

# MMC 6936 13D9

## Social Media Ethics

University of Florida, Online Masters in Social Media  
3 Credit Hours

**Please read this syllabus carefully and refer to it regularly. The details are important in order to complete this class successfully**

### 1. Essential Details:

Instructor:	Justin Kings
Office:	N/A Webinars from the UK
Phone:	+44 1434 322169 (UK number. Remember the time difference. The UK is 5 hours ahead of Florida.)
Virtual Office Hours:	Wednesdays at 5:00 pm EST on Skype: newsleader. Please message beforehand to indicate you'd like to connect.
Twitter:	@newsleader Use #ufl6936 in tweets about class.
Course Website:	<a href="http://lss.at.ufl.edu">http://lss.at.ufl.edu</a>

### 2. What You Will Learn

Social media is redefining the relationships between media organizations and their audiences but with this opportunity comes a host of ethical issues to be considered. This course introduces students to these critical issues, including accuracy, privacy and trust. Social media ethics is an ever evolving area of study and issues will be explored using real life case studies, readily updated. Issues will be discussed in relation to how they impact social media content and the relationships between organizations and their social audiences.

### 3. The Goal

To provide students with the insight and expertise to make informed ethical decisions in using social media professionally.

### 4. Expectations

Complete assignments on time, watch and comment on class lectures, participate in online class discussions and write a final paper.

### 5. The Importance of Deadlines

Just like in your professional lives, deadlines are regarded as critical to this class. With this in mind there will be penalties for late work:

- Less than an hour late 05 points off
- More than an hour late but less than 24 hours late 10 points off
- More than 24 hours late but less than 48 hours late 15 points off

- More than 48 hours late 25 points off
- A week or more late 50 points off
- Two weeks late or more Not accepted at all

The new lecture week runs from Monday onwards.

### 6. You Need A Blog

You must be prepared to create a WordPress blog for this course. Your blog will be the home for your assignments. There is no cost associated with creating a WordPress page. If you already have a blog from a previous course, you may create a new tab for this course on the blog. If you do not already have a WordPress account, you can create one by going to <http://wordpress.com>. Step-by-step instructions on how to create your blog are provided on their site. These should be set up in week one and you should inform the instructor of your WordPress site name. Be sure to allow comments when you create your blog. You can choose to moderate comments before publishing but this can cause delays in your fellow students' comments being seen unless you check daily.

### 7. Coursework

**This comes in various forms:**

- Your reaction to the weekly video lectures On Canvas
- Your reaction to the weekly readings On Canvas.
- Your comments to other students' reading reactions On Canvas
- Replying to these students' comments On Canvas
- Completing assignments On your own blog
- Your comments to other students' assignments On their blogs
- Replying to these students' comments On your blog
- The writing of a final paper. On Canvas

### 8. Grading

Your work will be evaluated according to this distribution:

- Watching class lectures and providing a reaction 25%
- Weekly reading reactions 15%
- Weekly reading reactions comments 10%
- Assignments 20%
- Final Paper 20%
- Commenting on assignments 10%

The final grade will be awarded as follows:

A	100%	to 94%
A-	< 94%	to 90%
B+	< 90%	to 87%

B	< 87%	to 84%
B-	< 84%	to 80%
C+	< 80%	to 77%
C	< 77%	to 74%
C-	< 74%	to 70%
D+	< 70%	to 67%
D	< 67%	to 64%
D-	< 64%	to 61%
F	< 61%	to 0%

### 9. Weekly Lecture and Reaction Post:

The Instructor will post a lecture video to Canvas for each of the 12 weeks and two additional videos – one is a broad introduction and the other will cover the syllabus. These videos will vary in length depending on the material but will include questions posed to the class throughout the videos. It is your responsibility to watch each of the videos and provide a reaction to the 12 course videos on your blog.

Although it is possible to watch the videos at any time and at any pace, keeping up with the videos week to week according to the schedule will be easier as many build off the other along with the weekly readings. Posts will be **due by 5pm EST each Thursday** (the week of the lecture) throughout the term.

