STATEMENT OF ACKNOWLEDGEMENT OF TRADITIONAL LAND
We (or I) wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

COURSE OBJECTIVES
The objective of this course is to familiarize students with the policy process as it relates to the production, management, dissemination and access to information. With the rapid change of information access and communications infrastructures in society, it is crucial that information professionals have a firm grounding in the policies and formal regulations that contribute to providing the allowable boundaries within which information is accessed. In doing so, the roles of key stakeholders will be critically discussed along with their agendas and strategies as it relates to the development of policies that affect information creation, control, access and use. This course will focus on Canadian information policy, but will by necessity broaden to consider the global information environment. A few focal policy issues are considered in depth and vary from year to year: e.g., government information, intellectual property, intellectual freedom, access, privacy, broadcasting and telecommunication policy, etc.

COURSE LEARNING OUTCOMES & RELATIONSHIP WITH PROGRAM OUTCOMES
The outcomes of information policies influence the practice of information professionals. A better understanding of policy concepts, issues, and processes will help these information professionals anticipate and reflect on changes underway, as well as enhance their role in influencing the policy process. Upon completing this course, students should be able to:
- Understand the development and literature of the field of information policy, and how information policy relates to professional values and standards.
- Identify and explain contemporary policy issues related to information, and trace the regulation and history of these issues (at the local, national and global level).
- Frame significant questions or problems drawing from appropriate sources, and draw valid conclusions based on sound analysis of reliable data.
- Promote advocacy of policy issues among the information professions.
- Determine and describe your own personal goals as information professionals within the range and scope of career choices and possibilities.

Beyond enabling students to be conversant with fundamental concepts, theories and practices within the information policy field, the knowledge and values imparted in INF2181 are appropriate to prepare students to changing information practices and needs of society (Program Learning Outcome 1)\(^1\). The course also equips students to hone or sustain knowledge and values appropriate to their future exercise of economic, cultural, and/or social leadership including the social responsibility to provide information services for all (Program outcome learning 2). In INF2181, students will develop a solid understanding of the impacts of technological developments on society (Program outcome learning 5) and how these developments shape and are shaped by the ever-changing information practices and needs of individuals and communities (Program outcome 4). INF2181 also provides a foundation for students to determine and describe their own personal goals and articulate ways they hope to attain life-long intellectual growth beyond graduation (Program outcome 6).

**MODE OF INSTRUCTION**
The mode of instruction will include a combination of lectures, class discussions, and presentations. It is assumed that students will spend a significant portion of time on reading before or after class. Attending lectures and completing after-class readings are not mutually exclusive. The reading contents for each class expand on class discussions or provide additional information and alternative points of view. Students will be expected to participate in the discussions by completing the readings and making substantial contributions to our understanding of the issues raised.

**COURSE MATERIALS AND AVAILABILITY OF THE COURSE INSTRUCTOR**
The course materials will be available on Blackboard and include: the syllabus with links to required and suggested readings; selected reading materials uploaded as pdf files; the description of assignments and related documents as well as lecture notes.

The course instructor and the TAs will be available to answer student questions via email and in person throughout the term. Each student is required to have a university-issued email address (@utoronto.ca or @mail.utoronto.ca) linked to Blackboard, which will be used in the course communication. We will do our best to reply to your correspondence promptly. If we don’t, it may mean we did not receive it; please kindly resend your email. Please email us directly at irma.spahiu@utoronto.ca; dawn.walker@utoronto.ca; or zacharybatist@gmail.com rather than through Blackboard.

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\(^1\) Master of Information Program Student Learning Outcomes: See http://current.ischool.utoronto.ca/studies/learning-outcomes
STUDENTS REQUIRING ACCOMMODATIONS
The course instructor welcomes students with different learning styles in this course. If you require accommodations due to a disability or a health reason, please inform the course instructors and get in touch with the Accessibility Services Office as soon as possible (http://www.accessibility.utoronto.ca/).

