

Global Internet Policy and Governance

COMS 4401A/PAPM4000D

Fall 2019

Class: Wednesday, 11:35-2:25

Location: Room 115 Paterson Hall

Instructor: Dr. Dwayne Winseck, 4104 River Bldg

Office hours: Monday, 9:30-12:00; Tuesday 9:30-12:00

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Course Description:

This course offers a historical and contemporary overview of key issues in global communication policy and regulation and internet governance. Its aim is to help you to identify and understand key moments and touchstones that have defined this field since the time when the internet was just a glimmer in a few people's eye to contemporary hot button internet policy issues, three of which we will focus on: broadband internet access, common carriage (aka "net neutrality") and, lastly, internet content regulation.

We will begin by reviewing a few "classics" on the historical development of the Internet and Internet policy and regulation. Key concepts in communications and internet policy and regulation will be introduced: the layered model of the internet; the telecommunications, broadcasting and publishing models of media regulation; the multistakeholder vs multilateral models of internet governance; net neutrality; platform regulation, etc. We will also consider the origins of the US-model of the internet and the multistakeholder model of internet policy and governance and compare and contrast it with rival approaches pursued by other countries such as the multilateral model of internet policy. Important sources of data on the availability, adoption, affordability and use of the Internet and mobile phones in the US, Canada, the European Union, Africa and China will also be introduced and reviewed. Students will work in groups around three key topics in Internet governance and regulation.

1. Comparing and contrasting the "multi-stakeholder model of Internet Governance" versus the "multilateral model of internet regulation";
2. Net neutrality (or common carriage, as it is formally known) in North America, the European Union and India (and related issues like "zero-rating");

3. Platform Regulation and Internet Content Moderation—what are the roles and responsibilities of the world’s leading internet platforms such as Google, Facebook, Baidu, Twitter, Tencent, etc.? How are they regulated and what are the current forces and trends behind the recent push for far greater levels of internet content in countries around the world?

Required Text:

Kaye, D. (2019). *Speech Police: The Global Struggle to Govern the Internet*. New York: Columbia Global Reports.

The text is available at Haven Books, 43 Seneca St. All other readings are available through the Ares link on our cuLearn home page or from journals subscribed to by the MacOdrum Library or as otherwise linked to in the syllabus.

Learning Objectives

By the end of the course, you should have a good grasp of internet governance and policy issues and how they have developed over different points in time and in different countries/regions. You should be able to use primary and secondary sources to do basic research on these issues. You should be able to think, talk and write like a policy wonk about key internet governance and policy issues such as net neutrality (common carriage), zero rating, internet content regulation, internet layers, international human rights, intermediaries, models of regulation, and how the very character of the internet has been shaped by the interaction of markets, states, technology and how people around the world use it. You should be able to write, research, present and defend your ideas on these topics well.

Grading

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Approval of final grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Assessment and Student Responsibilities

	Value	Due Date
Seminar Lead (1 st half of term)	10%	By Oct. 9 th
Seminar Lead (2 nd half of term)	10%	Between Oct. 23 and Dec. 4
Reading Reflections	15%	3 in total, with at least one coming before the break and another after it.
Assignment #1: Net Neutrality Roundtable and Group Report	15%	Roundtable Nov. 6; Group Report Nov. 13
Assignment #2: Platform Regulation Roundtable & Group Report	15%	Roundtable & Report, 1 st groups—Nov. 27; Roundtable & Report, 2 nd group—Dec. 4
Final Paper	30%	Anytime before December 21 (early submission is welcome and encouraged)
General Contribution to Course	5%	Ongoing
Total	100%	

Evaluation

The course uses a seminar format and relies greatly on your informed and active contributions. Expect to read between 50-75 pages per week. Readings must be done before class and used as the basis of your contributions to discussions in class. Knowledge of the readings is presumed background for all other course work, including seminar presentations, group work and your final paper.

Seminar Presentations and Class Format (2 X 10% each = 20%).

