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<b>Office location</b>	Mondays & Wednesdays 1:30-2:30, Tuesdays 6:00-6:30, and by appt SOC #204

### Course description and learning objectives

Every day, we hear another story about the potential consequences of new/digital media. A bank website is hacked, leaving customers vulnerable to identity theft. Individuals living under a repressive regime use Twitter and Facebook to organize a protest, but cell phone and internet service is quickly shut down when the government becomes aware of the uprising. A high school student sends a salacious image to her boyfriend that he later forwards to some friends, and now they're both under investigation for distributing child pornography. The aspects of new/digital media that make it so appealing as a communication medium – its (relative) ubiquity, easy distribution, (potential) anonymity, and global reach – both complicate the ethical and legal frameworks we've used for other media, and offer their own host of new ethical dilemmas.

This class is intended to introduce you to the host of issues that digital media present. From media "truthiness," to privacy, to adult content, to anonymity, to piracy and hacking – there's a lot of territory to cover. Instead of offering you a list of "Do's and Don'ts" or "Rights and Wrongs," the goal is to provide you with the tools to ask your own questions when confronted by the myriad ethical issues that digital media present.

By the end of this semester, you will be able to:

- (1) Define and critique several ethical frameworks including utilitarianism, deontology, and virtue ethics;
- (2) Apply different frameworks to various cases to better understand the ethical implications of the choices made by various stakeholders;
- (3) Think critically and clearly about ethical issues presented by digital media;
- (4) Develop an ethical “toolkit” to be used when confronting these challenging situations in your everyday life;
- (5) Understand what it means to be an ethical global citizen online.

### Required texts

Course readings are available as PDFs on BlackBoard (BB) or on their authors’ web sites (indicated below). While there is no physical textbook to purchase, I do ask that you bring printed or electronic copies of the articles to facilitate our class discussions. Having a copy of the text in front of you will be critical, as we will spend much of our time in class deconstructing the readings and determining their ethical implications.

### Other resources

I strongly suggest you familiarize yourself with the several different codes of ethics that apply to much of the work that communication professionals do. These include the Society of Professional Journalists’ (SPJ) ethics code (<http://www.spj.org/ethicscode.asp>); Public Relations Professionals of America (PRSA) code of ethics (<http://www.prsa.org/AboutPRSA/Ethics/CodeEnglish/index.html>); Institute for Advertising Ethics’ Principles and Practices (<http://www.rjionline.org/institute-for-advertising-ethics#preamble>); and AIGA’s Standards for Professional Practices (<http://www.aiga.org/standards-professional-practice/>). You should also visit Loyola’s own Center for Digital Ethics & Policy (<http://www.digitaletics.org>), as the site is regularly updated with articles, book reviews, and resources related specifically to digital ethics concerns.

### Assignments

All written work for this class should be properly sourced and cited using APA 5<sup>th</sup>/6<sup>th</sup> edition guidelines. If you’re unfamiliar with APA style, please visit Purdue’s Online Writing Lab at <http://owl.english.purdue.edu/owl/resource/560/01/>. Please, please, please make sure you understand how to properly cite material before you turn in work for this class. Come see me if you’re confused or need additional assistance with this.

Three major assignments comprise the required course work. These include case study essays, a group debate, and a take-home final exam.

Case study 1	10%
Case study 2	20%
Group debate	25%
Final exam (take-home)	30%
Participation (daily reading responses, in-class exercises, group discussion, pop quizzes)	15%

### Case studies (30%; see individual break-down above)

You will complete two, 1000 word essays in which you respond to a case study I provide you. In your analysis, you will:

- (1) Briefly (in one paragraph) summarize the main points of the case;
- (2) Highlight the main ethical issues you think are critical to understand the case;
- (3) Provide a recommendation for a course of action and clearly outline your rationale.

More information about this assignment will be provided in class.

### Group debate (25%)

In groups, you will debate one side of an ethical argument related to digital media. Projects will start after midterms. More information about this assignment will be provided in class.

### Take-home final exam (30%)

The final exam will be open-note, open-book, and open-internet, but you may not talk to other individuals about your answers before you hand it in. Questions will be derived from the lectures, hypothetical cases, and the group debates.

