

Information and Values
INSC 555 Syllabus
Fall 2010

Instructor: **Dr. Karine Nahon**
Office hours: Friday 3:30-4:30 pm or by appointment
Office: Mary Gates Hall, Room 330W
Phone: (206) 685-6668
Email: karineb@uw.edu
Website: <http://eKarine.org>
Twitter: <http://twitter.com/karineb>

Class location: Johnson Hall 026
Class time: Tuesdays and Thursdays, 2:30-4:20 pm
Course website: TBA
Listserv: in555a_au10@u.washington.edu

COURSE DESCRIPTION

The overarching purpose of this course is to explore how technologies affect the exchanges of information through which people decide how to think and act in allocation of values. More specifically, we will analyze selected topics of politics of information which relate to allocation of values like privacy, control, transparency, patterns of behavior in networks, and more... Our purpose in class is not only to describe and prescribe out these phenomena, but to articulate systems of reasoning and to articulate justificatory frameworks.

COURSE OBJECTIVES:

- Students are expected to master the various theories, problems, or issues presented.
- Students are expected to be able to evaluate normative arguments of specific questions on the topics covered.
- Students are expected to develop original constructive or critical work on the topics covered.

COURSE CURRICULUM:

Sessions/Dates	Topic	Readings
1. Sept. 30	Syllabus Introduction	
2. Oct. 5	Patterns of Behavior and a general overview	Castells, 2008 Braman, 2009 Bennette and Entman, 2000 Bennette and Manheim, 2000
3. Oct. 7	Privacy – theoretical traditions	Nissenbaum, 2010 Westin, 2003 Etzioni, 1999
4. Oct. 12		
5. Oct. 14	Balancing Privacy with accountability and freedom of speech	Allen, 2003 Solove, 2004 Volokh, 2000 Schwartz, 2000
Oct. 19, Oct. 21 and Oct. 26	Yes, you can rest! (but just a little bit...)	No Frontal Class
6. Oct. 28	Transparency: grids of tension	Coleman, 2009 Noveck, 2009 Mitchell, 1998
7. Nov. 2	Control of Information: Network Gatekeeping Theory	Barzilai-Nahon, 2008 Barzilai-Nahon, 2009 Barzilai-Nahon, 2011 (forthcoming)
8. Nov. 4	Control and censorship – state level	Deibert and Rohozinski, 2008 Deibert, 2009
9. Nov. 9	Self-regulated control	Halavais, 2008 Mayer-Schonberger, 2009 Guins, 2008 Phillips, 2009
10. Nov. 11	Public Spheres	Boyd, 2011 Dahlgren, 2005 Papacharissi, 2009
11. Nov. 16	Civic and Political Engagement	Bennett, 2008 Brundidge and Rice, 2009 Bimber et al., 2009
Nov. 18	-----	No Frontal Class

12. Nov. 23	Participation and Deliberation	Freelon, 2010 (forthcoming) [further readings TBA]
13. Nov. 25	Attention of users and Power-Law distributions	Barabasi, 2001 Broder, 2000 Adamic and Glance, [further readings TBA]
14. Nov. 30	The Blogosphere as a reflection of values	Lawrence et. al, 2010 Barzilai-Nahon and Hemsley, 2011 (forthcoming) Benkler and Shaw, 2010 Sunstein, 2007
15. Dec. 2	Designing Values	Ackerman, 2008 Lievrouw, 2006 Zittrain, 2008 Shadbolt, 2010 [Video]
16. Dec. 7	Open Source: tensions of values	Margaret, 2008 Hamid and Gasser, 2008 Jason and West, 2008 Morgan et al., 2011 (forthcoming)
Dec. 9	Presentations	

READINGS:

Sept. 30 – Patterns of Behavior and a General Overview

Castells, M. (2009). *Communication Power*. Oxford University Press, USA, ch.2 pp.54-135.

Braman, S. (2009). *Change of State: Information, Policy, and Power*. The MIT Press, ch. 1-2, pp. 1-38.

Bennette Lance and Robert Entman, "Mediated Politics: An Introduction", in: Bennett, W. L., & Entman, R. M. (2000). *Mediated Politics: Communication in the Future of Democracy* (1st ed.). Cambridge University Press, ch.1 pp.1-17.

