PAPM 4000D: Capstone Seminar in Public Affairs and Policy Management
FALL 2020

Instructor: Jeni Armstrong
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Office Hours: - via phone or video call (Zoom): Mondays starting Sept 21, 1:30 PM to 2:30 PM;
     (note: Monday office hours fall within the course's pre-scheduled block of time)
    - via phone or video call (Zoom): Thursdays starting Sept 17, 10:30 AM to 11:30 AM
    - Other days/times by appointment

Class Times: Mondays starting Sept 14, 12:00 PM to 1:30 PM
    Online via Zoom
    See "Class Meeting TImes" for more details

    Readings and other pre-recorded content are to be completed in advance of class
    See "Class Schedule" for more details

Course Description

In this course, we will explore a range of issues related to platform governance -- the rules that govern internet-based companies and their users (aka: us) in Canadian context.

This course is not about the internet, or the regulation of the internet. It's about the platforms that operate on the internet, if they should be regulated, and how that might be done. With a heavy focus on contemporary readings, we will examine a range of issues that intersect with governance: data, privacy, and surveillance; online hate and violence; the tension between old and new forms of media; and disinformation and democracy. We will also take a close look at the state of public opinion research as it relates to platform governance in Canada.

The course will be taught in a hybrid format that will rely heavily on self-directed learning, combined with weekly live sessions. In addition to the work required to complete the assignments, you can expect to read (on average) 75 pages a week for this course and spend around half an hour each week watching pre-recorded content (this will vary week to week). In eight of the 12 weeks, we will be joined by other academics/researchers, policy makers (political and public service), and industry leaders, giving you direct access to experts with real-world experience in the issues surrounding platform governance.

Learning Outcomes

By the end of this twelve-week course, successful students will have demonstrated an advanced understanding of the complex issues related to platform governance in Canada, and demonstrated their ability to:

- Write concise and persuasive briefing materials at a professional or near-professional level. This includes the ability to adhere to strict caps/limits on length, develop convincing recommendations based on sound research and analysis, and submit all work before the assigned deadlines.

- Conduct independent research that expands on ideas and issues explored in the course. This includes the ability to identify, assess, and defend new sources of information, and the ability to engage with a variety of primary and secondary sources, including the guest speakers invited to our class meetings.

- Deliver effective presentations. This includes the ability to demonstrate a clear understanding of assigned reading, the ability to summarize information in a clear and organized manner, and the ability to respond thoughtfully to questions.

- Act in a supportive and professional manner while working independently and in groups. This includes the ability to provide constructive and meaningful feedback on others' contributions and observations, and the ability to cooperate with others on shared assignments.

Required Texts

- *Reset: Reclaiming the Internet for Civil Society*, Ronald Deibert, House of Anansi Press Inc, September 2020.

  (**Note:** this book will be released in late September (available via Chapters/Indigo Sept 29, but can be pre-ordered now)

- Weekly readings as assigned

Evaluation

Note that the assignments that account for 70% of your final grade (Seminar Leads, Briefing Note) are mandatory; you must complete and submit them to receive a grade for the course.

Assignment	Percentage	Due Date
Discussion Forum	**30%** - 20% for posting one article and summary each week (2% x 10 weeks) - 10% for posting (at least) one <u>meaningful</u> comment or question on another student's post each week (1% x 10 weeks)	Weekly starting in Week 2 (Sept 21) - article posting and summary due weekly by 11:59 AM Mondays (before live class sessions) - comment/question due on previous week's posts by 11:59 AM Mondays (ie: you will have one week to read and respond to at least one article) (Note: for our last class, deadline shifts to 11:59 AM Fri Dec 11)
Seminar Leads	**20%** - 10% for summary note - 10% for presentation * everyone in each group will receive the same mark	Weekly starting in Week 3 (Sept 28) and ending in Week 10 (Nov 30) - must self-select groups and sign up for presentation weeks by Week 2 (Sept 21)
Briefing Note	**50%** - 10% for topic proposal - 40% for final briefing note	Topic proposal due before Week 6 live class (11:59 AM, Mon Nov 2) Final briefing note due before Week 12 live class (11:59 AM, Fri Dec 11)

Discussion Forum (30%)

Each week starting in Week 2 (Sept 21), you will contribute to helping build a shared and expanded body of knowledge on the material we are covering in the course, through an online discussion forum on cuLearn.

There are several reasons for this assignment. First, we are dealing with global topics that change on a near-daily basis -- sharing articles via the forum will help keep everyone informed on new/breaking developments. Second, it will challenge you to seek out new and alternative sources of information beyond the assigned readings (note: source quality matters). Third, it will test your ability to effectively summarize new information with a hard cap on content. And finally, the requirement to comment on others' posts will encourage you to provide constructive and meaningful feedback on contributions made by other students (note: you can't do this without reading the article!).

This is a weekly assignment that will get easier as time goes on; you should spend no more than an hour on this each week (that includes finding, reading, summarizing and posting your article, and commenting on at least one other).

