



**DAY IMT 550A SYLLABUS
WINTER 2009
POLICY, LAW AND ETHICS IN INFORMATION MANAGEMENT**

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Class location: [Loew Hall](#), Room 102
Class time: Tuesdays and Thursdays 1:30-3:20 pm
Course website: <http://courses.washington.edu/imt551>
eReserve website: <https://eres.lib.washington.edu/eres/coursepage.aspx?cid=3646>
Listserv: imt550a_wi09@u.washington.edu
Discussion board: <https://catalysttools.washington.edu/gopost/board/karineb/9502/>

COURSE DESCRIPTION

The course introduces some selected topics of policy, law and ethics of information management. We will look how norms and values take place in our decision-making processes, and understand stakeholders and the interplay among them in policy issues such as privacy and free speech. Managers need to understand the political, legal and social environments in context, and uphold high ethical standards when using powerful techniques and models to achieve societal and organizational goals.

COURSE GOALS:

Information Management is executed in many levels not only the organizational but also the individual, communal and societal levels. Therefore, the principle objective of the course is to provide you with a context for understanding the ethical, legal, and socio-political issues surrounding information, information technologies, and information management. Second, the course will promote critical and creative thinking in the analysis of the multi-faceted social context of information. Third, the course will develop a framework for cooperative learning and problem solving. Finally, the course will lay the groundwork for the development of your ability as professional leaders to manage and exploit the changes in the information era not only in your practice environment, but in the society as a whole.

STRUCTURE OF THE COURSE AND GRADING:

The course grading will be structured as follows:

1. Leading role and participation	20%
2a. Ethics assignment	15%
2b. Digital divide assignment	15%
3. Real-case leading discussion	25%
• Leading discussion in Class (10%)	
• Written report (15%)	
4. Simulation	25%
• Written report (15%)	
• Playing role in class (10%)	
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Total	100 %

1. Leading Role and Participation

Assigned reading materials should be read before each session – readings are mandatory and essential to complete the assignments (note that in many cases we will not cover in class the readings but complement them with other materials). The subject requires involvement from the students' part and therefore participation plays a big part in the grade.

Some ways you can show your participation is by participating in class, or by contributing to the discussions in the forums of the class, or by contributing items to the course website – interesting articles, sites or other items that you think would interest everyone.

Additionally, each student is requested to lead a discussion on one reading item according to the following instructions: As a facilitator you are responsible in organizing and structuring the thread of discussion which relates to you. You may try to maintain a neutral role but it is not a must - you definitely can express your opinion. Nevertheless, even if you do express your opinion, don't dominate the discussion and maintain a balanced flow of ideas and opinions among the attendees. The address of the discussions is here - <https://catalysttools.washington.edu/gopost/board/karineb/9502/>.

Please read carefully the reading item that is assigned to you (see below). Try to identify questions, ideas for debate/discussion, provocative solutions etc... which will be interesting to the rest of the class. If you can bring a short current news item or something else to visualize/emphasize the issue, this would be great. Use your imagination, be up-to-date with the media coverage on the course topics - this can definitely help!!!!

I will try not to be involved in these discussions to allow maximum discussion between the class, although I will read them regularly.

