



Internet Ethics – Spring 2023

Course and Instructor Information

Course Title: Internet Ethics

Credits: 3

Meeting Time: Tuesdays and Thursdays (?) (time TBD)

Format: In-person

Class Size: 20-30 students

Meeting Location: TBD

Prerequisites: None

Professor: Cody Turner, Ph.D.

Email: cturne22@nd.edu

Office Location: 412 Flanner Hall

Office Hours: TBD (will include both in-person and virtual office hours)

Course Description

This course explores ethical issues posed by the internet and online communication systems. The primary aim of the course is to identify ethical issues related to the internet and reason through different engineering, design, and policy solutions. Students will be introduced to standard normative ethical theories to provide them with a solid theoretical grounding that they can use to better understand and make sense of the applied ethical topics that will be the focus of the course. Topics covered include (but are not limited to) internet censorship, surveillance capitalism, echo chambers, fake news, online shaming, online anonymity, the digital divide, the right to be forgotten, the ethics of hacking, the metaverse, and intellectual property rights in the digital age. By the end of the course, students should be able to analyze and evaluate philosophical arguments well as write formal philosophical essays.

Course Learning Objectives:

- Identify applied ethical issues posed by the internet and online communication systems and be able to
- Examine applied ethical issues posed by the internet through the framework of different normative ethical theories
- Develop the ability to analyze and evaluate philosophical arguments and critically examine philosophical texts
- Develop the ability to write formal philosophical essays with clarity and precision

Required Material:

There is one required textbook for this course: Veliz, Carissa (ed.) (2022). *Oxford Handbook of Digital Ethics*. Oxford University Press.

All other required and optional readings for the class will be posted online through Canvas in the form of PDF files. I plan to have the majority of readings for the course posted online prior to the start of the semester.

Course Schedule

Week 1: Introduction to Philosophy and Internet Ethics

- 1/17: Introduction to Philosophy and Philosophical Argumentation
 - *Required Readings:* ‘The Value of Philosophy’ (Bertrand Russell), Guidelines on Reading Philosophy’ (Jim Pryor)
- 1/19: Introduction to Internet Ethics
 - *Required Reading:* ‘History of Digital Ethics’ (Vincent Muller)

Week 2: Meta-Ethics and Normative Ethics (Consequentialism)

- 1/24: Meta-Ethics
 - *Required Readings:* ‘The Euthyphro’ (Plato), ‘The Wager’ (Blaise Pascal)
 - *Optional Readings:* ‘Does Ethical Objectivity Require God?’ (Russ Shafer-Landau), ‘The Problem of Evil and Some Varieties of Atheism’ (William Rowe), ‘Is There a Hell? Universalism, Hell, and the Fate of the Ignorant’ (Stephen Davis), ‘Of Miracles’ (David Hume), ‘The Challenge of Cultural Relativism’ (James Rachels)
- 1/26: Consequentialism
 - *Required Reading:* ‘The Debate Over Utilitarianism’ (James Rachels, Chapter 8 of *The Elements of Moral Philosophy*, pp. 110-124))
 - *Optional Readings:* *An Introduction to the Principles of Morals and Legislation* (selected sections, (Jeremy Bentham) ‘Alienation, Consequentialism, and the Demands of Morality’ (Peter Railton)

Week 3: Normative Ethics (Deontology, Virtue Ethics, and Rights-Based Approaches)

- 1/31: Deontology and the Distinction Between Rights-Based Versus Duty-Based Approaches to Morality
 - *Required Readings:* *Groundwork on the Metaphysics of Morals* (selected sections, Immanuel Kant), ‘War and Massacre’ (Thomas Nagel)