GRADES AND EXTENSIONS
Grades are assigned in accordance with the following policy and grading system:
http://www.sgs.utoronto.ca/calendar/cal2008-09/genregs/policies.htm. The School of Graduate Studies (SGS) defines the grades as follows: A+, A, A- are defined as „Excellent“; B+, B, B- are defined as „Good“; and FZ is defined as „Inadequate.“ The numeric ranges corresponding to the letter grades are as follows: A+ (90-100%); A (85-89%); A- (80-84%); B+ (77-79%); B (73-76%); B- (70-72%); and FZ (69%). This means that, effectively, you require the final numeric grade of at least 70% to pass the course. The final grade is a letter grade.

Please note that fulfilling the minimal assignment requirements stated in the syllabus does not guarantee you an A; your work may warrant a B+ or an A-. An A/A+ assignment goes beyond the minimal requirements and shows a genuine passion for and interest in the topic, as well as originality of thought and/or presentation.

All assignments are due at the beginning of a designated class. Assignments turned in after this time, except for excused medical absences, will be reduced at the rate of one half-letter per day (i.e. a paper that would otherwise be an „A“ becomes an „A-“, after 24 hours „B+“ after 48, etc.). This is partly for reasons of equity, and partly because the assignments in most cases will be central to the in-class work on the day they’re due – we’ll often ask you to share or discuss them with group mates or the wider class, and it is important that you come ready to participate and contribute.

Extensions for assignments are at the discretion of the course instructor. These are normally granted in cases of family emergencies and documented illnesses. In all cases, please discuss it with the course instructors before your assignment is due. Late assignments, for which an extension has not been granted, will not be accepted. That is to say, there are no late penalties and there can be only three scenarios: 1. your assignment is submitted on time; 2. your assignment is late by permission; 3. your assignment is late without permission, not accepted, and receives the grade of 0 (FZ). Extensions beyond the end of a term are regulated by the University of Toronto and the School of Graduate Studies guidelines. Please consult the following document:

Careful attention to the quality of writing is expected. Correct spelling and grammar should be part and parcel of any assignment. Clarity, conciseness, and cogency are highly valued. If you require help with writing in English, seek help early in the term. Visit the Office of English Language and Writing Support (ELWS) at http://www.sgs.utoronto.ca/english.

The proper referencing of secondary sources and accurate citations are expected in all your assignments. I suggest you use the latest editions of the American Psychological Association – APA (6th ed.) or Chicago (16th ed.) manuals of style to format your references. Look for the helpful Inforum workshop on how to cite properly. Good concise reference guides can be found at:
http://owl.english.purdue.edu/owl/resource/560/01/ & http://owl.english.purdue.edu/owl/resource/717/01/. Please note that the Chicago manual is also available online through the UofT E-Resources.
There are no specific requirements to formatting your papers. However, I recommend having a title page to protect your privacy (i.e., the comments on your paper will not be immediately visible to whomever happens to see or handle your assignments).

**ACADEMIC CONDUCT AND PLAGIARISM**

As per the University’s website: Honesty and fairness are considered fundamental values shared by students, staff and faculty at the University of Toronto. The University’s policies and procedures that deal with cases of cheating and plagiarism are designed to protect the integrity of the institution and to maintain a community where competition is fair. As a result, the University treats cases of cheating and plagiarism very seriously. Any student accused of committing an academic offence will find that the accusation is dealt with formally and that the penalties can be severe if it is determined that they did, in fact, cheat. All of the policies and procedures surrounding academic offences are dealt with in one policy: The Code of Behaviour on Academic Matters (“the Code”). It is the student’s responsibility to become familiar with the following documents: “The Code of Behaviour on Academic Matters” found at [http://www.governingcouncil.utoronto.ca/policies/behaveac.htm](http://www.governingcouncil.utoronto.ca/policies/behaveac.htm); “Code of Student Conduct” found at [http://www.governingcouncil.utoronto.ca/policies/studentc.htm](http://www.governingcouncil.utoronto.ca/policies/studentc.htm); and “Academic Misconduct [plagiarism, etc.]” found at [http://www.sgs.utoronto.ca/governance/policies/academicmisconduct.htm](http://www.sgs.utoronto.ca/governance/policies/academicmisconduct.htm).

