ISM 4041
Global Cyber Ethics

This course is part of the University of South Florida's General Education Curriculum. It is certified for Human & Cultural Diversity. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas.

ISM 4041 is certified as a Global Citizens course and may be used to fulfill partial requirements of the Global Citizen Awards upon successful completion of the course (final grade of B or higher).

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Course Description

This course provides students an in-depth look at the social costs and moral problems that have arisen by the expanded and international use of the Internet, and offers up-to-date legal and philosophical perspectives on the global scale for the business community. The course will feature current research, theoretical frameworks, and case studies, that will highlight the ethical and legal practices used in computing technologies, increase the effectiveness of computing students and professionals in applying ethical values and legal statues, and provide insight on ethical and legal discussions of real-world applications.

Course Objectives

This course is designed for undergraduate information systems students, as well as other interested students. Students will be introduced to the widespread development of global cyber ethics issues. Students will learn more about impacting issues, laws, and developments that will help shape their future within the business community through technology as it spans internationally. The content was chosen to facilitate students to grow and develop professionally and morally through readings, class participation, and course activities.

Human & Cultural Diversity (GenEd)

This course satisfies the Human & Cultural Diversity general education requirement. This course will give you an understanding of various ethical perspectives or lens through which you and others view today's changing world. Specifically the challenges associated with technological advances and interconnectedness. Understanding different ethical perspectives will assist with decision making and respecting the differences you will encounter in group and professional contexts. Being aware of the laws, moral dilemmas, and social costs introduced by global technology will prepare you to make informed choices.

Learning Outcomes

Upon completion of this course students should be able to:

- Recognize differences in people's values, beliefs, attitudes and behaviors through exploring personal ethics in the context of computing technologies
- Demonstrate the ability to see issues from the perspectives of other groups/cultures by describing the values and communication styles found in groups different from one's own and the way in which those differences can affect styles of verbal and nonverbal communication
- Define personal values and beliefs using appropriate language and communication methods that consider others' points of view and respect differences
- Discuss global privacy threats posed by computing technologies
- Identify how security issues in cyberspace raise ethical concerns
- Recognize various types of cybercrime and its global impact
- Describe the key differences between intellectual property and tangible property
- Discuss ethical issues in IT organizations
- Discuss the impacts of the global digital divide
- Describe the pros and cons of online communities
- Describe multiple dimensions of global systems by exploring ethical policies and practices of multinational companies.

Course Materials

Required Text:
Ethics in Information Technology by George Reynolds 6th Edition
George Reynolds
ISBN-10: 1-337-40587-6
ISBN-13: 978-1-337-40587-4

Ethical Lens Inventory and Simulations
ISBN-13: 978-0-9827468-3-7 (available online at https://ethicsgame.com/exec/site/login.html
or through the bookstore)

All additional PDFs, readings and other materials will be available via USF's Canvas.

Evaluation Criteria

All grades will be determined using the following criteria:

Activity	Points	%
Case Study Discussion	100 pts	10%
Case Study Peer Evaluation	10 pts each	10%
Ethical Lens Inventory/Professional Ethics Statement	100 pts	15%
Simulation 1	100 pts	15%
Simulation 2	100 pts	15%
Corporate Ethics Assessment	100 pts	15%
Quizzes	10 @ 20 pts	20%

Grading:

A+	4.00	98 -100 %
A	4.00	92 – 97 %
A-	3.67	90 – 91 %
B+	3.33	88 – 89 %
B	3.00	82 – 87 %
B-	2.67	80 – 81 %
C+	2.33	78 – 79 %
C	2.00	72 – 77 %
C-	1.67	70 – 71 %
D+	1.33	68 – 69 %
D	1.00	62 – 67 %
D-	0.67	60 – 61 %
F	0.00	< 60 %

NOTE: Please be familiar with the USF's policies on pass/fail, withdrawal, and academic misconduct.