- *Optional Readings:* ‘Rights-Based Ethics: A Critique and Replacement’ (Kai Nielsen), ‘The Right to Lie: Kant on Dealing with Evil’ (Christine Korsgaard), ‘Unifying the Categorical Imperative’ (Marcus Arvan)
- 2/2: Virtue Ethics
 - *Required Readings:* *Nichomachean Ethics* (Aristotle, books I-II), ‘Moral Philosophy Meets Social Psychology: Virtue Ethics and the Fundamental Attribution Error’ (Gilbert Harman)
 - *Optional Readings:* ‘Identifying and Defending the Hard Core of Virtue Ethics’ (Mark Alfano), ‘Confucianism, Buddhism, and Virtue Ethics’ (Bradford Cokelet)

Week 4: Internet Censorship, the Moral Responsibilities of Online Service Providers, and the Dark Web

- 2/7: Internet Censorship
 - *Required Reading:* ‘Some Information is too Dangerous to Be on the Internet’ (Vincent Muller)
 - *Optional Readings:* ‘The Debate on the Moral Responsibilities of Online Service Providers’ (Mariasaria Taddeo & Luciano Floridi), ‘Two Types of Self-Censorship: Public and Private’ (Philip Cook and Conrad Heilmann)
- 2/9: The Dark Web
 - *Required Reading:* ‘A Digital Ethnography of the Dark Web Social Network’ (Robert Gehl)
 - *Optional Readings:* ‘A Public Policy Perspective of the Dark Web’ (Michael Chertoff)

Week 5: Digital Privacy (Ethics of Data Acquisition)

- 2/14: Data, Privacy, and the Individual
 - *Reading:* ‘Data, Privacy, and the Individual’ (Carissa Veliz)
- 2/16: Restoring Consent in Privacy Self-Management
 - *Reading:* ‘Privacy exchanges: restoring consent in privacy self-management’ (Mario Pascalev), ‘Privacy, autonomy, and personalized targeting’ (Karina Vold and Jess Whittlestone)

Week 6: Surveillance Capitalism and the Attention Economy (Ethics of Data Deployment)

- 2/21: Surveillance Capitalism and the Ethics of Adblocking

- *Required Reading:* *The Age of Surveillance Capitalism* (Shoshana Zuboff, selected passages)
- *Optional Readings:* ‘(When) Is Adblocking Wrong?’ (Thomas Douglas), ‘A Defense of Ad Blocking and Consumer Inattention’ (Alexander Zambrano and Caleb Pickard)
- 2/23: The Online Attention Economy and Internet Addiction
 - *Require Reading:* ‘Ethics of the Attention Economy: The Problem of Social Media Addiction’ (Vikram Bhargava and Manuel Velasquez)
 - *Optional Readings:* ‘Is the Attention Economy Noxious?’ (Clinton Castro and Adam K. Pham)

Week 7: The Ethics of Social Media

- 2/28: Filter Bubbles and the Gamification of Social Media
 - *Required Reading:* ‘How Twitter Gamifies Communication’ (C. Thi Nguyen)
 - *Optional Readings:* ‘Echo Chambers and Epistemic Bubbles’ (C. Thi Nguyen), ‘Retweeting: Its Linguistic and Epistemic Value’ (Neri Marsili)
- 3/2: The Ethics of Quitting Social Media
 - *Required Reading:* ‘The Ethics of Quitting Social Media’ (Robert Mark Simpson)

Week 8: Fake News and Virtue Epistemology

- 3/7: Fake News and Deepfakes
 - *Required Reading:* ‘Fake News and Partisan Epistemology’ (Regina Rini)
 - *Optional Readings:* ‘Fake News: Rebuilding the Epistemic Landscape’ (Neil Levy), ‘Fake News and Epistemic Vice: Combating a Uniquely Noxious Market’ (Megan Fritts and Frank Cabrera), ‘Deepfakes and the Epistemic Backdrop’ (Regina Rini), ‘Deepfakes, Deep Harms’ (Regina Rini & Leah Cohen)
- 3/9: Online Intellectual Virtue
 - *Required Reading:* ‘A Virtue Epistemology of the Internet: Search Engines, Intellectual Virtues, and Education’ (Richard Heersmink)
 - *Optional Readings:* ‘Virtues for Agents in Directed Social Networks’ (Mark Alfano), ‘A Normative Framework for Sharing Information Online’ (Emily Sullivan and Mark Alfano)

