INFO 4601/5601

Ethical and Policy Dimensions of Information, Technology, and New Media

Information Ethics & Policy @ CU Boulder

This class will next be taught, at the **undergraduate** level only, in Spring 2020. Currently this website contains archived class information from the Spring 2019 cross-listed version; for more information about the class, please contact Professor Casey Fiesler (http://www.caseyfiesler.com) (casey.fiesler@colorado.edu).

Open to students in any department. Covers privacy, intellectual property, social justice, free speech, artificial intelligence, social media, science fiction, and more!

The materials for this course are licensed under a Creative Commons (CC-BY-NC (https://creativecommons.org/licenses/by-nc/2.0/)) license. Please make use for your classes, but pointers back appreciated!

POWERED BY WORDPRESS.COM.

INFO 4601/5601

Ethical and Policy Dimensions of Information, Technology, and New Media

Assignments

Information about assignments for previous semesters: Spring 2018 (https://informationethicspolicy.wordpress.com/assignments-2018/) and Fall 2016 (https://informationethicspolicy.wordpress.com/assignments-2016/).

SPRING 2019 FINAL PROJECT
In addition to smaller assignments, through the course of the semester, there will be an overarching, semester-long project (https://docs.google.com/document/d/1Rzcu-CtxVhsv-QPAyaCPuOQm-ucLtsQ8Dw3CoQE4_q0 /edit). For undergraduate students (and for graduate students if they take this option), that project will involve a deep dive into a technology ethics or policy controversy/issue of your choice that has received media attention. The project will involve both demonstrating an understanding of that issue and using qualitative (or additionally quantitative, if the student has those skills and wishes to use them) analysis of trace data (e.g., comments on news articles, tweets, reddit posts) to understand public opinion and attitudes towards that issue.

Graduate students may propose alternate projects if they wish, including conducting human subjects research. I particularly encourage PhD students to construct a class project that will be relevant and helpful for their own research when possible.

MINI-PROJECTS

1. Ethical Analysis

Read this article: New AI Can Guess Whether You're Gay or Straight From a Photograph (https://www.theguardian.com/technology/2017/sep/07/new-artificial-intelligence-can-tell-whether-youre-gay-or-straight-from-a-photograph)

Imagine that, in the early days of the creation of this algorithm, you are a research assistant who has been asked to create a scraper (code that can collect data from a website or app) that will gather photographs from a dating site to label and use as training data for this algorithm.

In addition to the details included in the article about how the algorithm works and what it could do, some additional pieces of information:
* If you refuse, you will not get into trouble or jeopardize your job
* If you refuse, someone else will probably do it anyway
* It is explicitly against these sites' terms of service to scrape, but the researcher in charge tells you he will assume the risk
* The data on the site is public, in that anyone on the web can view them

Consider what utilitarianism, deontology, and virtue ethics would suggest about what you should do in this situation. Write each of these analyses (including explaining each framework), and then combine them and consider what you would actually do in this situation, drawing from these frameworks or making a decision entirely on your own. As part of your analyses, you may also note additional information that you would want to know in order to make better decisions.

Remember that there are no right or wrong answers. You will be graded on your understanding of and ability to explain these different ethical frameworks, and your ability to apply them to this specific situation.

2. AI in SciFi

Choose a science fiction film, book, or television episode that features AI or robots. (If you choose something that's not on the list below, you can send me a quick note to ask if it's okay!) Write a 800-ish (1,200-ish for grad students) word essay explaining the technology in question, the ethical dilemma(s) it poses, whether there are explicit laws/policies already in place to deal with the technology, and finally making an argument for how you think it should be treated from an ethics and policy standpoint. Should there be laws to govern it? Should norms form around the use of it? Are there ethical guidelines that people should follow? Should it not exist at all? Remember that you should be focusing on the technology, not on the plot. Cite at least [2 for undergrads, 4 for grad students] readings from class or elsewhere to support or explain arguments. These can even be news articles! (You don't have to use a particular citation style but you should use some citation style – i.e., not just URLs.)

Any of the below would work, though other things would as well as long as it's robot/AI-centric.

Films: 2001: A Space Odyssey; AI: Artificial Intelligence; Animatrix; Bicentennial Man; Bladerunner; Her; Ghost in the Shell; I, Robot; Ex Machina; Alita: Battle Angel; Chappy; Avengers: Age of Ultron; Robocop

Television Shows: Battlestar Galactica; Humans; Star Trek: The Measure of a Man; Westworld; Person of Interest; Black Mirror (must be about AI; do NOT use "Be Right Back")

Books: The Culture; I, Robot; Do Androids Dream of Electric Sheep?