Depending on enrolment, there will typically be two seminar presentations per class with two students assigned to each reading (except shorter ones). These presentations should be approximately 45 minutes, followed by 15 to 30 minutes of discussion, Q&A, etc. Your presentation should raise critical issues from the assigned reading and

be designed to initiate class discussion. During the preparation of your presentation **you must work closely with your partner** and **coordinate with other presenters** to ensure that your presentations are cohesive and complement each other. You are also encouraged to consult with me during office hours *before* your presentation with a tentative outline of what you intend to present. Presentation dates will be arranged in the first week of class. Students may not present on the same week for which they are submitting a reading reflection. Presentations have two parts:

- a one-page summary to be distributed to the class by 6pm the night before our class, along with two questions for discussion.
- A verbal presentation that is not based on the summary. The presentations should not be a summary of the week's readings; assume that everyone in the class has already read them and are able to get straight to the discussion. ***Presentations that only summarize the readings will be penalized.*** In your presentations, highlight the following:
 - The overarching themes linking the readings, and how they relate to the week's subject and the broader themes covered in the course.
 - Points of tension and intersection among the readings, and among the other readings discussed in the course.
 - Structure your presentation as if you're teaching the material, not just summarizing it.

The outline *must* be well-written (some point form allowed) and follow proper style guidelines (e.g. APA, Chicago School or MLA style). Others in the class are expected to have read these entries before class and be prepared to discuss them.

Reading reflections (3 X 5% each = 15%):

Students will be required to prepare three brief reflections on a week's required readings. These assignments are intended to be brief (don't spend more than 20-30 minutes on them, although please spell-check them, and write in full sentences, not point-form) and should be used to help you prepare to discuss the readings for the week. Reflections must include one question for class discussion.

Questions to cover in your reflections: Did you agree or disagree with any of the readings? What were the most interesting/important/compelling points raised? Did you notice a general theme in the readings?

Reflections **must be emailed to me by 6 pm the day before the seminar**. Students must sign up for the weeks for which they will prepare their reflections; this will be done

during the first class. You must submit at least one analysis before the halfway point of the course, and one after.

Assignments: (15% each X 2 = 30%):

Assignment #1: Net Neutrality Roundtable and Report

Several groups will be formed in the September 4 class for this assignment. Groups will look at the state of net neutrality policy in either the US, the European Union or India, respectively. For each country (or region), opposing groups will be formed on the basis of the various players that participate in the politics of net neutrality—industry groups, business rivals, public interest and human rights advocates, academics and regulators. Some of the groups that we will create will advocate for why net neutrality rules should be adopted/kept while others will argue for them to be rejected/removed. You will be expected to know what net neutrality means, its historical evolution in general and its development in the particular country/region that you are covering, who enforces it and how, the contending interests on all sides of the issue as well as the kinds of evidence, arguments and claims that they bring to bear in support of their stance. Building on course readings, and material cited in the syllabus, your group will distill the key evidence, claims and arguments made into a 6-8 page group report. You must properly cite public consultations, submissions made to the public record, and final decisions. You must also be able to accurately distill the position of the party that your group plays in the net neutrality debate and why it strikes the stance it does. You must also be able to account for who else participated in the events and was on your side and who was opposed. Finally, you should be able to identify international linkages between industry and industry groups, scholars, policy makers and regulators, and public interest groups.

This assignment will unfold in three steps: first, we will review readings on the topic in two classes—October 23 and 30—and then by workshopping your ideas, presentations and reports in the latter half of the class on the 30th. On November 6, each group will present their “case” in support of or opposed to network neutrality in the US, EU and India, respectively. The most recent rulings in each case have been included in the syllabus for that week. You are expected to have read at least the executive summary for all three decisions. Your final report is due up to Nov. 13.