Leading Role	Module	Reading
Ahn, Jin-Hyuk	1	Introna
Aval, Chiraag Uday	1	Solomon
Chang, Cho I	1	Johnson ch. 2
Chen, Wei-Chih	1	Johnson ch. 3
Cheng, Jared Chen	1	Johnson ch. 5
Dichupa, Elizabeth Samantha T	1	Codes of Ethics (ACM, IEEE and ALA)
Ding, Ke	2	Benkler
Dixon, Winford	2	Greenleaf
Ellis, Peter C	2	Birnhack and Elkin-Koren
Hung, Yu-Chin	2	Lessig (Code) ch.4
Kavalanekar, Prajakta S	2	Lessig (Code) ch.5
Keller, Jared P	2	Cukier
Kuzenski, Douglas G	3	Barzilai-Nahon (Gaps and Bits)
Lin, Bing-Yi	3	Dewan and Riggins
Lucy, Kimberly Denise	3	DiMaggio et. al
Mitra, Piu	3	Cooper
N/A	4	Baase ch. 2
Moon, Jongmin Timothy	4	Nissenbaum (Privacy as Contextual Integrity)
Patel, Rutu Mukund	4	Warren and Brandeis
Popova, Olga H	4	Westin
Ramasubramanian, Subramaniam	4	Etzioni
Sheth, Arpan K	4	Lee
N/A	4	Nissenbaum (The Meaning of Anonymity)
N/A	5	Baase ch. 5
Slane, Meredith T D	5	Sunstein
Thiagarajan, Sathappan	5	Barzilai-Nahon (Toward a Theory of Network Gatekeeping)
Youngblood, Al	5	Balkin
Yu, Seung Yon	5	Lessig (Code) ch. 12
N/A	5	Minow
N/A	5	Privacy International

2. Ethics and Digital Divide Assignments

These assignments will be conducted either individually or in pairs. The assignments appear on the course website. The ethics assignment is due January 27th 2009 and the digital divide assignment is due February 10th 2009. More information is posted on the website.

3. Real-Case Leading Discussion

Each team (5 students each) will choose a topic that is relevant to the class content and look for a contemporary real world case that reflects a certain question/challenge/perspective on the topic. The team is responsible for moderating and leading the discussion on the topic in class (60 minutes) and also for submitting a report in the end of it. The group proposals should be submitted until January 20th 2009. The proposal will include two topics/cases and their priorities and the names of members of the team.

There are five real-case leading discussions to choose from:

1. digital divide
2. freedom of speech and control I
3. freedom of speech and control II
4. privacy and information I
5. privacy and information II

Leading discussions will start on February 2nd – we will have each week two groups. More information is posted on the website.

4. Simulation

In the last lesson (March 13th) we will conduct a simulation of real life situation of information policy. The subject for the simulation this year would be *Search Engines Policy environment*. The students will partition into groups (up to three), and each group will pick a roll to simulate and will prepare and learn the strategies and processes of decision making of this role. The deliverable of the simulation will be by playing that role in the simulation itself and also handing in a report. The report should be handed in before the simulation (until March 10th). More Information is posted on the website.

COURSE CURRICULUM:

	Date	Topic	Deliverables
1	January 13	Introduction to the course	
2	January 15	Module 1 - Ethics of information and professionalism	
3	January 20		Real-case group proposals
4	January 22	Module 2 - Introduction to information policy and regulation	
5	January 27		Ethics assignment
6	January 29		
7	February 3	Module 3 - Digital divide/s	
8	February 5		
9	February 10		- Digital divide assignment - Real-case group 1
10	February 12	Module 4- Privacy	
11	February 17		
12	February 19		Real-case group 2
13	February 24		Real-case group 3
14	February 26	Module 5 - Freedom of speech and control of information	
15	March 3		
16	March 5		Real-case group 4
17	March 10		- Simulation report - Real-case group 5
18	March 13	Search engines simulation	Simulation play

READINGS:

The course web-site is located at <http://courses.washington.edu/imt551> .
Most of the bibliography materials will be posted either on the course web-site or links or on the eReserve course site -

<https://eres.lib.washington.edu/eres/coursepage.aspx?cid=3646>

Additionally, relevant material and updated cases from around the world will be posted. Please make sure to check the web-site on a regular basis.

Module 1: Ethics of information and professionalism

Deborah G. Johnson, 2001, Computer Ethics, 3rd. edition, New Jersey: Prentice Hall, [chapter 2](#) (philosophical justifications), [chapter 3](#) (professional ethics) and [chapter 5](#) (privacy and ethics).

Solomon Robert, 1991, "[Business Ethics](#)", in: Singer Peter (Ed.), *Companion to Ethics*, UK: Blackwell Publishing, pp.354-365.

Introna L., 2002, [The \(im\)possibility of ethics in the information age](#), *Information and Organization*, Vol. 12, pp. 84-71.