3. Fix a Privacy Scandal

For this mini-project, you will dive into a specific privacy scandal involving a technology platform. At the bottom of this assignment there is a list of options, along with links to news articles for each. Please use one of these, or if you'd rather pick one of your own, please email me for approval first.

After reading up on the controversy, answer the following questions for your assignment:

(1) Describe the controversy in your own words. What was the privacy violation? Who or what do you think was to blame? In your opinion, was this scandal a big deal? Why or why not?

(2) Think back to Lessig's types of regulation. Drawing from those, consider potential solutions to prevent this kind of privacy problem in the future: (a) law (what regulations could be levied from external sources – e.g., government?); (b) market (what changes to market incentives might help? e.g., different business models, consumer action); (c) social norms (how could users of this system change their behaviors, norms, or practices to make this kind of violation less likely or less impactful?); and (d) architecture (what changes could the tech company itself make? consider both technical solutions and changes to policy or practice)

(3) Based on your answers above, what do you think would actually be (a) the most effective and (b) the most likely to actually happen? You can also consider combinations of the above solutions.

Your responses should be at least 800 words. **This assignment is due the Friday before spring break, before midnight.**

Controversy Options:

Snapchat and location tracking:

https://abcnews.go.com/Lifestyle/snapchats-snap-map-feature-raises-privacy-concerns/story?id=48271889 (Links to an external site.)Links to an external site. (https://abcnews.go.com/Lifestyle/snapchats-snap-map-feature-raises-privacy-concerns/story?id=48271889)

https://www.theguardian.com/technology/2017/jun/23/snapchat-maps-privacy-safety-concerns (Links to an external site.)Links to an external site. (https://www.theguardian.com/technology/2017/jun/23/snapchat-maps-privacy-safety-concerns)

Instagram and advertising:

https://www.usatoday.com/story/tech/2012/12/18/instagram-privacy-policy-advertisers/1777005/ (Links to an external site.)Links to an external site. (https://www.usatoday.com/story/tech/2012/12/18/instagram-privacy-policy-advertisers/1777005/)

https://www.pcworld.com/article/2021285/instagram-updates-privacy-policy-inspiring-backlash.html (Links to an external site.)Links to an external site. (https://www.pcworld.com/article/2021285/instagram-updates-privacy-policy-inspiring-backlash.html)

Unroll.me and selling data:

https://www.nytimes.com/2017/04/24/technology/personal-data-firm-slice-unroll-me-backlash-uber.html (Links to an external site.)Links to an external site. (https://www.nytimes.com/2017/04/24/technology/personal-data-firm-slice-unroll-me-backlash-uber.html)

https://theintercept.com/2017/04/24/stop-using-unroll-me-right-now-it-sold-your-data-to-uber/ (Links to an external site.)Links to an external site. (https://theintercept.com/2017/04/24/stop-using-unroll-me-right-now-it-sold-your-data-to-uber/)

Google and location tracking:

https://www.cnet.com/news/android-phones-still-track-you-when-location-services-are-off/ (Links to an external site.)Links to an external site. (https://www.cnet.com/news/android-phones-still-track-you-when-location-services-are-off/)

https://www.theguardian.com/technology/2018/aug/13/google-location-tracking-android-iphone-mobile (Links to an external site.)Links to an external site. (https://www.theguardian.com/technology/2018/aug/13/google-location-tracking-android-iphone-mobile)

OKCupid and real names:

https://techcrunch.com/2017/12/29/okcupids-rating-sinks-as-users-rebel-over-new-real-name-policy/ (Links to an external site.)Links to an external site. (https://techcrunch.com/2017/12/29/okcupids-rating-sinks-as-users-rebel-over-new-real-name-policy/)

https://www.marketwatch.com/story/why-these-women-are-quitting-okcupid-after-it-required-daters-to-use-their-real-names-on-the-site-2017-12-26 (Links to an external site.)Links to an external site. (https://www.marketwatch.com/story/why-these-women-are-quitting-okcupid-after-it-required-daters-to-use-their-real-names-on-the-site-2017-12-26)

Facebook and third party data access:

https://www.nytimes.com/2018/12/18/technology/facebook-privacy.html (Links to an external site.)Links to an external site. (https://www.nytimes.com/2018/12/18/technology/facebook-privacy.html)

https://www.usatoday.com/story/tech/2018/12/19/facebooks-latest-privacy-scandal-what-we-know-now/2361257002/ (Links to an external site.)Links to an external site. (https://www.usatoday.com/story/tech/2018/12/19/facebooks-latest-privacy-scandal-what-we-know-now/2361257002/)