Please consult the Inforum schedule for helpful workshops on how to avoid plagiarism. Another useful resource can be found at [http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize](http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize).

NB: Lack of awareness of plagiarism does not excuse the student committing the offence.

**OVERVIEW OF COURSE**

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<td>The Art and Craft of Policy I; Historical Narratives of the Internet and Privacy</td>
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<td>April 3</td>
<td>Policy Literacy or Take-Home Essay</td>
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OUTLINE AND READINGS

(*) = required readings

Week 1 – Introduction & Overview
Overview of broad themes in information policy and the policy process


Check the Legislative Assembly of Ontario website. Available at: http://www.ontla.on.ca/web/home.do?locale=en


Week 2- The Art and Craft of Policy I; Historical Narratives of the Internet and Privacy


Recommended Readings:

Selected sections. [Robarts: JL148.5 .P76 1992 - check availability]


http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/01655515/v28i0001/31_faatfuip


http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/03085961/v10i0001/41_atipr

**Week 3 - The Art and Craft of Policy II**


http://www.jstor.org.myaccess.library.utoronto.ca/stable/2939044

**Recommended Readings:**


http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/01655515/v23i0004/261_tfoip1fc

http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/01655515/v23i0005/339_tfoip2rta

http://dx.doi.org.myaccess.library.utoronto.ca/10.1080/136918042000208906

http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/03085961/v21i0008/709_ pigatcih

http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/01655515/v34i0004/547_i pytt

Week 4- Information Professions and Their Public Policy Spaces


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* Select UP TO TWO documents from the list below. Research these and prepare notes for class discussion. Focus on those sections or issues that are of relevance to the information professions and institutions:

- United Nations. Sustainable Development Agenda, articulating 17 goals to shape global action “for people, planet, and prosperity,”
- World Summit on the Information Society (WSIS) 11 Action Lines
- International Federation of Library Association'\textquotesingle s (IFLA) Lyon Declaration on Access to Information and Development.
- WIPO Marrakech Treaty on User Rights

Recommended Readings:

**Week 5- Evidence-Based Policy and Knowledge Transfer**


**Recommended Readings:**

READING WEEK (No class on Feb 16)

Week 6- Regulating the Cloud


Week 7- Making Sense of Data


Week 8 through Exam Week: Student-Led Seminars
Form groups of 5-7 (depending on enrolment) and select a topic from the categories below. You will have the opportunity to narrow down your focus for the actual presentation.

Possible Topics include:
- A- Surveillance and Privacy in a Post-Snowden World
- B- Copyright reforms in Canada and Beyond
- C- Ethics and Intelligent Autonomous systems (drones, driverless cars, smart homes, sensing environments, etc.)
- D- Academic Journal 3.0: Open Access, Mega-Journals, APCs and Licensing Issues
- E- Digital Inclusion: Broadband Development; Spectrum Management; Right to Communicate; Government transparency and access to information

WEEK 8-13 -- SUGGESTED READINGS (to get you started):

A. Surveillance and Privacy in a Post-Snowden World

Recommended Readings:
- Time magazine January 2014 issue on "America's Secret Agencies". [Not at U of T]
- See work by Alessandro Acquisti and his team: http://www.heinz.cmu.edu/~acquisti/research.htm


http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00224537/v59i0002/263_s hoffpatdf.xml


http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/07408188/v27i0001/97_aar litp9e


http://www.jstor.org.myaccess.library.utoronto.ca/stable/10.1086/382843


B. Copyright reforms in Canada and Beyond

Recommended Readings:

- Copyright Act: sections 29-32; 41; 45. Available at: http://laws-lois.justice.gc.ca/eng/acts/C42/index.html
- Geist, M. (2010). Clearing up the copyright confusion: Fair dealing and Bill C-32. Available at: http://www.michaelgeist.ca/content/view/5519/125
- Access Copyright (Canadian Copyright Licensing Agency)’s website (http://www.accesscopyright.ca/)
- **BROWSE WEBSITE**