Recommended: Robert M. Mason, Kevin Gallagher, 2006, [A Pragmatic Framework for MoT Ethics: Examples from Different Professions](#) [A Working Paper]

Recommended: [Analyzing Ethical Issues](#)

Recommended: Examples of Codes of Ethics - [ACM Code of Ethics](#), [IEEE Code of Ethics](#), [ALA Code of Ethics](#)

Module 2: Introduction to policy and regulation

Greenleaf G, 1998, [An Endnote on Regulating Cyberspace: Architecture vs. Law ?](#) *University of New South Wales Journal*, Vol. 21(2),

Lessig Lawrence, 2006, [Code: Version 2.0](#), New York: Basic Books, ch. 4 and 5, pp. 38-83.

Benkler Y., 2006, [The Wealth of Networks](#), Yale University Press, Ch. 1, pp.1-28 (interesting and recommended to see the evolution of this chapter from - Benkler Y., 2003, [Freedom in the Commons, Towards a Political Economy of Information](#), *Duke Law Journal*, Vol. 52)

Birnhack Michael and Elkin-Koren Niva, 2003, [The Invisible Handshake: The Reemergence of the State in the Digital Environment](#), *Virginia Journal of Law & Technology*, 8

Cukier K.N., 2005, [Who Will Control the Internet?](#) *Foreign Affairs*, November/December

Module 3: Digital divide/s

DiMaggio P, Hargittai, Eszter, Celeste, Coral and Shafer, Steven. 2004. [Digital Inequality: From Unequal Access to Differentiated Use](#). In K Neckerman (Ed.), *Social Inequality*: 355-400. Russell Sage Foundation: New York

Barzilai-Nahon Karine, 2006, [Gaps and Bits: Conceptualizing Measurements For Digital Divide/s](#), *The Information Society*, 22(5), pp. 269-278

Dewan S. and Riggins F., 2005, [The Digital Divide: Current and Future Research Directions](#), *Journal of the Association for Information Systems*, Vol. 6(12), pp. 298-337

Cooper M. 2004. [Expanding the Digital Divide & Falling Behind on Broadband: Why Telecommunications Policy of Neglect is Not Benign](#). Consumer Federation of America, Consumer Union, The Civil Rights Forum

Module 4: Privacy

Baase S., 2003, [A Gift of Fire: Social, Legal and Ethical Issues for Computers and the Internet](#), 2nd Edition, New Jersey: Prentice Hall. Ch. 2 (Privacy and Personal Information), pp. 35-80.

Helen Nissenbaum, 2004, "[Privacy as Contextual Integrity](#)" *Washington Law Review* 79(3), p. 101-139

Samuel Warren & Louis Brandeis, [The Right to Privacy](#) *Harvard Law Review* 93 (1890)

Helen Nissenbaum, 1999, [The Meaning of Anonymity in an Information Age](#), 15 *The Information Society*, pp. 141-144

Alan F. Westin, 2003, "[Social and Political Dimensions of Privacy](#)", *Journal of Social Issues* 59(2), pp. 431-454

Amitai Etzioni, 1999, [The Limits of Privacy](#), New York: Basic Books, pp.183-215

Lee G, 1997, [Addressing Anonymous Messages in Cyberspace](#), *JCMC* Vol. 2(1)

Module 5: Freedom of speech and control of information

For overview before reading the others: Baase Sara, 2003, [A Gift of Fire: Social, Legal and Ethical Issues for Computers and the Internet](#), 2nd Edition, New Jersey: Prentice Hall. Ch. 5 (Freedom of Speech in Cyberspace), pp. 192-223.

Sunstein Cass, 2001, [Republic.com](#), Princeton: Princeton University Press, chapter 1

Lessig Lawrence, 2006, [Code: Version 2.0.](#), New York: Basic Books, ch. 12, pp. 233-276.

Barzilai-Nahon, 2008, [Toward a Theory of Network Gatekeeping: A Framework for Exploring Information Control](#), *Journal of the American Information Science and Technology*, Vol. 59(9), pp. 1493-1512.