Your reactions, of between 300-500 words, should not be just summaries of the material presented, but actual reactions to the lectures. You may discuss areas not mentioned during the lecture that relate to the material, or discuss topics not included in the lecture. You may be able to relate topics to your own professional experiences. Crucially, respond and react to any questions posed in the lecture by the instructor.

Lecture reaction posts are awarded points of 0 -100 according to levels of completion:

- **100 points** Post not only meets requirements but exceeds them. The student provides impressive insight, perhaps discussing angles not discussed in class, new examples or sharing personal relevance.
- **90 points** Meets all requirements. Importantly it provides a thoughtful reaction to the lecture not just a summary. All the questions posed in the lecture are addressed.
- **75 points** The post provides some reaction to the lecture but not all questions are answered.
- **50 points** The majority of the post is a summary of the lecture. The reaction is not adequate.
- **0 points** There is no post or it has been uploaded two weeks or longer after the deadline.

## 10. Weekly Reading Reactions:

You are expected to write a weekly reaction to the readings (and some weeks additional videos) of between 300-500 words on Canvas. You will clearly see where to post. Reactions will be **due by 5pm EST each Thursday** of the week the readings are assigned.

Your posts should provide a short summary of the readings, but more importantly, your analysis or insight. You should also include at least **two questions** based on the reading. Questions should be included as a means to demonstrate how you believe the topic could have been expanded or where you believe the reading did not fully cover a given issue. These questions will also be used to provide classmates ideas for comments they may post in response to your post.

Your posts should discuss **ALL** the readings assigned to demonstrate you have completed the assigned readings.

Only if no students post reactions to your post are you are not required to make any comments.

You should provide all responses to their comments by **9am EST on the Monday** following the week assigned.

Weekly discussion reading posts are awarded points of 0 -100 according to levels of completion:

- **100 points:** Reading reaction post not only meets requirements but exceeds them. The student provides impressive analysis and his/her questions are likely to provoke further insight from classmates. The student reacts to comments in such a way to encourage more debate.
- **90 points** Meets all requirements. Importantly it provides a thoughtful reaction to the readings, not just a summary, two questions and responses to comments.
- **75 points** The post provides some reaction to the readings but there are not two questions posed and/or no responses to comments made. Or not all readings are covered in the post.
- **50 points** The majority of the post is a summary of the readings. The reaction is not adequate.
- **0 points** There is no post or it has been uploaded two weeks or longer after the deadline.

## 11. Weekly Reading Reactions Comments:

Each week you will be asked to comment on **at least two** reading reaction posts by fellow students. Each comment should be between 150-400 words. To be counted, a comment must appear on a reading reaction post in Canvas **by Noon EST on the Saturday of the week assigned.** No more than two comments per week will be counted.

Comments must add something of value to the conversation thread, i.e. be thought provoking, and not done simply to fulfill the grade requirement. While you may comment on the original post, you may also feel compelled to react to a comment made by another student which could further the discussion.

The grading is partially subjective on the part of the instructor.

Weekly reading reaction comments are awarded points of 0 -100 according to levels of completion:

- **100 points:** The student posts two or more comments that add substance to the discussion. These are assessed to add real value to the conversation. The insightful comments may pose additional questions.
- **66 points:** Two completed comments that add some substance but no new insights.
- **33 points:** One completed comment that adds substance to the discussion. Or, two comments have been made but they contain no real value.
- **0 points:** No comments posted or the comments posted do not add to the discussion.

## **12. Assignments:**

There are a total of SIX assignments during the 12 week semester, not including an introductory assignment. So, not all weeks will have assignments – it is your responsibility to know which weeks do and do not have a required assignment. Remember, you complete your assignments on your blog.

Specific details about each assignment are listed in the course schedule in this syllabus. But, each assignment blog post should be between 300-500 words.

