



**DALHOUSIE  
UNIVERSITY**

SCHOOL OF INFORMATION MANAGEMENT

MASTER OF INFORMATION MANAGEMENT

CENTRE FOR EXECUTIVE AND GRADUATE EDUCATION

# **INFORMATION, PEOPLE, AND SOCIETY**

**DR. CHERYL STENSTROM**

Draft Only

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# **MGMT5001 – INFORMATION, PEOPLE, AND SOCIETY FALL 2020**

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## **COURSE DESCRIPTION**

This course provides an introduction to the economic, political, and social dimensions of today's information-rich, dynamic environment. The course includes consideration of information and knowledge production, issues of control versus free flow of information, information privacy and information risks, applications of information management in support of situational understanding and decision-making, and ethical and legal aspects of information management.

## **COURSE PRE-REQUISITES**

This course is typically completed as the first in the Master of Information Management program and there are no prerequisites.

## LEARNING OBJECTIVES

The goals of this course are to:

1. provide an introduction to the significance of information in today's world;
2. identify and consider contemporary issues and trends that shape the field of information management;
3. provide an informed perspective on the phenomena and processes of interest to the field;
4. provide an historical overview of information management, and the social, political, technological, and critical factors that affected its evolution; and
5. analyse key works that have had an impact on research and professional practice.

## LEARNING OUTCOMES

Upon completion of the course, students are expected to have gained basic knowledge or proficiency in the following areas, outlined according to the core competencies of the MIM program:

LEARNING OUTCOMES	RELEVANT MIM <u>CORE</u> COMPETENCIES <sup>1</sup>
An understanding of the roles of information in public and private sectors.	<b>Information Management Leadership</b> <ul style="list-style-type: none"> <li>➤ Competencies 1.1-1.6</li> </ul>
An understanding of the impact of technological developments on social systems, and conversely how social systems affect the nature and use of technology for information exchange.	<b>Enterprise Architecture</b> <ul style="list-style-type: none"> <li>➤ Competencies 2.1, 2.2</li> </ul> <b>Risk Management</b> <ul style="list-style-type: none"> <li>➤ Competencies 3.1, 3.2, 3.5</li> </ul>

<sup>1</sup> See attached appendix of MIM Competency Framework for description of competencies.

An understanding of the evolution, structure, nature, and environment of information management.	<b>Information Management Leadership</b> <ul style="list-style-type: none"> <li>➤ Competencies 1.1-1.6</li> </ul>
An understanding of the trends of work in information management.	<b>Information Management Leadership</b> <ul style="list-style-type: none"> <li>➤ Competency 1.6</li> </ul> <b>Enterprise Architecture</b> <ul style="list-style-type: none"> <li>➤ Competencies 2.1, 2.2</li> </ul> <b>Risk Management</b> <ul style="list-style-type: none"> <li>➤ Competencies 3.1, 3.5</li> </ul> <b>Information Security</b> <ul style="list-style-type: none"> <li>➤ Competencies 4.1, 4.2</li> </ul>

## TECHNOLOGY USED

Brightspace Learning Management System (LMS)

## INSTRUCTIONAL METHODS

Instruction in this course will occur online with presentations, cases, and active discussion through a Brightspace course site at Dalhousie. The course will proceed largely asynchronously. When appropriate, guest participants will be featured. Students will prepare for, and engage in discussion of, concepts and ideas presented through readings and cases.

## LEARNING MATERIALS

A textbook has not been assigned for this course. Rather, a suite of readings has been identified for each weekly theme. Further details are given in the Course Schedule given below.

## METHOD OF EVALUATION

Detailed instructions regarding each assignment are provided in individual assignment documents. General instructions for all assignments are given below. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and

presentation, and evidence of significant research, analysis, and reflection. See also the School's Grading Policy (<https://bit.ly/2mIrUIM>).

COMPONENT	DETAILS	DUE DATE	VALUE
<b>Paper # 1</b> Reaction Paper	Students will prepare a two-page (about 600 to 700-words) critical reaction paper in response to a brief article or editorial selected by the instructor. Further guidelines for this assignment are provided separately.	Sunday, September 27, 2020	15%
<b>Paper # 2</b> Trends Memo	In a report on technology trends, the consulting company, Deloitte, described eight trends. Students will select one of the trends, read the description in the Deloitte report, and write a memo (750-850 words) outlining how the trend will impact the information management field (if at all) in the near future. Students will assume they are in their current employment position, and the memo will be addressed to professional colleagues in their place of work. The memo will be written to inform and convince colleagues about ideas and strategies for dealing with the trend (or not, if it is irrelevant). Further guidelines are provided separately.	Sunday, October 18, 2020	15%
<b>Paper # 3</b> Critical Thought Paper	Students will write a critical thought paper (1,250 to 1,500 words) about an information setting that they observe. They will choose an information-rich setting, either within their place of employment or elsewhere, and, on the	Sunday, November 15, 2020	20%

