

1.) DATE: 11/2/2020	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) PROPOSED COURSE: Prefix: IFS Number: 213 Title: Hacking and Open Source Cultures Credits: 3 CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: .	
4.) COMMUNITY COLLEGE INITIATOR: BARBARA HOWE PHONE: 480-726-4157 EMAIL: barbara.howe@cgc.edu	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW: <input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area). POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: Core Areas: Social-Behavioral Sciences (SB) Awareness Areas: Select awareness area...	
6.) REQUIRED DOCUMENTATION <input checked="" type="checkbox"/> Cover Form <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books	
7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input type="checkbox"/> DEC prefix <input checked="" type="checkbox"/> Elective Current General Studies designation(s): Requested Effective date: 2021 Spring Course Equivalency Guide Is this a multi-section course? Yes Is it governed by a common syllabus? Yes	
Chair/Director: BEN ALOE & KIM CHUPPA-CORNELL, LIBRARY IC CO-CHAIRS Chair/Director Signature:	

AGSC Action: Date action taken: Approved Disapproved

Effective Date: **2021 Spring**

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Course Description, Competencies, Syllabus, Assignments, Readings		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top; text-align: center;"> Information Sciences / Information Studies </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Information Sciences / Information Studies	Course Description, Competencies, Syllabus, Assignments, Readings
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Information Sciences / Information Studies				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	Course Description, Competencies, Syllabus, Assignments, Readings		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Course Description, Competencies, Syllabus, Assignments, Readings		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
IFS	213	Hacking and Open Source Culture	Applying for SB

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	As indicated in the course description, IFS213 "focus[es] on the multi-dimensions of ... open source culture... Social, economic, cultural, and political implications of hacking and technology, in historical and contemporary contexts [are] addressed." By definition, open source culture involves the interaction of people and exploring the impacts of these interactions advances students' basic understanding and knowledge.	MCCCD Official Course Description MCCCD Official Course Outline (I, III, IV, V, VI) Syllabus: Sample Course Schedule (Units 1-6) Sample assignment: Hacker Ethic in the Open World Sample discussion: Echoes of the Hacker Ethic Sample reading: Hackers: Heroes of the Computer Revolution chapters 1-4, 15-16 Sample reading: The Cathedral and the Bazaar chapter 1
2	This course draws on a multi-disciplinary perspective including the social-behavioral sciences fields, including economics, law, anthropology, sociology, history, and information studies.	MCCCD Official Course Description MCCCD Official Course Outline (I-VI) Syllabus: Sample Course Schedule (Units 1-6) Sample assignment: Short Essay - Researcher's Choice Sample assignment: Annotated Bibliography Sample reading: Privacy in the Digital Age, Vol 2, Ch. 18, "Hacking, the Limits to the Fourth Amendment, and Challenges to Local Administration in the 21 st Century" Sample reading: Hacker Ethic, epilogue "Informationalism and the Network Society"
3	The course emphasizes the methods of inquiry in the social sciences by learning to identify credible sources and the process of academic discourse in different fields. Students also learn that inquiry is a cycle of exploration and discovery which depends on many variables. Additionally, learners develop the ability to determine research need, design and revise search strategies, and to mine	MCCCD Official Course Description MCCCD Official Course Outline (I, III, IV, V) Syllabus: Sample Course Schedule (Units 1-6) Sample assignment: Film Project Sample reading: The Cathedral and the Bazaar chapter 3 Sample content: Video - "Four Principles for the Open World"

	social sciences sources for the most relevant information.	
4	<p>This course draws upon multiple disciplines in the social sciences. Historical analysis is used to draw conclusions about the dynamics of a specific culture and trace the changes in that group over time. Economic, legal, and sociological data and information is also gathered and analyzed by learners, then synthesized to develop a clear understanding of current issues and impacts.</p>	<p>MCCCD Official Course Description MCCCD Official Course Outline (I-VI) Syllabus: Sample Course Schedule (Units 1-6) Sample assignment: Disney v. Faden - Your Legal Brief Sample discussion: Barriers to Access Sample reading: Code chapters 10, 12 Sample reading: "The Digital Divide Revisited: What is Next?"</p>

Justification for Social-Behavioral Sciences [SB] for IFS 213

1. Social scientific theories, perspectives and principles

Information Science is an integral component of most disciplines, but it is particularly aligned with the social and behavioral sciences. It addresses the critical need for human beings to acquire the information necessary to survive and thrive in a complex and evolving world. In IFS 213, students learn about the inherent momentum towards free access to information, an ideal revered by the group of early computer engineers who called themselves “hackers.” Further, students explore the complicated hacker ethic which is a thread that continues to reappear in various forms in our society, economy, law, and technology.