Week 9: Online Shaming and the Ethics of Public Disapproval

- 3/21: The Ethics of Online Shaming (Part 1)
 - *Required Reading:* ‘Online Shaming and the Ethics of Public Disapproval’ (James Fritz)
 - *Optional Readings:* ‘The Moral Risks of Online Shaming’ (Krista K. Thomason)
- 3/23: the Ethics of Online Shaming (Part 2)
 - *Required Reading:* ‘Moral Outrage Porn’ (C. Thi Nguyen and Bekka Williams)
 - *Optional Readings:* ‘Online Public Shaming: Virtues and Vices’ (Paul Billingham and Tom Parr)

Week 10: The Ethics of Online Anonymity and Pseudonymity

- 3/28: The Ethics of Online Anonymity
 - *Required Reading:* ‘Trustworthiness and Truth: The Epistemic Pitfalls of Internet Accountability’ (Karen Frost-Arnold)
- 3/30: The Ethics of Online Pseudonymity
 - *Required Reading:* ‘Online Masquerade: Redesigning the Internet for Free Speech Through the Use of Pseudonyms’ (Carissa Veliz)

Week 11: The Digital Divide, the Right to Free Internet Access, and The Right to Be Forgotten

- 4/4: The Right to Free Internet Access
 - *Required Reading:* ‘The Human Right to Free Internet Access’ (Merten Reglitz)
 - *Optional Readings:* ‘Digital Divide Research, Achievements, Shortcomings’ (Jan van Dijk)
- 4/6: The Right to be Forgotten
 - *Required Reading:* ‘The Right to Be Forgotten: A Philosophical View’ (Luciano Floridi)
 - *Optional Readings:* ‘Balancing the Right to Be Forgotten and Freedom of Expression in a Technological Architecture’ (Ludo Gorzeman and Paulan Korenhof)

Week 12: The Ethics of Hacking, Cyberwarfare, and Cybersecurity

- 4/11: The Ethics of Hacking and Cyberwarfare

- *Required Reading:* ‘The Ethics of Cyberwarfare’ (Randall R. Dipert)
- *Optional Readings:* ‘Is it OK to be an Anonymous?’ (Philip Serracino-Inglott), ‘The Ethics of Hacking: Should it be Taught?’ (Nicole Radziwill et al.), ‘Cyber Attacks and Terrorism: A Twenty-First Century Conundrum’ (Marwan Albahar)
- 4/13: The Ethics of Cybersecurity
 - *Required Reading:* ‘Ethical Approaches to Cybersecurity’ (Kevin Macnish and Jeroen van der Ham)
 - *Optional Reading:* ‘Cyber Security and Individual Rights: Striking the Right Balance’ (Marianosaria Taddeo)

Week 13: Intellectual Property Rights in the Digital Age

- 4/18: Intellectual Property in the Digital Age (Part 1)
 - *Required Reading:* ‘How the Digital Turn Upsets Intellectual Property’ (Constantin Vica and Emanuel-Mihail Socacio)
 - *Optional Readings:* ‘Intellectual Property and the Internet: the Share of Sharing’ (Ejan Mackaay) ‘Questions of Intellectual Property in the Artificial Intelligence Realm’ (Gonenc Gurkaynak et al.), ‘Locke, Intellectual Property Rights, and the Information Commons’ (Herman T. Tavani)
- 4/20: Intellectual Property in the Digital Age (Part 2)
 - *Required Reading:* ‘Ethical Dilemmas in 3D Printing from a US Perspective’ (Erica Neely)
 - *Optional Readings:* ‘Enforcing Intellectual Property on the Blockchain’ (Martin Zeilinger)

