



*We acknowledge the original and ongoing presence of the Seneca Nation, a member of the Haudenosaunee / Six Nations Confederacy, in whose territories the University at Buffalo operates.*

## **LIS 580: Information Policy**

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### **Instructor Information**

Instructor: Saguna Shankar, Ph.D., MLIS ([she / her](#))

Office Location: 549 Baldy Hall (North Campus)

E-mail: [sagunash@buffalo.edu](mailto:sagunash@buffalo.edu)

Phone: (716) 645-1481

Office Hours: By appointment—e-mail to request a meeting, suggesting a few times you

are available.

## Course Information

Program: Information and Library Science

Semester: Fall 2024

Dates: 8/26/2024–12/9/2024

Credits: 3

Type of Instruction: Lecture

Delivery Mode: Online

Location: Remote

Learning Management System: [UB Learns](#)

Course Prerequisites: None

This course satisfies the *Professional Skills* category of the [Plan of Study](#). As per the [Handbook](#), successful completion of this course is defined as completion with a grade of C or better or with a grade of S.

## Course Description

Your participation in this course will empower you to identify, interpret, and develop policy to guide the use of information and technologies. You will become aware of ethical, legal, and societal matters as these issues have developed over time and across various contexts (e.g., a library's policy in relation to intellectual property, a technology corporation's privacy policy, a national or international internet policy).

## Learning Outcomes

Upon completion of this course, students will be able to:

- Communicate about the purpose of information policy
- Contribute to information policy deliberations and documents
- Analyze ethical values in relation to policies controlling information, technologies, and information organizations
- Identify implications of information policy by considering groups who would be or have been affected by it
- Describe examples of how information policy legislation and regulation has developed over time in the United States
- Compare and contrast information policies at different levels (i.e., organizational, professional, state, domestic, international)
- Propose information policy strategies to work towards particular objectives, such as upholding information access, cultural practices, privacy, accountability of governments and corporations, and social and ecological justice

- Reflect on the analysis and development of information policy as an iterative process

This course addresses the following Master of Science in Information and Library Science (MS ILS) [program goals](#):

1. Graduates demonstrate theoretical and conceptual understanding of information science, including the creation, representation, organization, retrieval, dissemination, use and curation of information.
2. Graduates are prepared to apply disciplinary knowledge and skills in a variety of information contexts.
3. Graduates demonstrate professional competences, including leadership, critical and analytical thinking, research, communication, collaboration, cultural competence, reflective practice, and adherence to professional ethics.
4. Graduates demonstrate values, attitudes and behaviors that are essential for information and library professionals, including diversity, equity and inclusion.

### **Mode of Instruction**

This is a remote and asynchronous course. All course materials will be available through UB Learns, [UB Libraries](#), or the Web.

The objectives for this course will be accomplished through the following:

- Video lectures
- “Readings” from book chapters, journal articles, conference papers, podcasts, videos, news media articles, and policy documents
- Individual assignments

### **Managing your Time**

In this course, each week will begin on Monday at 9:00 AM EST / EDT, except for [holidays officially observed by the University and Fall / Spring Break](#). In accordance with our Weekly Course Schedule listed in this syllabus, materials will be available on UB Learns at the beginning of each week. I will post assigned activities for a particular week in UB Learns at the beginning of the week, and those activities should be completed six days later, by Sunday at 11:59 PM—unless otherwise specified.

In addition, you may find it helpful to familiarize yourself with the university’s [Academic Calendar](#) and consider your other commitments as you plan to complete this course’s deliverables.

## Course Technologies & Required Technology Skills

You must have a UBITName to log in to UB Learns and access the course materials. If you do not have a UBITName, please contact the [UB Information Technology \(UBIT\) Help Center](#) at (716) 645–3542 or [ubithelp@buffalo.edu](mailto:ubithelp@buffalo.edu).

Reliable access to the Web on a device capable of accessing UB Learns is required. A detailed description of course technology requirements may be found in the [UB Student Computer Standards](#).

For general questions about course technologies, please contact the UBIT Help Center. For questions about UB Learns, please see [UB Learns for Students](#). You can contact UB Learns at (716) 645–6188 or [ublearns@buffalo.edu](mailto:ublearns@buffalo.edu).

You are expected to have [Prerequisite Technology Skills](#). It is your responsibility to gain proficiency to successfully complete the course objectives and assignments.

