

The University of Waterloo acknowledges that much of our work takes place on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. Our main campus is situated on the Haldimand Tract, the land granted to the Six Nations that includes six miles on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, and community building, and is centralized within our [Indigenous Initiatives Office](#).

**University of Waterloo | Faculty of Arts | Stratford School
Global Business and Digital Arts 303 | Data & Society | Fall 2021**

Course Director	Philip J. Boyle
Email	pjboyle@uwaterloo.ca (primary method of contact)
Office Hours	Friday 2pm-3pm via Teams . Please book using Calendly here .
Mode of Delivery	Asynchronous remote delivery w/ <u>supplementary</u> synchronous window Section 1 synchronous window: Friday 10:30am-11:50am Section 2 synchronous window: Friday 12:30pm-1:50pm
Teaching Assistants	
Brian Schram	Alexander Martin
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Office Hours: TBA	Office Hours: TBA

Course Description

In this course students will examine different digital phenomena, such as big data, open data, data-driven innovation, the personal information industry, the sharing economy, and the internet of things. Students will also become familiar with national and international principles of privacy protection.

Course Goals and Learning Outcomes

- Students will, through a series of directed and self-selected topical analyses, become familiar with a series of analytical and topical themes pertinent to living and working in a time of rapid technological change
- Students will become familiar with the strengths and shortcomings of the fair information practice principles (FIPPs) in the context of the digital information economy
- Students will become familiar with the national and international frameworks for the regulation and enforcement of privacy protections

A Note on Course Delivery

This course is closer to a traditional academic course than a studio or skills acquisition course. What this means is that you are expected to read, think, debate, and communicate about ideas and issues rather than memorize facts or learn a technical skill. This typically occurs in a seminar setting in which I provide a framework of ideas for discussion and question-and-answer inquiry. With COVID-19 necessitating remote instruction, much of the spontaneity and back-and-forth I strive for in the classroom will be lost. However, I will still aim to provide a framework of ideas for you to think about and expand upon in your deliverables in the course. These deliverables will all be written, so giving yourself time to read, think, and craft your written deliverables is of utmost

importance of succeeding in this course. Success will also require that you undertake efforts to show more than basic familiarity with course content but that you can elaborate, synthesize, and expand upon course material in your written work. Grades of 85%+ are reserved for students who exceed expectations for deliverables, not merely satisfactory work.

Course content will be delivered on Learn and will typically consist of video lectures, Power Point slides, and links to other online content. From week-to-week, course content will typically be uploaded to Learn by the end of Tuesday. Your responsibility in this course is to read all assigned reading material, attend to the video lectures, and come prepared to the Friday synchronous windows with questions for clarification and discussion. The synchronous windows are optional in the sense that there are no grades for attendance or participation, but engaging with me and your colleagues in these windows will enable you to do a much better job on the take-home assignments. To avoid unbalanced sections, please attend the Friday section in which you are enrolled.

Apart from external content (e.g., links to news stories), all educational material posted to Learn is the intellectual property of the course instructor (me) and should not be disseminated/communicated outside of the course.

Required Resources

All assigned reading materials for this course are available on Learn.

Friday Synchronous Windows

Friday synchronous windows are intended to provide time for discussion, elaboration, and clarification of the course content distributed that week (i.e., on the prior Tuesday). The success of these windows depends on coming prepared with questions and points for clarification. I will not lecture during these windows, so the usefulness of these windows depends on your level of preparedness.

