

**School of Information Management
INFO6090 The Culture of Privacy
Fall Term 2022**

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Class meeting Time: 2:35pm-5:30pm, Wednesdays McCain Bldg, Rm.1170
Course website: Brightspace <https://dal.brightspace.com/d2l/home/230923>

COURSE DESCRIPTION

This course explores the ever-evolving area of privacy. What exactly do we mean by 'privacy'? What is the current culture of privacy? What will privacy look like into the future? Both as a professional and an individual you need to understand the culture of privacy and develop the skills, knowledge, and competencies to apply a privacy filter to your world. Through discussion, readings, assignments, and observation this course will provide you an holistic view of the understanding, application, and evolution of privacy. This course will complement your other studies by providing another option of analysis. We will discuss privacy as it applies to everyday life and current news events. We will investigate the 'what ifs' and the 'why nots'. The intent of this course is not to train you as a privacy professional, but to provide you with the value-added competency of bringing privacy to real world scenarios.

COURSE PRE-REQUISITES

None

LEARNING OBJECTIVES

1. to provide practical understanding and application of privacy concepts;
2. to provide a cultural vs administrative knowledge of how privacy impacts the workplace, the professional world, stakeholders, and the public;
3. to explore where privacy fits in juxtaposition with regulation, technology, information, security, confidentiality, trade secrets, competition, and service delivery; and
4. to introduce the concept of privacy as a factor in enterprise risk management

LEARNING OUTCOMES

By the end of the course, students will be able to:

1. explain how privacy impacts their world personally and professionally;
2. bring privacy into the workforce as a value-added global professional competency;
3. analyse and design work processes and policies through a privacy filter; and
4. identify the impact of privacy in all things

TECHNOLOGY USED

Brightspace, using Google Chrome as the browser; students must be able to do accountable research on the Internet and to use social media

INSTRUCTIONAL METHODS

This is an interactive 3-hour per week, in-person course. Classes will take place in Rm.1170 of the McCain Building on Wednesdays 2:35-5:25 pm AST. Weekly class attendance by students and participation in class and on Brightspace is expected if possible. If you cannot attend a lecture, please contact the instructor. To allow for frank and open interaction in a safe environment, discussions, and lectures will not be recorded. If you miss a live lecture you may wish to connect with another student in the class for notes and a debrief. Weekly Powerpoint slides will be posted to the Brightspace classroom. The course consists of lectures, PowerPoint presentations, interactive on-line class discussions, assignments, and group work. Guest speakers may be brought in for specific topics.

Students are expected to have completed the readings for each module prior to Wednesday's class. Students should also incorporate readings into their discussions and assignments as applicable. There will be a weekly Brightspace discussion forum for each module and at a minimum one post per week is expected from each student within each

module. Discussion postings will be considered part of the participation mark. The instructor will monitor on-line discussion and postings through the week, and will be available for questions.

LEARNING MATERIALS

Required readings, and TEDTalk links, will be provided on-line.

For the first assignment, students will read the book *1984*, George Orwell for analysis of the culture of privacy.

As part of a final term assignment, students will read the following book for analysis: *A Brave New World*, Aldous Huxley.

METHODS OF EVALUATION

Detailed instructions regarding each assignment will be provided in class and on the class Brightspace page. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, application of course study, and evidence of significant analysis and reflection. Assignments and participation will be graded as per rubrics and the [SIM Grading Policy](#). Dalhousie letter grades will be given.

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.

PARTICIPATION EVALUATION RUBRIC

Participation—20%

Students are expected to attend class on Wednesdays and to participate weekly in on-line discussions of the module topics. Students who are unable to attend any of the lectures are requested to advise the instructor prior to the lecture. A chat room may be set up in MSTeams for groups to interact and discuss privacy topics. Discussion topics will be posted weekly for comment and student interaction. Students are expected to reference lecture notes and readings in their on-line discussions.

CRITERIA	WEIGHTING	INDICATORS
Preparation	30%	The student demonstrates consistent preparation for class; readings are always completed and the student is able to relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.)
Quality of contributions	35%	The student's comments are relevant and reflect understanding of readings and other course material. The student's contributions move the discussion forward.
Frequency of participation	25%	The student is actively engaged in the class, discussion groups, and in on-line discussions at all times.
Attendance/Punctuality	10%	The student is always punctual and no unexcused absences.

