualification and standing from a recognized institution. The admission GPA will be calculated on the last ★60 of graded coursework completed, or on the equivalent of the last two years of full-time graded coursework.

Applicants who lack these qualifications are advised to make up any deficiency in consultation with the School of Library and Information Studies in order to be considered for admission as a candidate for the MLIS.

Where applicable, applicants must provide proof of English Language Proficiency (refer to English Language Requirement). Any one of the following is acceptable:

- 90 for the MELAB;
- 100 (Internet-based) for the TOEFL, or equivalent;
- 70 for the CAEL with a minimum of 70 on each subtest;
- 7.5 on the overall band for the IELTS (Academic) with a minimum of 7 on each test band.

Applicants are also required to submit the following

- Statement of Purpose
- Curriculum Vitae or Resume
- Three Letters of Reference. Academic referees are preferred; where fewer than three academic referees are available, one professional/supervisor referee is acceptable.

The application deadline for all programs is February 1 for Fall entry.

MLIS program. Applicants considered will receive notification of a decision on their application no later than March 31. Once the School's acceptance limit is reached, subsequent acceptable applicants may be placed on a waiting list.

Decisions on internal scholarships and awards are normally made by June 1. Students are encouraged to seek out opportunities for scholarships and awards and to apply for these prior to and during the course of their programs.

Students who are offered admission to the MLIS program may have their admissions deferred to the following fall term if the School is notified in writing before the beginning of the Fall term.

Please consult [www.slis.ualberta.ca](http://www.slis.ualberta.ca) for full application details.

### **Financial Assistance**

Inquiries regarding program and course details, and financial assistance should be made to the School of Library and Information Studies. Details about University awards are found at [www.gradstudies.ualberta.ca](http://www.gradstudies.ualberta.ca).

### **Academic Standing**

The pass mark for any course taken for credit towards the Master of Library and Information Studies degree is a grade of C+. A student who does not achieve a pass mark in any required course must repeat the course. A student who does not achieve a pass mark in an elective course must repeat the course or substitute another elective course.

An overall average of 2.7 must be maintained throughout the program. If the School decides that a graduate student is not making satisfactory progress in either coursework or research, the School may recommend to the Dean of the Faculty of Graduate Studies and Research that the student be required to withdraw.

### **Reexaminations**

Graduate students are not permitted to take reexaminations.

### **Appeals and Grievances**

Students who have grievances related to academic judgments inherent in marks or grades awarded in any course should follow the grievance procedures set out by the School of Library and Information Studies and the Faculty which offers the course.

Students who have grievances related to a decision of the Faculty of Graduate Studies and Research (FGSR) affecting

Please consult [Admissions on the School of Library and Information Studies website](#) for full application details.

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Students who have grievances related to a decision of the Faculty of Graduate Studies and Research (FGSR) affecting

the student's academic program should first exhaust the appeal and grievance procedures of the School and then, if desired, may pursue the appeal procedures of the Faculty of Graduate Studies and Research. These procedures are available from the School and the Faculty of Graduate Studies and Research.

#### **Time Limits for Completion of Program**

Candidates in the course-based route must have completed all the requirements within six years of the time they are first registered as a probationary graduate student or candidate in the Master's program. Candidates in the thesis-based route must have completed all requirements within four years of the time they are first registered.

### **Graduate Program Requirements**

#### **The Degree of MLIS (Library and Information Studies) [Graduate]**

##### **Program Requirements**

The minimum requirement for the MLIS degree is either ★39 in graduate courses and a thesis, or ★48 in graduate courses and a capping exercise. Students may, with approval, include up to ★9 offered by a department other than the School of Library and Information Studies.

The following courses are required for both the thesis and course-based routes of the MLIS program: LIS 501, LIS 502, LIS 503, LIS 504, LIS 505 and ★6 from the approved Information Technology courses (see SLIS website for current offerings). LIS 501 is normally a prerequisite for the rest of the program. LIS 597 (or equivalent) is a requirement in the thesis route of the MLIS program.

the student's academic program should first exhaust the appeal and grievance procedures of the School and then, if desired, may pursue the appeal procedures of the Faculty of Graduate Studies and Research. These procedures are available from the School and the Faculty of Graduate Studies and Research.

### **Graduate Program Requirements**

#### **The Degree of MLIS (Library and Information Studies) [Graduate]**

##### **Program Requirements**

The MLIS program may be taken as either a course-based or a thesis-based degree.

##### **Course-based MLIS**

Students must complete a minimum of ★39 in coursework, including a capping exercise.

##### **Required courses (★21)**

- LIS 501 - normally a prerequisite for the rest of the program
- LIS 502
- LIS 503
- LIS 504
- LIS 505
- Two ★3 courses from the approved Information Technology courses (see [SLIS website](#) for current offerings)

##### **Elective courses (★18)**

- Six ★3 courses.
- With approval, students may select elective courses outside of SLIS.

##### **Capping Exercise**

- LIS 600

##### **Professional Development Requirement**

Students in the course-based Master of Library and Information Studies programs fulfill the FGSR Professional Development Requirement throughout their program, culminated in the LIS 600 capping exercise course.

Credit for courses taken elsewhere may be granted as transfer credit by the Dean of the Faculty of Graduate Studies and Research, on the recommendation of the School of Library and Information Studies. Contact the School for details.

### **The Degrees of MA/MLIS (Library and Information Studies) [Graduate]**

The School of Library and Information Studies and the Digital Humanities Program offer a combined MA in Digital Humanities/MLIS program that students can

### **Thesis-based MLIS**

Students must complete a minimum of ★39 in coursework and a thesis.

#### Required courses (★24)

- LIS 501 - normally a prerequisite for the rest of the program
- LIS 502
- LIS 503
- LIS 504
- LIS 505
- LIS 597 (or equivalent)
- Two ★3 courses from the approved Information Technology courses (see [SLIS website](#) for current offerings)

#### Elective courses (★15)

- Five ★3 courses.

#### Thesis

- Registration in 900-level THES.

#### **Professional Development Requirement**

Students in the thesis-based Master of Library and Information Studies programs fulfill the FGSR Professional Development Requirement throughout their program.

#### **Ethics Requirement**

Students in the Master of Library and information Studies programs fulfill the FGSR Academic Integrity and Ethics Training Requirement through their required courses in which they receive approximately 17 hours of ethics training.

#### **Length of Program**

The maximum time to complete the course-based MLIS program as set by the Faculty of Graduate Studies and Research is six years.

The maximum time to complete the thesis-based MLIS program as set by the Faculty of Graduate Studies and Research is four years.

### **The MA/MLIS Combined Program (Library and Information Studies) [Graduate]**

The School of Library and Information Studies and the Digital Humanities Program offer a combined MA in Digital Humanities/MLIS program that students can

complete within three years.

Students pursuing the combined degree must take ★12 in required Digital Humanities courses (DH 500, DH 510, DH 520, and DH 530) and ★6 in Digital Humanities options. They must also take ★18 in required Library and Information Studies courses: LIS 501, LIS 502, LIS 503, LIS 504, LIS 505 and LIS 597) and ★9 in LIS options. The MLIS requirement to complete ★6 from a list of designated Information Technology courses is fulfilled by content covered in the Digital Humanities courses. Students are strongly encouraged to take the required Digital Humanities courses during their first year. Students must also complete a thesis. The student's thesis committee should normally include faculty members from both programs.

[moved to MA/MLIS Entrance Requirements]

Students wishing to apply for the combined degree need only complete one online application form by selecting "MA/MLIS" as the program. The application will be received by both programs. Students must satisfy the entrance requirements for both programs. Administrators of the two programs will consult regarding admission to the combined degree.

complete within three years. [Refer to The Degrees of MA/MLIS \(Digital Humanities\) \[Graduate\] for additional information](#)

### **Entrance Requirements**

Students wishing to apply for the combined degree need only complete one online application form by selecting "MA/MLIS" as the program. The application will be received by both programs. Students must satisfy the entrance requirements for both programs. Administrators of the two programs will consult regarding admission to the combined degree.

### **Program Requirements**

Students are required to complete a minimum of ★45 in coursework and a thesis

#### **Coursework**

##### **Digital Humanities (★18)**

Students are strongly encouraged to take the required Digital Humanities courses during their first year.

- DH 500
- DH 510
- DH 520
- DH 530
- Two ★3 Digital Humanities elective courses

##### **Library and Information Studies (★27)**

- LIS 501 - normally a prerequisite for the rest of the program
- LIS 502
- LIS 503
- LIS 504
- LIS 505
- LIS 597
- three ★3 LIS elective courses

#### **Thesis**

- **Registration in 900-level THESIS.** The student's thesis committee should normally include faculty members from both programs.

### **Ethics Requirement**

Students in the Master of Library and information Studies programs fulfill the FGSR Academic Integrity and Ethics Training Requirement through their required courses in which they receive approximately 17 hours of ethics



### Length of Program

A full-time student who is registered for the MLIS program normally will be able to complete the degree requirements in two years. A full-time student who is registered for the joint MA/MLIS degree normally will be able to complete the degree requirements in three years.

### The MBA/MLIS Combined Program (Library and Information Studies) [Graduate]

The School of Library and Information Studies and the Faculty of Business offer a program of combined study which enables students to earn both the MBA and MLIS degrees after three calendar years of full-time study or six years of part-time study. Students in the online offering of the MLIS program are not eligible for the combined MBA/MLIS program.

[moved to MBA/MLIS Entrance Requirements]

Each student must complete a Faculty of Graduate Studies and Research application form which will be received by both programs. A letter indicating the intention to apply to the MBA/MLIS program including a statement of the applicant's background and interests should also be enclosed. During, and up to the completion of the first year in the MLIS program, students will have the option to apply to the combined MBA/MLIS program.

### Entrance Requirements

Students wishing to apply for the MBA/MLIS combined program need only complete one online application form by selecting "MBA/MLIS" as the program. The application will be received by both programs. Students must satisfy the entrance requirements for both programs. Administrators of the two programs will consult regarding admission to the combined degree. There is limited enrolment and the entrance process is competitive.

training.

### Professional Development Requirement

Students in the combined MA/MLIS program must satisfy the FGSR Professional Development Requirement.

### Length of Program

A full-time student who is registered for the combined MA/MLIS degree normally will be able to complete the degree requirements in three years.

The maximum time to complete the thesis-based combined MA/MLIS program is six years (see Time Limit for Completion of Graduate Programs).

### The MBA/MLIS Combined Program (Library and Information Studies) [Graduate]

The School of Library and Information Studies and the Faculty of Business offer a program of combined study which enables students to earn both the MBA and MLIS degrees after three calendar years of full-time study or six years of part-time study. Students in the online offering of the MLIS program are not eligible for the combined MBA/MLIS program. Refer to The MBA/MLIS Combined Program (Business)[Graduate] for additional information.

### Entrance Requirements

Students wishing to apply for the MBA/MLIS combined program need only complete one online application form by selecting "MBA/MLIS" as the program. The application will be received by both programs.

Students must satisfy the entrance requirements for both programs. A statement of the applicant's background and interests should be included with the application.

Administrators of the two programs will consult regarding admission to the combined degree. There is limited enrolment and the entrance process is competitive.

During, and up to the completion of the first year in the MLIS program, students will have the option to request a

## Program Requirements

The course requirements are normally as follows:

### First Year

★24 in LIS (including ★15 in required courses excluding LIS 504 and up to ★6 in required Information Technology courses (see SLIS website for current offerings) and / or up to ★6 credits in electives)

### Second year

★30 MBA required courses

### Third year

★15 MBA (one required course SMO 641 and four electives)

★12 MLIS (LIS electives and up to one Information Technology course)

## Academic Standing

Respective academic standing provisions for each program apply. Students taking the MBA/MLIS program must meet each program's academic standing requirements. If a student withdraws from one of the degree programs or is required to withdraw because of unsatisfactory academic standing, but wishes to remain in the other degree program, the student may be permitted to continue the program of study in which the student retains good academic standing.

## Length of Program

A full-time student who is registered for the combined MBA/MLIS program normally will be able to complete the degree requirements in three years. Students may

change of program category to the combined MBA/MLIS program.

## Program Requirements

Students are required to complete a minimum of ★81 in coursework, including a ★3 capping exercise.

### First Year (★24)

- LIS 501 - normally a prerequisite for the rest of the program
- LIS 502
- LIS 503
- LIS 505
- Up to two ★3 courses from the approved Information Technology courses (see [SLIS website](#) for current offerings)
- Two or three ★3 elective courses.

### Second year (★30)

- MBA required courses

### Third year (★27)

- Four ★3 MBA elective courses
- Four ★3 LIS courses (LIS elective courses and up to one Information Technology course)
- Capping exercise: SMO 641

## Ethics Requirement

Students in the Master of Library and information Studies programs fulfill the [FGSR Academic Integrity and Ethics Training Requirement](#) through their required courses in which they receive approximately 17 hours of ethics training.

## Professional Development Requirement

Students in the combined MBA/MLIS program must satisfy the [FGSR Professional Development Requirement](#).

## Academic Standing

Respective academic standing provisions for each program apply. Students taking the MBA/MLIS program must meet each program's academic standing requirements. If a student withdraws from one of the degree programs or is required to withdraw because of unsatisfactory academic standing, but wishes to remain in the other degree program, the student may be permitted to continue the program of study in which the student retains good academic standing.

## Length of Program

A full-time student who is registered for the combined MBA/MLIS program normally will be able to complete the degree requirements in three years. Students may

undertake the combined program on a part-time basis.  
~~The duration of the total program must not exceed six consecutive calendar years.~~

**Graduate Courses**

Graduate courses can be found in Course Listings, under the subject headings Library and Information Studies (LIS).

undertake the combined program on a part-time basis.

The maximum time to complete the course-based combined MBA/MLIS program as set by the Faculty of Graduate Studies and Research is six years.

**Graduate Courses**

Graduate courses can be found in Course Listings, under the subject headings Library and Information Studies (LIS).

Justification: Calendar compliance

Note: Items highlighted in blue under thesis-based MLIS are part of a separate load change request.

Approved by:



**Agenda Item 8: Curriculum Committee Update and Voting**

**SLIS School Council**

**May 28, 2019**

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**Curriculum Review Recommendations**

The following recommendations from the Curriculum Review (CR) Working Group were approved at Curriculum Committee and Academic Council to bring forward for Voting on at School Council:

- 8.1** Recommendation #3: Allow students to take one IT course outside of SLIS in order that they can pursue an IT topic of personal interest and professional relevance.
- 8.2** Recommendation #4: Assign a permanent number to LIS 598 Information Policy and change title to “Selected Topics in Information Policy.” *Form Attached*
- 8.3** Recommendation #5: Assign a permanent number to LIS 598 Government Information and refresh course content. *Form Attached*
- 8.4** Recommendation #7: Change the title of the course “Archives Administration” to “Introduction to Archival Studies.” *Form Attached*

**Curriculum Committee Recommendations**

The following recommendations from the normal work of the Curriculum Committee were approved at Academic Council for bring forward for Voting on at School Council.

- 8.5** Course Deletions for LIS 519, 535, 536. *Forms Attached*
- 8.6** Course Deletions for LIS 596. *Form Attached*



- 8.7** Course Deletions for LIS 598s. *Form Attached*
  
- 8.8** Course Changes to LIS 520. *Form Attached*
  
- 8.9** Assign Permanent number to LIS 5XX “Technology, Information, and Society.” *Form and Course Outlines Attached*

## **Executive Summary**

The Curriculum Committee recommends the following:

### **Area 1: Decolonization and implications from the TRC**

**Recommendation #1:** Drawing upon the CFLA and TRC recommendations and stakeholders' perspectives, we recommend building on the momentum of SLIS course offerings, including the core and other work being done by SLIS, the Faculty of Education, and the University of Alberta in this area. Issues to be explored as they relate to curriculum might include the following:

- Move toward giving LIS 598 Indigenous Contexts for Library and Information Studies a permanent course number

### **Area 2: Core and elective existing courses**

**Recommendation #2:** Allow students to take one IT course outside of SLIS in order that they can pursue an IT topic of personal interest and professional relevance.