WebEx will be used for all Friday synchronous windows. You may need to download the WebEx desktop package from the university from [here](#). The following stable link can be used for any/all WebEx meetings:

<https://uwaterloo.webex.com/meet/philip.boyle>

Course Assessment Deliverables

Students will be assessed through the following deliverables:

<u>Deliverable</u>	<u>Weight</u>	<u>Assignment Provided</u>	<u>Assignment Due</u>
Take-home assignment #1	25%	September 27 th	September 30 th
Take-home assignment #2	30%	October 25 th	October 28 th
Final take-home assignment	45%	November 22 nd	November 29 th

Take-home assignments 1 & 2

You will be responsible for completing 2 take-home assignments during the semester. Typically, these will be written assignments where you will be required to choose a subset of questions from a wider selection (3 of 5, for example) and provide a 2-3 page written response, though other formats may be used. In the weeks that take-home assignments are due, they will be made available by noon on Monday and your submission will be due by 5pm on Thursday. Assignment 2 is cumulative, which means you may (and you should) draw upon any assigned reading material from Module I or II to answer the question. Because it is cumulative, Assignment 2 receives greater weight than Assignment 1. These assignments are 'open book' and you may work with others in the class to complete the assignments but you must upload your own submission. Please ensure you upload your assignment to the appropriate dropbox in Learn. As the dates of the assignments are known in advance, please schedule your time appropriately during these weeks. There are no make-ups or re-dos for missed take-home assignments.

Final take-home assignment

The final take-home assignment has additional requirements and greater weight than the preceding assignments. For the final assignment you will be required to answer one of three questions that span all course content. You are required to incorporate at least five of the assigned course readings and three references from your own research in your response, which should be 6-8 pages long. You will be given advance notice of the themes of the questions to facilitate your research during the semester. The final assignment is 'open book' and you may work with others in the class to complete the assignments, but you must upload your own responses. Please ensure you upload your assignment to the appropriate dropbox in Learn. As the dates of the final assignment are known in advance, please schedule your time appropriately during these weeks. There are no make-ups or re-dos for the final assignment.

*** All assignments are exercises in written communication, not tests of recall, so attention to the structure, organization, and level of detail in your responses is of utmost importance. High grades (i.e., 85%+) will be reserved for responses that are well-written and convincing. In other words, the assignments are not just about getting the answer 'right' or 'wrong' but about your ability to synthesize and communicate a convincing argument to your reader. An important facet of doing so is that you make specific reference to specific ideas in the reading material. Where possible, you are also encouraged to incorporate direct quotations from the readings into your responses in ways that support the idea you are advancing. These assignments will be discussed in greater detail in class.

Grading Rubric for Assignments

Superior 85%+	Response does a superior overall job of covering all elements of the question(s). Summary of reading material is minimal in favor of cross-cutting synthesis of ideas. Writing is clear and concise with few or no spelling/grammatical errors, and in-text citations are specific and used appropriately (Author, year: page).
Very good 75-84%	Response does a very good job of covering most elements of the question but misses key elements or is thin in some areas. Paragraphs show overall unity but meanders sometimes. Writing is good with few or no spelling/grammatical errors, and in-text citations are specific and used appropriately.
Satisfactory 60-74%	Response is a good effort but falls short of a comprehensive answer. Problems in logic and content are identifiable, and paragraphs are weak or tend towards summary. Flaws in writing are apparent but overall message is understandable. Grammatical and/or spelling errors are present; references are present but general.
>50%	Mostly summary of reading material. Clear flaws in response are evident. Deliverable misses spirit of assignment

Course Modules & Reading List

The course is arranged into three different modules that build upon one another. Each module begins on a Tuesday and ends with a take-home assignment that is due on a Thursday. Other supplemental instructional material may be included on Learn for each video lecture.

Sept 10 Introduction to Course

Module I

Sept 14 Video Lecture: Surveillance Capitalism and the End of Privacy?

Zuboff, S. 2015. Big Other: Surveillance Capitalism and the Prospects of an Information Civilization. *Journal of Information Technology* 30: 75-89.

West, S. 2019. Data Capitalism: Redefining the Logics of Surveillance and Privacy. *Business & Society* 58(1): 20-41.

Levin, A. 2016. Has the Era of Privacy come to an End? *Canadian Journal of Law & Technology* 15(1): 17-25.