ASSIGNMENTS

COMPONENT	DETAILS	DUE DATE	VALUE
Assignment #1 Discussion Paper	Students will read the book <i>1984</i> by George Orwell. Focusing on the culture presented in the book, students will write a synopsis of privacy issues and the privacy culture as portrayed by the author, determining whether the cultural norm presented is futuristic, near future, or here now. (1,500 word paper) <i>Details regarding this assignment will be discussed in the first class.</i>	Sunday, October 2, 11:59pm	15%
Assignment #2 In-class Group Presentation	In his 2003 article, <i>Social and Political Dimensions of Privacy</i> , Alan F. Westin extrapolates upon his 1967 book, <i>Privacy and Freedom</i> . In the 2003 article, Westin breaks down his observations of the privacy scene from 1945 to 2003. In their groups, students will present and discuss the next stage of the privacy scene, highlighting the major points of privacy evolution— <i>The Fourth Era of Privacy Development, 2004-2021</i> . (15 minute presentation per group) <i>Details regarding this assignment will be discussed in Module 3.</i>	Wednesday, October 12, in class	20%
Assignment #3 Privacy Impact Assessment (PIA)	Students will be provided with a standard PIA template and will complete a privacy analysis on a privacy issue case study (which will be provided). This assignment will allow students to apply their knowledge of privacy in a professional manner. After identifying the potential privacy risks and mitigations, students will submit the completed PIA, summarizing their recommendations and observations. <i>Details regarding this assignment will be discussed in the Module 6.</i>	Sunday, October 30, 11:59pm	20%
Assignment #4 Term Essay	Students will read the novel <i>A Brave New World</i> by Aldous Huxley and will compare the culture of privacy presented by Huxley with that presented by Orwell in <i>1984</i> . In this essay, students will also discuss these two dystopian/utopian cultures of privacy in juxtaposition with the culture of privacy found in Canada today. The essay should address the reality of the authors' culture of privacy in context with today's culture. Students will present a critical analysis of the cultures, incorporating their own views supported by current day examples and information learned through lectures, readings, and discussions during the term. (3,000-3,500 words) <i>Details regarding this assignment will be discussed in the first class.</i>	Wednesday, December 7, 11:59pm	25%
Participation	<i>(see rubric above)</i>		20%

ASSIGNMENT SUBMISSION

1. Submit your assignment via BrightSpace as an attached file in MSWord (please do not submit in .pdf format)
2. Clearly name files using the following format:
FirstInitialYourFullSurname_INFO6090_Assignment#.doc
(e.g., CHeggie_INFO6090_Assignment1.doc)
3. All assignments should have a cover page and a header with your name, course number, and assignment topic, and date.
4. All works referenced are to be properly cited, using APA style.
5. Assignments (with the exception of A2-group work) are to be submitted on or before 11:59 pm AST on the due date. Late assignments will be handled as per class policy given in this syllabus.
6. All assignments will be marked according to the SIM Grading System.

