



UNIVERSITY OF KENTUCKY

TRANSMITTAL

**DATE:** April 25, 2003

**TO:** Angel Clark  
Senate Council

**FROM:** Lissa Holland  
Graduate Council

**The Graduate School**  
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The Graduate Council met on April 24, 2003, and approved the following:

COLLEGE OF COMMUNICATION AND INFORMATION STUDIES

*Library and Information Science*

**NEW COURSE:**

**LIS 605 - Information Policy & Technology Regulation (3 credits)**

Examination of the three models of regulation by which society govern communication and information, and the problems and opportunities brought about by technological changes to media.

***Prerequisites:*** LIS 600.

APPLICATION FOR NEW COURSE

Submitted by College of Communications and Information Studies Date September 5, 2001

Department/Division offering course School of Library and Information Science

2. Proposed designation and Bulletin description of this course

a. Prefix and Number LIS605 b. Title\* Information Policy & Technology Regulation  
\*NOTE: If the title is longer than 24 characters (including spaces), write  
A sensible title (not exceeding 24 characters) for use on transcripts Information Policy

c. Lecture/Discussion hours per week 3 d. Laboratory hours per week

e. Studio hours per week f. Credits 3

g. Course description  
Examination of the 3 models of regulation by which society govern communication & Information  
tion, & the problems & opportunities brought about by technological changes to media

h. Prerequisites (if any)  
LIS 600

May be repeated to a maximum of \_\_\_\_\_ (if applicable)

4. To be cross-listed as  
Prefix and Number \_\_\_\_\_ Signature, Chairman, cross-listing department \_\_\_\_\_

5. Effective Date Fall 2002 (semester and year)

6. Course to be offered  Fall  Spring  Summer

7. Will the course be offered each year?  Yes  No  
(Explain if not annually)

8. Why is this course needed?  
Has been taught for several years as a special titles course and needs to be made  
a permanent part of the curriculum

9. a. By whom will the course be taught? Donald O. Case  
b. Are facilities for teaching the course now available?  Yes  No  
If not, what plans have been made for providing them?

10. What enrollment may be reasonably anticipated? 15-20
- 
11. Will this course serve students in the Department primarily?  Yes  No  
 Will it be of service to a significant number of students outside the Department?  Yes  No  
 If so, explain.  
Will be taken by a few doctoral students in other parts of the college
- 
- Will the course serve as a University Studies Program course?  Yes  No  
 If yes, under what Area? \_\_\_\_\_
12. Check the category most applicable to this course  
 traditional; offered in corresponding departments elsewhere;  
 relatively new, now being widely established  
 not yet to be found in many (or any) other universities
13. Is this course part of a proposed new program:  
 If yes, which?  Yes  No
- 
14. Will adding this course change the degree requirements in one or more programs? \*  
 If yes, explain the change(s) below  Yes  No
- 
15. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.
16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.
17. Within the Department, who should be contacted for further information about the proposed course?  
 Name Donald O. Case Phone Extension 7-8415

\*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

Signatures of Approval:

*Maury Simons*

Department Chair

*[Signature]*

Dean of the College

9-12-01

Date

11-16-01

Date

Date of Notice to the Faculty

Date

\*Undergraduate Council

\*University Studies

*D. J. K. K...*

\*Graduate Council

Date

4/25/03

Date

\*Academic Council for the Medical Center

Date

\*Senate Council (Chair)

Date of Notice to University Senate

\*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

**Proposed New Course: LIS 605, Information Policy and Technology Regulation**  
**From: Donald O. Case**

**Course Description: LIS 605, Information Policy and Technology Regulation**  
**Prerequisite: LIS 600**

An examination of the three models of regulation by which our society governs communication and information, and the problems and opportunities brought about by technological change to media. Topics include First Amendment rights, free speech in the electronic sphere, intellectual property rights, copyright, fair use, privacy concerns, libel and defamation cases, ethics, the development and acceptance of new technologies, the regulation of telephone networks, developments in wireless communication, the Information Society, information poverty, the use of technology in education, the rise of the Internet, electronic commerce, the National Information Infrastructure, and the future of library services.

**Course Objectives:**

- To become familiar with the Constitutional Sections, Amendments, Acts, laws and court decisions that govern information, communication and media in the United States.
- To understand the recent history of debate regarding specific policy issues, particularly regarding freedom of speech, intellectual property rights and privacy.
  - To appreciate the differences between countries in terms of their information policies.
  - To be able to apply ethics and social theories to policy issues.
  - To critically consider the issue of technological determinism as regards policy debates.
- To examine the historical development of communication media and their interaction with human needs and problems.
- To understand the major social and technical dimensions of policy issues.