This weekly assignment has two parts:

1) Original posts (20%): Each week, you will independently find at least one new reading that relates to the course content, and post it along with a summary in the online discussion forum on cuLearn. Sources should be ones widely recognized as reliable and reputable. Podcasts count, and posts that examine public opinion on platforms and related issues are strongly encouraged! You should check the forum before posting to ensure that you are not duplicating another student's suggested reading. Your posts should follow this format:

Title of the post is the title of the article you are sharing

- Use bullet points to succinctly summarize the content of the article ("succinct" means two or three bullets; 100 words max).
- Though the writing must be brief, it should also be compelling -- showing a clear connection to the course content and, in effect, making the case for why other students should read it.
- To guide your work, I have added an example post in the forum, and will provide you with a grading rubric in our first class (Sept 14).
- Read more from **name of source: link to article**

   (hint: all the copy in this box, except for this hint, equals 100 words!)

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2) Meaningful comments (10%): Each week, you will make a meaningful comment or pose a thoughtful question on at least one of the other posts in the forum.

Examples of meaningful comment/questions:

— "Thanks for sharing this! Do you know if this is the first time Zoom has deleted user accounts in response to government requests?"

✓ shows that you've read the article and are thinking about its content and implications

— "The polling data on social media companies and trust is interesting. It seems to contradict the Gallup poll from the summer that says that most Americans do <u>not</u> trust social media companies to make the right decisions about what content should be allowed on the platforms."

✓ shows that you've read the article and are situating it in the context of other information you've learned (note: if you're going to mention another source, please include a link so that everyone can follow along)

Examples of comments/questions that don't pass the "meaningful" test:

— "Awesome article thanks"

⮽ a nice sentiment, but doesn't show that you've read the article and doesn't further the conversation

— "This is completely stupid, as if you can trust MSM to get the story right lol"

⮽ shows that you (maybe) read the article but is also dismissive, impolite, and unprofessional

Your participation in the discussion forum will count for 30% of your final grade. You can earn a maximum of 20% for the articles and summaries you post (2% x 10 weeks) and a maximum of 10% for the comments or questions you post (1% x 10 weeks).

Seminar Leads (20%)

Each week starting in Week 3 (Sept 28), and running for eight consecutive classes, students will lead short live seminar discussions based on the week's main theme and assigned reading(s). These will be prepared and presented in groups or two or three (final numbers will depend on class registration). Your presentation should identify and build on the key issues from the assigned reading(s) and be designed to prompt and encourage questions and debate. You must self-select your groups and sign up for your preferred presentation week by our second class (Sept 21). Presentation dates will be granted on a first-come-first-served basis and can be secured by sending me an email (jeni.armstrong@carleton.ca).

Seminar leads have two parts:

1) Summary note (10%): As a group, you will write a one-page summary, to be distributed to the class by noon the day before (ie: 12 PM Sundays), along with two questions for discussion. You can share this with the class by email, via cuLearn. To guide your work, I will provide you with a sample one-pager and a grading rubric by Week 2 (Sept 21).

2) Presentation (10%): As a group, you will deliver a brief verbal presentation that expands on the ideas or questions raised in the summary. The presentations should be no more than 15 minutes long, followed by five to 10 minutes of questions and class discussion. The presentations should <u>not</u> simply be a summary of the week's readings; assume that everyone in the class has read the material and is able to get straight to the discussion. Presentations that only summarize the readings will be penalized. Instead, your presentations should:

— Identify the overarching themes that connect the readings, how they relate to the week's subject and the broader themes covered in the course
— Touch on any points of agreement (or disagreement) among the readings, and among other readings discussed in the course
— Be structured as instruction (ie: as if you are teaching the material, not just summarizing it)

Seminar leads will count for 20% of your final grade. You can earn a maximum of 10% for the summary page your group creates, and a maximum of 10% for the group presentation. All members of the group will receive the same grade for both the summary and the presentation.

Briefing Note (50%)

For your major assignment -- worth fully half of your final grade -- you will write a briefing note for the Canadian prime minister or a relevant Cabinet minister on a current or recent issue relating to online platform governance, written from the point of view of a policy advisor in the public service, seeking a decision. The topic is up to you but you will be required to "check in" with me via a one-page proposal.

This assignment has two parts:

1) **Topic proposal (10%):** You will write a one-page proposal that outlines the subject you would like to focus on in your final briefing note. Though it may seem obvious in some cases, you will be expected to make a persuasive argument for your topic -- in particular, you should be clear on why the issue is relevant and timely (if it doesn't meet those criteria, your Deputy Minister would not allow it to advance to the PM or a Cabinet minister!). Your proposal should also include an initial list of some of the resources / sources you intend to use to complete your final briefing note.

The topic proposal is due before our Week 6 live class (11:59 AM, Mon Nov 2). To guide your work, I will provide you with a grading rubric by Week 2 (Sept 21).

2) **Briefing note (40%):** You will write a briefing note on an approved topic of your choice. It will consist of three separate parts: the briefing note, annexes (minimum of two) and an annotated bibliography. I have provided suggested word counts below, but the division is ultimately up to you. There is a hard cap of 2500 words on the note and the annexes (I will not read past this point). The bibliography is not included in this word count.

[A note on tone: The briefing note and annexes should look and sound like they were prepared by a senior policy adviser for a high-level decision-maker. The annotated bibliography should look and sound like it was prepared by a student for a professor.]

