School of Journalism and Mass Communication  
University of Iowa  
JMC 3155: Law, Media & Current Issues  
(Social Media and the Law)  
Spring 2015  

Lyombe Eko, Ph.D. (Instructor).  

Class Time: 3:30-4:45 PM, TTH  
Class Location: E138 AJB.
School of Journalism and Mass Communication
JMC 3155 Law, Media & Current Issues
(Social Media and the Law)
Spring 2015

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Office: E305 Adler Journalism Building
Office: E323 Adler Journalism Building (3rd Floor).
Meeting times: 3:30-4:45 (TTH).
Classroom: Classroom: E138 AJB
Office hours: Mondays and Wednesdays 1:30pm–3:30 pm or by appointment.
Class Icon site: http://icon.uiowa.edu/

Course Description:

This course will cover the fundamental principles of the law as it affects the Internet and social media. As the Internet and its associated social networking sites (SNS) have diffused around the world, and as these new media have become instruments of mass, corporate, interpersonal, and protest communication, they have given rise to numerous legal and ethical issues. The legal system has struggled to keep up with these rapidly emerging information and communication technologies. It has done so by transferring laws designed to regulate the media and communication in real space to the realities of cyberspace. This course will focus on how the First Amendment and its freedom of speech and assembly clauses apply to the Internet in general and the social media in particular. The term “social media” refers to Internet-based human communication that involves audiences as active producers and disseminators of online content.
The Internet and social media have radically transformed communications and communicators. Traditional mass media producers have become active social media content producers and disseminators thereby blurring the line between creators/publishers and distributors of online messages. In this course, we will cover topics as diverse as the Internet and the First Amendment, the status of Facebook “likes,” under the First Amendment, sexting, invasion of privacy, “revenge” porn, cyber stalking and bullying, parody web sites, peer-to-peer file-sharing, defamation on Facebook and Twitter, the liability of social media companies for customer misuse of technologies and applications, as well as the international dimensions of social media regulation.


Readings


Scope and Purpose

A. The First Amendment

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment I, Constitution of the United States (1791).

The First Amendment protects many types of speech. The nature of the mass media led the courts to apply the First Amendment to them in different ways. This course will explore the application of the First Amendment to the infrastructure and content of the Internet. The purpose of this course is to enable student to appreciate the American constitutional and judicial system, as well as
how judicial decision-making has defined and shaped social media communication under the First Amendment.

B. The Universal Declaration of Human Rights

* Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

* Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

**Articles 18 & 19, Universal Declaration of Human Rights (1948).**

The United Nations’ Universal Declaration of Human Rights sets forth the international standard for freedom of opinion and expression through the media of mass communication. Unfortunately, there is no universally accepted definition or standard of freedom of expression. Since we live in the age of globalization—the interconnection, interaction and fluid exchange of information and knowledge between peoples and cultures around the world—our course will survey the major Internet regulatory models of the world from a comparative perspective. Knowledge of the major cyberspace regulatory traditions is essential in our globalized world.

The textbook and readings provide the necessary background information and much of the source material for discussion. Students are expected to come to class prepared. This means doing the required readings and being prepared to discuss them in an informed manner. The law comes with its specialized vocabulary. Students will be required to know the most common legal terms used in social media cases.
Freedom of expression in class.

The University of Iowa strives to provide an environment where a free and respectful exchange of ideas is valued and encouraged. We strive to have a student body that is diverse and respectful of different viewpoints and where all opinions are respected.

The Supreme Court of the United States has said that:

“Under the First Amendment there is no such thing as a false idea. However pernicious an opinion may seem, we depend for its correction not on the conscience of judges and juries but on the competition of other ideas.”


