

Liberal Studies Degree Program
Course Syllabus LSHV-450-01

Cyberethics

Spring Semester, 2019, Tuesdays, 6:30-9:30 PM
January 15, 2019-April 16, 2019 (No class on March 5 or March 19,
2019)

Classroom Location:

Faculty: Gladys B. White, Ph.D.
Adjunct Professor of Liberal Studies
Gladys.White@comcast.net

(Office hour appointments are to be prearranged by the student with the faculty member, and can take place one hour in advance of each class meeting.)

Course Description

The wide range of human activities now taking place in cyberspace raises classic as well as novel ethical, legal and social issues. Social media such as Facebook and Twitter and many issues related to the active presence of the internet in general, have outstripped the bounds of any moral consensus or U.S. case law related to property, privacy and confidentiality for example. In addition, there is a growing body of information about harms and abuses that take place in cyberspace. Cybercrime and the possibility of cyber attack have galvanized both governments and citizens of the world. This course approaches these issues as areas of inquiry within philosophical ethics. It begins with basic information about ethical theories and principles and then proceeds to an examination of the various cyber modalities, one by one. Careful analysis of the relevant ethical issues including the development of ethical arguments will shed light on the question of how should we respond to the opportunities and challenges presented in cyberspace? In addition, legal cases that do exist will be considered. The course will have a strong values component, a global orientation and also provide ample opportunity for creative thought and active participation on the part of students.

Learning Goals and Outcomes

At the conclusion of this course, students should be able to:

1. Identify and describe the ways in which activities in cyberspace enhance or challenge what it means to be human and a member of the human community;
2. Analyze the ways in which ethical principles and theories offer normative direction for activities in cyberspace;
3. Create strategies for the maintenance of civility in cyberspace;
4. Compare and contrast the impact of social networking for various age groups at different developmental stages with emphasis on both freedom of speech and privacy;
5. Specify the ways in which the internet and online activities can promote justice and respect for human rights with an adequate consideration of what it means for some groups to be essentially disenfranchised due to lack of internet access;
6. Identify common types of cybercrime and describe the implications of internet use for statecraft and global policy development;
7. Anticipate the ways in which the internet of things will pose new ethical issues while also incorporating advances in robotics and artificial intelligence.

Course Outline

January 15, 2019 Introduction, Chapter 1 “The Internet and Ethical Values,” Spinello, 2017 pp. 1-30, (open access) Robinson-Garcia N, Costas R, Islett K, Melkers J., Hicks D 2017, “The unbearable emptiness of tweeting—About journal articles,” Plos One 12(8): e0183551.
<https://doi.org/10.1371/journal.pone.0183551>

January 22, 2019 Chapter 2 “Regulating and Governing the Internet,” Spinello, 2017 pp. 31-65,

January 29, 2019 Chapter 3 “Free Speech and Content Controls in Cyberspace,” Spinello, 2017 pp. 67-106.

February 5, 2019 Case studies, start reading Klimburg (Introduction plus Part 1)

February 12, 2019 Chapter 4 “Intellectual Property in Cyberspace,” Spinello, 2017 pp. 107-160, Klimburg (Part II)

February 19, 2019 Case studies **Paper 1 is due.**

February 26, 2019 Chapter 5 “Regulating Internet Privacy,” Spinello, 2017 pp. 161-201

March 1-March 11, 2019 Spring break!

March 12, 2019 Case studies

March 19-22, 2019 Easter Break

March 26, 2019 Chapter 6 “Securing the Electronic Frontier,” Spinello 2017 pp. 203-231, Klimberg, Part III

April 2, 2019 Guest speaker, U.S. Department of Homeland Security (invited), Klimberg, Part IV

April 9, 2019 Cyber Attack, Cyber Warfare, Klimberg, Part &VI

April 16, 2019 **Final Class, Paper 2 is due.**
Course evaluation and Wrap-up.

Required Texts

Klimberg, Alexander, The Darkening Web, The War for Cyberspace, New York: Penguin Press, 2017.

Spinello, Richard A. Cyberethics: Morality and Law in Cyberspace, sixth edition, Sudbury, MA: Jones and Bartlett, 2017. ISBN: 978-1-284-08139-8 (pbk) 449-6608-19. (Please note that the fourth and fifth editions of this text will also suffice for our course: ISBN: 978-0-7637-9511-5.)

Additional handouts and audiovisual materials will be provided by the professor.

Optional Texts

Isaacson, Walter, The Innovators: How a Group of Hackers, Geniuses, and Geeks Created the Digital Revolution, New York: 2014. ISBN 978-1-4767-0869-0.

Jacobsen, Annie, The Pentagon's Brain: An Uncensored History of DARPA, America's Top-Secret Military Research Agency, New York: Little, Brown 2015. ISBN 10:0316371769

Lanier, Jaron You are not a gadget: a manifesto, New York: Vintage Books, 2010. ISBN 978-0-307-38997-8

Powers, William Hamlet's Blackberry, A Practical Philosophy for Building A Good Life in the Digital Age, New York: Harper Collins, 2010. ISBN 978-0-06-168716-7

Course Requirements

Students will be required to submit two short papers of approximately 12 pages each, exclusive of bibliography. The focus of these papers will be a proposed innovation in law and ethics intended to protect the public from harm, ensure civility in cyberspace and safeguard personal privacy. The student may select to focus on the Internet in general or on specific modalities such as Facebook, My Space or Twitter, for example. Papers are to be submitted in hard copy only. In addition, each student is expected to present and analyze one case study from the assigned readings during classes designated for this purpose. Students should attend each class and actively participate in class discussions. Each paper will equal 30% of the grade

(60% total) and class participation including the case presentation will equal 40% of the grade. Points will be deducted for work turned in after due dates. Students are encouraged to discuss their paper topics with the professor no less than one week in advance of the paper due date. This is an opportunity, not an obligation.