Week 14: Future of the Internet: The Metaverse and The Real-World Web

- 4/25: Virtual Reality and the Metaverse
 - *Required Reading:* ‘The Ethics of Virtual Sexual Assault’ (John Danaher)
 - *Optional Readings:* ‘Virtual Reality and Technologically Mediated Love’ (Emma Gordon)
- 4/27: Augmented Reality and the Real-World Web
 - *Required Reading:* ‘Augmented Reality, Augmented Epistemology, and the Real-World Web’ (Cody Turner)

- *Optional Readings:* ‘Augmented Reality, Augmented Ethics: Who has the Right to Augment a Particular Physical Space?’ (Erica Neely), *Reality +: Virtual Worlds and the Problems of Philosophy* (sections, David Chalmers)

Course Requirements and Grading

Summary of Course Grading:

Course Components	Weight
Final Exam	30%
Participation	15%
Paper #1	20%
Paper #2	25%
Reading Quizzes	10%

Grades in the C+ to B- range represent performance that *meets expectations*; Grades in the B+ to A- range represent performance that is significantly *better than the expectations*; Grades in the A range represent work that is *excellent*. You may contact me for information about your current grade or your expected grade in the course.

Final Exam (30%)

The final exam will be administered in-person on our scheduled exam date and will feature a combination of multiple-choice and short answer questions. The exam will be *cumulative* and *closed notebook*. However, the exam will include more material from the second half of the class than the first half and I will distribute a detailed study guide near the end of the semester specifying which content is fair game for the exam.

Participation and Discussion Boards (15%)

Students are expected to attend class in-person each week. No more than two unexcused absences will be permitted during the semester. To receive an A grade for participation, students must also be actively engaged with the course content and contribute to course discussions and learning activities by (1) vocally participating in class discussion and learning activities during our in-person meetings, and (2) contributing at least one post to the online discussion board each week.

Each discussion board will be available online in the relevant content folder on Canvas and will include discussion questions that are based upon the required readings for that week and/or on content delivered in my lectures. Responses should answer, problematize, or analyze one of the discussion questions. Each response should be around a paragraph or two long (around 200-400 words) and demonstrate that the student has actively engaged with the relevant course content. Students are encouraged to contribute more than one post per discussion board. Students are also encouraged to comment upon each other's posts and use the discussion forum as a platform for lively interaction on the week's topic. Commenting on another student's post is another way to earn participation marks. If you do comment upon another student's post, the comment should be respectful and professional. Harmful or abusive writing will not be tolerated. The goal is to promote an inclusive learning environment that is

hospitable to all students. Be charitable. Give your peers the benefit of the doubt. Try to understand what they intend to say, be respectful of your peers, their points of view and their desire to learn. Disagreeing with a point is good. If you disagree with a point, give a reason for why you disagree. Attacking the person who made the point is not allowed.

A final way to earn participation points (either vocally in class or on the discussion board) is to bring news stories (or personal anecdotes) into class each week relating to the ethical topic of the day that we are to discuss. This opportunity for participation allows students to further engage with the course content on their own terms and enables them to discern the practical relevance of the topics more clearly in internet ethics.

Two Papers (Paper #1= 20%, Paper #2= 25%)

Writing philosophical essays is crucial to becoming a good philosopher, as the act of writing forces students to clarify their thoughts, structure their ideas, and discern any confusions on the topic at hand. There will be two paper assignments in the class. The required length for each paper is 4-6 pages double spaced, times new roman. Students are expected to number their pages and include a bibliography (either MLA or APA format is acceptable). Avoid citing or quoting my handouts or the readings. Direct quotations are prohibited for the purposes of this assignment. The prompt for each paper will include a handful of questions. Students are expected to choose one of these questions and write an essay in response to it. Students will have two weeks to write each paper and will submit their assignments online via a designated link. I will take time to explain how to write a good philosophical essay and prioritize providing detailed feedback to help students become better writers.

Reading Quizzes (10%)

There will be around six short reading quizzes scattered throughout the semester. Each quiz will cover the required reading(s) for that day and will contain multiple-choice questions and a few short answer questions. These quizzes will be announced ahead of time (no pop quizzes) and will be administered in-person at the start of class.