The University at Buffalo provides students with free licenses for a number of software programs, including Microsoft 365. Please visit <http://www.buffalo.edu/ubit/service-guides/software.html> for more information.

## University Libraries

You have full access to the [University Libraries](#) resources and services. Through the University Libraries, you have online access to many full-text databases, including: [Library Literature & Information Science](#) and [Library, Information Science & Technology Abstracts](#). You can also request physical and electronic materials using the [Delivery+](#) service.

[Molly Dahl Poremski](#) is the Information Science subject librarian, and is available by phone: (716) 645–7750 and e-mail: [poremski@buffalo.edu](mailto:poremski@buffalo.edu).

If you have a general reference question, you can also use the [Instant Librarian](#) chat service.

## Course Assignments

Please refer to UB Learns for instructions on how to complete each of the following assignments, which offers comprehensive guidelines on assignment instructions and due dates. It is essential that you read the full assignment descriptions on UB Learns before starting on each assignment. Note that the descriptions below are solely for your quick reference regarding due dates, weighting, and program goals.

<i>Assignment</i>	<i>Due Date</i>	<i>Weight</i>	<i>MS ILS Goals</i>
Assignment 1: Discussion Questions	Two times between Weeks 3–11; Sign up by September 1 (Week 1)	10% (2 × 5%)	1, 2, 3
Assignment 2: Cautionary Tale Presentation	November 3 (Week 10)	25%	1, 2, 3
Assignment 3, Part A: Policy Briefing Proposal	October 6 (Week 6)	10%	1, 2, 3, 4
Assignment 3, Part B: Policy Briefing Presentation	November 17 (Week 12)	10%	1, 2, 3, 4
Assignment 3, Part C: Policy Briefing	December 8 (Week 14)	40%	1, 2, 3, 4
Participation	Throughout the semester	5%	1, 2, 3, 4

## Grading Policy

This course uses a letter grading system. Grades for this course will be similar to assessments of performance in a typical workplace:

- A = Outstanding,
- B = Meets expectations,
- C = Needs improvement,
- D = Unacceptable quality, and
- F = No effort to perform in the course.

For each letter grade, a plus (+) or minus (–) may be used.

You are expected to submit assignments by the due date. Typically, late work is assessed at 5% of final mark per day, up to seven days, after which work will not be accepted. If you submit your work after the posted due date and time, you will 1) receive less feedback and 2) wait longer to receive your grade. Grace periods (i.e., no late deduction) may be offered under special circumstances when you contact the instructor 24 hours in

advance of the due date.

Assignment feedback and grades will be posted throughout the semester in UB Learns. Final grades will be available through the [HUB Student Center](#).

The assignment of an incomplete grade (I) is at my discretion, and is only given in exceptional circumstances. Furthermore, you must have a passing average in coursework already completed. You must make a request for an incomplete grade in writing with me before the last day of final examinations. A detailed description of an interim grade of incomplete may be found in the [Graduate Incomplete Policy](#).

### Your Responsibilities

- Keeping up to date with information shared via UB Learns.
- Completing assignments as described in UB Learns.
- Staying on top of required materials. In addition, I encourage you to seek out further scholarly articles and news media, as well as other “hot off the press” pieces that connect to information policy issues, which will help you extend your own and your peers’ learning.

### Weekly Course Schedule

You are responsible for completing all readings by the dates noted in the course schedule:

<i>Date</i>	<i>Topic</i>	<i>Required &amp; Recommended Materials</i>
Week 1 Aug. 26–Sept. 1	Introduction	<p><i>Note:</i> Sign up for Assignment 1 by the end of the week.</p> <p style="text-align: center;"><u><i>Required</i></u></p> <p>Read this syllabus and the assignment descriptions on UB Learns.</p> <p>Bardach, E., &amp; Patashnik, E. M. (2015). Introduction. In <i>A practical guide for policy analysis: The eightfold path to more effective problem solving</i> (5th ed., pp. xv–xx). CQ Press.</p> <ul style="list-style-type: none"> <li>• <i>PDF available on UB Learns.</i></li> </ul> <p>Bardach, E., &amp; Patashnik, E. M. (2015). Part I, The</p>

eightfold path. In *A practical guide for policy analysis: The eightfold path to more effective problem solving* (5th ed., pp. 1–82). CQ Press.

