Communicating Privacy
MMC6566
Fall 2018

Contact: **Office Hours**:
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Overview:
Privacy and security are ever important topics in this era or social media, big data, and targeted advertising. Yet, individuals and organizations are finding it difficult to communicate information related to personal privacy, whether it be in privacy policies, terms of agreement, or legislation. This has consequences for both consumer and organization. The purpose of this class is to both train students to effectively communicate privacy and security information, and to recognize the importance of the interdisciplinary study of this topic. This class is a seminar with the expectation that students will have read materials before class, formulated questions, and be prepared to discuss the topics. Guest speakers may also visit.

Objectives:
- Identify and define the psychological, economic, legal, and other processes that inform choices about privacy and data control.
- Synthesize research privacy and data control from various disciplines.
- Dissect various kinds of mechanisms used to communicate information about privacy and data control.
- Identify pertinent research questions related to communicating information about privacy and data control and design project for further study.

Required Text(s):
None. All readings are linked to UF library databases. If not, you will be able to access the readings through course reserves.

Deliverables:
Weekly reading notes: As part of their preparation for class each week, all students must post to the Canvas forum 5-7 questions/points of further discussion based on all of the readings for that week by the end of the day before class (in this case Wednesday). These questions should summarize and/or reflect on key arguments, contributions, and questions raised by the reading set. These questions will form the basis of our in-class discussions.

Op-ed: Students will complete a piece of persuasive writing on a matter of technology policy of public significance. This op-ed will be related to the findings from their larger research paper.

The op-ed will be no more than 800 words. Students should pitch their op-ed to a publication or to the *Conversation*. **<u>Due November 7.</u>**

Discussion leader: Every student will choose one week during the semester to be the discussion leader. The discussion leader presents a current event/situation/debate related to the topic we are covering in class that week. Students should do some background research on the topic and be able to spark discussion among their classmates. Students should contact the professor no later than one week prior to their chosen date to discuss what they will be presenting. Sign-up will be the first week of class.

Larger group project – Research project: This project allows students to complete applied research about the best ways to effectively communicate information related to privacy, information control, or disclosure. Student groups should formulate research questions related to overall concept of communicating privacy information based on topics we have discussed in the readings or others. This may include issues including:

- Notice and disclosure
- Data breach notifications
- Badges
- The use of multimedia in explanations
- Policy design considerations

Other topics exists for student teams to explore. This research should result in a paper/research for submission to a conference, symposium (and maybe a journal) for consideration. Groups will also present their findings to the class. **More details will be found on Canvas. <u>Due December 5.</u>**

Places for submission (not exhaustive):
- BEA Law & Policy
- AEJMC Midwinter/Southeastern Colloquium
- ICA: Information Systems, Communication Law & Policy, or Communication Technology Divisions
- ACM.org (various calls and deadlines)
- ASIS&T SIG Social Informatics (various calls and deadlines)
- Others that may arise

Optional: Law, joint degree, and doctoral students may choose to complete the paper above in fulfillment of their seminar requirement (CS/HCC/ENG may also be eligible).

Grading Parameters:

Weekly reading notes	15%
Discussion leader	15
Op-ed	15

Research project	55
	100%

Grading Scale

A	92-100
A-	90-91
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-77
D	60-69
E	59 or l

Attendance
This is an online class. Therefore, it is important that you participate on the Canvas site a minimum of once per week. Attendance is expected of graduate students unless an absence is allowed under UF policy as specified in the UF Graduate School Catalog. If you are going to be absent, let me know ahead of time.

Academic Integrity
UF students live by an honor code that prohibits academic dishonesty such as (but not limited to) cheating, plagiarism, fabrication, engaging in unauthorized collaboration, reusing work from another class, writing a similar paper for two classes, drawing too heavily on another's work for your own, and having someone else write your paper.

Be aware of the UF graduate school academic honesty policy as well the one in the CJC Doctoral Handbook. Students have an affirmative obligation to know what is in the handbook and to abide by it. If you are unsure of citation rules or what requires attribution, ask me.

My default practice for an academic integrity violation is a failing grade for the course.

Students with Disabilities
Contact the Disability Resource Center as early in the semester as possible to be provided documentation so appropriate accommodations can be made. The center is in Reid Hall, 392-8565.

Help Coping with Graduate School
The UF Counseling and Wellness Center is a free resource for any student who could use help managing stress or coping with life. The center, at 3190 Radio Road on campus, is open for appointments and emergency walk-ins from 8 a.m. to 5 p.m. Monday through Friday. To make an appointment or receive after-hours assistance, call 352-392-1575.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. You will be notified by email when the evaluations are open, near the end of the semester. Summary results are available to you and the general public.

Course Topics

Week 2: August 29 – What's 'privacy' anyway?
Read:
- Warren, S.D. and Brandeis, L.D., 1890. The right to privacy. *Harvard Law Review*.
- Altman, I., 1977. Privacy regulation: culturally universal or culturally specific?. *Journal of Social Issues*.
- Westin, A.F., 2003. Social and political dimensions of privacy. *Journal of social issues*.

