I. **Catalog Description and Credit Hours of Course:** Provides a foundation in law as it relates to business, ethical, political, and international issues focusing on technology and e-commerce (3).

II. **Interdisciplinary Nature of the Course:** Cyberlaw integrates the subject matter derived from Social Systems, Political Systems, Behavioral Systems, and Economic Systems. Students will synthesize knowledge gained from the disciplines of law, business, criminal justice, political science, finance, economics, and information systems to achieve a multidisciplinary approach to the legal issues surrounding e-commerce. For example, from a Social and Political Systems perspective, the Internet can be thought of as a free market for ideas; from a Behavioral Systems perspective, Internet “addictions” are relevant to the study of psychological profiles of Internet users; and from an Economic Systems perspective, the Internet can be thought of as a medium where business transactions take place. This course provides students with the opportunity to apply each of these perspectives to the technological environment in which they live and work, and to evaluate the legal implications that are inherent in each.

For instance, applying economic and business principles to the Internet pornography industry, one could argue that market efficiencies should apply to regulate the industry. On the other hand, advocates of social or behavioral theories may view the industry as an ethical or values-based issue. Still others in the political arena may believe that legislative action is required to regulate the Internet pornography industry. Unique legal implications arise from all of these perspectives. This Cyberlaw course is designed to prepare 21st century decision-makers with the legal competency to function efficiently and effectively in the global world of technology and e-commerce.

The course begins with an overview of technology and cyberlaw. Students will study the history and globalization of the Internet and World Wide Web. Regulations and legal jurisdiction issues in cyberspace are explored. Intellectual property, involving trademarks, copyrights and patents, is examined with respect to legal rights, infringement, and remedies. Three specific areas of business and finance in Cyberspace are examined: online contracting, taxation, and securities offerings. Social issues in cyberspace are investigated, including privacy, obscenity, defamation, Internet information security, and computer crime. Finally, international issues in cyberspace such as choice of law and jurisdiction are studied.

III. **Prerequisites:** A minimum of 60 hours and a "C" or better in any one of the following courses: BL255, PS103, PS104 or CJ220.

IV. **Purposes or Objectives of the Course:**
   A. To integrate previous knowledge into a broad understanding for students of how the law relates to cyberspace in domestic and global markets (University Studies Objectives 2, 4, 5, 6 and 7).
   B. To familiarize students with the political, criminal and social aspects of cyberlaw (University Studies Objectives 2, 4, 6, 7 and 9).
   C. To assist students in developing critical thinking skills and refining research, writing and oral presentation skills (University Studies Objectives, 1, 2, 3).

V. **Expectations of Students:**
   A. To carefully prepare assignments on a timely basis, including readings, written assignments, research and oral presentations.
   B. To attend class regularly and punctually.
   C. To participate actively in all class discussions.
   D. To make satisfactory scores on all periodic exams/quizzes.
   E. To demonstrate a proficiency in using information technology and to demonstrate basic legal research skills using LEXIS-NEXIS, the Internet, and other computer technology.
   F. To demonstrate the ability to analyze legal materials within the context of cyberlaw.
   G. To demonstrate written and oral communication skills.

VI. **Course Outline:**

**Course Outline:**

<table>
<thead>
<tr>
<th>Suggested Time in 50-minute periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction (Univ. Studies Objectives: 1, 2, 3, 4, 6, 7, 9)</td>
</tr>
<tr>
<td>Critical Thinking &amp; Legal Reasoning</td>
</tr>
</tbody>
</table>
The American Court System & Cyberlaw Jurisdiction
Technology and Cyberlaw Regulations

Cyberlaw & Intellectual Property 10 hours
(Uinv. Studies Objectives: 1, 2, 3, 4, 5, 6, 9)

Trademarks/Patents
Copyrights

Cyberlaw & Business/Finance 10 hours
(Uinv. Studies Objectives: 1, 2, 3, 4, 5, 6, 7, 9)

On-line Commerce
On-line Contracting
On-line Securities

Cyberlaw & Social Concerns 12 hours
(Uinv. Studies Objectives: 1, 2, 3, 4, 5, 6, 7, 9)

Privacy
Obscenity
Defamation
Computer Crime
Constitutional Issues

Cyberlaw and Global Concerns 5 hours
(Uinv. Studies Objectives: 1, 2, 3, 4, 5, 6, 7, 9)