MI COMPETENCY	COURSE LEARNING OBJECTIVES & OUTCOMES	COURSE ASSESSMENT
<p>Adaptation: Information managers anticipate and adapt to trends in information management, support organizational change, and promote a learning culture within the organization.</p>	<p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. to provide practical understanding and application of privacy concepts; 2. to provide a cultural vs administrative knowledge of how privacy impacts the workplace, the professional world, stakeholders, and the public; 3. to explore where privacy fits in juxtaposition with regulation, technology, information, security, confidentiality, trade secrets, competition, and service delivery; and 4. to introduce the concept of privacy as a factor in enterprise risk management <p>OUTCOMES</p> <ol style="list-style-type: none"> 2. bring privacy into the workforce as a value-added global professional competency; 3. analyse and design work processes and policies through a privacy filter; and 4. identify the impact of privacy in all things 	<p>-Assignment #2: group presentation on Westin’s social development of privacy</p> <p>- Assignment #3: Completion of a Privacy Impact Assessment (PIA)</p> <p>-Assignment #4: Comparison of the cultures of privacy in the books “Brave New World” and “1984” in juxtaposition with today’s culture of privacy in Canada</p>
<p>Collaboration: Information managers work effectively in teams and cultivate a culture of collaboration within the organization and build relationships with stakeholders.</p>	<p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. to provide practical understanding and application of privacy concepts; 2. to provide a cultural vs administrative knowledge of how privacy impacts the workplace, the professional world, stakeholders, and the public; <p>OUTCOMES</p> <ol style="list-style-type: none"> 1. explain how privacy impacts their world personally and professionally; 2. bring privacy into the workforce as a value-added global professional competency; 	<p>-in-class discussion and participation</p> <p>- online discussion</p> <p>- Assignment #2: group presentation on Westin’s social development of privacy</p>
<p>Commitment to equity, diversity, inclusion, accessibility, and decolonization: Information managers practice and critique the principles of equity, diversity, inclusion, accessibility, and decolonization for participating in an inclusive and socially just society.</p>	<p>OBJECTIVES</p> <ol style="list-style-type: none"> 2. to provide a cultural vs administrative knowledge of how privacy impacts the workplace, the professional world, stakeholders, and the public; <p>OUTCOMES</p> <ol style="list-style-type: none"> 1. explain how privacy impacts their world personally and professionally; 4. identify the impact of privacy in all things 	<p>-in-class discussion and participation</p> <p>-Assignment #2: group presentation on Westin’s social development of privacy</p> <p>-Assignment #4: Comparison of the cultures of privacy in the books “Brave New World” and “1984” in juxtaposition with today’s culture of privacy in Canada</p>
<p>Communication: Information managers communicate effectively, listen actively, and are receptive to feedback and suggestions.</p>	<p>OBJECTIVES</p> <ol style="list-style-type: none"> 1. to provide practical understanding and application of privacy concepts; 2. to provide a cultural vs administrative knowledge of how privacy impacts the workplace, the professional world, stakeholders, and the public; 3. to explore where privacy fits in juxtaposition with regulation, technology, information, security, confidentiality, trade secrets, competition, and service delivery; and <p>OUTCOMES</p> <ol style="list-style-type: none"> 1. explain how privacy impacts their world personally and professionally; 2. bring privacy into the workforce as a value-added global professional competency; 	<p>-class online discussion postings</p> <p>- in-class discussion and participation</p> <p>-Assignment #2: group presentation on Westin’s social development of privacy</p>

MI COMPETENCY	COURSE LEARNING OBJECTIVES & OUTCOMES	COURSE ASSESSMENT
<p>Digital and technological literacy: Information managers safely, responsibly, creatively, and effectively use technologies. They assess IT requirements of the organization or users and develop and implement IT strategies that support the organization's mission.</p>	<p>OBJECTIVES 3. to explore where privacy fits in juxtaposition with regulation, technology, information, security, confidentiality, trade secrets, competition, and service delivery; OUTCOMES 3. analyse and design work processes and policies through a privacy filter; and 4. identify the impact of privacy in all things</p>	<p>-Assignment #2: group presentation on Westin's social development of privacy - Assignment #3: Completion of a Privacy Impact Assessment (PIA) -Assignment #4: Comparison of the cultures of privacy in the books "Brave New World" and "1984" in juxtaposition with today's culture of privacy in Canada</p>
<p>Evidence-based practices: Information managers promote evidence-based decision making and policies. They use adequate methods to produce, assess, synthesize, evaluate knowledge to support the organization's activities.</p>	<p>OBJECTIVES 1. to provide practical understanding and application of privacy concepts; 2. to provide a cultural vs administrative knowledge of how privacy impacts the workplace, the professional world, stakeholders, and the public; 3. to explore where privacy fits in juxtaposition with regulation, technology, information, security, confidentiality, trade secrets, competition, and service delivery; and 4. to introduce the concept of privacy as a factor in enterprise risk management OUTCOMES 1. explain how privacy impacts their world personally and professionally; 2. bring privacy into the workforce as a value-added global professional competency; 3. analyse and design work processes and policies through a privacy filter; and 4. identify the impact of privacy in all things</p>	<p>-Assignment #2: group presentation on Westin's social development of privacy - Assignment #3: Completion of a Privacy Impact Assessment (PIA)</p>
<p>Leadership: Information managers advocate the strategic importance of information for their organization or community, promote the professional values of the field, support the development of their peers, and mobilize people and resources towards the achievement of collective goals.</p>	<p>OBJECTIVES 1. to provide practical understanding and application of privacy concepts; 2. to provide a cultural vs administrative knowledge of how privacy impacts the workplace, the professional world, stakeholders, and the public; 3. to explore where privacy fits in juxtaposition with regulation, technology, information, security, confidentiality, trade secrets, competition, and service delivery; and OUTCOMES 1. explain how privacy impacts their world personally and professionally; 2. bring privacy into the workforce as a value-added global professional competency; 4. identify the impact of privacy in all things</p>	<p>-class online discussion postings - in-class discussion and participation -Assignment #2: group presentation on Westin's social development of privacy</p>
<p>Learning: Information managers are reflexive, life-long learners who adopt a creative and innovative approach to their work.</p>	<p>OBJECTIVES 3. to explore where privacy fits in juxtaposition with regulation, technology, information, security, confidentiality, trade secrets, competition, and service delivery; and OUTCOMES 2. bring privacy into the workforce as a value-added global professional competency;</p>	<p>-in-class discussion and participation - online discussion -Assignment #1: analysis of the culture of privacy in the book "1984" -Assignment #2:</p>

