

**University of Calgary**  
**Department of Communication, Media and Film**

**COMS 591 S01**  
**CAPSTONE SEMINAR IN COMMUNICATION AND MEDIA: INTERNET POLICY**  
**WINTER 2022**

**Wed. Jan. 12 – Wed. Apr. 6 (excluding Wed. Feb. 23)**

**W 11:00-13:45**

**IMPORTANT NOTE FOR IN-PERSON COURSE DELIVERY**

**Note:** This course will be delivered in-person. If you are unable to participate in-class owing to time differences or geographical location, please arrange to take this course in a future term

<b>Instructor:</b>	Tamara Shepherd
<b>Office:</b>	SS 236
<b>Email:</b>	tamara.shepherd@ucalgary.ca
<b>Web Page:</b>	D2L (access via MyUofC portal)
<b>Office Hours:</b>	Tuesdays 12-2pm, or by appointment (online)

**Course Description**

This course considers the topic of internet policy: how the internet is regulated as a public good. Topics covered will include network neutrality, data privacy, digital copyright, and freedom of expression. While the focus of the course will be on Canadian internet policy, we will also cover other international regulatory contexts. Students will undertake a major project that integrates their understanding of communication theory, history and methodology in an analysis of internet policy issues.

**Additional Information**

The weekly schedule of topics and readings can be found at the end of this outline or on D2L. Students are responsible for reading and following all course and university policies discussed in this outline.

**Objectives of the Course**

By the end of this course, students should be able to

- demonstrate familiarity with internet policy issues
- explain how Canadian and other governments regulate the internet
- suggest policy recommendations based on scholarly research
- work effectively individually and cooperatively in groups, and hand work in on time
- develop presentation style and other research and writing skills

**Textbooks and Readings**

All readings will be posted to D2L; see reading list below. Students are expected to have all readings completed **prior** to scheduled class times in order to contribute effectively during class discussions and activities.

## Learning Technologies and Requirements

In order to complete courses, University of Calgary students are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates, with current antivirus software enabled;
- Broadband internet connection, and a current and updated web browser;
- A webcam (built-in or external), and a microphone and speaker (built-in or external) or headset with microphone (for online courses only).

If you need access to other software programs to complete assignments, your instructor will provide relevant information and links.

If you have technical difficulties, contact IT support services. See <https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-information-technologies-it.html>

## Policy on the Use of Electronic Communication Devices

Please familiarize yourself with the University's policy on the recording of lectures, which is outlined at <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>, and carefully review the section on Instructor Copyright at the end of this outline.

## Assignments and Evaluation

Weight	Course components	Due
10%	<b>Attendance and participation</b> This is a seminar course, and so a significant portion of course time will be devoted to class discussion. All students are expected to be present, to have done the assigned readings, and to offer considered contributions to class discussion.	<b>Throughout the term</b>
25%	<b>Privacy threat analysis</b> In pairs, students submit a 3-4 page (900-1200 word) report on a particular privacy threat, which will be assigned by the instructor. This report should explain the privacy threat, relate it to Canada in some way, and discuss how regulation could help mitigate the threat. Students will also prepare a 5-minute synopsis of the paper to present to the class on February 2.	<b>February 2</b>
25%	<b>Remix assignment</b> Individually or in groups of 2 or 3, students will produce a critical media remix with an accompanying artist statement of 2-3 pages (600-900 words). The remix can be a text, image, audio or video. The artist statement must relate the remix to the concepts of free culture and copyright. Remixes will be posted to the D2L discussion board to share with the class.	<b>March 9</b>
10%	<b>Paper proposal presentation</b> Students will offer a 5-minute presentation that acts as a proposal for their final papers. This will help to clarify students' ideas for the final paper and allow them to provide and receive feedback on their idea from their instructor and peers.	<b>March 30</b>

30%	<p><b>Final paper</b></p> <p>Students will write a major paper (8-12 pages; 2000-3000 words) that considers two key internet policy issues, chosen from a list provided by the instructor. The paper will include a primer on each of the two issues that describes the issues and discusses how they are related by situating them in relation to a real-world example. Students will support their primer by integrating a review of scholarly literature with some news sources to demonstrate current debates in internet policy. The paper should conclude with policy proposals.</p>	April 13
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**Registrar-scheduled Final Examination:** No

**Note:** You must complete all assignments and exams or a course grade of F may be assigned at the discretion of the instructor.

**Submission of Assignments**

Please submit all assignments in class or on D2L, per the instructions provided for each assignment. Include your name and ID number on all assignments. Be sure to keep a copy of each submitted assignment and to submit the proper version.

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. Please note that instructors may use audio or video recording for lesson capture, assessment of student learning, and self-assessment of teaching practices.

**Policy for Late Assignments**

Assignments submitted after the deadline may be penalized with the loss of 5% or a partial letter grade (e.g.: A- to B+) for each day late.

**Student Accommodations**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. For the full policy on Student Accommodations, see <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require a medical note. For information on the use of a statutory declaration, see the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

**Expectations for Writing**

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

## Grading & Department of Communication, Media and Film Grade Scale

The following table outlines the grade scale percentage equivalents used in the Department of Communication, Media and Film. Final grades are reported as letter grades. For components graded using percentages or numerical scores, those values will be used directly in calculating the final course grade, while for components graded using letter grades, the letter grades will be converted to the midpoint values listed in the final column of the table below in calculating the final course grade.

In this course, all assignments will be graded as letter grades.