<u>Briefing Note</u>

As your will note from the readings, there are many different ways to structure a briefing note! For the purposes of this assignment, your note should include the following elements (these are included simply as a "checklist" -- we will discuss the format/template separately):

— **Recipient**
    This identifies who the note is being written for; eg: "Briefing Note for the Minister of X."
— **Subject**
    This is a sentence that serves as the title for the note; eg: "Banning Political Advertising on Social Media Platforms."

— **Purpose**

In this assignment, you will be seeking a decision, so your note must specify "For Decision."

— **Issue (50-100 words)**

This is a <u>true</u> summary of the situation that puts the bottom line up front; it's what you would say if the recipient gave 60 seconds to explain why the issue matters and why a decision is needed.

— **Background (300-500 words)**

This is a more detailed summary that gives the background/history of the issue to date. It can be as long as several paragraphs or as brief as a few bullet points, but must give the recipient the context needed to understand the current situation. This is also where you would cite any public opinion research, if relevant.

— **Considerations (500-700 words)**

This is where you present the facts, arguments, and analysis that provide the evidence/rationale for the options you will provide and the recommendation you will make. If relevant, this is also where you could provide a link back to known strategic priorities (eg: speech from the throne, budget, etc.).

— **Options (200-400 words)***

This section should clearly state your proposed options and the potential implications (both advantages and disadvantages) of each.

— **Recommendation (100-200 words)***

This clearly states which option you are recommending; it should not introduce new information.

— **Decision***

This is where the recipient will choose one (or none) of the options you have provided (you should list them with a check box beside each, and a signature line at the bottom). You should not assume that your options are satisfactory as-is (include a "would like to discuss further" option).

— **Contacts**

This identifies who has drafted the note, in case further information is needed (name, title, phone number)

*Note: take care to ensure that the wording used to describe the options in these three sections is aligned. You might be tempted to "mix it up" but that can introduce confusion about what you are recommending, and what the PM / Minister is agreeing to.

<u>Annexes</u>

The annexes are where you can provide additional detail about each of the options proposed in your note. They are broken out as separate elements because briefing notes are generally short. Further, your recipient may not require the additional information (if s/he is well-briefed on the issue) or may be pressed for time (breaking out these additional details helps keep your briefing note short and to-the-point, and for the purposes of this assignment demonstrates that you fully understand the issue). Each annex should include the following elements:

- **Option**

  This section simply restates the name of the name of the option, consistent with how it was referenced earlier in the text (no need to be creative here!).

- **Further Details**

  This section allows you to provide a more detailed description of the option; you have more space here than in the briefing note itself. For example, if you are proposing fines for platforms that contravene rules on speech, here you could provide more details about the amounts, how and when they might apply, the number of offences required to trigger the penalty, etc.

- **Additional Considerations**

  Similarly, this section gives you a chance to elaborate on the considerations already mentioned in the briefing note and/or introduce additional considerations for your proposed option that were not included in the note but may still be helpful information for the recipient.

For this assignment, you must provide two (minimum) or three (maximum) annexes along with your note. **Reminder:** Combined, the briefing note plus annexes should not exceed 2500 words total.

Annotated Bibliography

The annotated bibliography must include a listing of all of the sources consulted, along with two or three sentences explaining in precise terms the value of each one and its contribution to your briefing note. This is where you will also provide credit for any ideas, statistics, or quotations used in your briefing note.

[You will not provide references in the briefing note, but should still provide credit to others in the text (e.g., "As Ronald Deibert has argued ..."). Fuller references will be in your annotated bibliography. Direct quotations in your note must always be in quotation marks and your text should make it clear who you are quoting.] There is no word count limit associated with the annotated bibliography.

Grading and deadline

You will be graded on both the content of your note (how clearly you present the case, the quality of evidence presented, and its direct relevance to the issue being discussed) and on the quality of your writing (should be detailed yet concise, should flow almost seamlessly from one section to the next, and should be persuasive and convincing).

The final briefing note is due before our Week 12 live class (11:59 AM, Fri Dec 11). To guide your work, I will provide you with a list of questions to consider when drafting your note, as well as a grading rubric, by Week 4 (Oct 5).

Class Meeting Times

We will meet as a class weekly mid-day on Mondays, via Zoom, starting on September 14 and ending on December 11 (in the last week, we will have class on both Monday and Friday as Dec 11 is the final day of Fall Term). The classes will start at 12:00 PM and will be between 1.0 and 1.5 hours long (longer sessions for days when there are guest speakers joining us live). **To make sure you do not miss out on any of the live sessions or guest speakers, you should set aside the time between 12:00 PM and 1:30 PM each week**, with the understanding that we may wrap up our sessions earlier if there is no guest speaker.

See "Attendance and Assignment Expectations" for more details

Attendance and Assignment Expectations

TL;DR: Show up for class and hand your work in on time.

Attendance and Participation:

I expect you to complete assigned readings, watch/listen to all of the assigned pre-recorded content, and attend all "live" class sessions. This is especially important where guest speakers are concerned; these are subject matter experts who can give you invaluable insights into the topics we will be covering and who, if format/timing permits, can answer your questions directly. Attendance in live class sessions is critical to your success in this course. You will be able to glean a lot from the readings and pre-recorded content, but there is no substitute for showing up.