Bennette Lance and Jarol Manheim, "The Big Spin: Strategic Communication and the Transformation of Pluralist Democracy", in: Bennett, W. L., & Entman, R. M. (2000). *Mediated Politics: Communication in the Future of Democracy* (1st ed.). Cambridge University Press, ch. 13 pp.279-298.

Oct. 7,12 – Privacy – Theoretical Traditions

Nissenbaum, H. (2010). *Privacy in Context: Technology, Policy, and the Integrity of Social Life*. Stanford University Press.

Westin Alan F., 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

Oct. 14 – Balancing Privacy with Accountability and Freedom of Speech

Anita Allen, 2003, *Why Privacy Isn't Everything*, Rowman & Littlefield, ch. 1(The Theory and Practice of Accountability), pp.1-52.

Daniel J. Solove, 2004, "The Virtues Of Knowing Less: Justifying Privacy Protections Against Disclosure", *Duke Law Journal*, Vol (53)pp.967-1065.

Volokh Eugene, 2000, "[Freedom of Speech and Information Privacy: The Troubling Implications of a Right to Stop People From Speaking About You](#)", *Stanford Law Review*, Vol. (52), pp. 1049-1124.

Schwartz, "[Free Speech vs. Information Privacy: Eugene Volokh's First Amendment Jurisprudence](#)", *Stanford Law Review*, Vol. (52), pp. 1558-1572.

Oct. 28 – Transparency: Grids of Tension

Coleman Stephen, 2009, "Making Parliamentary Democracy Visible: Speaking to, with, and for the Public in the Age of Interactive Technology", in: Andrew Chadwick & Philip N. Howard (Eds.), *Routledge Handbook of Internet Politics*, Routledge. Ch. 7, pp. 86-98.

Noveck Beth, 2009, *Wiki Government: How Technology Can Make Government Better, Democracy Stronger, and Citizens More Powerful*, Brookings Institution Press, ch. 5-6, pp.107-145.

Ronald Mitchell, 1998, "Sources of transparency: information systems in international regimes." *International Studies Quarterly* 42(1), March 1998, pp. 109-130.

Nov. 2 – Control of Information: Network Gatekeeping Theory

Barzilai-Nahon, Karine. 2008. "Toward a theory of network gatekeeping: A framework for exploring information control." *Journal of the American Society for Information Science and Technology* 59(9): 1493-1512.

Barzilai-Nahon Karine, 2009, "Gatekeeping: A Critical Review", *Annual Review of Information Science and Technology*, Vol. 43, pp. 433-478

Nahon Karine, 2011, "Network Fuzziness of Inclusion/Exclusion", *International Journal of Communication* [forthcoming]

Nov. 4 – Control and Censorship: The State Level

Deibert Ronald and Rohozinski Rafal, 2008, "Good for Liberty, Bad for Security? Global Civil Society and the Securitization of the Internet", in: Deibert, R. J., Palfrey, J. G., Rohozinski, R., & Zittrain, J., *Access Denied: The Practice and Policy of Global Internet Filtering*, The MIT Press, ch. 6, pp. 123-150.

Deibert Ronald, 2009, "The Geopolitics of Internet Control: Censorship, Sovereignty, and Cyberspace", in: Andrew Chadwick & Philip N. Howard (Eds.), *Routledge Handbook of Internet Politics*, Routledge. Ch. 23, pp.323-336.

Nov. 9 – Self-Regulated Control

Halavais, A. (2008). *Search Engine Society*. Polity, ch. 5-6, pp.56-117.

Mayer-Schönberger Viktor, 2009, *Delete : the virtue of forgetting in the digital age*, Princeton, N.J. ; Woodstock : Princeton University Press, ch. 1-2 (pp.1-50) and ch. 4 (pp.92-128)

Guins, R. (2008). *Edited Clean Version: Technology and the Culture of Control*. Univ Of Minnesota Press, Introduction and ch. 1

Phillips David, 2009, "Locational Surveillance: Embracing the Patterns of our Lives", in: Andrew Chadwick & Philip N. Howard (Eds.), *Routledge Handbook of Internet Politics*, Routledge. Ch. 24, pp.337-349

Nov. 11 – Public Spheres

Boyd Danah, 2011, "Social Network Sites as Networked Publics: Affordances, Dynamics and Implications", in: Zizi Papacharissi, *A Networked Self*, Routledge, ch. 2, pp. 39-58.