Grading Scale:

Grade	Letter Grade
Excellent	A
	A-
Very Good	B+
Good	B
	B-
	C+
Average	C
Fair	C-
Poor	D+
	D

Grade	Letter Grade
Merely Passing	D-
Failure	F

Due Dates and Late Policy

The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner via email and through Canvas. If you are unable to complete an assignment on time and have a valid reason (unavoidable study disruptions, health issues, family obligations), then send me an email beforehand to let me know and I am happy to grant an extension. Generally speaking, please try to arrive at class on time each meeting to avoid disruptions. If you are more than 15 minutes late for class, that will be considered an absence.

Academic Integrity Policy

The Policy: Students are expected to adhere to the University Honor Code, Student Guide to Academic Code of Honor (www.nd.edu/~hnr/code). Any violations of the Honor Code will be referred to the appropriate committee. The Honor code exists to inform students and Faculty of their obligations in upholding the highest standards of professional and ethical integrity. All student work is subject to the University Honor Code. Professional and Academic practice provides guidance about how to properly cite, reference, and attribute the intellectual property of others. Any attempt to deceive a faculty member or to help another student to do so will be considered a violation of this standard. It is your job to be sure that the instructor has no reason to suspect academic dishonesty.

Note: Plagiarism implies academic misconduct and is defined as “The practice of taking someone else’s work or ideas and presenting them as one’s own”. Importantly, plagiarism need not be intentional and can be the result of negligence.

Consequences: An instructor may impose a sanction on the student that varies depending upon the instructor’s evaluation of the nature and gravity of the offense. Possible sanctions include but are not limited to, the following: (1) Require the student to redo the assignment; (2) Require the student to complete another assignment; (3) Assign a grade of zero to the assignment; (4) Assign a final grade of “F” for the course. A student may appeal these decisions according to the honor code policy.

Students with Disabilities and Sexual Harassment Policy

Students with Disabilities: The University of Notre Dame is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. Students seeking accommodations for disabilities can instigate a request with Disability Services. Learn more about how to register with Disability Services at the following link: <https://dulac.nd.edu/academic/disabilities/>

Sexual Harassment Policy: It is Notre Dame policy to maintain a working and learning environment free from sexual harassment and from discrimination. Sexual harassment is illegal under Title VII of the Civil Rights Act of 1964, and Title IX of the Higher Education Amendments of 1972. Notre Dame will not tolerate sexual harassment of students or employees and will take action to eliminate such behavior. To learn more about Notre Dame’s sexual harassment policy, visit the following link: https://equity.nd.edu/assets/398818/policy_on_discriminatory_harassment_sexual_harassment_and_othe_r_sex_based_misconduct_final.pdf

Reading Citations:

Week 1:

Müller, Vincent C. (2022). 'History of Digital Ethics.' In *Oxford Handbook of Digital Ethics*. Oxford University Press. pp. 1-18.

Week 2:

Rachels, James (1907). 'The challenge of cultural relativism.' In Steven M. Cahn (ed.), *Exploring Philosophy: An Introductory Anthology*. Oxford University Press.

Morrison, Wes (2009). 'What if God commanded something terrible? A worry for divine-command meta-ethics.' *Religious Studies* 45 (3):249-267.

Shafer-Landau, Russ (2003). *Whatever Happened to Good and Evil?* Oxford University Press.

Railton, Peter (1984). Alienation, consequentialism, and the demands of morality. *Philosophy and Public Affairs* 13 (2):134-171.

Week 3:

Nagel, Thomas (1972). War and massacre. *Philosophy and Public Affairs* 1 (2):123-144.

Nelsen, Kai (1994). 'Rights-Based Ethics: A Critique and Replacement' *Windsor Yearbook of Access to Justice*, vol. 14, pp. 162-194.

Korsgaard, Christine M. (1986). The right to lie: Kant on dealing with evil. *Philosophy and Public Affairs* 15 (4):325-349.

Arvan, Marcus (2012). Unifying the Categorical Imperative. *Southwest Philosophy Review* 28 (1):217-225.

