GPP 580 and JRNL 520: Global Internet Policy
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Course Overview

The Internet affects every policy sphere from finance to our own faces. Once hailed as a utopian new technology that would spread democracy around the world, many now decry the Internet as a tool for demagogues and dictators. This class will analyse Internet policy from multiple angles to consider how the Internet has changed politics, economics, and personal lives. We will consider how the Internet has changed from an open, decentralised ecosystem to a platform economy dominated by a handful of companies. We will consider how the Internet has empowered individuals and groups, while also enabling bias and hate. Finally, this class will also focus on sharpening communications and analytical skills that students will need when discussing these complex topics.

Learning Outcomes

The course has two types of learning objectives: content-based and skills-based. The class, assignments, and readings are structured to achieve these objectives.

Content-based objectives:
1. To understand how the Internet has evolved over time.
2. To build an interdisciplinary understanding of Internet policy.
3. To examine the Internet in a global framework.

Skills-based objectives:
1. To create materials appropriate for your chosen profession (public policy or journalism).
2. To present on and answer questions about complex topics succinctly.
3. To complete group work and learn how to assess other people's performances.
4. To complete work within short deadlines.
5. To gain experience of professional demands in a supportive classroom setting.

Course Requirements

This course is open to students enrolled in the Master's of Public Policy and Global Affairs or Journalism programs. No additional prerequisites are required.

Evaluation Criteria and Grading

Assignment	Percentage of Grade
Class Participation	15
Case Study Brief or Memo (due Oct. 1)	20
Testimony and Questions	20
Peer Review of Final Assignments (Nov. 26)	5
Final Assignment (due Dec. 3)	35
Self-Reflection on Class Performance (due. Dec. 4)	5

Assignment Details

Class Participation (15%)
- This class is a seminar and will only succeed if students participate actively and enthusiastically.
- Participation includes required attendance at all seminars, completion of weekly readings by the seminar, and active, respectful participation.
- Participation means both active listening and speaking, quality rather than quantity.

Case Study Memo or Brief (20%)
- In week 3, each student will receive an assignment to write a 1000-word policy brief or producer research pack that assesses the impact of a digital technology or event. We will brainstorm possibilities and discuss writing techniques in class.
- The memo or brief should be uploaded to Canvas by 2 p.m. on October 1.
- The briefs should be properly cited and include outside reading materials.

Testimony and Questions (20%)
- Policy-makers in Canada and many other states run committees that ask experts to testify before them. This format will teach us how to summarize complex topics succinctly.
- Panels of two or three students will testify on a particular topic before the rest of the class.
- The opening witness statement should be no longer than *seven minutes*.
- Each witness should suggest one reading on their topic one week before their testimony. All the questioners for that testimony will do the readings suggested by their witnesses.
- For each panel, four other students will be assigned to prepare questions. Each questioner will have only five minutes. The witnesses will answer those questions.
- At the end of each testimony, students in the class will provide anonymous written evaluations of fellow students' witness statements and answers. The professor will supply a standard feedback sheet. The professor will assign grades.
- The testimony will be 15% of a student's grade. 5% of their grade will be based on the times when they ask five minutes of questions.

Group Final Assignment (40%)
- Your group may write a ten-page piece of long-form explanatory journalism or a final policy report. For explanatory journalism, you may choose to produce a podcast or video instead.
- We will discuss the requirements of each possibility in class. Brief expectations are:
  - Long-form explanatory journalism: conveys the complexities of the academic research and explores further implications for the engaged general reader.
  - In-depth final policy report: explains the academic research to build to specific policy recommendations for particular government agencies, businesses, or institutions.
  - Either assignment type must incorporate materials from the class, i.e. citing from testimonies and from other students' case study memos or briefs.
- This includes 5% for participating in a peer review of other final assignments on Nov. 26.

One-Page Self-Reflection on Class Performance (5%)
- Students will write a reflection assessing class performance and assigning themselves a provisional grade. Final grades may be higher or lower than the self-assessments.

Academic Integrity and Plagiarism

Scholarship may seem at times to have sprung singlehandedly from sole scholars poring over their sources and perhaps breaking occasionally for some dry crackers. Yet, every great work of scholarship results from discussion and the exchange of ideas with our peers, advisers, and faculty members. Moreover, some assignments ask you to collaborate. For other assignments, I encourage you to discuss your work with your classmates. For individual assignments, any written work you submit for evaluation should emerge from your own research and writing. It should present your personal approach to the topic and your own original analysis. You must follow scholars' standard citation practices and **properly cite** any books, articles, lectures, websites etc. that you have quoted or drawn from. Any suspected plagiarism will be taken extremely seriously and may result in disciplinary action. Here are several UBC websites with information on citations and academic integrity: http://help.library.ubc.ca/planning-your-research/academic-integrity-plagiarism The professor reserves the right to run any paper suspected of plagiarism through Turn-it-in. Please also note that copying from previous work in this class (like student memos) is self-plagiarism. Materials from the class should be cited and quoted like printed materials. Please consult your professor if you are uncertain. It is far better to check in advance if you have any doubts.

Access & Diversity

We are committed to creating a learning environment that accommodates student needs and makes this seminar a welcome learning environment. Students needing accommodations must present their letter from the Access and Diversity Office (http://www.students.ubc.ca/access/drc.cfm) and speak with the professor by September 15. Failure to do so may result in the professor's inability to respond in a timely manner. All discussions are confidential.