Evaluation Items

- **Case Study Video Presentation -** Students will be assigned create a video presentation of ONE discuss case available in your text. The cases will serve as a framework/benchmark to help inform and determine a strategy for your thought process and growth in the understanding of cyber ethics. The video post is worth 100 points and counts for 10% of your final grade. You will be expected to prepare a 5-10 minute video presentation on your assigned case. In the video presentation, you must:
    - o Identify yourself and the case name
    - o Give an overview of case details – please paraphrase…no points for just reading the case.
    - o Research the case topic and provide updated and/or supplementary material.
    - o The ethical dilemma(s) in the form of a question(s),
        - State and defend their position on the dilemma.
    - o Discuss the questions following the case
- **Case Study Ethical Dilemma Discussion** – Using a template provided students will be expected to evaluate each case study (except the one they are assigned). Each Peer Evaluation is worth 10 points and counts for 10% of your final grade.

#GEA1: Ethical Lens Inventory and Professional Ethics Statement - Complete the online Ethical Lens Inventory survey and write a Professional Ethics Statement that translates your core values into specific behaviors you will follow in your professional life. The Ethical Lens Inventory™ (ELI) is 36-question instruments that will help you identify your preferred ethical perspective and reflect on how your personal core values influence your decisions. The ELI will also introduce you to The Four Ethical Lenses™, four perspectives for analyzing ethical dilemmas.

This assignment is worth 100 points and counts for 15% of your final grade. Assignment graded for both **content and grammar**. Minimum word count: 500 Words

1) Complete the Ethical Lens Inventory (ELI). Download and attach a copy of your results to this assignment. (see Figure 1: Example ELI results below)

2) Write your Professional Ethics Statement which should be completed after reflection on which values of the Four Ethical Lenses. Reflect on the dilemmas you may be faced with in your

professional life and assess what are the most important values to you in your <u>professional</u> life. Create a professional ethics statement to guide your professional life.

Example statement shells:

[Choose two to four values] serve as the foundation for my work life …. To follow these values I [specific behaviors that show how you live by these values] to live out my core ethical principles.

I choose to live my work life applying [choose two to four values] and I express these values by [specific behaviors that show how you live by these values] to build a strong ethical character.
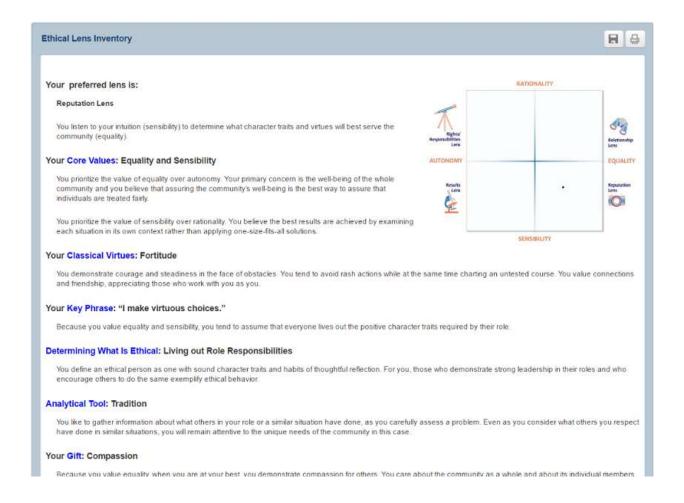
I value [choose two to four values] because [reasons why these values are important to you]. Accordingly, I will [what you can do to live by these values] to build strong, fair relationships within my work environment.

I live each day with [choose two to four values] so that [what living by these values will give you]. I will do this by [specific behaviors you will use to live by these values] to achieve my ethical goals.

IDEAS TO PRIME THE PUMP

- Reflect on which values are the most important to you in your work life.
- Keep the statement simple and clear. Whether you are writing a short statement or a longer reflection, make sure you use words that you understand and have meaning for you.
- Keep your statement positive. Focus on your strengths and your ethical aspirations.
- Your professional statement should touch upon who you are (your character) and the values that have a significant positive impact on your work life.
- Include behaviors and character traits that you consider particularly important or ones you want to develop further.

2) Be creative and come up with your own words so that your statement reflects who you are.

3) Defend your statement. ***<u>AFTER YOU WRITE YOUR PROFESSIONAL ETHICAL STATEMENT:</u>*** Look back at the information about your primary/preferred lens:

   a. Write a short statement of how well the professional ethics statement reflects the core values and areas of growth for that lens.

   b. Include a discussion how you might best deal with your blind spot.

