INSTRUCTOR:
Michael Zimmer, PhD
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E-mail: zimmerm@uwm.edu
Office hours: by appointment

CATALOG DESCRIPTION:
Graduate seminar on information privacy, undertaking a multi-faceted, multi-disciplinary examination of the relationships between information, technology, law and privacy in our digital society.

COURSE GOAL:
The goal of this course is for students to delve deeply into the multi-disciplinary terrain of information privacy law and scholarship, synthesize and critically compare positions and perspectives on privacy, and engage in research to apply this knowledge to a specific case or context of interest. We will address issues of information privacy across numerous domains, including online privacy, locational privacy, and intellectual privacy.

STUDENT LEARNING OBJECTIVES:
Upon successful completion of the course, students will:
1. Understand and critically evaluate various positions and perspectives of information privacy.
2. Be able to identify and describe how particular information technologies present challenges to conceptions of privacy, privacy laws, and social norms of information flow.
3. Synthesize course material to and apply to a research project on a particular case.

MLIS CORE COMPETENCIES ADDRESSED:
- *Foundations of the Profession*: National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession.
- *Technological Knowledge and Skills*: The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.

METHOD OF INSTRUCTION & LEARNING:
This course is designed as a seminar, where students and the instructor – working together – examine a number of issues from both theoretical and applied perspectives. As such the course will require significant active engagement on the part of students to contribute to the learning experience. As an online course, we will rely on short video-based introductions to the readings, and robust online discussions within D2L.

WORKLOAD:
This is a 3-credit, 700-level seminar course that meets weekly for 2.5 hours of in-class interaction. As a general rule of thumb, I’d expect you to spend about 4 hours outside of class to prepare for each hour of a 700-level
class. Thus, you can expect to spend 10 hours each week preparing for class or working on assignments, in addition to the course meeting time itself.

**PREREQUISITES:**
- Graduate student standing; INFOST 501 (for SOIS graduate students), or permission of instructor

**COURSE MATERIALS:**
Required texts: (available at uwm.ecampus.com or other online booksellers)

All additional readings available via D2L

**COURSE SCHEDULE:**

**Week 1: May 30, 2017**
*Introduction to Information Privacy*
- Givens, Ch. 1 “Introduction to Information Privacy” & Ch. 2 “Protecting Information Privacy: A Professional Imperative”
- Solove & Schwartz, pp. 40-75

**Week 2: June 5, 2017**
*Privacy Law and Regulation*
- Givens, Ch. 3 “Major U.S. Privacy Protections: Laws, Regulators, and Approaches to Enforcement”
- Solove & Schwartz, pp. 10-39, 79-209 (skim)

**Week 3: June 12, 2017**
*International & Intercultural Perspectives on Privacy*
- Givens, Ch. 7 “Global Information Privacy”

**Week 4: June 19, 2017**
*Privacy Attitudes and Behavior*
- Hoofnagle, C., King, J., Li, S., & Turow, J. (2010). How different are young adults from older adults when it comes to information privacy attitudes and policies? https://ssrn.com/abstract=1589864

**Week 5: June 26, 2017**

**Digital Privacy**
- Givens, Ch. 4 “Privacy Literacy”
- Solove & Schwartz, pp. 324-382; 425-505

**Week 6: July 3, 2017**

**Intellectual Privacy**
- Givens, Ch. 2 “Protecting Information Privacy: A Professional Imperative” and Ch. 5 “Information Privacy in Libraries”

**Week 7: July 10, 2017**

**Strategies for Privacy**
- Givens, Ch. 6 “Privacy Policies and Programs”
Week 8: July 17, 2017
Work on Research Paper Proposal (due July 21 – see below)

Weeks 9-10: July 24 – August 5, 2017
Work on Research Paper (final paper due August 5 – see below)

COURSE ELEMENTS & REQUIREMENTS:

1. Weekly Segments:
   a. This online course is broken into 10-weeks: 7 weeks of primary course content, 1 week to prepare and get feedback on a research paper proposal, and 2 weeks to work on your final research paper. A course of this nature usually is over 16 weeks in a non-summer semester, so given the condensed format, there is a lot of information packed into each week. If you fall behind, it will be difficult to catch up. Don’t fall behind…
   b. It is each student’s responsibility to do the readings, setting aside enough time so you are not rushing through them. I’d suggest jotting down notes or questions that you can use for the discussion/participation element (see below).
   c. Short lecture videos will be posted by Monday morning each week providing a walkthrough of the week’s core concepts and issues. Students are expected to carefully read/view these files to guide their understanding of the readings and core issues. I suggest taking notes while you read/watch, and bring up questions or issues in the discussion/participation element (see below).