Assignment #2: Platform Regulation Roundtable and Report

Several groups will be formed on Sept. 4 for this assignment that looks at increased pressure to regulate the world’s biggest online platforms such as Google, Facebook, Twitter, Baidu, Amazon, etc. Indeed, governments and legislatures around the world

have launched a series of public inquiries into the question of effectively regulating internet services and content. By my recent tally, there are at least forty such inquiries that have either recently wrapped up or are still underway, including in Canada, the US, Australia, the United Kingdom, the European Union, Singapore, New Zealand and many more. Even Mark Zuckerberg, Facebook’s CEO, shifted abruptly in early 2018 to state that it was no longer a question of whether internet services should be regulated but when that would happen and what form such regulation would take. The public hearings into these issues have drawn out all manner of critics and defenders of the tech giants, and there is no clear path yet as to what will or should be done. However, the debates have tended to revolve around four key issues: the market dominance that the so-called GAFAM companies—Google, Amazon, Facebook, Apple and Microsoft (and Netflix, Baidu, Alibaba, Tencent, Yandex); privacy and data protection; the impact of these companies on democracy and the integrity of elections; and what to do about “illegal and harmful” content? At the centre of such concerns in many quarters is a growing list of activities and types of content that many governments and many outside observers and critics want internet intermediaries to play a more active role in filtering, blocking access to or otherwise moderating: e.g. piracy (copyright enforcement); erotica and adult content (see Tumblr’s decision to remove such content from its site); terrorist propaganda; disinformation efforts during election campaigns; cyber-bullying and revenge porn; counterfeit goods; misogynist and racist speech, etc.

Regardless of where one stands on these issues, it looks like we are living in a “constitutive moment” (Starr, 2004), a critical juncture (McChesney, 2008), that will fundamentally determine the scope and character of internet regulation for many years, and probably many decades. In this part of the course, issues that we have covered all term come to a head and working together in a group with your peers you will focus on how such issues are playing out in one country, either Australia, Canada or the United Kingdom.

Building on course readings, two sets of groups will be formed that will, together, examine one of the following three formal inquiries into the role of digital platforms and distill the key evidence, claims and arguments into a 45 minute presentation and a 6-8 page report. On Nov. 27, each of the three groups assigned to this week will review one of the following *reports*.

Australian Competition and Consumer Commission (ACCC) (2019). [Digital platforms inquiry. Final Report](#). Melbourne, Australia: Author.

Canada, House of Commons Committee on Access to Information, Privacy and Ethics (ETHI)(2018). [*Democracy Under Threat: Risks and Solutions in the Era of Disinformation and Data-polies*](#). Ottawa: Government of Canada.

United Kingdom, House of Lords Select Committee on Communications (2019). [*Regulating in a digital world*](#). London, UK: Author.

On Dec. 4, the remaining 3 groups will take us through the public record that was built up around the hearings that led to the above reports. Informed by what the outcomes of the hearings were insofar as what the reports state, the groups presenting this week will plumb the public record of the proceeding to identify, analyze and discuss the various parties who made submissions to the hearing. You will do so by examining the minutes of the hearings, watching or listening to their testimony at the hearing and by reviewing the documents they submitted as part of their efforts to shape the debate and the policy outcomes.

This assignment will unfold in three steps: first, we will review readings relevant to the topic in two classes—Nov. 13 and 20—and workshop your ideas in the last 45 minutes of the latter class. Finally, you will present to class and submit your group reports on either Nov. 27 or Dec 4.

Final Paper (30 Marks)

Students will build upon one of their earlier presentations to write a 12-15 page research-based paper. Based on the structure and main lines of the course, the following topics stand out as potential options for your final paper:

1. A comparative analysis of broadband internet and mobile wireless in a specific country or region;
2. Net neutrality (or common carriage, as it is formally known) in the US, European Union and India (and related issues like “zero-rating”);
3. The roles and responsibilities of internet intermediaries (“chokepoints”) in relation to, for example, copyright, child pornography, disinformation and electoral campaign advertising, and other kinds of content regulation;
4. Whether “platforms” and internet intermediaries should be governed as “media companies”, common carriers, public utilities or something else altogether;
5. Digital platforms, Disinformation and Internet Regulation
6. The “multi-stakeholder model of Internet Governance” and “multilateral model of internet regulation”;

7. The future of the “universal, US-centric Internet” versus the “federation of internets”.
8. Should digital platforms such as Facebook, Google, Amazon, Baidu, etc. be broken up or even nationalized?