- PDF available on UB Learns.

Recommended

ACM Technology Policy Council. (n.d.). *ACM TechBriefs*. Association for Computing Machinery. <https://www.acm.org/public-policy/techbriefs>

Bender, E. M. & Hanna, A. (Hosts). (2024, June 10). AI overviews and Google’s adtech empire [Video]. In *Mystery AI Hype Theater 3000*. Distributed AI Research Institute. <https://peertube.dair-institute.org/w/veZW69ZkfNVumKyEQNr2q>

Cohn, C. & Kelley, J. (Hosts). (2024, May 7). Building a tactile Internet [Audio podcast episode]. In *How to Fix the Internet*. Electronic Frontier Foundation. <https://feeds.eff.org/howtofixtheinternet>

UW Office of Public Lectures. (2023, October 27). *Generative misinformation with Prof. Jevin West* [Video]. YouTube. <https://www.youtube.com/watch?v=rXG8NF-clW4>

Week 2  
Sept. 2–8

Ethics, Values,  
&...  
Information  
Policy?

Note: Labor Day is observed on Monday.

Required

Braman, S. (2011). Defining information policy. *Journal of Information Policy*, 1, 1–5. <https://doi.org/10.5325/jinfopoli.1.2011.0001>

Burgess, J. T. F. (2019). History of ethics in the

information professions. In J. T. F. Burgess & E. J. M. Knox (Eds.), *Foundations of information ethics* (ch. 3, pp. 25–35). ALA Neal-Schuman.

- PDF available on UB Learns.

Thornton, K., & Mars, R. (Hosts). (2020, December 6). The divided dial [Audio podcast episode]. In *99% Invisible*. <https://99percentinvisible.org/episode/the-divided-dial/>

Week 3  
Sept. 9–15

Information  
Policy &  
Stakeholder  
Analysis

### Required

Braman, S. (2011). Internet policy. In M. Consalvo & C. Ess (Eds.), *Handbook of Internet studies* (ch. 7, pp. 137–167). Wiley.

- PDF available on UB Learns.

Costanza-Chock, S. (2020). Design narratives: From TXTMob to Twitter. In *Design justice: Community-led practices to build the worlds we need* (ch. 3, pp. 103–134). MIT Press.

- PDF available on UB Learns.

### Recommended

Costanza-Chock, S. (2020). Design values: Hard-coding liberation? In *Design Justice: Community-led practices to build the worlds we need* (ch. 1, pp. 31–68). MIT Press.

- PDF available on UB Learns.

Friedman, B., Kahn, P., Hagman, J., Severson, R., & Gill, B. (2006). The watcher and the watched: Social judgments about privacy in a public place. *Human-Computer Interaction*, *21*(2), 235–272. [https://dl.acm.org/doi/10.1207/s15327051hci2102\\_3](https://dl.acm.org/doi/10.1207/s15327051hci2102_3)



Nathan, L. P., & Friedman, B. (2010). Interacting with policy in a political world: Reflections from the voices from the Rwanda Tribunal project. *Interactions*, 17(5), 56–59. <https://doi.org/10.1145/1836216.1836231>

Week 4  
Sept. 16–22

Intellectual  
Property:  
Part 1

*Required*

Henderson, K. A. (2019). Intellectual property ethics. In J. T. F. Burgess & E. J. M. Knox (Eds.), *Foundations of information ethics* (ch. 7, pp. 67–76). ALA Neal-Schuman.

- PDF available on UB Leams.

Read UB's University Libraries Copyright & Fair Use Policies: <https://library.buffalo.edu/aboutus/policies/information-use/copyright.html>

*Recommended*

*International Copyright:*

Bannerman, S. (2020). The World Intellectual Property Organization and the sustainable development agenda. *Futures*, 122, 1–8. <https://doi.org/10.1016/j.futures.2020.102586>

*Copyright, Creativity, & the Market:*

Clement, D. (2003, March 1). Creation myths: Does innovation require intellectual property rights? *Reason*. <https://reason.com/2003/03/01/creation-myths-2/>

Doctorow, C. (2010, October 5). The real cost of free. *The Guardian*. <https://www.theguardian.com/technology/blog/2010/oct/05/free-online-content-cory-doctorow>

Stallman, R. (1991). Why software should be free.