Harman, Gilbert (1999). Moral Philosophy Meets Social Psychology: Virtue Ethics and the Fundamental Attribution Error. *Proceedings of the Aristotelian Society* 99 (1999):315-331.

Alfano, Mark (2013). Identifying and Defending the Hard Core of Virtue Ethics. *Journal of Philosophical Research* 38:233-260.

Cokelet, Bradford (2016). Confucianism, Buddhism, and Virtue Ethics. *European Journal for the Philosophy of Religion* 8 (1):187-214.

Week 4:

Müller, Vincent C. (2006). Some information is too dangerous to be on the internet. *Acm Sigcas Computers and Society* 36 (1):2.

Taddeo, Mariarosaria & Floridi, Luciano (2016). The debate on the moral responsibilities of online service providers. *Science and Engineering Ethics* 22 (6):1575-1603.

Cook, Philip & Heilmann, Conrad (2013). Two Types of Self-censorship: Public and Private. *Political Studies* 61 (1):178-196.

Week 5:

Véliz, Carissa (2020). Data, Privacy, and the Individual. *Center for the Governance of Change* (24 pages of reading)

Pascalev, Mario (2017). Privacy exchanges: restoring consent in privacy self-management. *Ethics and Information Technology* 19 (1):39-48.

Vold, Karina & Whittlestone, Jessica (2019). Privacy, Autonomy, and Personalised Targeting: rethinking how personal data is used. In Carissa Véliz (ed.), *Report on Data, Privacy, and the Individual in the Digital Age*.

Week 6:

Zuboff, S. (2019). *The age of surveillance capitalism: The fight for a human future at the new frontier of power*. Public Affairs.

Zambrano, Alexander & Pickard, Caleb (2018). A defense of ad blocking and consumer inattention. *Ethics and Information Technology* 20 (3):143-155.

Douglas, Thomas (2022). (When) Is Adblocking Wrong? In Carissa Véliz (ed.), *Oxford Handbook of Digital Ethics*. Oxford, UK: Oxford University Press.

Bhargava, Vikram R. & Velasquez, Manuel (forthcoming). Ethics of the Attention Economy: The Problem of Social Media Addiction. *Business Ethics Quarterly*:1-39.

Castro, Clinton & Pham, Adam (2020). Is the Attention Economy Noxious? *Philosophers' Imprint* 20 (17):1-13.

Week 7:

Nguyen, C. Thi (2021). How Twitter gamifies communication. In Jennifer Lackey (ed.), *Applied Epistemology*. Oxford University Press. pp. 410-436.

Nguyen, C. Thi (2020). Echo chambers and epistemic bubbles. *Episteme* 17 (2):141-161.

Marsili, Neri (2021). Retweeting: its linguistic and epistemic value. *Synthese* 198:10457–10483.

Simpson, Robert Mark (2021). The Ethics of Quitting Social Media. In Carissa Véliz (ed.), *The Oxford Handbook of Digital Ethics*. Oxford, UK:

Week 8:

Rini, Regina (2017). Fake News and Partisan Epistemology. *Kennedy Institute of Ethics Journal* 27 (S2):43-64.

Rini, Regina (2020). Deepfakes and the Epistemic Backstop. *Philosophers' Imprint* 20 (24):1-16.

Rini, Regina & Cohen, Leah (2022). Deepfakes, Deep Harms. *Journal of Ethics and Social Philosophy* 22 (2).

Fritts, Megan & Cabrera, Frank (2022). Fake News and Epistemic Vice: Combating a Uniquely Noxious Market. *Journal of the American Philosophical Association* (3):1-22.

Heersmink, Richard (2018). A virtue epistemology of the Internet: Search engines, intellectual virtues and education. *Social Epistemology* 32 (1):1-12.

Alfano, Mark (2021). Virtues for agents in directed social networks. *Synthese* 199 (3-4):8423-8442.