2. Weekly Discussion Leader: (20% of final grade)
   a. Each student will be required to lead online discussions during a particular week. Assignments will be posted in the first week of class. Depending on the size of the course, there might be more than one student assigned in a particular week.
   b. Discussion leaders are required to initiate class discussion by posting a minimum 300-word commentary on the week’s topic and/or assigned readings, and should prompt classmates to consider a particular issue or question(s) to discuss. Discussion leaders will be expected to post their commentary no later than noon Monday of the assigned week. At that point, the rest of the class will be expected to pick up on discussion through the remainder of the week. The discussion leader is expected to read and react to any responses left in the discussion thread.

3. Participation: (30% of final grade)
   a. All students are expected to actively and constructively participate in class through the weekly discussion threads created by the Discussion Leader (above). I will be tracking contributions by each student for the “Participation” grade element. If you make well-informed and relevant contributions on a consistent basis, then you should score very well (simply posting a response of “I agree” is not sufficient). However, do not feel you need to hog the discussion – online discussion benefits from quality over quantity.
   b. As a rule of thumb, students will be expected to engage in the discussion thread by Friday of each week, and exceptional levels of participation would include returning to the threads more than once and commenting on other students’ posts and/or responding to comments left by the discussion leader.
   c. In order to accomplish participate constructively, it is imperative that you prepare for discussions – do the readings in advance, and jot down questions or things you disagree with to bring up online. Then, track the discussion and provide any additional comments as needed.

4. Review Assignment: (20% of final grade)
   a. All students are expected to complete a “Review Assignment” that could be one of two types:
i. **Book Review:** write a scholarly book review of a privacy-related book published within the past 8 years (a list of possible books will be provided on D2L). The point of a scholarly book review is not to simply summarize the content of the book (although a brief outline of the book’s structure is typically included), but to situate the intellectual merit of the book and to evaluate critically the author’s purpose, thesis, contentions, and methods of analysis. Hence, the bulk of the body of one’s review essay will be an evaluation of how convincing was the author’s presentation of the thesis, and a commentary on the book’s contribution to our understanding of privacy within the given context.

ii. **Policy Review:** critically review a library’s privacy policy (locate the library’s policy about patron data, not just a generic website privacy policy). Detail what type of information is covered in the policy (and what is left out), and how the information flows are described and/or governed. Consider the ethical and legal aspects of the current policy, and address areas where the policy is strong, where it falls short, and make suggestions for how the library could improve its privacy policy (and practices).

b. Reviews must be at least 1,000 words in length. Reviews will be posted to D2L for other members of the class to read and learn from. Discussion will be enabled; commenting on another student’s assignment will contribute to your overall participation grade. Original authors must respond to any questions posed by me or other students.

c. Students must submit their reviews any time **before 11:59pm July 14**.

5. **Research Paper:** (30% of final grade)

a. Students are required to write a final research paper focusing on (at least) one of the broad information privacy topics discussed in class. This could take the form of a conceptual or legal examination of privacy issues generated by the course material, a detailed discussion of the role of information professionals within various dimensions of privacy, an exploration of various technical aspects of information privacy, or similar topics.

b. Research papers will be graded on the basis of the quality of analysis and argument (how well it defines an issue or problem, how clearly it articulates a position or thesis regarding that issue or problem, and how well it provides argumentation, reasons, or evidence in support of its position or thesis). *Mere summary of views found in the literature constitutes an inadequate assignment.* The strength of the written presentation of your argument will also factor into your grade, so please ensure you pay attention to things such as organization, proper spelling, grammar, and syntax.

c. Students are required to write a brief proposal for their final research paper. The proposal should demonstrate a clear research statement/thesis for your paper and your preliminary thoughts as to how you will develop your argument. Five potential resources/citations should also be identified and provided (use the library databases and scholarly sources, along with news and online sources). Length should be 500-750 words. Feedback will be provided on the proposal to guide your progress on the final paper. **Proposal is due via D2L by 11:59pm Friday July 21.**

d. Final papers must cite readings used in class, as well as reliable and appropriate sources found elsewhere. The research paper should be 18-20 double-spaced pages (one inch margins and 12-point font), including references. Final papers are **due via D2L by 11:59pm Saturday August 5.**