(That said: if there is a genuine, exceptional, unavoidable circumstance that prevents you from attending or participating in any given week, please reach out to me as soon as possible and we will see if we can negotiate a reasonable accommodation. This will ensure that you don't miss out on any important content, but note that you cannot earn attendance/participation marks if you do not attend or participate in the live class sessions.)

Regular participation in class discussions, including the class discussion forum, is also expected. People working in political and non-partisan jobs -- including those working outside government, such as in consulting or advocacy roles -- are expected to be well-informed and able to share facts and present opinions on a wide range of issues. This means that you must be prepared to offer and defend your perspective, and to do so in a way that is diplomatic and thoughtful. In that spirit, your contributions to the class -- both "in person" and online -- should be positive and supportive, and reflect the fact that you have done your work and thought about your comments before you offer them to the class.

Assignments:

I expect you to meet all assignment deadlines. Failure to hand in your assignment by the assigned date/time will result in a zero on that assignment unless you have received an extension from me, in writing, prior to the deadline. Extensions are fully at my discretion, will be granted *only in truly exceptional circumstances*, and I expect you to be reasonable in making your requests (ie: I will not look favourably upon previous-day requests, and you should expect all same-day requests to be denied). I'm going to quote a previous Carleton instructor (Yarsolav Baran) here -- he was speaking specifically of communications staff, but it applies equally to those who do policy work inside and outside of government:

> *"This (expectation) is not an arbitrary policy, but rather, a reflection of the working reality of political communication in the marketplace: tardiness in preparing for a critical press conference can have dire consequences; a memorandum for a client undergoing merger/acquisition negotiations is worthless if it comes in <u>after</u> the critical meeting; a masterful speech is irrelevant if it the final masterful version isn't ready until <u>after</u> the rally is over and the audience has gone home. Whatever our product may be, we must learn to write it not only <u>well</u>, but on <u>strict deadline</u> as well."*

I expect you to submit all assignments as follows. The discussion forum contributions (posts, comments) should be made directly in the online discussion forum on cuLearn. The summary note for seminar leads should be shared with the class by email. All other written assignments (briefing note topic proposal, final briefing note) should be submitted via cuLearn (PDFs strongly preferred; each assignment should include a cover page with your name, the due date, the submission date, the assignment title, and the world count).

A Final, Obvious Word: Beyond the minimum required to complete the discussion forum assignment in the course, I expect you to pay attention to the daily political news -- specifically in Canada at the federal and provincial level, though the outcome of the U.S. presidential election will be worth following as well. This means paying particular attention to the issues being dealt with by the Prime Minister and Premiers, their respective cabinets, and key stakeholders.

Class Schedule

Week / Date	Topic
Week 1: September 14	**Introduction**
Week 2: September 21	**Public Policy / Briefing Notes**
Week 3: September 28	**Telecommunications Governance**
Week 4: October 5	**Online Platforms**
No Class October 12	*Thanksgiving*
Week 5: October 19	**Data, Privacy, and Surveillance**
No Class October 26	*Fall Break*
Week 6: November 2	**Online Hate and Violence**
Week 7: November 9	**The Challenge for Media**
Week 8: November 16	**Disinformation and Democracy**
Week 9: November 23	**Thinking About Regulation**
Week 10: November 30	**Public Opinion Research and Online Platforms**
Week 11: December 7	**The Platforms Speak**
Week 12: December 11	**Review / Wrap Up**

General note:
You should watch/listen to all assigned A/V content, and complete all assigned readings, before we meet for our live class. With the exception of the assigned textbook, you will be able to access all assigned readings and A/V content via the course page. Additional content may be assigned from time to time, so be sure to check the page regularly for updates and additions.

Week 1 (Sept 14): Introduction

Our focus this week ...

— **We will meet via Zoom on Monday, Sept 14, from 12:00 PM to 1:00 PM.**
— This week will focus on an introduction to the course and its content.
— In our class meeting, we will review this week's content and introduce two of the course assignments (a graded discussion forum that will last the length of the course, and weekly seminars to be led by small groups of students).
— There will be no guest speaker in our class meeting this week.

A/V: **1) Video:** <u>Personal introduction</u>
                          2) Video: <u>Office hours</u>

Readings: **1) Journal Article:** "What is Platform Governance?" by Robert Gorwa, *Information, Communication & Society,* February 2019. (18 pages)
                          2) Article: "Introduction: Why Platform Governance? " by Taylor Owen, (CIGI) website. (5 pages)
                          3) Report: *Online Harms White Paper* by UK Government, April 2019.
                          (This White Paper provides a good introduction to many of the issues and ideas we will be addressing during the course. It was the first attempt to address a broad range of online harms in a coherent way and is worth reading in full, but at a minimum, you should read the <u>Executive Summary</u> (pp. 5-10), <u>Introduction</u> (pp. 11-39) and <u>Conclusion and next steps</u> (pp. 95-96).) (90 pages)

Assignments: **1) Discussion Forum:** post/summary only; no comments due
                          - due before next live class: 11:59 AM, Monday, Sept 21
                          2) Seminar Leads: self-select groups and sign up for presentation weeks
                          - due before next live class: 11:59 AM, Monday, Sept 21

Week 2 (Sept 21): Public Policy / Briefing Notes

Our focus this week ...