C. Ethics and Intelligent Autonomous Agents

Recommended Readings:
- International Committee for Robot Arms Control at: http://icrac.net, [browse the site].
http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/13881957/v09i0004/273_escaafeisac.xml


D. Academic Journal 3.0: Open Access, Mega-Journals, APCs and Licensing Issues

Recommended Readings:
See excellent work in this area by the following scholars:
- Pamela Samuelson (http://people.ischool.berkeley.edu/~pam/)
- Christine L. Borgman (http://christineborgman.info/publications/)
- Clifford Lynch (https://www.cni.org/about-cni/staff/clifford-a-lynch)
- Carol Tenopir (http://scholar.cci.utk.edu/carol-tenopir)
- Carole Palmer (http://faculty.washington.edu/clpalmer/cv.html)
- Kristin Eschenfelder (http://www.slis.wisc.edu/faculty-eschenfelder.htm)
- Geist, M. (2010). Clearing up the copyright confusion: Fair dealing and Bill C-32. Available at: http://www.michaelgeist.ca/content/view/5519/125

E. Digital Inclusion: Spectrum Management, Broadband Development; Right to Communicate; Government transparency and access to information

Recommended Readings:
  http://simplelink.library.utoronto.ca/url.cfm/446497
http://main.library.utoronto.ca/webcat/goto_catalogue_url.cfm?where=ckey&what=8059969
http://resolver.scholarsportal.info.myaccess.library.utoronto.ca/resolve/00664200/v37i0001/499_iae.xml

EVALUATION
All assignments are due at the beginning of the designated class. Late submission of an assignment will not be accepted unless prior arrangements are made with the instructors. If you have dire personal circumstances, speak to the instructor before the due date. The final grade will be based on:

| Assignment #1: Media Analysis | 15% | January 30 |
| Assignment #2: Focal Issue (Group Project) | 50% | Feb 27- April 3 |
| Assignment #3: Policy Literacy or Take-Home Essay | 20% | April 3 |
| Participation in Class Discussions | 10% | Throughout |
| Reflection on week's readings | 5% | TBA |

ASSIGNMENT #1: Media Analysis 15%

The aim of this exercise is to allow you to go beyond the surface and to examine analytical and rhetorical strategies used in the construction of a news media item. For this assignment, you are asked to select a short, recent article from the popular media (i.e., aimed at the general public not at experts or professional groups) such as Globe & Mail, the NY Times, etc. The article should deal directly or indirectly with information issues (e.g., access, copyright, equity, etc.) and/or information and communication technologies (ICTs) and their societal implications (e.g., for leisure, work, family, etc.). The article selected may be either an opinion piece, a report on the benefits or problems of a new technology, or a discussion of the uses of ICTs in various contexts (e.g., the classroom, in the community, within organizations, in developing countries, etc.). When discussing the article, pay special attention to
the analytical and rhetorical strategies used by the author: what assumptions or implications does it make (e.g., about the future of technology, the nature of information, etc.)? Are there some values that are clearly presented and upheld? Who is the article talking about? What kind of language is used? Who is quoted and what points of view do they represent? Are sources based on anecdotal evidence? On research studies? On the writer's own experience?

You may want to read the Kling article (referenced below) for guidance with completing this assignment.

The length of the assignment is not to exceed five (5) double-spaced pages. Include a copy of the actual article, as well as a full citation to it and to any other materials used.

Due Date: Week 4


ASSIGNMENT #2: Focal Issue (Group Projects) 50%

For this assignment, you will take part in a team project – researching, presenting, and facilitating class discussion on an information policy issue of interest to you, and of relevance to the class. The list of possible topics for weeks 8-13 is outlined below. You will research critically the topic and provide an overview of the issue(s), the history or context of the policy issue, the stakeholders involved, and the various political, economic, social, cultural, and ethical components of the policy issue. Ultimately, your research should help unravel the specifics of the issue, examine the public debate around it, and consider the impacts of the issue in general, and for the information professions in particular (why should we care about this?).