**EVALUATION RUBRIC**

For each course requirement you will receive a score based on a 100-point scale. I will convert that raw score into a point value toward your final grade based upon the weighting of that particular assignment. For example, a score of 85 on the final research paper (worth 30% of the overall grade) would convert to 25.5 points toward your overall final grade. Your final grade will be the total of all converted point values for each course deliverable. This method allows me to provide a more precise calculation of your final grade than would be the case if I only assigned letter values throughout the semester.
Points awarded on the 100-point scale can be converted to letter grades based on the above scale, and relate to following general evaluation rubric:

A = **Excellent.** Writing demonstrates impressive understanding of readings, discussions, themes and ideas. Written work is fluid, clear, analytical, well-organized and grammatically polished. Reasoning and logic are well-grounded and examples precise.

B = **Good.** Work demonstrates a thorough and solid understanding of readings, discussions, themes and ideas. Written work is clear and competent, but is somewhat general, a bit vague, or otherwise lacking in precision. While analytical, writing presents more description than analysis. Arguments are solid but not thoroughly original or polished.

C = **Fair.** Work demonstrates a somewhat fragmented understanding of readings, discussions, themes and ideas. Shows acquaintance with readings and ideas, but not intellectual engagement. Written work is choppy and argument somewhat difficult to follow, examples are vague or irrelevant, and ideas are imprecise. Work veers toward underdeveloped ideas, off-topic sources or examples, personal anecdotes, creative writing, memoir, etc.

D = **Unsatisfactory.** Work demonstrates little understanding or even acquaintance with readings, discussions, themes and ideas. Written work is choppy, fractured and unclear. Argument follows little logical development, or work presents little discernable argument whatsoever.

F = **Failure / Unacceptable.** Work does not demonstrate understanding of topics, ideas and readings. This is also the grade for work not submitted and plagiarized work.

The final letter grade will be determined based on the following scale:

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<th>Grade</th>
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<td>A</td>
<td>94-100</td>
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<td>A-</td>
<td>91-93</td>
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<td>B+</td>
<td>88-90</td>
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<td>B</td>
<td>84-87</td>
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<td>B-</td>
<td>81-83</td>
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<td>C+</td>
<td>78-80</td>
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<td>C</td>
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**COURSE POLICIES:**

**Special Considerations:**

- Please don’t ask for extensions, make-up assignments, or extra credit (other than what might be offered to the entire class); special considerations are provided only in rare and exceptional cases. Here is UWM’s policy on “special consideration,” which I strive to follow closely:

  **Special Consideration.** The principle of equal treatment of all students shall be a fundamental guide in responding to requests for special consideration. No student should be given an opportunity to improve a grade that is not made available to all members of the class. This policy is not intended to exclude reasonable accommodation of verified student disability, or the completion of work missed as the result of religious observance, verified illness, or justified absence due to circumstances beyond the student's control. ([http://www4.uwm.edu/secu/policies/saap/upload/S29.htm](http://www4.uwm.edu/secu/policies/saap/upload/S29.htm))
Contacting Me:

- **By email:** I will respond to class-related emails during normal work hours, and will generally reply the same day as received (an e-mail sent after working hours, however, may not be replied to until the next morning). Please be sure to use your UWM e-mail account, identify yourself and the course, and *always* use proper and professional e-mail etiquette. For example, don’t start your e-mail with “Hey Mike” or end with “Kthxbai!” (There’s a good guide to student email etiquette here: [http://www.ust.udel.edu/action/Current%20Students/Academics/email.aspx](http://www.ust.udel.edu/action/Current%20Students/Academics/email.aspx))

- **In person:** I will be available for face-to-face discussions for local students by appointment.

UWM and SOIS Academic Policies:

The following links contain university policies affecting all SOIS students. Many of the links below may be accessed through a PDF-document maintained by the Secretary of the University: [http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf](http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf).