**Recommendation #3:** Assign a permanent number to LIS 598 Information Policy and change the title to "Selected Topics in Information Policy."

**Recommendation #5:** Assign a permanent number to LIS 598 Government Information and refresh course content.

**Recommendation #5:** Change the title of the course "Archives Administration" to "Introduction to Archives." "Introduction to Archival Studies"

### **Area 4: Suggestions for Additional New Courses**

**Recommendation #6:** Explore new courses in the following areas: (a) information retrieval, (b) data studies, (c) archival studies, and (d) digital literacy instruction.

## Curriculum Committee Recommendation Form

This form is used by the SLIS Curriculum Committee to document and recommend course changes, additions and modifications to the SLIS Academic Council for approval.

**Date:** April 5, 2019

**Type of Change:** [ X ] NEW COURSE\* [ ] EXISTING COURSE [ ] COURSE DELETION

### CALENDAR COPY

CURRENT Calendar Section Number §[ ] <i>(Use strike out for all changes)</i>	PROPOSED Calendar Section Number §[] <i>(Underline all additions)</i>
	<p><b><u>LIS 5xx: Selected Topics in Information Policy</u></b></p> <p>★ 3 (fi 6) (either term, 3-0-0) <u>An examination of selected topics in information policy including a focus on origins, policy and regulatory environment and current issues. Selected topics regularly examined are intellectual property; telecommunications policy; Access to Information, privacy, and surveillance.</u></p> <p><u>Prerequisite: LIS 501 or consent of instructor.</u></p>

**Course title:** LIS 5xx: Selected Topics in Information Policy

**Rationale:**

- 1) The proposed course enriches offerings in the area of information policy. While information policy topics are covered in a range of courses, Information Policy was the only course solely focused on these issues. Information Policy competences are reflected in the *ALA's Core Competences of Librarianship* (1F and 1G).
- 2) The Information Policy course has run four times – Fall 2013 (F2F), Winter 2016 (F2F), Winter 2017 (Online), and Winter 2018 (F2F). Enrollment has been relatively consistent across the offerings with 17, 18, 21 and 17 students respectively.
- 3) The proposed course affords flexibility in covering a range of information topics. The original Information Policy course was limited in depth because of the breadth of the subjects covered (Introduction to Information Policy; Information Policy and the Information Society; Trends and Issues in Information Policy; Access to Information; Privacy; Surveillance; Copyright; Innovation; Open Content; Telecommunications Policy; Broadcasting Policy; Internet Policy). The proposed Selected Topics in Information Policy addresses this limitation by focusing on narrower policy domains within information policy, and it will also students to gain a better depth in the subject matter covered.
- 4) There is sufficient instructional capacity within the University of Alberta and Edmonton community to sustain various offerings. For example, Edmonton has a vibrant community of

copyright experts which could instruct “Selected Topics in Information Policy: Intellectual Property;” multiple professors across SLIS and the Masters of Arts in Communications and Technology program could instruct “Selected Topics in Information Policy: Telecommunication Policy.”

5) Having a permanent course in the area of information policy may build on the capacity of SLIS students to contribute to ongoing policy discussions and consultations. Notable, recent SLIS student policy contributions include: three students making a joint submission to the Office of the Privacy Commissioner of Canada’s 2018 consultation on online reputation; 13 students submitting a joint brief to the House of Common’s Standing Committee on Industry, Science and Technology’s Statutory Review of the Copyright Act; and, a SLIS student winning the Canadian Radio-television and Telecommunications 2018 CRTC Prize for Excellence in Policy Research (Master’s Category).

**Recommendation:**

That a permanent course number be given to an existing LIS 598 “Information Policy as a course titled “Selected Topics in Information Policy” with the calendar description included above.

Inclusions:

Sample LIS 5XX Selected Topics in Information Policy: Intellectual Property (Representative Syllabus)

Sample LIS 5XX Selected Topics in Information Policy: Telecommunications Policy (Representative Syllabus)

LIS 598 Information Policy: Course Syllabus Winter 2018 (Most Recent On Campus Offering)

LIS 598 Information Policy: Course Syllabus Winter 2017 (Most Recent Online Offering)





# UNIVERSITY OF ALBERTA SCHOOL OF LIBRARY AND INFORMATION STUDIES

## LIS 5XX Selected Topics in Information Policy: Intellectual Property Course Outline Term Year

### COURSE INSTRUCTOR:

Email:

Phone:

### Office Hours:

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### Calendar Description:

An examination of selected topics in information policy including a focus on origins, policy and regulatory environment and current issues. Selected topics regularly examined are intellectual property; telecommunications policy; Access to Information, privacy, and surveillance.

### Course Objectives:

After completing this course, students who meaningfully engage with course material, actively participate and successfully complete their required course work should be able to:

- Evince an awareness of the origins and history of intellectual property protection
- Understand and analyze the theories, trends and influences on intellectual property policy
- Appreciate the importance of contributing to local, regional and national discussions on intellectual property

### Student Learning Outcomes:

After completing this course, students who meaningfully engage with course material, actively participate and successfully complete their required course work should be able to:

- Drawing on class readings, discussions and assignments students will be able to analyze power relations shaping intellectual property (links to Program Learning Objective 3)
- Through readings, discussions and the writing of an essay, students will evaluate various trends and influences in intellectual property policy and be able to critically assess how these trends and influences shape policy creation and implementation (links to Program Learning Objective 2)

**Program Learning Outcomes:**

Relevant Program Learning Outcomes for this course are:

2. Evince complex and ethical awareness of major issues, research, trends, and dilemmas in library and information studies.

**Objective:** students will, within appropriate institutional, organizational, or professional constructs be ready to debate local, national, and global information issues and policies in a cross-disciplinary, analog, or digital context that includes, but is not limited to the responsibility of librarians and information specialists with respect to the free flow of ideas and access to information.

3. Demonstrate critical thinking, analytical capacities, and problem-solving skills.

**Objective:** students will possess the skills and theoretical knowledge necessary to evaluate and improve library and information systems and services.

**Content:**

Introduction to Intellectual Property; Justificatory Theories of Intellectual Property and the Origins of Intellectual Property Protection; Domestic Copyright Protection in Canada and the *Copyright Act*; Domestic Jurisprudence on Canadian Copyright; Fair Dealing in Canada; Institutional and Individual Exceptions and Technological Protection Measures in the *Copyright Act*; Copyright and Library Practice; Patents and Innovation Policy; Other forms of Intellectual Property Protection; International Intellectual Property Protection and Coordination; Political Economy of Intellectual Property Rights; Alternatives to Intellectual Property and Indigenous Knowledge Protection; Current Trends and Issues in Canadian Intellectual Property Policy

**Methods:**

Lectures, guest lectures, readings, discussions, guest lectures and assignments.

**Course Relationships:**

Prerequisite: LIS 501 Foundations in LIS

**Required Texts:**

None. Copies of required readings are available through University of Alberta Libraries, publicly available on the internet or are copied into eClass in compliance with the University of Alberta’s Fair Dealing Guidelines and the Copyright Act s. 29 provisions.

**Assignments and Weighting:**

Assessment	Weighting
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Discussion and Participation (both in class and online)	25%
Intellectual Property and Workplace Practice Paper	30%
<b>A. Term Paper Term Paper Outline OR</b>	45%
<b>B. Policy Intervention and Related Material (dates vary, and dependent on relevant consultations)</b>	45%
<b>TOTAL:</b>	<b>100%</b>

**Late Assignment Policy**

Students are expected to submit assignments by the due date. There are no late penalties for assignments handed in after the due date. Assignments handed in after the due date will be returned later than assignments handed in on the due date. All assignments must be submitted by 11:59pm MDT on April 13, 2018. Any assignments not handed in by this deadline will receive a mark of 0 without exception.

**School of Library and Information Studies Grading Statement:**

Grades reflect professional judgements of student achievement made by instructors. These judgements are based on a combination of absolute achievement and relative performance in class. The instructor should mark in terms of raw scores, rank the assignments in order of merit, and with due attention to the verbal descriptions of the various grades, assign an appropriate final letter grade. Grades are calculated in accordance with the SLIS Grading Procedure.

**Academic Integrity:** The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these stands regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behavior (online at <http://www.governance.ualberta.ca/>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts an/or participation in an offence. Academic dishonesty is a serious offense and can result in suspension or expulsion from the University.

Students should also be mindful of the SLIS Copyright Policy ([http://www.slis.ualberta.ca/Resources/~//media/slis/Documents/Resources/SLIS Policies and Documents/SLIS\\_Copyright\\_Policy.pdf](http://www.slis.ualberta.ca/Resources/~//media/slis/Documents/Resources/SLIS Policies and Documents/SLIS_Copyright_Policy.pdf)).

**Inclusive Language and Equity:**

The Faculty of Education is committed to providing an environment of respect for all people within the university community and to educating faculty, staff and students in

developing teaching and learning contexts that are welcoming to all. The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation and ethnic background. Students who require accommodations in this course due to a disability or chronic health condition affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Student Accessibility Services.

**Recording of Lectures:**

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Policy about academic regulations can be found in [Section 23.4\(2\)](#) of the University Calendar.

## **Assignments:**

### General Assignment Guidelines:

In addition to fulfilling the assignment requirements, other key considerations in the evaluation of assignments include:

- In a graduate course you are expected to think and do beyond the minimum – you should aim for an exemplary assignment and not simply a satisfactory one
- Well-articulated submissions contain strong arguments and are well supported by literature/references and/or examples
- For written assignments you will want to ensure a high quality submission by including an introduction and conclusion, and good organization making use of headings and sub-headings
- For oral presentations you will want to ensure that presentations have a logical flow, are well timed, and that the audience is appropriately and effectively engaged and integrated into the presentation
- All material taken from published work must be attributed including websites. You should acknowledge the use of another writer's ideas or arguments, even if you have not used the same words in expressing them. All direct quotations must include page numbers (if available)
- Items in a bibliography or reference list may be cited according to any standard format; however, regardless of format, consistency is required and you must ensure that the reference contains the minimum elements necessary for another to locate the work
- The Writing Quality component of written assignments evaluates adherence to rules of grammar, syntax and spelling along with adherence to formatting and length guidelines and proper citation practices
- All assignments must be well formatted, presentable and well-articulated
- All pages must be numbered and include your student number in the header or footer
- To save paper, do not make a separate title page, and begin the list of references at the end of your text rather than starting it on a new page
- Format Specification - Margin: 1" all sides, Font Type: Times New Roman, Font Size: 11/12pt, Line spacing: 1.5 line spacing
- Students are required to follow submission guidelines to avoid penalties on their submissions
- Assignments are to be submitted via hardcopy either in class or in the instructor's mailbox

Note: If you have any questions about the assignment, please feel free to discuss with the instructor.

## Discussion and Participation (in class and online ) – 25% (ongoing throughout the term)

The purpose of class discussion and participation is to have students engage with the readings, lecture, comments and posts of others and to evince knowledge of the course materials. Discussion and participation results in students developing and demonstrating critical thinking and reflection skills. The online discussion also allows students to contribute to the collective success of the course by informing others about intellectual property policy news items and policy consultations.

Class participation is an integral part of the course. To successfully complete the course students must participate in the discussions in class and make contributions online. Success in this regard will require active engagement with the lecture, readings, comments of others and a degree of currency with news.

The evaluation of class participation is divided into three components.

Discussion and Participation evaluation is as follows (Total / 25%):

- Class attendance – 5%
- Participation in class – 10%
- Online contributions – 10%

### *Attendance (5%)*

Attendance in class is expected, and generally attendance will be taken. Unlike all other assignments from which students start with a score of 0 and earn marks, students who attend all classes will automatically receive a mark of 5 for attendance. Attendance marks will be lost as follows:

- Late for Class – 0.25 mark off
- Absent from class with no prior email or other notification – 1 mark off
- Absent from class with an email in advance or other prior notification – 0.5 mark off
- Absent from class with a doctor's note (or other legitimating factor) – 0 mark off

### *Participation in Class Discussions (10%)*

Class participation is individual contribution for the benefit of the class as a whole. Participation is a collective exercise, and discussion in class is an essential component of the course. All members of the class should be able to join comfortably in the process. Factors to be considered in class participation include, but are not necessarily limited to: preparation, active listening, attitude, small group interaction, general class contributions, and cooperative work outside of class.

### *Online Contributions (10%)*

Online posts are another required element of the course, and allow students to evince knowledge of current policy developments and consultations, and also raise awareness

for everyone about such developments and consultations. Several forums have been created in the eClass site. Throughout the course students are encouraged to post relevant posts to the various forums. The forums are:

- Domestic Copyright News Articles
- Domestic Patent News Articles
- Domestic News Articles on other Types of Intellectual Property Protection
- International Intellectual Property News Stories
- Policy Consultations on Intellectual Property

Normally, at the beginning of each class students will have an opportunity to discuss any postings/new stories from the previous week.

### Intellectual Property and Library Practice Paper (30%)

The purpose of the Intellectual Property and Library Practice Paper is to familiarize students with an intellectual property and also to have them explore how intellectual property effects workplaces.

Students are required to write a paper examining how an element of intellectual property policy (e.g. *Copyright Act* s. 41, *Industrial Designs Act* etc...) shapes library or other information intensive workplaces practice. Students must examine how the policy affects the information lifecycle and information flows in the workplaces well as how the policy affects librarians/information workers.

In addition to examining how policy shapes practices in information workplaces, the paper should also address the role of library and information workers in contributing to the policy development process. In this regard, discussion may focus on a historical/previous contribution by librarians and information workers to policy development, or on the need for future advocacy and engagement with policy development. If librarians/information workers have been absent from involvement in the policy development process, you may also choose to explain why this is the case.

Assignment evaluation is as follows (Total / 30%):

- Analysis of the effects of a policy on workplace information flow/lifecycle – 9%
- Analysis of the effects of a policy on information workers/librarians – 9%
- Analysis of the contributions of information workers to policy development – 9%
- Writing Quality – 3%

Papers should be roughly 5 pages (1.5 line spacing).

Final Assignment – Option A (Term Paper and Term Paper Outline) OR Option B (Policy Intervention and Related Material)

Note the final assignment in the course provides students with an option of doing one of two assignments. Students who chose to do both (which is highly inadvisable) will only be assessed once.

**Option A – Term Paper – 35% and Term Paper Outline – 10%**

*Term Paper Outline*

The purpose of the term paper outline and reference list is to provide students with formative assessment in advance of their final paper due at the end of the course.

An outline of the paper which includes a rough outline of paper sections and a paragraph describing the scope and focus of the paper along with a reference list containing at least 10 relevant sources is due [date x]. Students are expected to have a topic and problem statement/issue that they would like to address identified as part of the outline. The paper should address an intellectual property policy topic.

Assignment evaluation is as follows (Total / 10%):

Outline of the final paper – 5%

List of sources – 5%

Students are strongly encouraged to discuss the topic and scope of the paper with the instructor in advance. The outline and preliminary reference list, along with instructor feedback will serve as a key part of preparation for the final paper.

*Term Paper*

The purpose of the term paper is to allow students to develop a degree of expertise in a specific intellectual property policy topic by exploring that topic in depth and provide students with the opportunity to strengthen written communication skills and their ability to undertake scholarly and policy analyses.