Simply put, all ideas are welcome. Free speech is the stock-in-trade, nay, the very life-blood of communication in democratic societies. Under the First Amendment, the United States is considered a **marketplace of ideas** (*Abrams v. United States*, 1919). Therefore, no idea is too controversial to be expressed. In this course, students are encouraged to freely express their ideas, even if they are unpopular, unorthodox, unconventional, liberal, conservative, or offensive, provided such ideas are expressed in a civil, professional manner. Since we will be discussing some Internet regulatory issues on which most people have very strong personal opinions, and over which reasonable people often disagree, students are to treat their colleagues, even those with whom they differ, with respect. If you do not like an opinion, feel free to advance a counter opinion. If you want to express an opinion, even one contrary to that of the professor, do not hesitate to raise your hand and speak your mind! You will not be penalized because of your opinion.

**The professor will grade all written work purely on its intellectual merits. No student will be penalized or otherwise disadvantaged because of opinions he or she expressed in class or in a written assignment.**

Though Freedom of speech is very important, freedom of thought is just as crucial. The world needs more thinkers and fewer talkers. As Danish philosopher,
Søren Kierkegaard put it: "People demand freedom of speech as a compensation for the freedom of thought which they seldom use."

**Administrative Home**

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall or see the CLAS **Student Academic Handbook**

[http://www.clas.uiowa.edu/students/academic_handbook/index.shtml](http://www.clas.uiowa.edu/students/academic_handbook/index.shtml)

**Electronic Communication**

University of Iowa policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for official correspondences ([Operations Manual, III.15.2](http://www.clas.uiowa.edu/students/academic_handbook/index.shtml). Scroll down to k.11).

**Academic Honesty**

All CLAS students have, in essence, agreed to the College's **Code of Academic Honesty**: "I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled ([CLAS Academic Policies Handbook](http://www.clas.uiowa.edu/students/academic_handbook/index.shtml)). The College of Liberal Arts and Sciences’ policy on academic fraud, dishonesty,
and cheating is spelled out in the Student Academic Handbook. Please consult it at http://www.clas.uiowa.edu/students/academic_handbook/ix.shtml.

In brief, all assignments must be the result of the independent endeavors of each student. Students who attempt to pass off other peoples’ work, including material from former students of this course, as well as material downloaded from the Internet as their own, will receive a zero for that particular assignment, and expose themselves to further academic sanctions as prescribed in University of Iowa rules and regulations pertaining to plagiarism and academic dishonesty. Some students have been known to turn in the same or very similar assignment or paper to two different courses. This is an unethical practice that is unacceptable under university rules and regulations. Turning in an assignment or paper for this course constitutes certification on your part that the paper is the result of your individual endeavors.

**Academic Collaboration**

The aim of this course is for students to master the body of knowledge of media law. Turning in an assignment or paper for this course constitutes certification on your part that the paper is the result of your individual endeavors. You may study with your classmates, or discuss the readings, cases, and final paper with your colleagues but the reading report, and term paper must be the result of your independent research efforts. Turning in a paper for this course certifies that you have not turned in the same paper to another course for credit.

**Cheating during Tests and Exams**

Please note that in accordance with University of Iowa rules and regulations, students who consult other students, copy from other students or otherwise allow other students to copy from them during any of the exam sessions, automatically expose themselves to sanctions up to, and including getting an automatic failing grade.

**CLAS Final Examination Policies**

The final examination schedule for each class is announced around the fifth week of the semester by the Registrar. Final exams are offered only during
the official final examination period. **No exams of any kind are allowed during the last week of classes.** Exams cannot be rescheduled. You will be allowed to make up the final exam only in exceptional cases or emergencies defined in the CLAS Handbook. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the dates and times of each final exam, the complete schedule will be published on the Registrar's web site.

**Understanding Sexual Harassment**

As defined by the Supreme Court of the United States, sexual harassment is an unwanted sexual advance made towards a person of the same or opposite gender. It takes two forms:

1) Creation of a hostile work environment through sexual jokes of the same or opposite sex, display of pictures of a sexual nature, sexting (sending people unwanted indecent images through text message functions), off-color humor involving people of the same or opposite sex, and the like.

