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(most efficient way to reach me is via email. Please allow 24 hrs. for response M-F; weekend response variable)  

Course Space:  
https://zone3002.slack.com  

**COURSE DESCRIPTION**  

In-depth critical discussion of (at most) three or four topics that are being explored in multiple contemporary information research projects. Topics vary from year to year, chosen not only in terms of importance, contemporary impact, and theoretical salience, but also so as to provide full representation of a diversity of methods, frameworks, literatures, and epistemic styles.  

**The 2016 Themes are:**  

- Big Data (Internet of Things, Ethics of Algorithms)  
- Information Activism  
- Digital Inclusion
READINGS

There are several required books and there will also be selected other readings available online or through the UofT Library. Students will choose a theme/sub-theme to write their synthesis paper on, and they will need to choose other readings. Throughout the course a selection of readings within each theme will be added to the Slack site: https://zone3002.slack.com

Books for each theme include:

Big Data


➤ On reserve @ Robarts HN49 .P6 P375 2015X
➤ Shade personal copy on reserve @ Inforum


➤ On reserve @ Robarts HM851 .H69 2015


➤ On reserve @ Robarts JC596 .L959 2015X

Information Activism


➤ On reserve @Robarts HV6773 .C646 2014X
➤ Also available: https://archive.org/stream/HackerHoaxerWhistleblowerSpy_201411/Coleman_Gabriella_Hacker_Hoaxer_Whistleblower_Spy_The_Story_of_Anonymous_djvu.txt


➤ Shade personal copy on reserve @ Inforum
Requested reserve @ Robarts HE8697.95 .U6 D86 2014X


On reserve @ Inforum 305.42097 E34A

Digital Inclusion


On reserve @ Robarts GV1469.17 .S63 S53 2014X


To be purchased by Inforum and put on reserve

ASSIGNMENTS

Weekly reading reflections ~250-words (no more than 500 words!!) to be posted on Slack channels. Due: Noon every Monday before class. (25%) From weeks 3-12. Can be informal in nature: impressions, critiques, connections amongst the readings, questions that the readings pose...to generate conversation amongst the group. Before class, students are encouraged to read the reflections of their colleagues. Seminar leaders are required to read all reflections in preparation for their leadership role.

Seminar Leaders (25%) Weeks 3-12 students will be responsible for leading a seminar on the readings; there are also several short non-required readings that seminar leaders will comment upon. As a seminar leader, you will:
--provide one interesting (new) reading related to the weekly theme, and post this on the Slack Channel
--lead a discussion in class of the main reading(s) that week: providing a critical analysis of the reading(s), comments on theoretical perspective and methodological approach of the reading(s), background information on the scholar we’re reading, any public critiques/review of the reading(s); and comments on the non-required reading(s) offered as a supplement to that weekly theme.

Your grade will reflect your critical take on the reading(s) and engagement generated by your colleagues.
**Major Synthesis Paper (50%). Final Paper Due April 15 5pm**

Students will write a 6,000-7,000 word (exclusive of references) paper analyzing a cluster of themes in the course, and/or a sub-theme of a theme. The idea is that students will choose a particular theme/sub-theme that resonates most with their research interests. A synthesis paper will bring together a collection of readings, organizing them around a particular theme or sub-theme. Your paper will provide a critical description about the theme or sub-theme and provide a summary and analysis of the readings; through synthesizing the readings, you will critically evaluate and compare and contrast the readings. A critical evaluation will include reflections on the conceptual tools and methods deployed by the authors. You may also, through your synthesis, identify research gaps.

Literature to examine can include a combination of scholarly books/journal articles/book chapters; industry reports; policy reports. **Use 5-7 sources. 1-2 should be from the course syllabus but the others you will independently generate. If you want to use more sources than 5-7 this is fine, but not required. Depends on your topic, of course. Present sources for the March 4 submission.**

**BY MARCH 4 5pm** send me a description of the theme/sub-theme you will look at and the sources you will examine. I will meet with each student individually to discuss paper and possible other sources to look at.

**WEEKLY COURSE SCHEDULE**

**Week 1: January 12**  
Introduction to the Course and Ourselves

**Week 2: January 19**  
Situating Ourselves as Scholars

**Readings**


➤ You may be interested in attending...