Grade Point Value	Description	Grade	Dept of CMF grade scale equivalents*	Letter grade % equivalent for calculations*
4.00	Outstanding performance	A+	96 - 100%	98.0%
4.00	Excellent performance	A	90 - 95.99%	93.0%
3.70	Approaching excellent performance	A -	85 - 89.99%	87.5%
3.30	Exceeding good performance	B+	80 - 84.99%	82.5%
3.00	Good performance	B	75 - 79.99%	77.5%
2.70	Approaching good performance	B-	70 - 74.99%	72.5%
2.30	Exceeding satisfactory performance	C+	65 - 69.99%	67.5%
2.00	Satisfactory performance	C	60 - 64.99%	62.5%
1.70	Approaching satisfactory performance	C-	55 - 59.99%	57.5%
1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	D+	53 - 54.99%	54.0%
1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject	D	50 - 52.99%	51.5%
0.00	Failure. Did not meet course requirements.	F	0 - 49.99%	0%

\* Column 4: If percentages are used to calculate final grades, then grades falling within these ranges will be translated to the corresponding letter grades. Column 5: These percentage equivalents will be used for calculating final grades unless an alternative method of final grade calculation is outlined above.

## Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin.** Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at [https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)

If you need help with your writing or have questions about citing sources, consult your instructor or visit the Student Success Centre, Taylor Family Digital Library. To book an appointment, go to <https://ucalgary.ca/student-services/student-success/writing-support>

### **Instructor Intellectual Property & Copyright Legislation**

Course materials created by the instructor (including lectures, course outlines, presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

To ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes & electronic versions of textbooks), all students are required to read the *University of Calgary Policy on Acceptable Use of Material Protected by Copyright* at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> and the requirements of the *Copyright Act* (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

### **Academic Misconduct**

For information on academic misconduct and its consequences, please see the *University of Calgary Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **Research Ethics**

Whenever you perform research with human participants, including surveys, interviews, or observations as part of your university studies, you are responsible for obtaining research ethics approval and for following university research ethics guidelines. In some cases, your instructors may apply for course-based research ethics approval for certain assignments, and in those cases, they must review and approve your research plans and supervise your research. For more information about your research ethics responsibilities, please see <https://arts.ucalgary.ca/research/arts-researchers/resources-researchers-and-instructors/ethics>

### **Deferrals of Course Work and Requests for Reappraisal**

For university regulations and procedures related to deferral of term work, see <https://www.ucalgary.ca/pubs/calendar/current/g-7.html>

For information about deferrals of final examinations, see <https://www.ucalgary.ca/pubs/calendar/current/g-6.html>

For information about requesting a reappraisal of course work or of a final grade, see <https://www.ucalgary.ca/pubs/calendar/current/i.html>

## Student Support Services and Resources

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk. For resources on D2L, Zoom, Yuja, etc., see <https://elearn.ucalgary.ca/resources-for-students/>. (Find the topic menu under the icon to the left of the ELEARN banner.)

## Schedule of Lecture Topics and Readings

1	Jan 12	How is the internet regulated?	
2	Jan 19	Access	
	Readings:	<ul style="list-style-type: none"> <li>• <i>Telecom Regulatory Policy CRTC 2016-496</i></li> <li>• Howard, Busch &amp; Sheets (2010), "Comparing Digital Divides"</li> </ul>	
3	Jan 26	Network neutrality	
	Readings:	<ul style="list-style-type: none"> <li>• <i>Telecom Decision CRTC 2017-105</i></li> <li>• Barratt &amp; Shade (2007), "Net Neutrality"</li> </ul>	
4	Feb 2	Privacy	Privacy threat analysis due
	Reading:	<ul style="list-style-type: none"> <li>• Shade (2008), "Reconsidering the Right to Privacy in Canada"</li> </ul>	
5	Feb 9	Surveillance	
	Readings:	<ul style="list-style-type: none"> <li>• <i>Personal Information Protection and Electronic Documents Act (PIPEDA)</i></li> <li>• Lyon (2014), "Surveillance, Snowden, and Big Data"</li> </ul>	
6	Feb 16	Copyright	
	Readings:	<ul style="list-style-type: none"> <li>• <i>Copyright Modernization Act</i></li> <li>• Menard (2016), "Copyright, Digital Sharing, and the Liberal Order"</li> </ul>	
7	Feb 23	NO CLASS: Reading Week	
8	Mar 2	Free culture	
	Reading:	<ul style="list-style-type: none"> <li>• Lessig (2004), selections from <i>Free Culture</i></li> </ul>	
9	Mar 9	Freedom of expression	Remix assignment due
	Reading:	<ul style="list-style-type: none"> <li>• Klonick (2018), "The New Governors"</li> </ul>	
10	Mar 16	Content regulation	
	Reading:	<ul style="list-style-type: none"> <li>• Government of Canada (2021), Online Harms Discussion Guide</li> <li>• Roberts (2019), "Understanding Commercial Content Regulation"</li> </ul>	
11	Mar 23	NO CLASS: Independent work period	
12	Mar 30	Paper proposal presentations	

<b>13</b>	<b>Apr 6</b>	<b>Wrap up: The Public Interest</b>
	Reading:	<ul style="list-style-type: none"><li>• Shade (2008), "Public Interest Activism in Canadian ICT Policy"</li></ul>
<b>14</b>	<b>Apr 13</b>	<b>No class: Final paper due on D2L</b>