COMPONENT	DETAILS	DUE DATE	VALUE
	basis of observations and thought, write a short paper (maximum five pages) about the significance of the selected information setting for twenty-first century society. This paper will address such questions as: How is the setting being transformed (or not) in the face of change? How does the setting contribute to the knowledge-based economy (if at all)? How do people interact with information in that setting? What implications, if any, are there for information management? This paper will be a critical thought piece drawing on readings and discussion to this point in the course. Further guidelines, with additional questions to consider, are provided separately.		
<b>Paper # 4</b> Essay	Students will write a 4000-word essay on a topic selected in consultation with the instructor. Further guidelines are provided separately.	Sunday, December 6, 2020	30%
<b>Participation</b>	This course involves extensive reading, consideration, and discussion of issues about information as they relate to twenty-first century society. Students will be assessed on the following criteria: completion of assigned readings, extent and quality of participation in weekly discussions, and adherence to course deadlines.	Throughout the course	20%



## PARTICIPATION RUBRIC

CRITERIA	WEIGHTING	INDICATORS
Preparation	30%	The student demonstrates consistent preparation; readings are obviously completed, and the student is able to relate readings to each other and to other course material (discussions, presentations, etc.)
Quality of contributions	30%	The student's comments are relevant and reflect understanding of readings and other course material. The student's contributions advance the discussion.
Frequency of participation	20%	The student is actively engaged in the discussions.
Attendance/Punctuality	20%	The student is punctual with no unexcused absences.

## GENERAL INSTRUCTIONS FOR ASSIGNMENTS

Students are expected to participate in each of the weekly discussion forums during the period when the forum is open. If they cannot participate during the designated discussion period (for a valid reason), students are expected to contact the instructor, by e-mail to negotiate alternative arrangements.

Grades in this course will be given in accordance with the grading system outlined below.

Assignments are due by midnight on the dates indicated and must be posted to the designated folder in the course site. A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for medical or family emergencies only. Assignments will **not** be accepted seven days or more after the due date; in such cases the student will receive a zero grade for the assignment.

For all assignments pay close attention to the instructions provided. In addition, follow the general guidelines outlined below:

- All submissions must be submitted in Word format. Do *not* submit assignment files in pdf format;
- *Always* include a title page (in addition to the cover page), with an appropriate, informative title. “Reaction Paper” is not an appropriate title, for example;
- *All* pages in documents (except the cover sheet and title page) should be numbered;
- All documents submitted in this course must follow the rules for bibliographic style as outlined in *Publication manual of the American Psychological Association* (6<sup>th</sup> or 7<sup>th</sup> ed.). (2010 or 2019). Washington, DC: American Psychological Association. An *APA Style (6<sup>th</sup>) Quick Guide* has been prepared by the Dalhousie University Libraries and is available at the Dalhousie Libraries website and is also posted in this course Brightspace site;
- Any text or paraphrase taken from a published work must be attributed using the correct citation rules. Keep in mind that acknowledgement of another writer's ideas or arguments is needed even if the exact same words in expressing those ideas or arguments are not used. For further information, see Dalhousie's policy on Intellectual Honesty (noted above) and the Faculty of Management's policy on academic offenses (noted below).
- Clarity in writing can be achieved through drafting and revising a text to avoid common pitfalls in style and application of the APA style. A brief guide, entitled Writing Tips, has been posted in the course site to provide assistance in preparing written assignments. Students are strongly encouraged to consult this guide to avoid repeating style errors.

## CLASS POLICIES

### Extended absence from class

- Emergencies
  - Contact the course instructor
- Illness
  - Contact your instructor as soon as possible to inform him or her of your illness.
  - All absences due to illness must be supported by a physician's note to be submitted to the course instructor.

### Citation Style

SIM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people's ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at <https://libraries.dal.ca/help/style-guides.html> or the APA's Frequently Asked Questions about APA

### Missed or late academic requirements due to student absences

Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework. Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time AND by submitting a completed Student Declaration of Absence form to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term (note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum).

## SIM GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

## ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit [www.dal.ca/access](http://www.dal.ca/access) for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to [notetaking@dal.ca](mailto:notetaking@dal.ca).

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

## ACADEMIC INTEGRITY

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries' online [Citing & Writing](#) tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat's [Academic Integrity](#) page.

Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on [Intellectual Honesty](#) contained in the Calendar.

Furthermore, the University's Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text

file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: [ManagementIntegrity@dal.ca](mailto:ManagementIntegrity@dal.ca) which is read only by the Assistant Academic Integrity Officer.

## **FACULTY OF MANAGEMENT CLARIFICATION ON PLAGIARISM VERSUS COLLABORATION:**

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:

When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

## **UNIVERSITY STATEMENTS**

### **ACCESSIBILITY**

The Advising and Access Centre serves as Dalhousie's Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie's Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

### **STUDENT CODE OF CONDUCT**

Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution.

### **DIVERSITY AND INCLUSION**

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality.

Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

## **RECOGNITION OF MI'KMAQ TERRITORY**

Dalhousie University would like to acknowledge that the University is on Traditional Mi'kmaq Territory.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at [elders@dal.ca](mailto:elders@dal.ca) or 902-494-6803 (leave a message).



## COURSE SCHEDULE

Copies of the readings/podcasts/videos listed below may be accessed as follows: 1) most journal articles are available online (via Dalhousie University Libraries). Links are provided except for journals available via the licences arranged by the Libraries (<http://libraries.dal.ca/>) by entering a search in “Search Libraries.” Select “e-journals” and enter the name of the journal; then select a search option from the resulting list (Note: if you access the Dalhousie Libraries from an off-campus IP address, you will be prompted to authenticate your Dalhousie status by entering your NetID and password), 2) some readings are available at designated websites, and 3) readings not available by the above options will be supplied to you inside the Brightspace course site.