— **We will meet via Zoom on Monday, September 21, from 12:00 PM to 1:30 PM.**
— This week will focus on public policy (what it is, why it matters) and on a key product used to advance policy decisions inside government: the briefing note.
— In our class meeting, we will review this week's content and introduce the course's major term assignment (a professional briefing note on online platform governance).
— This week's guest speaker will be **Paul Wilson**, Associate Professor, Riddell Graduate Program in Political Management (Carleton University) and former Director of Policy in the Office of the Prime Minister from 2009 to 2011.

A/V: 1) **Video:** The Jeni Armstrong School for People Who Can't Write Good and Wanna Learn To Do Other Stuff Good Too

Readings: 1) **Journal Article:** "Overview of Public Policy: The Public and Its Policies" by Robert E. Goodin, Martin Rein, and Michael Moran, The Oxford Handbook of Political Science, September 2013. (25 pages)
  2) **Guide:** "Classic Format of a Briefing Note" by Robert B. Parkinson, WritingForResults.net website (3 pages; PDF includes optional annexes)
  3) **Guide:** "Briefing Notes Style Guide" by Andrew Graham, School of Policy Studies, Queen's University website. (8 pages)
  4) **Guide:** "How to Write Briefing Notes," PublicSectorWriting.com website. (2 pages)
  5) **Guide:** "Writing a Briefing Note" by Heather McWhinney, Johnson Shoyama School of Public Policy website. (32 pages; PowerPoint deck)

Assignments: 1) **Discussion Forum:** post/summary
  - due before next live class: 11:59 AM, Monday, Sept 28
  2) **Discussion Forum:** comment/question on a previous week's post
  - due before next live class: 11:59 AM, Monday, Sept 28
  3) **Seminar Leads:** one-page summary note (for group presenting on Sept 28)
  - to be distributed to class no later than 12:00 PM, Sunday, Sept 27

Week 3 (Sept 28): Telecommunications Governance

Our focus this week ...

— **We will meet via Zoom on Monday, Sept 28, from 12:00 PM to 1:30 PM.**
— This week will focus on how telecommunications are governed in Canada, how changes in how Canadians communicate and consume media are challenging the existing rules, and what we need to consider moving forward.
— In our class meeting, we will review this week's content, address any outstanding questions about course assignments, and begin seminar lead presentations.
— This week's guest speaker will be **Mark Schaan**, Associate Assistant Deputy Minister (Strategy and Innovation Policy Sector), Innovation, Science, and Industry.

A/V: 1) **Video:** Topic TBD
2) **Audio:** This is Not a Drake Podcast (Episode 1: Toronto was Always a Hip-Hop City), CBC (47:50 minutes; content on CRTC is in the first 17 minutes)

Readings: 1) **Report:** *Canada's Communications Future: Time To Act* (final report of the federal Broadcasting & Telecommunications Legislative Review Panel), January 2020 (30 pages)

(Please read Overview and Recommendations)
2) **Transition Binder:** prepared for the Minister of Canadian Heritage, 2019. (16 pages) (Please read Towards an Equitable Canadian Broadcasting System, The Canadian Broadcasting Corporation / Radio-Canada, Accountability and Transparency of Digital Intermediaries in Canada, and An Audiovisual Policy Framework for Canada)
3) **Article:** "After the tech-lash: new digital policy priorities in the post-pandemic world" by Michael Geist, The Globe and Mail, May 5, 2020. (2 pages)

Assignments: 1) **Seminar Leads:** one-page summary note (for group presenting on Oct 5)
- to be distributed to class no later than 12:00 PM, Sunday, Oct 4
2) **Discussion Forum:** post/summary and comment/question
- due before next live class: 11:59 AM, Monday, Oct 5

Week 4 (Oct 5): Online Platforms

Our focus this week ...

— **We will meet via Zoom on Monday, Oct 5, from 12:00 PM to 1:30 PM.**
— This week will focus on online platforms, their business models, how Canadians use them, and why they matter so much.
— In our class meeting, we will review this week's content and continue seminar lead presentations.
— This week's guest speaker will be **Chris Beall**, Policy Lead, Platform Governance, Centre for International Governance Innovation (CIGI), and former director for the Digital Citizen Initiative (DCI) at the Department of Canadian Heritage.

A/V:
       1) Video: Topic TBD
       2) Video: Models for Platform Governance, CIGI (6:06 minutes)

Readings:
       1) Report: *The State of Social Media in Canada 2020* by Anatoliy Gruzd and Philip Mai, Ryerson University Social Media Lab, July 2020. (18 pages)
       2) Article: "The Trouble with Scale" by Mattathias Schwartz, Rest of World website, May 19, 2020. (4 pages)
       3) Paper: "The Case for Platform Governance" by Taylor Owen, CIGI website, November 2019. (15 pages)
       4) Book: *Reset: Reclaiming the Internet for Civil Society*, Ronald Deibert, House of Anansi Press Inc, September 2020.
       (Please read Chapter 1 and Chapter 2)
       (Reminder: available via Chapters/Indigo Sept 29; can pre-order now)

Assignments:
       1) Seminar Leads: one-page summary note (for group presenting on Oct 19)
       - to be distributed to class no later than 12:00 PM, Sunday, Oct 18
       2) Discussion Forum: post/summary and comment/question
       - due before next live class: 11:59 AM, Monday, Oct 19

       NOTE: No class week of October 12 (Thanksgiving).

