

UNIVERSITY OF WISCONSIN-MILWAUKEE
School of Information Studies

L&I SCI 891 – A HISTORY OF U.S. INFORMATION POLICY
SYLLABUS – DRAFT

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Meeting Times & Location: Tuesdays, 2:00-4:40 p.m., NWQ 3511

CATALOG DESCRIPTION:

891 Advanced Topics in Library and Information Science: A History of U.S. Information Policy. 3 credits. Graduate Seminar critically engaging the history of information policy in the United States, from the development of the post office to the internet.

GENERAL DESCRIPTION:

This doctoral seminar will critically engage with the history of information policy in the United States as it relates to telecommunication, starting from the post office and ending with the recent net neutrality debates. We will explore policies and regulations made to govern providers and extend access to information and information technology and examine whose interests these policies and rules ultimately serve. Rather than explore policy related to the *content* on the wires or in the air, we will investigate information policy related to the wires and *networks* themselves. We will examine the role that government plays, even in the U.S.'s tradition of private ownership, in the development, provision, and dispersion of information and communication technology through policy and other means. Additionally, we will look at the role of corporations and citizens in creating information policy. We will study at the post office, the regulation of telephony, the role of information policies in war and empires, the treatment of computing within the regulatory framework, deregulation, and finally the politics of the internet. Readings will include work by scholars from a variety of disciplines, including history, communication, science and technology studies, and law.

PREREQUISITES:

Doctoral student standing.

OBJECTIVES:

Upon completion of the course, students will be able to:

1. Articulate important developments and themes in information policy from the founding of the United States to the present time;
2. Understand the political and economic history underlying these developments;
3. Critically evaluate the information policies of a variety of telecommunications and whom the policies serve;
4. Articulate how information policy relates to their particular dissertation project or interests.

METHOD:

Participatory seminar.

Students with special test and note-taking needs should contact the instructor as early as possible for accommodations. See policies below.

TEXTS:

REQUIRED:

Abbate, Janet. *Inventing the Internet*. Cambridge, MA: The MIT Press, 2000.

Aufderheide, Patricia. *Communications Policy and the Public Interest: The Telecommunications Act of 1996*. New York: The Guilford Press, 1999.

Horwitz, Robert Britt. *The Irony of Regulatory Reform: The Deregulation of American Telecommunications*. New York: Oxford University Press, 1989. ISBN 0-19-505-445-8

John, Richard R. *Network Nation: Inventing American Telecommunications*. Cambridge, MA: The Belknap Press, 2010. ISBN 978-0-674-02429-8

John, Richard R. *Spreading the News: The American Postal System from Franklin to Morse*. Cambridge, MA: Harvard University Press, 1995. ISBN 0-674-83338-4

RECOMMENDED:

Not applicable.

The required texts are available for purchase in the UWM bookstore. Students can purchase the books used on Amazon.com. The additional readings will be available (insert delivery mechanism here).

COURSE SCHEDULE:

Week:	Topics:	Readings:
1	Introduction to the Course	<p>Federal Communications Commission. <i>Notice of Inquiry in the Matter of Framework for Broadband Internet Service</i>. FCC-10-114. Washington, DC: Federal Communications Commission, 2010. http://transition.fcc.gov/Daily_Releases/Daily_Business/2010/db0617/FCC-10-114A1.pdf.</p>
2	Early Information Policy: The Post Office	<p>John, Richard R. <i>Spreading the News: The American Postal System from Franklin to Morse</i>. Cambridge, MA: Harvard University Press, 1995.</p> <p>Kielbowicz, Richard B. "Speeding the News by Postal Express, 1825-1861: The Public Policy of Privileges for the Press." <i>Social Science Journal</i>, vol. 22, no. 1 (January 1985): 49-63.</p> <p>Fuller, Wayne E. "The Populists in the Post Office." <i>Agricultural History</i>, vol. 65, no. 1 (Winter 1991): 1-16.</p>
3	Electric Telegraphy	<p>John, Richard R. <i>Network Nation: Inventing American Telecommunications</i>. Cambridge, MA: The Belknap Press, 2010, Chapters 1 to 5.</p> <p>Du Boff, Richard B. "Business Demand and the Development of the Telegraph in the U.S., 1844-1860." <i>Business History Review</i>, vol. LIV (Winter 1980): 459-479.</p> <p>Schiller, Dan. <i>Theorizing Communication: A History</i>. New York: Oxford University Press, 1996, Chapter 1.</p>
4	Submarine Cables	<p>Winseck, Dwayne R. and Robert M. Pike, <i>Communication and Empire: Media, Markets and Globalization, 1860-1930</i>. Durham, NC: Duke University Press, 2007.</p> <p>Kennedy, P. M. "Imperial Cable Communications and Strategy, 1870-1914." <i>English Historical Review</i> (October 1971): 728-752.</p>
5	The Bell System, 1880-1940	<p>John, <i>Network Nation</i>, Chapters 6 to 9.</p> <p>Weiman, David F. and Richard C. Levin. "Preying for Monopoly? The Case of Southern Bell Telephone Company, 1894-1912." <i>The Journal of Political Economy</i>, vol. 102, no. 1 (February 1994): 103-126.</p> <p>Love, Ronald S. "For the General Good: The Debate over Private vs. Public Ownership of Telephones and the Canadian West, 1900-1912." <i>American Review of Canadian Studies</i>, vol. 35, no. 1 (2005): 67-97.</p>
6	The Bell System and Public Utility Regulation	<p>*Research Paper Proposal Due in Class*</p> <p>Horwitz, Robert Britt. <i>The Irony of Regulatory Reform: The Deregulation of American Telecommunications</i>. New York: Oxford University Press, 1989, Chapters 1 to 5.</p>