DATE	TOPIC(S)	READINGS
<b>WEEK 1</b>  <b>September 8 – 13, 2020</b>  <b>Discussion 1</b> due September 13, 2020	Twenty-First Century Perspectives on Information  What is the information society? How has this idea developed during the late twentieth century and early twenty-first century?  <b>Competencies 1.1, 2.1</b>	Mackie, B. (2018, July 12). Is Instagram changing the way we design the world? <i>The Guardian</i> . Retrieved from <a href="https://www.theguardian.com/lifeandstyle/2018/jul/12/ready-for-your-selfie-why-public-spaces-are-being-insta-designed">https://www.theguardian.com/lifeandstyle/2018/jul/12/ready-for-your-selfie-why-public-spaces-are-being-insta-designed</a>  Duff, A. S. (1998). Daniel Bell’s theory of the information society. <i>Journal of Information Science</i> , 24, 373-393. doi: <a href="https://doi.org/10.1177/016555159802400601">https://doi.org/10.1177/016555159802400601</a>  Rainie, L. (2017, June 12). The internet of things is the next digital evolution—what will it mean? <i>Trend Magazine</i> . Retrieved from <a href="http://trend.pewtrusts.org/en/archive/summer-2017/the-internet-of-things-is-the-next-digital-evolution-what-will-it-mean">http://trend.pewtrusts.org/en/archive/summer-2017/the-internet-of-things-is-the-next-digital-evolution-what-will-it-mean</a>  Listen to Nora Young’s (CBC, Spark) 13-minute interview with Andy Clark, professor, University of Edinburgh, on June 25, 2017, entitled “Your phone is an extension of your mind,” available at <a href="http://www.cbc.ca/radio/spark/361-blessing-robots-extended-minds-and-more-1.4168944/your-phone-is-an-extension-of-your-mind-1.4173241">http://www.cbc.ca/radio/spark/361-blessing-robots-extended-minds-and-more-1.4168944/your-phone-is-an-extension-of-your-mind-1.4173241</a>

<p><b>WEEK 2</b></p> <p><b>September 14 - 20, 2020</b></p> <p><b>Discussion 2</b> due September 20, 2020</p>	<p>Information and Knowledge Production</p> <p>How is knowledge produced?</p> <p>What role does data and information play in knowledge production?</p> <p>What is knowledge management?</p> <p><b>Competencies</b> <b>1.1 - 1.3</b></p>	<p>Bates, M. J. (2005). Information and knowledge: An evolutionary framework for information science. <i>Information Research</i>, 10(4), paper 239. Retrieved from <a href="http://InformationR.net/ir/10-4/paper239.html">http://InformationR.net/ir/10-4/paper239.html</a></p> <p>Choo, C.W. (1998). How we come to know — A general model of information use. In <i>The knowing organization. How organizations use information to construct meaning, create knowledge, and make decisions</i> (pp. 27-64). New York: Oxford University Press.</p> <p>Rehman, S., Lyons, K., McEwen, R., &amp; Sellen, K. (2018). Motives for sharing illness experiences on Twitter: Conversations of parents with children diagnosed with cancer. <i>Information, Communication &amp; Society</i>, 21(4), 578–593. <a href="https://doi.org/10.1080/1369118X.2017.1299778">https://doi.org/10.1080/1369118X.2017.1299778</a></p>
<p><b>WEEK 3</b></p> <p><b>September 21 - 27, 2020</b></p> <p><b>PAPER #1</b> due September 27, 2020</p> <p><b>Discussion 3</b> due September 27, 2020</p>	<p>Information and Decision-Making in Organizations</p> <p>How is information communicated among individuals, organizations, and in society generally?</p> <p>What are the infrastructures</p>	<p>Choo, C. W. (2013). Information culture and organizational effectiveness. <i>International Journal of Information Management</i>, 33, 775-779. <a href="https://doi.org/10.1016/j.ijinfomgt.2013.05.009">https://doi.org/10.1016/j.ijinfomgt.2013.05.009</a></p> <p>Dermont, C. (2018). Environmental decision-making: The influence of policy information, <i>Environmental Politics</i>, 1–24. <a href="https://doi.org/10.1080/09644016.2018.1480258">https://doi.org/10.1080/09644016.2018.1480258</a></p> <p>Olaisen, J., &amp; Revang, O. (2017). Working smarter and greener: Collaborative knowledge sharing in virtual global project teams. <i>International Journal of Information Management</i>, 37(1), 1441–1448. <a href="https://doi.org/10.1016/j.ijinfomgt.2016.10.002">https://doi.org/10.1016/j.ijinfomgt.2016.10.002</a></p> <p>Listen to Nora Young’s 10-minute interview with Alex Pentland, author of <i>Social physics</i>, on March 2, 2014, entitled</p>