WEEK 1: The relevance and importance of information policy.

WEEK 2: The history of media and the issue of technological determinism.

WEEK 3: Theories of social change: diffusion of innovations, game theory, etc.

WEEK 4: Three models of governance: 1. Print and the first Amendment.

WEEK 5: Three models of governance: 2. Common carriage in the Constitution.

WEEK 6: Three models of governance: 3. Broadcasting and wireless communication.

WEEK 7: The convergence of media and regulatory models, e.g., in electronic publishing.

WEEK 8: First Amendment rights and electronic speech.

WEEK 9: Privacy of personal information. The Americans with Disabilities Act.

WEEK 10: Intellectual property rights, the Constitution and the Berne Convention.

WEEK 11: Copyright and fair use policies. Professional liability for information provided.

WEEK 12: Political participation. Government information. The Freedom of Information Act.

WEEK 13: Educational policy, information gaps and information poverty.

WEEK 14: The Information Society: The theories and their histories.

WEEK 15: The new economy: Automation, productivity, and electronic commerce.

WEEK 16: The National Information Infrastructure and the goal of universal service.

# LIS 605, Information Policy and Technology Regulation

Dr. Donald O. Case  
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Office hours: Tuesday - Thursday, 1- 3

**Official Course Description:** This course is an introductory graduate-level survey of theory and research on human communication mediated by communication and information technologies. This course is designed to cover the areas not typically addressed in traditional courses on mass or interpersonal communication, including theory and research on the use of computers and electronic communication over a variety of communication and information systems.

The course is divided into four "segments." The first segment is comprised of introductory lectures on policy and technology. The second of the course segments will be based on the various "models" by which our society governs communication and information. During those weeks we will focus on the history of communication media, identifying "new" technologies and exploring the legal basis for their regulation. We examine the *applications* to which new technologies are being put in each arena, and the *policy debates* surrounding them. Featured are recent policy debates, such as the development of a new telecommunication infrastructure, telephone regulation and broadcast spectrum reallocation. The third segment will explore the *problems, and opportunities* of these new technologies. The fourth and final segment is devoted to the *implications* of new technologies for libraries and information networks.

Included in the course are discussions of end-user systems, interactive and high-definition television, data broadcasting, direct-broadcast satellites, electronic mail and bulletin boards, electronic journals, and optical storage and transmission. Among the social and policy issues considered are the historical development and acceptance of new technologies, the regulation (and de-regulation) of the telephone networks, new uses of broadcasting (e.g., Direct Broadcast Satellites, wireless networks for computers), how automation is changing the workplace, the use of computers in education, "information poverty," intellectual property and privacy concerns, the proposed NREN and "Information Superhighway," and the future of information services in the United States.

**Schedule.** Assignments are due as indicated on the syllabus. Brief exams will be administered during the second and fourth weeks. Study guides to the contents of the exams are included with this syllabus; the instructor reserves the right to make additions and deletions to these up to and including the last class meeting before the exams. Please note that the matching of date to topic and to required reading is *approximate*. At times we will read material ahead of its appearance in the lectures or vice versa.

**Grading.** Two exams, focused upon attributes of the technologies and issues associated with them, will each account for 20% of the grade (40% total). Exams include a mixture of multiple-choice, short-answer and essay questions. The first two brief papers (8-12 double-spaced pages each) responding to the directions given in this syllabus, each account for 15%, while the third paper counts for 20%. Participation in the course counts for 10%. Exams emphasize material presented in the lectures more than that from the readings, while papers emphasize understanding of the readings and your own observations.

**Grading Procedures and Policies.** Tests are scored and divisions between grades made on the basis of the distribution of scores. Only exceptional work will receive an "A" grade. Papers are assigned a tentative grade upon first reading, based on originality, length, quality of thought and writing style, thoroughness of research and references. The final grades are based on comparisons among papers. Pluses and minuses are indicated on grades and used to calculate the final grade, which may also include either a plus or a minus; the UK registrar currently recognizes only the letter grade awarded, however.