Facebook and Cambridge Analytica:

https://www.theguardian.com/news/2018/mar/17/cambridge-analytica-facebook-influence-us-election (Links to an external site.)Links to an external site. (https://www.theguardian.com/news/2018/mar/17/cambridge-analytica-facebook-influence-us-election)

https://www.nytimes.com/2018/03/19/technology/facebook-cambridge-analytica-explained.html (Links to an external site.)Links to an external site. (https://www.nytimes.com/2018/03/19/technology/facebook-cambridge-analytica-explained.html)

Amazon Alexa and conversation recording:

https://www.theguardian.com/technology/2018/may/24/amazon-alexa-recorded-conversation (Links to an external site.)Links to an external site. (https://www.theguardian.com/technology/2018/may/24/amazon-alexa-recorded-conversation)

https://www.nytimes.com/2018/05/25/business/amazon-alexa-conversation-shared-echo.html (Links to an external site.)Links to an external site. (https://www.nytimes.com/2018/05/25/business/amazon-alexa-conversation-shared-echo.html)

4. SciFi News

Take one of the issues discussed in class to a level of "what if?" that (currently) could only exist in science fiction. (An example is the story "Scroogled (https://cmci.colorado.edu/~cafi5706/Scroogled.pdf)"; what if homeland security outsourced to Google?)   Write a fictional news article about the consequences. These can be ethical consequences or policy related, or both. The article can be set as far in the future as you like.

The article should be at least 500 words. Also, at the end of the fictional article, include a paragraph or two of your own reflection, tying in something that you learned in class. (For example, based on what we learned about current government surveillance strategies, how likely do you think it is that the events in "Scroogled" could actually happen?)

If you're stuck for ideas, feel free to use the technology from episodes of Black Mirror or similar. Could there be a lawsuit over the intellectual property of a memory ("The Entire History of You")? Who would be responsible if a robot based on a dead person committed a crime ("Be Right Back")?

Grad students, your reflection should include at least 2 references to scholarly articles/sources (which could be things we read in class, but must be scholarly, not news media).

INFO 4601/5601 SPRING 2019 READINGS
Information Ethics & Policy
Dr. Casey Fiesler

Note: This reading list is a work-in-progress, and will change throughout the semester as the class evolves and is co-constructed. And as relevant events continue to happen!

ETHICAL FOUNDATIONS (January 17)

Manuel Velasquez, Claire Andre, Thomas Shanks, S.J., and Michael J. Meyer. "What is ethics?" Center for Applied Ethics, Santa Clara University.

White, Mark D. "Superhuman Ethics Class With The Avengers Prime." *The Avengers and Philosophy: Earth's Mightiest Thinkers* (2012): 5-17.

Watch: "The Trolley Problem" on *The Good Place:* part one and part two

5601 Required Reading
Virtue Ethics. Stanford Encyclopedia of Philosophy.

Optional Reading
Should Batman Kill the Joker? Perspectives from Five Famous Philosophers. Comics Alliance.
Ethicists say voting with your heart, without a care for consequences, is actually immoral, Quartz, 2016.

REGULATION (January 22)
Lessig, L. (2006.) *Code 2.0: And Other Laws of Cyberspace*. Basic Books.
        Chapter 7 "What Things Regulate"

5601 Required Reading
Winner, L. (1986). Do Artifacts Have Politics? In *The Whale and the Reactor: A Search for Limits in the Age of High Technology* (pp. 19–39). Chicago: University of Chicago Press.

Optional Reading
"A Declaration of Independence of Cyberspace" by John Perry Barlow, 1996.
"Google reaches into customers' homes and bricks their gadgets", *BoingBoing*, 2016
"Thanks to Apple's Influence You're Not Getting a Rifle Emoji", *Buzzfeed*, 2016
"How Missouri Could Demonstrate What's Wonderful about Yik Yak", *Slate*, 2015
"We are all glassholes now: Privilege, Silicon Valley, and our new wearable tech problem", *Salon*, 2015

"Social Network Nextdoor Moves to Block Racial Profiling Online", *NPR*, 2016

REGULATION, continued (January 24)

boyd, d. (2012.) The politics of "real names." *Communications of the ACM* 55(8), 29-31.