	<p>to support information and knowledge creation and distribution?</p> <p><b>Competencies</b> 1.3, 1.4, 2.1</p>	<p>“How good ideas spread – the lessons from a new science,” in the episode entitled “Social Physics” available at <a href="http://www.cbc.ca/radio/spark/spark-243-1.2848149/social-physics-1.2848150">http://www.cbc.ca/radio/spark/spark-243-1.2848149/social-physics-1.2848150</a></p>
<p><b>WEEK 4</b></p> <p><b>September 28-October 4, 2020</b></p> <p><b>Discussion 4</b> due October 4, 2020</p>	<p>The Social Dimensions of Information Management</p> <p>How does information and knowledge fit in social contexts?</p> <p><b>Competencies</b> 1.3, 1.6</p>	<p>Dutton, W. H., &amp; Reisdorf, B. C. (2017). Cultural divides and digital inequalities: Attitudes shaping Internet and social media divides. <i>Information, Communication &amp; Society</i>, 1–21. <a href="https://doi.org/10.1080/1369118X.2017.1353640">https://doi.org/10.1080/1369118X.2017.1353640</a></p> <p>Iqbal, N. (2018, August 5). Have smartphones killed the art of conversation? <i>The Guardian</i>. Retrieved from <a href="https://www.theguardian.com/technology/2018/aug/05/smartphones-kill-art-of-conversation-voice-calls-whatsapp-emojis">https://www.theguardian.com/technology/2018/aug/05/smartphones-kill-art-of-conversation-voice-calls-whatsapp-emojis</a></p> <p>Nguyen, L., &amp; Barbour, K. (2017). Selfies as expressively authentic identity performance. <i>First Monday</i>, 22(11). <a href="https://doi.org/10.5210/fm.v22i11.7745">https://doi.org/10.5210/fm.v22i11.7745</a></p> <p>Wang, H., Zhang, R., &amp; Wellman, B. (2018). Are older adults networked individuals? Insights from East Yorkers’ network structure, relational autonomy, and digital media use. <i>Information, Communication &amp; Society</i>, 21(5), 681–696. <a href="https://doi.org/10.1080/1369118X.2018.1428659">https://doi.org/10.1080/1369118X.2018.1428659</a></p> <p>Willson, M. (2017). Algorithms (and the) everyday. <i>Information, Communication &amp; Society</i>, 20(1), 137–150. <a href="https://doi.org/10.1080/1369118X.2016.1200645">https://doi.org/10.1080/1369118X.2016.1200645</a></p>

<p><b>WEEK 5</b></p> <p><b>October 5 – October 11, 2020</b></p> <p><b>Discussion</b></p> <p><b>5 due</b></p> <p><b>October 11, 2020</b></p>	<p>Political Dimensions of Information Management</p> <p>How do information society concepts shape public policy and how does public policy shape political behaviour?</p> <p><b>Competencies</b></p> <p><b>1.5, 1.6</b></p>	<p>Dubois, E., &amp; Blank, G. (2018). The echo chamber is overstated: The moderating effect of political interest and diverse media. <i>Information, Communication &amp; Society</i>, 21(5), 729–745. <a href="https://doi.org/10.1080/1369118X.2018.1428656">https://doi.org/10.1080/1369118X.2018.1428656</a></p> <p>Ferguson, N. (2018, January 18). Social networks are creating a global crisis of democracy. <i>The Globe and Mail</i>. Retrieved from <a href="https://www.theglobeandmail.com/opinion/niall-ferguson-social-networks-and-the-global-crisis-of-democracy/article37665172/">https://www.theglobeandmail.com/opinion/niall-ferguson-social-networks-and-the-global-crisis-of-democracy/article37665172/</a></p> <p>Meyer, R. (2018, March 8). The grim conclusions of the largest-ever study of fake news. <i>The Atlantic</i>. Retrieved from <a href="https://www.theatlantic.com/technology/archive/2018/03/largest-study-ever-fake-news-mit-twitter/555104/">https://www.theatlantic.com/technology/archive/2018/03/largest-study-ever-fake-news-mit-twitter/555104/</a></p> <p>Raynauld, V., Richez, E., &amp; Boudreau Morris, K. (2018). Canada is #IdleNoMore: Exploring dynamics of Indigenous political and civic protest in the Twitterverse. <i>Information, Communication &amp; Society</i>, 21(4), 626–642. <a href="https://doi.org/10.1080/1369118X.2017.1301522">https://doi.org/10.1080/1369118X.2017.1301522</a></p> <p>Listen to Nora Young’s 20-minute interview with James Williams, formerly with Google and author of <i>Stand Out of Our Life</i>, on June 1, 2018, available at this link <a href="http://www.cbc.ca/radio/spark/the-liberation-of-attention-could-be-the-defining-political-struggle-of-our-time-1.4687631">http://www.cbc.ca/radio/spark/the-liberation-of-attention-could-be-the-defining-political-struggle-of-our-time-1.4687631</a></p>
<p><b>WEEK 6</b></p> <p><b>October 12 -18, 2020</b></p> <p><b>PAPER #2</b></p> <p><b>due</b></p> <p><b>October 18, 2020</b></p>	<p>Economics of Information / Valuing Information</p> <p>How is information valued?</p> <p><b>Competencies</b></p> <p><b>1.5, 1.6, 3.1</b></p>	<p>Fisher, E. (2018). When information wanted to be free: Discursive bifurcation of information and the origins of Web 2.0. <i>The Information Society</i>, 34(1), 40–48. <a href="https://doi.org/10.1080/01972243.2017.1391910">https://doi.org/10.1080/01972243.2017.1391910</a></p> <p>Hamari, J., Hanner, N., &amp; Koivisto, J. (2017). Service quality explains why people use freemium services but not if they go premium: An empirical study in free-to-play games. <i>International Journal of Information Management</i>, 37(1), 1449–1459. <a href="https://doi.org/10.1016/j.ijinfomgt.2016.09.004">https://doi.org/10.1016/j.ijinfomgt.2016.09.004</a></p>