Information Science operates within a very specific research and practice paradigm encompassing the study of gathering, storing, retrieving, analyzing, and disseminating information. The discipline investigates the properties and behavior of information, including how people relate to, seek, and use information as influenced by social, political, cultural, legal, and economic factors. Human engagement with information is reflected in this social science’s deep concern with the origination, collection, storage, retrieval, interpretation, transmission, transformation, and utilization of information. This paradigm is the lens through which IFS 213 students study both hackers as a group and the related/resulting open source culture we live in.

2. The use of social-behavioral methods to acquire knowledge about cultural or social events and processes

A primary focus of the course is the socio-technical analysis of information ownership and sharing. Students in this course learn how to engage effectively with various types of social-science data by reading and analyzing primary and secondary sources with a focus on human behavior and interactions with and through technology. Assignments require students to learn how to identify and use authoritative information from social sciences disciplines to develop an understanding of how historical people, events, and culture impact our current world. Other methods such as historical analysis, legal analysis, and observational study are also employed.

3. The impact of social scientific understanding on the world

Open source culture is all around us. Regardless of intention, most of us have participated by searching for information online, using social media, or even sharing memes. IFS 213 requires students to examine how the group dynamics of the original hackers led to the “hacker ethic” and ultimately to the development of technologies which facilitate information sharing. Students examine how human interactions drove innovation in surprising directions and think critically about the social, legal, and economic questions that resulted: such questions as, who owns computer code and is it copyrightable? How can code be used to control end user rights and behaviors? What does the rapid spread of information mean for social movements? For warfare? For democracy? These types of questions allow

students to think critically about the multi-dimensions of hacking and open source culture and to analyze the causes and effects of their own information sharing on the world.



Hacking and Open Source Culture

Course: **IFS213**

Lecture **3.0** Credit(s) **3.0** Period(s) **3.0** Load

First Term: **2020 Spring**

Course Type: **Academic**

Final Term: **Current**

Load Formula: **S- Standard**

Description: Focus on the multi-dimensions of hacking and open source culture, including rule-breaking, innovation, and creative use of programming/technology. Social, economic, cultural, and political implications of hacking and technology, in historical and contemporary contexts will be addressed.

Requisites: Prerequisites: None.

MCCCD Official Course Competencies

1. Explain the history, concepts, and terms related to hacking and open source culture. (I, II)
2. Explore the interdependent relationship between hacking and open source software. (I, IV)
3. Evaluate the merits and demerits of open source software (including copyright issues). (II, III)
4. Analyze the role and impact of open source and open access as alternatives to traditional intellectual property law and policy. (II-IV)
5. Evaluate the implications of broader information sharing across a variety of mediums, including news, data, music, photographs, code, and texts. (II-VI)
6. Assess the influence of hacking and programming on current social, economic, political, technological, and cultural contexts. (IV-VI)

MCCCD Official Course Outline

- I. History and definitions
 - A. Hacking communities and hacker ethic
 - B. Open source culture
 - C. Open access
- II. Open source software
 - A. Intentions behind early projects
 - B. Current developments
- III. Academic perspectives
 - A. Benefits
 1. Open access movement
 2. Open source code
 3. Copyright issues
 - B. Challenges
 1. Open access movement
 2. Open source code
 3. Copyright issues
- IV. Law and policy
 - A. Intellectual property rights

A. Intellectual property rights

B. Software developments and licensing

C. Net neutrality

V. Dimensions of influence

A. Social

B. Political

C. Cultural

D. Technological

E. Economic

VI. Information exchange

A. Social media

B. Public perceptions

C. Current trends and challenges

D. Commodification of information

MCCCD Governing Board Approval Date: **October 22, 2019**

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.

Syllabus

CGCC
Online (Canvas)
IFS 213 Hacking and Open Source Culture (3.0 credits)
Section 37206
Spring 2020

Prof. Barbara Howe

Office: LIB 222 (Pecos campus)

Office Hours: Monday 1:30-3pm
Tuesday 10am-12pm
Other days by appointment

barbara.howe@cgc.edu
(480) 726-4157

Communication Policy:

Please use the Inbox within Canvas to contact me. (Top right corner where it says Inbox) If Canvas is down or you need an alternative email, you can use my CGCC email address. Be sure to label all messages as Course Prefix/Number, followed by a brief subject description.