		<p>MacDougall, Robert. "Long Lines: AT&T, Long Distance Telephony, and Corporate Control." <i>Business and Economic History Online</i>, vol. 3 (2005): 1-27.</p> <p>Burleson, Albert Sidney. "Annual Report of Postmaster General Albert Sidney Burleson, 1913." In <i>Selected Articles on Government Ownership of Telegraph and Telephone: Debater's Handbook Series</i>. Compiled by Katharine B. Judson, 115-119. White Plains, NY: H.W. Wilson Company, 1914.</p> <p>Carroll, B. C. "Government Ownership of Telephone Properties. A Paper Read before the Telephone and Telegraph Society of the Pacific Coast, at San Francisco, March 26th, 1914." Supplement to <i>The Pacific Telephone Magazine</i> (April 1914).</p> <p>U.S. Post Office Department, Special Committee of the Post Office Department. <i>Government Ownership of Electrical Means of Communication</i>. Washington: Government Printing Office, 1914.</p>
<p>7</p>	<p>The Rise of Radio</p>	<p>Starr, Paul. <i>The Creation of the Media: Political Origins of Modern Communications</i>. New York: Basic Books, 2004, Chapters 10 and 11.</p> <p>Zajácz, "Liberating American Communications: Foreign Ownership Regulations from the Radio Act of 1912 to the Radio Act of 1927." <i>Journal of Broadcasting and Electronic Media</i>, vol. 48, no. 2 (2004): 157-178.</p> <p>Slotten, Hugh Richard. "Universities, Public Service Experimentation, and the Origins of Radio Broadcasting in the United States, 1900-1920." <i>Historical Journal of Film, Radio and Television</i>, vol. 26, no. 4 (October 2006): 485-504.</p> <p>Benjamin, Louise. "Working it Out Together: Radio Policy from Hoover to the Radio Act of 1927." <i>Journal of Broadcasting and Electronic Media</i>, vol. 42, no. 2 (Spring 1998): 221-245.</p> <p>Benjamin, Louise M. "Regulating the Government's Airwaves: Creation of the Interdepartmental Radio Advisory Committee (IRAC)." <i>Journal of Broadcasting and Electronic Media</i>, vol. 51, no. 3 (Sept. 2007): 498-515.</p>
<p>8</p>	<p>Radio and the Corporate Organization of Broadcasting</p>	<p>Horwitz, <i>Irony of Regulatory Reform</i>, Chapter 6.</p> <p>McChesney, Robert W. "The Battle for the U.S. Airwaves, 1928-1935." <i>Journal of Communication</i>, vol. 40, no. 4 (Autumn 1990): 29-57.</p> <p>Aitken, Hugh G. J. "Allocating the Spectrum: The Origins</p>