News & Commentary
"Social Media Needs More Limitations, Not Choices", *Slate*, 2015
"Facebook employees asked Mark Zuckerberg if they should try to stop a Trump
        presidency", *Gizmodo*, 2016

PLAGIARISM & RESEARCH INTEGRITY (January 29)

"The Case of the Amazing Gay-Marriage Data: How a Graduate Student Reluctantly Uncovered a Huge Scientific Fraud", *NY Mag*, 2015
"I Fooled Millions into Thinking Chocolate Helps Weight Loss" by John Bohhanon, *IO9,* 2015
"How Serious is Essay Plagiarism?", *The Guardian*, 2017

5601 Required Reading
Butler, Declan. (2013). The dark side of publishing. Nature 495, 433-435.

Optional Reading
"How Twitter Hooks Up Students with Ghostwriters", Chronicle of Higher Ed, 2018
Is a Portland Professor Being Railroaded by His University for Criticizing Social-Justice Research? *NY Mag*, 2019.

INTERNET RESEARCH ETHICS (January 31)

Fiesler, C. and Proferes, N. (2018). "Participant" Perceptions of Twitter Research Ethics. *Social Media + Society* 4(1).

News & Commentary
"OKCupid Study Reveals the Perils of Big Data Science", *Wired*, 2016.
"We experiment on human beings!", OKTrends, 2014.

5601 Required Reading
'This study has been approved by an IRB': Gayface AI, research hype, and the pervasive data gap by Jake Metcalf

Optional
"Facebook Manipulated User News Feeds To Create Emotional Responses", *Forbes*, 2014.

"How Cambridge Analytica Turned Facebook Likes Into a Lucrative Political Tool", *The Guardian,* 2018

"Hey New Yorkers, your drunken tweets were dissected by machines for science", *Mashable,* 2016

"How One Stupid Tweet Blew Up Justine Sacco's Life", *New York Times*, 2015

Free Speech & Censorship (February 5)

Lessig, L. (2006.) *Code 2.0: And Other Laws of Cyberspace.* Basic Books.
      Chapter 12 introduction: 233-237
      Chapter 12 "Regulations of Speech: Spam and Porn" 245-261
Grimmelman, J. *Internet Law: Cases and Problems*. Version 8. Semaphore Press.
      "Harmful Speech" 140-142

"Former Facebook workers: We routinely suppressed conservative news", Gizmodo, 2016

5601 Required Reading
Grimmelman, J. (2018). *Internet Law: Cases and Problems*. Semaphore Press.
      Bland v. Roberts pp. 131-133

Optional Reading
"Why internet filters don't work and why libraries who filter are wrong", *Librarian in Black*, 2010
"The muzzle grows tighter", *The Economist*, 2016.
"The secret rules of the Internet", *The Verge*, 2016
"Twitter just implemented its own "right to be forgotten" for politicians' tweets", *Fortune,* 2015

Case Study: Facebook Emotional Contagion (February 12)
(Guest Lecturer: Blake Hallinan)

Kramer, Adam DI, Jamie E. Guillory, and Jeffrey T. Hancock. "Experimental evidence of massive-scale emotional contagion through social networks." *Proceedings of the National Academy of Sciences* (2014): 201320040.

Content Analysis (February 14)

Taylor-Powell, Ellen and Marcus Renner. 2003. Analyzing Qualitative Data.

Undergrads, you ONLY have to read the INTRODUCTION (page 1-2) and METHODS section (page 4-5). Grad students, please read the entire paper.
Fiesler, Casey, and Blake Hallinan. "We Are the Product: Public Reactions to Online Data Sharing and Privacy Controversies in the Media." In *Proceedings of the 2018 CHI Conference on Human Factors in Computing Systems*, p. 53. ACM, 2018.

Rather than a normal reading reflection, do this exercise. Look back to the OKCupid & data science ethics article you read earlier. Using the methods you learned from these readings, read all of the *comments* on this article, doing an open coding. For your reflection, give me at least 5 categories of responses/opinions reflected in these comments, and explain each, with an example.

AI & ROBOTS (February 19)

Calo, R. (2015). A Horse of a Different Color: What Robotics Can Learn from Internet Law.
Top 9 Ethical Issues in Artificial Intelligence, *World Economic Forum*
Cat Pictures Please by Naomi Kritzer

Undergrads, PICK 2 from this list, and grad students, PICK 4 to read:
"Imagine discovering that your teaching assistant is really a robot", *Wall Street Journal*, 2016
"From Siri to sexbots: Female AI reinforces a toxic desire for passive, agreeable and easily
        dominated women", *Salon,* 2016
"3 times humans have sued their robot impostors — and won", *Business Insider*, 2016
"Sony's Robotic Dogs Are Dying A Slow And Heartbreaking Death", *Gizmodo*, 2015
"Can the presence of a robot affect whether humans behave ethically?", *Tech Republic*, 2016
"Why This Guy's Scarlett Johansson Robot Raise a Lot of Concerns", *The Mary Sue*, 2016
"How Artificial Intelligence Might Monetize Fan Fiction", *Slate*, 2013
How Technology is Destroying Jobs. *MIT Technology Review*, 2013.

