Comm 360 Digital Media Ethics

T, Th 2:30 - 3:45   Clc 304

Instructor: **TA:**

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We consume more media today than at any previous point in human history, driven largely by the access to digital media. The amount of time spent on the internet nearly doubled between 2010 and 2014 (from 59.5 minutes/day to 109.5), with 11.8% growth expected for the coming year.

Companies and government organizations are collecting your personal data at a record rate. Police departments are using it to give citizens a threat rating. Online bullying seems to be spiraling out of control with trolls' doxing & flaming & swatting seemingly more than ever. Artists struggle to make a living as their products are illegally downloaded and shared, or distributed through services that pay them next to nothing. Meanwhile cars drive themselves and bots comfort senior citizen who have no one else who seemingly cares.

It seems the right time to talk about digital ethics. This term we will explore what is digital ethics is and could be, and talk about many ideas shaping digital media.

Our job is to convene the discussion, your job is participate vigorously and hopefully learn something. The goal for this course are for you to learn some general principles surrounding digital ethics, to learn how to critically evaluate ethical problems and then to think about your values and how they might apply to a personal sense of ethics.

We will cover multiple subjects within digital ethics this term; Surveillance/Privacy, Piracy/Content Sharing, Robots/AI, Digital Behavior, Information Accuracy & Access to Technology. Readings will be posted via links here, or we will deposit them in Sakai.

Assignments and grading will go as follow:

25 Attendance credits, worth 10 points each for a possible	250 points
10 Blog posts, worth 25 points each for a possible	250 points
1 Ethics case study worth a possible	100 points
Personal Code of Ethics for a possible	150 points
1 Digital Ethics project	250 points

Final grade   1,000 points

Grading scale: 930 – 1000 A, 900 – 929 A-, 870 – 899 B+, 830 – 869 B, 800 – 829 B-, 770 – 799 C+, 730 – 769 C, 700 – 729 C-, 670 – 699 D+, 630 – 669 D, 629 or below F

Blog Posts

In your Blog Posts, I want you to engage the readings for that week in a meaningful way. That means from the readings as a whole, or from one particular point made, engage the material and tell me in detail whether you support or disagree with the idea(s) presented. Feel free to use excerpts from the reading, and you may also want to bring in quotes or evidence from other sources to back up your point. You may also use photographs, hyperlinks, video or audio clips or other media as part of your posting.

Excellent posts will be written well, demonstrate knowledge of the readings, make a clear and lucid argument and bring in evidence from other sources. An excellent post will be correct in regard to grammar, spelling, and punctuation and offer a new insight into an idea or topic. Excellent posts will receive 25 points.

Good posts will also contain good writing, demonstrate a real engagement with the readings, and demonstrate a good knowledge of the topic. A good post might contain one or two small grammar or punctuation errors. A good post will receive 20 points.

An average post will demonstrate an understanding of the basic ideas and information contained in the readings. It may have some factual or interpretive errors. It may be too wordy, have awkward construction, and contain several grammar, spelling and punctuation errors. Average posts will receive 16 points.

Poor posts lack an understanding of basic concepts in the readings and do not engage those ideas in a meaningful way. These posts contain some major grammatical or proofreading errors and are generally random and disorganized. Poor posts will receive 10 points.

You must post your blog **before** the class session the reading is assigned for. Once posted, send the link to Megan and myself.

Loyola University and the School of Communication expect academic integrity and have policies regarding academic dishonesty. Specifically for the SOC:

 Academic Integrity:

1. Academic dishonesty of any kind will not be tolerated. Plagiarism in your work will result in a minimum of a failing grade for that assignment. The case may carry further sanctions from the School of Communication or the University, the most serious being permanent expulsion. Avoid turning in work that could be interpreted as plagiarism or academically dishonest (e.g., failing to properly credit a source or using someone else's ideas without clarifying that they are not yours). This is an academic community; being uninformed or naïve is not an acceptable excuse for not properly referencing sources.

2. It is dishonest to:

- Turn in the same work for two classes;
- Turn in a paper you have not written yourself; or
- Copy from another student or use a "cheat sheet" during an exam.
- *Turning in work that is not your own will result in failure on the assignment and possible dismissal from the class.*

 You can find Loyola's policies regarding academic integrity at:

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml.