Dahlgren, P. (2005). The Internet, Public Spheres, and Political Communication: Dispersion and Deliberation. *Political Communication*, 22(2), pp. 147-162.

Papacharissi Zizi, 2009, "The Virtual Sphere 2.0: the Internet, the Public SPHERE, and Beyond", in: Andrew Chadwick & Philip N. Howard (Eds.), *Routledge Handbook of Internet Politics*, Routledge. Ch. 17, pp. 230-246

Nov. 16 – Civic and Political Engagement

Bennett, W. Lance, 2008, "Changing Citizenship in the Digital Age." *Civic Life Online: Learning How Digital Media Can Engage Youth*. Edited by W. Lance Bennett. The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning. Cambridge, MA: The MIT Press, pp. 1–24.

Brundidge Jennifer and Ronald Rice, 2009, "Political Engagement Online: Do the Information Rich Get Richer and the Like-minded more Similar", in: Andrew Chadwick & Philip N. Howard (Eds.), *Routledge Handbook of Internet Politics*, Routledge. Ch. 8, 99-113.

Bimber Bruce, Cynthia Stohl and Andrew J. Flanagin, 2009, "Technological Change and the Shifting Nature of Political Organization", in: Andrew Chadwick & Philip N. Howard (Eds.), *Routledge Handbook of Internet Politics*, Routledge. Ch. 6, pp.72-85.

Nov. 23 – Participation and Deliberation

Freelon, D. G. (2010). Analyzing online political discussion using three models of democratic communication. *New Media & Society* [Forthcoming].

[more TBA]

Nov. 25 – Attention of Users and Power-Law Distributions

Barabasi Alberto, 2001, The Physics of the Web. *Physics World*.

Broder, A., Kumar, R., Maghoul, F., Raghavan, P., Rajagopalan, S., Stata, R., et al., 2000, "Graph Structure in the Web", Paper presented at the The 9th International World Wide Web Conference, Amsterdam, Holland.

L.A. Adamic and N. Glance, "The political blogosphere and the 2004 U.S. election: divided they blog," *Proceedings of the 3rd international workshop on Link discovery*, Chicago, Illinois: ACM, 2005, pp. 36-43.

[more TBA]

Nov. 30 – The Blogosphere as a Reflection of Values

Lawrence, E, J Sides, and H Farrell. 2010. "Self-Segregation or Deliberation? Blog Readership, Participation, and Polarization in American Politics." *Perspectives on Politics* 8(1): 141-157.

Barzilai-Nahon, K., & Hemsley, J. (2011). Democracy.com: A Tale of Political Blogs and Content. Presented at the HICSS-44 (Hawaii International Conference on System Sciences).

Benkler, Y., and A. Shaw, 2010, "[A Tale of Two Blogospheres: Discursive Practices on the Left and Right](#)", a working paper of the Berkman Center for Internet and Society, Harvard University.

Sunstein Cass, 2007, *Republic.com 2.0*, Princeton University Press, ch. 1, pp.1-18 and ch.6, pp.138-150.

Dec. 2 – Designing Values

Ackerman Mark, 2008, "Politics of Design: Next Generation Computational Environments ", in: Elliott, M. S., & Kraemer, K. L., *Computerization Movements and Technology Diffusion: From Mainframes to Ubiquitous Computing*. Information Today, Inc. ch. 18, pp. 481-298.

Lievrouw Leah, 2006, "New Media Design and Development: Diffusion of Innovations v Social Shaping of Technology" in: Leah A. Lievrouw and Livingstone S., *Handbook of New Media: Social Shaping and Social Consequences of ICTs*, Sage Publications, pp.246-265

Zittrain Jonathan, 2008, *The Future of the Internet: and how to Stop it*, Yale University Press, New Haven, ch.1-4, pp.1-100.

[Video] – Nigel Shadbolt, [Linked Data Networks: The Pragmatic Semantic Web](#), Presented at the ANN Seminar [\[his powerpoint can be accessed here\]](#)

Dec. 7 – Open Source: Tensions of Values

Elliott Margaret, 2008, "Examining the Success of Computerization Movements in the Ubiquitous Computing Era: Free and Open Source Software Movements", in: Elliott, M. S., & Kraemer, K. L., *Computerization Movements and Technology Diffusion: From Mainframes to Ubiquitous Computing*. Information Today, Inc. ch. 13, pp. 359-380.