Total: 45 hours

VII:  Text:

VIII. Basis for Student Evaluation:
A. Content Mastery: Quality of performance on periodic examination of assigned materials and class discussion.
   Midterm – 20%
   Final – 20%
B. Writing Skills: Quality of performance on writing and computer assignments.
   Assigned Case Problems (end of chapter questions in text) – 15%
   On-line computer exercises – 15%
   Legal case analysis/written answers to questions/essays – 15%
C. Oral Skills: Quality of class participation and oral presentation.
   Class discussion/presentation – 15%

IX. Justification for Inclusion in the University Studies Program:

Objective 1: Demonstrate the ability to locate and gather information.

Emphasis: Significant.

Content: Students will be instructed on Internet legal research techniques and how to access legal cases and research materials using Internet technologies, LEXIS-NEXIS, and other databases. Materials accessed will include, but will not be limited to, legal cases, state and federal statutory law, law reviews and journal articles, and business periodicals. Library research may also be required to obtain materials not available on-line.

Teaching Strategies: Students will have hands-on computer lab instruction on how to do legal research on-line, including locating materials using the Internet and LEXIS-NEXIS.

Student Assignments: Students will be required to obtain legal cases referenced in the text to answer the questions presented by the text author in the “Case Problems” section of the text presented at the end of each assigned chapter. Answers to the Case Problems will be submitted in writing along with a copy of the legal materials obtained to support the answer. Students will be expected to discuss their answers in class.
   Students will also be expected to locate information on the internet or in websites pertaining to the topics discussed in class.
**Evaluation:** The student will be evaluated on the integration, completeness and accuracy of information gathered and presented in written answers to the Case Problems, in oral discussions of Case Problems, and examination of Case Problem materials.

**Objective 2:** Demonstrate capabilities for critical thinking, reasoning, and analyzing.

**Emphasis:** Significant.

**Content:** Critical thinking and legal reasoning skills are essential to the student’s understanding of the law and how it relates to technological, business, social and international environments. This course emphasizes a method of legal case analysis that involves articulating the legal issues, identifying the applicable rule of law, understanding the court’s analysis or legal rationale, and identifying the court’s conclusion in legal cases. Ethical norms, analogies, and ambiguous language in the law are inserted into this method to assist the student in developing critical thinking skills to analyze and synthesize legal materials obtained on-line.

**Teaching Strategies:** Assigned readings, classroom discussions and lecture materials will center on promoting and developing legal critical thinking skills. Students will work in groups and individually to apply the above described method of case analysis to legal cases relating to intellectual property and contract disputes, cybercrime, privacy rights and first amendment rights in cyberspace.

**Student Assignments:** Classroom on-line exercises, lecture, presentations, discussions and written assignments will be designed to foster student skills in critical thinking, legal reasoning and case analysis. Specifically, students will be assigned a specific legal case to obtain from LEXIS-NEXIS, another database, or the Internet. Students will work in groups to analyze each case using the method of legal case analysis demonstrated in class. Each group will present their findings by writing their analysis on the board and leading the class discussion of the case.

**Evaluation:** Class discussions of assigned readings, computer exercises, written assignments, class presentations, and examinations will be evaluated to assess the student’s critical thinking skills in an interdisciplinary context.

**Objective 3:** Demonstrate effective communication skills.

**Emphasis:** Significant

**Content:** Chatrooms, listservs, email and other technological methods of communication have enhanced a person's ability to communicate with others around the world. Information technology and communication through cyberspace will be explored to determine vulnerabilities and efficiencies connected with on-line communications and the legal implications therein. It is emphasized that clear and accurate communication is an integral part of understanding global markets, contract negotiations on-line, first amendment rights and e-commerce. Symbolic communication is explored through the study of copyright and trademarks. Oral and written requirements in class are designed to enhance the student's ability to communicate effectively.

**Teaching Strategies:** Students will have the opportunity to practice communication skills in class by performing on-line exercises and through classroom discussions. The instructor will demonstrate an exercise on-line and then ask students to perform similar exercises. Class discussions will center on shared experiences through these exercises. Written and oral assignments will revolve around the student's evaluation of learned legal concepts as applied in the "real world" of cyberspace.

