

# **Social Networking and Privacy**

INF 327E # 27735

Fall 2011

Friday 9:00AM – 12PM; UTA 1.208

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Office Hours: By Appointment

Prerequisites: Upper-Division Standing

TA: TBD

## **Course Overview:**

This upper-division undergraduate course examines the privacy implications of the use of social networking services from multiple perspectives: technical, cultural, political, and legal. Students will gain a deeper understanding of the history, technical infrastructure and current challenges related to the use of social networking for personal and business purposes through a combination of lectures, discussions of the literature, and examination of current events.

## **Course Objectives:**

Over the course of the semester, students will become familiar with theories of privacy and identity as these theories relate to social networking. Students will also become familiar with the history, technical underpinnings, and the policies and laws relevant to social networking.

Social networking is a multi-million dollar business. Students will gain a better understanding of the economic factors that contribute to the success of social networking companies, and the implications of these economic factors for individual privacy by learning to write a social networking marketing plan for small businesses.

Lastly, students will improve their writing skills by following a structured writing exercise over the course of the semester. Students will develop a professional, highly polished writing sample on one of the topics covered in class.

## **Course Participation:**

Students are expected to attend and actively participate in each class (see the grading section for the grade implications of missing a class session). Active participation includes thorough and comprehensive preparation outside of class by completing all assigned readings and thinking about these readings in a critical and creative fashion. Students should ask questions like:

- How do the readings relate to the other topics in the course?
- Does the author or topic make sense given your personal experience with social networking or the topic at hand?

- Do you believe what the author has to say, or have you read an opinion to the contrary?

In addition to the above questions, students should come prepared with one or two questions related to the reading that they would like to discuss in class.

Participation also includes active engagement during class. Your opinions, ideas, and questions are important in creating an interesting and challenging course. This doesn't mean that you should try to dominate the conversation; one or two thoughtful remarks or clarifying questions can be incredibly valuable.

### **Assignments:**

There are two major assignments for this class: an 8 – 10 page paper and a 10 – 15 minute presentation. These assignments will be used to assess the students progress in the course objectives. The essay will be the end result of a semester's worth of work, with small assignments related to the final essay grade due throughout the semester. The details of these assignments will be discussed in class as they are due. The final essay will be due on or before the last class day. The 10 – 15 minute presentation will be based on the essay and will be presented during the last two classes of the semester.

The paper will be graded based on the following assignments:

<b>Assignment</b>	<b>Due Date</b>	<b>Points Possible</b>
Paper Topic or Question	9/2	10
Resource List	9/9	20
Short Outline	10/7	10
6 Page Outline	10/14	10
10 Page Outline	10/28	10
Rough draft	11/4	10
Revised draft	11/11	10
Final Paper	12/2	40

### **Grading:**

This course is primarily a discussion course, not a lecture. Students are expected to demonstrate active engagement with the course materials by sharing questions, comments and leading discussions.

Essay:	60%
Presentation:	20%
Participation:	20%

### **Grading Breakdown:**

A	=	190 - 200 points
A-	=	180 - 190

B+	=	173 - 179
B	=	166 - 172
B-	=	160 - 165
C+	=	153 - 159
C	=	146 - 152
C-	=	140 - 145
D	=	120 - 139 (passing, for students taking the class Credit/No Credit)
F	=	Below 119 points

Assignments will be graded out of 200 possible points. The essay will be worth 120 points, the presentation worth 40 points, and participation in the course worth 40 points.

Attendance will be taken during each session. Students are allowed to miss one class without penalty as long as they notify the instructor before class. Missing an additional class for any reason will cause the student to lose 10 points off of her participation grade for each class missed. Missing more than four classes will result in a failing grade for the class, regardless of the number of points accrued over the semester.

## Schedule

August 26	Introduction to the course Read Boyd & Ellison
September 2	Code 2.0 discussion Read Lessig - Code 2.0 pages 1 – 157 Paper – <b>Have your research question ready for class</b>
September 9	Code 2.0 part 2 Read Code 2.0 pages 157 – 340 Paper – Revised paper question Paper – <b>5 – 8 sources (APA format)</b>
September 16	Overview of SN and Privacy Read Marwick, Diaz, & Palfrey. Read Solove - Nothing to Hide through Part 1. Paper – Read and take notes on sources
September 23	Privacy part 2 Finish Nothing to Hide Paper – Read and take notes on sources
September 30	Concepts of Privacy Read Warren & Brandeis, Cohen, Tavani, Strahelivitz, Ohm Paper – Read and take notes on sources
October 7	Why people use SN Read Ackerman, Cranor & Reagle, Acquisti, Ciocchetti

	Paper – <b>power point, short outline due</b>
October 14	Policies and laws governing social networking Read: Palfrey, Ericson et al. Paper – <b>6 - page outline due</b>
October 21	Technical underpinnings of social networking Kesan & Shah, Jones & Soltren, Olivarez-Giles Paper – work on outline
October 28	Social Networking research and Privacy, Identity Parry, Gross & Acquisti, Boyd, Livingstone Paper – <b>10 - page outline due</b>
November 4	Marketing and Web 2.0 Read VanRysdam Paper – <b>rough draft due</b>
November 11	Current topics in SN Paper – <b>revised draft due</b>
November 18	First group of presentations due
November 25	Thanksgiving – no class
December 2	Second group of presentations due Final paper due Last class day

## Reading

### Required books:

Lessig, L. (2006). *Code: And other laws of cyberspace, version 2.0*. New York, NY: Basic Books. (available in pdf form for free).