2) *Quid pro quo* (Latin expression meaning “this for that”) sexual harassment where a person in a position of power or authority demands sexual favors from subordinates in exchange for a good grade, promotion, salary increase, or other advantage (*Oncale v. Sundowner Offshore Services*, 523 U.S. 75 (1998)). Sexual harassment is a violation of the Civil Rights Act of 1964. It subverts the mission of the University of Iowa and threatens the wellbeing of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment between students or between students and employees of The University of Iowa should be reported immediately.

See the UI **Comprehensive Guide on Sexual Harassment** at:
for assistance, definitions, and the full University policy.

**Reacting Safely to Severe Weather**

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. (*Operations Manual, Part IV*).

**Class Etiquette and Student Complaints.**

The statement of student rights and responsibilities is set forth in the Student Academic Handbook (found at the College of Liberal Arts Web site: http://www.clas.uiowa.edu/students/academic_handbook/ix.shtml). It includes procedures for student complaints concerning faculty actions. If you have any complaints about this course, please discuss the matter with me first. If you are not satisfied with your discussion, feel free to contact the Associate Director of Undergraduate Studies, Prof. Charles Munro. If you are still not satisfied, contact the Director of the School of Journalism. Complaints cannot be brought later than six months after the alleged event.

The Student Handbook states that students who sleep in class engage in disruptive behavior. However, in the spirit of freedom of speech and expression, this course will make an exception to that rule. I consider sleeping in class “expressive conduct,” a legitimate form of academic protest that will not be punished. **Just bear in mind that if sleep with your eyes wide open, snore, drool, fall off your seat, or otherwise disrupt the class, you will be trampling on the First Amendment rights of other students to receive information or express their opinions!**

**Use of Electronic Media Equipment in Class.**

Students are free to use their laptops or iPads to take notes in class. However, using laptops and iPads for other activities that may distract other students or disrupt the class is strictly *Verbotten!* (That is German for
“forbidden”). All students must silence their cell phones, ipods, and pagers.

**Texting or sexting** in class is not allowed.

**Language Issues:**

1. **Legal Vocabulary:** Each discipline comes with its specialized vocabulary. Law is no exception. Students will be required to know the most common legal terms used in the media. Look up unfamiliar words in the glossary at the end of the textbook or in a law dictionary. That is the best way of making sense of most of the material in this course. Expect to spend at least three hours of study time for every hour of class time. This includes reading an average of one chapter per class period.

2. **Proper English Grammar and Usage.**

The most important instrument of communication and law is language. Students should consider this an **advanced English** language class (with some Latin expressions thrown in for good measure). Mastery of the English language is crucial in communication law studies. In all their writings, students will be graded on their use of the English language. Students who employ improper grammar or use words incorrectly will lose points. The major “culprits” that cause students to lose points include confusion of “principal and principle.” For example, the correct usage should be: “My pal, the principal, teaches principles of physics.” There is also “there and their,” “who and whom,” “there and their,” confusion of possessives and plurals, nouns and pronouns that do not agree (an example of incorrect agreement is: If a student fails to prepare, **they** will be preparing to fail). Split infinitives also tend to be a problem. An example of incorrect usage: “If only he had chosen **to not drink and drive**, he would be alive today,” and so on.

**Attendance & Professionalism:**

Class and discussion section attendance is a professional expectation. If you are going to be absent, please send either the instructor or your teaching assistants an e-mail to that effect. All readings and all material covered in class will be on the tests. Students who attend classes without fail, do all class
assignments, get extra credit of 2% over and above their final score for the course. These are the only extra credit points that will be given. They can make a big difference to your final grade!