**Student Assignments:** On-line assignments will require the student to communicate in cyberspace and to evaluate how the law applies to various on-line experiences. Examples: by accessing the FTC website (www.ftc.gov), students will learn about on-line marketing tools such as spamming and how the Federal Trade Commission (FTC) regulates advertising on-line. By accessing www.nara.gov, students will learn about how cryptography, encryption and decryption, has been used as a tool for information security on-line. Students will have the opportunity to decode a message. Students will share their experiences in class through oral discussions and presentation of on-line materials obtained.

**Evaluation:** Students are evaluated on their ability to access and evaluate on-line information and to demonstrate an understanding of how legal concepts apply to information communicated on-line. Graded on-line assignments, written examinations, oral presentations and class discussions will form the basis for evaluation.

**Objective 4:** Demonstrate an understanding of human experiences and the ability to relate them to the present.
Emphasis: Significant

Content: For a thorough understanding of technology and cyberlaw, it is necessary for students to first understand the historical underpinnings of the Internet, the World Wide Web and government regulations that apply to cyberspace. Readings and class discussion will lay the foundation for an understanding of American state and federal legal systems as well as international organizations and regulations that affect international trade via e-commerce. E-commerce, spam, hacking, pornography, censorship, and privacy on-line are but a few of the past and present human experience topics that will be examined in class.

Teaching Strategies: The primary teaching strategy is a combination of hands-on computer activities, reading assignments and class discussions. A video library containing clips from CNN and Court TV will serve as a starting point for classroom discussions.

Student Assignments: Reading assignments from the textbook and on-line materials are the primary sources of information for students to gain an understanding of past human experiences and how those experiences relate to the present world of cyberspace. Students will be given reading assignments from the textbook and will be expected to share their knowledge of the material through class discussion. Students will be required to answer questions and solve problems that are relevant to the reading assignment. Students will be expected to retrieve legislative materials and treaties on-line and to read and understand the application of specific legislation and treaties to the assigned textbook readings (e.g. Digital Millennium Copyright Act).

Student Evaluation: Examinations, written assignments and computer exercises will be the primary means of evaluating students’ understanding of historical legal concepts as applied to modern technology. Students will be evaluated on their ability to analyze and synthesize technical, legal and business information as discussed in objective 2.

Objective 5: Demonstrate an understanding of various cultures and their interrelationships.

Emphasis: Considerable

Content: The very nature of communications on-line, and specifically e-commerce, is international in scope. A course unit is devoted to the study of international organizations that have adopted policies and programs designed to regulate information technology. International criminal and civil jurisdiction is discussed in the context of enforcing international law and adjudicating international disputes over such issues as intellectual property, contracts and e-commerce. Schemes for regulating on-line financial transactions are also examined, including proposals for taxing international e-commerce.

Teaching Strategies: The lecture/discussion approach is the principal teaching strategy that will be employed to achieve this objective. Students are encouraged to gain an appreciation of the vastness of cyberspace and the impact various cultures have on its function and governance. Discussions will concentrate on promoting a harmonious relationship with members of the international community to encourage cooperative regulations affecting international e-commerce. The concept of Cyberethics is introduced which provides an opportunity for students to apply critical thinking and reasoning skills as described in objective 2.

Student Assignments: Beginning with a list of websites provided by the instructor, the student is asked to conduct a more extensive search on-line to obtain information about international organizations concerned with e-commerce. Students may elect to report to the class on either an IGO (a public or intergovernmental organization) or an NGO (private or nongovernmental organization), as described in the United Nations Charter, describing how it governs electronic commerce. Students will read, analyze and discuss legal cases addressing some of the global issues pertaining to the Internet.

Objective 6: Demonstrate the ability to integrate the breadth and diversity of knowledge and experience.

Emphasis: Significant

Content: The content of this course is necessarily viewed from a dynamic perspective. As technology changes, so do laws and regulations governing it. Course materials are designed to impart a sense of the interdisciplinary nature of how technology creates unique legal problems for individuals, governments, courts and businesses. This course draws on the student's knowledge of business disciplines such as finance, securities, tax, economics, marketing, and management and builds on that knowledge in the context of computer technology and criminal and civil law.
Teaching Strategies: The interdisciplinary nature of the course lends itself to the opportunity for team teaching. Class presentations by instructors from various disciplines are designed to emphasize the strengths and weaknesses of each discipline's contribution to the study of cyberlaw. Teaching strategies also include debate models where case problems and fact patterns that raise relevant issues are debated by the “team taught” members of the faculty, who have different expertise to contribute to the topic.