Your assignments are due by **5pm EST on the Thursday** of the week assigned. You can post any time before when it is due, but it must be posted by this time.

The assignments are intended to get you to use the material learned from the weekly lectures and readings and apply them to the real-world. It is important to see how they concepts apply to your daily lives. Each assignment relates to the topics discussed that week and may require you to use programs and websites outside of Canvas.

Your classmates will provide reaction to your assignments on your blog. You will have until **9am EST on Monday** of the week following its assignment to respond to the comments made on your blog.

### **Post a link to your blog post on Canvas.**

Assignments are awarded points according to levels of completion:

- **100 points:** Assignment not only meets requirements but exceeds them. The student provides impressive analysis perhaps discussing new angles or examples or sharing personal relevance. The student reacts to comments in such a way to encourage more debate.
- **90 points** Meets all requirements including some insights and responses to comments.
- **75 points** The assignment meets the majority of requirements but comments are not responded to.
- **50 points** The assignment is not adequately completed. This grade could be lower on the discretion of the instructor.
- **0 points** There is no assignment or it has been uploaded two weeks or longer after the deadline.

### 13. Commenting on Assignments:

Each student will be required to comment on at least two assignments made by a classmate similar to the Reading Reaction Posts. This means you have to be aware which weeks there will be assignments.

Comments should be between 150 – 400 words and provide a reaction to their assignment and not just a summary of the material presented.

They should be posted to blogs by **Noon EST on the Saturday** of the week they are due.

Assignment Reactions are awarded points of 0 -100 according to levels of completion:

- **100 points:** The student posts two or more comments that add substance to the discussion. These are assessed to add real value to the conversation. The insightful comments may pose additional questions.
- **66 points:** Two completed comments that add some substance but no new insights.
- **33 points:** One completed comment that adds substance to the discussion. Or, two comments have been made but they contain no real value.
- **0 points:** No comments posted or the comments posted do not add to the discussion.

### 14. Final Paper:

Each student will prepare a final paper outlining their own suggestions for ethical guidelines at the organization at which they work. The paper should include a background of the organization to help put their guidelines in context. Students should clearly explain their decisions, making reference to learnings from the course.

Final papers should be a maximum of 10 pages without a title page and references. An easy rule of thumb breakdown is one-two pages for your Intro and background, four-six pages for your guidelines, and three-four pages for your reasoning.

By week 8 you should send a summary of your paper (your organization and key guidelines) to the instructor to demonstrate you have begun working on the paper and that you are on the right path toward completion. The summary should be at least one page and include some additional background.

The Final Paper is to be written in/uploaded to Canvas.

Assignments are awarded points according to levels of completion:

- **100 points:** An exceptional Final Paper. All requirements are not only met but exceeded. Guidelines are given clearly and notably the justifications for them are explained. A top scoring student will refer these decisions back to their learnings. The Final Paper may surprise by discussing angles not covered in class.
- **95 points:** Meets requirements. This is very good work which demonstrates learning but it provides no new insights.
- **75 points:** Generally meets requirements. Guidelines are outlined but there is not adequate reasoning or/and references made to learnings.
- **50 points:** Limited guidelines without adequate reasoning or/and references made to learnings. This grade could be lower on the discretion of the instructor.

- **0 points:** Did not complete final paper or it is uploaded two weeks or longer after the deadline.

**15. Deadlines – a reminder:**

This class, like others, involves many deadlines. Here is a reminder. The new lecture week starts on a Monday:

Weekly Lecture Reaction	5pm EST Thursday of the lecture week
Weekly Readings Reaction	5pm EST Thursday of the lecture week
Assignments (not weekly, so check)	5pm EST Thursday of the lecture week
Weekly Readings Comments	12pm EST Saturday of the lecture week
Assignments Comments	12pm EST Saturday of the lecture week
Respond to all comments	9am EST Monday of the week after lecture

**16. Important:**

**University Policy on Accommodating Students with Disabilities:**

Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565.