**Please note that the professor will not provide notes or lecture summaries for students who are absent from class without a valid reason.**

**Deadlines and Make-ups.**

The media are ruled by deadlines. Students must bear in mind that in the professional world, they will live by deadlines and die by deadlines. Students are expected to do their readings before class and demonstrate familiarity with the material. Late assignments will be accepted only in circumstances where students have valid medical, emergency, family or other excuses in accordance with University of Iowa policy. **Please note that no e-mailed assignments will be accepted unless in emergency cases as described in the University Handbook.** Students are required to turn in a clean, legible, printed, hard copy of all assignment. Hand-written assignments will not be accepted under any circumstances. Make up exams will be given only in emergency cases that satisfy university criteria for “Excused Absences from Examinations.” Please see the College of Liberal Arts Handbook at [http://www.clas.uiowa.edu/students/academic_handbook/ix.shtml](http://www.clas.uiowa.edu/students/academic_handbook/ix.shtml).

**Statement of SJMC Principles: The Iowa Dozen**

Additionally, this course will adhere to the general principles of journalism education set forth in the Iowa Dozen:

We learn...
- to write correctly and clearly
- to conduct research and gather information responsibly
- to edit and evaluate carefully
- to use media technologies thoughtfully
- to apply statistical concepts appropriately

We value...
– First Amendment principles for all individuals and groups
– a diverse global community
– creativity and independence
– truth, accuracy, fairness, and diversity
We explore...
– mass communication theories and concepts
– media institutions and practices
– the role of media in shaping cultures.

College of Liberal Arts & Sciences Policy on Cross-Enrolment.

The College of Liberal Arts and Sciences has set forth a new policy on cross enrolment. If you are a student in one college and take courses offered by another college, please bear in mind that in matters related to the application or non-application of a specific course to your degree requirements, the policies of the college in which you are enrolled will be applicable.

ADA Accommodation:

Reasonable accommodation will be made for students with functional limitations and medically certified learning disabilities, in accordance with the relevant provisions of the Americans with Disabilities Act (ADA), and University of Iowa policies. If you have a learning or functional disability that requires accommodation, please consult the University Disabilities Office and have that office send me official documentation explaining the type of reasonable accommodation needed.

Course Method, Assignments, and Grading.

The course will follow the case brief and case study method. That means we will study transfer of the fundamental principles of freedom of speech and expression from real space to cyberspace (the Internet and social media) in order to determine the applicability of universal free speech values to the social media. The aim is to enable students to become critical and analytical thinkers who,
when faced with Internet law issues, will be informed enough to make the right decisions.

Course Methods and Grading:

A. **Reading Report (5% of grade):** Each student will write a two-page summary essay of the reading below. The summary should clearly articulate the main point of the reading. The paper should have an introduction that states the aim of the paper. The body of the paper should flesh out what the stated purpose of the paper is. Please state what you consider the most interesting and informative part of the reading.


B. **Social media case presentation (5% of grade).**

Each student will be assigned a presentation partner. Together, you will choose a social media case from the list below or a social media topic of interest to both of you. For example: social media and free speech, social media and invasion of privacy, social media and educational institutions, social media and sexual misconduct, social media and defamation, social media and ISP liability for harms done to account holders, social media and cyberbullying, cyberstalking, cyberthreatening, etc. Cases can involve Facebook, YouTube, MySpace, Instagram, Twitter, and so on. You will research the case/topic and prepare a PowerPoint presentation for class. You are required to upload a copy of your presentation to the class drop box on ICON.

The presentation must have the following elements:

1. An introduction that gives a brief overview of the facts and/or procedure of the case or controversy.
2. Highlight the **Issue or Question** before the court or arbitration panel.
3. State the **holding (decision)** of the court or arbitration panel.
4. Give the **reasoning** of the court or arbitration panel.
5. Discussion/conclusion (Your views on the significance or importance of the issue or topic.

B. Term Paper Abstract Due March 10, 2014 (2% of course grade)

All students are expected to turn in a one page abstract of their proposed term paper. The abstract must include the following items: The topic of the proposed paper, statement of the problem or the aim of the paper, and a brief bibliography indicating preliminary research that has been done. The idea is for you to put some thought into the paper before you start writing it. We do not want any out of topic papers. If you wish to discuss the paper topic with me, you are free to do so.