MI COMPETENCY	COURSE LEARNING OBJECTIVES & OUTCOMES	COURSE ASSESSMENT
	3. analyse and design work processes and policies through a privacy filter; and 4. identify the impact of privacy in all things	group presentation on Westin's social development of privacy -Assignment #4: Comparison of the cultures of privacy in the books "Brave New World" and "1984" in juxtaposition with today's culture of privacy in Canada
Management: Information managers effectively manage projects, people and resources, and ensure that the information assets and practices of the organization support its values, mission and objectives	OBJECTIVES 1. to provide practical understanding and application of privacy concepts; 2. to provide a cultural vs administrative knowledge of how privacy impacts the workplace, the professional world, stakeholders, and the public; OUTCOMES 1. explain how privacy impacts their world personally and professionally; 2. bring privacy into the workforce as a value-added global professional competency; 3. analyse and design work processes and policies through a privacy filter; and 4. identify the impact of privacy in all things	Assignment #2: group presentation on Westin's social development of privacy - Assignment #3: Completion of a Privacy Impact Assessment (PIA)
User-centered design: Information Managers engage users and adapt services to their information needs and behaviours.	OBJECTIVES 1. to provide practical understanding and application of privacy concepts; 2. to provide a cultural vs administrative knowledge of how privacy impacts the workplace, the professional world, stakeholders, and the public; 3. to explore where privacy fits in juxtaposition with regulation, technology, information, security, confidentiality, trade secrets, competition, and service delivery; OUTCOMES 1. explain how privacy impacts their world personally and professionally; 3. analyse and design work processes and policies through a privacy filter; and 4. identify the impact of privacy in all things	-in-class discussion and participation - online discussion -Assignment #1: analysis of the culture of privacy in the book "1984" -Assignment #2: group presentation on Westin's social development of privacy - Assignment #3: Completion of a Privacy Impact Assessment (PIA) -Assignment #4: Comparison of the cultures of privacy in the books "Brave New World" and "1984" in juxtaposition with today's culture of privacy in Canada

CLASS POLICIES

Attendance

Class attendance is required in all MI courses and is included in the participation mark. Attendance records will be kept by the 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.

Late penalties for assignments

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 extended illness, medical, or family emergencies only (see below). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

Missed or Late Academic Requirements due to Student Absence:

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).

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 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.

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 Academic Dishonesty 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 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 or 902-494-6803 (leave a message).