University counseling services and mental health services:

**\*\*Netiquette: Communication Courtesy:**

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

**Class Demeanor:**

Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you to and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected that you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

## Getting Help:

For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

\*\* Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
  - <http://www.counseling.ufl.edu/cwc/Default.aspx>
  - 352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

**Course Evaluation.** Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

University Policy on Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

**The University of Florida Honor Code** was voted on and passed by the Student Body in the Fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

## Course Schedule

### Course Introduction

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#### Course Introduction Video:

- You will learn an overview of the ethical issues surrounding social media.
- You will begin to consider why this area of concern is important.

#### Course Syllabus Video:

- Explanation of course requirements and assignments

#### Introductory Assignment:

Please set up your WordPress blog. Write a short post, no more than 500 words, introducing yourself to your fellow students. Explain why social media and social media ethics is of interest or relevance to you. Please send me a link to your blog, NO LATER THAN THE END OF WEEK 1!

### Week 1: Ethical Theories and Social Media

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#### Learning Objectives:

- You will be able to define ethics.
- You will be able to summarise key classical and modern ethical theories.
- You will evaluate which of these theories are relevant to social media.

#### Required Readings:

- [A Snapshot of Key Ethical Theories](http://www.dummies.com/how-to/content/a-snapshot-of-key-ethical-theories.html) <http://www.dummies.com/how-to/content/a-snapshot-of-key-ethical-theories.html>
- [Ethical Egoism](http://caae.phil.cmu.edu/cavalier/80130/part2/sect7.html) <http://caae.phil.cmu.edu/cavalier/80130/part2/sect7.html>
- [Ethics of Care](http://caae.phil.cmu.edu/Cavalier/80130/part2/II_7.html) [http://caae.phil.cmu.edu/Cavalier/80130/part2/II\\_7.html](http://caae.phil.cmu.edu/Cavalier/80130/part2/II_7.html)
- [Unavoidable Ethical Questions About Social Networking](http://www.scu.edu/ethics/publications/submitted/social-networking.html) <http://www.scu.edu/ethics/publications/submitted/social-networking.html>

#### Optional Readings:

- [The Schizophrenia of Modern Ethical Theories, Michael Stocker](http://www.tc.umn.edu/~ston0235/3311/stocker.pdf) <http://www.tc.umn.edu/~ston0235/3311/stocker.pdf>

### Week 2: Terms and Conditions

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#### Learning Objectives:

- You will be able to explain key elements in social media sites' terms and conditions.

- You will consider their ethical implications.
- You will evaluate whether terms and conditions take ethical issues into account.

### Required Readings:

- [Facebook Terms](https://www.facebook.com/legal/terms/update) <https://www.facebook.com/legal/terms/update>
- [Facebook Data Policy](https://www.facebook.com/about/privacy/update) <https://www.facebook.com/about/privacy/update>
- [Facebook Privacy Basics](https://www.facebook.com/about/basics/) <https://www.facebook.com/about/basics/>
- [Twitter terms and Conditions](https://twitter.com/tos) <https://twitter.com/tos>
- [The Twitter Rules](https://support.twitter.com/articles/18311-the-twitter-rules#) <https://support.twitter.com/articles/18311-the-twitter-rules#>
- [Twitter Abuse](https://support.twitter.com/articles/15794#) <https://support.twitter.com/articles/15794#>
- [Ello Terms of Use](https://ello.co/wtf/post/terms-of-use) <https://ello.co/wtf/post/terms-of-use>

### Assignment:

Select a social media platform not discussed in the readings, and describe any ethical implications of its Ts and Cs. Reference these terms. Consider the safeguards the company has put in place and any risks you can perceive. Do the terms and conditions go far enough to consider potential ethical problems?

## Week 3: Trust

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### Learning Objectives:

- You will be able to demonstrate how to earn trust on social media and lose it.
- You will explore issues such as honesty, openness and transparency.
- You will consider what organizations you trust, their behaviors and what they gain from this trust.