C. Social Media/Internet law term paper (10% of course grade).

Due March 26, 2015.

Write a 5-page paper on an Internet/social media law topic of your choice. The five pages do not include a title page and bibliography.

You may choose a topic discussed in class, the text or the readings, research it and write a five-page paper. You may also analyze social media cases/controversies from the class presentation list above. The focus of your paper should be on American Internet or social media law issues or controversies. However, interested students can carry out a comparative study on Internet regulation in the United States and another country. Papers on the regulation of social media in Europe, Latin America, the Middle East and Africa are welcome. Be sure to use **primary** sources (court cases, laws, governmental regulations, and so on) not secondary sources (what others say about your topic, or the case you are writing about).

Note that you are not being asked to write a news story, a news feature, a blog post, or an editorial. You are required to write a research paper with appropriate citation of sources and a reference or bibliographic page. You are further required to use no less than 5 references (including the readings and the
textbook). A separate title page, and references or a bibliography should be attached. The class textbook and readings can be included in the bibliography.

**Writing style:** All papers must be typed (single-sided, double-spaced) and must conform to either the 5th Edition of the APA Publications Manual. Example: “Existentialists (Camus, 2002; Kierkegaard, 2005) believed life is absurd. Einstein (1955) was different. He believed in *ensoulment* while Camus (2002) thought the idea was absurd.” **Please note that e-mail submissions of term papers are not acceptable. You must turn in a printed copy of the paper on the date it is due.**

**D. Tests and Examinations**

1). **Mid term test:** 33% of course grade (March 12\(^{th}\), 2014).

2). **Final Examination:** 45% (Week of May 11\(^{th}\) 2015).

The tests and examinations will consist of **multiple-choice questions, matching or identification of cases and legal principles, fill-in the blanks, and short answer questions.** Sample questions will be discussed in class. Students are free to study in groups and discuss the study guides with their classmates. Please bear in mind that you will be held responsible for all required readings. Most cases discussed in this course will feature prominently in the test and the final exam. You will be responsible for knowing the main issue and points of law of the cases discussed. Motto: “Studying to remember (memorization) may work for some classes but studying to understand works best in the field of law.”

**Breakdown of grades:**

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Reading Report</td>
<td>6%</td>
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<tr>
<td>Group presentations</td>
<td>6%</td>
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<tr>
<td>Term Paper Abstract</td>
<td>2%</td>
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<tr>
<td>Term Paper</td>
<td>10%</td>
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<tr>
<td>Mid term test</td>
<td>32%</td>
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<td>Final Examination</td>
<td>44%</td>
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Extra credit (attendance, participation, completion of all assignments) 2%
This bonus is a performance bonus that will be added to qualifying students over and above their final grade as calculated by ICON.

Letter grades will be assigned as follows:

93-100% = A
90-92% = A-
87-89% = B+
83-86% = B
80-82% = B-
77-79% = C+
73-76% = C
70-72% = C-

Grade Posting
All grades for course assignments and tests will be posted on the course management tool (Icon). You will need a Hawkid and password to have access to your grades on Icon. Please note that under Federal law (FERPA) grades are private. Therefore, the instructors nor teaching assistants are authorized to release your grade to a third party. I will therefore not entertain requests from students who want to collect papers or grades for other students, unless such requests are accompanied by a signed note from the student whose grade or paper is being sought.
# COURSE MODULES:

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<tr>
<th>Week</th>
<th>Module Number &amp; Topic</th>
<th>Readings</th>
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**Questions:** What speech rights do each of these instruments protect? What are the similarities between the documents?

| 2. | -Space-shifting: From Real Space to Cyberspace. -Definition of Terms: Cyberspace, Social Media, etc -The First Interactive Social Media: Minitel Rose | Eko, Internet Law (Encyclopedia of International Communication). |

What is cyberspace? What is social media? What was the Minitel? How was it different from the Internet? What is space-shifting?