*The GNU Operating System.* <http://www.gnu.org/philosophy/shouldbefree.html>

Week 5  
Sept. 23–29

Intellectual  
Property:  
Part 2

*Required*

Cohen, E. (Host). (2023, April 7). The library of Alexandria [Audio podcast episode]. In *Radiolab*. WNYC Studios. <https://radiolab.org/podcast/library-alexandra>

Local Contexts. (2022, February 8). *Local contexts* [Video]. YouTube. <https://www.youtube.com/watch?v=g7-RuXmLewk>

Younging, G. (2016). The traditional knowledge—Intellectual property interface. In C. Callison, L. Roy, & G. A. LeCheminant (Eds.), *Indigenous notions of ownership and libraries, archives and museums* (ch. 5, pp. 67–74). De Gruyter. <https://doi.org/10.1515/9783110363234-008>

*Recommended*

Christen, K. (2015). Tribal archives, traditional knowledge, and local contexts: Why the “s” matters. *Journal of Western Archives*, 6(1), 1–19. <https://hdl.handle.net/2376/5706>

Hernandez, J. (2023, March 26). A judge sided with publishers in a lawsuit over the Internet Archive’s online library. *National Public Radio*. <https://www.npr.org/2023/03/26/1166101459/internet-archive-lawsuit-books-library-publishers>

Patel, N. (2023, January 10). What is chokepoint capitalism? Authors Cory Doctorow and Rebecca Giblin discuss. *The Verge*. <https://www.theverge.com>

[com/23547877/decoder-chokepoint-capitalism-cory-doctorow-rebecca-giblin-spotify-ticketmaster-antitrust](https://www.theatlantic.com/23547877/decoder-chokepoint-capitalism-cory-doctorow-rebecca-giblin-spotify-ticketmaster-antitrust)

Somers, J. (2017, April 20). Torching the modern-day Library of Alexandria. *The Atlantic*.  
<https://www.theatlantic.com/technology/archive/2017/04/the-tragedy-of-google-books/523320/>

Week 6  
Sept. 30–Oct. 6

Privacy:  
Shifting  
Ethical  
Conceptions  
& Changing  
Information  
Tools

Note: Part A of Assignment 3 is due by the end of the week.

#### Required

Altman, M., Cohen, A., & Nissim, K. (2024). *Data privacy protection* [Policy brief]. ACM Technology Policy Council. <https://dl.acm.org/doi/pdf/10.1145/3679004>

Mai, J-E. (2016). Big data privacy: The datafication of personal information. *The Information Society* 32(3), 192–199. <https://doi.org/10.1080/01972243.2016.1153010>

Zimmer, M. (2019). Privacy. In J. T. F. Burgess & E. J. M. Knox (Eds.), *Foundations of information ethics* (ch. 5, pp. 47–56). ALA Neal-Schuman.

- PDF available on UB Learns.

#### Recommended

Griffith University Art Museum. (2021). The data imaginary: fears and fantasies. [Exhibition catalogue]. *Griffith University Art Museum*.  
[https://nrl.northumbria.ac.uk/id/eprint/50539/1/2021\\_Moline\\_Data\\_Imaginary\\_Catalogue.pdf](https://nrl.northumbria.ac.uk/id/eprint/50539/1/2021_Moline_Data_Imaginary_Catalogue.pdf)

- Read pages 1–6, browse pages 7–33.

Solove, D. J. (2023). Data is what data does: Regulating based on harm and risk instead of sensitive data. *Northwestern University Law Review*, 118(4), 1081–1138. <https://dx.doi.org/10.2139/ssrn.4322198>

Week 7  
Oct. 7–13

Anonymity,  
Pseudonymity,  
& Forgetting

Required

Dressler, V. (2022, June 14). Google quietly rolls out the right to be forgotten mechanism in the U.S. *Intellectual Freedom Blog: The Office for Intellectual Freedom of the American Library Association*. <https://www.oif.ala.org/google-quietly-rolls-out-the-right-to-be-forgotten-mechanism-in-the-us/>

GDPR.eu. (2018, June 20). GDPR checklist for data controllers. *GDPR.eu*. <https://gdpr.eu/checklist/>

Webster, M. (Host). (2019, August 23). Right to be forgotten [Audio podcast episode]. In *Radiolab*. WNYC Studios. <https://radiolab.org/podcast/radiolab-right-be-forgotten>

- *This podcast includes references to racial violence and a discussion about sexual violence. There is a transcript available on the same page linked to above.*

Wolford, B. (2018, November 7). What is GDPR, the EU's new data protection law? *GDPR.eu*. <https://gdpr.eu/what-is-gdpr/>

Recommended

Cofone, I. N., & Betancourt, C. T. (2020). The right to be forgotten in peace processes. In I. Cofone (Ed.), *The right to be forgotten* (pp. 76–101). Routledge.