### Participation (15%)

We will rely heavily on class discussion and contributions from individuals throughout the semester. Therefore it is imperative that you attend class regularly and come well prepared to discuss the day's topic and readings.

Participation will be graded using the following rubric (thanks to Prof. Bastiaan Vanacker for this scale), and adjusted based on class attendance (see "Attendance" section below):

A	Frequent and meaningful contributions to class discussion that show insight and understanding of material.
B	Frequent and meaningful contribution to class discussion.
C	Occasional participation to class discussion.
D	Only participates when called upon.
F	No class participation.

### Turning in assignments

Assignments should be turned in via email ([amassanari@luc.edu](mailto:amassanari@luc.edu)) **before the beginning of class** (seriously). To make things easier for all of us, please include the course name (COMM 215) and your last name in the subject line of your message. Also, please cut-and-paste a copy of your assignment into the message's body with your file (.doc, .docx, .rtf, .pages) attached. Make sure you save a copy of your out-going message in case there are problems with LUC's email system and your paper is incorrectly marked as "late".

### Grading scale

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D	60-69%
F	Below 59%

### Attendance

One of the goals of this course is for you to be able to engage with the material in a supportive environment that is conducive to your learning. To do this, you need to come to class having carefully read the readings

(making note of and asking any questions you might have during class) and ready to fully participate in discussions and activities. Behavior that disrupts the learning environment (including talking during lectures, texting in class, sleeping, etc.) will adversely affect your participation grade.

It is important for you attend class, both for you to master the course material and to contribute positively to the learning environment. I take attendance every session at the beginning of class. We will complete many in-class assignments that cannot be made-up if you are not present in class. **Only one unexcused absence during the semester is allowed without penalty. After that, each absence will reduce your participation grade by one letter grade (e.g. a B will become a C if you miss or are late to two classes and so on).** Arriving more than 15 minutes late or longer, or leaving more than 15 minutes early without notifying me beforehand, also counts as one absence. Arriving late after a break mid-class may count as “late” if that privilege is abused.

Excused absences are those that result from documented personal or medical emergencies. Additionally, if you anticipate participating in athletic meets or other university-sanctioned activities, we need to be notified of these well in advance (preferably at the beginning of the semester).

### **Late assignments**

Unless you have a documented medical or personal emergency, late assignments will not be accepted, and will only receive partial (50%) credit. If an emergency happens, please contact me as soon as possible so we can make other arrangements. The only other cases in which late assignments will be accepted are if you are participating in an athletic meet or other university-sponsored event. Please let me know of any potential conflicts at the beginning of the semester.

**You must complete all assignments in order to pass this course.**

### **Special needs**

Any student with a learning disability that needs special accommodation during exams or class periods should provide documentation from Services for Students with Disabilities confidentially to me at the beginning of the semester. I will accommodate your needs in the best way possible, given the constraints of course content and processes. It is your responsibility to plan in advance in order to meet your own needs and assignment due dates.

### **Other policies**

- It is important that you check your LUC e-mail account regularly, as I will send important updates about the class and often return assignments over e-mail.
- Please set your phone to vibrate when you enter class and refrain from texting or checking voicemail/e-mail while class is in session. You may be asked to leave the class (and lose credit for any assignments handed in that day) if you do not comply with this request.
- If you're using a computer for note taking, please don't IM, chat, e-mail, browse the web, or complete coursework for other classes. You may be asked to leave the class (and lose credit for any assignments handed in that day) if you do not comply with this request.
- If you come in late to class, please enter quietly. (See attendance policy for more information about tardiness).
- If you need to leave early, please let me know ahead of time and make an effort to sit by the door. (See attendance policy for more information about leaving early).
- If you are not in class and miss announcements, assignments or lecture materials, it is your responsibility to get them from a classmate. If you have a legitimate reason for missing class (e.g. official university travel for sports or documented illness), I will be glad to meet with you to catch

you up, but we will generally follow the course schedule you have received with only minor adjustments from time to time.

- Your syllabus, the reading schedule, and assignment descriptions serve as my “contract” with you. All evaluation of your work is based on the criteria outlined within these documents. Please take the time to familiarize yourself with the expectations (and relative weight) for each assignment.
- Please treat everyone in the class with civility and respect. This is especially important given the sometimes-controversial issues we’ll be discussing this semester. Disagreeing with someone’s ideas in class is perfectly fine, but attacking deeply held personal convictions or making insensitive remarks is not.