Students are required to write a term paper that investigates a specific intellectual property policy problem/issue. The paper should:

- Have a clear and manageable scope and focus that examines an policy
- Have an identifiable main argument
- Be well structured, with a clear introduction, body and conclusion (and reference section)



- Be well researched drawing on both academic sources and relevant policy literature from government, international and non-governmental sources
- Have a clear discussion of policy recommendations to address the issue/problem

Papers are expected to be approximately 3,000 to 3,500 words in length excluding references. Please include the word total at the end of the paper. There is no mandatory format for citations/references, though if students wish to pursue publication of their paper, they may choose to format their paper in accordance with the target publication venue's submission guidelines. Additional guidelines for writing an effective term paper can be found in the "Considerations for Writing and Effective Term Paper" document contained within the General Course Materials section at the top of the eClass site.

Assignment evaluation is as follows (Total / 35%):

Introduction and problemization – 5 marks

Literature and policy review – 5 marks

Analysis and discussion – 10 marks

Policy recommendations and conclusion – 5 marks

References (depth of research and formatting) – 5 marks

Writing quality – 5 marks

**Option B – Policy Intervention and Related Materials – 35% - dates vary**

The purpose for the Policy Intervention and Related Materials assignment is to provide students, alone or in groups with the opportunity to make a meaningful contribution to a public policy consultation/proceeding, and to develop policy capacity within students.

Students, alone or in groups, have the option to identify and participate in an intellectual property policy consultation/proceeding/hearing. Note the exact shape of interventions/contributions and deadline is variable, and can trigger processes external to the course for which the instructor is not responsible for. As such any student/group of students considering this route should consult with the instructor at the outset to ensure both parties understand what is involved.

The assignment is comprised of two parts for students undertaking the assignment individually and three parts for groups of students. The first assessed piece (for both individuals and groups) is the intervention/contribution itself. Students have the choice of having their intervention/contribution assessed before it is submitted or after, though work must be submitted no later than [*end of term*]. Timeline for submission to the instructor prior to [*end of term*] is negotiable. If the intervention/contribution is submitted to the instructor, prior to formal submission as part of the policy consultation/proceeding,

then the instructor's feedback can serve as formative assessment. Lengths and formats for this piece vary.

The second assessed piece (for both individuals and groups) is a reflective paper assessing the process of participating in a policy consultation/proceeding. Note that this piece must be submitted individually, even if the student participated in a group submission for the first part. Papers should be approximately 4 pages with 1.5 line spacing.

The final assessed piece, for group interventions/contributions only, is a self/peer assessment. Each group member will have to provide an individual and confidential assessment of their own contributions and the contributions of the other group members to the overall project. A form will be provided on the eClass site that requires self and peers to be evaluated using a four point scale as follows:

- 0 – Self/peer did not contribute at all
- 1 – Self/peer contributed relatively less than others in the group
- 2 – Self/peer contributed relatively equally to others in the group
- 3 – Self/peer contributed relative more than others in the group

Note that in the case where one or more group members feel an individual is not contributing at all or minimally, the instructor should be contacted in advance of the completion/submission of the assignment, and appropriate corrective action, at the instructor's discretion, will be taken.

Again, it should be reiterated that this assignment is highly variable and may involve processes outside of the instructor's control; however, it also offers students the opportunity for course work to have an impact outside of class. Given the former, students should be prepared to discuss their plans as they take shape throughout the semester.

Assignment evaluation is as follows (for individual submissions) (Total / 45%):

- Assessment of the policy intervention – 30%
- Quality of arguments – 15%
- Depth of research – 10%
- Writing quality and adherence to intervention/consultation conventions – 5%
- Reflective paper on the intervention process – 15%

Assignment evaluation is as follows (for group submissions) (Total / 45%):

- Assessment of the policy intervention – 30%
- Quality of arguments – 15%
- Depth of research – 10%

Writing quality and adherence to intervention/consultation conventions – 5%  
Reflective paper on the intervention process – 10%  
Self/peer evaluations – 5%

**Timetable of Weekly Topics:**

Week 1 – Introduction to Intellectual Property  
Week 2 – Justificatory Theories of Intellectual Property and the Origins of Intellectual Property Protection  
Week 3 – Domestic Copyright Protection in Canada and the *Copyright Act*  
Week 4 – Domestic Jurisprudence on Canadian Copyright  
Week 5 – Fair Dealing in Canada  
Week 6 – Institutional and Individual Exceptions and Technological Protection Measures in the *Copyright Act*  
Week 7 – Copyright and Library Practice  
Week 8 – Patents and Innovation Policy  
Week 9 – Other forms of Intellectual Property Protection  
Week 10 – International Intellectual Property Protection and Coordination  
Week 11 – Political Economy of Intellectual Property Rights  
Week 12 – Alternatives to Intellectual Property and Indigenous Knowledge Protection  
Week 13 – Current Trends and Issues in Canadian Intellectual Property Policy

## Potential Readings:

### Legislation and Jurisprudence:

Copyright Act, R.S.C., 1985, c. C-42. <https://laws-lois.justice.gc.ca/eng/acts/c-42/FullText.html>

*CCH Canadian Ltd. v. Law Society of Upper Canada (CCH v. Law Society)*. 2004. 1 S.C.R. 339, 2004 SCC. <http://scc.lexum.org/decisia-scc-csc/scc-csc/scc-csc/en/item/2125/index.do>

*Society of Composers, Authors and Music Publishers of Canada v. Bell Canada (SOCAN v. Bell)*. 2012. 2 S.C.R. 326, 2012 SCC 36. <https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/9996/index.do>

*Alberta (Education) v. Canadian Copyright Licensing Agency (Access Copyright)*. 2012. 2 S.C.R. 345, 2012 SCC 37. <https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/9997/index.do>

*Canada (Attorney General) v. Amazon.com Inc.* 2011. 2011 FCA 328. <https://decisions.fca-caf.gc.ca/fca-caf/decisions/en/item/37344/index.do>

### Scholarly Readings:

Arewa, Olufunmilayo B. 2006. "Copyright on Catfish Row: Musical Borrowing, *Porgy and Bess*, and Unfair Use." *Rutgers Law Journal*, 37(2): 277-353.

Baldwin, John, Petr Hanel and David Sabourin. 2000. "Determinants of Innovative Activity in Canadian Manufacturing Firms: The Role of Intellectual Property Rights," *Statistics Canada Analytical Studies Branch Research Paper*, 122, (2000): <http://www.statcan.gc.ca/pub/11f0019m/11f0019m2000122-eng.pdf>

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Cohen, Julie E. 2007 "Creativity and Culture in Copyright Theory." *U.C. Davis Law Review*, 40: 1151-1205.

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- Hall, Gary. 2016. *Pirate Philosophy: For a Digital Posthumanities*. Cambridge, MA: MIT Press.
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- Lemley, Mark A. 1997. "Romantic Authorship and the Rhetoric of Property." *Texas Law Review*, 75: 873-906.
- Lunney, Jr., Glynn S. 1996. "Reexamining Copyright's Incentives-Access Paradigm." *Vanderbilt Law Review*, 49(3): 483-656.
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- McNally, Michael .B. (2014). Intellectual Property Rights, Innovation and Theories of the Information Society: Why Proponents of the Information Age Fail to Account for Intellectual Property. In *Intellectual Property for the 21<sup>st</sup> Century: Multidisciplinary Approaches to Intellectual Property Law*. Teresa Scassa, Mistrale Goudreau, and Madelaine Saginur (Eds.). 9. 289-309.  
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- Murray, Laura J., and Samuel E. Trosow. 2013. *Canadian Copyright: A Citizen's Guide*. 2<sup>nd</sup> Ed. Toronto: Between the Lines.
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# UNIVERSITY OF ALBERTA SCHOOL OF LIBRARY AND INFORMATION STUDIES

## LIS 5XX Selected Topics in Information Policy: Telecommunications Policy Course Outline Term Year

### COURSE INSTRUCTOR:

Email:

Phone:

### Office Hours:

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### Calendar Description:

An examination of selected topics in information policy including a focus on origins, policy and regulatory environment and current issues. Selected topics regularly examined are intellectual property; telecommunications policy; Access to Information, privacy, and surveillance.

### Course Objectives:

After completing this course, students who meaningfully engage with course material, actively participate and successfully complete their required course work should be able to:

- Evince an awareness of the origins and history of telecommunications policy
- Understand and analyze the theories, trends and influences on telecommunications policy
- Appreciate the importance of contributing to local, regional and national discussions on telecommunications policy

### Student Learning Outcomes:

After completing this course, students who meaningfully engage with course material, actively participate and successfully complete their required course work should be able to:

- Drawing on class readings, discussions and assignments students will be able to analyze power relations shaping telecommunications policy (links to Program Learning Objective 3)
- Through readings, discussions and the writing of an essay, students will evaluate various trends and influences in telecommunications policy and be able to critically assess how these trends and influences shape policy creation and implementation (links to Program Learning Objective 2)

**Program Learning Outcomes:**

Relevant Program Learning Outcomes for this course are:

2. Evince complex and ethical awareness of major issues, research, trends, and dilemmas in library and information studies.

**Objective:** students will, within appropriate institutional, organizational, or professional constructs be ready to debate local, national, and global information issues and policies in a cross-disciplinary, analog, or digital context that includes, but is not limited to the responsibility of librarians and information specialists with respect to the free flow of ideas and access to information.

3. Demonstrate critical thinking, analytical capacities, and problem-solving skills.

**Objective:** students will possess the skills and theoretical knowledge necessary to evaluate and improve library and information systems and services.

**Content:**

History of Telecommunications Canada; The *Telecommunications Act*  
Telecommunications Policy and Regulatory Landscape; Broadband Policy  
Spectrum Management and Wireless Communications; Mobile Connectivity; Internet Regulation; The Digital Divides in Canada; Rural, Remote and Indigenous Connectivity and Policy; Community Informatics and Community Networks; Political Economy of Telecommunications in Canada; International Comparison of Telecommunications Environments and Policy; Current Trends and Issues in Canadian Telecommunications Policy

**Methods:**

Lectures, guest lectures, readings, discussions, guest lectures and assignments.

**Course Relationships:**

Prerequisite: LIS 501 Foundations in LIS

**Required Texts:**

None. Copies of required readings are available through University of Alberta Libraries, publicly available on the internet or are copied into eClass in compliance with the University of Alberta’s Fair Dealing Guidelines and the Copyright Act s. 29 provisions.

**Assignments and Weighting:**

Assessment	Weighting
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Discussion and Participation (both in class and online)	25%
Telecommunications Policy and Communicating in Canada Paper	30%
<b>A. Term Paper Term Paper Outline OR</b>	45%
<b>B. Policy Intervention and Related Material (dates vary, and dependent on relevant consultations)</b>	45%
<b>TOTAL:</b>	<b>100%</b>

### **Late Assignment Policy**

Students are expected to submit assignments by the due date. There are no late penalties for assignments handed in after the due date. Assignments handed in after the due date will be returned later than assignments handed in on the due date. All assignments must be submitted by 11:59pm MDT on April 13, 2018. Any assignments not handed in by this deadline will receive a mark of 0 without exception.

### **School of Library and Information Studies Grading Statement:**

Grades reflect professional judgements of student achievement made by instructors. These judgements are based on a combination of absolute achievement and relative performance in class. The instructor should mark in terms of raw scores, rank the assignments in order of merit, and with due attention to the verbal descriptions of the various grades, assign an appropriate final letter grade. Grades are calculated in accordance with the SLIS Grading Procedure.

**Academic Integrity:** The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these stands regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behavior (online at <http://www.governance.ualberta.ca/>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts an/or participation in an offence. Academic dishonesty is a serious offense and can result in suspension or expulsion from the University.

Students should also be mindful of the SLIS Copyright Policy ([http://www.slis.ualberta.ca/Resources/~media/slis/Documents/Resources/SLISPolicies andDocuments/SLIS\\_Copyright\\_Policy.pdf](http://www.slis.ualberta.ca/Resources/~media/slis/Documents/Resources/SLISPolicies andDocuments/SLIS_Copyright_Policy.pdf)).

### **Inclusive Language and Equity:**

The Faculty of Education is committed to providing an environment of respect for all people within the university community and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation and ethnic background. Students who require accommodations in this course due to a disability or chronic health condition affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Student Accessibility Services.

**Recording of Lectures:**

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Policy about academic regulations can be found in [Section 23.4\(2\)](#) of the University Calendar.

## **Assignments:**

### General Assignment Guidelines:

In addition to fulfilling the assignment requirements, other key considerations in the evaluation of assignments include:

- In a graduate course you are expected to think and do beyond the minimum – you should aim for an exemplary assignment and not simply a satisfactory one
- Well-articulated submissions contain strong arguments and are well supported by literature/references and/or examples
- For written assignments you will want to ensure a high quality submission by including an introduction and conclusion, and good organization making use of headings and sub-headings
- For oral presentations you will want to ensure that presentations have a logical flow, are well timed, and that the audience is appropriately and effectively engaged and integrated into the presentation
- All material taken from published work must be attributed including websites. You should acknowledge the use of another writer's ideas or arguments, even if you have not used the same words in expressing them. All direct quotations must include page numbers (if available)
- Items in a bibliography or reference list may be cited according to any standard format; however, regardless of format, consistency is required and you must ensure that the reference contains the minimum elements necessary for another to locate the work
- The Writing Quality component of written assignments evaluates adherence to rules of grammar, syntax and spelling along with adherence to formatting and length guidelines and proper citation practices
- All assignments must be well formatted, presentable and well-articulated
- All pages must be numbered and include your student number in the header or footer
- To save paper, do not make a separate title page, and begin the list of references at the end of your text rather than starting it on a new page
- Format Specification - Margin: 1" all sides, Font Type: Times New Roman, Font Size: 11/12pt, Line spacing: 1.5 line spacing
- Students are required to follow submission guidelines to avoid penalties on their submissions
- Assignments are to be submitted via hardcopy either in class or in the instructor's mailbox

Note: If you have any questions about the assignment, please feel free to discuss with the instructor.

## Discussion and Participation (in class and online ) – 25% (ongoing throughout the term)

The purpose of class discussion and participation is to have students engage with the readings, lecture, comments and posts of others and to evince knowledge of the course materials. Discussion and participation results in students developing and demonstrating critical thinking and reflection skills. The online discussion also allows students to contribute to the collective success of the course by informing others about telecommunications policy news items and policy consultations.

Class participation is an integral part of the course. To successfully complete the course students must participate in the discussions in class and make contributions online. Success in this regard will require active engagement with the lecture, readings, comments of others and a degree of currency with news.

The evaluation of class participation is divided into three components.

Discussion and Participation evaluation is as follows (Total / 25%):

- Class attendance – 5%
- Participation in class – 10%
- Online contributions – 10%

### *Attendance (5%)*

Attendance in class is expected, and generally attendance will be taken. Unlike all other assignments from which students start with a score of 0 and earn marks, students who attend all classes will automatically receive a mark of 5 for attendance. Attendance marks will be lost as follows:

- Late for Class – 0.25 mark off
- Absent from class with no prior email or other notification – 1 mark off
- Absent from class with an email in advance or other prior notification – 0.5 mark off
- Absent from class with a doctor's note (or other legitimating factor) – 0 mark off

### *Participation in Class Discussions (10%)*

Class participation is individual contribution for the benefit of the class as a whole. Participation is a collective exercise, and discussion in class is an essential component of the course. All members of the class should be able to join comfortably in the process. Factors to be considered in class participation include, but are not necessarily limited to: preparation, active listening, attitude, small group interaction, general class contributions, and cooperative work outside of class.