Week 3: September 5 – The 'Privacy Paradox'
Read:
- Barnes, S.B., 2006. A privacy paradox: Social networking in the United States. *First Monday*.
- Awad, N.F. and Krishnan, M.S., 2006. The personalization privacy paradox: an empirical evaluation of information transparency and the willingness to be profiled online for personalization. *MIS quarterly*.
- Hargittai, E. and Marwick, A., 2016. "What Can I Really Do?" Explaining the Privacy Paradox with Online Apathy. *International Journal of Communication*.

Week 4: September 12 – How people make privacy decisions
Read:
- Culnan, M.J. and Armstrong, P.K., 1999. Information privacy concerns, procedural fairness, and impersonal trust: An empirical investigation. *Organization science*.
- Kehr, F., Wentzel, D. and Mayer, P., 2013. Rethinking the privacy calculus: on the role of dispositional factors and affect.
- Petronio, S. and Altman, I., 2002. Boundaries of privacy. Chapter 1.
- Child, J.T. and Starcher, S.C., 2016. Fuzzy Facebook privacy boundaries: Exploring mediated lurking, vague-booking, and Facebook privacy management. *Computers in Human Behavior*.

Week 5: September 19 – (Communicating) Risk
Read:
- Sellnow, T.L., Ulmer, R.R., Seeger, M.W. and Littlefield, R., 2008. *Effective risk communication: A message-centered approach.* Springer Science & Business Media. Chap. 1.
- Fischhoff, B., 1995. Risk perception and communication unplugged: twenty years of process. *Risk analysis*.
- Harbach, M., Hettig, M., Weber, S. and Smith, M., 2014, April. Using personal examples to improve risk communication for security & privacy decisions. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems*. ACM

Week 6: September 26 – Signals/Heuristics
Read:
- Milne, G.R. and Culnan, M.J., 2004. Strategies for reducing online privacy risks: Why consumers read (or don't read) online privacy notices. *Journal of Interactive Marketing*.

- Sundar, S.S., Kang, H., Wu, M., Go, E. and Zhang, B., 2013, April. Unlocking the privacy paradox: do cognitive heuristics hold the key?. In *CHI'13 Extended Abstracts on Human Factors in Computing Systems*. ACM.
- Yang, R., Ng, Y.J. and Vishwanath, A., 2015, January. Do Social Media Privacy Policies Matter? Evaluating the Effects of Familiarity and Privacy Seals on Cognitive Processing. In *System Sciences (HICSS), 2015 48th Hawaii International Conference*.IEEE
- Bal, G., 2014. Designing Privacy Indicators for Smartphone App Markets: A New Perspective on the Nature of Privacy Risks of Apps.

Week 7: October 3 – Behavioral Economics and Nudging
Read:
- Acquisti, A., & Grossklags, J. (2008). What can behavioral economics teach us about privacy? In A. Acquisti, S. Gritzalis, C. Lambrinoudakis, & S. di Vimercati (Eds.), *Digital privacy: Theory, technologies, and practices* (pp. 363-380). New York: Auerbach Publications.
- Almuhimedi, H., Schaub, F., Sadeh, N., Adjerid, I., Acquisti, A., Gluck, J., Cranor, L.F. and Agarwal, Y., 2015, April. Your location has been shared 5,398 times!: A field study on mobile app privacy nudging. In *Proceedings of the 33rd Annual ACM Conference on Human Factors in Computing Systems* (pp. 787-796). ACM.
- Kapsner, A. and Sandfuchs, B., 2015. Nudging as a threat to privacy. *Review of Philosophy and Psychology*.
- Michota, A. and Katsikas, S., 2015, October. Designing a seamless privacy policy for social networks. In *Proceedings of the 19th Panhellenic Conference on Informatics*. ACM.

Week 8: October 10 – Surveillance and Encryption
Read:
- Krueger, B.S., 2005. Government surveillance and political participation on the Internet. *Social science computer review*.
- Albrechtslund, A., 2008. Online social networking as participatory surveillance. *First Monday*.
- Marwick, A.E., 2012. The public domain: Social surveillance in everyday life. *Surveillance & Society*.

Week 9: October 17 – Algorithms & Big Data
Read:
- boyd, d. and Crawford, K., 2012. Critical questions for big data: Provocations for a cultural, technological, and scholarly phenomenon. *Information, Communication & Society*.
- Crawford, K. and Schultz, J., 2014. Big data and due process: Toward a framework to redress predictive privacy harms. *Boston College Law Review*.
- Pasquale, F., 2015. *The Black Box Society: The secret algorithms that control money and information*. Harvard University Press. Introduction

Week 10: October 24 – _____ (by) Design **(meet)**
Read:

- Choi, B.C. and Tam, J., 2015. Privacy by Design: Examining Two Key Aspects of Social Applications. In *International Conference on HCI in Business* (pp. 41-52). Springer International Publishing.
- Hartzog, W. and Stutzman, F.D., 2013. Obscurity by design. *Washington Law Review*.
- Cavoukian, A. 2009. Privacy by Design, Information and Privacy Commissioner of Ontario.

Week 11: October 31 – Work on paper

Week 12: November 7 – *Op-Ed due*

Week 13: November 14 – Work on paper

Week 14: November 21 – Thanksgiving break!

Week 15: November 28 – Work on paper

Week 16: December 5 – Papers due

Final submissions due – 5PM December 5