This assignment will be conducted as part of a team (5-7 depending on enrollment). Because the final product is submitted by the group as a whole (not individually), it is your responsibility to ensure that everyone contributes equally to the workload. In case of major problems within the team, please see the instructor sooner in the term rather than later. Groups should be formed no later than week 3 of classes. Please choose a group representative who will communicate with the course instructor on a continuous basis. This individual will be responsible for emailing the group composition and the chosen topic to the course instructor by week 3. Please note that to avoid duplication, you require the course instructor’s approval for the final topic.

Having completed this assignment, you will have a better grasp of the issue by conducting research and collecting and reviewing background materials on the topic. The group presentation will also allow you to practice teaching others about the issue and preparing adequate materials to support your task.

First, start by selecting one topic of interest to the team from the issues listed below. If your team want to do a special take on the issue (or focus it differently), please make sure you run it by the instructor.

A- Surveillance and Privacy in a Post-Snowden World B- Copyright reforms in Canada and Beyond C- Ethics and Intelligent Autonomous systems (drones, driverless cars, smart homes, sensing environments, etc.) D- Academic Journal 3.0: Open Access, Mega-Journals, APCs and Licensing Issues E- Digital
Inclusion: Broadband Development; Spectrum Management; Right to Communicate; Government transparency and access to information

After you have selected a topic to address, think about the audience that would benefit from your presentation/bibliography. Presentations and annotated bibliographies are not created in a vacuum; they target a certain audience; keep yours in mind. Search for a variety of appropriate resources that address your topic.

Using these resources, you will be asked to produce two deliverables: 1) an annotated bibliography of at least 15 references (worth 20%); and 2) the leading of a Seminar on the designated week (worth 30%). Together, these deliverables amount to 50% of your final grade.

The annotated bibliography is a collective submission. It shall include the following sections: 1. A brief overview of the chosen topic, which may involve historical perspectives on the issue; contemporary debates; major trends and themes; various stakeholders and their conflicting/converging perspectives; and/or other things you deem relevant (keeping in mind the key question: why should information professionals care and pay attention to this issue?). In the same overview, briefly describe your target audience.  2. At least 15 annotated resources, including monographs, scholarly articles, reports, position papers, legislative documents, electronic resources, websites, and other resources, as relevant to your chosen topic. Each annotation should span about 150-200 words.  3. A brief overview of the search strategies (databases searched, key terms used, etc.) used to complete this assignment and the distribution of roles within the team (who did what?).

For help with writing an annotated bibliography, check out: http://www.writing.utoronto.ca/advice/specific-types-of-writing/annotated-bibliography

The Seminar component requires that, as a group: 1. You be responsible for the session on the selected week. Specifically, you will provide a clear and articulated overview of the issue (origins, developments, current trends), the policy landscape (stakeholders and agendas), and the tensions identified. You may arrange for guest speakers to come and intervene to present their positions on the issue. 2. A one to two-page handout to distribute to class participants. This should be more than a printout of your powerpoint slides. Rather, think about it as the ultimate resource: an information sheet that summarizes the issue, the policy unfolding, and explains why information professionals should pay attention, along with key reference works 3. The group will be responsible for engaging the class into a meaningful discussion about the policy issue. So come prepared with two discussion questions for the class. You must also turn in to me a detailed outline of your presentation (detailed lecture notes or an annotated copy of your lecture slides will do). You will be graded as a team equally on four aspects of this assignment: the quality of the annotated bibliography, the organization, content, and delivery of the presentation, and the facilitation of the discussion.

Due Dates: Annotated Bibliography: February 27; Seminar sessions: Last five weeks of the course

ASSIGNMENT #3: Policy Literacy Piece or Final Take-Home Essay 20%

You will have two options for this third assignment:
A) a Policy Literacy and Dissemination piece, or
B) a Final Take-Home essay.
Note that the first option can be done as part of a group, while the second option is individual.