### *Online Contributions (10%)*

Online posts are another required element of the course, and allow students to evince knowledge of current policy developments and consultations, and also raise awareness

for everyone about such developments and consultations. Several forums have been created in the eClass site. Throughout the course students are encouraged to post relevant posts to the various forums. The forums are:

- News Articles on Canadian Internet Policy and Regulation
- News Articles on other aspects of Canadian Telecommunications Policy
- International Telecommunications Policy News Stories
- Consultations on Telecommunications Policy

Normally, at the beginning of each class students will have an opportunity to discuss any postings/new stories from the previous week.

### Telecommunications Policy and Communicating in Canada Paper (30%)

The purpose of the Telecommunications Policy and Communicating in Canada Paper is to familiarize students with a telecommunications policy and also to have them explore how telecommunications effects communication in Canadian society.

Students are required to write a paper examining how an element of telecommunications policy (e.g. spectrum management, rural broadband, etc...) Canadian communication. Students must examine how the policy affects the flow of information in Canadian society with a specific emphasis on who benefits and who does not.

In addition to examining how policy shapes communication in Canada, the paper should also address the role of individuals and groups in contributing to the policy development process. In this regard, discussion may focus on a historical/previous contribution by individuals and groups to policy development, or on the need for future advocacy and engagement with policy development. If individuals/groups have been absent from involvement in the policy development process, you may also choose to explain why this is the case.

Assignment evaluation is as follows (Total / 30%):

Analysis of the effects of a policy on flow of information in Canadian society– 9%

Analysis of who benefits and who does not – 9%

Analysis of the contributions of individuals and groups to policy development – 9%

Writing Quality – 3%

Papers should be roughly 5 pages (1.5 line spacing).

Final Assignment – Option A (Term Paper and Term Paper Outline) OR Option B (Policy Intervention and Related Material)

Note the final assignment in the course provides students with an option of doing one of two assignments. Students who chose to do both (which is highly inadvisable) will only be assessed once.

**Option A – Term Paper – 35% and Term Paper Outline – 10%**

*Term Paper Outline*

The purpose of the term paper outline and reference list is to provide students with formative assessment in advance of their final paper due at the end of the course.

An outline of the paper which includes a rough outline of paper sections and a paragraph describing the scope and focus of the paper along with a reference list containing at least 10 relevant sources is due [date x]. Students are expected to have a topic and problem statement/issue that they would like to address identified as part of the outline. The paper should address an telecommunications policy topic.

Assignment evaluation is as follows (Total / 10%):

Outline of the final paper – 5%

List of sources – 5%

Students are strongly encouraged to discuss the topic and scope of the paper with the instructor in advance. The outline and preliminary reference list, along with instructor feedback will serve as a key part of preparation for the final paper.

*Term Paper*

The purpose of the term paper is to allow students to develop a degree of expertise in a specific telecommunications policy topic by exploring that topic in depth and provide students with the opportunity to strengthen written communication skills and their ability to undertake scholarly and policy analyses.

Students are required to write a term paper that investigates a specific telecommunications policy problem/issue. The paper should:

- Have a clear and manageable scope and focus that examines an policy
- Have an identifiable main argument
- Be well structured, with a clear introduction, body and conclusion (and reference section)

- Be well researched drawing on both academic sources and relevant policy literature from government, international and non-governmental sources
- Have a clear discussion of policy recommendations to address the issue/problem

Papers are expected to be approximately 3,000 to 3,500 words in length excluding references. Please include the word total at the end of the paper. There is no mandatory format for citations/references, though if students wish to pursue publication of their paper, they may choose to format their paper in accordance with the target publication venue's submission guidelines. Additional guidelines for writing an effective term paper can be found in the "Considerations for Writing and Effective Term Paper" document contained within the General Course Materials section at the top of the eClass site.

Assignment evaluation is as follows (Total / 35%):

Introduction and problemization – 5 marks

Literature and policy review – 5 marks

Analysis and discussion – 10 marks

Policy recommendations and conclusion – 5 marks

References (depth of research and formatting) – 5 marks

Writing quality – 5 marks

**Option B – Policy Intervention and Related Materials – 35% - dates vary**

The purpose for the Policy Intervention and Related Materials assignment is to provide students, alone or in groups with the opportunity to make a meaningful contribution to a public policy consultation/proceeding, and to develop policy capacity within students.

Students, alone or in groups, have the option to identify and participate in an telecommunications policy consultation/proceeding/hearing. Note the exact shape of interventions/contributions and deadline is variable, and can trigger processes external to the course for which the instructor is not responsible for. As such any student/group of students considering this route should consult with the instructor at the outset to ensure both parties understand what is involved.

The assignment is comprised of two parts for students undertaking the assignment individually and three parts for groups of students. The first assessed piece (for both individuals and groups) is the intervention/contribution itself. Students have the choice of having their intervention/contribution assessed before it is submitted or after, though work must be submitted no later than [*end of term*]. Timeline for submission to the instructor prior to [*end of term*] is negotiable. If the intervention/contribution is submitted to the instructor, prior to formal submission as part of the policy consultation/proceeding,

then the instructor's feedback can serve as formative assessment. Lengths and formats for this piece vary.

The second assessed piece (for both individuals and groups) is a reflective paper assessing the process of participating in a policy consultation/proceeding. Note that this piece must be submitted individually, even if the student participated in a group submission for the first part. Papers should be approximately 4 pages with 1.5 line spacing.

The final assessed piece, for group interventions/contributions only, is a self/peer assessment. Each group member will have to provide an individual and confidential assessment of their own contributions and the contributions of the other group members to the overall project. A form will be provided on the eClass site that requires self and peers to be evaluated using a four point scale as follows:

- 0 – Self/peer did not contribute at all
- 1 – Self/peer contributed relatively less than others in the group
- 2 – Self/peer contributed relatively equally to others in the group
- 3 – Self/peer contributed relative more than others in the group

Note that in the case where one or more group members feel an individual is not contributing at all or minimally, the instructor should be contacted in advance of the completion/submission of the assignment, and appropriate corrective action, at the instructor's discretion, will be taken.

Again, it should be reiterated that this assignment is highly variable and may involve processes outside of the instructor's control; however, it also offers students the opportunity for course work to have an impact outside of class. Given the former, students should be prepared to discuss their plans as they take shape throughout the semester.

Assignment evaluation is as follows (for individual submissions) (Total / 45%):

- Assessment of the policy intervention – 30%
- Quality of arguments – 15%
- Depth of research – 10%
- Writing quality and adherence to intervention/consultation conventions – 5%
- Reflective paper on the intervention process – 15%

Assignment evaluation is as follows (for group submissions) (Total / 45%):

- Assessment of the policy intervention – 30%
- Quality of arguments – 15%
- Depth of research – 10%



Writing quality and adherence to intervention/consultation conventions – 5%  
Reflective paper on the intervention process – 10%  
Self/peer evaluations – 5%

**Timetable of Weekly Topics:**

Week 1 – History of Telecommunications Canada  
Week 2 – The *Telecommunications Act*  
Week 3 – Telecommunications Policy and Regulatory Landscape  
Week 4 – Broadband Policy  
Week 5 – Spectrum Management and Wireless Communications  
Week 6 – Mobile Connectivity  
Week 7 – Internet Regulation  
Week 8 – The Digital Divides in Canada  
Week 9 – Rural, Remote and Indigenous Connectivity and Policy  
Week 10 – Community Informatics and Community Networks  
Week 11 – Political Economy of Telecommunications in Canada  
Week 12 – International Comparison of Telecommunications Environments and Policy  
Week 13 – Current Trends and Issues in Canadian Telecommunications Policy

## Potential Readings:

### Legislation and Policy Materials:

Telecommunications Act, S.C., 1993, c. 38. <https://laws-lois.justice.gc.ca/eng/acts/t-3.4/>

Canada. 2007. Spectrum Policy Framework for Canada.  
<https://www.ic.gc.ca/eic/site/smt-gst.nsf/eng/sf08776.html>

Canada – Telecommunications Policy Review Panel (TPRP). *Telecommunications Policy Review Panel: Final Report*. 2006. [https://www.ic.gc.ca/eic/site/smt-gst.nsf/vwapj/tprp-final-report-2006.pdf/\\$FILE/tprp-final-report-2006.pdf](https://www.ic.gc.ca/eic/site/smt-gst.nsf/vwapj/tprp-final-report-2006.pdf/$FILE/tprp-final-report-2006.pdf)

Canadian Radio-television and Telecommunications Commission. 2019. Communications Monitoring Report 2018.  
<https://crtc.gc.ca/eng/publications/reports/policymonitoring/2018/index.htm>

Order Issuing a Direction to the CRTC on Implementing the Canadian Telecommunications Policy Directives, SOR/2006-355. 2006. Accessed June 29, 2016, <http://laws.justice.gc.ca/PDF/SOR-2006-355.pdf>.

### Scholarly Readings:

Babe, Robert E. 1990. *Telecommunications in Canada*. Toronto: University of Toronto Press. (Selections)

Barkardjieva, Maria and A. Williams. “Super Network on the Prairie: The Discursive Framing of Broadband Connectivity by Policy Planners and Rural Residents in Alberta, Canada.” *Culture Unbound: Journal of Current Cultural Research*, 2, 2010: 153-175.

Connecting Canadians: *Investigations in Community Informatics*. Andrew Clement, Michael Gurstein, Graham Longford, Marita Moll, Leslie Regan Shade (Eds). Edmonton, AB: AU Press. (Selections)

Crawford, Susan. 2013. *Captive Audience: The Telecom Industry and Monopoly Power in the New Gilded Age*. New Haven, CN: Yale University Press. (Selections)

Duarte, Marisa Elena. 2017. *Network Sovereignty*. Seattle: University of Washington Press. (Selections)

Lacavera, Anthony, and Kate Fillion. 2017. *How We Can Win*. Toronto: Random House.

- McMahon, Rob, Michael Gurstein, Michael Brian Beaton, Susan O'Donnell, and Tim Whiteduck. "Making Information Technologies Work at the End of the Road." *Journal of Information Policy* 4 (2014): 250-69. doi:10.5325/jinfopoli.4.2014.0250.
- McMahon, Rob, Susan O'Donnell, Richard Smith, Brian Walmark, and Brian Beaton. "Digital Divides and the First Mile': Framing First Nations Broadband Development in Canada." *The International Indigenous Policy Journal* 2(2), (2011), 1-15.
- McNally, Michael B., Rathi, Dinesh, Joseph, Kris, Evaniew, Jennifer., and Adkisson, Amy. (2018). Ongoing Policy, Regulatory and Competitive Challenges facing Canada's Small Internet Service Providers. *Journal of Information Policy*, 8: 167-198. <https://www.jstor.org/stable/10.5325/jinfopoli.8.2018.0167>
- McNally, Michael B., Rathi, Dinesh, Evaniew, Jennifer, and Wu, Yang. (2017). Thematic Analysis of Eight Canadian Federal Broadband Programs from 1994-2016. *Journal of Information Policy*, 7: 38-85. <http://www.jstor.org/stable/10.5325/jinfopoli.7.2017.0038>
- McNally, Michael. B., Mowatt, Brandy, and Pintos, Lilian. (2014). Canadian Participation in the Spectrum Management Consultation Process: Involvement, Indifference or Exclusion? *Journal of Information Policy*, 4: 296-326. <http://jip.vmhost.psu.edu/ojs/index.php/jip/article/view/166/126>
- McNally, Michael. B. and Trosow, Samuel E. (2013). The New Telecommunications Sector Foreign Investment Rules and Rural Broadband. *Journal of Rural and Community Development*, 8(2): 23-43. <http://www.jrcd.ca/viewarticle.php?id=1139>
- McNally, Michael B., McMahon, Rob, Rathi, Dinesh, Pearce, Hanne, Evaniew, Jennifer, and Prevatt, Chantelle. (2016). *Understanding Community Broadband: The Alberta Broadband Toolkit*. <https://era.library.ualberta.ca/files/c247dw24x#.WUQ0HOvytaQ>
- Middleton, Catherine. "Canada's Telecommunications Policy Environment." *Telecommunications Journal of Australia* 61(4), 2011, 69.1-69.14.
- Middleton, Catherine. "Moral Fibre." *InterMEDIA*, 44(1), 2016, 31-34.
- Pant, Laxmi Prasad and Odame, Helen Hambly. "Broadband for a Sustainable Digital Future of Rural Communities: A Reflexive Interactive Assessment," *Journal of Rural Studies* 54. <http://www.sciencedirect.com/science/article/pii/S0743016716303758>
- Rajabiun, Reza, and Catherine A. Middleton. "Multilevel Governance and Broadband Infrastructure Development: Evidence from Canada." *Telecommunications Policy* 37 (October 1, 2013): 702-14.

- Shepherd, Tamara, Gregory Taylor, and Catherine Middleton. "A Tale of Two Regulators: Telecom Policy Participation in Canada." *Journal of Information Policy* 4 (January 2014): 1–22. doi:10.5325/jinfopoli.4.2014.0001.
- Smythe, Dallas. "On the Political Economy of Communications." *Journalism & Mass Communication Quarterly* 37, no. 4 (December 1, 1960): 563-572.
- Taylor, Gregory. "Oil in the Ether: A Critical History of Spectrum Auctions in Canada." *Canadian Journal of Communication* 38, no. 1 (February 20, 2013). doi:10.22230/cjc.2013v38n1a2600.
- Taylor, Middleton, and Fernando. "A Question of Scarcity: Spectrum and Canada's Urban Core." *Journal of Information Policy* 7 (2017): 120. doi:10.5325/jinfopoli.7.2017.0120.
- Van Gorp, Annemijn, and Catherine A. Middleton. "The Impact of Facilities and Service-Based Competition on Internet Services Provision in the Canadian Broadband Market." *Telematics and Informatics* 27, no. 3 (August 2010): 217–30. doi:10.1016/j.tele.2009.12.001.
- Winseck, Dwayne. *Reconvergence: A Political Economy of Telecommunications in Canada*. Cresskill, N.J.: Hampton Press, 1998. (Selections)



# UNIVERSITY OF ALBERTA SCHOOL OF LIBRARY AND INFORMATION STUDIES

## LIS 598 Information Policy Course Outline Winter 2018

**COURSE INSTRUCTOR: Michael B. McNally**

Email: [mmcnally@ualberta.ca](mailto:mmcnally@ualberta.ca)

Phone: 780-492-3934

**Office Hours:**

Drop in or by

Appointment

### **Calendar Description:**

An examination of the government policies in Canada that shape the production, transmission, dissemination, storage, access, use and destruction of information. The course also investigates major and current trends in information policy and the impact of such policies on libraries and other information intensive workplaces.

### **Course Objectives:**

After completing this course, students who meaningfully engage with course material, actively participate and successfully complete their required course work should be able to:

- Evince an awareness of the government policies that shape the information lifecycle
- Understand and analyze the theories, trends and influences on information policy
- Appreciate the importance of contributing to local, regional and national discussions on information policy

### **Student Learning Outcomes:**

After completing this course, students who meaningfully engage with course material, actively participate and successfully complete their required course work should be able to:

- Drawing on class readings, discussions and assignments students will be able to analyze how both publicly and privately ordered information policies affect information workplaces and be able to develop strategies for advocating and engaging in policy discussions (links to Program Learning Objective 2)
- Through readings, discussions and the writing of an essay, students will evaluate various trends and influences in information policy and be able to critically assess how these trends and influences shape policy creation and implementation (links to Program Learning Objective 3)

## Program Learning Outcomes:

Relevant Program Learning Outcomes for this course are:

2. Evince complex and ethical awareness of major issues, research, trends, and dilemmas in library and information studies.