I will respond within 24 hours Monday through Friday. On the weekends and holidays, I will respond within 48 hours.

Please send me a message in Canvas with specific questions about the class, or regarding personal matters. Do not hesitate to contact me whenever you have concerns about your progress, or if you need help.

Course Description:

Focus on the multi-dimensions of hacking and open source culture, including rule-breaking, innovation, and creative use of programming/technology. Social, economic, cultural, and political implications of hacking and technology, in historical and contemporary contexts will be addressed. Prerequisites: None.

Course Competencies:

1. Explain the history, concepts, and terms related to hacking and open source culture.
2. Explore the interdependent relationship between hacking and open source software.
3. Evaluate the merits and demerits of open source software (including copyright issues).
4. Analyze the role and impact of open source and open access as alternatives to traditional intellectual property law and policy.
5. Evaluate the implications of broader information sharing across a variety of mediums,

- including news, data, music, photographs, code, and texts.
6. Assess the influence of hacking and programming on current social, economic, political, technological, and cultural contexts.

Course Content:

This course consists of 6 units spread over 13 weeks plus a final exam. Units are broken up into week-long modules. Modules will contain some or all of the following components:

- **Announcements:** Be sure to check this link (in the frame at the left of Canvas). Here you will find time-sensitive information, reminders, and changes.
- **Notes and Readings:** These are comparable to lectures in a face-to-face class. Every module will have readings labeled READ. You should follow the flow of the module, progressing through each element sequentially.
- **Writing Assignments:** The goal of the written assignments is for the student to think about issues and ideas related to the subject area. The assignments will demonstrate understanding and application of your reading and/or research.
- **Discussions:** You will benefit greatly by leveraging the vast experience everyone has in this course by participating in the discussions fully. Discussions will be held in Canvas and through comments on Google Docs. Please see info about netiquette below.
- **Quizzes:** There are very few quizzes in this course, but those that do exist are there to test your understanding of key concepts. All quizzes are open book/internet/whatever.
- **Final Exam:** The Final Exam will be a short answer/essay exam. By completing all of the modules, plus the online information literacy tutorial, you should be well-prepared for the final exam.

Contact Hours:

This 3-credit requires the student to learn and complete assignments completely online. The assignments may include reading and research, writing discussion posts and papers, listening to videos of interactive lectures and speeches, and more. If this course were conducted only in a face-to-face classroom, it would be scheduled to meet for 45 clock hours and students would be expected to commit to at least 90 additional hours (135 hours total) for research, writing, and completing assignments. The time for research, writing, reading, and other assignments are also needed. If you are not prepared to **dedicate at least 135 hours** to this course—whether offered in a 5-week, 8-week, or 16-week format—you should seriously reconsider your enrollment.

Prof. Howe's Tips for Online Learning

1. Communicate with me frequently! I'm here to help you.
2. Ask the question. Even if you're not sure it's important or you aren't sure if you misunderstood something. Just ask!
3. Print out the course schedule (under "Syllabus" on Canvas) and highlight important deadlines.
4. Plan to turn in assignments at least 12 hours early. This gives you a cushion in case you have last minute changes or technology issues.

5. Let your family/roommates/friends know when you have set aside time to do your coursework. If they are aware, it's easier for them to give you some space or help you stay on track.
6. Check in with the class at least every other day. You will be less likely to miss something important!

Online Tutoring

URL: [Online Tutoring](#)

The Learning Center provides students enrolled in CGCC online and/or hybrid courses access to online tutoring. Students are encouraged to take advantage of face to face tutoring as well. For information on how to access online tutoring, visit our website at

<http://www.cgc.edu/lc/onlinetutoring>

Computer Lab

URL: [Computer Lab](#)

The CGCC Computer Lab is open extended hours to ALL currently enrolled CGCC students. The lab has Windows and Mac computers, scanners, headsets, etc. Staff provide FREE one-on-one walk-in or appointment-based assistance with technology questions, Wi-Fi, Canvas, software, and more. Labs are at both campuses Pecos (Bradshaw 123) and Williams (Bridget Hall 116). For more information, please visit www.cgc.edu/computerlab or call 480-732-7221.