### Course schedule and readings\*

Week 1	Aug 30	<p><b>Introduction</b></p> <p>Topics: Introduce ourselves, the course, and the syllabus</p>
Week 2	Sept 6	<p><b>Ethical frameworks</b></p> <p>READ: Ess chapter 6 (BB)</p>
Week 3	Sept 13	<p><b>Free speech/censorship</b></p> <p>READ: “Agents of Harm or Agents of Grace: The Legal and Ethical Aspects of Identifying Harm and Assigning Responsibility in a Networked World” (BB) Gawker.com, “San Francisco Cops Jam Cell Phones to Prevent Protest” (<a href="http://gawker.com/5830458/san-francisco-cops-jam-cell-phones-to-prevent-protest">http://gawker.com/5830458/san-francisco-cops-jam-cell-phones-to-prevent-protest</a>)</p>
Week 4	Sept 20	<p><b>Intellectual property (IP)</b></p> <p>READ: Daphne Keller’s “The Musician as Thief: Digital Culture and Copyright Law” from <i>Sound Unbound</i> (BB) EFF, “Unintended consequences: Twelve Years under the DCMA” (<a href="https://www.eff.org/files/eff-unintended-consequences-12-years.pdf">https://www.eff.org/files/eff-unintended-consequences-12-years.pdf</a>)</p> <p><b>Case study 1 due to amassanari@luc.edu by the beginning of class</b></p> <p>Watch RIP! A Remix Manifesto</p>
Week 5	Sept 27	<p><b>Piracy and hacking</b></p> <p>READ: Jason Rutter, “Downloading as deviance: Discourses of immorality, consumer ethics and power around internet piracy” (BB) “Intuitive pirates: why do we accept file sharing so much?”</p>

\* I reserve the right to modify the reading schedule if necessary. Readings are due on the day they are listed.

		<p>(<a href="http://blog.practicaethics.ox.ac.uk/2009/04/intuitive-pirates-why-do-we-accept-file-sharing-so-much/">http://blog.practicaethics.ox.ac.uk/2009/04/intuitive-pirates-why-do-we-accept-file-sharing-so-much/</a>)  Mitch Wagner, "The Ethics of Piracy"  (<a href="http://blogs.computerworld.com/15995/is_it_stealing_to_pirate_media_you_already_own">http://blogs.computerworld.com/15995/is_it_stealing_to_pirate_media_you_already_own</a>)  "4chan's Chaos Theory"  (<a href="http://www.vanityfair.com/business/features/2011/04/4chan-201104">http://www.vanityfair.com/business/features/2011/04/4chan-201104</a>)</p>
Week 6	Oct 4	<p><b>Surveillance and locational privacy</b></p> <p>READ: Eric Gordon and Adriana de Souza e Silva, "Privacy" (BB)  Gawker.com's "Internet Dragnet Hunts London Hooligans" – also read comments (<a href="http://gawker.com/5829337/internet-dragnet-hunts-london-hooligans">http://gawker.com/5829337/internet-dragnet-hunts-london-hooligans</a>)  Cory Doctorow, "Why CCTV has failed to deter criminals" (<a href="http://www.guardian.co.uk/technology/2011/aug/17/why-cctv-does-not-deter-crime">http://www.guardian.co.uk/technology/2011/aug/17/why-cctv-does-not-deter-crime</a>)</p>
Week 7	Oct 11	<b>NO CLASS – Fall break</b>
Week 8	Oct 18	<p><b>Visual communication ethics</b></p> <p>READ: Karla Saari Kitalong, "Remembering Dinosaurs: Toward an Archeological Understanding of Digital Photo Manipulation" (BB)  Jenni Mäenpää &amp; Janne Seppänen, "Imaginary Darkroom" (BB)</p> <p><b>Case study 2 due to amassanari@luc.edu by the beginning of class</b></p>
Week 9	Oct 25	<p><b>Media truthiness</b></p> <p>READ: Borden &amp; Tew, "The Role of Journalist and the Performance of Journalism: Ethical Lessons From 'Fake' News (Seriously)" (BB)  "The Twisted Ethics of 'Teen Mom'" (<a href="http://www.salon.com/entertainment/tv/feature/2010/10/19/teen_mom">http://www.salon.com/entertainment/tv/feature/2010/10/19/teen_mom</a>)</p> <p>LISTEN: "Ethics of Reality TV" (<a href="http://www.npr.org/templates/story/story.php?storyId=15391493">http://www.npr.org/templates/story/story.php?storyId=15391493</a>)  Planet Money, "Manufacturing The Song Of The Summer" (<a href="http://www.npr.org/blogs/money/2011/07/11/137705590/the-friday-podcast-manufacturing-the-song-of-the-summer">http://www.npr.org/blogs/money/2011/07/11/137705590/the-friday-podcast-manufacturing-the-song-of-the-summer</a>)</p> <p><b>Groups A + B debate</b></p>
	Oct 28 (Friday)	<b>Digital Ethics Conference @ LUC</b>

