Carleton University	Department of Law and Legal Studies
	Course Outline

COURSE:		LAWS 3501 – Law and the Information Society
TERM:		**WINTER 2020**
PREREQUISITES:		**1.0 credit in LAWS at the 2000 level.**
CLASS:	Day & Time:	**Tuesdays 8:35-11:25**
	Room:	**Please check with Carleton Central for current room location**
INSTRUCTOR:		**Dr. Michael Christensen**
CONTACT:	Office:	**C476 Loeb Building**
	Office Hrs:	**Mondays 3:00pm – 4:00pm**
	Telephone:	**613-520-2600 #3608**
	Email:	**Michael.christensen@carleton.ca**

CALENDAR COURSE DESCRIPTION

Legal responses to challenges of the information society. Topics may include privacy, surveillance and monitoring, access to information, freedom of expression, control of objectionable content, Charter and human rights issues, and security.

COURSE DESCRIPTION

This course explores some of the social, political and legal challenges that have emerged with the rise of our contemporary information society. As more social and political processes are moved online or become guided by algorithms processing ever greater amounts of personal data, scholars have been forced to rethink the basic legal principles related to privacy, inequality, identity, public speech, and political autonomy. While levels of online engagement vary, the lives of all Canadians are increasingly shaped by data and information regimes that regulate the criminal justice system, the financial sector, education, and other areas of Canadian civil society.

The key learning objectives of the course will put students in a better position to understand contemporary and future issues within legal studies. Firstly, students will learn basic facts about the actors, systems and platforms that collect and use personal data. Understanding how these systems work is a step towards developing a critical analysis of big data and algorithmic regulation, as well as debates about future applications of artificial intelligence and machine learning. Secondly, students will become familiar with the scholarly literature that has uncovered and challenged the actions of governments, large media companies and fringe political actors that have exploited the lax regulation of personal data to anti-democratic ends. Thirdly, students will learn to engage in these debates by completing assignments that ask students to collect and analyze social media data, and to write a critical research paper about a contemporary legal issue related to challenges posed by the emerging information society.

REQUIRED TEXTS

All readings will be posted on cuLearn

EVALUATION

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

Assignment	Description	Due Date	Weight
Reading Quizzes	Completed online each week	**BEFORE** each lecture	10%
Reading Commentary	3-5 pages	January 28	10%
Social Media Group Project	5-7 pages	February 25	20%
Critical Research Paper	8-10 pages	March 24	30%
Final Exam	On lectures AND readings	TBD	30%

COURSE COMPONENTS

Reading Quizzes (10%)

Reading is extremely important in this course and as such, students are expected to do all of the weekly required readings BEFORE each class. To help encourage weekly reading, students are required to complete a short quiz on the week's assigned readings. Quizzes will be posted on cuLearn and will open on Wednesdays at noon and close on Tuesdays at 8:00am. There will be a quiz each week, excluding the first class for a total of 12 quizzes. Missed quizzes cannot be made up but the lowest two quiz scores will be dropped (10 quizzes, worth 1 point each = 10%). Quizzes will be composed of multiple choice or true/false questions and you must get at least 50% of the questions on each quiz correct in order to get full credit. Please ensure that you have a secure and reliable internet connection when completing the quizzes as they will be timed.

Reading Commentary (10%)

Students are required to write a reading commentary meant to develop their critical reading skills. Students may select any one of the weekly readings required for the course to use for this assignment. Commentaries should be **3-5 pages** (12-point font, double-spaced with appropriate margins), and should follow the questions listed on the assignment sheet (instructions will be posted on cuLearn). Reading Commentaries will be due on **January 28**.

Social Media Group Project (20%)

The goal of this exercise is to provide students with some practical experience organizing and conducting a content analysis of social media data. For this exercise you will be using the Netlytic web software to collect data from Twitter, Instagram or Facebook. This will be a group project and your group will write a report based on your analysis. Groups should be small, ideally 2-3 people and no more than 4 people. The paper should be **5-7 pages** (12-point font, double-spaced with appropriate margins), and should follow the instructions outlined in the assignment sheet (instructions will be posted on cuLearn). Groups will also give a short presentation on the day the papers are due (**February 25**).

Critical Research Paper (30%)

To help students apply what they learn about law and the information society, they will be required to write a critical research paper on a topic related to big data, algorithms, AI, social media, privacy or another topic related to the course content. The paper should be **8-10 pages** (12-point font, double-spaced with appropriate margins),

and should follow the instructions outlined in the assignment sheet (instructions will be posted on cuLearn). The papers will be due on **March 24**.

Final Exam (30%)

There will be a final exam on the content covered in class and in the readings. The exam will be held during the final exam period in April and will be a proctored exam. The date, time and location of the exam will be provided by Scheduling and Exam Services sometime in February.

SCHEDULE

January 7: Course Introduction and Syllabus Review
- No readings due

January 14: The World of Data and Algorithms
- O'Neil, Cathy (2016) *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*. New York: Crown. Pgs. 1-31.
- Suzor, Nicolas (2019) *Lawless: The Secret Rules that Govern our Digital Lives*. Cambridge; New York: Cambridge University Press. Pgs. 88-102.

