



Contact:

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Office Hours:

Virtual and by appointment

Overview:

Privacy and security are ever important topics in this era of emerging technology. Yet, organizations and governments continue to be found lacking in communicating important information related to personal privacy and data security, leading to very real consequences for both individuals and organizations. Individuals are left without an understanding of the implications of the technologies they both choose and are forced to use for work, health, social and other purposes. This semester our context will be the urban/semi-urban environment and we focus on the evolving and emerging technologies being used by city and other local governments in the name of civic engagement, law enforcement, public transportation, and health, among other things. We will examine various case studies of cities deploying technology and investigate how privacy-related information was communicated. At the same time, we will ground ourselves in literature from various disciplines examining topics that include our

definitions of privacy, how we make personal privacy and data security decisions, and the regulatory obligations for communicating about data collection, storage, access, and use.

All students will produce a research paper on a course-related topic.

This class is a graduate 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 on privacy and data control from various disciplines.
- Dissect various kinds of mechanisms used to communicate information about privacy and data control.
- Identify effective methods of communicating privacy and security information.
- Examine pertinent research questions related to communicating information about privacy and data control and design a project for further study.
- Evaluate and assess organization-to-public communication practices.
- Recognize the importance of the interdisciplinary study of this topic.

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 bring 5-7 questions/points of further discussion based on all of the readings for that week to class and be prepared to engage with the rest of the class on the topic of the week. 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 **must** pitch their op-ed to a publication or to the *Conversation*. We will have an op-ed workshop to facilitate this assignment. **Due November 6.**

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 and security information based on topics we have discussed in the readings or others.

Many topics exists for students 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. **Due December 4.**

Places for submission (not exhaustive):

- BEA
- AEJMC Midwinter/Southeastern Colloquium
- International Communication Association – Deadline Nov. 1
- ACM.org (various calls and deadlines)
- ASIS&T SIG Social Informatics (various calls and deadlines)
- Others that may arise

Optional: Law and joint degree students may choose to complete the paper above in fulfillment of their seminar requirement and/or law journal note (CS/HCC/ENG may also be eligible). Doctoral students may choose to complete a chapter in their dissertation if working on a related subject.

Grading Parameters:

Discussion leader	25
Op-ed	20
Research project	50
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	100%

Grading Scale

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

Attendance

This is a face-to-face. Therefore, it is important that you attend and participate in weekly sessions. 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. Let me know how this course may be made more accessible to you.

Help Coping with Graduate School

Graduate school, and life in general, can sometimes be overwhelming. 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 professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.