You can re-use material that you have already submitted but your final paper must extend your original analysis in significant ways and reflect comments that I have offered to you or your group in earlier iterations of your research. It must also take account of material covered since you did your original research. Your paper must make maximum use of course materials while also using at least a half-dozen authoritative and otherwise relevant sources from outside the class.

Final papers must be type-written, double-spaced, paginated and conform to a recognized referencing style (i.e. APA or MLA style). You can find writing style guidelines following the links to [APA](#), [MLA](#), [Chicago School](#) and other [commonly used styles](#) by following the links just indicated. Final papers can be submitted to the course dropbox on culearn anytime until Dec. 21 (early submissions welcomed and encouraged). Late papers will be penalized at a rate of one letter grade point per day.

General Contribution to the Course (5%)

This component of your grade reflects your attendance and contributions to class. The more classes that you attend well prepared and contribute to in a way that helps foster learning and discussion of the course material, the better your mark for this part of the course evaluation.

Stuff happens

Life can be complicated and sometimes things happen that make it difficult to meet our obligations, including for course assignments. Recognizing this, you can invoke this clause on **one** assignment (except seminar leads) to get a one week extension. No explanation is required but you must let me know at least twenty-four hours in advance of the deadline to make use of this clause.

Classroom Policy on Electronic Devices

Please be mindful that your use of electronic devices can be a distraction to others and to me. As such, please do not use your devices for anything other than course-related work.

Carleton E-mail Accounts

All email communication to students from the Communication and Media Studies Program will be via official Carleton University e-mail accounts and/or cuLearn. As important course and University information are distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Statement on Plagiarism

The Carleton University Senate defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas, or work of others as one's own". This can include the following:

- Reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the source;
- Submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another's data or research findings;
- Failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- Handing in "substantially the same piece of work for academic credit more than once without the prior written permission of the course instructor in which the submission occurs."

You should familiarize yourself with Carleton University's policy on Academic Integrity, which can be found by following the link [here](#).

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Additional Student Support on Campus: The Centre for Student Academic Support (CSAS) is a collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Pregnancy Obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious Obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:

carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who

compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Weekly Schedule

Week 1 (Sept. 4): Understanding Internet Governance

Basics of the course introduced—what you need to know and how to do it.

Before coming to class, read the “Reading Tips” document uploaded to our course page on culearn.

Seminar leaders assigned for the term—come prepared with readings and/or works you would prefer to lead on. Have back-ups in case your first choice is not possible. Pick one set of readings for the first half of the term (e.g. before October 16), and another set for the second half. Also identify a partner(s) to work with since most seminar leaders will work in pairs or small groups of 3.

Groups Created for Assignments #1 and 2

Film/Doc: International Governance and the Internet (MacOdrum Library) (Running Time: 35mins)

Week 2 (Sept. 11): Internet Histories: the Geopolitical Economy of Communication

Powers, S. M. & Jablonski, M. (2015). *The Real Cyber War* (intro + ch. 1, pp. 1-49).

Haggart, B. (2019). Taking Knowledge Seriously: Towards an International Political Economy Theory of Knowledge Governance. In Haggart, B., Henne, K., & Tusikov, N. (eds.). *Information, Technology and Control in a Changing World: Understanding Power Structures in the 21st Century* (pp. 1-22). London: Palgrave Macmillan.

Week 3 (Sept. 18): Internet Histories: Key Regulatory and Technical Concepts Lens

Babe, R. (1990). *Telecommunications in Canada* (p. 17, Table 1.1: Classical characteristics of three sectors of the communications industry). Toronto: University of Toronto.

Russell, A. (2014). Open Standards and the Digital Age (p. 14, the Margarita Glass model of “internet layers”). Cambridge, UK: Cambridge University.

Cannon, R. (2003). The Legacy of the Federal Communications Commission’s Computer Inquiries. [*Federal Communications Law Journal*, 55\(2\), 167-205.](#)

Zittrain, J. (2008). *The Future of the Internet and How to Stop It* (pp. 67-100). New Haven, CN: Yale University (pay especially close attention to Figure 4.1 Hourglass architecture of the Internet).