Sullivan, Emily & Alfano, Mark (2021). A normative framework for sharing information online. In Carissa Veliz (ed.), *Oxford Handbook of Digital Ethics*. Oxford University Press.

Week 9:

Fritz, James (forthcoming). Online Shaming and the Ethics of Public Disapproval. *Wiley: Journal of Applied Philosophy*.

Thomason, Krista (2021). The Moral Risks of Online Shaming. In *Oxford Handbook of Digital Ethics*. New York, NY, USA: Oxford University Press.

Nguyen, C. Thi & Williams, Bekka (2020). Moral outrage porn. *Journal of Ethics and Social Philosophy* 18 (2):147-72.

Billingham, Paul & Parr, Tom (2020). Online Public Shaming: Virtues and Vices. *Journal of Social Philosophy* 51 (3):371-390.

Week 10:

Frost-Arnold, Karen (2014). Trustworthiness and truth: The epistemic pitfalls of internet accountability. *Episteme* 11 (1):63-81.

Véliz, Carissa (2019). Online Masquerade: Redesigning the Internet for Free Speech Through the Use of Pseudonyms. *Journal of Applied Philosophy* 36 (4):643-658.

Week 11:

Reglitz, Merten (2020). The Human Right to Free Internet Access. *Journal of Applied Philosophy* 37 (2): 314-331.

Floridi, Luciano (2015). "The right to be forgotten": a philosophical view. *Jahrbuch Für Recht Und Ethik / Annual Review of Law and Ethics* 23:163-179.

Gorzeman, Ludo & Korenhof, Paulan (2017). Escaping the Panopticon Over Time: Balancing the Right To Be Forgotten and Freedom of Expression in a Technological Architecture. *Philosophy and Technology* 30 (1):73-92.

Week 12:

Dipert, Randall R. (2010). The Ethics of Cyberwarfare. *Journal of Military Ethics* 9 (4):384-410.

Serracino-Inglott, Philip (2013). Is it OK to be an Anonymous? *Ethics and Global Politics* 6 (4):217-244.

Albahar, Marwan (2019). Cyber Attacks and Terrorism: A Twenty-First Century Conundrum. *Science and Engineering Ethics* 25 (4):993-1006.

Taddeo, Mariarosaria (2013). Cyber Security and Individual Rights, Striking the Right Balance. *Philosophy and Technology* 26 (4):353-356.

Macnish, Kevin & van der Ham, Jeroen (2022). 'Ethical Approaches to Cybersecurity' In *Oxford Handbook of Digital Ethics*. New York, NY, USA: Oxford University Press.

Week 13:

Vică, Constantin & Socaciu, Emanuel-Mihail (2019). Mind the Gap! How the Digital Turn Upsets Intellectual Property. *Science and Engineering Ethics* 25 (1):247-264.

Tavani, Herman T. (2005). Locke, intellectual property rights, and the information commons. *Ethics and Information Technology* 7 (2):87-97.

Neely, Erica (2016). The Risks of Revolution: Ethical Dilemmas in 3D Printing from a US Perspective. *Science and Engineering Ethics* 22 (5):1285-1297.

Zeilinger, Martin ((Online First)). Digital Art as 'Monetised Graphics': Enforcing Intellectual Property on the Blockchain. *Philosophy and Technology* 31 (1):15-41.

Week 14:

Danaher, John (forthcoming). The Ethics of Virtual Sexual Assault. In *Oxford Handbook of Digital Ethics*. Oxford University Press.

Gordon, Emma C. (forthcoming). Virtual reality and technologically mediated love. *Kennedy Institute of Ethics Journal*.

Turner, Cody (2022). Augmented Reality, Augmented Epistemology, and the Real-World Web. *Philosophy and Technology* 35 (1):1-28.

Neely, Erica L. (2019). Augmented reality, augmented ethics: who has the right to augment a particular physical space? *Ethics and Information Technology* 21 (1):11-18.

Chalmers, David J. (2022). *Reality+: Virtual Worlds and the Problems of Philosophy*. New York: W. W. Norton.