**Reading Sources (All in CAIT; the books are also at Young Library reserve):**

Miller, Steven. (1998). *Civilizing Cyberspace: Policy, power and the information superhighway*. Diane Publishing, ISBN 0-78815675-6. Or (1996), New York: ACM Press. ISBN 0-201-84760-4

Dizard, W. (2000). *Old media, new media*. Third ed. New York: Longman. ISBN 0-8013-3277-X

**NEW**

Jim Katz and Ron Rice (2002).

"Social consequences of Internet use: access, involvement and interaction  
MIT Press. ISBN 0-262-11269-8.

Warschauer, Mark. (2003). *Technology and social inclusion: Rethinking the digital divide.*  
MIT Press. ISBN 0-262-23224-3.

"Media Convergence." 28 min. #GCP8520. \$129.95

"The Internet: The end of TV as we know it?" 2 parts, 50 min. each. #GCP11165.

and a few miscellaneous articles and chapters described below.

**NOTE:** If you have any problem getting these texts at the local bookstores, consider buying them on the Web. The 1998 or 1996 Miller text can be obtained in a week for \$36 new (Barnesand Noble.com) or \$29 used (Powell's.com or Classbook.com). Addall.com will do a price and availability ranking for you.

**SEGMENT 1: HISTORY AND THEORY**

**WEEK 1 (Tues., 5/13): Is technology really so important? Many seem to think so.**

The widespread application of computers and the development of new technologies of transmission and storage are changing existing media and habits. This month's films provide examples of the problems and opportunities that will be explored in the rest of the course. [No reading due for this week.]

**WEEK 1 (5/13): Introduction to the course. A history of media to 1700.**

Human civilization has grown on the ability to exchange and store information. Our communications develop at a pace that continues to accelerate. These technological advances are often accompanied by social, economic and political changes.

Dizard, W. (2000). *Mass communication in the information age*. Chapter 1, Pp. 1-26

Dizard, W. (2000). *New media technologies: the information machines*. Chapter 2, Pp. 27-44

Film: *Visions of heaven and hell*, part one, "Selling the future" (52 minutes).

**WEEK 1 (5/14): The issue of technological determinism.**

The history of "futurism" and centuries of visions of utopian communities attest to the power that many thinkers have attributed to technology.

Miller, S. (1996). *Civilizing Cyberspace*, Chapter 1, Pp. 1-18

Dizard, W. (2000). *New media technologies: the networks* Chapter 3, Pp. 45-60

**WEEK 1 (5/14): The adoption of innovations and the sociological tradition.**  
“Diffusion Theory” attempts to predict individual adoption of technology by categories of people following certain stages of decision-making. The “Ecology of Games” perspective also offers some insight into organizational responses to information technology, particularly the interaction among government agencies and industrial firms.

Miller, S. (1996). *Civilizing Cyberspace*, Chapter 2, Pp. 19-34.

Dizard, W. (2000). New media: the political dimension. Chapter 4, Pp. 61-80.

## **SEGMENT 2: THE THREE POLICY MODELS**

**WEEK 1 (5/15): The three models. Basic concepts and technologies.**

We begin by examining the early history of printing and reviewing the laws that pertain to publishing. Then we examine changes in publishing that bring it into conflict with the other models of governance.

Miller, S. (1996). *Civilizing Cyberspace*, Chapter 3, Pp. 35-56.

**WEEK 2 (5/15): The 1st model: Print and electronic publishing; the first Amendment.**  
Computers are ideal for manipulating text -- their chief use in information- handling. Now computers are driving other changes in journalism and in publishing. As newspaper reporters gather and write information electronically, it becomes easier to disseminate news in both electronic and old paper formats.

Dizard, W. (2000). Gutenberg's last stand?. Chapter 8, Pp. 152-176.

*The first discussion paper is due.*

**WEEK 2 (5/19): The 2nd model: common carriage. Evolution of mail and telephony.**

While the effect of computers is obvious, the importance of the telephone network is not so well known. More than any other medium, the telephone network provides the infrastructure for information services. Beginning with the post office and post roads, "common carriers" have been vital to our nation.

Miller, S. (1996/1998). *Civilizing Cyberspace*, Chapter 4, Pp. 57-72.

**WEEK 2 (5/19): The divestiture of Bell Telephone. Caller ID and other new services.**

In recent decades important changes have happened as the former AT&T monopoly was broken up and long-standing rules were changed -- not only for the telephone but for the computer, publishing and broadcasting industries as well. Deregulation of the telephone companies continues to drive many of the changes in our information infrastructure. Some new telephone services have caused controversy.