Week 4 (Sept. 25): Classic Readings on the “Regulability of Cyberspace”—Can the Internet be regulated?

Johnson, D. & Post, D. (1996). [Law and Borders—The Rise of Law in Cyberspace](#), *Stanford Law Review*, 48(5) 1367-1402.

Reidenberg, J. (2005). Technology and Internet Jurisdiction. *University of Pennsylvania*, 153, 1951-1974.

Week 5 (Oct. 2): From the US-Centric Internet to a Post-American, Multipolar Internet?

Noam, E. (2013). Towards the Federated Internet: If One Internet Has Been Good, Multiple Internets Will Be Even Better. New York: Columbia University. <http://www.citicolumbia.org/publications/Federated%20internet.pdf> (13pp).

Winseck, D. (2019). Internet Infrastructure and the Persistent Myth of U.S. Hegemony. In Haggart, B., Henne, K., & Tusikov, N. (eds.). *Information, Technology and Control in a Changing World: Understanding Power Structures in the 21st Century* (pp. 93-120). London: Palgrave Macmillan.

Shen, Hong (2016). China and global internet governance: toward an alternative analytical framework. *Chinese Journal of Communication*, 9(3), 304-324.

Optional: Daniel, J. (July 13, 2018). The Time Canada Wanted Its Own Internet Because It Thought the US Would Mess It Up. [Vice](#).

Week 6 (Oct. 9): The Mobile and Internet Revolution? Data on Broadband Internet Access and the Digital Divide: ITU, FCC, OECD and CINIC

Broadband Indicators Workshop: In groups of 4, use the sources below to address the questions posed.

1. Where Canada and US stand relative to rest of the world in terms of availability, affordability, adoption, use and speed for mobile and broadband internet, based on data from the OECD’s *Digital Economy Outlook* (via MacOdrum Library) and [tables](#) used in that report and the OECD’s [Broadband Portal](#)?

2. Canada and US relative to EU28 + OECD35 in terms of availability, affordability, adoption, use and speed for mobile and broadband internet, based on the FCC's [International Broadband Data Report, 5th Rpt?](#)
3. How many mobile wireless and broadband users are there in China, and what are trends over time in terms of availability, affordability, adoption, use, speed, divides? (See the China Internet Network Information Centre (CINIC) (n.d.). [Statistical Report on Internet Development in China](#) and [Homepage](#))
4. What are the two most “connected” countries in Africa; what are the two least “connected”? What does the data say about availability, affordability, adoption, use, speed, divides, according to the Broadband Commission's [The State of Broadband 2017: Broadband Catalyzing Development](#) and the International Telecommunications Unions [Measuring the Information Society Report, 2017](#) (volumes [one](#) and [two](#)).

Week 7 (Oct. 16): Reading Week—No Class

Week 8 (Oct. 23): Common Carriage (aka Net Neutrality) in the US and EU28

Gilroy, A. (2015). [Access to Broadband Networks: The Net Neutrality Debate](#). Washington, DC: Congressional Research Service (28pp).

Scott, B., Heumann, S. & Kleinmans, J. P. (2015). [Landmark EU and US Net Neutrality Decisions](#). Waterloo, ON: CIGI and Chatham House (12pp).

Galpaya, H. (2017). [Zero-rating in Emerging Economies](#). Waterloo, ON and London, UK: Centre for International Governance Innovation and Chatham House. (21pp).

Week 9 (Oct. 30): Net Neutrality and Common Carriage in the EU28, India and Around-the-World

Klass, B., Winseck, D., Nanni, M. & Mckelvey, F. (2016). [There ain't no such thing as a free lunch: Historical and international perspectives on why common carriage should be a cornerstone of communications policy in the Internet age](#). CMCR Project's submission to the CRTC's Review of Differential Pricing (CRTC 2016-192) (Read pp. 3-67).

Belli, Luca (2017). [Net neutrality, zero rating and the Minitelisation of the internet](#), *Journal of Cyber Policy*, 2:1, 96-122.