Students with disabilities

If you have a special circumstance that may impact your course work and for which you may require accommodation, please contact me early in the semester so arrangements can be made with the Services for Students with Disabilities (SSWD). We will accommodate your needs in the best way possible, given the constraints of course content and processes. Loyola's policy is that it is the student's responsibility to plan in advance in order to meet their own needs and assignment due dates. Additional information about the services available at Loyola, including eligibility for services, is on the SSWD website: http://www.luc.edu/sswd/index.shtml.

Expectations

- You will arrive on time and prepared.
- You will not leave class early.
- All cell phones will be muted and not used during class.
- You may bring laptops, but they are to be used for notes, not checking email and Facebook.
- We are respectful of one another, even if we disagree on an issue.
- We take deadlines seriously.

Who we are:

Don Heider is the founding dean of the School of Communication and the founder of the Center for Digital Ethics and Policy. He previously taught at the University Maryland, the University of Texas at Austin and the University of Colorado at Boulder. He holds a Ph.D. from the University of Colorado, an M.A. from American University and a B.A. from Colorado State University. Before teaching Heider was a television journalist who won five regional Emmy awards for his work. He has authored and edited seven books including Ethics for a Digital Age and Digital Ethics: Research and Practice.

Sydney O'Hearn is a graduate student in her final semester of LUC's Master of Digital Storytelling program. In addition to her work for Loyola, she acts as an independent contractor, mainly for a religious nonprofit, and spends her time writing, editing and developing her videography skills. Her career goals at this time include newspaper and magazine page design, writing and editing. She looks forward to a career in the media industry as it changes with the advancement of digital technology. Prior to her time at Loyola, Sydney received a bachelor's degree in communication from Kentucky Wesleyan College and worked as a page designer and proofreader for Paxton Media Group.

Schedule

1/17   What is digital ethics?

1/19   Choosing between good and evil in video games - Professor Kishonna Gray

http://gamestudies.org/0902/articles/schulzke

1/24   What is digital citizenship? Ethical decision making.

http://www.brown.edu/academics/science-and-technology-studies/framework-making-ethical-decisions

1/26   Surveillance/Privacy

Listen to: http://www.radiolab.org/story/eye-sky/

1/31   Surveillance/Privacy

2/2   Surveillance/Privacy

Privacy Rights and Data Brokers in Sakai

2/7   Surveillance/Privacy

2/9   Piracy/Content Sharing

http://digitalethics.org/essays/ethical-way-stream-music/

2/14   Piracy/Content Sharing

2/16   Piracy/Content Sharing

The Intersection of Trust and Privacy in the Sharing Economy in Sakai

2/21   Piracy/Content Sharing

2/23   Robots/AI

http://www.slate.com/articles/technology/future_tense/2012/02/drones_in_home_robots_and_military_machines_pose_several_questions_.html

2/28   Robots/AI

3/2   Robots/AI

http://www.newyorker.com/magazine/2015/11/23/doomsday-invention-artificial-intelligence-nick-bostrom

3/14   Robots/AI

3/16   Digital behavior

http://www.juliandibbell.com/articles/a-rape-in-cyberspace/

3/21   Digital behavior

3/23   Digital behavior

http://firstmonday.org/ojs/index.php/fm/article/view/3168/3115

3/28   Digital behavior

3/30   Information online – search engines

http://www.npr.org/sections/thetwo-way/2017/01/10/508363607/what-happened-when-dylann-roof-asked-google-for-information-about-race?utm_source=npr_newsletter&utm_medium=email&utm_content=20170111&utm_campaign=npr_email_a_friend&utm_term=storyshare

4/4   Information online

4/6   Information online - fake news

http://www.usatoday.com/story/opinion/2017/01/08/facebook-ethics-fake-news-social-media-column/96212172/

4/12   Access

http://firstmonday.org/ojs/index.php/fm/article/view/6196/5187

4/11   Access

4/13   Final Projects

4/18   Final Projects

4/20   Final Projects

4/25   Final Projects

4/27   Final meeting