January 21: Inequality and Information Online
- Noble, Safiya Umoja (2018) *Algorithms of Oppression: How Search Engines Reinforce Racism*. New York: New York University Press. Pgs. 15-63.

January 28: The Architecture of Social Media
- Helmond, Anne (2015) "The Platformization of the Web: Making Web Data Platform Ready." *Social Media + Society*. 1(2). Pgs. 1-11.
- van Dijck, Jose., & Thomas Poell (2013) "Understanding Social Media Logic." *Media and Communication*, 1(1). Pgs. 2-14.

February 4: Legal Gray Areas of Internet Culture: Trolling and the Dark Web
- Phillips, Whitney (2015) *This Is Why We Can't Have Nice Things*. Cambridge, MA: MIT Press. Pgs. 1-36.
- Gehl, Robert (2018) "Illuminating the 'Dark Web.'" https://theconversation.com/illuminating-the-dark-web-105542

February 11: No Joke: Harmful and Offensive Speech Online
- Citron, Danielle (2015) "Addressing Cyber Harassment: An Overview of Hate Crimes in Cyberspace." *Journal of Law, Technology, & the Internet.* 6(1). Pgs. 1-11.
- Massanari, Adrienne. 2017. "#Gamergate and The Fappening: How Reddit's Algorithm, Governance, and Culture Support Toxic Technocultures." *New Media & Society* 19(3): 329–346.

February 18 – No Class (winter break)

February 25: Social Media and the Politics of Information (and Disinformation)
- Vaidhyanathan, Siva (2018) *Antisocial Media: How Facebook Disconnects Us and Undermines Democracy*. Oxford & New York: Oxford University Press. Pgs. 175-195.
- Tufecki, Zeynep (2017) *Twitter and Tear Gas: The Power and Fragility of Networked Protest*.

London & New Haven: Yale University Press. Pgs. 223-259.

March 3: Do Technological Solutions Actually Increase Inequality?
- Eubanks, Virginia (2017) *Automating Inequality: How High-Tech Tools Profile, Police and Punish the Poor*. New York: St. Martin's Press. Pgs. 1-38
- Brown, Simone (2012) "Race and Surveillance" in Bell et al. *Routledge Handbook of Surveillance Studies*. New York: Routledge. Pgs. 72-79.

March 10: Big Data Approaches to Law and Order
- Fergeson, Andrew Guthrie (2017) *The Rise of Big Data Policing: Surveillance, Race, and the Future of Law Enforcement*. New York: New York University Press. Pgs. 62-83
- Angwin, Julia, Jeff Larson, Surya Mattu & Lauren Kirchner (2016) "Machine Bias" (a ProPublica report): https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing

March 17: What is FinTech and Why Will it Determine Your Future?
- Fourcade, Marion & Kieran Healy (2017) "Seeing Like a Market." *Socio-Economic Review*. 15(1). Pgs. 9-29.
- Madrigal, Alexis C. (2018) "How Software Ate the Point of Sale." *The Atlantic Monthly*. July 26, 2018

March 24: The Gig Economy and the Automation of Work
- Rosenblat, Alex (2018) *Uberland: How Algorithms are Rewriting the Rules of Work*. Oakland, CA: University of California press. Pgs. 1-20.
- Bergvall-Kareborn, Brigitta & Debora Howcraft (2014) "Amazon Mechanical Turk and the Commodification of Labour." *New Technology, Work and Employment*. 29(3). Pgs. 213-223.

March 31: AI, Data Privacy and the Coming Dystopia?
- Liang, Fan, Vishnupriya Das, Nadiya Kostyuk, & Muzammil M. Hussain (2018) "Constructing a Data-Driven Society: China's Social Credit System as a State Surveillance Infrastructure." *Policy & Internet*. 10(4). Pgs. 415-438.
- Zarsky, Tal Z. (2017) "Incompatible: The GDPR in the Age of Big Data." *Seton Hall Law Review*. 47(4). Pgs. 995-1018.

April 7 – Review day

Formally scheduled exam period April 13 – 25, 2020

ACADEMIC ACCOMMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows: https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Pregnancy obligation
Please contact me 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:

Religious obligation
Write to me 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 Department of Equity and Inclusive Communities (EIC): https://carleton.ca/equity/

Academic Accommodations for Students with Disabilities
If you have a documented disability requiring academic accommodations in this course, please contact The Paul Menton Centre (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and 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 me as soon as possible to ensure accommodation arrangements are made. Please consult the PMC Website for their deadline to request accommodations for the formally-scheduled exam (if applicable) www.carleton.ca/pmc

Plagiarism
Plagiarism is presenting, whether intentional or not, the ideas, expression of ideas or work of others as one's own. Plagiarism includes 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 original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, and material on the Internet. Plagiarism is a serious offence. *More information on the University's Academic Integrity Policy can be found at:* *http://carleton.ca/studentaffairs/academic-integrity/*

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 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: https://students.carleton.ca/services/accommodation/

Department Policy

The Department of Law and Legal Studies operates in association with certain policies and procedures. Please review these documents to ensure that your practices meet our Department's expectations. http://carleton.ca/law/current-students/