**Objective:** students will, within appropriate institutional, organizational, or professional constructs be ready to debate local, national, and global information issues and policies in a cross-disciplinary, analog, or digital context that includes, but is not limited to the responsibility of librarians and information specialists with respect to the free flow of ideas and access to information.

3. Demonstrate critical thinking, analytical capacities, and problem-solving skills.

**Objective:** students will possess the skills and theoretical knowledge necessary to evaluate and improve library and information systems and services.

## Content:

History and scope of information policy; theories of the information society; trends and issues in information policy; access to information; privacy; surveillance; copyright; open government and open data; telecommunications policy;

## Methods:

Lectures, guest lectures, readings, discussions, guided learning exercise and assignments.

## Course Relationships:

Prerequisite: LIS 501 Foundations in LIS

## Required Texts:

None. Copies of required readings are available through University of Alberta Libraries, publicly available on the internet or are copied into eClass in compliance with the University of Alberta's Fair Dealing Guidelines and the Copyright Act s. 29 provisions.

## Assignments and Weighting:

Assessment	Weighting
Discussion and Participation (both in class and online) (ongoing)	25%
Information Policies and Workplaces Paper (due Feb. 14)	20%
Trial of Canadian Telecom Group Presentation (Mar. 28)	20%

<b>A. Term Paper (due Apr. 13) and Term Paper Outline (due Feb. 28) OR</b>	35%
<b>B. Policy Intervention and Related Material (dates vary)</b>	35%
<b>TOTAL:</b>	<b>100%</b>

**Late Assignment Policy**

Students are expected to submit assignments by the due date. There are no late penalties for assignments handed in after the due date. Assignments handed in after the due date will be returned later than assignments handed in on the due date. All assignments must be submitted by 11:59pm MDT on April 13, 2018. Any assignments not handed in by this deadline will receive a mark of 0 without exception.

**School of Library and Information Studies Grading Statement:**

Grades reflect professional judgements of student achievement made by instructors. These judgements are based on a combination of absolute achievement and relative performance in class. The instructor should mark in terms of raw scores, rank the assignments in order of merit, and with due attention to the verbal descriptions of the various grades, assign an appropriate final letter grade. Grades are calculated in accordance with the SLIS Grading Procedure.

**Academic Integrity:** The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these stands regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behavior (online at <http://www.governance.ualberta.ca/>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts an/or participation in an offence. Academic dishonesty is a serious offense and can result in suspension or expulsion from the University.

Students should also be mindful of the SLIS Copyright Policy ([http://www.slis.ualberta.ca/Resources/~media/slis/Documents/Resources/SLISPoliciesandDocuments/SLIS\\_Copyright\\_Policy.pdf](http://www.slis.ualberta.ca/Resources/~media/slis/Documents/Resources/SLISPoliciesandDocuments/SLIS_Copyright_Policy.pdf)).

**Inclusive Language and Equity:**

The Faculty of Education is committed to providing an environment of respect for all people within the university community and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students’ experiences and views are treated with equal respect

and value in relation to their gender, racial background, sexual orientation and ethnic background. Students who require accommodations in this course due to a disability or chronic health condition affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Student Accessibility Services.

**Recording of Lectures:**

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Policy about academic regulations can be found in [Section 23.4\(2\)](#) of the University Calendar.



## **Assignments:**

### General Assignment Guidelines:

In addition to fulfilling the assignment requirements, other key considerations in the evaluation of assignments include:

- In a graduate course you are expected to think and do beyond the minimum – you should aim for an exemplary assignment and not simply a satisfactory one
- Well-articulated submissions contain strong arguments and are well supported by literature/references and/or examples
- For written assignments you will want to ensure a high quality submission by including an introduction and conclusion, and good organization making use of headings and sub-headings
- For oral presentations you will want to ensure that presentations have a logical flow, are well timed, and that the audience is appropriately and effectively engaged and integrated into the presentation
- All material taken from published work must be attributed including websites. You should acknowledge the use of another writer's ideas or arguments, even if you have not used the same words in expressing them. All direct quotations must include page numbers (if available)
- Items in a bibliography or reference list may be cited according to any standard format; however, regardless of format, consistency is required and you must ensure that the reference contains the minimum elements necessary for another to locate the work
- The Writing Quality component of written assignments evaluates adherence to rules of grammar, syntax and spelling along with adherence to formatting and length guidelines and proper citation practices
- All assignments must be well formatted, presentable and well-articulated
- All pages must be numbered and include your student number in the header or footer
- To save paper, do not make a separate title page, and begin the list of references at the end of your text rather than starting it on a new page
- Format Specification - Margin: 1" all sides, Font Type: Times New Roman, Font Size: 11/12pt, Line spacing: 1.5 line spacing
- Students are required to follow submission guidelines to avoid penalties on their submissions
- Assignments are to be submitted via hardcopy either in class or in the instructor's mailbox

Note: If you have any questions about the assignment, please feel free to discuss with the instructor.

## Discussion and Participation (in class and online ) – 25% (ongoing throughout the term)

The purpose of class discussion and participation is to have students engage with the readings, lecture, comments and posts of others and to evince knowledge of the course materials. Discussion and participation results in students developing and demonstrating critical thinking and reflection skills. The online discussion also allows students to contribute to the collective success of the course by informing others about information policy news items and policy consultations.

Class participation is an integral part of the course. To successfully complete the course students must participate in the discussions in class and make contributions online. Success in this regard will require active engagement with the lecture, readings, comments of others and a degree of currency with news.

The evaluation of class participation is divided into three components.

Discussion and Participation evaluation is as follows (Total / 25%):

- Class attendance – 5%
- Participation in class – 10%
- Online contributions – 10%

### *Attendance (5%)*

Attendance in class is expected, and generally attendance will be taken. Unlike all other assignments from which students start with a score of 0 and earn marks, students who attend all classes will automatically receive a mark of 5 for attendance. Attendance marks will be lost as follows:

- Late for Class – 0.25 mark off
- Absent from class with no prior email or other notification – 1 mark off
- Absent from class with an email in advance or other prior notification – 0.5 mark off
- Absent from class with a doctor's note (or other legitimating factor) – 0 mark off

### *Participation in Class Discussions (10%)*

Class participation is individual contribution for the benefit of the class as a whole. Participation is a collective exercise, and discussion in class is an essential component of the course. All members of the class should be able to join comfortably in the process. Factors to be considered in class participation include, but are not necessarily limited to: preparation, active listening, attitude, small group interaction, general class contributions, and cooperative work outside of class.

### *Online Contributions (10%)*

Online posts are another required element of the course, and allow students to evince knowledge of current policy developments and consultations, and also raise awareness

for everyone about such developments and consultations. Several forums have been created in the eClass site. Throughout the course students are encouraged to post relevant posts to the various forums. The forums are:

- Canadian government information policy stories (e.g. Access to Information, Privacy, Surveillance)
- Canadian intellectual property policy stories (e.g. copyright, patents, innovation, open content)
- Canadian communications policy stories (e.g. broadcasting, internet regulation, telecommunications)
- U.S. information policy news stories (all kinds)
- Other international information policy news stories (all kinds)
- Policy Consultations

Normally, at the beginning of each class students will have an opportunity to discuss any postings/new stories from the previous week.

#### Information Policy and Workplaces Paper – 20% – Due Feb. 14

The purpose of the Information Policy and Workplaces paper is to familiarize students with an information policy and also to have them explore how information policies affect workplaces.

Students are required to write a paper examining how an information policy (e.g. Access to Information, copyright, etc...) shapes information workplaces including but not limited to libraries. Students must examine how the information policy affects the information lifecycle and information flows in the workplace as well as how the policy affects librarians/information workers.

In addition to examining how an information policy shapes information practices in information workplaces, the paper should also address the role of library and information workers in contributing to the policy development process. In this regard, discussion may focus on a historical/previous contribution by librarians and information workers to policy development, or on the need for future advocacy and engagement with policy development. If librarians/information workers have been absent from involvement in the policy development process, you may also choose to explain why this is the case.

Assignment evaluation is as follows (Total / 20%):

- Analysis of the effects of a policy on workplace information flow/lifecycle – 6%
- Analysis of the effects of a policy on information workers/librarians – 6%

Analysis of the contributions of information workers to policy development – 6%  
Writing Quality – 2%

Papers should be roughly 5 pages (1.5 line spacing).

Trial of Canadian Telecom Presentation – 20% – (Mar. 28)

The purpose of the Trial of Canadian Telecom Presentation is to have students develop skills in articulating policy arguments and selecting evidence for making an argument. The presentation will also contribute to the development of student's oral presentation skills.

The Trial of Canadian Telecom is meant to provide students with a forum to practice policy debate. Students will choose to represent one of four perspectives problematizing the state of Canadian telecom. The four perspectives are:

1. Canada's telecom environment is poorly performing because the lack of leadership, vision and investment from the Government of Canada.
2. Canada's telecom environment is poorly performing because of the oligopoly of major telecommunications companies and their market dominance.
3. Canada's telecom environment is poorly performing because limited engagement, investment and participation from smaller telecommunication service providers, civil society groups and academics, lower level governments and individual Canadians.
4. Canada's telecom environment is thriving.

Each group (~3-5 students per group) will make an initial 20 minute presentation to present their argument. Following the class break groups will have an additional 10 minutes to make final arguments and rebut points made by other groups.

In addition, and prior to the presentation, each group will submit a brief of documents as the evidentiary basis on which their position is founded. These submissions must be made before the start of class on Mar. 28, and should reproduce specific sections of documents cited. For example, if you are citing a table in the *Communications Monitoring Report*, scan the specific table and include it in your brief; if you are quoting a journal article, highlight the quote and scan the page(s) the quote appears on (you need not include the whole document, simply the relevant section). In the interest of proper academic procedure, do provide a complete reference list for the materials scanned. In selecting evidence, students should remember that they only have 20 minutes for their initial presentation, and while extensive evidence exists for each of the positions, students must select the most salient, current, and meaningful evidence to present.

After the second round of presentations, a 'jury' of experts who will attend the class will convene briefly to determine who made the most effective argument. Note the 'jury's' decision will not impact the grading of the assignment.

Each group member will have to provide an individual and confidential assessment of their own contributions and the contributions of the other group members to the overall project. A form will be provided on the eClass site that requires self and peers to be evaluated using a four point scale as follows:

- 0 – Self/peer did not contribute at all
- 1 – Self/peer contributed relatively less than others in the group
- 2 – Self/peer contributed relatively equally to others in the group
- 3 – Self/peer contributed relative more than others in the group

Note that in the case where one or more group members feel an individual is not contributing at all or minimally, the instructor should be contacted in advance of the completion/submission of the assignment, and appropriate corrective action, at the instructor's discretion, will be taken.

Assignment evaluation is as follows (Total / 20%):

- Evidentiary brief – 5%
- Presentation – 10%
- Self/peer evaluation – 5%

**Final Assignment – Option A (Term Paper and Term Paper Outline) OR Option B (Policy Intervention and Related Material)**

Note the final assignment in the course provides students with an option of doing one of two assignments. Students who chose to do both (which is highly inadvisable) will only be assessed once.

**Option A – Term Paper – 25% (due Apr. 13) and Term Paper Outline – 10% (due Feb. 28)**

*Term Paper Outline*

The purpose of the term paper outline and reference list is to provide students with formative assessment in advance of their final paper due at the end of the course.

An outline of the paper which includes a rough outline of paper sections and a paragraph describing the scope and focus of the paper along with a reference list containing at least 10 relevant sources is due Feb. 14. Students are expected to have a

topic and problem statement/issue that they would like to address identified as part of the outline. The paper should address an information policy topic.

Assignment evaluation is as follows (Total / 10%):

Outline of the final paper – 5%

List of sources – 5%

Students are strongly encouraged to discuss the topic and scope of the paper with the instructor in advance. The outline and preliminary reference list, along with instructor feedback will serve as a key part of preparation for the final paper.

#### *Term Paper*

The purpose of the term paper is to allow students to develop a degree of expertise in a specific information policy topic by exploring that topic in depth and provide students with the opportunity to strengthen written communication skills and their ability to undertake scholarly and policy analyses.

Students are required to write a term paper that investigates a specific information policy problem/issue. The paper should:

- Have a clear and manageable scope and focus that examines an information policy
- Have an identifiable main argument
- Be well structured, with a clear introduction, body and conclusion (and reference section)
- Be well researched drawing on both academic sources and relevant policy literature from government, international and non-governmental sources
- Have a clear discussion of policy recommendations to address the issue/problem

Papers are expected to be approximately 2,500 to 3,000 words in length excluding references. Please include the word total at the end of the paper. There is no mandatory format for citations/references, though if students wish to pursue publication of their paper, they may choose to format their paper in accordance with the target publication venue's submission guidelines. Additional guidelines for writing an effective term paper can be found in the "Considerations for Writing and Effective Term Paper" document contained within the General Course Materials section at the top of the eClass site.

Assignment evaluation is as follows (Total / 25%):

Introduction and problemization – 4 marks

Literature and policy review – 4 marks

Analysis and discussion – 6 marks

Policy recommendations and conclusion – 4 marks  
References (depth of research and formatting) – 4 marks  
Writing quality – 3 marks

**Option B – Policy Intervention and Related Materials – 35% - dates vary**

The purpose for the Policy Intervention and Related Materials assignment is to provide students, alone or in groups with the opportunity to make a meaningful contribution to a public policy consultation/proceeding, and to develop policy capacity within students.

Students, alone or in groups, have the option to identify and participate in an information policy consultation/proceeding/hearing. Note the exact shape of interventions/contributions and deadline is variable, and can trigger processes external to the course for which the instructor is not responsible for. As such any student/group of students considering this route should consult with the instructor at the outset to ensure both parties understand what is involved.

The assignment is comprised of two parts for students undertaking the assignment individually and three parts for groups of students. The first assessed piece (for both individuals and groups) is the intervention/contribution itself. Students have the choice of having their intervention/contribution assessed before it is submitted or after, though work must be submitted no later than Apr. 13. Timeline for submission to the instructor prior to Apr. 13 is negotiable. If the intervention/contribution is submitted to the instructor, prior to formal submission as part of the policy consultation/proceeding, then the instructor's feedback can serve as formative assessment. Lengths and formats for this piece vary.

The second assessed piece (for both individuals and groups) is a reflective paper assessing the process of participating in a policy consultation/proceeding. Note that this piece must be submitted individually, even if the student participated in a group submission for the first part. Papers should be approximately 4 pages with 1.5 line spacing.

The final assessed piece, for group interventions/contributions only, is a self/peer assessment. The format for the self/peer assessment will be the same as the one for the Trail of Canadian Telecom assignment.

Again, it should be reiterated that this assignment is highly variable and may involve processes outside of the instructor's control; however, it also offers students the opportunity for course work to have an impact outside of class. Given the former,

students should be prepared to discuss their plans as they take shape throughout the semester.

