Instructor
Jasmine McNealy, JD, PhD
Assistant Professor
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859-218-2297
*Email is the best way to contact me

Office Hours
• Monday & Tuesday 9am-10:30am (virtual as well) and by appointment
• Email for appointment
• Will respond within 24 hours

Class Information
• Online

COURSE INFORMATION

Course Description
Technological change is constant. Therefore, professionals must be ready to understand the legal challenges they may face on a regular basis. This course provides a foundation in the law and policy, using recent cases and controversies to illustrate and examine key issues with information (broadly defined) with respect to new technology. As the law in this area evolves, professionals must understand the role of the U.S. Constitution, state, federal and international regulations that affect creation, use, manipulation and sharing of information. More specifically this course covers topics including free expression, privacy, defamation, access to information, and intellectual property.

Course Objectives
• Understand key of the foundations of information law and policy and how scholars use legal research methods to study the law of mass communication
• Identify, describe, and analyze the key aspects of court rulings on contemporary media law issues
• Use court opinions and legal research to advance arguments about media and information policy, and conduct effective information policy research, including knowledge of key techniques, resources, etc.
• Analyze, argue, and contribute to current debates in information law and policy
• Write concise, informed, and effective policy briefs and analyses appropriate to work in your chosen profession
• Compare and contrast domestic information law and policy processes and frameworks with those of other countries and international bodies
• Be prepared for legal shifts brought on by future technological advances
Required Reading

Required Textbook:


Other readings available through UK journals or online

STUDENT EVALUATION

Grading Parameters

- Weekly Thought Papers (2-3 pages) • 25%
- Discussion Leader • 15%
- Book Review • 20%
- Annotated Bibliography • 30%
- Class Participation • 10%

Grading Rubric (See Submission of Course Assignments for details.)

- [Any particular guidelines that affect grading for all assignments go here.]
- [For example, points off for unproofed work, incorrect file type, etc.]

Grading Scale

[90% – 100%] = A (Exceptional Achievement)
[80% – 89%] = B (High Achievement)
[70% – 79%] = C (Average Achievement)
[0% – 69%] = E (Failing)

COURSE ASSIGNMENTS

Bi-Weekly Thought Papers (~3 pages)
Starting the second week, you will write a brief analysis of the cases and other readings of the week, emphasizing their relevance to the topic of the week. You are encouraged to look outside of your readings for additional material that may help to inform your analysis. Papers should be single-spaced and use 12-point Times New Roman font.

Discussion Leadership
You will sign up to be the leader of the week for one week of our class sessions. Your task is to relate the topic to your personal or professional goals as well as current events. You will have the opportunity to sign up for topics on the first day of class. NOTE: You will not be teaching the subject matter of the class, only presenting a current situation related to the subject matter. You must turn in an overview of your topic and what you plan to discuss at least one (1) week prior to your presentation date for approval. Failure to do so will affect your grade.

Book Review (5 pages)
Think of this as our “academic reading book club.” Each student in the class will read a different book published in recent years on a recent media law topic. You will summarize the main points
of the book and comment upon its quality and relevance to current legal issues we discuss. You will then present the main points of the book in an online visual presentation.

Books I would like to see read this semester include the following all published in 2013. You may choose one of these or another book relevant to the course and approved for this assignment.

- Ian Brown & Christopher T. Marsden – *Regulating Code: Good Governance and Better Regulation in the Information Age*
- Ronald Deibert – *Black Code: Inside the Battle for Cyberspace*
- Anupam Chander – *The Electronic Silk Road: How the Web Binds the World Together in Commerce*
- Marvin Ammori – *On Internet Freedom*
- Jaron Lanier – *Who Owns the Future?*
- Ethan Zuckerman – *Rewire: Digital Cosmopolitans in the Age of Connection*
- Eric Schmidt & Jared Cohen – *The New Digital Age: Reshaping the Future of People, Nations and Business*
- Abraham H. Foxman & Christopher Wolf – *Viral Hate: Containing Its Spread on the Internet*
- Nicco Mele – *The End of Big: How the Internet Makes David the New Goliath*
- Clive Thompson – *Smarter Than You Think: How Technology is Changing Our Minds for the Better*
- Evgeny Morozov – *To Save Everything, Click Here: The Folly of Technological Solutionism*
- Viktor Mayer-Schonberger & Kenneth Cukier – *Big Data: A Revolution That Will Transform How We Live, Work, and Think*
- Thomas Rid – *Cyber War Will Not Take Place*
- Nate Anderson – *The Internet Police: How Crime Went Online, and the Cops Followed*
- Robert W. McChesney – *Digital Disconnect: How Capitalism Is Turning the Internet Against Democracy*
- Giovanni Ziccardi – *Resistance, Liberation Technology and Human Rights in the Digital Age*
- John O. McGinnis – *Accelerating Democracy: Transforming Governance Through Technology*
- Scott Shackelford – *Managing Cyber Attacks in International Law, Business and Relations: In Search of Cyber Peace*
- Paul Rosenzweig – *Cyber Warfare: How Conflicts in Cyberspace Are Challenging America and Changing the World*
- Alice E. Marwick – *Status Update: Celebrity, Publicity, and Branding in the Social Media Age*
- Dorothea Kleine – *Technologies Of Choice? ICTs, Development, and the Capabilities Approach*

**Class Research Project (Annotated Bibliography)**

As a class, we will be working on a research project involving a thorny issue relevant to information law and policy: information ownership, broadly defined. There are many subtopics that fall under this larger umbrella idea. To complete this assignment, you will need to identify
three possible subtopics that you will be interested in investigating further. One of the topics will become the basis for your annotated bibliography. Your annotated bibliography, then, will be an evaluation of at least 20 sources for a topic chosen by the student. The resources may be any that the student can provide evidence for being a reputable resource, and should a range of sources, ie, books, articles, websites, etc. Annotated bibliographies will include a summary of the resource and its usefulness to the project topic.