*Thursday January 21, 4-5:30 pm, Location BL 728*
Mia Consalvo, Playing (as) a better me: *Choice, Moral Affordances and Video Games*, iSchool Colloquium Series
[http://www.ischool.utoronto.ca/content/playing-better-me-choice-moral-affordances-and-video-games](http://www.ischool.utoronto.ca/content/playing-better-me-choice-moral-affordances-and-video-games)


**Week 3: January 26**

*Readings (required)*
Pasquale, Chapters 1-2-3 (Introduction, The Need to Know, pp. 1-18; Digital Reputation in an Era of Runaway Data, pp. 19-58; The Hidden Logics of Search, pp. 59-100)

*Readings (for discussion leader(s))*
(doi:10.1177/2053951714539277)


➤ You may be very interested in attending as it’s related to Lyon book...
A Screening of Laura Poitras’ *CitizenFour*, with special guests Ben Wizner, ACLU attorney, and Prof. Ron Deibert of UofT’s Citizen Lab
Innis Town Hall, Innis College, 2 Sussex St. at St. George
No registration required, film will begin at 6:30 pm sharp
Week 4: February 2

Readings (required)
Pasquale, Chapters 4-5-6 (Finance’s Algorithms: The Emperor’s New Codes, pp. 101-139; Watching (And Improving) The Watchers, pp. 140-188; Toward an Intelligible Society, pp. 189-218)

Readings (for discussion leader(s))


Week 5: February 9

Readings (required)
Howard, Chapters 1-3 (Empire of Connected Things, pp. 1-36; Internet Interregnum, pp. 3766; New Maps for the New World, pp. 67-106)

Readings (for discussion leader(s))
What’s the industry hype about IoT?
Gartner, IoT

Cisco, IoT

Microsoft, IoT

Google IoT
https://cloud.google.com/solutions/iot/

➤ You should definitely be interested in and plan on attending…
Friday February 12, 4-5:30 pm, Location TBA:
Frank Pasquale on Black Box Society, iSchool Colloquium Series
http://www.ischool.utoronto.ca/content/black-box-society

February 16: Winter Reading Break, No Class!
**Week 6: February 23**

**Readings (required)**
Howard, Chapters 5-7 (Five Premises for the Pax Technica, pp. 107-147; Five Consequences for the Pax Technica, pp. 148-182; Network Competition and the Challenges Ahead, pp. 183-223; Building a Democracy of Our Own Devices, pp. 224-257)

Lyon, entire book, pp. 1-140.

**Readings (for discussion leader(s)) for Howard**
Dynamic Coalition on the Internet of Things (DC-IOT)
Internet of Things Good Practices Policies

**Readings (for discussion leader(s)) for Lyon**


**Week 7: March 1**

No class March 1. Figure out your MSP topic, I’ll receive these on March 4, and I will make individual appt’s with everyone to discuss week of March 7. Can also do over skype as well.

➢ You may be interested in attending...

*Thursday March 3, 4-5:30 pm, Location TBA*
Andrew Feenberg, Critical Theory of Technology
iSchool Colloquium Series
http://www.ischool.utoronto.ca/content/critical-theory-technology
**Week 8: March 8**

**Part 2: Information Activism**

**Readings (required)**
Coleman, entire book

**Readings (for discussion leader(s))**
http://adanewmedia.org/2015/01/issue6-tanczer/


**Week 9: March 15**

**Readings (required)**
Eichorn, entire book

**Readings (for discussion leader(s))**

**Week 10: March 22**

**Readings (required)**
Dunbar-Hester, entire book
Guest skype: Christina Dunbar-Hester, Assistant Professor, USC, time TBD, 1 hr

**Part 3: Digital Inclusion**

**Week 11: March 29**

**Readings (required)**
Shaw, entire book

**Readings (for discussion leader(s))**
http://sms.sagepub.com/content/1/2/2056305115603997.full.pdf+html
Week 12: April 5

Readings (required)
Ito et al.

COURSE POLICIES


Writing Support: As stated in the iSchool’s Grade Interpretation Guidelines, “work that is not well written and grammatically correct will not generally be considered eligible for a grade in the A range, regardless of its quality in other respects”. With this in mind, please make use of the writing support provided to graduate students by the SGS Office of English Language and Writing Support (http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx). The services are designed to target the needs of both native and non-native speakers and all programs are free. Please consult the current workshop schedule (http://www.sgs.utoronto.ca/currentstudents/Pages/Current-Years-Courses.aspx) for more information.

Academic integrity: Please consult the University’s site on Academic Integrity (http://academicintegrity.utoronto.ca/). The iSchool has a zero-tolerance policy on plagiarism as defined in section B.I.1.(d) of the University’s Code of Behaviour on Academic Matters (http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf). You should acquaint yourself with the Code. Please review the material in Cite it Right and if you require further clarification, consult the site How Not to Plagiarize (http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize).

Accommodations: Students with diverse learning styles and needs are welcome in this course. If you have a disability or a health consideration that may require accommodations, please feel free to approach me and/or the Accessibility Services Office (http://www.studentlife.utoronto.ca/as) as soon as possible. The Accessibility Services staff are available by appointment to assess needs, provide referrals and arrange appropriate accommodations. The sooner you let them and I know your needs, the quicker we can assist you in achieving your learning goals in this course.