  **Reno v. ACLU** |

How does the Supreme Court of the United States classify the Internet under the First Amendment in relation to the other media?


| 3-4 | Doe v. Myspace, ICF Technologies v. Google; Carafano v. Metrosplash; Doe v. Sexsearch.com, Beckman v. Match.com; |  

|
What were the first social media sites? How and why was media law transferred from real space to cyberspace? What is the importance of the Communications Decency Act (CDA) in social media law? How has the CDA helped expand the development of social media platforms?

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<tr>
<td>6</td>
<td>The First Amendment, Social Media and Freedom of Expression</td>
<td>Chapter 10: Stewart: Social Media Policies for Journalists Vogel v. Felice (parody Facebook and Twitter Accounts); Bland v. Roberts (Facebook Likes); Rodriguez v. Maricopa County Community College (group defamation); Obsidian finance v. Cox (blogs are protected under the First Amendment); Parody and Social Media: Brownmark Films v. Comedy Partners; Matot v. CH, et al</td>
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</table>
In re Rolando S.) (logging into someone’s Facebook account and posting messages to could be Identity theft); United States v. Lori Drew, 2008. (This **cyberbullying** case involving the suicide of a girl harassed on Myspace.


**Revenge porn:** U.S. v. Osinger (2014)
(Revenge porn/cyber-stalking conviction does not violate First Amendment); E.C. v. C.B.T., SR., 2013) (Court denies restraining order against boyfriend who threatened to post revenge porn); Barnes v. Yahoo! GoDaddy v. Toups; New York v. Piznarski, Katz v. Chevaldina,


What is the meaning of the following terms—Cybersquatting, Cyberstalking, Cyberbullying, Cyberthreatening, Cybercoercion and Revenge Porn?

<table>
<thead>
<tr>
<th>8</th>
<th>Social Media, the First Amendment &amp; High Schools</th>
<th>Chapter 7: Kozlowski: Student Speech</th>
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<td>Social Media, Colleges &amp; Universities.</td>
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<td>Papish v. University of Missouri Curators; Doe v. University of Michigan; Yoder v. University of Louisville; Byrnes v. Johnson County Community College, <strong>Tatro v. University of Minnesota</strong>.</td>
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How are high schools and colleges classified under the First Amendment for purposes of free speech? How does the First Amendment apply to the social media speech of high school students? How does it apply to college students?

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<th>9-10</th>
<th>Social Media and Defamation: Elements of</th>
<th>Chapter 2. Silver: Defamation</th>
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**What is defamation? How are blogs classified under the First Amendment? What is group libel? How does it apply to social media?**

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<td><strong>The Fourth Amendment and Invasion of Privacy: The Katz test</strong></td>
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<td><strong>Social Media and the Right of Publicity</strong></td>
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<td><strong>Sexting</strong></td>
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**What is sexting? How does the Fourth Amendment operate in the social media arena? What is the Katz test? What are the myths of social media privacy?**

<table>
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<tr>
<th><strong>Social Media and the Work workplace:</strong></th>
<th><strong>1. Readings:</strong> Myers, Cace (2014). The New Water cooler: Implications for Practitioners Concerning the NLRB’s Stance on Social Media and Worker’s Rights.</th>
</tr>
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<tbody>
<tr>
<td><strong>Who owns social media sites created in the course of one’s employment?”</strong></td>
<td>-NLRB Social Media rules: <em>Rodriguez</em> v. <em>Walmart</em>; <em>Three D, LLC d/b/a Triple Play Sports Bar and Grille and Jillian Sanzone / Spinella</em></td>
</tr>
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<td><strong>Social media and sexual harassment.</strong></td>
<td><em>The Pickering test: Bd. of Education v.</em></td>
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What are NLRB social media rules? How do courts classify the speech rights of workers? What is the Pickering test? What are the social media rules for police, teachers and hospital workers?