		<p>of Radio Regulation." <i>Technology and Culture</i>, vol. 35, no. 4 (October 1994): 686-716.</p> <p>Skinner, David. "Divided Loyalties: The Early Development of Canada's 'Single' Broadcasting System." <i>Journal of Radio Studies</i>, vol. 12, no. 1 (2005): 136-155.</p>
9	Spring Break	No class
10	Information Policy in World War II	<p>Headrick, Daniel R. <i>The Invisible Weapon: Telecommunications and International Politics, 1851-1945</i>. New York: Oxford University Press, 1991, Chapters 12 and 13.</p> <p>"Special Research History (SRH) 349: Achievements of the Signal Security Agency in World War II (Excerpt, 1945)" in <i>U.S. Army Signals Intelligence in World War II: A Documentary History</i>. Edited by James L. Gilbert and John P. Finnegan, 88-111. Washington, D.C.: Center of Military History, United States Army, 1993.</p> <p>United States War Department, Strategic Services Unit, History Project. <i>War Report of the OSS (Office of Strategic Services)</i>. Introduction by Kermit Roosevelt. New York: Walker and Company, 1976. Section II, "The Office of Strategic Services—OSS (13 June 1942-1 October 1945), General Survey," pages 97-120.</p> <p>Smith, R. Harris. <i>OSS: The Secret History of America's First Central Intelligence Agency</i>. Berkeley: University of California Press, 1972. Chapter 1, "Donovan's Dreamers," pages 1-35.</p> <p>Mindell, David A. "Automation's Finest Hour: Radar and System Integration in World War II." In <i>Systems, Experts, and Computers: The Systems Approach in Management and Engineering, World War II and After</i>. Edited by Agatha C. Hughes and Thomas P. Hughes, 27-56. Cambridge, MA: MIT Press, 2000.</p>
11	Information Policy in the Cold War	<p>Schiller, Herbert. <i>Mass Communications and American Empire</i>. Second Edition. Boulder, CO: Westview Press, 1992, Chapters: "The Domestic Communications Complex," Part 1 and Part 2.</p> <p>Slotten, Hugh R. "Satellite Communications, Globalization, and the Cold War." <i>Technology and Culture</i>, vol. 43 (April 2002): 315-350.</p> <p>Cantelon, Philip L. "The Origins of Microwave Telephony-Waves of Change." <i>Technology and Culture</i>, vol. 36, no. 3 (July 1995): 560-582.</p> <p>Cortada, James W. "Progenitors of the Information Age: The Development of Chips and Computers." Chapter 6 in <i>A Nation Transformed by Information: How</i></p>

		<i>Information Has Shaped the United States from Colonial Times to the Present.</i> Edited by Alfred D. Chandler, Jr. and James W. Cortada, 177-216. New York: Oxford University Press, 2000.
12	Convergence and Deregulation	Horwitz, <i>The Irony of Regulatory Reform</i> , Chapters 7 to 9. Schiller, Dan. "Business Users and the Telecommunications Network." <i>Journal of Communication</i> , vol. 32, no. 4 (Autumn 1982): 84-96. Fowler, Mark S. and Daniel L. Brenner. "A Marketplace Approach to Broadcast Regulation," <i>Texas Law Review</i> , vol. 60, no. 207 (1982): 205-257.
13	The Internet	*Public Comment Essay Due in Class* Abbate, Janet. <i>Inventing the Internet</i> . Cambridge, MA: The MIT Press, 2000.
14	Telecommunications Act of 1996	Aufderheide, Patricia. <i>Communications Policy and the Public Interest: The Telecommunications Act of 1996</i> . New York: The Guilford Press, 1999.
15	Net Neutrality	Koutmartzis, Nikolaos and Andreas Veglis. "Internet Regulation: The Need for More Transparent Internet Filtering Systems and Improved Measurement of Public Opinion on Internet Filtering." <i>First Monday</i> , vol. 16, no. 10 (October 3, 2011). Hart, Jeffrey. "The Net Neutrality Debate in the United States." <i>Journal of Information Technology & Politics</i> , vol. 8, no. 4 (2011): 418-443. Federal Communications Commission. <i>Preserving the Open Internet</i> . FCC 6712-01. Washington, DC: Federal Communications Commission, 2011. http://www.ofr.gov/OFRUpload/OFRData/2011-24259_PI.pdf .
16		*Research Paper Due*

ASSIGNMENTS:

Written assignments are due on the specified date. Grades will be reduced for late papers (one full grade for each week or part thereof). Written assignments are to be typed, preferably word-processed. Papers are to be double-spaced using a 12-point kerned font such as Times New Roman with 1 to 1.25 inch margins. You may not resubmit work that has already been used in fulfillment of the requirement of this or any other course. Rules of academic conduct require that you not use the work of others without clearly indicating it as such. Academic misconduct may result in a lowered grade, no credit for a given assignment, or removal from the course.

It is expected students will both consult and appropriately cite the academic and primary source literature where needed. For graduate study, it is imperative that students employ a variety of scholarly and primary sources on which to build their arguments. As such, students should search bibliographies in the material we are reading, use library databases, and conduct library searches to identify material on their chosen topic. Additionally, the arguments and topics of books and articles should be summarized before using a source. Please rely on a commonly used style manual for your submissions (e.g. Turabian, Chicago, APA, MLA). These are available in the Library or UWM Bookstore or may be purchased through online book vendors. If you are uncertain about how to cite electronic sources, consult one of the many electronic guides to citing electronic sources available on the net. Minimal reference content includes: author (if known), date (if given), title, URL, and date accessed.