Student Assignments: Students will be expected to demonstrate the ability to integrate the breadth and diversity of knowledge concerning cyberlaw in their computer applications exercises, written assignments, class discussions and oral presentations. Students utilize the fundamental knowledge gained from the course content and models observed in teaching strategies as they complete these assignments. Students will be asked to debate a topic from a point of view other than their own. Students will also be asked to write essays on a specific legal topic from the point of view of the “judge,” “jury,” “policy-maker,” or “decision-maker.” Students will be required to write several critical analyses expressing their “reaction” or “decision” relating to designated legal issues.

Student Evaluation: Students are evaluated on their ability to integrate the breadth and diversity of knowledge and experience by their application of legal case analysis methods discussed in class and by applying critical thinking skills as discussed in objective 2. This approach is exhibited in written assignments and examinations.

Objective 7: Demonstrate the ability to make informed, intelligent value decisions.

Emphasis: Considerable

Content: The authors of the proposed textbook for this course are driven by a common theme: to equip students with a legal competency suitable for decision-makers to function in a technological environment in the 21st century. Cyberethics, that is, ethical considerations unique to doing business in cyberspace, adds an insightful dimension to the student's ability to make informed, intelligent value decisions.

Teaching Strategies: Practical applications of legal theories found in legal case analysis are discussed in class and observed by students online. By class demonstration and practice exercises, students learn to extract legal precedent from court cases and to evaluate the court's decision in light of the student's own views on how the case should be decided. Through class discussions of Cyberethics and reading materials, students debate ethical and legal considerations for online users.

Student Assignments: Students are asked to maintain and periodically share in class a decision-maker's checklist that contains practical suggestions for the business managers working in cyberspace to avoid their company's exposure to liability.

Objective 8: Demonstrate the ability to make informed, sensitive aesthetic responses.

Emphasis: None

Content: No particular section of the course speaks directly to this objective.

Objective 9: Demonstrate the ability to function responsibly in one's natural, social, and political environment.

Emphasis: Significant

Content: This course is designed to raise the student's awareness of the global environment in which we live where rapid changes in technology challenge a decision-maker's ability to function in traditional ways relative to one's natural, social, and political environments. In the United States, government regulation of the Internet begins in the political environment where legislative action takes place. Students study statutes and regulatory responses to changes in technology via the Internet. Judicial decisions impact the natural and social environments where First Amendment rights are balanced against attempts to curtail intrusion upon rights of privacy in cyberspace, online publication of obscenity and pornography, defamation, and new classifications of crime such as cyberstalking.

Teaching Strategies: Lectures, class discussions and active learning exercises are utilized to achieve this objective. By bringing current events into the classroom via the Internet, students are challenged to apply legal theory to actual social, political and business situations. This objective requires integration of all course objectives. An understanding of the
interrelationship between technology and law in a business context should provide the necessary foundation for managers to function responsibly in their natural, social, and political environments.

**Student Assignments:** Text book reading assignments and on-line exercises will be assigned and viewed holistically to accomplish this objective. Students will be expected to discuss the assigned reading material in class. Case Problems will be assigned from the text and the answers to them will be discussed in class.

**Student Evaluation:** All assignments are evaluated on the basis of how well students incorporate critical thinking, ethical considerations, and legal analysis into the technological framework of cyberspace. All students are expected to demonstrate an understanding of the Internet and its functions and the legal implications associated with it. Students will be given regularly scheduled examinations over the course content. Online research assignments, oral and written assignments and class discussion will serve as a basis for student content mastery.

X. **Background:** Because of its interdisciplinary nature, this course is designed to be team-taught. Collectively, instructors should have expertise in Internet/computer technology and knowledge in the following areas: law and legal systems, jurisdiction, criminal law, intellectual property law, constitutional law, and torts; business, finance, tax and securities markets; governmental regulation and legislation.

XI. **Class Size:** The optimal class size is 16-20 students. Class size may be dictated by the availability of computer labs and the number of computers available. Maximum size is 25.