Workshop (last 45-60 minutes of class): Prepping for Net Neutrality Roundtable

Week 10 (Nov. 6): The Cases for and Against Net Neutrality in the US, EU and India

3 groups will present on the state of Net Neutrality policy debates in the US, European Union and India. Presentations and reports will draw on previous readings and the following proceeding to do so.

Net Neutrality in the United States

Federal Communications Commission (2015). [*Protecting and Promoting the Open Internet: Report and Order*](#) (Read Executive Summary, pp. 5604-5617). Washington, D.C.: Author. (11pp) (Pro NN: ; Anti:).

Net Neutrality in the EU28

Body of European Regulators for Electronic Communication (2016). [*BEREC Guidelines on the Implementation by National Regulators of European Net Neutrality Rules*](#). Riga, Latvia: BEREC. Also see: Body of European Regulators for Electronic Communication (2016). [*About BEREC's Net Neutrality Guidelines*](#). Riga, Latvia: BEREC (Pro NN: ; Anti:).

Net Neutrality in India

Telecommunications Regulatory Authority of India (2016). [*Prohibition of Discriminatory Tariffs for Data Services Regulations*](#). Mumbai: TRAI. (15pp) (Pro NN;; Anti:).

Week 11 (Nov. 13): Platform Regulation and Content Moderation: What's to be done about Global Internet Giants?

Kaye, D. (2019). *Speech Police: The Global Struggle to Govern the Internet*. New York: Columbia Global Reports (Chapters 1-3).

Belli, L. & Zingales, N. (2017). Law of the Land or Law of the Platform? Beware of the Privatisation of Regulation and Police. In Belli, L. & Zingales, N. (eds.). [*Platform Regulations*](#) (pp. 41-64).

Week 12 (Nov. 20): Platform Regulation and Content Moderation: Should Platforms be Regulated like Media Companies, Common Carriers or . . .?

Kaye, D. (2019). *Speech Police: The Global Struggle to Govern the Internet*. New York: Columbia Global Reports (chapters 4-7)

Workshop (last 45-60 minutes of class): Prepping for the Platform Regulation Roundtables

Week 13 (Nov. 27): Platform Power, Data Protection and Disinformation Campaigns: Reading the Reports/Results of National Inquiries—Australia, Canada and the United Kingdom

Groups will present on one of three inquiries regarding internet and platform regulation in Australia, Canada or the United Kingdom. Presentations and reports will draw on previous readings and during the first week will review the final reports produced by the inquiries. Each group should join forces with their corresponding group in the following week.

Australian Competition and Consumer Commission (ACCC) (2019). [Digital platforms inquiry. Final Report](#). Melbourne, Australia: Author.

Canada, House of Commons Committee on Access to Information, Privacy and Ethics (ETHI)(2018). [Democracy Under Threat: Risks and Solutions in the Era of Disinformation and Data-polities](#). Ottawa: Government of Canada.

United Kingdom, House of Lords Select Committee on Communications (2019). [Regulating in a digital world](#). London, UK: Author.

Watch: United States, Judiciary Committee (June 11, 2019). [Online Platforms and Market Power, Part 1: The Free and Diverse Press](#).

Week 14 (Dec. 4): Regulating Platform Power—the Sausage Factory, Reviewing the Public Record of the Internet Regulation Inquiries in Australia, Canada and the United Kingdom

Groups will present on the processes and public record behind one of the internet and platform regulation inquiries that have recently taken place in Australia, Canada or the United Kingdom. Unlike the previous week, the task this week is to identify who appeared before or made submissions to these committees and to critically examine the evidence and claims that they put on to the public record.

Each group should join forces with their corresponding group from the previous week.

Australian Competition and Consumer Commission (ACCC) (2019). [Digital platforms inquiry. Final Report.](#) Melbourne, Australia: Author.

Canada, House of Commons Committee on Access to Information, Privacy and Ethics (ETHI)(2018). [Democracy Under Threat: Risks and Solutions in the Era of Disinformation and Data-polies.](#) Ottawa: Government of Canada.

United Kingdom, House of Lords Select Committee on Communications (2019). [Regulating in a digital world.](#) London, UK: Author.