

VSU MLIS Program  
MLIS 7610 Syllabus  
Information Policy  
Summer 2011

Classes Begin        June 6  
Classes End         July 26

Instructor: Wallace Koehler, PhD

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### ***Office Hours***

Because this is a Web-based course, I will post no formal office hours. I can be reached by phone during normal business hours, by e-mail 24-7 at [wkoehler@valdosta.edu](mailto:wkoehler@valdosta.edu), and appointments can be made as needed. Phone 229 333 5966.

### ***Technical Requirements***

Students must have access to the WWW. In additions, all students must have and use a VSU e-mail address. We will communicate for purposes of the course within BLAZEView. Non-course related correspondence should be directed to my VSU e-mail address.

### ***Course Description***

Prerequisite or Corequisite: MLIS 7000 or consent of instructor. Study of governmental information policy processes at local, state, federal, and international levels. While this is an information policy course designed for library students, broader issues are also considered.

### ***Core Competencies (CC), and Student Learning Outcomes (SLO)***

In this course students will be exposed to information, information policy, information politics, information technology, and information economics at both the national and international levels. Successful students will be able to:

#### **Student Learning Outcomes:**

1. Identify key arenas and substantive issue areas in information policy, such as privacy, intellectual property, access to information, media deregulation, and national networking initiatives. 2. Enumerate major policies related to the creation, collection, organization, storage, retrieval, repackaging, dissemination, utilization, archiving, management, and destruction of publicly-held information
3. Identify major stakeholders are in information policy development and
4. Explore the interplay between policy, technology, and economic interests on local, national and global scales.

### **Core Competencies Addressed:**

#### 1.0 Foundations of the Profession

- 1.13. Political economy of information
- 1.14. Policies and trends of significance to the LIS profession (local, national, international, social, public, economic, cultural, and those related to information)
- 1.16. The legal framework within which libraries and information agencies operate
- 1.17. Intellectual property
- 1.18. Copyright
- 1.19. Intellectual freedom and censorship

#### 4.0 Administration and Management

- 4.1. Planning in libraries and other information agencies

### ***Textbook***

Lester, June and Wallace Koehler (2007). *Fundamentals of Information Studies*. 2ed. New York: Neal-Schuman.

### ***Assignments***

It is assumed that all students are familiar with the policy making process of the US federal government.

Formal written assignments: three papers not to exceed ten (10) pages, 11 pt, 1.5 space, 1 inch margins. Each paper will represent 25% of grade. All written assignments must have at least ten references (not including the assigned text).

On-line discussion each week is required. Discussion represents 25% of grade. A subject will be posted each week to the discussion section of BLAZEView. Be sure

to document discussion statements with citations to the literature (at least one reference). Suggestions for possible discussion issues are welcome. Demonstrate a tie of your contribution to the learning outcomes.

**Written Assignment 1:** This assignment focuses on state and local information policy. We will focus, for our purposes, on public and academic libraries as information vehicles. Choose a public or academic library system. Consider and describe the governance of that system as it relates to collection development. Who makes acquisition and de-acquisition decisions? What are the challenges library management faces in acquisition and de-acquisition decisions? How are challenges to the collection processed? By whom? **Due June 17.**

**Written Assignment 2:** Information policy and the economics of information are inextricably intertwined. Consider the political and economic implications of a US policy decision. Discuss the key players and beneficiaries of the policies. Who gains, who loses? What are the gains and losses? There is a range to choose from. Contemporary examples include the TEACH Act, Network Neutrality, Internet domain names, media consolidation, Open Access, software licensing, and so on. You may select a topic from this list or choose another of interest to you. **Due July 2.**

**Written Assignment 3:** Copyright has undergone a long and tortuous path. Prepare a paper that briefly charts the evolution of copyright practice and intellectual property doctrine in the United States. Then, as a major focus for the paper, consider how copyright law and intellectual property effect present day library practice. Consider copyright and intellectual property within the context of both the public and academic library. For example, what impact does copyright and intellectual property regulation have on electronic reserve and online database access? **Due July 26.**

## ***Suggested Supplemental Readings***

This is a research oriented course – it includes both reading and writing. The following are suggested as possible *beginning* resources. These are only suggestions. There is a vast and growing literature.

Browne, Mairead. (1997a). The field of information policy: 1. Fundamental concepts. *Journal of Information Science*, 23(4), 261-275.

Foerstel, Herbert (2004). *Refuge of a Scoundrel: The Patriot Act in Libraries*. Westport, CT: Libraries Unlimited.

Hernon, Peter. (1994). Information life cycle: Its place in the management of U.S. government information resources. *Government Information Quarterly*, 11(2), 143-170.

Hernon, Peter, & McClure, Charles R. (1991). United States information policies. In Wendy Schipper and M. Cunningham (Eds.), *National and international information policies* (pp. 3-48). Philadelphia, PA: National Federation of Abstracting and Information Services.

Koehler, Wallace "Network Neutrality in Play Again" Information Today NewsBreak, August 16, 2010.  
<http://newsbreaks.infotoday.com/NewsBreaks/Network-Neutrality-in-Play-Again-69397.asp>

MacQueen, Hector, Charlotte Waelde, Graeme Laurie, and Abbe Brown  
*Contemporary Intellectual Property: Law and Policy*. Oxford: Oxford University Press, 2008

Newman, Simon and Wallace Koehler, "Copyright: Moral Rights, Fair Use, and the Online Environment." *Journal of Information Ethics* 13, 2 2004: 38-57.

Office of E-Government & Information Technology  
<http://www.whitehouse.gov/omb/e-gov/>

Russell, Carrie (2004). *Complete Copyright: An Everyday Guide for Librarians*. Chicago: ALA OITP.

Shapir, Carl, & Varian, Hal R. (1997). US Government Information Policy. Berkeley: University of California. Available:  
<http://www.sims.berkeley.edu/~hal/Papers/policy/policy.html> Link valid as of March 1, 2011

Vaagan, Robert and Wallace Koehler "Intellectual property rights versus public access rights: Ethical aspects of the DeCSS decryption program" *Information Research* 10, 3, 2005 <http://informationr.net/ir/10-3/paper230.html>.

Webster, Frank, ed. *Theories of the Information Society*. 3 ed. NY: Routledge, 2006.

Zittrain, Jonathan *The Future of the Internet--And How to Stop It* New Haven: Yale University Press, 2008

### ***Grades***

Individual assignment weights are provided above. Final grades will be assigned as follows:

A – 91-100

B – 81-90

C – 71-80

D – 61-70

F – 0-60

### ***University Policies***

Please become aware of and be guided by these VSU policies.

Access Office for Students with Disabilities: <http://www.valdosta.edu/access/>

Academic Dishonesty

<http://www.valdosta.edu/academic/AcademicDishonesty.shtml>

Student Code of Conduct:

<http://www.valdosta.edu/judicial/AcademicStudentConductCode.shtml>

Equal Opportunity Statement:

<http://www.valdosta.edu/ose/aboutus/eos.shtml>

Sexual Harassment:

<http://www.valdosta.edu/legal/shp.shtml>