Assignment evaluation is as follows (for individual submissions) (Total / 35%):

Assessment of the policy intervention – 20%

Quality of arguments – 10%

Depth of research – 5%

Writing quality and adherence to intervention/consultation conventions – 5%

Reflective paper on the intervention process – 15%

Assignment evaluation is as follows (for group submissions) (Total / 35%):

Assessment of the policy intervention – 20%

Quality of arguments – 10%

Depth of research – 5%

Writing quality and adherence to intervention/consultation conventions – 5%

Reflective paper on the intervention process – 10%

Self/peer evaluations – 5%

### **Timetable of Weekly Topics:**

Week 1 – Scope and Definition of Information Policy – Jan. 10

Week 2 – The Information Society? – Jan. 17

Week 3 – Trends and Issues in Information Policy – Jan. 24

Guest Speaker: Claire Tunney – “Information Policy and Information Work”

Week 4 – Privacy – Jan. 31

Week 5 – Surveillance and Intelligence – Feb. 7

Week 6 – Access to Information – Feb. 14

Winter Term Reading Week (No Class) Feb. 21

Week 7 – Attendance at U of A’s Copyright Office Fair Dealing Week – Feb. 28

Week 8 – Open Content Policies (Open Data, Open Access) – Mar. 7

Guest Speaker(s): TBC

Week 9 – Copyright – Mar. 14

Guest Speaker: Meera Nair

Week 10 – Communications Policy – Mar. 21

Week 11 – Trial of Canadian Telecom – Mar. 28

Week 12 – “Make the Net-Work” Guided Learning Exercise – Apr. 4

Week 13 – To Be Determined – Apr. 11



## Readings:

### Week 2 – The Information Society? – Jan. 17

- Bell, Daniel. 1999. *The Coming of Post-Industrial Society: A Venture in Social Forecasting*. New York: Basic Books. Foreword, “Foreword 1999,” (p. ix-xxiv, and lii-lxiv).
- Giddens, Anthony. 1991. *The Consequences of Modernity*. Cambridge, U.K.: Polity. Chapter II (p. 55-78). <https://www.library.ualberta.ca/catalog/4795047>
- Webster, Frank. 2014. *Theories of the Information Society*. 4<sup>th</sup> Ed. London: Routledge. Chapter II, “Definitions,” (p. 10-23).

### Week 3 – Trends and Issues in Information Policy – Jan. 24

- Cope, Jonathan. 2015. “Neoliberalism and Library and Information Science: Using Karl Polanyi’s Fictitious Commodity as an Alternative to Neoliberal Conceptions of Information.” *Progressive Librarian*, 43: 67-80.
- Harvey, David. 2005. *A Brief History of Neoliberalism*. Oxford, U.K.: Oxford. Chapter I, “Freedom’s Just Another Word...” (p. 5-38).  
<https://www.library.ualberta.ca/catalog/7172963>
- Howlett, Michael. 2009. “Policy analytical capacity and evidence-based policy-making: Lessons from Canada.” *Canadian Public Administration*, 52(2): 153-175.

## OR Watch:

- Brouillette, Richard (Dir.). 2009. *L'Encerclement - La démocratie dans les rets du néolibéralisme*. <https://vimeo.com/164159037> [Note: The viability of the link is outside the control of the instructor]

### Week 4 – Privacy – Jan. 31

- Schwab, Sandra. 2016. *Defining Privacy: A Critical Investigation of Canadian Political Discourse*. Master’s Thesis. University of Alberta. Chapter 2 “Privacy” (p. 7-32).  
<https://era.library.ualberta.ca/files/c6h440s749#.WHNS8IMrJaQ>
- Office of the Privacy Commissioner of Canada. 2017. *2016-17 Annual Report to Parliament*. [https://www.priv.gc.ca/media/4586/opc-ar-2016-2017\\_eng-final.pdf](https://www.priv.gc.ca/media/4586/opc-ar-2016-2017_eng-final.pdf) - Read pages 1-35)

### Week 5 – Surveillance and Intelligence – Feb. 7

- Foucault, Michel. 1979. *Discipline and Punish*. New York: Vintage. Part III, Chapter III, “Panopticism,” (p. 195-228 (skip 195 to 199)).
- Lyon, David. 2007. *Surveillance Studies: An Overview*. Cambridge, UK: Polity. Chapter III, “Explaining Surveillance,” p. 46-70.

#### Week 6 – Access to Information – Feb. 14

Larsen, Mike and Walby, Ben. 2012. "Introduction: On the Politics of Access to Information." In *Brokering Access: Power, Politics, and Freedom of Information Process in Canada*. Mike Larsen and Kevin Walby (Eds.). Vancouver, BC: UBC Press. (p. 1-23 (**note** this is not the whole chapter)).

Office of the Information Commissioner of Canada. 2017. *Failing to Strike the Right Balance for Transparency: Recommendations to Improve Bill C-58*. [http://www.ci-oic.gc.ca/telechargements-downloads/userfiles/files/eng/reports-publications/Special-reports/OIC\\_SpecialReport2017\\_ENG\\_Online\(1\).pdf](http://www.ci-oic.gc.ca/telechargements-downloads/userfiles/files/eng/reports-publications/Special-reports/OIC_SpecialReport2017_ENG_Online(1).pdf)

#### Week 7 – Attendance at U of A's Copyright Office Fair Dealing Week – Feb. 28

None

#### Week 8 – Open Content Policies (Open Data, Open Access) – Mar. 7

Canada – Science.gc.ca. 2015. "Tri-Agency Open Access Policy on Publications." <http://www.science.gc.ca/default.asp?lang=En&n=F6765465-1>

Gurstein, Michael. 2011. "Open Data: Empowering the Empowered or Effective Data Use for Everyone?" *First Monday* 16(2): <http://firstmonday.org/ojs/index.php/fm/article/view/3316/2764>

Peterson, A.T., Ada Emmett, and Marc L. Greenberg. 2013. "Open Access and the Author-Pays Problem: Assuring Access for Readers and Authors in a Global Community of Scholars." *Journal of Library and Scholarly Communication*, 1(3): 1-8. <http://jisc-pub.org/articles/abstract/10.7710/2162-3309.1064/>

#### Week 9 – Copyright – Mar. 14

*CCH Canadian Ltd. v. Law Society of Upper Canada (CCH v. Law Society)*. 2004. 1 S.C.R. 339, 2004 SCC. <http://scc.lexum.org/decisia-scc-csc/scc-csc/scc-csc/en/item/2125/index.do>

Nair, Meera. 2013. "The System of Copyright." In *MediaScapes – New Patterns in Canadian Communication*, 4 ed. Leslie Regan Shade (Ed). Nelson Education, 2013. Linked via <https://fairduty.files.wordpress.com/2013/08/mnair-system-of-copyright.pdf>

#### Week 10 – Communications Policy – Mar. 21

Canadian Radio-television and Telecommunications Commission (CRTC). 2016. "Telecom Regulatory Policy CRTC 2016-496." <http://www.crtc.gc.ca/eng/archive/2016/2016-496.htm>

van Deursen, Alexander J. A. M., and Helsper, Ellen J. 2015. "The Third-Level Digital Divide: Who Benefits Most from Being Online?" *Studies in Media and Communications*, 10: 29-52.

Week 11 – Trial of Canadian Telecom – Mar. 28


None

Week 12 – “Make the Net-Work” Guided Learning Exercise – Apr. 4

None

Week 13 – To Be Determined – Apr. 11

None

 **UNIVERSITY OF ALBERTA**  
SCHOOL OF LIBRARY AND  
INFORMATION STUDIES  
**LIS 598: Information Policy**  
**Course Syllabus**  
Winter 2017

**Instructor:** Michael B. McNally  
**Email:** [mmcnally@ualberta.ca](mailto:mmcnally@ualberta.ca)  
**Phone:** 780-492-3934  
**Office:** 3-03 Rutherford South  
**Office hours:** By appointment

**Calendar Description:**

An examination of the government policies in Canada that shape the production, transmission, dissemination, storage, access, use and destruction of information. The course also investigates major and current trends in information policy and the impact of such policies on libraries and other information intensive workplaces.

**Course Objectives:**

Upon completion of the course, a student should be able to:

1. Evince an awareness of the government policies that shape the information lifecycle
2. Understand and analyze the theories, trends and influences on information policy
3. Advocate on behalf of librarians, libraries, professional organizations, patrons and the public on information policy issues
4. Contribute to local, regional and national discussions on information policy

**Measurable Student Learning Outcomes (SLOs):**

- Drawing on class readings, discussions and assignments students will be able to analyze how both publicly and privately ordered information policies affect information workplaces and be able to develop strategies for advocating and engaging in policy discussions.
- Through readings, discussions and the writing of an essay, students will evaluate various trends and influences in information policy and be able to critically assess how these trends and influences shape policy creation and implementation.

**Content:**

History and scope of information policy; trends and issues in information policy; access to information; privacy; surveillance; copyright; innovation; open government; open data; open access; telecommunications policy; broadcast policy.

**Methods:**

Lectures, guest lectures, readings, online discussions.

**Course Relationships:**

Pre-requisite: LIS 501

**Required Texts:** None

**Assignments and Weighting:**

## Class Discussion and Participation

Discussion for Course Modules (4 x 5%)	– 20%
Overall Participation	– 5%

Information policy and information workplaces paper	– 20%
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## Final Paper and Constituent Elements

Paper Outline and Annotated Bibliography	– 10%
Executive Summary	– 5%
Final Paper	– 40%

**School of Library and Information Studies Grading Statement:**

Grades reflect professional judgements of student achievement made by instructors. These judgements are based on a combination of absolute achievement and relative performance in class. The instructor should mark in terms of raw scores, rank the assignments in order of merit, and with due attention to the verbal descriptions of the various grades, assign an appropriate final letter grade.

**Academic Integrity:**

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/>) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Students should also be mindful of the SLIS Copyright Policy

([http://www.slis.ualberta.ca/Resources/~media/slisis/Documents/Resources/SLISPoliciesandDocuments/SLIS\\_Copyright\\_Policy.pdf](http://www.slis.ualberta.ca/Resources/~media/slisis/Documents/Resources/SLISPoliciesandDocuments/SLIS_Copyright_Policy.pdf)).

**Inclusive Language and Equity:**

The Faculty of Education is committed to providing an environment of respect for all people within the university community and to educating faculty, staff, and students in developing

teaching and learning contexts that are welcoming to all. The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students' experiences and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation and ethnic background. Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Specialized Support and Disability Services.

### **Recording of Lectures:**

Recording of lectures is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan.

Policy about course outlines can be found in [Section 23.4\(2\)](#) of the University Calendar.

### **Assignments:**

#### General Assignment Guidelines:

In addition to fulfilling the assignment requirements, other key considerations in the evaluation of assignments include:

- In a graduate course you are expected to think and do beyond the minimum – you should aim for an exemplary assignment and not simply a satisfactory one
- Well-articulated submissions contain strong arguments and are well supported by literature/references and/or examples
- For written assignments you will want to ensure a high quality submission by including an introduction and conclusion, and good organization making use of headings and sub-headings
- All material taken from published work must be attributed including websites. You should acknowledge the use of another writer's ideas or arguments, even if you have not used the same words in expressing them. All direct quotations must include page numbers (if available)
- Items in a bibliography or reference list may be cited according to any standard format; however, regardless of format consistency is required and you must ensure that the citation/reference contains the minimum elements necessary for another to locate the work
- The Writing Quality component of written assignments evaluates adherence to rules of grammar, syntax and spelling along with adherence to formatting and length guidelines and proper citation practices
- All assignments must be well formatted, presentable and well-articulated
- The submission **should not include name of the student (please include only the Student Number to identify the assignment)** and all pages must be numbered
- Format Specification - Margin: 1" all sides, Font Type: Times New Roman, Font Size: 11/12pt, Line spacing: 1.5 line spacing (with the exception of the Executive Summary component of the Final Paper)
- Students are required to follow submission guidelines to avoid penalties on their submissions
- Assignments must be submitted via the Assignment Submission area in eClass. Note all assignments are due by 23:55 MST on the date on which they are due.
- Penalty for late assignments is 5% per day including weekends. Assignments more than 7 days late will not be accepted, and the eClass submission section will no longer accept submissions one week after the due date

Note: If you have any question about the assignment, please feel free to discuss with the instructor.

### **Information Policy and Information Workplaces Paper – 20% – Due Feb. 6**

Students are required to write a paper examining how an information policy (e.g. Access to Information, copyright, etc...) shapes information workplaces including but not limited to libraries. Students must examine how the information policy affects the information lifecycle and information flows in the workplace as well as how the policy affects librarians/information workers.

In addition to examining how an information policy shapes information practices in information workplaces, the paper should also address the role of library and information workers in contributing to the policy development process. In this regard, discussion may focus on a historical/previous contribution by librarians and information workers to policy development, or on the need for future advocacy and engagement with policy development. If librarians/information workers have been absent from involvement in the policy development process, you may also choose to explain why this is the case.

Assignment evaluation is as follows:

- Analysis of the effects of a policy on workplace information flow/lifecycle – 6 marks
- Analysis of the effects of a policy on information workers/librarians – 6 marks
- Analysis of the contributions of information workers to policy development – 6 marks
- Writing Quality – 2 marks

Papers should be roughly 5 pages (1.5 line spacing).

### **Term paper – 3 parts, 55% total – Part 1 Due Feb. 26, Parts 2 and 3 Due Apr. 12**

The term paper, composed of three parts, is designed for students to demonstrate their grasp of a topic in information policy. The term paper is meant to provide the students an opportunity to develop a research paper that they may pursue for publication. The assignment, specifically the Executive Summary, also requires students to summarize a policy problem and make recommendations to a non-expert and non-academic audience. Students are not limited to examining the information policies or trends on information policy discussed in the course, but if they chose to investigate a subject not covered in the course they must discuss this with the professor. All students are strong encouraged to discuss their paper with the instructor over the course of the semester.

### Paper Outline and Annotated Bibliography – 10% – Due Feb. 26

An outline of the paper which includes a rough outline of paper sections and a paragraph describing the scope and focus of the paper along with an annotated bibliography containing at least **12 relevant sources (minimum)** is due Feb. 26. Students are not required to have a thesis statement or main argument for the paper at this point, but a specific policy issue/problem should be identified.

For the 12 annotated sources (minimum) students should provide a **four to five sentence annotation** briefly outlining the scope of the source and its relevance. Sources can include grey literature/policy materials, but **at least 8 of 12 sources should be scholarly (peer reviewed) sources.**

Assignment Evaluation is as follows:

Outline – 5 marks

Annotation of sources – 5 marks

Students are strongly encouraged to discuss the topic and scope of the paper with the instructor in advance. The outline and preliminary bibliography, along with instructor feedback will serve as a key part of preparation for the final paper.

#### Executive Summary – 5% – Due Apr. 12

In addition to the Final Paper, students must submit a one page Executive Summary that summarizes the issue, identifies policy recommendations, evaluates the risks and practicality of various policy recommendations and recommends a specific course of action. In addition the Executive Summary should be written in a manner that it could be easily understood by someone with no background in the subject. Furthermore, it should be **written in non-academic language and at an eighth grade reading level.** For reference, most major newspapers are written at an eighth grade reading level.

The Executive Summary should be single spaced, but absolutely no longer than a single page (note: this is the only assignment/assignment component that should not have 1.5 line spacing).

Assignment Evaluation is as follows:

Summary of issue/problem – 1 mark

Policy recommendations and their evaluation – 2 marks

Written at eighth grade reading level and for a non-academic audience – 1 mark

Writing quality – 1 mark

**Please submit the Executive Summary and Final Paper as a single file** (eClass will only allow a single file submission) with the Executive Summary as the first page.

#### Final paper – 40% – Due Apr. 12

Students are required to write a term paper that investigates a specific information policy problem/issue. The paper should:

- Have a clear and manageable scope and focus that examines an information policy
- Have an identifiable thesis or main argument
- Be well structured, with a clear introduction, body and conclusion (and reference section)
- Be well researched drawing on both academic sources and relevant policy literature from government, international and non-governmental sources
- Have a clear discussion of policy recommendations to address the issue/problem

Papers are expected to be approximately 4,000 words in length excluding references. Please include the word total at the end of the paper. There is no mandatory format for



citations/references, though if students wish to pursue publication of their paper, they may choose to format their paper in accordance with the target publication venue's submission guidelines. Additional guidelines for writing an effective term paper can be found in the "Considerations for Writing an Effective Term Paper" document contained within the General Course Materials section at the top of the eClass site.