Undergraduates may also find the **Panther Planner and Undergraduate Student Handbook** useful ([http://www.uwm.edu/Dept/OSL/DOS/Handbook2005-06.pdf](http://www.uwm.edu/Dept/OSL/DOS/Handbook2005-06.pdf)). For graduate students, there are additional guidelines from the Graduate School ([http://www.uwm.edu/Dept/Grad_Sch/StudentInfo/](http://www.uwm.edu/Dept/Grad_Sch/StudentInfo/)), including those found in the **Graduate Student and Faculty Handbook**: [http://www.uwm.edu/Dept/Grad_Sch/Publications/Handbook/](http://www.uwm.edu/Dept/Grad_Sch/Publications/Handbook/).

- **Students with disabilities.** If you will need accommodations in order to meet any of the requirements of a course, please contact the instructor as soon as possible. Students with disabilities are responsible to communicate directly with the instructor to ensure special accommodation in a timely manner. There is comprehensive coverage of issues related to disabilities at the Student Accessibility Center ([http://www.uwm.edu/Dept/DSAD/SAC/MainOffice.html](http://www.uwm.edu/Dept/DSAD/SAC/MainOffice.html)), important components of which are expressed here: [http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf](http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf).

- **Religious observances.** Students’ sincerely held religious beliefs must be reasonably accommodated with respect to all examinations and other academic requirements, according to the following policy: [http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm). Please notify your instructor within the first three weeks of the Fall or Spring Term (first week of shorter-term or Summer courses) of any specific days or dates on which you request relief from an examination or academic requirement for religious observances.

- **Students called to active military duty.** UWM has several policies that accommodate students who must temporarily lay aside their educational pursuits when called to active duty in the military (see [http://www3.uwm.edu/des/web/registration/militarycallup.cfm](http://www3.uwm.edu/des/web/registration/militarycallup.cfm)), including provisions for refunds, readmission, grading, and other situations.

- **Incompletes.** A notation of “incomplete” may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantial cause beyond the student’s control, has been unable to take or complete the final examination or some limited amount of other term work. An incomplete is not given unless the student proves to the instructor that s/he was prevented from completing course requirements for just cause as indicated above ([http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf)).

- **Discriminatory conduct (such as sexual harassment).** UWM and SOIS are committed to building and maintaining a campus environment that recognizes the inherent worth and dignity of every person, fosters tolerance, sensitivity, understanding, and mutual respect, and encourages the members of its community to strive to reach their full potential. The UWM policy statement ([http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf)) summarizes and defines situations that constitute discriminatory conduct. If you have questions, please contact an appropriate SOIS administrator.

- **Academic misconduct.** Cheating on exams and plagiarism are violations of the academic honor code and carry severe sanctions, ranging from a failing grade for a course or assignment to expulsion from the
University. See the following document (http://www.uwm.edu/Dept/OSL/DOS/conduct.html) or contact the
SOIS Investigating Officer (currently the Associate Dean) for more information.

- **Complaints.** Students may direct complaints to the SOIS Dean or Associate Dean. If the complaint
  allegedly violates a specific university policy, it may be directed to the appropriate university office
  responsible for enforcing the policy.

- **Grade appeal procedures.** A student may appeal a grade on the grounds that it is based on a capricious or
  arbitrary decision of the course instructor. Such an appeal shall follow SOIS appeals procedures or, in the
  case of a graduate student, the Graduate School. These procedures are available in writing from the
  respective department chairperson or the Academic Dean of the College/School
  (http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S28.htm).

- **Examinations, Finals.** The Secretary of the University is authorized to prepare the final examination
  schedule. The time of the final examination for an individual or a class may be changed only with the prior
  approval of the dean or director of the respective college/school. The change will involve a postponement to
  a later date. For individuals with exam conflicts, a separate week at the very end of the exam week will be
  reserved to take one of the conflicting exams
  (http://www.uwm.edu/Dept/SecU/acad+admin_policies/S22.htm).

- **D2L and Student Privacy:** Certain SOIS courses utilize the instructional technology Desire to Learn (D2L)
  to facilitate online learning. D2L provides instructors the ability to view both individual data points and
  aggregate course statistics, including the dates and times individual students access the system, what pages a
  student has viewed, the duration of visits, and the IP address of the computer used to access the course
  website. This information is kept confidential in accordance with the Family Educational Rights and Privacy
  Act (FERPA), but may be used by the instructor for student evaluation within the constraints of this
  particular course.