<p><b>Discussion</b></p> <p>6 due</p> <p>October 18, 2020</p> <p><b>Midterm Course Evaluation</b></p> <p>October 15 - 21</p>		<p>Lanchester, J. (2017). You are the product. <i>London Review of Books</i>, 36(16), 3–10. Retrieved from <a href="https://www.lrb.co.uk/v39/n16/john-lanchester/you-are-the-product">https://www.lrb.co.uk/v39/n16/john-lanchester/you-are-the-product</a></p> <p>Wu, T. (2015, August 14). Facebook should pay all of us. <i>The New Yorker</i>. Retrieved from <a href="http://www.newyorker.com/business/currency/facebook-should-pay-all-of-us">http://www.newyorker.com/business/currency/facebook-should-pay-all-of-us</a></p>
<p><b>WEEK 7</b></p> <p>October 19 - 25, 2020</p> <p><b>Discussion</b></p> <p>7 due</p> <p>October 25, 2020</p>	<p>Information Controls</p> <p>What is freedom of expression and how is it valued in civic society?</p> <p><b>Competencies</b></p> <p>1.5, 1.6, 4.1, 4.2</p>	<p>Editors. (2017, August 21). The Guardian view on censoring the internet: Necessary, but not easy. <i>The Guardian</i>. Retrieved from <a href="https://www.theguardian.com/commentisfree/2017/aug/21/the-guardian-view-on-censoring-the-internet-necessary-but-not-easy">https://www.theguardian.com/commentisfree/2017/aug/21/the-guardian-view-on-censoring-the-internet-necessary-but-not-easy</a></p> <p>Funke, D. (2018, May 22). A guide to anti-misinformation actions around the world. <i>Poynter</i>. Retrieved from <a href="https://www.poynter.org/news/guide-anti-misinformation-actions-around-world">https://www.poynter.org/news/guide-anti-misinformation-actions-around-world</a></p> <p>Ibbitson, J. (2018, June 10). Your rights, my rights: Academic freedom faces off with a clarion call for safety on campus. <i>The Globe and Mail</i>. Retrieved from <a href="https://www.theglobeandmail.com/news/national/education/free-speech-university-campus/article35174756/">https://www.theglobeandmail.com/news/national/education/free-speech-university-campus/article35174756/</a></p> <p>Kaye, D. (2017). <i>Report of the Special Rapporteur on the promotion and protection of the right to freedom of opinion and expression</i> (p. 21). New York: United Nations General Assembly. Retrieved from <a href="https://digitallibrary.un.org/record/1304394/files/A_72_350-EN.pdf">https://digitallibrary.un.org/record/1304394/files/A_72_350-EN.pdf</a></p> <p>Tufekci, Z. (2018, February). The (divisive, corrosive, democracy-poisoning) golden age of free speech. <i>Wired</i>, 26(2), 50+. Retrieved from ProQuest.</p>

		<p>Wakabayashi, D. (2017, September 26). As Google fights fake news, voices on the margins raise alarm. <i>The New York Times</i>. Retrieved from <a href="https://www.nytimes.com/2017/09/26/technology/google-search-bias-claims.html">https://www.nytimes.com/2017/09/26/technology/google-search-bias-claims.html</a></p> <p>Watters, P. (2015). Censorship is futile possible but difficult: A study in algorithmic ethnography. <i>First Monday</i>, 20(1). Retrieved from <a href="https://doi.org/10.5210/fm.v20i1.5612">https://doi.org/10.5210/fm.v20i1.5612</a></p>
<p><b>WEEK 8</b></p> <p>October 26 – November 1, 2020</p> <p><b>Discussion 8</b> due November 1, 2020</p> <p><b>Competencies 4.1, 4.2</b></p>	<p>Information Management and Intellectual Property</p> <p>What are the rights of information creators and users?</p> <p>Who owns information?</p>	<p>Read about the various types of intellectual property at the website of the Canadian Intellectual Property Office at: <a href="http://www.cipo.ic.gc.ca/epic/site/cipointernet-internetopic.nsf/en/Home_for_information_about_various_forms_of_intellectual_property">http://www.cipo.ic.gc.ca/epic/site/cipointernet-internetopic.nsf/en/Home_for_information_about_various_forms_of_intellectual_property</a></p> <p>Geist, M. (2018, July 17). The first rule of copyright reform: Don't mess with free speech and net neutrality. Retrieved from <a href="http://www.michaelgeist.ca/2018/07/the-first-rule-of-copyright-reform-dont-mess-with-free-speech-and-net-neutrality/">http://www.michaelgeist.ca/2018/07/the-first-rule-of-copyright-reform-dont-mess-with-free-speech-and-net-neutrality/</a></p> <p>Halbert, D. (2016). Intellectual property theft and national security: Agendas and assumptions. <i>The Information Society</i>, 32(4), 256–268. <a href="https://doi.org/10.1080/01972243.2016.1177762">https://doi.org/10.1080/01972243.2016.1177762</a></p> <p>Weins, K. (2015, April 21). We can't let John Deere destroy the very idea of ownership. <i>Wired</i>. Retrieved from <a href="http://www.wired.com/2015/04/dmca-ownership-john-deere/">http://www.wired.com/2015/04/dmca-ownership-john-deere/</a></p> <p>Wang, S. (2017). The cloud, online piracy and global copyright governance. <i>International Journal of Cultural Studies</i>, 20(3), 270–286. <a href="https://doi.org/10.1177/1367877916628239">https://doi.org/10.1177/1367877916628239</a></p> <p>View the four-minute video by the Michelson 20mm Foundation, published on February 17, 2016, entitled, “Do patents really promote innovation?” Retrieved from <a href="https://www.youtube.com/watch?v=aOUgb5r52wI">https://www.youtube.com/watch?v=aOUgb5r52wI</a></p>
<b>WEEK 9</b>	Information Risks	<p>Doucette, K. (2017, October 12). Security lapse caused live footage of Nova Scotia schoolchildren on internet, report finds. <i>The Globe and</i></p>