Assessment & Grading:

Grading:

Assignment types in this course are broken down into three areas: Discussions, Homework, and Major Assignment. Each type is weighted in the final course grade as follows:

Example:

Assignment	Grade Weight	Final Grade
Discussions (20 points each)	20%	A 90-100% B 80-89% C 70-79% D 60-69% F 0-59%
Homework Assignments (10-30 points each)	30%	
Major Assignments + Final (50 points each)	50%	

All assignments are mandatory. The College has an attendance policy for online classes that uses both communication and coursework as measures to determine if you are in attendance. Missing work could put you at risk for being withdrawn from the course! (See Last Date of Attendance and Attendance below.)

Assignment Deadlines

All assignments have a specific due date. Assignments must be posted or submitted by 11:59 pm on the date specified. Assignments may not be turned in late unless there is a legitimate emergency that must be documented, and you email me before the due date and ask for an extension. I will consider each request on a case-by-case basis. **Late assignments will automatically lose 10% of the grade.** As the semester progresses, please contact me as soon as possible if you find yourself falling behind in the class for any reason.

The deadline for each module's assignments will always be the by 11:59 pm the Sunday after a module has been posted. Thus, you will have one week to complete the assignments for each module.

Because this course has an alternative schedule, you will be expected to continue your work on the mid-semester project over Spring Break. If you know you are going out of town or will not have internet for any other reason, contact me as soon as possible!

Student Learning Outcomes

URL: [Student Learning Outcomes](#)

At CGCC, learning will be assessed in four areas called Student Learning Outcomes: Communication, Critical Thinking, Information Literacy, and Personal Development. Your instructor in this course will explain how one or more of these outcomes will be taught and assessed during the semester. Your participation in assessment activities is vital to the College's efforts to improve teaching and student learning.

Submitting Assignments:

Explain how assignment should be submitted and what types of files are acceptable.

Most assignments will be submitted through Canvas, but we will also use Google Drive and Google Docs for collaborative work. For papers submitted in Canvas, you must type your assignment in a Word document and then add it as an attachment to the Assignment module. Again, be sure to keep copies of all your work. You should submit your work in a standard typeface and size. Please use either 12 Times New Roman or 12 Arial in all Word documents. (This document is in 12-point Arial type.)

Last Date of Attendance and Monitoring Academic Activity

URL: [Last Date of Attendance and Monitoring Academic Activity](#)

- CGCC is a "term-based" institution, requiring weekly academic activity in an online course. For the purposes of disbursing federal financial aid, faculty must report the last date of attendance (LDA) in the event of a student withdrawal or course failure. To determine an LDA, faculty must ensure students engage in academic activity on a weekly basis. Examples of academic activities include:
- *Submitting an academic assignment (assignment required in the class, regardless of whether it is graded or not), paper, or project,*
- *Taking an exam, quiz, computer-assisted instruction, or an interactive tutorial required by the class,*
- *Participating in an online study group (where there is assigned attendance/participation as part of the class)*
- *Initiating contact with the instructor to ask a question about the academic subject studied in the class.*

Simply logging in to an online class does not constitute academic activity. Students interested in working ahead in an online class should consult with their instructor as academic activity must still be recorded in every week of the class.

Attendance:

Students will need to use the Learning Management System (Canvas) no less than twice a week to complete all assignments, discussions, quizzes, and projects by the deadlines (see below late-assignment policy for further details). Please contact me if you anticipate not being able to login to the course for a full week during the semester. As per college policies, students are expected to attend classes (“The faculty member has the option of withdrawing a student who has accumulated unofficial absences in excess of the number of times a class meets per week.”). If I determine through the tracking data that a student has not logged in during the week or if a student has not submitted work for two weeks, I will contact the student via email and through a mail message within the course prior to initiating a withdrawal.