Balkin Jack, 2004, [Digital Speech and Democratic Culture: A Theory of Freedom of Expression for the Information Society](#), *NYU Law Review* 79(1)

[Report to Congress, Children's Internet Protection Act](#), Study of Technology Protection Measures, Pub.L.106-554, August 2003, Department of Commerce, NTIA,

Mary Minow (2004) "[Lawfully Surfing the Net: Public Library Internet Filters to Avoid More Lawsuits in the United States.](#)" Vol. 9, Issue 4. [First Monday](#)

Recommended: Privacy International, GreenNet Education Trust. 2003. [Silenced: An International Report on Censorship and Control of the Internet](#): 136. Privacy International, GreenNet Education Trust: London, pp. 7-23.

APPENDIX : MISCELLANEOUS:*Students with Disabilities*

To request academic accommodations due to a disability, please contact Disabled Student Services: 448 Schmitz, 206-543-8924 (V/TTY). If you have a letter from DSS indicating that you have a disability which requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need in the class.

Academic accommodations due to disability will not be made unless the student has a letter from DSS specifying the type and nature of accommodations needed.

Grading Criteria

General grading information for the University of Washington is available at: http://www.washington.edu/students/gencat/front/Grading_Sys.html

The UW undergraduate grading guidelines, used by the iSchool and available at <http://depts.washington.edu/grading/practices/guidelin.htm>, may be used in this class.

ACADEMIC CONDUCT:

The following paragraphs discussing academic integrity, copyright and privacy outline matters governing academic conduct in the iSchool and the University of Washington.

Academic Integrity:

The essence of academic life revolves around respect not only for the ideas of others, but also their rights to those ideas and their promulgation. It is therefore essential that all of us engaged in the life of the mind take the utmost care that the ideas and expressions of ideas of other people always be appropriately handled, and, where necessary, cited. For writing assignments, when ideas or materials of others are used, they must be cited. The format is not that important—as long as the source material can be located and the citation verified, it's OK. What is important is that the material be cited. In any situation, if you have a question, please feel free to ask. Such attention to ideas and acknowledgment of their sources is central not only to academic life, but life in general.

Please acquaint yourself with the University of Washington's resources on [academic honesty](http://depts.washington.edu/grading/issue1/honesty.htm) (<http://depts.washington.edu/grading/issue1/honesty.htm>).

Students are encouraged to take drafts of their writing assignments to the Writing Center for assistance with using citations ethically and effectively. Information on scheduling an appointment can be found at:

<http://www.uwtc.washington.edu/resources/eiwc/>

Copyright:

All of the expressions of ideas in this class that are fixed in any tangible medium such as digital and physical documents are protected by copyright law as embodied in title 17 of the United States Code. These expressions include the work product of both: (1) your student colleagues (e.g., any assignments published here in the course environment or statements committed to text in a discussion forum); and, (2) your instructors (e.g., the syllabus, assignments, reading lists, and lectures). Within the constraints of "fair use", you may copy these copyrighted expressions for your personal intellectual use in support of your education here in the iSchool. Such fair use by you does not include further distribution by any means of copying, performance or presentation beyond the circle of your close acquaintances, student colleagues in this class and your family. If you have any questions regarding whether a use to which you wish to put one of these expressions violates the creator's copyright interests, please feel free to ask the instructor for guidance.

Privacy:

To support an academic environment of rigorous discussion and open expression of personal thoughts and feelings, we, as members of the academic community, must be committed to the inviolate right of privacy of our student and instructor colleagues. As a result, we must forego sharing personally identifiable information about any member of our community including information about the ideas they express, their families, life styles and their political and social affiliations. If you have any questions regarding whether a disclosure you wish to make regarding anyone in this course or in the iSchool community violates that person's privacy interests, please feel free to ask the instructor for guidance.

Knowing violations of these principles of academic conduct, privacy or copyright may result in University disciplinary action under the Student Code of Conduct.

Student Code of Conduct:

Good student conduct is important for maintaining a healthy course environment. Please familiarize yourself with the University of Washington's Student Code of Conduct at: <http://www.washington.edu/students/handbook/conduct.html>