- *PDF available on UB Learns.*

Regulation 2016/679. *Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation)*. <http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016R0679>

Week 8  
Oct. 14–20

Censorship,  
Freedom of  
Information,  
& Freedom of  
Expression

Note: Fall Break is observed on Monday and Tuesday.

#### Required

Knox, E. J. M. (2023). Freedom of expression. In *Foundations of intellectual freedom* (ch. 3, pp. 35–51). ALA Neal-Schuman

- PDF available on UB Learns.

Knox, E. J. M. (2023). Information access and censorship. In *Foundations of intellectual freedom* (ch. 4, pp. 53–68). ALA Neal-Schuman

- PDF available on UB Learns.

#### Recommended

Gilbert, S. (2023). Towards intersectional moderation: An alternative model of moderation built on care and power. *Proceedings of the ACM on Human-Computer Interaction*, 7(CSCW2), 1–32. <https://doi.org/10.1145/3610047>

Luscombe, A., & Walby, K. (2017). Theorizing freedom of information: The live archive, obfuscation, and actor-network theory. *Government Information Quarterly*, 34(3), 379–387. <https://doi.org/10.1016/j.giq.2017.09.003>

Romano, A. (2021, January 21). Kicking people off social media isn't about free speech. *Vox*.  
<https://www.vox.com/culture/22230847/deplatforming-free-speech-controversy-trump>

Week 9  
Oct. 21–27

Traditional  
Knowledge &  
Contemporary  
Information  
Systems

*Required*

Duarte, M. E. (2017). Connected activism: Indigenous uses of social media for shaping political change. *Australasian Journal of Information Systems*, 21, 1–13. <https://doi.org/10.3127/ajis.v21i0.1525>

Lilley, S. (2021). Transformation of library and information management: Decolonization or Indigenization? *IFLA Journal*, 47(3), 305–312. <https://doi.org/10.1177/03400352211023071>

- PDF available on UB Leams.

Oliver, G., Lilley, S., Cranefield, J., & Lewellen, M. (2022). Implementing Indigenous data sovereignty: Insights from legislative reform in Aotearoa New Zealand. *Proceedings of the Association for Information Science and Technology*, 59(1), 474–478. <https://doi.org/10.1002/pra2.655>

*Recommended*

Carpenter, J., Guerin, A., Kaczmarek, M., Lawson, G., Lawson, K., Nathan, L. P., & Turin, M. (2016). *Digital access for language and culture in First Nations communities* [Report]. [https://heiltsuk.arts.ubc.ca/wp-content/uploads/2018/07/Digital\\_Language\\_Access\\_report\\_May2017.pdf](https://heiltsuk.arts.ubc.ca/wp-content/uploads/2018/07/Digital_Language_Access_report_May2017.pdf)

Rose, J. (2016, March 7). Biopiracy: When Indigenous knowledge is patented for profit. *The*

Conversation. <https://theconversation.com/biopiracy-when-indigenous-knowledge-is-patented-for-profit-55589>

Week 10  
Oct. 28–Nov. 3

Policy  
Development  
& Advocacy in  
Information  
Organizations

Note: Assignment 2 is due by the end of the week.

#### Required

Feinberg, M. (2018). Factotem: What is information access for? *Cataloging & Classification Quarterly*, 56(8), 665–682. <https://doi.org/10.1080/01639374.2018.1494654>

Nelson, S., & Garcia, J. (2003). Chapter 4: Development. In *Creating policies for results: From chaos to clarity* (ch. 4, pp. 71–104). American Library Association.

- PDF available on UB Learns.