4) Compare and contrast your ethical lens perspective with at least one other lens and how you might respect those differences.

Figure 1: Example Ethical Lens Inventory Result

Ethical Lens Inventory

Your preferred lens is:

Reputation Lens

You listen to your intuition (sensibility) to determine what character traits and virtues will best serve the community (equality).

Your Core Values: Equality and Sensibility

You prioritize the value of equality over autonomy. Your primary concern is the well-being of the whole community and you believe that assuring the community's well-being is the best way to assure that individuals are treated fairly.

You prioritize the value of sensibility over rationality. You believe the best results are achieved by examining each situation in its own context rather than applying one-size-fits-all solutions.

Your Classical Virtues: Fortitude

You demonstrate courage and steadiness in the face of obstacles. You tend to avoid rash actions while at the same time charting an untested course. You value connections and friendship, appreciating those who work with you as you.

Your Key Phrase: "I make virtuous choices."

Because you value equality and sensibility, you tend to assume that everyone lives out the positive character traits required by their role.

Determining What Is Ethical: Living out Role Responsibilities

You define an ethical person as one with sound character traits and habits of thoughtful reflection. For you, those who demonstrate strong leadership in their roles and who encourage others to do the same exemplify ethical behavior.

Analytical Tool: Tradition

You like to gather information about what others in your role or a similar situation have done, as you carefully assess a problem. Even as you consider what others you respect have done in similar situations, you will remain attentive to the unique needs of the community in this case.

Your Gift: Compassion

Because you value equality, when you are at your best, you demonstrate compassion for others. You care about the community as a whole and about its individual members.

- **Global Citizen Assignment - Ethics Simulations (2**) – Students will complete two short and engaging virtual simulations that challenge them to make decisions from multiple ethical perspectives on global cyber ethical dilemmas. Each simulation is an immersive, interactive and iterative learning tool where students practice making decisions. A Hot Topics Simulation™ is comprised of two different dilemmas that allow you to role play resolving an ethical dilemma in a virtual setting. The simulations will teach you how to analyze problems from multiple perspectives and deepen your knowledge of The Four Ethical Lenses. You will also learn how to use the Baird Decision Model™, an easy to understand decision-making model. Each dilemma will take about forty-five minutes to complete and is in the form of multiple choice questions. As you go along, you will receive feedback as to why your answers are correct or incorrect from as specific ethical perspective. At the end of each dilemma you will then be asked to write a short memo to inform your colleagues of your decision and the reasons behind it. Each assignment is worth a total of 100 points and count for 15% of your final grade.
- **# GEA2: Corporate Ethics Assessment -** Using the insights from the lectures, case discussions, personal and professional ethics statements as a foundation; this assignment asks you to reflect on the ethical posture of a multinational corporation. You will research a multinational company and investigate its ethical policies and practices. These polices can normally be found using a Google search.

  This assignment is worth 100 points and counts for 15% of your final grade. The assignment will be graded for both **content and grammar**. Minimum word count: 800

  - Include Personal and Professional Ethics Statements – revise to include instructor feedback.

- Choose a multinational corporation. Linkable list of multinational corporations: http://en.wikipedia.org/wiki/List_of_multinational_corporations.
  - Include a link to the corporate ethics policy page.
  - Write a summary of the most salient information that describes the ethical policy of the corporation.
- Evaluate and describe how the corporate ethical policies, values, and perspectives may differ across different cultural groups, or whether for example the corporate practices and ethic statement addresses cultural and legal issues that may vary across nations or cultural groups.
- Compare how the corporate ethical policies, values, and perspectives differ or are similar to your Professional Ethics Statement.
  - Based on this comparison would you be a good fit to work for this company? Why or why not?
- **Quizzes (10)** – Students will complete 10 quizzes covering material in the chapters and lectures. Each quiz in worth a total of 20 points and counts for 20% of your final grade.