INFO6090 COURSE SCHEDULE

Date & Topic of Class	Description	Required Readings <i>[note: readings are being updated]</i>
<p>Module 1 Sept 6-11 Lecture Wed.Sept.7</p> <p><i>Privacy...how do you know what you think you know?</i></p>	<p>We will discuss what privacy is, what privacy isn't, and what our misconceptions are. We will look at the basic concepts of personal information and identity. Should we have an expectation of privacy? Does privacy equate to confidentiality or secrecy? Does privacy include proprietary information or sensitive information? Is privacy a societal norm? This class will include discussion on identifiers, do not track, and the right to be forgotten.</p>	<p><i>Why privacy matters</i>, TEDTalk, Glenn Greenwald, Oct.2014 20:37min</p> <p><i>What will a future without secrets look like?</i> TEDTalk, Alessandro Acquisti, Oct.2013 15min</p> <p>Start reading the book <i>1984</i>, George Orwell. for assignment #1 which is due on Oct.12</p> <p>Procure a copy of the book <i>A Brave New World</i> for the term essay which is due December 7</p>
<p>Module 2 Sept.12-18 Lecture Wed.Sept.14</p> <p><i>The Rules + The Players</i></p>	<p>This class will look at the legislation and regulation of privacy. Is the <i>Privacy Act</i> all encompassing? We will review the Ten Fair Information Principles as the backbone for privacy law. We will look at the evolution of privacy legislation in Canada. We will discuss the administration of the collection, use, and disclosure of information. Who are the players and stakeholders in the world of privacy? What are their roles? Who touches our information. We will discuss privacy issues confronted by vulnerable populations and special groups.</p>	<p><i>NS Freedom of Information & Protection of Privacy [FOIPOP] Act</i>, S.3(i), S.20-31,</p> <p><i>Privacy Act of Canada</i>, S.2, s.3 (personal information), S.69</p> <p>Overview of Privacy Legislation in Canada, Office of the Privacy Commissioner of Canada</p> <p><i>Privacy and Openness in Tribunal Decisions</i>, David Loukidelis Nov.2008</p> <p><i>A Message to Our [Apple] Customers</i> Feb.16, 2016</p>
<p>Module 3 Sept.19-25 Lecture Wed.Sept.21</p> <p><i>Show me the info!</i></p>	<p>Are access to information and privacy a fine balancing act? Is privacy a modern concept? This class will look at the role of privacy in freedom of information, information dissemination, and information management. We will discuss the privacy topics of custody or control, video surveillance, public vs private, workplace vs home, consent, data integrity, and definitional problems.</p>	<p><i>The Right to Privacy</i>, Warren & Brandeis, December 1890, Harvard Law Review</p> <p><i>Privacy and Freedom: book notes</i>, Alan F.Westin, 1968</p> <p><i>Social and Political Dimensions of Privacy</i>, Alan F.Westin, 2003, Journal of Social Issues, Vol.59, No.2</p>
<p>Module 4 Sept.26-Oct.2 Lecture Wed.Sept.28</p> <p><i>Our Online Presence</i></p>	<p>We will examine the privacy settings and privacy statements of social network sites. Who can watch us on social media? Who is actually responsible for our privacy? What exactly do we mean when we say our privacy has been violated? What public face do we present electronically?</p>	<p>This week students will 'discover' themselves on the Internet.</p>

Date & Topic of Class	Description	Required Readings [note: readings are being updated]
<p>Module 5 Oct.3-9 Lecture Wed.Oct.5</p> <p>Privacy in a Digital World</p>	<p>This class will bring us into the digital world of social media, gaming, IoT, web analytics, image exploitation, cell phones, sexting, mega databases, geospatial information, open data, patient-oriented research, laas/PaaS/SaaS, BYOD, digital records management, cctv, no-fly lists, RFIDs, medjacking, and more.</p>	<p><i>Privacy is Completely and Utterly Dead, and We Killed It</i>, Jacob Morgan, Sept.2014 Forbes</p>
<p>Module 6 Oct.10-16 Lecture Wed.Oct.12</p> <p>The Privacy Toolkit</p>	<p>PIAs – RIAs – awareness training – fact sheets – policies – laws – professionals – audits – education— focus groups...what tools do we have access to which address our concerns about privacy?</p>	<p>Students will review the website of the Office of the Privacy Commissioner of Canada for privacy tools. www.priv.gc.ca</p> <p><i>Cloud Computing: Information Security and Privacy Considerations</i>, New Zealand Government, April 2014</p> <p>PIA template (to be provided by instructor)</p>
<p>Module 7 Oct.17-23 Lecture Wed.Oct.19</p> <p>Privacy Risk</p>	<p>Risk can be defined as the choice between two unknowns. Is privacy risk a choice? What are the risks? Who throws the dice? Can privacy risk be mitigated?</p> <p>This class will look at privacy from an enterprise risk viewpoint and will investigate the possible options to mitigate those risks on behalf of the individual. We will also discuss the cost/benefit of privacy risk and where it fits in the context of enterprise risk management for companies and government agencies.</p>	<p><i>The Problem of Quantifying Privacy Risk</i>, Blair Witzel, Dec.2015</p> <p><i>Misplaced confidences: Privacy and the Control Paradox</i>, Margaret Weigel Dec 2012, Journalist's Resource</p> <p><i>Misplaced Confidences: Privacy and the Control Paradox</i>, Laura Brandimarte, Alessandro Acquisti, George Loewenstein June 2010</p>
<p>Module 8 Oct 24-30 Lecture Wed.Oct.26</p> <p>The Ethics & Vulnerabilities of Privacy</p>	<p>Do the access needs of the many outweigh the privacy of the few? Does public interest override privacy rights of the individual? Does he who speaks loudest win? How does society uphold the privacy rights of vulnerable communities? How do different cultures in Canada view privacy rights? Does financial investment overrule investment in people? Quis custodiet ipsos custodes? In this class we will look into these and other questions surrounding the legal vs holistic views of privacy.</p>	<p><i>From Kodak to Google, How Privacy Panics Distort Policy</i>, Alan McQuinn, Crunch Network Oct.2015</p> <p><i>Google's Schmidt Roasted for Privacy Comments</i>, Jared Newman PCWorld</p>
<p>Module 9 Oct.31-Nov.6 Lecture Wed.Nov.2</p> <p>Oops!...when things go wrong</p>	<p>What happens when things go wrong? What can an individual, organization, company, or government do when a privacy breach occurs? From a misplaced word, to a recycled document, to a wrong number fax, to a viral digital scan...privacy breaches appear to surround us? Should we be concerned if the</p>	<p>For discussion in the lecture, students are to search on-line for a news article pertaining to a privacy breach in Canada which occurred within the past three years.</p>