Ekbia Hamid and Les Gasser, 2008, "Seeking Reliability in Freedom: The Cas of F/OSS", in: Elliott, M. S., & Kraemer, K. L., *Computerization Movements and Technology Diffusion: From Mainframes to Ubiquitous Computing*. Information Today, Inc. ch. 14, pp. 405-426.

Dedrick Jason and Joel West, 2008, "Movement Ideology vs. User Pragmatism in the Organizational Adoption of Open Source Software", in: Elliott, M. S., & Kraemer, K. L., *Computerization Movements and Technology Diffusion: From Mainframes to Ubiquitous Computing*. Information Today, Inc. ch. 16, pp. 427-454

Morgan Jonathan, Robert Mason and Barzilai-Nahon Karine, 2011, "Lifting the Veil: The Expression of Values in Online Communities", i-conference 2011, Seattle [submitted]

ASSIGNMENTS AND GRADING:

Your final grade will include the following components:

Assignment	Due Date	% of grade
Participation - commentating on the readings in the class blog and class participation	During the quarter	50%
Term paper - presented the last day of class. Topic to be selected by the student in consultation with instructor.	December 9	50%

Participation:

Commentating on the Readings:

Each student is expected to summarize in brief at least one reading per lesson, commentate and raise constructive critic on it. These commentaries will be posted on the class blog and students are encouraged to comment on their colleagues' posts.

Class participation: is an essential component in the course. The number of students is small, discussion is the primary focus of class sessions so without significant participation from each student, the course would falter.

That said, not everyone need participate in exactly the same way. One or two contributions to class discussion might be of higher quality than 15 or 20. A student who is present every day and comments once or twice may contribute as much as a student who is present very little but who contributes a lot when present.

Grading for Participation:

- Everyone begins with a 4.0 grade for participation.
- The participation grade may be below 4.0 if any of the following occur (which I don't anticipate);
 - Attendance in class becomes sporadic;
 - It becomes clear that the student has not done the reading, on multiple occasions;
 - Participation becomes problematic in some sense – overly argumentative/hostile (evidence of this would be complaints by other students), nonexistent, consistently off topic, or in some other way obstructs the learning environment.

Term Paper:

At the end of the quarter you are expected to write a term paper. The term paper can be on any topic that is covered in class. It is recommended to consult with the instructor about this. Your term paper should focus on a specific research question. You are expected to do a

literature research about this research question, conduct a comparative analysis of real-cases (if appropriate) and bring first and secondary data to support your arguments.

Your written work will be graded based on its clarity, organization, balance, amount of pertinent detail included, depth and clarity of evaluative and analytical comments, and preparation. It will also be graded on the extent to which a good understanding of the material presented in the course is shown and on the extent to which directions are followed. If evaluative or analytical comments are required, they should be supported by factual evidence, either from readings or other documents. Other aspects of individual assignments may also be included in the grading.

Written work that shows a lack of understanding of subject matter, is unclear or poorly organized, contains few or irrelevant details, does not follow directions, contains little or unsubstantiated evaluative commentary, or is poorly written, prepared (e.g. typos, grammatical errors), or documented will receive low grades.

You will receive a decimal grade for this class.

[General grading information for the University of Washington is available here.](#) The iSchool has adopted its own criteria for grading graduate courses. [The grading criteria used by the iSchool for graduate courses are available here.](#)

APPENDINX: Academic Conduct

The following paragraphs discuss academic integrity, copyright and privacy concerns governing student conduct in the iSchool and the University of Washington. They apply to *all* assignments and communications in this course.

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 it is consistent, the source material can be located and the citation can be verified. In any situation, if you have a question, please feel free to ask the instructor or teaching assistant. 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.](#)

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 download or copy slides, recordings or notes for your personal intellectual use in support of your education here in the iSchool. All of these examples are copyrighted expressions, and fair use by you does not include further distribution by any means of copying, performance or presentation beyond the circle of your student colleagues in this class. 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.

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 the instructor so you 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.

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](#).