DESIGN FICTION AND FUTURISM (February 26)

What would you do? Design fiction and ethics. by Eric Baumer et al. GROUP 2018.

"Thoughts and Prayers" by Ken Liu

"What's in it for the trolls?" by Adrienne Massanari

Play this game FIRST if you have some time:
http://www.decisionproblem.com/paperclips/index2.html
THEN read this article (or just read the article, but spoilers!):
The Way the World Ends: Not With a Bang But With a Paperclip, *Wired*, 2017

5601 Required Reading

Skirpan, M., Cameron, J. and Yeh, T. More than a show: Using personalized immersive theater to to educate and engage the public in technology ethics. CHI 2018.

ALGORITHMIC BIAS (March 5)

Lerman, J. 2013. Big Data and Its Exclusions, *Stanford Law Review*.
Watch Joy Buolamwini's TED talk: How I'm fighting bias in algorithms

Undergrads, choose TWO of the below to read, and grad students, choose FOUR.
"Washington Introduces Landmark Algorithmic Accountability Laws", *Fast Company*, 2019
"Supposedly 'Fair' Algorithms Can Perpetuate Bias", *Wired*, 2019
"New York Insurers Can Evaluate Your Social Media Use--If They Can Prove Why It's Needed",
        Wall Street Journal, 2019
"Amazon Scraps Secret AI Recruiting Tool that Shows Bias Against Women", *Reuters*, 2018
"Google Has a History of Bias Against Black Girls", *Time*, 2018
"When An Algorithm Helps Send You to Prison", *The New York Times*, 2017
"Rise of the Racist Robots: How AI Is Learning All Our Worst Impulses", *The Guardian*, 2017
"Machines Taught By Photos Learn a Sexist View of Women", *Wired*, 2017
"Your Favorite Website May Be Discriminating Against You", *ACLU*, 2016

PRIVACY (March 12)

Grimmelman, J. (2018). *Internet Law: Cases and Problems*. Semaphore Press.
        The Fourth and Fifth Amendments pp. 207-210
"Scroogled" by Cory Doctorow
"Google and the Right to Be Forgotten." *The New Yorker*. 2014.
"'Anonymized' data really isn't—and here's why not." *Ars Technica*, 2009

Read all of the above, and also find ONE MORE news article related to technology and privacy.
        Provide me the link and tell me about it, too!

5601 Required Reading
Acquisti, A., Brandimarte, L., & Loewenstein, G. (2015). Privacy and human behavior in the age
        of information. *Science*, *347*(6221), 509–514.

MISINFORMATION (March 19)

Starbird, Kate. Information Wars: A Window into the Alternative Media Ecosystem, *Medium*,
2017. **(Grad students, read paper cited below instead.)**

[The Dystopian Future of Fake News is Being Developed in Seattle](#). *The Stranger*, 2017.
[Students have dismaying ability to tell fake news from real](#), *NPR,* 2016

5601 Required Reading
Starbird, Kate. 2017. [Examining the Alternative Media Ecosystem through the Production of](#) [Alternative Narratives of Mass Shooting Events on Twitter](#). ICWSM. **(Note: Read this INSTEAD of the blog post by Starbird above.)**

Optional Readings
[Google and Facbook have failed us](#), *The Atlantic*, 2017
[The Future of Truth and Misinformation Online](#), *Pew Internet Research*, 2017
[Russian propaganda effort helped spread 'fake news' during election](#), experts say, *The Washington Post*, 2017

INTELLECTUAL PROPERTY (April 2)

Grimmelman, J. (2018). *Internet Law: Cases and Problems*. Semaphore Press.
      Trademark Basics 344-345
      Copyright Overview 377-379
      Patent 497
"[Cybersquatting: Even today, an important concern for online businesses](#)", *New York Law Journal*, 2018
"[Fortnite dance lawsuits: The carleton, the floss, the milly rock, what is going on?](#)" *Verge*, 2018
"[How Newegg crushed the 'shopping cart' patent and saved online retail](#)", *Ars Technica*, 2013

5601 Required Reading
Grimmelman, J. (2016). *Internet Law: Cases and Problems*. Semaphore Press.
      Taubman Co. v. Webfeats 362-367
      Perfect 10 v. Amazon (part 1) 405-407

Optional Reading:
For an easy-to-understand explanation of concepts, with gifs: [IP-Rimer: A Basic Explanation of](#) [Intellectual Property](#).