Religious Accommodation

The university accommodates students whose religious obligations conflict with attendance or submitting assignments. Students should advise the professor in advance, preferably in the first week of class, if they will require any accommodation on these grounds. If any other commitments (e.g. sports or family obligations) will prevent students from attending class, they cannot assume accommodation and should discuss potential absences with the professor before the course drop date. UBC policy on Religious Holidays: http://www.universitycounsel.ubc.ca/policies/policy65.pdf

UBC Statement on Respectful Environment for Students, Faculty and Staff

A classroom is a place for academic debate. All students and instructors should feel free (and are encouraged!) to disagree with each other on academic issues, but they must respect each other personally. Any type of harassment, prejudice, or bullying is unacceptable. Please bring any concerns to Professor Tworek or the Ombudsperson for Students (ombuds.office@ubc.ca). Your concerns will remain confidential.

Office Hours

I encourage you to come to my office hours! They are there for you. Use them to ask me about your class assignments, future career plans, and how to make the most out of your time at UBC. I do not have fixed office hours. Instead I make as much time as possible available for students each week as I can. You can sign up for a slot in my office hours at: https://meetme.so/HeidiTworek *DO NOT* e-mail me to make an appointment; I will just answer with this link. My office is BuTo 1102.

Week 1 (September 3): Introduction and Syllabus

The short first class will introduce the syllabus, learning outcomes, and course structure.

Week 2 (September 10): The Origins and Ideology of the Internet (1960-2006)

Readings:
1. Barlow, 1996. "A Declaration of the Independence of Cyberspace." [Link]
2. Hicks, 2017. "A Feature, Not a Bug." Society for the History of Technology.
3. Hicks, 2019. "Hacking the Cis-Term." IEEE.
4. Kahn, Postel, Cerf et al., 2009. "A Brief History of the Internet." *ACM SIGCOMM Computer Communication Review* 39.
5. Thiel, 2009. "The Education of a Libertarian." Cato Unbound.
6. boyd & Ellison, 2007. "Social Network Sites: Definition, History, and Scholarship." *Journal of Computer Mediated Communication* 13. [UBC E-Link]

Week 3 (September 17): From the Social Web to the Rise of Platforms (2006-2019)

We will devise and distribute the assignments for the case studies/memos.

Readings:
1. Shirky, 2011. "The Political Power of Social Media: Technology, the Public Sphere, and Political Change." *Foreign Affairs*.
2. Zuckerman, 2013. "Cute Cats to the Rescue? Participatory Media and Political Expression." [Link]
3. Gillespie, 2017. "The Platform Metaphor, Revisited." *Culture Digitally*.
4. Tufekci, 2014. "Is the Internet Good or Bad? Yes." *Medium*.
5. Napoli & Caplan, 2017. "Why Media Companies Insist They're Not Media Companies, Why They're Wrong, and Why It Matters." *First Monday 22 (5).*

Week 4 (September 24): Online Manipulation & Misinformation

Provisionally scheduled: guest appearance from a researcher who investigated Russian disinformation for the Senate Select Committee on Intelligence.

Readings:
1. Benkler et al., 2017. "Breitbart-Led Right-Wing Media Ecosystem Altered Broader Media Agenda." *Columbia Journalism Review*.
2. Tworek, 2017. "Cambridge Analytica, Trump, and the New Old Fear of Manipulating the Masses." *Nieman Lab*.
3. Marwick & Lewis, 2017. Media Manipulation and Disinformation Online. Data & Society Report.
4. Morozov, 2017. "Moral Panic over Fake News Hides the Real Enemy – the Digital Giants." *The Guardian*.

Week 5 (October 1): Surveillance as a Service

Case studies due on Canvas by class.

Readings:
1. "The NSA Files Decoded: Edward Snowden." *The Guardian*.

2. Oremus, 2019. "Amazon is Watching." OneZero.
3. Penney, 2017. "Chilling Effects." *Internet Policy Review*
4. Mackinnon, 2011. "China's Networked Authoritarianism." *Journal of Democracy*.
5. Cockerell, 2019. "Inside China's Massive Surveillance Operation." *Wired*.

In class, we will examine a final report from the Canadian Standing Committee on Justice and Human Rights to understand how to write a final report. We will also choose final assignment topics and groups. Possible topics include: algorithmic bias; artificial intelligence and machine learning; cryptocurrency and bitcoin; protecting journalists around the world; content moderation; anti-trust and competition policy; smart cities; privacy and our bodies; Internet of Things; rethinking journalism in the digital age; splInternet; electoral interference in the 2019 Canadian election; encouraging innovation on the Internet; marginalized groups and the Internet.

Week 6 (October 8): No Class - Prepare for Testimonies

Testimony topics: online hate against journalists; facial recognition in public; Sidewalk Labs; Amazon Echo; supporting local news; data privacy; algorithms in policing; bias in online adverts; cryptocurrency (Libra); Uber in Vancouver.

Week 7 (October 15): Did the Internet Kill Journalism?

Testimonies: supporting local news; online hate against journalists.

Week 8 (October 22): The Internet of Cities

Testimonies: Sidewalk Labs; Uber in Vancouver; facial recognition in public.

Week 9 (October 29): The Hidden Internet

Testimonies: Amazon Echo; data privacy; Libra.

Week 10 (Nov 5): The Bias of the Internet

Testimonies: algorithms in policing; bias in online adverts. We will also discuss final papers.

Week 11 (Nov 12): Writing Week

No class this week — use the time to work on your group final assignment.

Week 12 (Nov 19): Speech Police and Global Solutions

Readings: David Kaye, *Speech Police* (2019).
What is the scale to solve the Internet's problems? We will look at speech regulation as an example. What solutions are local/national/regional/international? If international or regional, what standards can be used? Do we need new ones or existing standards, like international human rights law? How can cooperation be fostered? What are the roles of government, businesses, and civil society?

Week 13 (Nov 26): Peer Review and The Future of the Internet

We will peer review your final assignments and then discuss the future of the Internet.