Tentative Course Schedule:

Unit	Modules	Planned Dates
1. Open Source Culture	Hacking and the Hacker Ethic	1/27-2/2
	Hacking, Cracking + Phreaking	2/3-2/9
	White Hat and Black Hat	2/10-2/16
2. Open Source vs. Copyright	Copyright, Licensing, + Alts	2/17-2/23
3. Academic Perspectives	Open Source Society	2/24-3/1
	Open Access to Information	3/2-3/8
Spring Break: Continue working on your project		3/9-3/15
4. Influence of Hacking	Influence on Society	3/16-3/22
	Echoes of the Hacker Ethic	3/23-3/29
5. Social Media	Information Sharing	3/30-4/5
	Viral: Trends and Perception	4/6-4/12
6. Navigating an Open Source World	Open Source vs. Capitalism	4/13-4/19
	Sifting through the Deluge	4/20-4/26
Final Project wrap up and Final Exam		4/27-5/1

Technology Requirements:**Required Computer Skills:**

Despite the fact that this course is *about* computers, programming, and hacking, you do not need advanced skills. What you do need is to:

- Be able to access and navigate the internet.
- Be able to use email, including attaching and downloading files.
- Be able to save and retrieve files on your computer.
- Be able to use a computer, a keyboard, and a mouse or touch pad.
- Be able to run and operate a variety of software programs, including a word processor.
- Be able to organize, copy, paste, name and rename files. Be able to browse, upload and attach files.
- Be able to cut and paste information from one document/program to another.

Required Technologies:

1. Access to a computer with Internet connection.
2. MS Word or another word processing program that can save and export in RTF.
3. Web browsers: The newest version of [Chrome](#), [Firefox](#), or Safari. [Internet Explorer](#) is not recommended (especially anything below IE 8).
4. Plug-ins: [Adobe Flash](#), [Adobe Acrobat Reader](#), and [Java](#).

Third Party Learning Tools:

In this course, we will use Google Drive and Google Docs as web-based 3rd party tools to complete or participate in assignments, activities and/or access course materials. **Your student email is the Google account that you should use for your login to these tools.** Additionally, you will be asked to produce a work in the format of your choosing which may necessitate the use of another we-based 3rd party tool. Students may be required to establish a username or password, submit work and/or download information from these tools. There is, therefore, some risk that individuals electing to use the products and services made available by these tools may place any student information shared with the tool vendor at a risk of disclosure. It is your responsibility to be aware of these risks and responsibilities.

Course & College Policies**Student Responsibilities:**

Students are responsible for the information in the syllabus and college policies included in CGCC's college catalog and student handbook.

Classroom Accommodations for Students with Disabilities:

In accordance with the Americans with Disabilities Act, the Maricopa County Community College District (MCCCD) and its associated colleges are committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). Each class/term/semester that a student is in need of academic adjustments/accommodations, the qualified student is required to work with the Disability Resources & Services Office (DRS) at their individual college(s). Contact with the DRS should be made as soon as possible to ensure academic needs are met in a reasonable time. New and returning students must request accommodations each semester through DRS Connect online services. To learn more about this easy process, please contact your local DRS office. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations, you are welcome to contact DRS at 480-857-5188 or <https://www.cgc.edu/Students/DisabilityServices/Pages/Home.aspx>. The DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions qualifying for accommodations/academic adjustments. Reasonable accommodations are established through an interactive process between you, your faculty, and DRS; and only those academic adjustments/reasonable accommodations granted by the DRS are recognized by the college and District. It is the policy and practice of the MCCCD to create inclusive and accessible learning environments consistent with federal and state law.

CGCC Statement: Information Regarding Counseling Services

Counseling assists currently enrolled CGCC students with academic concerns, career counseling, and personal support/goal setting. Connections with community resources and referrals are also available. Appointments are offered at the Pecos and Williams campus locations. For more information, please refer to our website at www.cgc.edu/counseling or call us at 480-732-7158 (Pecos), or 480-988-8001 (Williams).

Academic Honesty/ Integrity:

Besides academic performance, students should exhibit the qualities of honesty and integrity. Every student is expected to produce his/her original, independent work. Any student whose work indicates a violation of the MCCCDC Academic Misconduct Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action. Refer to the CGCC Student Handbook for information regarding Academic Misconduct and due process procedures.