Copyright & Appropriation (March 19)

Grimmelman, J. (2018). *Internet Law: Cases and Problems*. Semaphore Press.
      Note on Sony v. Universal pp. 436-438, 446-447
Fiesler, C. (2013). [The Chilling Tale of Copyright in Online Creative Communities.](#) *XRDS* 19(4),
      26-29.

5601 Required Reading

Grimmelman, J. (2016). *Internet Law: Cases and Problems*. Semaphore Press.

       Perfect 10 v. Amazon 438-440

       A&M Records v. Napster (part 2) 447-450

Optional Reading

"The Morality of Game of Thrones Piracy", *Forbes*, 2015

"YouTuber Casey Neistat claims Facebook freebooters cost him more than 20 million views",
       The Daily Dot, 2015

"Here's why you need to pay for your porn", *The Kernel*, 2015

"Game Critic Uses Brilliant Workaround For YouTube's Copyright Bullshit" , *Kotaku in Action,*
2016

"The story of Richard Prince and his $100,000 Instagram art", *The Verge*, 2016

"The most scandalous part of 'Fifty Shades of Grey' isn't the sex and bondage", *The
       Washington Post*, 2015

INEQUITY, INCLUSION & ACCESSIBILITY (April 16)

Digital Divide (Wikipedia)

How people with disabilities use the web - Stories of Web Users, W3C

Virtual classrooms can be as unequal as real ones, *The Atlantic*

5601 Required Reading

Chavan, A. L., Gorney, D., Prabhu, B., & Arora, S. (2009). The washing machine that ate my
      sari---mistakes in cross-cultural design. *Interactions*, *16*(1), 26. [Available through the ACM
      Digital Library, through the CU library!]

Optional Readings

"I'm Deleting Snapchat and You Should Too" by Katie Zhu on *Medium*, 2016.

"A popular video game now randomizes your race and gender — and many white men are
      furious", *Vox*, 2016

INFO 4601/5601

Ethical and Policy Dimensions of Information, Technology, and New Media

Syllabus

NOTE: This syllabus is from the Spring 2019 version of this class and is not yet updated for Spring 2020.

Instructor: Dr. Casey Fiesler (http://www.caseyfiesler.com)
Email: casey.fiesler@colorado.edu
Office: TLC 268
Office Hours: Wednesdays 11am – 12pm (or by appointment)

Time: Tuesday/Thursday 2:00pm – 3:15pm
Location: CASE E250

**Class Schedule (https://docs.google.com/spreadsheets/u/1/d
/1qkVY2CGRsjM9whoNLzxycM0HdBwOw5MvJRQ5S853VQU/edit?usp=drive_web&
ouid=113213970120805046487)**

This course will explore the ethical and legal complexities of information and communication technology. By combining real-world inquiry with creative speculation, students will probe everyday ethical dilemmas they face as digital consumers, creators, and coders, as well as relevant policy. Students explore themes such as privacy, intellectual property, social justice, free speech, artificial intelligence, and social media. Student work will be both writing and project-based, and the coursework will draw heavily from real world controversies, current events, and science fiction. This information ethics and policy course is open to both graduate and undergraduate students, and is designed to be interdisciplinary, drawing from computer science, media and communication, and law.

LEARNING OBJECTIVES

Students will learn **about**:

- The many ways in which people and technology are regulated, including law, ethics, social norms, and code;
- Ethical dilemmas and decision-making in the context of information, technology, and new media;
- Policy and law related to how we interact with information, technology, and new media;
- Real world examples of technology's impact on society; and

○ Responsibility as professional technologists, technology or content creators, or consumers/users.

Students will also learn **to**:

○ Think critically about ethical and policy issues, seeing both sides, and that there often are not "right" or "wrong" answers;
○ Engage in creative speculation around ethical and policy issues;
○ Think through the consequences of technologies or interventions;
○ Spot ethical and policy issues in the real world and in science fiction;
○ Analyze traces of interactions with technology and information; and
○ Reflect on the interaction of design, policy, and behavior in the context of information and technology.

CO-CONSTRUCTION OF COURSE
Because this class is being overhauled a bit, in part because the class size and makeup is very different than past semesters, it will evolve to meet the needs and interests of the students. Any major changes (e.g., assignments) will be discussed with the class before the change is made. Reading assignments will also change over the course of the semester as well (particularly with respect to current events!) but any changes will be announced no later than the class prior to when the reading is due.