Course Policies

- For questions about the course content or any assignment, please contact me for a face-to-face appointment. You can also contact me via email.
- All work should be completed using professional standards. Assignments will be submitted via Canvas and submitted to Turnitin. Please ensure that you cite any material referenced appropriately. If you have any question, please do not hesitate to ask for clarification or assistance.
- To improve the efficiency and effectiveness in delivering course content, each student will be responsible for all items contained or emails sent via Canvas.
- Late Assignments: There are no make-ups for course deliverables. This course is 100% online. Students are expected to read the corresponding material from the text, view the video lectures and complete the assessments and term project. Assignments are due on the dates indicated on Canvas Late project assignments are subject to a 50% late penalty.

  No Assessment Quizzes submitted after the assigned deadline will be accepted (=you will receive 0 points if you submit your quiz answers after the provided deadline).

• Schedule: (Tentative) 15 Week

Week	Discussion Topic		Reading
W1	Introduction to course – Syllabus Review First day attendance discussion post		
W2	Ch 1: Overview of Ethics / Cyber Ethics Defined https://www.youtube.com/watch?v=bZn0IfOb61U Cases:		Ch 1
	VW Cheats on Emission Testing	Book pg 34	
	Toshiba Accounting Scandal	Book pg 37	
	Ethical and Business Setbacks for Nokia	Handout pg 8	
	Is There a Place for Ethics in IT?	Handout pg 12	
W3	Ch 2: Ethic in IT Cases:		Ch 2
	Bridgestone Versus IBM	Book pg 76	

	SAP Found in Violations of FCPA	Book pg 78	
	Whistle-Blower Claims Accounting Shenanigans at SuccessFactors	Handout pg 17	
	When Certification is Justified	Handout pg 23	
W4	Ch 3: Computer and Internet Crime Cases:		**Ch 3**
	Fairplay Turns to a Managed Security Service Provider	Book pg 125	
	Sony's Response to North Korea's Cyberattack	Book pg 126	
	Defending Against Distributed Denial-of-Service Attacks	Handout pg 29	
	Computer Forensics	Handout pg 35	
W5	Ch 4: Privacy and Cyberspace Data Protection Laws of the World https://www.dlapiperdataprotection.com/index.html#handbook/world-map-section/c1_CV https://www.youtube.com/watch?v=6vNxslcf9AE https://www.youtube.com/watch?v=vHvd6HaPq_s Cases:		**Ch 4**
	Serious Data Breach at OPM	Book pg 175	
	Time to Update the Electronic Communications Privacy Act	Book pg 177	
	"Extraterritorial Jurisdiction" Puts Citizen Data at Risk	Handout pg 38	
	Facebook Troubles with User Privacy	Handout pg 42	
	Google Collects Unprotected Wireless Network Information	Handout pg 48	
W6	Ch 5: Freedom of Expression Cases:		
	Techdirt Sued for Defamation	Book pg 214	
	China's Great Firewall	Book pg 215	
	Lawsuits Aimed at Yelp and Its Reviewers	Handout pg 54	
	WikiLeaks Continues to Post Classified Materials	Handout pg 56	
	Facebook, Freedom of Speech, Defamation, and Cyberbullying	Handout pg 61	**Ch 5**
W7	Regulating Commerce & Network Neutrality https://www.youtube.com/watch?v=wtt2aSV8wdw https://www.youtube.com/watch?v=p90McT24Z6w https://www.youtube.com/watch?v=8bUuvfDmsAs		
W8	Ethical Lens Inventory/Professional Ethics Statement		
W9	Ch 6: Intellectual Property (global perspective) Cases:		
	Target Hires Key Executives Away from Amazon	Book pg 255	
	Intellectual Property Fight over Virtual Reality Headset	Book pg 257	
	Alice Case Raises Concerns for the Future of IT Software Patents	Handout pg 68	
	Rockstar Consortium- Beware the Patent Troll	Handout pg 71	
	Google Book Search Library Project	Handout pg 74	**Ch 6**
W10	Ch 7: Ethical Issues in Software Development Cases:		
	F-35 Plagued with Software Issues	Book pg 293	
	How Safe are Self-Driving Cars?	Book pg 295	
	Apple Guidelines for App Approval	Handout pg 82	
	Software Errors Lead to Death	Handout pg 85	**Ch 7**