Date & Topic of Class	Description	Required Readings <i>[note: readings are being updated]</i>
	breach doesn't include us? Is it true that the bigger the breach, the bigger the impact? We will try to sort out the fact, fiction, and misconceptions of privacy breaches. Breaches can affect one individual or thousands. They can be readily contained or can exponentially explode globally across international borders and jurisdictional platforms and law.	
<p>Module 10 Nov.14-20 Lecture Wed.Nov.16</p> <p><i>Our Culture of Surveillance</i></p>	<p>Big Brother is watching? Smile, you're on camera? CCTVs. Scan here. We carry our electronics everywhere. In the morning we don our FitBit/iWatch/Garmin; we track our steps/bp/heart rate/food intake/moods; we monitor our health and upload the data directly to our computer or to our health practitioner; we unlock our phones with a fingerprint; we have our iris scanned to jump the security lines at the airport; we submit to random full body scans; we can be graphically identified with the use of a facial recognition algorithm; we send DNA samples in the mail for genealogical study. Why? In this class we will discuss the most personal of personal information. Where are we going with this and where will it end?</p>	<p><i>Wearable Computing: challenges and opportunities for privacy protection</i>, Office of the Privacy Commissioner of Canada</p> <p><i>The Unsettling Future of Facial Recognition</i>, Allen Murabayashi Nov.2015</p> <p><i>The Privacy Panic Cycle: a Guide to Public Fears About New Technologies</i>, Daniel Castro, Alan McQuinn, Sept 2015 Information Technology & Innovation Foundation</p>
<p>Module 11 Nov.21-27 Lecture Wed.Nov.23</p> <p><i>Chatbots, Robots, Cyborgs, AI, Quantum Computing... what next?</i></p>	<p>AI, machine learning, and sentient robots are no longer fantasies in SF novels and movies. We have robots that can do simple tasks, and can make simple decisions on their own without human intervention. We consult with Siri-Alexa-Cortana-etc. We speak on the phone with chatbots. Where do we stand as regards decisions made by robots using our personal information? Who is accountable for the decision or the consequences? Let's extrapolate a bit more—can AI or cyborg challenge the definition of privacy? Will quantum computing help or hinder privacy?</p>	<p><i>We are All Cyborgs Now</i>, TEDTalk, Amber Case Dec 2010 7:53min</p> <p><i>Artificial Intelligence Poses a Greater Risk to IP Than Humans Do</i>, Bradford K.Newman, Crunch Network Dec.31., 2015</p>
<p>Module 12 Nov.28-Dec.7 Lecture Wed.Nov.30</p> <p><i>The Culture of Privacy</i></p>	<p>In the last module of the course, students will revisit their views and opinions on privacy. We will discuss how we as individuals and professionals can bring a filter of privacy into our chosen fields of endeavour and affect cultural change.</p>	<p>No readings for this final discussion module.</p>