### Required Readings:

- [CIPR SOCIAL MEDIA BEST PRACTICE GUIDE](http://www.cipr.co.uk/content/social-media-guidance) <http://www.cipr.co.uk/content/social-media-guidance>
- NPR Ethics Handbook – Social Media <http://ethics.npr.org/tag/social-media/>

### Optional Readings:

- Washington Post Digital Publishing Guidelines – Social Media <http://www.washingtonpost.com/wp-srv/guidelines/social-media.html>
- [Social Media Guidelines for Student Journalists, Walter Cronkite School of Journalism and Mass Communications](http://cronkite.asu.edu/node/735) <http://cronkite.asu.edu/node/735>

### Assignment:

Who do you trust on social media, any platform or combination of platforms? Focus on individuals rather than corporations. Why do you trust them? What behaviours do they display in their social spaces? What do they benefit from gaining your trust?

## Week 4: Relationships and the Human Voice

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### Learning Objectives:

- You will be able to outline how marketers build and manage virtual relationships with customers.
- You will discuss the opportunities and risks of companies having closer relationships with consumers via social media.
- You will analyze how brands find a human voice on social media without eroding accountability.

#### Required Readings:

- [THE FUTURE OF SOCIAL CUSTOMER RELATIONSHIP MANAGEMENT](http://mashable.com/2011/07/29/social-crm-future/)  
http://mashable.com/2011/07/29/social-crm-future/
- [KLM's Social Media Strategy Part 1](https://blog.klm.com/klms-social-media-strategy-part-1/) https://blog.klm.com/klms-social-media-strategy-part-1/
- [KLM's Social Media Strategy Part 2](https://blog.klm.com/klms-social-media-strategy-part-2/) https://blog.klm.com/klms-social-media-strategy-part-2/
- [KLM's Social Media Strategy Part 4](https://blog.klm.com/klms-social-media-strategy-part-4/) https://blog.klm.com/klms-social-media-strategy-part-4/
- [How To Find Your Authentic Voice on Social Media, Steve mccammon](http://www.entrepreneur.com/article/222779)  
http://www.entrepreneur.com/article/222779

#### Optional Reading:

- [Finding Your Voice on the Social Web, David Amerland](http://www.forbes.com/sites/netapp/2013/12/03/finding-your-voice-social-web/)  
http://www.forbes.com/sites/netapp/2013/12/03/finding-your-voice-social-web/

### Week 5: Reputations

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#### Learning Objectives:

- You will be able to explain how to protect reputations, organizational and personal.
- You will evaluate technics to help mend a damaged reputation.
- You will be able to assess how successfully an individual or organization has responded to potentially damaging social media content using a real example.

#### Required Readings:

- [Social Media? Get Serious. Understanding the Functional Building Blocks of Social Media,](http://busandadmin.uwinnipeg.ca/silvestrepdfs/PDF06.pdf)  
Kelly School of Business, Indiana University  
http://busandadmin.uwinnipeg.ca/silvestrepdfs/PDF06.pdf
- [HMV Staff Backlash on Twitter](http://oursocialtimes.com/hmv-staff-backlash-on-twitter/) http://oursocialtimes.com/hmv-staff-backlash-on-twitter/

#### Assignment:

Find an example of how a company or individual has had their reputation put at risk by social media. This should NOT have been covered in the lecture or readings. Explore how the company or individual responded and discuss what action you would have taken.

### Week 6: Moderation

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#### Learning Objectives:

- You will be able to define the norms of behavior in social media spaces.
- You will learn key advice in moderating.
- You will propose how to moderate troublesome Facebook posts.

## Required Reading:

- [The IOC's Moderation Guidelines](http://www.olympic.org/Documents/Various/MODERATION-GUIDELINES-FOR-SOCIAL-FINAL.pdf)  
<http://www.olympic.org/Documents/Various/MODERATION-GUIDELINES-FOR-SOCIAL-FINAL.pdf>

## Assignment:

How would you moderate the following audience/customer comments if left on your organization's Facebook page? Please copy and paste the comments into your blog to 'reply'.