Miller, S. (1996/1998). *Civilizing Cyberspace*, Chapter 5, Pp. 73-100.

**WEEK 2 (5/20): The third policy model: broadcasting, cable TV and DBS.**

The third model evolved in this century; some say that it should never have happened. As technologies challenge the regulations both the broadcasting and common carrier models are being reconsidered. One problem is the continued evolution of cable TV, which is considered an extension of broadcasting. Newer technologies, like direct broadcast satellite (DBS) transmission, are creating their own niches.

Dizard, W. (2000). Broadcast television: Decline or renewal?. Chapter 5, Pp. 81-108.



**WEEK 2 (5/20): New applications of broadcasting.**

It has been said that "What was once wired is now wireless, and what was once wireless is now wired." New uses of the broadcasting spectrum continue to arise.

Dizard, W. (2000). *Cable television: The perils of success*. Chapter 6, Pp. 109-129.

Miller, S. (1996/1998). *Civilizing Cyberspace*, Chapter 6, Pp. 101-140.

**WEEK 2 (5/21): HDTV: A case study of technical standards and regulatory gridlock.**

"Convergence" has resulted in new ways of delivering information using television, as well as new forms of the device itself. The policy debate over high-definition television (HDTV) threatened to upset current television standards in place for more than four decades and based on 70-year-old technology. Pushing that debate is demand for better display devices for medical and military applications, and entertainment.

Miller, S. (1996/1998). *Civilizing Cyberspace*, Chapter 7, Pp. 141-178.

**WEEK 2 (5/22): Rise of the computer & the conflation of regulatory models. Wire- & broadcasting-based text services. Email, bulletin boards, Listservers and the WWW.**

The birth of the personal computer led to a breakdown of the barriers between the three policy models. There are two arenas where this is especially true: electronic publishing and email. "Videotex" is an older form of electronic publishing directed at mass audiences with mixed success.

Case, D. (1994). The social shaping of videotex: how information services for the public have evolved. *J. American Society for Information Science*, 45 (7), 483-497.

**WEEK 2 (5/22): Summarizing the effects of convergence. (Review for exam.)**

Miller, S. (1996/1998). *Civilizing Cyberspace*, Chapter 8, Pp. 179-210.

**WEEK 2 (2/28): First (take-home??) exam will cover the topics presented thus far.**

**SEGMENT 3: THE PROBLEMS AND THE OPPORTUNITIES**

**WEEK 3 (Monday, 5/26 -- NO CLASS MEETING: UK Holiday)**

**WEEK 3 (5/27): Free speech: Electronic mail & bulletin boards. (Guest R. Labunski?)**

As new media emerge and converge, problems ensue with censorship and free expression. Particularly in the realm of electronic mail, computer bulletin boards, and other Internet services, some celebrated cases have brought the problem to the public's attention.

Branscomb, A. (1994). "Who owns your electronic messages?" Pp. 92-105 in *Who owns information? From privacy to public access*. New York: Basic Books.

Miller, S. (1996/1998). *Civilizing Cyberspace*, Chapter 9, Pp. 211-262

**WEEK 3 (5/28).**

**WEEK 3 (5/29).**

[Instead of attending a lecture, you are to see the following film at the Young Library Media Services -- use one of their viewing rooms: *Visions of heaven and hell*, part three (about 60 minutes). Used in Paper #3].

**WEEK 4 (6/2): Privacy: What is it? The ethics of harming others.**

Some people see computers as threat, others as the agent of a new renaissance. Do information technologies liberate us or control us? [Film: "World at your fingertips" (58 minutes).]

Miller, S. (1996/1998). *Civilizing Cyberspace*, Chapter 10, Pp. 263-318.

**WEEK 4 (6/2): Privacy: Possible threats and protections.**

Computers store vast amounts of information about individuals and make it easier to record what they do. Caller Identification services made for an interesting litmus test of privacy perceptions.

Case, D. (2000). Stalking, monitoring and profiling: A typology and case studies of harmful uses of caller ID. *New Media & Society*, 2 (1), 1-18.

