

INTERNATIONAL UNIVERSITY OF JAPAN
Public Management and Policy Analysis Program
Graduate School of International Relations

DCC 5381 (2 Credits)
Public Information Policy and Management
Fall 2015

Midterm Exam (100 points)

Instruction: This take-home exam accounts for 25 percent of the final grade. Download the memo template and then write down your answers there. Try to write your own sentences as opposed to those copied from textbook or papers. Submit your answer to kucc625@iuj.ac.jp by 23:00 Wednesday, November 18th. Be concise and hit the highlight.

Caution: (1) You may NOT communicate (including written, verbal, gestural, and other forms of communication) with anyone else other than the instructor about this exam during this exam. (2) DO NOT ASK your classmates to show their work. DO NOT SHOW your work to other classmates. (3) When coping or paraphrasing some parts of a book, paper, report, or Internet resources, you MUST cite the source or give credit to authors in order to avoid plagiarism. Failure to comply with these rules will be considered academic dishonesty and misconduct. I trust each of you implicitly, but you should be aware IUJ's new strong policy on plagiarism and cheating. The penalties include sanctions from immediate F in this course and up to expulsion from the university.

Question 1 (30 points) Intellectual property rights (IPRs), according to IPRs proponents, provide incentives to creators or inventors so that they produce better intellectual properties (e.g., songs and computer software) to get more benefits. From the traditional economic standpoint IRPs are known as a likely treatment for the market failure in intellectual property industry. However, “the rights being protected are neither performers’ or author’s rights, but rather the rights of industrial ‘owners’...” (May 2007: 100). Some musicians like Psy try to reach their audience directly using social media like Youtube. Think about the success of Psy’s Gangnam Style and popularity of open source software such as Firefox and Apache. Explain how these two examples attack the dominant economic argument for intellectual property rights (e.g., to introduce digital right management and strengthen IRPs as shown in the U.S. Digital Millennium Copyright Act of 1998).

Question 2 (30 points) Compare traditional *universal service* and universal Internet (broadband) service with respect to service provision (supply) and consumption (demand) and then explain likely problems of universal broadband service when its policy is widely implemented.

Question 3 (40 points) Social media (e.g., Facebook and Twitter) are expected to provide government departments and agencies with chance to improve relationship (two-way interaction) with citizens dramatically. But the reality of governmental use of social media is far less promising than such expectation. (1) Explain why social media used by government are not consistent with the transformation theory but rather closer to the reinforcement theory (take characteristics of individual social media and citizens’ behavior—ability, preference, knowledge--into account and consider both supply and demand of social media). Hindman (2009) states, “These top bloggers have educational backgrounds that exceed those of

professional columnists. The readership of the top blogs rivals the nation's top op-ed pages.” (p.127). (2) Explain why social media like blog themselves hardly contribute to informing and empowering citizens on the largely basis of Hindman (2009).

The end of midterm exam