Assignment Evaluation is as follows:

Introduction, problemization and thesis – 5 marks

Literature and policy review – 8 marks

Analysis and discussion – 14 marks

Policy recommendations and conclusion – 5 marks

References (depth of research and formatting) – 4 marks

Writing quality – 4 marks

**Please submit the Executive Summary and Final Paper as a single file** (eClass will only allow a single file submission) with the Executive Summary as the first page.

### **Class Discussion and Participation – 25%**

Class participation is an integral part of the class. Students must participate in the discussions, which will require active engagement with the lecture, readings and other discussion posts of students and the instructor.

The evaluation of class participation is divided into five components. Such a division is intended to provide students with on-going feedback throughout the term as well as an overall assessment of participation at the end of the course. The five components are:

Discussion in each module (4 modules total) – 5% per module, total 20%

Overall participation – 5%

### Discussion Groups

In order to facilitate a manageable level of discussion each week, the class has been divided into four Discussion Groups (Groups A, B, C and D). Please see the "Discussion Groups" document within the General Course Materials section at the top of the eClass site to determine which group to post in. Note that all Discussion Groups and posts are visible to all members of the class (not just Discussion Group members); however, for assessment purposes you are expected to make your required posts for each module (discussed below) within your Discussion Group. Posts made to other Discussion Groups will be considered part of the Overall Participation grade. Note that it is possible students will be reassigned to a different Discussion Group if a substantive difference in the number of group members emerges as a result of student withdrawals (affected student(s) will be notified by the instructor).

### Discussion Expectations within Each Module

The course has been divided into four modules each lasting three weeks (see the Timetable section below for the specific division of topics/modules). Each week will have a discussion question that can be used as a starting point for the weekly discussion. 5 marks will be awarded to students that complete the minimum requirements for participation in each module. At the end of each module the instructor will provide students an assessment of their participation within each module. Within each three week module students must:

- Make at least **one Substantive Post in two of the three weeks**. A substantive post is a post of approximately 750 words that engages with the lecture **and** readings for the week and specifically addresses the weekly discussion question.
- Make at least **two Response Posts in two of the three weeks**. A response post is at least 150 words and comments directly on previous posts in the weekly discussion. Note that a set of two Response Posts can be made in a week in which a student does not make any Substantive Posts, but to fully meet the requirements there must be two posts within a week to satisfy the requirement.
- At least **one Original Source Post within a module** (made in any of the three weeks) of at least 300 words that comments on a source other than the weekly readings that is relevant to the discussion. The source may be a scholarly source, policy material, or a news story relevant to the weekly topic. In the 300 words the student should briefly summarize the source and comment on its relation to the weekly topic. Note that to obtain full marks the Original Source Post must be distinct from the Substantive and Response Posts.
- Note that it is possible to fully meet the module discussion requirements by only posting in two of the three weeks, provided that each week contains a Substantive Post, two Response Posts and at least one Original Source Post between the two weeks.

Examples of Satisfactory Posting within a Module (full 5 marks)

Example 1

Week 1 – 1 Substantive Post, 2 Response Posts

Week 2 – 2 Response Posts

Week 3 – 1 Substantive Post, 1 Original Source Post

Example 2

Week 1 – No posts

Week 2 – 1 Substantive Post, 2 Response Posts

Week 3 – 1 Substantive Post, 2 Response Posts, 1 Original Source Post

After the completion of each module the instructor will provide students an assessment for the module based on meeting the above criteria. This mark will be based on meeting (or not meeting) the minimum requirements and will not include an evaluation of individual posts. Students are not required to inform the instructor of which posts are made to meet the requirements as this should be clear. In the case of any uncertainty the instructor may follow up with a student to clarify.

The final 5% of the participation grade will be assessed by the instructor at the completion of the course. This final share of the participation grade will assess the overall quality and quantity of

each student's participation over the entire course, including participation beyond the minimum requirements within modules.

### **Timetable of Modules and Weekly Topics:**

The course is divided into four modules each lasting three weeks as follows:

Module 1 – Foundational and Theoretical Issues in Information Policy (Jan. 9 to Jan. 29)

Week 1 – Scope and Definition of Information Policy (Jan. 9 to Jan. 15)

Week 2 – The Information Society? (Jan. 16 to Jan. 22)

Week 3 – Trends and Issues in Information Policy (Jan. 23 to Jan. 29)

Module 2 – Government Information Policy (Jan. 30 to Feb. 19)

Week 4 – Access to Information and Government Information (Jan. 30 to Feb. 5)

Week 5 – Privacy (Feb. 6 to Feb. 12)

Week 6 – Surveillance and Intelligence (Feb. 13 to Feb. 19)

Winter Term Reading Week (No Discussion) (Feb. 20 to Feb. 26)

Module 3 – Intellectual Property and Innovation (Feb. 27 to Mar. 19)

Week 7 – Copyright (Feb. 27 to Mar. 5)

Week 8 – Open Content Policies (Open Data, Open Access) (Mar. 6 to Mar 12.)

Week 9 – Innovation Policy (Mar. 13 to Mar. 19)

Module 4 – Communication Policy (Mar. 20 to Apr. 9)

Week 10 – Telecommunications Policy (Mar. 20 to Mar. 26)

Week 11 – Internet Policy (Mar. 27 to Apr. 2)

Week 12 – Broadcasting Policy (Apr. 3 to Apr. 9)

Note there will be no discussion during the final, shortened week (Apr. 10 to Apr. 12)

### **Readings:**

Week 1 – Scope and Definition of Information Policy (Jan. 9 to Jan. 15)

Braman, Sandra. 2011. "Defining Information Policy." *Journal of Information Policy*, 1: 1-5.

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

Week 2 – The Information Society? (Jan. 16 to Jan. 22)

Bell, Daniel. 1999. *The Coming of Post-Industrial Society: A Venture in Social Forecasting*. New York: Basic Books. Foreword, "Foreword 1999," (p. ix-xxiv, and lii-lxiv).

Giddens, Anthony. 1991. *The Consequences of Modernity*. Cambridge, U.K.: Polity. Chapter II (p. 55-78). <http://www.library.ualberta.ca/permalink/opac/4795047/WUAARCHIVE>

Webster, Frank. 2014. *Theories of the Information Society*. 4<sup>th</sup> Ed. London: Routledge. Chapter II, "Definitions," (p. 10-23).

Week 3 – Trends and Issues in Information Policy (Jan. 23 to Jan. 29)

- Cope, Jonathan. 2015. "Neoliberalism and Library and Information Science: Using Karl Polanyi's Fictitious Commodity as an Alternative to Neoliberal Conceptions of Information." *Progressive Librarian*, 43: 67-80.
- Harvey, David. 2005. *A Brief History of Neoliberalism*. Oxford, U.K.: Oxford. Chapter I, "Freedom's Just Another Word..." (p. 5-38).  
<http://www.library.ualberta.ca/permalink/opac/4276269/WUAARCHIVE>
- Howlett, Michael. 2009. "Policy analytical capacity and evidence-based policy-making: Lessons from Canada." *Canadian Public Administration*, 52(2): 153-175.

Week 4 – Access to Information and Government Information (Jan. 30 to Feb. 5)

- Larsen, Mike and Walby, Ben. 2012. "Introduction: On the Politics of Access to Information." In *Brokering Access: Power, Politics, and Freedom of Information Process in Canada*. Mike Larsen and Kevin Walby (Eds.). Vancouver, BC: UBC Press. (p. 1-23 (**note** this is not the whole chapter)).
- Treasury Board of Canada Secretariat. 2016. "Access to Information and Privacy Statistics Report, 2015-16." <https://www.tbs-sct.gc.ca/hgw-cgf/oversight-surveillance/atip-airpr/sr-rs/2016/bulletin39bpr-eng.asp>
- Wakaruk, Amanda. 2014. "What the Heck is Happening up North: Canadian Federal Government Information, Circa 2013." *DttP: A Quarterly Journal of Government Information Practice and Perspective*, 42(1): 15-20.

Week 5 – Privacy (Feb. 6 to Feb. 12)

- Schwab, Sandra. 2016. *Defining Privacy: A Critical Investigation of Canadian Political Discourse*. Master's Thesis. University of Alberta. Chapter 2 "Privacy" (p. 7-32).  
<https://era.library.ualberta.ca/files/c6h440s749#.WHNS8IMrJaQ>
- Privacy Commissioner of Canada. 2016. 2015-16 Annual Report to Parliament: Time to Modernize 20<sup>th</sup> Century Tools. Chapter 3 "Consent and the Economics of Personal Information" (p. 27-32) and Chapter 4 "Reputation and Privacy" (p. 33-38).  
[https://www.priv.gc.ca/media/4160/ar\\_201516\\_eng.pdf](https://www.priv.gc.ca/media/4160/ar_201516_eng.pdf)

Week 6 – Surveillance and Intelligence (Feb. 13 to Feb. 19)

- Foucault, Michel. 1979. *Discipline and Punish*. New York: Vintage. Part III, Chapter III, "Panopticism," (p. 195-228 (skip 195 to 199)).
- Lyon, David. 2007. *Surveillance Studies: An Overview*. Cambridge, UK: Polity. Chapter III, "Explaining Surveillance," p. 46-70.

Week 7 – Copyright (Feb. 27 to Mar. 5)

- CCH Canadian Ltd. v. Law Society of Upper Canada (CCH v. Law Society)*. 2004. 1 S.C.R. 339, 2004 SCC. <http://scc.lexum.org/decisia-scc-csc/scc-csc/scc-csc/en/item/2125/index.do>

Nair, Meera. 2013. "The System of Copyright." In *MediaScapes – New Patterns in Canadian Communication*, 4 ed. Leslie Regan Shade (Ed). Nelson Education, 2013. Linked via <https://fairduty.files.wordpress.com/2013/08/mnair-system-of-copyright.pdf>

Owen, Victoria. 2014. "The Librarian's Role In The Interpretation Of Copyright Law: Acting In The Public Interest." *Feliciter* 60(5): 8-12.

Week 8 – Open Content Policies (Open Data, Open Access) (Mar. 6 to Mar 12.)

Canada – Science.gc.ca. 2015. "Tri-Agency Open Access Policy on Publications." <http://www.science.gc.ca/default.asp?lang=En&n=F6765465-1>

Gurstein, Michael. 2011. "Open Data: Empowering the Empowered or Effective Data Use for Everyone?" *First Monday* 16(2): <http://firstmonday.org/ojs/index.php/fm/article/view/3316/2764>

Peterson, A.T., Ada Emmett, and Marc L. Greenberg. 2013. "Open Access and the Author-Pays Problem: Assuring Access for Readers and Authors in a Global Community of Scholars." *Journal of Library and Scholarly Communication*, 1(3): 1-8. <http://jisc-pub.org/articles/abstract/10.7710/2162-3309.1064/>

Week 9 – Innovation Policy (Mar. 13 to Mar. 19)

Feschuk, Scott. 2010. "The Beer Index is Definitely Down," *Macleans*, Sept. 30, 2010: <http://www2.macleans.ca/2010/09/30/the-beer-index/>

Rogers, Everett M. 2003. *Diffusion of Innovations*. New York: Free Press. Chapter XI, "Consequences of Innovations," (p. 436-471).

Schumpeter, Joseph. 1950. *Capitalism, Socialism and Democracy*. 3<sup>rd</sup> Ed. London: Routledge. Chapter VII, "The Process of Creative Destruction," (p. 81-86). <http://www.library.ualberta.ca/permalink/opac/6002395/WUAARCHIVE>

Week 10 – Telecommunications Policy (Mar. 20 to Mar. 26)

Canadian Radio-television and Telecommunications Commission (CRTC). 2016. "Telecom Regulatory Policy CRTC 2016-496." <http://www.crtc.gc.ca/eng/archive/2016/2016-496.htm>

McNally, Michael B., Rathi, Dinesh, Evaniew, Jennifer and Wu, Yang. (Forthcoming). "Thematic Analysis of Eight Canadian Federal Broadband Programs from 1994-2016." (Preprint posted in eClass).

Taylor, Gregory. 2013. "Oil in the Ether: A Critical History of Spectrum Auctions in Canada." *Canadian Journal of Communication* 38(1): <http://www.cjc-online.ca/index.php/journal/article/view/2600>

Week 11 – Internet Policy (Mar. 27 to Apr. 2)

Birdsall, William F. 2000. "The Digital Divide in the Liberal State: A Canadian Perspective," *First Monday*, 5(12): <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/viewArticle/820/729>

CRTC. 2015. "Broadcasting and Telecom Decision CRTC 2015-26." <http://www.crtc.gc.ca/eng/archive/2015/2015-26.htm>

van Deursen, Alexander J. A. M., and Helsper, Ellen J. 2015. "The Third-Level Digital Divide: Who Benefits Most from Being Online?" *Studies in Media and Communications*, 10: 29-52.

Week 12 – Broadcasting Policy (Apr. 3 to Apr. 9)

Armstrong, Robert. 2010. *Broadcasting Policy in Canada*. Toronto: University of Toronto Press, Chapter IX, “Social Issues,” (p. 143-162).

CRTC. 2011. *Navigating Convergence II: Charting Canadian Communications Changes and Regulatory Implications*. Ottawa, ON: CRTC. Section 3.2, “Consumption,” (p. 36-46), Section 3.4, “Evolution of Program Rights,” (p.56-57), and Section 3.6, “Regulatory Considerations,” (p. 58-62). <http://www.crtc.gc.ca/eng/publications/reports/rp1108.pdf>

### Curriculum Committee Recommendation form

This form is used by the SLIS Curriculum Committee to document and recommend course changes, additions and modifications to the SLIS Academic Council and SLIS School Council for approval.

**Date:** March 27, 2019

**Type of Change:**  NEW COURSE\*  EXISTING COURSE  COURSE DELETION

#### CALENDAR COPY

<b>CURRENT</b> Calendar Section Number §[231.166 ] <i>(Use strike out for <b>all</b> changes)</i>	<b>PROPOSED</b> Calendar Section Number §[231.166] <i>(Underline <b>all</b> additions)</i>
	<p>LIS 5XX: Access, control, and dissemination of government information.                      ★ 3 (<i>fi</i> 6) (either term, 3-0-0)                      The focus will be on the Canadian federal system with a view towards discovering patterns, approaches, and techniques applicable to other jurisdictions and bodies, in particular, the United States and International Governmental Organizations.</p> <p>Pre-requisites: LIS 501, 502, and 503 or consent</p>

**Course title:** Government Information

**Rationale:** In order to more accurately reflect broader political, cultural, and societal changes, the course LIS 598 Government Information be given a permanent number. SLIS has offered a course related to government information/documents for many years under the course number LIS 517. The most recent course offering on the topic of government information was listed as LIS 598 Government Information. Giving this LIS 598 a permanent number will allow SLIS to refresh the course content and title and maintain a consistent course number.

**Course Objectives:**

The Introduction to Government Information course is designed to provide students with an overview of government information and its dissemination and use in a library context. Much of the course will be devoted to an examination of the information policies and practices of Canadian federal, provincial and local governments. In some ways, however, the underlying

nature of government information policies and processes is universal and competence in government information librarianship is a skill which is transferable. We will therefore devote some time to the publications of the American and British governments as well as key international governmental organizations (IGOs).

### **Measurable Student Learning Outcomes (SLOs):**

By the end of the course, students will:

1. have an understanding of the current policies and practices of Canadian federal, provincial and local governments in the publishing, recording of and access to government information.
2. be able to provide reference service using Canadian, foreign, principally American and British, national documents and international, principally UN, documents.
3. be able to evaluate and use the various bibliographical tools for finding and classifying information.
4. understand the problems of acquiring, classifying, using and promoting the use of government information.
5. be familiar with the challenges and opportunities related to the acquisition, use, and management of government information.

