Digital Dilemmas–Privacy, Property, and Access: eSociety 330

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Format: Hybrid Course—Meets once a week in person supplemented with d2l sources, assignments, and discussions.

Course Description:

The focus of this course is the personal and public ethical issues created by new and emerging information technologies. These include the threats to privacy of ubiquitous technological surveillance, limitations on access to information created by digital rights management, and the problems of cyber bullying and hacking. The course will use the framework of ethical theory to analyze these issues. The goal of the course is to help students understand the ethical complexities of digital technologies so that they can make conscious choices about their own uses of digital media as well as be able to evaluate information policy at the local, national, and international level.

The course will focus on three core areas where digital dilemmas arise--information access, information privacy, and intellectual property. This semester we will look in depth at information privacy in particular.

Course Objectives:

Upon completion of this course, students should be able to:

> 1. Understand the unique ethical issues that arise in the context of new and emerging digital media.
> 2. Define basic concepts and understand vocabulary used in information policy and information ethics.
> 3. Have a working theoretical knowledge of the information ethics literature as related to access, privacy, and intellectual property.
> 4. Reflect critically on the ethical implications of how you, your friends, family, and communities use digital media.
> 5. Critically evaluate current information policies and practices from the perspective of ethics and social justice.

Required Texts:

The required texts will vary depending on the course focus, but may include such texts as:

- Ess, Charles. *Digital Media Ethics*.
- Nissenbaum, Helen. *Privacy in context: Technology, policy, and the integrity of social life*. Stanford Law Books, 2009.

Course Topics:

- Methods of Ethical Inquiry
- Hacking and Civil Disobedience
- Digital Privacy and Surveillance
- Copyright and Information Control
- Censorship and Open Access to Information
- The Ethics of Video Games
- Friendship and Intimacy Online
- The Global Information Society

Methods of Evaluation:

Discussion	25%
Case Studies	25%
Quizzes	25%
Position Paper	25%

90-100 = A "exemplary, far beyond requirements/expectations"
80-89 = B "exceeds requirements/expectations"
70-79 = C "meets requirements/expectations"
60-99 = D "falls short of requirements/expectations"
Below 59 = F "repeat of course needed"

The instructions for course assignments as well as a set of expectations for discussions will be posted on D2L by the end of the first week of instruction.

Course Assignments and Requirements:

Discussion: Discussion will be carried out both online via the course discussion boards and in class. All students are expected to participate in class discussion in both formats. Discussion participation will be evaluated on the basis of quality and quantity of contributions. Quality contributions give attention to fostering a general discussion where all are included. Reading and listening to the comments of other students is an essential part of participating. The goal is to create an atmosphere that encourages everyone to join the discussion; thus, students who consistently dominate discussion or who treat others in ways that shut down discussion will lose discussion points.

Case Studies: Students are required to submit at least three case studies over the course of the semester. Cases will be taken from the news, analyzed, and presented to the class for discussion, either on-line or in class. A case study may serve as the basis for your position paper. See case study assignment for more details.

Quizzes: There will be occasional quizzes over the course material. The quizzes will be taken outside of class via d2l. The quizzes will be timed and will be open book and open notes. Students will be given one week's notice before the quiz.

Position Paper: Students will write a 1500-1750 words position paper on some current controversy related to information access, privacy, IP, or other related topic. The paper should discuss the issue, weigh arguments on either sides of the issue, site relevant empirical research, and defend a concrete policy proposal. The paper will need to demonstrate independent research into the issue. Detailed paper requirements will be distributed by the third week of classes.

*All instructions for course assignments as well as a set of expectations for online discussions will be posted on D2L by the end of the first week of instruction.

To succeed in this course, 2-3 hours of study time per unit are required. This means that, in addition to 80 minutes of face to face time in class and 80 minutes of on-line course activities (e.g., watching or listening to on-line lectures, participating in on-line discussions, taking quizzes, that 6-9 hours a week of study time are needed in order to meet course expectations. These hours should be spent on reading texts, writing papers, researching for new information, or thinking about course content. College-level reading and writing abilities are assumed.

All written work and course communications (including case studies, discussion posts, and emails) will be evaluated for spelling, format, organization, style, grammar, and punctuation as well as content and argument.

Attendance, Due Dates, and Missing Work:

1. Attendance is voluntary, but there is no way you will pass the class without showing up for face-to-face meetings and online discussions. If you have a lot going on in your personal or professional life that will conflict with your attendance, this may not be a good time to enroll in this course. Attendance is critical.

2. All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.

3. Absences pre-approved by the UA Dean of Students (or Dean designee) will be honored.

4. Arriving late and leaving early is extremely disruptive to others in the class. Please avoid this kind of disruption.

5. Missed class assignments or exams cannot be made up without a well-documented, verifiable, excuse (for example, a physician's medical excuse). If at all possible, contact the professor *before* the assignment is due. Doing so, will increase the likelihood that you be allowed to make up the work. The validity of all excuses will be assessed by the professor.

Course Conduct and Campus Policies (be familiar with all campus policies):

1. Technology: We will start the semester with a discussion of technology use in the classroom, e.g., cell phones, tablets, laptops. Based on class discussion we will develop a set of guidelines for the use of these technologies in the classroom.