**Participation**

Though this is a distance-learning course, we will rely heavily on class discussion as we discover methods of research and inquiry. You are expected to check the Blackboard site at least twice a week and to be prepared with questions and comments about the readings. Engaged and respectful discussion is necessary for the success of this class.

An absence in this class is a week of no activity on Blackboard. Students are required to participate in discussion on the Blackboard Discussion Board every week. Students must both post original comments and respond to their peers. Only students with thoughtful, original, and frequent posts will receive full points.

For the discussion board, make the content of the post recognizable through the subject line. For example, if you wanted to refer to a class reading, you could put the author and title of the article in the subject line. If you have a question about a class policy or assignment, please post it in the “Questions and Comments” section so others can benefit from my response.

All class discussions should be respectful and intellectually stimulating. I don’t expect problems to occur in our discussions, but if someone attacks you on the discussion board, I would prefer that you allow me to handle the situation. If you must reply, do not attack the individual in turn.

**Submission of Course Assignments**

All homework must include your name, my name, the course, and the date. When submitting assignments on Blackboard, make sure to give your work a document name to indicate what the item is. For example, you may title your book review assignment “Last Name Book Rev.” You are responsible for keeping back-up (I recommend several) copies of all your work since electronic texts can be lost. All assignments must be written in Standard English with correct grammar, spelling, and punctuation. Assignments are to be completed solely by the individual.

**Self-Discipline**

Distance learning courses require self-discipline and patience. Since technological issues can and will occur, do not wait until the last minute to work on your assignments. Schedule time to check the Blackboard site at least three times per week, if not more.

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**TECHNOLOGY INFORMATION & RESOURCES**

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.
Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: https://iweb.uky.edu/MSDownload/.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

Information Technology Customer Service Center (UKIT)
http://www.uky.edu/UKIT/; 859-218-4357

Library Services
Distance Learning Services
http://www.uky.edu/Libraries/DLLS
• Carla Cantagallo, DL Librarian
• Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
• Email: dllservice@email.uky.edu
• DL Interlibrary Loan Service:

GENERAL COURSE POLICIES

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:
http://ci.uky.edu/lis/sites/default/files/policies.pdf

COURSE CALENDAR

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<tr>
<th>Week</th>
<th>Subject</th>
<th>Reading/Assignment Due</th>
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| 1: Jan 15-18 | Introduction to Information Law & Policy | • Review Syllabus  
• Signup for discussion leader  
| 2: Jan 20-25 | Freedom of Expression | • Social Media and the Law (SM&L) Ch. 1 &7  
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Resources</th>
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<td>3: Jan 27-Feb 1</td>
<td>Obscenity/Pornography</td>
<td>• SM&amp;L Ch. 8</td>
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<td>• On the Media stories on Revenge Porn (all)</td>
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<td>• Citron, D. &amp; Franks M.A., Criminalizing Revenge Porn (2014)</td>
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<td>4: Feb 3-8</td>
<td>Defamation</td>
<td>• SM&amp;L Ch. 2</td>
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<td>• 47 USC § 230 (Communications Decency Act)</td>
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<td>• Doe v. Myspace (5th Cir. 2008)</td>
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<td>• Mink v. Knox (10th Cir. 2010)</td>
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<td>• Seaton v. Trip Advisor LLC (6th Cir. 2013)</td>
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<td>• SM&amp;L Ch. 3</td>
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<td>• Bartnicki v. Vopper (2001)</td>
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<td>• Ontario v. Quon (2010)</td>
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<td>• The Miami Student v. Miami University, 680 NE.2d 956 (Ohio 1997)</td>
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<td>• Google v. Data Protection Agency of Spain (2013)</td>
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<td>• Travis, A., Snooper’s Charter has practically zero chance at becoming law, say senior MPs, Guardian, Jun. 21, 2013</td>
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<td><strong>Book Review Due Mar 15 by 11:59PM</strong></td>
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<td>10: Mar 17-22</td>
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<td><strong>Spring Break</strong></td>
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<td><strong>Thought Paper 5 due Mar 29 by 11:59PM</strong></td>
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<td><strong>Thought Paper 6 due April 12 by 11:59PM</strong></td>
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<td>16: April 28-May 2</td>
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- FCC v. AT&T (2011)
- Asgeirson v. Abbott (5th Circ. 2011)
- Detroit Free Press v. Ashcroft (6th Cir. 2002)

Thought Paper 7 due April 26 by 11:59PM

Annotated bibliography due: 5PM May 2.