		Extra credit opportunity
Week 10	Nov 1	<p><b>Celebrity, identity, and privacy in the public sphere</b></p> <p>READ: Jeffery Rosen, “The Web Means the End of Forgetting” (<a href="http://www.nytimes.com/2010/07/25/magazine/25privacy-t2.html?pagewanted=all">http://www.nytimes.com/2010/07/25/magazine/25privacy-t2.html?pagewanted=all</a>)  “Kiki Kannibal: The Girl Who Played with Fire” (<a href="http://www.rollingstone.com/culture/news/kiki-kannibal-the-girl-who-played-with-fire-20110415?page=1">http://www.rollingstone.com/culture/news/kiki-kannibal-the-girl-who-played-with-fire-20110415?page=1</a>)  “The Cases For and Against Google+’s Real-Name Policy” (<a href="http://www.theatlanticwire.com/technology/2011/07/cases-and-against-googles-real-name-policy/40346/">http://www.theatlanticwire.com/technology/2011/07/cases-and-against-googles-real-name-policy/40346/</a>)</p> <p><b>Groups C + D debate</b></p>
Week 11	Nov 8	<p><b>The internet is for p0rn: Adult content online</b></p> <p>READ: danah boyd’s testimony to MA Atty General’s office about Craigslist Adult Services listings (<a href="http://www.danah.org/papers/talks/2010/CombatingSexualExploitationOnline.pdf">http://www.danah.org/papers/talks/2010/CombatingSexualExploitationOnline.pdf</a>)  “Ashton Kutcher vs. The Village Voice: Looking for Real Men on the Internet” (<a href="http://www.popmatters.com/pm/tools/print/145423">http://www.popmatters.com/pm/tools/print/145423</a>)</p> <p><b>Groups E + F debate</b></p>
Week 12	Nov 15	<p><b>Ethics and games</b></p> <p>READ: Mia Consalvo, “Rule sets, cheating, and magic circles: Studying games and ethics” (<a href="http://www.thinkingtogether.org/rcream/gaming/Consalvo.pdf">http://www.thinkingtogether.org/rcream/gaming/Consalvo.pdf</a>)  Dan Takahasi, “Ethics of Game Design,” (<a href="http://webdocs.cs.ualberta.ca/~games/299/Gamasutra.pdf">http://webdocs.cs.ualberta.ca/~games/299/Gamasutra.pdf</a>)</p> <p><b>Groups G + H debate</b></p>
Week 13	Nov 22	<b>NO CLASS – Thanksgiving break</b>
Week 14	Nov 29	<p><b>Ethics in the age of globalization</b></p> <p>READ: Ess Ch. 4 (BB)</p>
Week 15	Dec 6	<p><b>Wrap-up, review + evaluations</b></p> <p>Final exam (take-home) distributed</p>
Week 16	Dec 13	<b>Final exam due by email to amassanari@luc.edu by 11:59 PM</b>

## **School of Communication Statement on Academic Integrity**

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at <http://luc.edu/english/writing.shtml#source>.

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for

credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication.

The office of the Dean of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at: [http://www.luc.edu/academics/catalog/undergrad/reg\\_academicgrievance.shtml](http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml).

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

*(The School of Communication policy is based entirely on and is consistent with the Academic Integrity Policy of the College of Arts & Sciences.)*