### **Content:**

The following topics will be covered in this course.

While each topic is designed to be a largely self-contained Unit of Study, they should be completed in the order in which they are presented:

- Structure and Organization of the Government of Canada.
- Government Information Dissemination Policies. Bibliographic Control, Sale and Distribution of Canadian Federal Government Publications. Key general reference tools and web sites.
- Parliamentary Papers: Journals; Debates; Reports and Proceedings of Committees; Sessional Papers. Bills.
- Parliamentary Procedure; Passage of Legislation.
- Laws and Regulations
- Royal Commissions; White Papers and Green Papers.
- Provincial and Local Government Information.
- Statistics.
- Foreign National Governments (US and historical UK focus).
- International Governmental Organizations (IGOs): UN Family.
- International Governmental Organizations (IGOs): OECD, Bretton Woods Institutions, EU.
- Issues in service delivery; Collection management; Professional development

### **Methods:**



Will include recorded lectures, interactive online exercises and tutorials, readings, and online discussions.

**Recommendation:** That the course offering of LIS 598 Government Information be given a permanent number.

**Curriculum Committee Recommendation form**

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**Date:** March 27, 2019

**Type of Change:** [ ] NEW COURSE\* [X] EXISTING COURSE [ ] COURSE DELETION

**CALENDAR COPY**

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LIS 593 <del>Archives Administration</del> ★ 3 (fi 6) (either term, 3-0-0) <del>Theories, standards and methods used in management of modern archives, with an historical overview and an emphasis on contemporary theory and practice.</del> Pre or corequisite: LIS 501 or consent of instructor.	LIS 593 <u>Introduction to Archival Studies</u> ★ 3 (fi 6) (either term, 3-0-0) <u>Introduction to theories, standards and methods used in modern archives, with an historical overview and an emphasis on critical and contemporary theory and practice.</u>  Pre or corequisite: LIS 501 or consent of instructor.

**Course title:**

LIS 593 Archives Administration

New proposed title: Introduction to Archival Studies

**Rationale:**

The revised title reflects the introductory nature of the course’s content and signals to students that this course provides an introduction to the topic upon which they might build in subsequent courses or through other means. The course content does not focus on the administration or management of archives but instead provides a high level overview of archival theory and practice. The revised title and calendar description are proposed to harmonize with new course topics and theoretical frameworks recently included within the course.

**Course Objectives:**

After completing this course, students should be able to:

- Identify core archival functions, concepts, and terminology
- Identify and apply standardized principles and methods used in the professional management of archival records and archival institutions
- Identify and discuss major issues and trends in the Canadian archival community and archival studies field

- Understand and discuss archivists' roles and ethical responsibilities in shaping archival collections and institutions and in the management of historical records
- Understand and discuss the relationship of archives to society, to the communities they serve, and within the broader landscape of LAMs (Libraries, Archives, and Museums)

**Student Learning Outcomes (SLOs):**

- Through in class discussion, activities, and assignments, students will demonstrate their knowledge of the key concepts and principles of archival practice and procedures
- Through site visits to archival institutions, students will familiarize themselves with archival spaces, functions, and collections
- After critical examination of archival studies and related literature, students will identify and analyze major issues and trends in the archival environment through a final term research paper

**Program Learning Outcomes (PLOs):**

- PLO 2: Evince complex and ethical awareness of major issues, research, trends, and dilemmas in library and information studies.
- PLO 3: Demonstrate critical thinking, analytical capacities, and problem-solving skills.
- PLO 6: Show understanding of the knowledge and information organization life cycle including, but not limited to, production, organization, distribution, access, preservation, disposition, and retrieval practices of recorded knowledge and information resources of all kinds.

**Content:**

History of Archives, introduction to fundamental concepts in Archival Studies, appraisal, preservation, arrangement and description, outreach and advocacy, digital archives, community and participatory archives, facility tours

**Recommendation:** That LIS 593 Archives Administration is refreshed with a new course title Introduction to Archival Studies and updated calendar description.

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**Date:** March 27, 2019

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<p><b>LIS 519 Introduction to Children's Literature</b> Literature for children from infancy through the elementary school years, principles of evaluation and selection, and current issues and trends.</p>	

**Course title:**

LIS 519 Introduction to Children's Literature

**Rationale:**

This course has not been offered in the previous six years and is included on the University of Alberta's reserve list. To remove a course from the reserve list, the course must be deleted from the calendar or scheduled. The recommendation is to delete this course from the University of Alberta's administrative systems.

**Recommendation:**

To remove this course from the University of Alberta's administrative systems.

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**Date:** March 27, 2019

**Type of Change:**  NEW COURSE\*  EXISTING COURSE  COURSE DELETION

**CALENDAR COPY**

<p align="center"><b>CURRENT</b></p> <p align="center">Calendar Section Number §[231.166 ] <i>(Use strike out for <b>all</b> changes)</i></p>	<p align="center"><b>PROPOSED</b></p> <p align="center">Calendar Section Number §[231.166] <i>(Underline <b>all</b> additions)</i></p>
<p><b>LIS 535 Advanced Topics in the Organization of Knowledge</b></p> <p>An examination of the principles and practice of indexing, abstracting, thesaurus construction, metadata, or other topics relevant to the organization of knowledge.</p>	

**Course title:** LIS 535 Advanced Topics in the Organization of Knowledge

**Rationale:**

This course has not been offered in the previous six years and is included on the University of Alberta’s reserve list. To remove a course from the reserve list, the course must be deleted from the calendar or scheduled. The recommendation is to delete this course from the University of Alberta’s administrative systems.

**Recommendation:**

That LIS 535 be removed from the University of Alberta administrative systems.

## Curriculum Committee Recommendation form

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**Date:** March 27, 2019

**Type of Change:**  NEW COURSE\*  EXISTING COURSE  COURSE DELETION

### CALENDAR COPY

<b>CURRENT</b>	<b>PROPOSED</b>
Calendar Section Number §[ ] <i>(Use strike out for <b>all</b> changes)</i>	Calendar Section Number §[] <i>(Underline <b>all</b> additions)</i>
An examination of the integration of digital services into the array of reference services, with an emphasis on information retrieval systems and their effective use by professionals and end users.	

**Course title:**

LIS 536 – Digital Reference and Information Retrieval

**Rationale:**

LIS 536 is on the University of Alberta’s reserve list and can be removed because it has not been offered in the last five years. In addition, to reflect changes in the field an information retrieval course at SLIS requires rejuvenation.

**Recommendation:**

LIS 536 be deleted from the University of Alberta administrative systems.

**Curriculum Committee Recommendation form**

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**Date: Type of Change:** [ ] NEW COURSE\* [ ] EXISTING COURSE [X] COURSE DELETION

**CALENDAR COPY**

<b>CURRENT</b> Calendar Section Number §[231.166 ] <i>(Use strike out for <b>all</b> changes)</i>	<b>PROPOSED</b> Calendar Section Number §[231.166] <i>(Underline <b>all</b> additions)</i>
LIS 596 - Seminar  ★ 1-2 ( <i>variable</i> ) (either term, variable) A current topic of significance to, or a special aspect of, library and information studies may be examined as demand and resources permit.	<del>LIS 596 - Seminar</del>  <del>★ 1-2 (<i>variable</i>) (either term, variable)</del> <del>A current topic of significance to, or a special aspect of, library and information studies may be examined as demand and resources permit.</del>

**Course title:**

LIS 596 Seminar

**Recommendation:**

That this course (LIS 596) be removed from the SLIS curriculum and the University Calendar.

**Rationale**

1. SLIS no longer offers 1 to 2 credit courses and therefore there is no need to continue offering the LIS 596 Seminar.
2. The LIS 596 Seminar was created in order that students who needed 1 or 2 credits to fulfill the MLIS degree requirements were able to do so rather than taking a full 3-credit course.

**Curriculum Committee Recommendation form**

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**Date:**

**Type of Change:**  NEW COURSE\*  EXISTING COURSE  COURSE DELETION

**CALENDAR COPY**

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LIS 598 - Special Topics	LIS 598 - Special Topics
★ 3 (fi 6) (either term, 3-0-0) A current topic of significance to, or a special aspect of, library and information studies may be examined as demand and resources permit. Sections may be offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students. Prerequisites are variable, contact department for more information.	★ 3 (fi 6) (either term, 3-0-0) A current topic of significance to, or a special aspect of, library and information studies may be examined as demand and resources permit. Sections may be offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students. Prerequisites are variable, contact department for more information.

**Course title:**

**Deleting 598s that have been assigned a permanent course number including:**

- LIS 580-Contemp Theories/Pract Rdg
- LIS 585-Multimedia Texts-Young People
- LIS 516-Canadian Lit for Children
- LIS 526-Instructional Practices in LIS
- LIS 542-Preservation & Risk Mgmnt
- LIS 533-Database Management
- LIS 594-Records & Info Management
- LIS 507-Knowledge Management
- LIS 545-Human Resources Management
- LIS 532-Metadata
- LIS 543-Human Information Interaction

**Courses that are inactive, no longer offered, or the topics have been incorporated into other courses and should be deleted including:**

- Bibliographic Instruction
- Topic Unassigned



Knowledge Mgmt & Comm Tech  
Use of Info Techn for Learning  
Using/Managing Comm Networks  
Internet: Design & Mgmt  
Records Mgmt & Cons/Preservatn  
Web Design and Management  
Issues in Information Policy  
Advanced Web Design for LIS  
Database-driven websites  
Intn'l Library & Info Studies  
Aboriginal Resources & Service  
Legal Info Resources & Service  
Emergent Literacy  
Information Security  
Information Modeling in XML  
Genealogy Resources  
Info Res/Service for Media Orgs  
Issues in Public Library Mgmt  
Information Security  
Consumer Hlth Res & Services  
Project Management  
Competitive Intelligence  
Intn'l Government Agency Info  
Govern Info Local Prov Federal  
Reader's Advisory  
Services to Special Groups  
Copyright Iss for Info Profsnl  
Archival Sci & Aborig Identity  
Facilities Management I  
Facilities Management II  
Facilities Management III  
Managing Tech & Organisations  
Lib & Info Serv for Spec Pops  
Management Financial Resources  
Prof Socialization & Trendspot  
Facilities Planning Part 1  
Facilities Planning Part 2  
Facilities Planning Part 3  
Prin & Cncpts in Tech Mgmt  
Medium Relays the Message  
Resource Description & Access  
Managing Vendor Relations  
Managing Tech in a LIS Envirmt  
Systematic Review Searching  
Accessing Gov Info  
Interface and Web Usability  
Critical Digtl/Info Literacies  
Stat Literacy for Librarians

Consumer Health Information  
Library Governance  
Making & Hacking in Library  
Information Governance  
Government Information

**Recommendation:**

That the above LIS 598 courses be removed from the SLIS curriculum and the university administrative systems.

**Rationale**

1. Many of the LIS 598s have been assigned a permanent number which is reflected in the SLIS curriculum.
2. The University of Alberta calendar needs to be updated to remove LIS 598s that are no longer offered.

**Curriculum Committee Recommendation form**

This form is used by the SLIS Curriculum Committee to document and recommend course changes, additions and modifications to the SLIS Academic Council and SLIS School Council for approval.

**Date:** March 27, 2019

**Type of Change:**  NEW COURSE\*  EXISTING COURSE  COURSE DELETION

**CALENDAR COPY**

<p align="center"><b>CURRENT</b> Calendar Section Number §[231.166 ] (Use strike out for <b>all</b> changes)</p>	<p align="center"><b>PROPOSED</b> Calendar Section Number §[231.166] (Underline <b>all</b> additions)</p>
<p>LIS 520-Information Resources in Specialized Fields ★ <del>1-3 (variable) (either term, variable)</del> Information resources and their administration in a specialized field and for a specialized clientele. The emphasis is on the nature of the field, problems of collection development, bibliographic access, retrieval and use by the clientele, and administrative issues in solving these problems. Specialized fields regularly examined are law, business, and health sciences. Prerequisites are variable, contact department for more information</p>	<p>LIS 520-Information Resources in Specialized Fields ★ <u>3 (fi 6) (either term, 3-0-0)</u> Information resources and their administration in a specialized field and for a specialized clientele. The emphasis is on the nature of the field, problems of collection development, bibliographic access, retrieval and use by the clientele, and administrative issues in solving these problems. Specialized fields regularly examined are law, business, and health sciences. Prerequisites are variable, contact department for more information</p>

**Course title:** LIS 520-Information Resources in Specialized Fields

**Recommendation:** To remove the variable credit offering from 1-3 to 3 credits.

**Rationale:** SLIS formally offered variable credit courses that ranged from 1 to 3 credits. Variable credit courses are no longer offered and therefore all SLIS courses should carry 3-credit weighting.

## Curriculum Committee Recommendation Form

This form is used by the SLIS Curriculum Committee to document and recommend course changes, additions and modifications to the SLIS Academic Council for approval.

**Date:** April 5, 2019

**Type of Change:**  NEW COURSE\*  EXISTING COURSE  COURSE DELETION

### CALENDAR COPY

<b>CURRENT</b> Calendar Section Number §[ ] <i>(Use strike out for <b>all</b> changes)</i>	<b>PROPOSED</b> Calendar Section Number §[ ] <i>(Underline <b>all</b> additions)</i>
	<p><b><u>LIS 5xx: Technology, Information, and Society</u></b></p> <p>★ 3 (fi 6) (either term, 3-0-0) <u>A critical and interdisciplinary examination, incorporating human and social perspectives, of technology in the context of libraries and information organizations and of the complex relationships among technology, information, and society.</u></p> <p><u>Prerequisite: LIS 501 or consent of instructor.</u></p>

**Course title:** LIS 5xx: Technology, Information, and Society

**Rationale:**

1. SLIS requires MLIS students to take at least two IT courses in order to complete their MLIS requirements. In addition, data from the curriculum review, exit surveys, and employment surveys indicate students, alumni, and employers all seek greater familiarity with LIS technologies and skills, theories, and practices associated with them. The proposed course is an IT designated course and thus helps meet this need.
2. The proposed course adds to the existing MLIS curriculum by educating students in human, social, and critical perspectives on LIS technologies, with a focus on evaluating and assessing LIS technologies through the lenses of these perspectives. This usefully (a) combines and connects both theory and practice around IT in LIS and cognate fields, and (b) augments existing IT courses that focus on skills and abilities with IT (e.g. LIS 534) and promote assessment, evaluation, and planning of IT adoption and use in LIS (e.g. LIS 539). Both theory and practice in both of these areas are believed necessary for MLIS graduates as they become librarians and information professionals, based on available data as mentioned above and the continuation of a range of IT courses and experiences in the MLIS curriculum.
3. The proposed course has been offered three times as part of the on-campus MLIS offering (Winter 2016, Winter 2017, and Winter 2019) with reasonably strong enrolments (13, 14, and 21 students completing the course, respectively), as well as twice as part of the online MLIS offering (Winter 2018 and Winter 2019) with reasonably strong enrolments (17 and 14 students, respectively), for a combined total of over 75 students having taken the course. Per current SLIS timetabling the course will be offered again online in Winter 2020.

4. The title and course description provide sufficient flexibility for considering a range of human, social, and critical perspectives on LIS technologies and their design, implementation, adoption, use, and assessment. Specific course content can be tailored to emergent research, theory, and practice within these perspectives; the interests of students; and the domain knowledge of instructors and available guests.
5. There is enough capacity in SLIS to teach the proposed course. The course has been taught by two different instructors (Drs. Adam Worrall and Michael McNally) during its history as an LIS 598 pilot course.

**Recommendation:**

That a permanent course number be given to an existing LIS 598 course titled “Technology, Information, and Society” with the calendar description included above.