Solove, D. J. (2010). *Nothing to Hide*. New Haven, CT: Yale University Press.

VanRysdam, P. (2010). *Marketing in a Web 2.0 World*. Ocala, FL: Atlantic Publishing Group, Inc.

### Articles (available through UT Library):

Acquisti, A. (2004). Privacy in electronic commerce and the economics of immediate gratification. In *EC '04 Proceedings of the 5<sup>th</sup> ACM conference on electronic commerce*. New York, NY: ACM.

Ackerman, M. S., Cranor, L., & Reagle, J. (1999). Privacy in e-commerce: Examining user scenarios and privacy preferences. In *Proceedings of the 1st ACM conference on electronic commerce EC '99* (pp. 1-8). New York: ACM Press. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.38.595>

boyd, d. (2007). Why youth (heart) social networking sites: The role of networked publics in teenage social life. *MacArthur Foundation Series on Digital Learning*

- *Youth, Identity, and Digital Media Volume* (ed. David Buckingham).  
Cambridge, MA: MIT Press.
- boyd, d., & Ellison, N. B. (2008). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13, 210 – 230.
- Ciocchetti, C., (2007). E-commerce and information privacy: Privacy policies as personal information protectors. *American Business Law Journal*, 44 (1). 55 – 126.
- Cohen, J. (2008). Privacy, visibility, transparency and exposure. *University of Chicago Law Review*, (75). 181 – 201.
- Ericson, T., Halverson, C., Kellogg, W., Laff, M., & Wolf, T., (2002). Social translucence: Designing social infrastructures that make collective activity visible. *Communications of the ACM*, 45(4), 40 – 44.
- Gross, R., & Acquisti, A. (2005). Information revelation and privacy in online social networks. In *Proceedings of the 2005 ACM workshop on Privacy in the electronic society* (pp. 71-80). Alexandria, VA: ACM. doi:[10.1145/1102199.1102214](https://doi.org/10.1145/1102199.1102214)
- Jones, H. & Soltren, J. H., (2005). Facebook: Threats to privacy. Student paper retrieved from: <http://groups.csail.mit.edu/mac/classes/6.805/student-papers/fall05-papers/facebook.pdf>
- Kesan, J.P., & Shah, R.C. (2006). Setting Software Defaults. *Notre Dame Law Review*, 82(2), 583-634.
- Livingstone, S. (2008). Taking risky opportunities in youthful content creation: Teenager's use of social networking sites for intimacy, privacy, and self-expression. *New Media & Society*, 10 (3). Pp. 393 – 411.
- Marwick, A., Diaz, D., & Palfrey, J. (2010). Youth, privacy and reputation: Literature review. *The Berkman Center for Internet & Society research publication series*. Available from: <http://cyber.law.harvard.edu/publications>
- Ohm, P., (2005). The Fourth Amendment right to delete. *Harvard Law Review Forum*, 119(10), 10-18.
- Olivarez-Giles, N. (2011). *Researchers show power of Facebook facial-recognition software*. NYTimes blog retrieved from: <http://latimesblogs.latimes.com/technology/2011/08/facebook-photos-facial-recognition-puts-names-to-faces-at-black-hat-conference.html>
- Palfrey, J. (2008). The public and the private at the United States border with cyberspace. *Mississippi Law Journal*, 78, 241-294.

- Parry, M. (2011). *Harvard researcher accused of breaching student privacy*. The Chronicle of Higher Education. Retrieved from: <http://chronicle.com/article/Harvards-Privacy-Meltdown/128166/>
- Strahilevitz, J. (2005). A social networks theory of privacy. *The University of Chicago Law Review*, 72(3). 918 – 988.
- Tavani, H. T. (2007). Philosophical theories of privacy: Implications for an adequate online privacy policy. *Metaphilosophy*, 38(1), 1-22.
- Warren, S. D., & Brandeis, L. D. (1890). Right to privacy. *Harvard Law Review*, 4, 193-220.

## **University Policies**

### **Academic Integrity**

Please abide by the University's policy on academic integrity. All work you submit must be your own. "Scholastic dishonesty includes, but is not limited to, cheating and plagiarism... Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. University policies on scholastic dishonesty will be strictly enforced." From: The University of Texas: General Information, Appendix C.

### **Special Needs**

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. To determine if you qualify, please contact the Dean of Students at 471-6259; 471-4641 TTY. If they certify your needs, we will work with you to make appropriate arrangements.

### **Religious or Holy Day Observance**

"A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence." (<http://www.utexas.edu/student/registrar/catalogs/gi04-05/ch4/ch4g.html>)

### **Email**

"Electronic mail (e-mail), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send e-mail communications to all students, and the University will expect that e-mail communications will be received and read in a timely manner."

(<http://www.utexas.edu/student/registrar/catalogs/gi04-05/app/appn.html>).