<p>November 2- 8, 2020</p> <p><b>Discussion</b></p> <p><b>9 due</b></p> <p>November 8, 2020</p>	<p>In information-rich environments of the twenty-first century, what risks do individuals and organizations face regarding information transfer and use?</p> <p>How can information risks be mitigated?</p> <p><b>Competencies</b></p> <p><b>3.1, 3.2, 4.1</b></p>	<p><i>Mail</i>. Retrieved from <a href="https://beta.theglobeandmail.com/news/national/poor-security-led-to-streaming-of-nova-scotia-schools-video-surveillance-report/article36560144/">https://beta.theglobeandmail.com/news/national/poor-security-led-to-streaming-of-nova-scotia-schools-video-surveillance-report/article36560144/</a></p> <p>Fraser, D. T. S. (2005). The seven laws of information risk management. <i>Canadian Privacy Law Blog</i>. <a href="http://blog.privacylawyer.ca/2005/05/seven-laws-of-information-risk.html">http://blog.privacylawyer.ca/2005/05/seven-laws-of-information-risk.html</a></p> <p>Ney, P., Koscher, K., Organick, L., Ceze, L., &amp; Kohno, T. (2017). Computer security, privacy, and DNA sequencing: Compromising computers with synthesized DNA, privacy leaks, and more ([15 p.]). Presented at the USENIX Security Symposium. Retrieved from <a href="https://www.usenix.org/system/files/conference/usenixsecurity17/sec17-ney.pdf">https://www.usenix.org/system/files/conference/usenixsecurity17/sec17-ney.pdf</a></p> <p>Soomro, Z. A., Shah, M. H., &amp; Ahmed, J. (2016). Information security management needs more holistic approach: A literature review. <i>International Journal of Information Management</i>, 36(2), 215–225. <a href="https://doi.org/10.1016/j.ijinfomgt.2015.11.009">https://doi.org/10.1016/j.ijinfomgt.2015.11.009</a></p> <p>Talbot, D. (2016, February). Cybersecurity: The age of megabreach. <i>MIT Technology Review</i>, 119(2), 70–71.</p> <p>Listen to Nora Young’s 23-minute interview with David Murakami Wood, Queen’s University, and Heidi Tworek, University of British Columbia, on May 21, 2017, entitled “The future of ransomware and the networked world,” available at: <a href="http://www.cbc.ca/radio/spark/357-audio-tattoos-the-malware-scare-and-more-1.4118054/the-future-of-ransomware-and-the-networked-world-1.4118527">http://www.cbc.ca/radio/spark/357-audio-tattoos-the-malware-scare-and-more-1.4118054/the-future-of-ransomware-and-the-networked-world-1.4118527</a></p>
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<p><b>WEEK 10</b></p> <p>November 9 - 15, 2020</p> <p><b>PAPER #3</b> due</p> <p>November 15, 2020</p> <p><b>Discussion</b> <b>10</b> due</p> <p>November 15, 2020</p>	<p>Information Privacy and Surveillance</p> <p>How is information privacy defined and what standards govern information collection and use?</p> <p>What privacy rights do we have as individuals?</p> <p><b>Competencies</b> <b>1.6, 2.1, 3.1, 4.</b></p>	<p>John, N. A., &amp; Peters, B. (2017). Why privacy keeps dying: The trouble with talk about the end of privacy. <i>Information, Communication &amp; Society</i>, 20(2), 284–298. <a href="https://doi.org/10.1080/1369118X.2016.1167229">https://doi.org/10.1080/1369118X.2016.1167229</a></p> <p>Katz, M. (2018, August 12). The creative ways your boss is spying on you. <i>Wired</i>. Retrieved from <a href="https://www.wired.com/story/the-creative-ways-your-boss-is-spying-on-you/">https://www.wired.com/story/the-creative-ways-your-boss-is-spying-on-you/</a></p> <p>Lutz, C., Hoffmann, C. P., Bucher, E., &amp; Fieseler, C. (2018). The role of privacy concerns in the sharing economy. <i>Information, Communication &amp; Society</i>, 21(10), 1472–1492. <a href="https://doi.org/10.1080/1369118X.2017.1339726">https://doi.org/10.1080/1369118X.2017.1339726</a></p> <p>Obar, J. A., &amp; Oeldorf-Hirsch, A. (2018). The biggest lie on the Internet: Ignoring the privacy policies and terms of service policies of social networking services. <i>Information, Communication &amp; Society</i>, 1–20. <a href="https://doi.org/10.1080/1369118X.2018.1486870">https://doi.org/10.1080/1369118X.2018.1486870</a></p> <p>Teicher, J. G. (2018, July 18). What do facial recognition technologies mean for our privacy? <i>The New York Times</i>. Retrieved from <a href="https://www.nytimes.com/2018/07/18/lens/what-do-facial-recognition-technologies-mean-for-our-privacy.html?">https://www.nytimes.com/2018/07/18/lens/what-do-facial-recognition-technologies-mean-for-our-privacy.html?</a></p> <p>Listen to Nora Young’s 13-minute interview with Arvind Narayanan, computer scientist at Princeton University, on June 27, 2018, “Exercise app shows why anonymous data can still be dangerous,” available at <a href="https://www.cbc.ca/radio/spark/383-dangerous-data-libraries-and-more-1.4516637/exercise-app-shows-why-anonymous-data-can-still-be-dangerous-1.4712520">https://www.cbc.ca/radio/spark/383-dangerous-data-libraries-and-more-1.4516637/exercise-app-shows-why-anonymous-data-can-still-be-dangerous-1.4712520</a></p>
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<p><b>WEEK 11</b></p> <p>November 16 - 22, 2020</p> <p><b>Discussion 11</b> due November 22, 2020</p>	<p>Information Management — Ethics and Legal Implications</p> <p>How are ethical and legal principles shaping and being shaped by the knowledge economy?</p> <p>What ethical and legal issues bear on information management?</p> <p><b>Competencies</b> 1.6, 2.1, 4.1</p>	<p>Bersin, J. (2018, August 18). The ethics of artificial intelligence: It's trickier than you think. Retrieved from <a href="https://joshbersin.com/2018/08/the-ethics-of-ai-its-much-trickier-than-you-think/">https://joshbersin.com/2018/08/the-ethics-of-ai-its-much-trickier-than-you-think/</a></p> <p>Floridi, L. (2017). The ethics of artificial intelligence. In D. Franklin (Ed.). <i>Megatech: Technology in 2050</i> (pp. 155-163). New York: PublicAffairs.</p> <p>Quan-Hasse, A. (2016). Ethical dimensions of technology. In A. Quan-Haase. <i>Technology &amp; society: Social networks, power, and inequality</i> (2nd ed., pp. 237-257). Don Mills: Oxford University Press.</p> <p>Zwitter, A. (2014). Big data ethics. <i>Big Data &amp; Society</i>, 1(2), Retrieved from <a href="https://doi.org/10.1177/2053951714559253">https://doi.org/10.1177/2053951714559253</a></p> <p><u>Listen to Nora Young's 12-minute interview with Sue Williams, an independent filmmaker, about "The real cost of our love of tech: The environment," available at <a href="https://www.cbc.ca/radio/spark/368-deadly-devices-watching-rocks-and-more-1.4358902/the-real-cost-of-our-love-of-tech-the-environment-1.4712491">https://www.cbc.ca/radio/spark/368-deadly-devices-watching-rocks-and-more-1.4358902/the-real-cost-of-our-love-of-tech-the-environment-1.4712491</a> This subject raises environmental ethical questions.</u></p>
<p><b>WEEK 12</b></p> <p>November 23-29, 2020</p> <p><b>PAPER #4</b> due December 6, 2020</p>		<p>Andrew-Gee, E. (2017, November 14). Why are Canadians less happy balancing work and life in the digital age? <i>The Globe and Mail</i>. Retrieved from <a href="https://www.theglobeandmail.com/technology/statscan-work-life-balance/article36970577/">https://www.theglobeandmail.com/technology/statscan-work-life-balance/article36970577/</a></p> <p>Mitchell, T., &amp; Brynjolfsson, E. (2017). Track how technology is transforming work. <i>Nature</i>, 544(7650), 290–292. <a href="https://doi.org/10.1038/544290a">https://doi.org/10.1038/544290a</a></p> <p>Nelson, S. B., Jarrahi, M. H., &amp; Thomson, L. (2017). Mobility of knowledge work and affordances of digital technologies.</p>