2. In that this is a safe environment for sharing and generating unique ideas, please try to be open to diverse perspectives and learn from others who may pose views that differ from your own. Try to

wrangle with new ideas and consider a variety of perspectives instead of simply rejecting ideas posed in course-related discussion. When sharing your own ideas, do not subject others to inappropriate language or problematic assumptions about social groups.

3. Rules on academic dishonesty will be strictly enforced. Plagiarism is literary thievery, taking the words or ideas of another and representing them as your own. Do not copy another student's work, pull text from online sources, or turn in the same work for this class that you have used in another class. All work turned in must be original and specific to this course. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties (e.g., failing grade or removal from the University). Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity http://deanofstudents.arizona.edu/codeofacademicintegrity .

4. Arrangements can be made if you have a physical challenge or condition that could impair your participation and/or performance in this course. Please notify me immediately if you need accommodation, and register with Disability Resources so that I can make accommodation: Disability Resources Center, 1224 East Lowell Street, Tucson, AZ 85721, (520) 621-3268, FAX (520) 621-9423, email: uadrc@email.arizona.edu, http://drc.arizona.edu/. You must register and request that the Center or DRC send me official notification of your accommodations needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. The need for accommodations must be documented by Disability Resources.

6. The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. See: http://policy.web.arizona.edu/~policy/threaten.shtml.

7. All student records will be managed and held confidentially. http://www.registrar.arizona.edu/ferpa/default.htm

8. Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

A Word on Technology:

This semester, and in addition to using a variety of web-based tools, you will have access to and will be required to retrieve all course documents from our course page in D2L. You will also take quizzes and engage in online discussion with your peers using D2L. Please prepare now for this experience by familiarizing yourself with D2L, the web-based courseware supporting our course. Training for D2L can be found online at: http://help.d2l.arizona.edu/students. Training on use of the discussion board, in particular, can be found at: http://help.d2l.arizona.edu/discussions. Also, always have a back up plan. If your 'default' or most preferred computing location fails, be prepared to find a computer to use when you need a backup machine (i.e., familiarize yourself with services offered at local libraries, coffee shops, the ILC on campus, or office stores like Kinkos).

Couse Schedule for ESOC 330: Digital Dilemmas

General Plan of the Course: Students will read, discuss the course readings, and post case studies prior to meeting in the live class. In the live class we will then discuss those readings, online questions, and case studies. The instructor will give a brief introduction to the next week's material. There may be a quiz covering the previous week's material posted immediately after the live class on Tuesday.

Weekly assignments and deadlines
- **Discussion**: Active participation in in-class and on-line discussion is required. This includes at least two posts per week to the class discussion boards. At least one post should be part of the weekly topical discussions (this post can either be a new thread or a response to an existing thread). And, at least one post should be a question about the week's material. The first discussion post of the week is due Friday by midnight. The question is due Monday by midnight.
- **Quizzes**: Quizzes will be posted on Tuesday at 4:45 and will be closed on Thursday at 4:45. They will be timed for 10 minutes. Quizzes will cover the readings assigned the previous week and the Tuesday lecture/discussion.
- **Case Studies**: Each student will submit a total of 3 case studies over the course of the semester. Students will sign up for dates to submit their case studies ahead of time. Case studies will be posted to the discussion area for that week dedicated to case studies. Case studies should be posted by Sunday midnight.

	Wednesday –Monday		Tuesday Live Class
Dates/Topics	Readings	Assignment	
Aug. 27-Sept . 2: Introduction	Ess, Chapter 1	• Discussion in d2l	Lecture/Discussion
Sept. 3-9: Ethical Frameworks	Ess, Ch. 6, pp. 197-229	• Discussion in d2l • Quiz • Case studies	Lecture/Discussion
Sept. 10-16: Ethical Frameworks Cont.	Ess, Ch. 6, pp. 229-253	• Discussion in d2l • Quiz • Case studies	Lecture/Discussion
Week 4: Privacy	Ess, Ch. 2	• Discussion in d2l • Case studies	Lecture/Discussion
Week 5: Copyright	Ess, Ch. 3	• Discussion in d2l • Case studies • Quiz	Lecture/Discussion
Week 6: Copyright Continued	Unrepentant Bootlegger	• Discussion in d2l • Case studies	Lecture/Discussion
Week 7: Social	Ess, Ch. 4	• Discussion in	Lecture/Discussion

		d2l • Quiz • Case studies	
Week 8: Digital Sex and Games	Ess, Ch. 5	• Discussion in d2l • Project Proposal • Case studies	Lecture/Discussion
Cancelled		• Discussion in d2l • Case studies	Lecture/Discussion
Week 10: Privacy and Context	Nissenbaum, Intro., Ch. 1, 2	• Discussion in d2l • Quiz • Case studies	Lecture/Discussion
Nov. 5-11: Big Data and Personal Info. Online	Nissenbaum, Chs. 3, 4, 5	• Discussion in d2l • Project Annotated Bibliography (Due Friday Nov. 7) • Case studies	On-line Lecture/Discussion
Nov. 12-18: Value of Privacy and Public/Private Distinction / Puzzles, Paradoxes, and Privacy in Public	Nissenbaum, Chs. 6, 7, 8	• Discussion in d2l • Case studies • Quiz	Lecture/Discussion
Nov. 19-25:	Nissenbaum Ch. 8. 9	• Discussion in d2l • Case studies • Quiz	Lecture/Discussion
Dec. 1-2. : Project Presentations		• Discussion in d2l	TBA Presenters