**WEEK 4 (6/3): Copyright. Intellectual property rights.**

With a curious connection to personal privacy, concepts of property have evolved and continue to be challenged by new technologies. No aspect of intellectual copyright affects universities, schools and libraries more than copyright and its associated definition of "fair use." [Film: "Photojournalism or photo-fiction" (28 minutes).] [NOTE NO DOUBLE CLASS]

Barlow, J/P. (2000), October) The next economy of ideas. *Wired*, 8(10), 240-252.  
[Available at <http://www.wired.com/wired/archive/8.10/download.html>]

Miller, S. (1996/1998). *Civilizing Cyberspace*, Chapter 12, Pp. 345-376.

*The second discussion paper is due.*

**WEEK 4 (6/4): Politics and political participation. A sense of community.**

There is some evidence that computer networks are reviving activism and grassroots politics, while at the same time they can be used for antidemocratic ends. On one issue very familiar one to librarians -- public access to government information --the outcome is also unclear.

Fallows, J. (2000). Internet illusions. *The New York Review of Books*, (Nov. 16, 2000), 28-31

Miller, S. (1996/1998). *Civilizing Cyberspace*, Chapter 11, Pp. 319-344.

**WEEK 4 (6/4): Educational policy: Knowledge, wisdom or rote learning?**

Education is a natural application for technology. How much can learning be automated?

Miller, S. (1996/1998). *Civilizing Cyberspace*, Chapter 13, Pp. 377-398.

## SEGMENT 4: THE IMPLICATIONS

### **WEEK 4 (6/5): The Information Society: The theories and their history.**

Various writers have portrayed the evolution of economies and societies from agricultural to industry to a service economy. The supposed inevitability of this transformation has become a popular notion.

Webster, F. (1994). What information society? *The Information Society*, 10, 1-23.

### **WEEK 4 (6/5): The Information Economy: Myth or reality?**

Computers brought about an automation of office work that is comparable to the earlier shift from manual "cottage industries" to machine-driven assembly lines. And yet the "electronic cottage" is being held up as a vision of freedom for workers of the future. How do these two scenarios relate to each other?

Drahos, P. (1995). Information feudalism in the information society. *The Information Society*, 11, 209-222.

### **WEEK 5 (6/9): Electronic commerce and the new economy.**

It is clear that the Internet has meant a vast change in the way that business is conducted. How lasting will be these changes . . . for workers and consumer, for libraries, and for the society as a whole?

Coffman, S. (1999). Building earth's largest library: Driving into the future. *Searcher*, 7 (3), 1-9.  
[Available also at: . . . [www.infoday.com/searcher/mar/coffman.htm](http://www.infoday.com/searcher/mar/coffman.htm)]

### **WEEK 5 (6/9): The Internet and the Information Superhighway. Universal service.**

How did the "Information Highway" come about? Is the analogy of a "highway" appropriate? The politics and economics of connecting homes, businesses and schools to a high-speed computer network.

Case, D. (1998). Enthusiasts, Deregulators, Guardians and Skeptics: Contrasting policy views of the National Information Infrastructure. *Library & Information Science Research*, 20(4), 377-413.

*The third discussion paper is due.*

### **WEEK 15 (6/10): Summing up. Reviewing for exam.**

### **WEEK 15 (6/10??): Second exam: covers the topics presented since May ??**



The exam will consist of short-definitions, definition-matching, multiple choice and short answer questions. Be able to define and provide examples of the following terms and concepts. The instructor reserves the right to make additions and deletions from the list until the class meeting before the exam.

**Privacy and Free Speech Issues**

Credit, transaction and medical records--who collects them, has control, access & ownership?  
Interception & ownership of personal messages (e.g., over cordless phones, email systems)  
Monitoring (of on-the-job transactions)  
Cryptography and encryption (of data, email, or video signals)  
Ethical principals governing use of computers and telecommunications  
Caller ID: How does it work, whose privacy does it protect or threaten, what has been its effect?  
Surveillance of citizens by governments: FBI, National Security Agency  
First Amendment issues in electronic publishing -- is electronic speech "free"?