Week 5 (Oct 19): Data, Privacy, and Surveillance

Our focus this week …

— **We will meet via Zoom on Monday, Oct 19, from 12:00 PM to 1:30 PM.**
— This unit will build on earlier readings that touched on data, privacy and surveillance and take a closer look at the ubiquity of surveillance, what this means for our "offline" lives, different approaches to data and privacy protections, and some of the related challenges.
— In our class meeting, we will review this week's content, continue seminar lead presentations, and touch base on the briefing note topic proposal (due Nov 2).
— This week's guest speaker will be **Chris Parsons**, Senior Research Associate, The Citizen Lab, Munk School of Global Affairs and Public Policy, University of Toronto.

A/V: 1) **Video:** Topic TBD
2) *The Great Hack* (documentary about the Facebook - Cambridge Analytica data breach), 2019. (1 hour 53 minutes)

Readings: 1) **Multimedia:** "One Nation, Tracked" (multi-part interactive series by the New York Times), December 2019.
2) **Article:** "How Your Phone Betrays Democracy" by Charlie Warzel and Stuart A. Thompson, The New York Times, December 22, 2019. (5 pages)
3) **Article:** "You are Now Remotely Controlled" by Shoshana Zuboff, The New York Times, January 24, 2020. (10 pages)
4) **Article:** "Jeff Bezos' Phone Hack Should Terrify Everyone" by Charlie Warzel, The New York Times, January 24, 2020. (3 pages)
5) **Report:** *We Chat, They Watch: How international users unwittingly build up WeChat's Chinese censorship apparatus,* by Jeffrey Knockel, Christopher Parsons, et al, The Citizen Lab, University of Toronto, May 2020. (44 pages)
6) **Article:** "Harnessing the collective potential of GDPR access rights: towards an ecology of transparency" by René L.P. Mahieu and Jef Ausloos, Internet Policy Review website, July 6, 2020. (4 pages)

Assignments: 1) **Seminar Leads:** one-page summary note (for group presenting on Nov 2)
- to be distributed to class no later than 12:00 PM, Sunday, Nov 1
2) **Briefing Note:** topic proposal
- due before next live class: 11:59 AM, Monday, Nov 2
3) **Discussion Forum:** post/summary <u>and</u> comment/question
- due before next live class: 11:59 AM, Monday, Nov 2

NOTE: No class week of October 26 (Fall Break).

Week 6 (Nov 2): Online Hate and Violence

Our focus this week …

— **We will meet via Zoom on Monday, Nov 2, from 12:00 PM to 1:30 PM.**
— This week will focus on the nature of online hate and harmful speech, and how online platform business models might contribute to their growth. We will examine the offline implications of online hate and violence, and consider potential solutions.
— In our class meeting, we will review this week's content and continue seminar lead presentations.
— This week's guest speaker will be **Heidi Tworek**, Associate Professor, International History, University of British Columbia, and Fellow at the Joint Center for History and Economics at Harvard University and the German Marshall Fund of the United States

A/V:
    1) Video: Topic TBD
    2) Audio: Free Speech And Hate Speech: Another Reckoning For Social Media Companies (interview with Daphne Keller of Stanford Cyber Policy Center, Louise Matsakis of Wired, Wired, and John Matze of Parler), National Public Radio, July 2020. (35:00 minutes)

Readings:
    1) Article: "How online hate turns into real-life violence" by Rachel Hatzipanagos, The Washington Post, November 30, 2018. (4 pages)
    2) Article: "The Hate Store: Amazon's Self-Publishing Arm is a Haven for White Supremacists" by Ava Kofman, Francis Tseng, and Moira Weigel, ProPublica website, April 7, 2020. (11 pages)
    3) Article: "'Dark pools' of hate flourish online. Here are four controversial ways to fight them" by Eva Frederick, Science Magazine website, August 22, 2019. (4 pages)
    4) Report: *Poisoning Democracy: How Canada Can Address Harmful Speech Online,* by Chris Tenove, Heidi J.S. Tworek, and Fenwick McKelvey, Public Policy Forum, November 2018. (30 pages)
    5) Article: "Silicon Valley is getting tougher on Trump and his supporters over hate speech and

    disinformation" by Craig Timberg and Elizabeth Dwoskin, The Washington Post, July 10, 2020. (5 pages)
    6) Report: *It's Not Just the Content, It's the Business Model: Democracy's Online Speech Challenge,* by Nathalie Maréchal and Ellery Roberts Biddle, New America's Open Technology Institute, March 2020. (40 pages)
    7) Report: *Mixed Messages? The Limits of Automated Social Media Content Analysis,* by Natasha Duarte, Emma Llsano, and Anna Loup, Center for Democracy & Technology, November 2017. (20 pages)

Assignments:
    1) Seminar Leads: one-page summary note (for group presenting on Nov 9)
    - to be distributed to class no later than 12:00 PM, Sunday, Nov 8
    2) Discussion Forum: post/summary <u>and</u> comment/question

- due before next live class: 11:59 AM, Monday, Nov 9

Week 7 (Nov 9): The Challenge for Media

Our focus this week …

— **We will meet via Zoom on Monday, Nov 9, from 12:00 PM to 1:30 PM.**
— This week will focus on the state of the news industry in Canada, how the rise of online platforms has affected the industry, and what the shifting landscape means for how Canadians consume news and information.
— In our class meeting, we will review this week's content and continue seminar lead presentations.
— This week's guest speaker will be **Rebecca Caldwell**, Director of Policy, Office of the Minister of Canadian Heritage (and former journalist).