<p><b>Discussion 12</b> due November 27, 2020</p> <p><b>SRI for Part 1</b> November 27 – December 3</p> <p><b>Access to this</b> course site ends January 31, 2021</p>		<p><i>International Journal of Information Management</i>, 37(2), 54–62. <a href="https://doi.org/10.1016/j.ijinfomgt.2016.11.008">https://doi.org/10.1016/j.ijinfomgt.2016.11.008</a></p> <p>Rotman, D. (2018, August). Making AI into jobs. <i>MIT Technology Review</i>, 121(4), 10–17.</p> <p>Scheiber, N. (2017, November 11). Plugging into the gig economy, from home with a headset. <i>The New York Times</i>. Retrieved from <a href="https://www.nytimes.com/2017/11/11/business/economy/call-center-gig-workers.html?">https://www.nytimes.com/2017/11/11/business/economy/call-center-gig-workers.html?</a></p> <p>Tsukayama, H. (2017, May 25). Mark Zuckerberg tells Harvard grads that automation will take jobs, and it's up to millennials to create more. <i>The Washington Post</i>. Retrieved from <a href="https://www.washingtonpost.com/news/the-switch/wp/2017/05/25/mark-zuckerberg-tells-harvard-grads-that-automation-will-take-jobs-and-its-up-to-millennials-to-create-more/">https://www.washingtonpost.com/news/the-switch/wp/2017/05/25/mark-zuckerberg-tells-harvard-grads-that-automation-will-take-jobs-and-its-up-to-millennials-to-create-more/</a></p>
<p><b>MGMT 5101</b> <b>December 9-10,</b> <b>2020</b></p> <p><b>SRI for Part II</b> December. 10 - 16</p>	<p>Intensive Session online</p>	<p>Details will be posted in the MGMT 5001 section of the Brightspace course site in advance of the session.</p> <p>You MUST be registered at DalOnline to attend.</p>