TEXTS & READINGS
There is no required physical textbook for this course. Readings are for the most part individual academic articles, book chapters, and news articles. There are a number of readings from the Lessig book noted below, which is available online for free (though students may wish to purchase a physical copy). There are also readings from the Grimmelman Internet law casebook which is available at a "pay what you can" price. All other readings will either be available online and linked, or made available on Canvas.

Course readings as designated in the reading list are of a few different types: (1) (required) academic readings; (2) news and commentary articles (choosing some from a set, indicated for each topic); (3) science fiction (short stories, films, or television shows); and (4) additional academic articles required only for graduate (INFO5601) students. However, undergraduate students are encouraged to read these as well, and may receive extra credit on reading reflections.

For any films, television episodes, or documentaries that are required for the course, and are not available freely online, viewings will be arranged during or occasionally outside class time.

Online Texts:
Grimmelman, James. (2016). _Internet Law: Cases and Problems (Sixth Edition)_ (http://internetcasebook.com/). Semaphore Press.
Lessig, Lessig. (2006). _Code: And Other Laws of the Internet (v2) (http://codev2.cc/)_. Basic Books.

A note on the Grimmelman text: This required text is available for download only at http://www.semaphorepress.com (http://www.semaphorepress.com). Semaphore Press uses a publishing model different from the traditional law school casebook publishers. I encourage you to read about Semaphore Press's publishing approach on its website. This publisher suggests that a student pay $1 for each class session in which Semaphore Press material is the assigned reading for the session. We will be using material from this book for about 5 class sessions. Therefore, I urge you to pay at least $5 as the suggested retail price in order to keep high-quality legal educational materials available at reasonable prices.

CLASS PARTICIPATION

Openness and disagreement

It is imperative for the success of this course that students feel comfortable sharing their opinions and questions openly. The nature of this course means that at time students may strongly disagree with each other, or with me. Disagreement is expected and encouraged, but must be respectful and civil at all times. Students should feel welcome to share their thoughts during class discussion without any fear of being disparaged for their opinions. Like yourselves, I also have opinions. I will attempt to surface my own biases when appropriate (which I also encourage students to do!). These disagreements or differences of opinion will not impact grades, so long as students are respectful. If at any time you are uncomfortable in this regard with class discussion, please speak with me about it. If you have read this part of the syllabus, send me an email and tell me you saw this (and what section it was in); you'll get a small prize later in the semester.

Participation Grading

Because this class is heavily dependent on (awesome!) class discussions, it is very important that you are in class and participating in these discussions; therefore, class attendance is required. Attendance will be taken within ten minutes of the start of class; it is important to be in class on time because we will open classes with small group discussions!

Each student can miss two classes for any reason without it impacting your grade. After those two classes, if you need to miss class for a legitimate reason, please send me an email prior to the start of class, and I will provide you with an extra assignment (related to the class topic of that day) that if completed, will make that absence not count against your grade. Legitimate reasons for missing class include illness, a job interview, or a religious holiday. Excuses that will not be accepted include, for example, picking someone up at the airport or having an assignment due in another class.

Regardless of the reason you miss class, it is your responsibility to make up any missed work and to find out what class material you missed. In addition to attendance, these things will be taken into account in calculating this grade: (1) being on time; (2) participating in class discussion; and (3) participating in in-class activities and small group discussions.

REFLECTIONS

Reading Reflections (due 9:00am the day listed on the syllabus)

Reading reflections should be about 200 words for undergraduate students and about 400 words for graduate students. The best reflections will tie together readings and/or tie the topic to previous topics in the class. Reflections are due for every class for which there is reading assigned. Though late reflections will not be accepted, the lowest 3 reflection grades will be dropped at the end of the semester. Possible grades include: exemplary (100), good (85), acceptable (70), or "at least you turned something in" (50). More information about reading reflections can be found here (https://docs.google.com /document/d/1KYcZoTDOL5cGEagBFtxlUzh2uqEoxIofGBF5ydXDNps/edit?usp=sharing).

News Commentary (due 9:00am every Monday)

One of the great things about this class is that the content is topical! Stories related to technology ethics or policy are constantly in the news. Every Monday by 9:00am (starting Week 2), you will need to post on a Canvas discussion post a current (within the past few weeks) news story that has a technology ethics or policy component or implication. You should also write a few sentences to explain why the article is interesting in the context of the class, and how you feel about the situation described. Though late news commentaries will not be accepted, you can miss one without penalty. These will be graded

individually on a pass/fail basis, but part of your final grade in this category will also be a write-up at the end of the term about your reflections overall.