A/V: **1) Video:** Topic TBD

Readings: **1) Report:** "The Shattered Mirror: News, Democracy and Trust in the Digital Age" by Public Policy Forum, January 2017. (88 pages)
2) Report: "The Impact of Digital Platforms on News and Journalistic Content" by Derek Wilding and Peter Fray, Centre for Media Transition (University of Technology Sydney), October 2018. (69 pages)
(Please read Executive Summary, Introduction, Chapter 1, Chapter 2)
3) Article: "The New Media is Made of Memes" by Logan Hill, Wired Magazine, March 7, 2016. (10 pages)
4) Article: "Seize the Memes: Teenagers are Rewriting the Rules of the News," The Economist, December 18, 2019. (7 pages)
5) Article: "Why Don't We Just Ban Targeted Advertising?" by Gilad Edelman, Wired Magazine, March 22, 2020. (8 pages)
6) Transition Binder: prepared for the Minister of Canadian Heritage, 2019.
(Please read Journalism and the News Ecosystem) (8 pages)

Assignments: **1) Seminar Leads:** one-page summary note (for group presenting on Nov 16)
- to be distributed to class no later than 12:00 PM, Sunday, Nov 15
2) Discussion Forum: post/summary and comment/question
- due before next live class: 11:59 AM, Monday, Nov 16

Week 8 (Nov 16): Disinformation and Democracy

Our focus this week …

— **We will meet via Zoom on Monday, Nov 16, from 12:00 PM to 1:30 PM.**
— This week will focus on the nature of disinformation and some of the threats it poses to Canada's democratic institutions. We will look at different strategies for addressing these threats, including some of the steps Canada took to handle these challenges during the 2019 federal election.
— In our class meeting, we will review this week's content and continue seminar lead presentations.
— This week's guest speaker is TBD.

A/V: **1) Video:** Topic TBD

Readings: **1) Report:** "Democracy Under Threat: Risks and Solutions in the Era of Disinformation and Data Monopoly" (Report to the Standing Committee on Access to Information, Privacy and Ethics), December 2018. (27 pages)
(Please read Recommendations, Introduction, Chapter 1, Chapter 4, Chapter 5, Conclusion)
2) Report: "2019 Update: Cyber Threats to Canada's Democratic Process," Communications Security Establishment (Canada), April 2019. (16 pages)
3) Statement: "Canada Declaration on Electoral Integrity Online," Government of Canada, May 2019. (2 pages)
4) News Release: "Government of Canada unveils plan to safeguard Canada's 2019 Election," Government of Canada, January 30, 2019. (6 pages)
(Please also read Related Backgrounders: Combatting foreign interference, Expecting social media platforms to act, and Safeguarding elections).
5) Transition Binder: prepared for the Minister of Democratic Institutions, 2019. (9 pages)
(Please read Protecting Canada's Democracy and Social media platforms and democracy)
6) Statement: "How Facebook is Helping to Protect the 2020 US Election," fb.com. (1 page)
7) Report: "Digital Threats to Democracy," by The Workshop (New Zealand), May 2019. (36 pages)
8) Journal Article: "Social Media and Democracy: Challenges for Election Law and Administration in Canada" by Michael Pal, *Election Law Journal,* April 29, 2020. (12 pages)
9) Article: "Facebook Considers a Political Ad Ban for Election, Pleasing No One," by Kurt Wagner and Naomi Nix, Bloomberg.com, July 11, 2020. (2 pages)

Assignments: **1) Seminar Leads:** one-page summary note (for group presenting on Nov 23)
- to be distributed to class no later than 12:00 PM, Sunday, Nov 22
2) Discussion Forum: post/summary and comment/question
- due before next live class: 11:59 AM, Monday, Nov 23

Week 9 (Nov 23): Thinking About Regulation

Our focus this week …

— **We will meet via Zoom on Monday, Nov 23, from 12:00 PM to 1:30 PM.**
— This week will focus on regulation as a potential response to concerns discussed so far (privacy, violence, disinformation, etc.). It will take a look at the case for regulation, the case against regulation, the trade-offs involved in addressing different types of online harms, and the challenges of regulating online platforms in Canada.
— In our class meeting, we will review this week's content, continue seminar lead presentations, and touch base on the final briefing note (due Dec 11).
— This week's guest speaker will be **Mark Matz**, Director General, Program Operations for North/Atlantic/Ontario, Infrastructure Canada.