To a hotel: "I am disgusted about the state of your restaurant on 1467 Justin Kings Way. Empty tables weren't cleared and full of remains of meals. It makes me wonder what the state of your kitchen is?!!! Gross."

To a mainstream news network: "Your reporting on the Middle East is biased in the extreme. You gave almost all your air time to spokespeople for the Israelis last night and there was no right to reply for the Palestinians. The conflict upsets me so much and your reporting of it, saddens me even more and makes me f\*\*king furious." *(Let us assume the reporting was balanced, with equal time to both sides.)*

## Week 7: Accuracy

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### Learning Objectives:

- You will be able to discuss key issues surrounding the trust worthiness of content from social media.
- You will explore how journalists attempt to fact check content.
- You will consider the value of social media content, given the need to verify its authenticity.

### Required Readings:

- [Verifying Tweets When News Breaks](https://blog.twitter.com/2013/verifying-tweets-when-news-breaks-qa-with-the-nyts-jennifer-preston-0) <https://blog.twitter.com/2013/verifying-tweets-when-news-breaks-qa-with-the-nyts-jennifer-preston-0>
- [Verifying Images, Why Seeing Isn't Always Believing](http://blog.storyful.com/2014/01/23/verifying-images-why-seeing-is-not-always-believing/#.UvtiulVKQrd)  
<http://blog.storyful.com/2014/01/23/verifying-images-why-seeing-is-not-always-believing/#.UvtiulVKQrd>
- [Digital Media Ethics, Center for Journalism Ethics](http://ethics.journalism.wisc.edu/resources/digital-media-ethics/)  
<http://ethics.journalism.wisc.edu/resources/digital-media-ethics/>

## Week 8: Data Mining

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### Learning Objectives:

- You will be able to outline the ethical implications of data mining in social media.
- You will consider the extent to which governments are accessing our social media data.
- You will debate whether or not more needs to be done to protect social media users.

### Required Readings:

- [Everything You Wanted To Ask About Data Mining](http://mashable.com/2012/04/03/data-mining-explained/)  
http://mashable.com/2012/04/03/data-mining-explained/
- GCHQ has tools to manipulate online information, leaked documents show, guardian.co.uk. July 2014 <http://www.theguardian.com/uk-news/2014/jul/14/gchq-tools-manipulate-online-information-leak>

**Watch:**

- [Snowden docs reveal British spies snooped on YouTube and Facebook](http://investigations.nbcnews.com/news/2014/01/27/22469304-snowden-docs-reveal-british-spies-snooped-on-youtube-and-facebook?Lite)  
<http://investigations.nbcnews.com/news/2014/01/27/22469304-snowden-docs-reveal-british-spies-snooped-on-youtube-and-facebook?Lite>

**Assignment:**

Read [this article](#) about the ethical social network Ello which is promising not to collect our information and data mine. What do you think could be the wider consequences to social networks of Ello's stance? Do you think social media users will respond positively? How would you predict Ello's future?

<http://www.digitaltrends.com/social-media/ello-legally-binds-remaining-ethical-ad-free-social-network-forever/>

**Week 9: Privacy**

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**Learning Objectives:**

- You will be able to summarize key privacy issues relating to social media.
- You will consider the privacy risks to users.
- You will evaluate how social media firms and other professionals balance social media use with privacy issues.

**Required Readings:**

- Vallor, Shannon, "Social Networking and Ethics", *The Stanford Encyclopedia of Philosophy* (Winter 2012 Edition), Edward N. Zalta (ed.)