#### Recommended

British Library (2024, March 8). *Learning lessons from the cyber-attack: British Library cyber incident review*. <https://www.bl.uk/home/british-library-cyber-incident-review-8-march-2024.pdf>

Browse professional codes of ethics, such as:

- [American Library Association](#)
- [Association of Computing Machinery](#)

Browse organizations that advocate for information policy development and reform, such as:

- [Electronic Frontier Foundation](#)
- [Tech Otherwise Collective](#)

Hicks, D. (2016). *Advocating for librarianship: The*

discourses of advocacy and service in the professional identities of librarians. *Library Trends*, 64(3), 615–640. <https://doi.org/10.1353/lib.2016.0007>

Week 11  
Nov. 4–10

Climate,  
Environment,  
& Information  
Policy

*Required*

Knowles, B (2021). *Computing and climate change* [Policy brief]. ACM Technology Policy Council. <https://dl.acm.org/doi/pdf/10.1145/3483410>

Perzanowski, A. (2022). Introduction. In *The right to repair: Reclaiming the things we own* (ch. 1, pp. 1–13). Cambridge University Press.

- PDF available on UB Leams.

N.Y. Legis. Assemb. A1285. Reg. Sess. 2023–2024 (2023). <https://legislation.nysenate.gov/pdf/bills/2023/A1285>

*Recommended*

Halper, E., & O'Donovan, C. (2024, June 21). AI is exhausting the power grid. Tech firms are seeking a miracle solution. *The Washington Post*. <https://www.washingtonpost.com/business/2024/06/21/artificial-intelligence-nuclear-fusion-climate/>

Schwartz, O. (2019, May 8). Sidestepping Apple: The third-party tinkerers fighting for your right to repair. *The Guardian*. <https://www.theguardian.com/technology/2019/may/08/sidestepping-apple-the-third-party-tinkerers-fighting-for-your-right-to-repair>

Wiens, K. (2020, March 5). The right to repair will help us endure outbreaks. *Wired*. <https://www.wired.com/story/opinion-the-right-to-repair->



[will-help-us-endure-outbreaks/](#)

Week 12 Nov. 11–17	Cautionary Tale Presentations Showcase	Note: Part B of Assignment 3 is due by the end of the week.  <i>Required</i>  Browse peers' Cautionary Tales Presentations, as interested.
Week 13 Nov. 18–24	Policy Briefing Presentations Showcase	<i>Required</i>  Browse peers' Policy Briefing Presentations, as interested.
Nov. 25–Dec. 1	No Class (Thanksgiving Break)	No readings.
Week 14 Dec. 2–8	Implementing Information Policy	Note: Part C of Assignment 3 is due by the end of the week.  <i>Required</i>  Nelson, S., & Garcia, J. (2003). Implementation. In <i>Creating policies for results: From chaos to clarity</i> (ch. 5, pp. 105–131). American Library Association.  • PDF available on UB Learns.

## Course Materials

You may freely access all course materials through UB Learns, UB Libraries, or the Web. The required and recommended materials are listed in the Weekly Course Schedule as part of this syllabus. I select a range of assigned materials for you to engage with according to their coverage, perspective, influence on the field of information studies, format, and connection to current events. Materials therefore include a variety of arguments, some of which are disputable. As a class, we will analyze assigned materials' claims, supporting evidence, and societal matters in relation to conclusions or

recommendations for information policy.

## **Course Communication**

### **Communicating with the Instructor**

I encourage you to reach out with your questions and request a virtual meeting (a.k.a. office hours at a mutually convenient time). If you would like to arrange a virtual meeting or have a quick logistical question, please do not hesitate to send me a direct message over e-mail. Be sure to raise any questions you have about your assignments at least one week or more in advance of the due date.

All messages sent to me should come from your @buffalo.edu e-mail address. When contacting me, please include the course number in the subject of your e-mail. E-mails are typically responded to as soon as possible within 48 hours between Monday at 9:00 AM and Friday at 5:00 PM. E-mails sent during evenings, holidays, and weekends will be answered during subsequent work week hours.

### **Creating a Respectful Learning Environment**

Alongside you, I endeavor to foster a learning environment in which people of all backgrounds, beliefs, and identities are welcomed. Together we will engage in respectful communications, a crucial skill in deliberating information policy.

At the beginning of the semester, I ask you to, optionally, share your pronouns and preferred chosen name with me via e-mail. Similarly, you can update your pronouns and gender identity and preferred chosen name in the HUB Student Center.