W11	Ch 8: The Impact of Information Technology on Productivity and Quality of Life/Global Digital Divide https://www.youtube.com/watch?v=kaxCRnZ_CLg Cases:		Ch 8
	IBM Watson - Not Yet Ready for Primetime	Book pg 323	
	Sophia Genetics Moves Precision Medicine Ahead	Book pg 324	
	Is the Tide Turning on Telework?	Handout pg 92	
	Kaiser Permanente Implements Electronic Health Record (EHR) System	Handout pg 95	
	Decision Support for Healthcare Diagnosis	Handout pg 99	
W12	Simulations: The Case of the Misbegotten Memo and The Case of the Lamentable Launch		
W13	Ch 9: Social Networking Cases:		Ch 9
	CDA Protects Social Media Companies	Book pg 351	
	Google Losing Revenue in Dispute over Placement of Ads	Book pg 353	
	Procter & Gamble Turns to Social Networking	Handout pg 104	
	Social Networks for Chronic Health Condition Sufferers	Handout pg 107	
	Facebook Raises Privacy Issues	Handout pg 109	
W14	Ch 10: Global Outsourcing Cases:		Ch 10
	Disney Workers Replaced with H-1B Visa Workers	Book pg 390	
	E-Waste - An Important Global Environmental and Health Issue	Book pg 392	
	E-Verify	Handout pg 117	
	Problems with Suppliers	Handout pg 121	
W15	Corporate Ethics Assessment		

Standard Policies

Information regarding these policies are standard items, many of which can be included as a hyperlink (**http://usf.edu/undergrad/standard-policies.aspx**) if so desired. Some are only necessary if applicable.

1. Final Examinations Policy
   All final examinations are to be scheduled in accordance with the University's final examination policy.

   o **http://www.ugs.usf.edu/policy/FinalExams.pdf**
2. General Attendance Policy
   http://www.ugs.usf.edu/policy/GeneralAttendance.pdf
3. Early Notification Requirement for Observed Religious Days
   Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, at the beginning of the term.
   http://www.ugs.usf.edu/policy/ReligiousDays.pdf
4. Academic Integrity of Students
   http://www.ugs.usf.edu/policy/AcademicIntegrityOfStudents.pdf
5. Disruption of the Academic Process
   http://www.ugs.usf.edu/policy/DisruptionOfAcademicProcess.pdf
6. Gender-Based Crimes
   USF has a commitment to the safety and well-being of our students. Please be aware that educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence that come to their attention. I am required to report such incidents in order for the Office of Student Rights and Responsibilities or the Office of Diversity, Inclusion, and Equal Opportunity can investigate the incident or situation as a possible violation of the USF Sexual Misconduct/Sexual Harassment Policy and provide assistance to the student making the disclosure. If you disclose in class or to me personally, I must report the disclosure and will assist you in accessing available resources.

The Center for Victim Advocacy and Violence Prevention, the Counseling Center and Student Health Services are confidential resources where you can talk about such situations and receive assistance without the incident being reported.

- o *Center for Victim Advocacy and Violence Prevention:*
    - ▪ *(813) 974-5757*
    - ▪ ***http://sa.usf.edu/advocacy***
- o *Counseling Center*
    - ▪ *(813) 974-2831*
    - ▪ ***http://usf.edu/student-affairs/counseling-center***
- o *Student Health Services*
    - ▪ *(813) 974-2331*
    - ▪ ***http://usf.edu/student-affairs/student-health-services***

7. Student Academic Grievance Procedures
http://www.ugs.usf.edu/policy/StudentAcademicGrievanceProcedures.pdf

8. Students with Disabilities
Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request.
- o See student responsibilities: **http://www.usf.edu/student-affairs/student-disabilities-services/**
- o See instructor responsibilities: **Student with Disabilities Services Faculty/Staff Handbook**

9. Turnitin Privacy Policy
In order to comply with privacy laws, students are not required to include personal identifying information, such as name, in the body of the document. Turnitin provides an originality report letting the instructor know how much of the assignment is original. Please follow your instructor's instructions carefully regarding what identifying information to include.
- o **How do I submit a Turnitin Assignment?**

10. University Emergency Policy
In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.