**Intellectual Property Issues**

Copyright of material in electronic formats  
DMCA, Berne Convention: what are they, what changes do they imply for U.S. copyright?  
How are property rights protected in the cases of images and music?  
How is computer software protected -- or is it?  
Ownership and alteration of text and images  
Equity and access problems

**Education Issues**

Computer literacy -- what is it, how is it achieved and what good does it do?  
Computer-assisted instruction (CAI) and LOGO -- their use and effectiveness  
Computerization of schools versus recruitment, training and retention of teachers

**Political and Community Issues**

Distribution of government information  
Why might computer systems present a threat to politicians?  
Grass roots politics through Listserves and email  
Information gaps and information poverty  
Information Policy: Differing national approaches to governing the use of information

**Information Society Issues**

Agricultural, Industrial and Information Societies -- what are they, how are they measured?  
The political uses of the "Info. Society" theme -- i.e., what makes it attractive to policy makers?  
Automation of work processes: deskilling and upskilling  
National Research and Education Network (NREN) and The Internet as prototypes  
The "Information Superhighway" (aka National Info. Infrastructure, or NII) proposed by VP Gore  
Print vs. electronic texts and collections -- feasibility and usability issues  
Universal service: Historical origins, current definition, attempts to implement

## **LIS 690 Assignments: Guidelines for Papers Spring, 2001**

For each paper, prepare a written response of 8-12 double-spaced pages. Emphasize what you have learned from the reading and lectures, your interpretation of what you learned, and questions that could be answered through research, and/or observation. *Refer to the course (and other) readings whenever relevant.*

Discussion papers are graded on two bases: a major component will be whether or not you have understood the readings and lectures, and thought about their content, as evidenced by your references to them; the other aspect is how considered, original and well-written are your responses.

### **Paper 1: Diffusion, Displacement and Lifecycles of Technologies.**

A new communication medium usually does not completely replace an older one, contrary to what is sometimes called "Displacement Theory". For example, films and radio did not replace the book as a means of story-telling; TV caused a temporary decline in the size of radio and film audiences, but did not extinguish those earlier media. Instead, when new media are adopted, uses of the old media change. Radio variety shows became less popular with the advent of TV, but were simply replaced by other types of programming, e.g., radio talk shows. What would you predict about the effects of the Web (and other electronic innovations) on the print and music publishing, and the broadcasting industries? E.g., is print gradually being replaced by electronic media? Will all music be downloaded from the Web? What might be the effects of interactive television services on the usual ways that American entertain and inform themselves? Will people use networks to do research, or to retrieve texts and images, rather than going to the public library? What will happen to the novel? In your answer, consider the *types* of information and entertainment offerings, the *economics* of producing, transmitting and marketing them, and their likely *popularity* (i.e., the extent of adoption and usage). Consider what changes in media habits you have seen in your own life and those of your family and friends over the last two decades. E.g., are children you know reading less? Speculate freely, but give reasons.

### **Paper 2: Privacy.**

Organizations in our society hold a great deal of information about us. Make a list of what data various organizations have about you (e.g., the Internal Revenue Service, universities, medical services, creditors, the State Department, insurance agencies) and the types of information they have about you (e.g., income, sources of income, subjects studied, grades in courses, purchases, travel, driving record). If all of this data could be assembled in one database, what overall generalizations might be drawn about you, your lifestyle, your wants and your problems? If you were a company with this information, what kinds of

products or services would you try to sell to a person like yourself? What else would marketers want to know about you, "the customer," to help them in their marketing?

Should there be stronger laws affecting the availability of personal information to others? If you believe so, then you must describe how usage will be monitored and regulated, how we will pay for such regulation, and how people will react to increased regulation. Or should the value of personal information be left entirely to the marketplace? If so, what problems and opportunities do you foresee regarding the sale of information in our society?

**Paper 3: The Social and Psychological Reality of the Information Society.**

Is the "information society" a reality? Are we in an economy in which most of us earn our livings doing "knowledge work," and relying less on physical resources (e.g., less commuting to work, less manufacturing)? Is this an attractive vision to you? What do you think about the vision of the information society as presented in the film(s) *Visions of heaven and hell*? Do you think that the filmmakers' vision is unduly pessimistic? Which parts of the film ring true and which do not? (We saw part one the first month of classes; part three is on reserve at Young Library Media Services -- use one of their viewing rooms to see the film before writing the paper.)

As space permits, you may also wish to attempt answers to the following questions:

If you believe that the Info Society is real: do developing countries have the potential to become information societies, or will they remain agricultural and manufacturing economies? If many "information societies" exist, where and how will the manufacturing be done? If you were the head of a country, or of a large business enterprise, what do you think your view would be about the "Information Society" concept -- favorable or unfavorable?

For this paper, you are to draw upon (i.e., make reference to) at least three specific sources: The "Visions" films discussed above, and the readings by Webster (1994) and Drahos (1995), on the information society. In each case, say to what degree you think the authors' viewpoint is accurate as regards the economy and politics of the information society -- at present or in the near future.