I invite you to actively participate in the UB Learns discussion forum throughout the semester. You will find that reading your peers' posts and writing your own will be beneficial to your understanding of the course materials. I read all discussion forum posts, but am not always able to respond due to time constraints.

### **Course Evaluation**

Course evaluations are an important part of the University's commitment to academic excellence. Once you complete the course, you will receive an e-mail from [UB Course Evaluations](#) notifying you that course evaluations are open. When you complete a course evaluation, you give me the tools to strengthen the course offerings and improve student learning. I cannot see individual responses; I receive a summary report that compiles responses across all students in the class. I do not receive a copy of the report until after grades have been submitted.

## Academic Integrity

In this course, the use of any tools, including artificial intelligence-based large language models (e.g., ChatGPT), to produce whole or parts of assignments is prohibited. In addition, you are expected to understand and follow the University's codes of conduct for [academic integrity](#). A detailed description of the University's policies and procedures may be found in the [Graduate Academic Integrity Policy](#).

## Accessibility Policies and Services

If you have any disability which requires accommodations to enable you to participate in this course, please e-mail me, as well as the Office of Accessibility Resources, during the first week of class. The University is committed to providing equal access to individuals with disabilities, in part, through [Accessibility Resources](#). It is your responsibility to make a request for academic accommodations with Accessibility Resources:

### Accessibility Resources

University at Buffalo

60 Capen Hall (North Campus)

Buffalo, NY 14260

Phone: (716) 645-1481

Web: <https://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html>

Once you make a request, Accessibility Resources will review appropriate arrangements for accommodations. If Accessibility Resources determines a request is advisable, a memorandum describing the recommended academic adjustments or auxiliary aids will be issued. Please e-mail the memorandum to me and arrange to meet with me regarding implementation of the recommendations.

## Student Success and Wellbeing Policies and Services

The University provides resources to support student learning and wellbeing. You can learn more about these programs and services by contacting:

### Counseling Services

University at Buffalo

120 Richmond Quadrangle (North Campus)

Buffalo, NY 14261

Phone: (716) 645-2720

Web: <https://www.buffalo.edu/studentlife/who-we-are/departments/counseling.html>

### **Health Promotion**

University at Buffalo  
114 Student Union (North Campus)  
Buffalo, NY 14260  
Phone: (716) 645-2837  
Web: <https://www.buffalo.edu/studentlife/who-we-are/departments/health-promotion.html>

### **Health Services**

University at Buffalo  
Michael Hall, 3435 Main Street (South Campus)  
Buffalo, NY 14214  
Phone: (716) 829-3316  
Web: <https://www.buffalo.edu/studentlife/who-we-are/departments/health.html>

The University values and respects all members of the community. Harassment and discrimination are not tolerated. A detailed description of discrimination and harassment may be found in the [Discrimination and Harassment Policy](#).

The University provides appropriate accommodation for religious and cultural observances. Students who require a religious accommodation should make the request directly to me. A detailed description of religious accommodation may be found in the [Religious Accommodation and Expression Policy](#).

If you have experienced violence or harassment on the basis of sex or gender, the University has resources to help. For more information, please contact the Title IX Coordinator:

### **Office of Equity, Diversity and Inclusion**

University at Buffalo  
406 Capen Hall (North Campus)  
Buffalo, New York 14260  
Phone: (716) 645-2266  
Web: <https://www.buffalo.edu/equity/obtaining-assistance/sex-discrimination-and-sexual-harassment/title-ix.html>

For confidential assistance, you may also contact a Crisis Services Campus Advocate at (716) 796-4399.

University at Buffalo faculty are mandated to report violence or harassment on the basis of sex or gender. This means that if you tell me about a situation involving violence or

harassment, I will need to report it to the Office of Equity, Diversity and Inclusion. If you do not wish to have the University proceed with an investigation, your request will be honored unless the University's failure to act does not adequately mitigate the risk of harm to you or other members of the community. You also have the option of speaking with trained counselors who can maintain confidentiality. A full explanation of the resources and services available may be found in the [Options for Confidentially Disclosing Sexual Violence](#).

### **Course Attribution Statement**

I gratefully recognize the contributions of course materials adapted from information policy scholar, Dr. Lisa P. Nathan, who has taught this course and contributed to discussions in this domain for many years. As an instructor, I approach policy analysis informed by Nathan, as well as policy educators, Bardach and Patashnik (2015).