TURNING IN ASSIGNMENTS
Assignments are due at the beginning of class on the day they are listed on the syllabus, with the exception of reading reflections (due 9:00am that morning) and news commentary (due 9:00am every Monday). Assignments should be turned in via Canvas unless otherwise noted. It is your responsibility to ensure that assignments are in on time and uploaded properly.

LATE POLICY
Assignments are due at the start of class on the day they are due. Late assignments will be penalized at a rate of 5 points per 24 hour period. Assignments of any type more than one week late will not be accepted.
Reflections and **news commentary** will not be accepted late at all, though you can miss three reflections and one news commentary without penalty.
All assignments, including final projects, must be turned in by the end of the final exam period or they will not be graded.

GRADING SCALE

Attendance & participation 15%
Reading reflections 15%
News commentary 10%
Mini-projects 20%
Final project 40%

Note that graduate students assignments (including reading reflections) will include additional requirements.

CU COURSE POLICIES

Accommodation for Disabilities
If you qualify for accommodations because of a disability, please provide to me a letter from Disability Services in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Injuries guidelines under the Quick Links at the Disability Services website and discuss your needs with me at that time.

Religious Observances
Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, this will count as an excused absence provided that you email me ahead of time. If you read this far on the syllabus, send me an email and tell me you saw this (and what section it was in); you'll get an even better prize.

Classroom Behavior
Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with

differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Sexual Misconduct, Discrimination, and Harassment

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the OIEC website.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at honorcode.colorado.edu.

Spring 2019   University of Colorado Boulder

Professor Casey Fiesler   Tuesday and Thursday

[Website Link]

				Assignment Due	
WEEK 1					
	Jan-15	**TUE**	*Overview + information ethics & law in current events*		
	Jan-17	**THU**	*Ethical foundations*	RR1	
WEEK 2					
	Jan-22	**TUE**	*Regulation*	RR2	
	Jan-24	**THU**	*Technology & power (i.e., Code is law)*	RR3	
WEEK 3					
	Jan-29	**TUE**	*Plagiarism and research integrity*	RR4	
	Jan-31	**THU**	*Internet research ethics*	RR5	
WEEK 4					
	Feb-5	**TUE**	*Free speech and censorship*	RR7, Final Project: Topic proposal	
	Feb-7	**THU**		Mini-Project 1: Ethical Analysis	
WEEK 5					
	Feb-12	**TUE**	*Facebook emotional contagion (Guest speaker: Blake Hallinan)*	RR8	
	Feb-14	**THU**	*Content analysis*	RR9	
WEEK 6					
	Feb-19	**TUE**	*Robots & AI*	RR10	
	Feb-21	**THU**		FP: Dataset	
WEEK 7					
	Feb-26	**TUE**	*Design fiction & futurism*	RR11	
	Feb-28	**THU**	*Online community moderation (Guest Speaker: Aaron Jiang)*	Mini-Project 2: AI & SciFi	
WEEK 8					
	Mar-5	**TUE**	*Algorithmic bias*	RR12	
	Mar-7	**THU**		FP: Annotated Bibliography	
WEEK 9					
	Mar-12	**TUE**	*Privacy & surveillance*	RR13	
	Mar-14	**THU**			
WEEK 10					
	Mar-19	**TUE**	*Misinformation*	RR14, FP: Codebook	
	Mar-21	**THU**		Mini-Project 3	
WEEK 11					
	Mar-26	**TUE**	*SPRING BREAK (NO CLASS)*		
	Mar-28	**THU**	*SPRING BREAK (NO CLASS)*		
WEEK 12					
	Apr-2	**TUE**	*Intellectual property*	RR16	
	Apr-4	**THU**	*Piracy and appropriation*	RR17	
WEEK 13					
	Apr-9	**TUE**			
	Apr-11	**THU**	*Terms & conditions*	RR18	
WEEK 14					
	Apr-16	**TUE**	*Information inequity*	RR19	
	Apr-18	**THU**			
WEEK 15					
	Apr-23	**TUE**		Mini-Project 4, News Commentary Wrap-Up	
	Apr-25	**THU**	*Responsibility*	RR20	
WEEK 16					
	Apr-30	**TUE**			
	May-2	**THU**	*Final Project Presentations*		
FINALS WEEK					
	May-7	**TUES @ 4PM**	*You do not have to attend the final exam period! Just be certain that your project is turned in before 7pm.*	Final project	