<http://plato.stanford.edu/archives/win2012/entries/ethics-social-networking>

[Behind the "Unlikes:" Understanding Why People Quit Facebook](#), Time, Sept 2013

<http://healthland.time.com/2013/09/19/behind-the-unlikes-understanding-why-people-quit-facebook/>

Everything You Wanted To Know About Facebook's Privacy and Security But Were Afraid to Ask <http://holykaw.alltop.com/everything-you-wanted-to-know-about-facebooks-privacy-and-security-but-were-afraid-to-ask-infographic?tu4=1>

**Watch:**

- Mycjc Speakers Series - Social Media and Ethics (watch from 25 mins in)  
<http://www.youtube.com/watch?v=-A6bjrYfmpY> NEW LINK

**Week 10: Workplace Ethics**

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**Learning Objectives:**

- You will be able to explain how social media has changed workplace behavior.
- You will evaluate the effects of social media use at work.
- You will consider whether employers need to do more to manage social media use at work.

**Required Reading:**

- National Business Ethics Survey of Social Networkers, Ethics Resource Center  
<http://www.ethics.org/resource/national-business-ethics-survey%C2%AE-social-networkers-nbes-sn-risks-and-opportunities-work>
- [Best Buy Social Media Policy](http://forums.bestbuy.com/t5/Welcome-News/Best-Buy-Social-Media-Policy/td-p/20492) <http://forums.bestbuy.com/t5/Welcome-News/Best-Buy-Social-Media-Policy/td-p/20492>
- [Walmart Social Media Guidelines](http://corporate.walmart.com/social-media-guidelines) <http://corporate.walmart.com/social-media-guidelines>

**Week 11: The Boston Bombings**

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**Learning Objectives:**

- You will be able to explain why certain journalists and marketers were criticized for their use of social media at the time of the Boston Bombings.
- You will debate how far journalists should go in reporting a tragedy, ethically.
- You will consider how to make ethical communications decisions at a sensitive time.

**Required Readings:**

- After Bombings, Social Media Informs and Misinforms  
<http://www.usatoday.com/story/news/2013/04/23/social-media-boston-marathon-bombings/2106701/>
- Social Media Lessons from the Boston Bombings <http://www.theguardian.com/public-leaders-network/2013/nov/11/social-media-boston-bombings-bush-fires>
- [Dealing With Graphic Images is a Moral Minefield for Journalists](http://theconversation.com/dealing-with-graphic-content-is-a-moral-minefield-for-journalists-30383) by John Jewell  
<http://theconversation.com/dealing-with-graphic-content-is-a-moral-minefield-for-journalists-30383>
- [Tips for Coping With Traumatic Imagery by Gavin Rees from Verification Handbook \(Editor Craig Silverman\) Pages 106-107](http://verificationhandbook.com/downloads/verification.handbook.pdf)  
<http://verificationhandbook.com/downloads/verification.handbook.pdf>

**Assignment:**

There were many graphic photographs of the aftermath of the bombing. One showed a victim who had lost his leg in the blast. You can see his face. Explain the ethical implications of using graphic photos.

**Week 12: Broadcasters Behaving Badly**

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**Learning Objectives:**

- You will be able to summarize the risks posed to a public figure by using social media.
- You will discuss the negative effect to a public figure by social media and those associated with him/her.
- You will propose how to safeguard celebrities from their own posts and tweets!

**Required Readings:**

- [HUEY MORGAN SOURS 6 MUSIC SONY AWARD WITH TWITTER RANT](http://www.theguardian.com/media/2012/may/15/huey-morgan-twitter-rant)  
http://www.theguardian.com/media/2012/may/15/huey-morgan-twitter-rant
- [James Franco – I'm Embarrassed...](http://www.dailymail.co.uk/news/article-2597020/Im-embarrassed-social-media-tricky-James-Franco-cops-bad-judgment-hitting-17-year-old-Instagram.html)  
http://www.dailymail.co.uk/news/article-2597020/Im-embarrassed-social-media-tricky-James-Franco-cops-bad-judgment-hitting-17-year-old-Instagram.html

**Optional Reading:**

- [BBC Editorial Guidelines](http://www.bbc.co.uk/guidelines/editorialguidelines/) http://www.bbc.co.uk/guidelines/editorialguidelines/

**Disclaimer:**

This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.