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<th>13</th>
<th>Social Media Responsibility for Emotional and Physical Harm</th>
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|    | Reading: Elaine Replogle (2014). Fame, Social Media Use, and Ethics.


What is intentional infliction of emotional distress? How is it applied to social media?

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<th>14</th>
<th>The Social Media &amp; Intellectual Property</th>
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<td></td>
<td>Chapters 4: Olson: Intellectual Property</td>
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<td>The Copyright Act and Fair use</td>
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What is P2P file-sharing on the Internet? What is fair use in the context of social media? What is the status of parody in social media? How has intellectual property law been transferred from real space to cyberspace?

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<th>15</th>
<th>The Digital Media, Sex &amp; Violence</th>
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What is the status of pedopornography in social media?

15 1. Social Media Chapter 11: Hall: Social Media Policies for
| Commercial Speech & Parody | Advertising and Public Relations.  
*Fair Housing Council v. Roommates.com* 521 F.3d 1157 (9th Cir);  
Levitt v. Yelp: Citation:  
Levitt v. Yelp! Inc., 2014 WL 4290615 (9th Cir. Sept. 2, 2014)  
*Panasonic v. Toeppen*, F.3d 1316 (9th Cir. 1998). |
| The Yelp phenomenon |

**What is cybersquatting? What is the main accusation against Yelp? What are gripe cites?**

Survey of the ethics of Information and Communication Technologies. |

**What is the subject matter of computer and information technology ethics?**
**APPENDIX**

Proposed List of Topics and Cases for Student Presentations

Most of the cases below are from a very good Digital Media Law Blog: Technology and Marketing Law Blog: [http://blog.ericgoldman.org/](http://blog.ericgoldman.org/). Choose one case, read the blog entry, download the actual case from the link on the blog, and make a PowerPoint presentation on it. Your presentation must have the following headings: The **facts** of the case, the **Issue** before the court, the **Holding** and the **reasoning** of the court (See sample brief).

*December 2, 2010*  
US v. Jeffries, 10-CR-100 (E.D. Tenn)  
([Report and Recommendation](http://blog.ericgoldman.org/archives/2010/12/court_finds_tha_1.htm); Oct. 22, 2010) |
| --- | --- |
| 3. Social Media and threatening:  
([http://blog.ericgoldman.org/archives/2013/06/online_dating_w.htm](http://blog.ericgoldman.org/archives/2013/06/online_dating_w.htm)) |
| 5. Revenge Porn  
| Parody Facebook and Twitter Accounts:  
*Matot v. CH, et al* |  
**Social Media and Advertising:**  
*Levitt v. Yelp! Inc.*, 2014 WL 4290615 (9th Cir. Sept. 2, 2014)  
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<td>7. TripAdvisor’s “Dirtiest Hotels” List Isn’t Defamatory—Seaton v. TripAdvisor</td>
<td>8. YouTube Gets Easy Section 230 Win—Gavra v Google</td>
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<td>Cyber defamation and Social media: Vogel v. Felice; Barrett v. Rosenthal; <strong>Obsidian Finance v. Cox</strong>;</td>
<td>LeveyFilm v. Fox Sports; Is republishing entire newspaper Story Fair Use?</td>
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<td>Social media and Parody: Brownmark Films v. Comedy Partners;</td>
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17. Revenge Porn Plot Leads To Criminal Conviction—New York v. Piznarski


18. Court Won’t Order Google To Lift Manual Block For ‘Thin Content’—ICF v. Google

19. Facebook Complaints About Boss’s Creepy Hands Can’t Salvage Retaliation/Harassment Claims

20. Social Worker’s Facebook Rant Justified Termination — Shepherd v. McGee


22. Ill-Advised Student YouTube Video Leads to Conviction For Misusing Computerized Communication System—In re Kaleb K.

23. Doe v. SexSearch.com
Adult dating site SexSearch.com sued for inadequately screening and deleting content after hosting profile of minor.

User of Yahoo's online dating services sued Yahoo! for using false profiles to entice subscribers.