Sept 17 Synchronous meet

Sept 21 Video Lecture: Privacy Basics & Principles

Bennett, C. & C. Raab. 2006. Chapter 1 of *The Governance of Privacy* (The Privacy Paradigm). MIT Press.

Hartzog (2017). The Invaluable, Inadequate Fair Information Practices. *Maryland Law Review* 76(4): 952-983.

Haggerty, K. 2015. What's Wrong with Privacy Protections? Provocations from a Fifth Columnist. In A. Sarat (ed.), *A World Without Privacy? What Law Can and Should Do*, pgs. 190-232. Cambridge University Press.

Sept 24 Synchronous meet

Take-home assignment #1 will be distributed at 12pm (noon) on Sept 27th and is due by 5pm on Sept 30th

Module II

Oct 5 Video Lecture: Institutionalizing Privacy in Canada & USA

Bennett, C. & C. Raab. 2006. Chapter 5 of *The Governance of Privacy* (Legal Instruments and Regulatory Agencies). MIT Press.

Levin, A. & M. Nicholson. 2005. Privacy Law in the United States, the EU and Canada: The Allure of the Middle Ground. *University of Ottawa Law & Technology Journal* 2(2): 357-395.

Oct 8 Synchronous meet

Oct 19 Video Lecture: Enforcing Privacy in Canada & USA

Bennett, C. 2008. The Privacy Commissioner of Canada: Multiple Roles, Diverse Expectations, and Structural Dilemmas. *Canadian Public Administration* 46(2): 216-242.

Keegan, C. & C. Schroeder. 2019. Unpacking Unfairness: The FTC's Evolving Measures of Privacy Harms. *Journal of Law, Economics, & Policy* 15(1): 19-40.

Oct 22 Synchronous meet

Take-home assignment #2 will be distributed at 12pm (noon) on Oct 25th and is due by 5pm on Oct 28

Module III

Nov 2 Video Lecture: Privacy in the EU: The General Data Protection Regulation (GDPR)

Andrew, J. & M. Baker. The General Data Protection Regulation in the Age of Surveillance Capitalism. *Journal of Business Ethics* 168: 565-578.

Bennett, C. 2018. The European General Data Protection Regulation: An Instrument for the Globalization of Privacy Standards? *Information Polity* 23 239-246.

Giurgiu, A., & T. Larsen. 2016. Roles and Powers of Data Protection Authorities. *European Data Protection Law Review* 3: 342-352.

Nov 5 Synchronous meet

Video Lecture: Transnational Data Flows after Schrems I & II

Nov 9 Weiss, M. & K. Archick. 2016. *U.S.-EU Data Privacy: From Safe Harbor to Privacy Shield*. Congressional Research Service Report no. 7-5700.

Dhont, J. 2010. Schrems II. The EU Adequacy Regime in Existential Crisis? *Maastricht Journal of European and Comparative Law* 25(5): 597-601.

Nov 12 Synchronous meet

Nov 16 Video Lecture: The Future of Privacy & the Right to be Forgotten

Burkell, J. 2017. The Future of Privacy Lies in Forgetting the Past. *European Data Protection Law Review* 4: 435-437.

Erdos, D. & K. Garstka. 2020. The 'Right to be Forgotten' Online within G20 Statutory Data Protection Frameworks. *International Data Privacy Law* 10(4): 294.313.

Nov 19 Final synchronous meet

Take-home assignment #3 will be distributed at 12pm (noon) on Nov 22nd and is due by 5pm on Nov 29th

University Policies

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity Webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity Office Webpage \(http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility\)](http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility) for more information.

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4 \(https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70\)](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline

A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean. For information on categories of offenses and types of penalties, students should refer to [Policy 71, Student Discipline \(http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm\)](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties check [Guidelines for the Assessment of Penalties \(http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm\)](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

Appeals

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals \(http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm\)](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

Note for Students with Disabilities

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.