## **APPENDIX I: MIM COMPETENCIES FRAMEWORK, DEFINITIONS OF KEY AREAS**

### **1. INFORMATION & KNOWLEDGE MANAGEMENT LEADERSHIP**

Information & knowledge management (I&KM) leaders focus on the strategic importance of information as a resource within their organization. Effective information & knowledge management leaders establish appropriate information management goals and processes, and lead the process of organizational change.

A graduate of the Master of Information Management program should understand how to:

- 1.1 Identify, develop, articulate, and promote I&KM strategies and policies that will facilitate the achievement of organizational objectives.
- 1.2 Ensure that I&KM strategies and policies are embedded within corporate governance, projects and business processes.
- 1.3 Foster a knowledge and information rich culture, ensuring that Knowledge and Information Management skills are recognised as core competencies needed to develop individual and organizational capacities.
- 1.4 Engage their organization to encourage collaboration and information sharing with internal business units, and externally, to other strategic partners.
- 1.5 Act as an advocate and facilitator for I&KM strategies, and bridge the continuum between senior management and employees
- 1.6 Continually review and assess the impact of I&KM strategies and policies, enhancing and revising them as needed.

### **2. ENTERPRISE ARCHITECTURE**

Information managers identify, analyze, and evaluate methods, tools, concepts, and best practices to articulate how processes and technology can be used to manage information resources in accordance with legislation, as well as relevant internal policies, procedures, and guidelines.

A graduate of the Master of Information Management should understand how to:

- 2.1 Monitor and evaluate current and emerging best practices in IM and information technology (IT) relative to the organization's strategic plan and current practices.
- 2.2 Assess and evaluate IM requirements, and identify potential IT-based solutions.
- 2.3 Identify and design shared solutions among partners and external organizations, leveraging process and technology investments.
- 2.4 Employ the organization's IT investment strategy to compare, contrast, and evaluate potential acquisitions.
- 2.5 Develop metrics, key performance indicators, and critical success factors to monitor, assess, and report on technology project results.

### **3. RISK MANAGEMENT**

Information managers identify, analyze, evaluate, and mitigate risks associated with the information resources, throughout their life cycle.

A graduate of the Master of Information Management should understand how to:

- 3.1 Identify and value information assets
- 3.2 Conduct risk assessments
- 3.3 Develop and evaluate policies to manage information risk
- 3.4 Advocate risk management at strategic and operational levels
- 3.5 Build a risk-aware culture within the organization, including appropriate education and training
- 3.6 Develop risk response processes, including contingency and business continuity programs
- 3.7 Ensure compliance with relevant legal or regulatory requirements

### **4. INFORMATION SECURITY**

Information managers identify, analyze, and evaluate processes ensuring the confidentiality, integrity, and availability of their information resources.

A graduate of the Master of Information Management should understand how to:

- 41. Develop and evaluate policies relating to information security
- 42. Define and enforce appropriate access levels to confidential information
- 43. Protect data from modification or deletion by unauthorized parties

- 44. Ensure the availability of information resources via appropriate systems, access channels, and authentication mechanisms
- 45. Implement access controls
- 46. Perform security audits

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## APPENDIX II – VIRTUAL TEAM GUIDELINES

- **Access your Learning Management System consistently, frequently** to check for updates and news – approach it as part of your social media routine
- **Determine how often team members will check in** with each other and stick to this communication schedule. At this time, determine if there will be any time zone challenges for team meetings and deadlines; discuss solutions.
- **Explore** the architecture of Brightspace. Consider using Brightspace’s **e-Portfolio** as a team – This is right beside your Brightspace Calendar and it is a place to record and reflect on your learning experience.
- **Develop and follow a team charter** with your virtual team to establish roles and responsibilities. This is when you want to determine exactly what digital tools the team will be using (Brightspace?/Googledocs?/Facebook?/Office 365?)
- **Appoint and refer to a team records manager.** If you are unable to locate shared work, this person could help you find what you are looking for.
- **Connect during “live office hours”** to communicate with your instructor.
- **Stay present and visible online.** Communicate regularly with your peers via the designated forum.