A/V: 1) **Video:** Topic TBD
2) The Platform Challenge: Balancing Safety, Privacy and Freedom (lecture by Alex Stamos, Adjunct Professor at Freeman-Spogli Institute (Stanford University) and former Chief Security Officer at Facebook), May 2019. (1 hour 0 minutes)

Readings: 1) **Book:** *Reset: Reclaiming the Internet for Civil Society*, Ronald Deibert, House of Anansi Press Inc, September 2020. (Please read Chapter 5)
2) **Journal Article:** "Regulating Social Media Platforms: A Comparative Policy Analysis" by Alex Rochefort, *Communication Law and Policy*, April 17, 2020. (36 pages)
3) **Article:** "The UK's war on online harms seems destined to fudge and fail" by Gian Volpicelli, Wired.com, February 14, 2020. (2 pages)
4) **Article:** "Regulate social media now. The future of democracy is at stake." by Anne Applebaum, WashingtonPost.com, February 1, 2019. (2 pages)
5) **Brochure:** "Regulatory effectiveness in the era of digitalisation," Organization for Economic Co-operation and Development, June 11, 2019. (2 pages)

Assignments: 1) **Seminar Leads:** one-page summary note (for group presenting on Nov 30)
- to be distributed to class no later than 12:00 PM, Sunday, Nov 29
2) **Discussion Forum:** post/summary and comment/question
- due before next live class: 11:59 AM, Monday, Nov 30

Week 10 (Nov 30): Public Opinion Research and Online Platforms

Our focus this week …

— **We will meet via Zoom on Monday, Nov 30, from 12:00 PM to 1:30 PM.**
— This unit will build on last week's conversation about regulation as a potential way to address online harms. We will examine what Canadians think about online harms, and what they think are the best ways to address them. We will also look at different approaches to public opinion research and consider how to best assess public opinion when it comes to online platforms.
— In our class meeting, we will review this week's content and wrap up with the final seminar lead presentation.
— This week's guest speaker will be **Clifton van der Linden**, Founder and Chief Executive Officer of Vox Pop Labs, and Assistant Professor, Political Science, McMaster University.

A/V: **1) Video:** Topic TBD

Readings: **1) Article:** "For Canadian voters, trust in social media companies is declining. So is trust in the electoral system" by Susan Delacourt, TheStar.com, April 25, 2019. (2 pages)
          2) Presentation: "Rebuilding the Public Square: What is driving us apart online and what can bring us back together," Ryerson Leadership Lab (Ryerson University), September 2019. (61 slides)
          3) Journal Article: "Forecasting Elections with Non-Representative Polls" by Wei Wang et al., *International Journal of Forecasting*, 2014. (11 pages)
          4) Conference Paper: "On the Measurement of Public Opinion in the Age of Big Data" by Clifton van der Linden, presented at the American Economics Association / Allied Social Science Associations Annual Convention, January 2020. (17 pages)
          5) Article: "Why the Vote Compass methodology holds up" by Clifton van der Linden, Abc.net.eu, June 10, 2016. (4 pages)

Assignments: **1) Discussion Forum:** post/summary <u>and</u> comment/question
          - due before next live class: 11:59 AM, Monday, Dec 7

Week 11 (Dec 7): The Platforms Speak

Our focus this week …

— We will meet via Zoom on Monday, Dec 7, from 12:00 PM to 1:30 PM.
— This unit will give us a chance to hear from the online platforms themselves -- in a candid conversation about what's working, what isn't, and where we go from here.
— In our class meeting, we will address any last questions about the final briefing note (due Friday).
— This week's guest speakers are TBD.

A/V: **1) Video:** Topic TBD

Readings: No readings for this class.

Assignments: **1) Final Briefing Note**
                          - due before next (and final!) live class: 11:59 AM, Friday, Dec 11
                          2) Discussion Forum: post/summary and comment/question
                          - due before next (and final!) live class: 11:59 AM, Friday, Dec 11

Week 12 (December 11): Wrap up and Review

— We will meet via Zoom on Friday, December 11, from 12:00 PM to 1:00 PM.
— This unit will include a quick review of all the topics covered during the course.
— In our class meeting, we will address any outstanding questions about the course content.
— There will be no guest speaker in our class meeting this week.

A/V: **1) Video:** Topic TBD

Readings: No readings for this class.

Assignments: Last call for assignments, <u>due today before our live class</u> (11:59 AM, Dec 11):

                         1) Final Briefing Note
                         2) Discussion Forum: comment/question only

Academic Accommodations

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

Students with Disabilities: You must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation (613-520-6608 / pmc@carleton.ca). If you are already registered with the PMC, contact your coordinator to send me your Letter of Accommodation. I will need to receive this letter no later than two weeks before the due date of the assignment or exam for which accommodation is required. After the request for accommodation has been made, please also schedule a time to meet with me, so that we can make sure that the accommodations you need are in place.

Pregnancy or Religious Observation: As soon as you are aware that accommodation for these reasons may be needed, please contact me directly via email. We will work together to find a way for you to satisfy your course requirements in a way that does not disadvantage you academically.

For more information, including a list of documented disabilities for which accommodations may be requested, visit the Equity Services website:
https://carleton.ca/pmc/registering-with-pmc/documentation-forms/

Academic Integrity

Carleton's 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:

- 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" (in other words, it is not permitted to hand in the same assignment to two or more courses).

You should know that plagiarism is a serious offense which cannot be resolved directly with me. If I suspect that you have submitted plagiarized work, a rigorous investigation will be launched by the Faculty Dean. The penalties for plagiarism are not trivial, and can include a final grade of "F" for the course. You can read more about the process and potential sanctions here.