Option A: (can be done as part of a group)
The purpose of this assignment is to get you to think about policy literacy. Based on the research that you completed for the Focal Issue (group project), you will be asked to prepare a deliverable for consumption by the general public (or a target audience that you will specify, i.e., policymakers, youth, etc.). The purpose of this deliverable is both to inform and engage the audience with aspects of the topic you researched. The format, the medium and the message are all equally important when it comes to raising awareness, changing one’s thinking about, or engaging an audience about a given policy issue. You are free to use any format you deem appropriate to inform and engage people to think about the topic: examples include but are not limited to a column in a popular media outlet, producing a video, designing a poster or a facebook group, hosting an event, presenting at a conference or community meeting, etc. In addition to the product per se, you will be asked to reflect on your process and the rationale for your choices in a four-page (maximum) document. You may draw on readings and class discussions. All secondary sources should be integrated into your essay.

Option B: (individual assignment)
The take-home assignment is intended to provide an opportunity for you to display your grasp of the course content (readings, lectures, class discussions, media browsing, etc.). Drawing on theoretical readings and class discussions so far in the term, you will write an analytical essay/critical response that addresses a contemporary development affecting the information professions and/or society at large. The essay question will be handed out in class at least a week before it is due. You will be marked on your grasp of key concepts; ability to present clear and convincing arguments; integration of knowledge from different sources and perspectives; and the evidence of original thought. Careful attention to the writing style and spelling is expected. The length of the essay is not to exceed four (4) double spaced pages (not including references). At least ten (10) secondary sources should be integrated into your essay.

Due date: April 3.

PARTICIPATION/ORAL PRESENTATION 10%

Participation in class discussions: As this is a seminar, course participation is an essential component of the learning process. You are expected to come to class having read the assigned materials and formulated a point of view or critique on the issue(s). The participation grade will be based on class preparedness, being attentive to class discussion, raising constructive, thoughtful comments and questions.

REFLECTION ON WEEK’S READINGS 5%

This is a one-time only assignment. You will choose one week to carefully read one of the assigned readings and reflect on it. This assignment has two components: 1. You will write a one page reflection (no more than 300 words) and submit it at the beginning of the class. This is worth 2.5% (1% for analysis and 1.5% for originality – how you approach the topic, how you relate to other readings in the course) 2. You will share your ideas on the reading with the class (will talk for 5 minutes). You could support the claims made in the articles or criticize them, expand them, question them, etc. This is worth 2.5% (1%
for providing structure to your oral presentation and 1.5% for the competency in presenting and responding to questions from the class. Your reflection may initiate interesting debates in the class.

OTHER USEFUL RESOURCES

Canadian Library Association (CLA) – see Position Statements: [http://www.cla.ca](http://www.cla.ca)
IFLA (International Federation of Library Associations and Institutions) list of LIS-related Policy Statements [http://www.ifla.org/II/libpol.htm](http://www.ifla.org/II/libpol.htm)
EDUCAUSE [www.educause.edu/policy/](http://www.educause.edu/policy/)
Electronic Frontier Foundation [www.eff.org](http://www.eff.org)
Electronic Privacy Information Center [www.epic.org](http://www.epic.org)
Open Media [http://openmedia.ca/](http://openmedia.ca/)
Benton Foundation [www.benton.org](http://www.benton.org)
Gigalaw [http://gigalaw.blogspot.com/](http://gigalaw.blogspot.com/)
CIPPIC (Canadian Internet Policy and Public Interest Clinic) [http://www.cippic.ca/](http://www.cippic.ca/)
Association of Internet Researchers [http://www.aoir.org/](http://www.aoir.org/)
Creative Commons [http://creativecommons.org/](http://creativecommons.org/)
Bora Laskin Law Library – Canadian Legislation [http://www.law-lib.utoronto.ca/canleg.htm](http://www.law-lib.utoronto.ca/canleg.htm)