ASSIGNMENT DESCRIPTIONS

ATTENDANCE, PREPARATION, PARTICIPATION (20%)

This class is a seminar and hence works when everyone prepares towards, attends, and participates actively in the seminar meetings. Preparation includes completing the readings assigned for the week in question (even when you are not presenting), understanding the authors' arguments and evidence, marking passages to discuss/analyze, and understanding how the readings for the week (and over the course) speak to each other. Participation includes constructively contributing to the discussion and debate, asking questions, and answering questions posed by others.

SEMINAR LEADERSHIP (10% each)

Students will each lead two seminars in conjunction with another student. Students will facilitate discussion by fulfilling the following leadership roles once each:

Principal Seminar Leader—The Principal Seminar Leader will: 1) Upload a 1 to 2 page outline of the readings to D2L by 6 p.m. the night before the seminar; 2) Provide and post (by 6 p.m. the night before the seminar) five (5) items to discuss in class, including open-ended questions about the reading, points made by the author that are debatable/contentious/unsupported by evidence, points that students find unclear, and so on; 3) Discuss the posted documents at the beginning of the seminar to open discussion.

Supplementary Reading Leader—The Supplementary Reading Leader will: 1) Select at least one complementary reading for the day's topic, chosen from the bibliography of an assigned reading, primary documents mentioned by the author, or from the student's own research that complements the day's readings. The selected piece should be an academic article and/or book approved by the professor. One good way to do this is to choose a supplementary reading that introduces alternative information policies or ways of regulating information

technology (either an oppositional view in the U.S. or a reading based on regulation from another country) to provide differing perspectives; and 2) Present the reading to the class (approximately 15 minutes), explaining who the author is, the key points discussed in the reading, and how the reading relates to the day's assigned readings (Does it contradict? Complement? Provide an oppositional perspective? Show how another country solved a problem differently than the U.S.?).

RESEARCH PAPER PROPOSAL (10%)

Students will submit a proposal for the research paper they propose to write for the course's final requirement. The proposal should include the issue/problem they will investigate, a provisional thesis statement, their preliminary ideas for research and developing an argument within the paper, and a preliminary bibliography. Research papers need to explore information policy beyond the assigned course literature and investigate a problem/issue using additional primary and secondary research. Students are encouraged to consult the professor in the development of their research paper proposals and their research papers. Due in seminar **February 28, 2012**, week 6. During the seminar, each student will briefly present their proposed research to the class.

PUBLIC COMMENT (15%)

Each student is required to write a concise and persuasive public comment to the FCC on either an Active Proceeding (see <http://www.fcc.gov/comments> for a list of Active Proceedings) or you can write one for *Notice of Inquiry In the Matter of Framework for Broadband Internet Service* (FCC-10-114), the document we read for the first day of class. The public comment should clearly articulate a position on the question of whether Internet connectivity should be considered a telecommunications service, and therefore subject to Title II of the Communications Act of 1934, using course material to support your position. Submission of your public comment to the FCC is not required, but if you choose to write on an Active Proceeding, you can submit your essay. Essays should be 750 to 1,000 words long. Students will informally present their public comments to class on the due date. Due in seminar **April 17, 2012**, week 13.

RESEARCH PAPER (35%)

The final research paper should be approximately 15 to 20 pages in length, following the guidelines established by SOIS above in the "Assignments" section. Research paper evaluation will consider: the quality of analysis and argument; the strength of argumentation and evidence in support of the thesis; the quality of the written presentation itself (organization, grammar, syntax, and correct spelling); and the use of proper in-text citations and bibliographic references (using a common citation style). Due **May 8, 2012**, week 16.

CLASS PARTICIPATION:

Class participation will be based on your regular attendance at class meetings and substantive contributions to class discussions. Attendance alone is not sufficient as participation.

EVALUATION:

Evaluation Mechanism	
Seminar Leadership	10% each
Class Participation	20%
Public Comment Essay	15%
Research Paper Proposal	10%
Research Paper	35%
Total	100%

GRADING SCALE:

96-100	A	74-76.99	C
90-95.99	A-	70-73.99	C-
87-90.99	B+	67-69.99	D+
84-86.99	B	64-66.99	D
80-83.99	B-	60-63.99	D-
77-79.99	C+	Below 60	F

UWM AND SOIS ACADEMIC POLICIES

The following links contain university policies affecting all SOIS students. Many policies may be accessed through a PDF-document maintained by the Secretary of the University: <http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>.

Undergraduates may also find the Panther Planner and Undergraduate Student Handbook useful: <http://www4.uwm.edu/osl/students/>. For graduate students, there are additional guidelines from the Graduate School:

http://www.uwm.edu/Dept/Grad_Sch/StudentInfo/, including those found in the Graduate Student and Faculty Handbook:

<http://www.graduateschool.uwm.edu/students/policies/expanded/>.