Citation System

Students may use APA style, MLA style or Turabian for documenting the sources and quotations used in their written work as long as the chosen style is used consistently throughout a particular paper.

Student Attendance

Student attendance is expected at all meetings of the course. If a student misses more than one class session, he or she will be dropped from the course. Students are expected and encouraged to arrive to class on time.

During inclement weather or other emergencies on a day when we are scheduled to meet face-to-face, check the university's Web site or call (202) 697-7669 for information on whether the university is open. If the university is open, this class will meet. If the university is closed, this class will meet through distance means such as online videoconferencing: check your e-mail for a message from me on how we will proceed in that situation. Due dates for written assignments submitted through Canvas will not be changes due to campus closings.

The university has the capability to send text messages and recorded messages about emergencies to cell phones and other mobile devices. Sign up on MyAccess.

Incomplete Grades

Incomplete grades are not allowed in this course except in circumstances of extreme personal emergency. If an incomplete grade is granted, due dates and arrangements for completion of course work will be established by the professor in consultation with the student.

Classroom Behavior

During class, students are expected to refrain from the use of laptops and cell phones that is not related to course material. Violation of this rule will lead to the student being instructed to leave class, resulting in a recorded absence.

Recording class sessions without the instructor's permission is not permitted. The Code of Students Conduct governs acceptable classroom behavior.

Academic Integrity

Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges on the intellectual rights and privileges of others is prohibited. A non-exhaustive list of prohibited conduct includes: cheating on exams and other assignments, committing plagiarism, using false citations, submitting work for multiple purposes, submitting false data, falsifying academic documentation, abuse of library privileges, and abuse of shared electronic media. In accordance with university policy, all incidents of suspected plagiarism or other Honor code violations will be reported to the Honor Council without fail. The Honor System includes detailed provisions for investigating and adjudicating allegations of academic misconduct. If the Honor Council finds that a student has plagiarized or has violated the Honor Code in any way, the student may receive a grade of F for the course. Further information is available at honor.georgetown.edu.

MALS and DLS students are responsible for upholding the Georgetown University Honor system and adhering to the academic standards included in the Honor Code Pledge stated below:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Georgetown University Honor System: To be honest in any academic endeavor; and to conduct myself honorably, as a responsible member of the Georgetown community, as we live and work together.

Turnitin.com

Students acknowledge that by taking this course, all required papers can be submitted for a Textual Similarity Review to Turnitin.com for the detection of plagiarism. Use of the Turnitin.com service is subject to the terms of use of agreement posted on the Turnitin.com site.

Policy Accommodating Students' Religious Observances

The following is university policy:

Georgetown University promotes respect for all religions. Any student who is unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify professors in writing at the beginning of the semester of religious observances that conflict with their classes.

Title IX at Georgetown

<https://titleix.georgetown.edu/>

Sexual Misconduct

Title IX of the Education amendments of 1972 ("Title IX") prohibits discrimination based on sex in any educational programs, which includes sexual harassment, sexual assault, domestic/dating violence and stalking.

Discriminations based on sex, including sexual misconduct and discriminations based on pregnancy or parenting status, subverts the University's mission and threatens permanent damage to the educational experience, careers, and well-being of students, faculty, and staff.

Please know that as a faculty member, I am committed to supporting survivors of sexual misconduct, including relationship violence and sexual assault. However, University policy also requires me to report any

disclosures about sexual misconduct to the Title IX Coordinator, whose role is to coordinate the University's response to sexual misconduct.

Georgetown has a number of fully confidential professional resources who can provide support and assistance to survivors of sexual assault and other forms of sexual misconduct. These resources include:

Jen Schweer, MA, LPC

Associate Director of Health Educations Services for Sexual assault Response and Prevention, (202) 687-0323

jls242@georgetown.edu

Erica Shirley, Trauma Specialist, Counseling and Psychiatric Services (CAPS)

(202) 687-6985

Els54@georgetown.edu

More information about campus resources and reporting sexual misconduct can be found at: <https://sexualassault.georgetown.edu/get-help>.

Pregnancy Adjustments and Accommodations

Georgetown University is committed to creating an accessible and inclusive environment for pregnant and parenting students. Student may request adjustments based on general pregnancy needs or accommodations based on a pregnancy-related complication. Specific adjustments will be handled on a case by case basis and will depend on medical need and academic requirements. Students seeking a pregnancy adjustment or accommodation should follow the process laid out at: <https://titleix.georgetown.edu/student-pregnancy>.

Disability Notice

Please note: If you believe that you have a disability, then you should contact the Academic Resource Center at 202-687-8354(arc@georgetown.edu) for further information. The Center is located in the Leavey Center, Suite 335. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in

accordance with the American with Disabilities Act (ADA) and University policies.