Academic Misconduct (from CGCC's Student Handbook)

- Academic Misconduct - includes any conduct associated with the classroom, laboratory, or clinical learning process that is inconsistent with the published course competencies/objectives and/or academic standards for the course, program, department, or institution. Examples of academic misconduct include, but are not limited to: (a) cheating and plagiarism (including any assistance or collusion in such activities, or requests or offers to do so); (b) excessive absences; (c) use of abusive or profane language; and (d) disruptive behavior.
- Cheating is any form of dishonesty in an academic exercise. It includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, examinations, or any other form of assessment whether or not the items are graded; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; (c) the acquisition, without permission, of tests or other academic material belonging to or administered by the college or a member of the college faculty or staff; and (d) fabrication of data, facts, or information.
- Plagiarism is a form of cheating in which a student falsely represents another person's work as his or her own – it includes, but is not limited to: (a) the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; (b) unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials; and (c) information gathered from the internet and not properly identified.
- Any student found by a faculty member to have committed academic misconduct may be subject to the following academic consequences, based on the faculty member's judgment of the student's academic performance
- Warning - A notice in writing to the student that the student has violated the academic standards as defined in 1.A.
- Grade Adjustment - Lowering of a grade on a test, assignment, or course.
- Discretionary assignments - Additional academic assignments determined by the faculty member.
- Course Failure - Failure of a student from a course where academic misconduct occurs.

Appealing Final Course Grade:

Appeals to change a final course grade must be initiated within 60 days of the date on which the grade was issued. See [Instructional Grievance Process](#) for additional information.

Conduct:

URL: [Conduct](#)

You are expected to treat your instructor and your fellow classmates with respect. In all correspondence whether communicating in person or online, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective.

Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums.

Activate and Access Your Maricopa Student Email:

URL: [Activate and Access Your Maricopa Student Email](#)

The Maricopa District provides every student with google-powered Maricopa Student Email upon enrollment. CGCC uses this official student email to send information concerning class enrollment, financial aid, tuition, and other important student information. Students must activate this email account in order to receive these messages. Activate your Maricopa Student Email now at <http://google.maricopa.edu>

Netiquette:

URL: [Netiquette](#)

Netiquette refers to the rules of behavior while on the Internet. When interacting within the online course environment, please follow the below guidelines.

- Show professionalism and courtesy in all communications within the course.
- No one else should be given access to the course or conferences without the instructor's permission.
- Do not use the words or text from others without acknowledging the source.
- Humor can easily be misinterpreted within the online environment, please be cautious with the use of humor and use symbols to help prevent misunderstandings. :-)
- Adhere to the same behavioral standards as you would in a face-to-face classroom and as is specified in the student handbook.
- Avoid typing in all capital letters, for those of us using the Internet frequently, this can seem like you are 'yelling'.
- Respect other people's time and contribute thoughtful comments and ideas to the discussions rather than simply making statements such as 'I agree'.
- Use correct spelling and grammar. Avoid the use of abbreviations and use spell check within your word processor or within the course to check the spelling of your communications.

Withdrawing from the Course:

There are two kinds of withdrawal: student-initiated withdrawal and instructor-initiated withdrawal. You can find the specific withdrawal dates in my.maricopa.edu > Student Center > My Class Schedule > (Course Prefix/Number) > Calendar button under Deadlines. After the last day for student-initiated withdrawal, students may ask instructors to withdraw them. Failing to submit assignments and maintain steady progress will result in withdrawal by your instructor.

Withdrawal Warning for Non-payment of Fees:

URL: [Withdrawal Warning for Non-Payment of Fees](#)

Every term, students suddenly discover that they have been dropped from all of their classes because they have failed to pay a lab fee or some other fee that is required for an online class. Please log on to your student account at My.Maricopa and verify that you have paid all your fees.

If you are dropped for nonpayment, paying your fees will NOT automatically reinstate you in your classes. Reinstatement requires permission from your instructor and the department chair and can take as much of a week or more! Also, there is no guarantee of reinstatement after your fees are paid, so please check your account now to be sure that you are not withdrawn for nonpayment of fees.

Syllabus Changes:

This syllabus is intended to contain complete and accurate information; however, I reserve the right to adjust this syllabus during the course. Students will be notified by the instructor of any changes in course requirements or policies.

Revised: Jan. 15, 2020

Hacker Ethic in the Open World

Directions:

After watching Don Tapscott's TEDtalk, "Four Principles for the Open World," choose 2 of the following (simplified) hacker ethics that you feel are most clearly embodied in his speech:

Sharing

Openness

Decentralization

Free access to computers

World Improvement

For each ethic chosen:

- Write 4-5 sentences explaining the connection you see and include at least one important quote from the video which supports your point (remember to cite it!).
- Research in the Library databases to find a current event that you feel is either a good or poor example of living up to the hacker ethic you chose. In 4-5 sentences, explain the connection and why it is a good/poor example. Assume you are writing for an audience unfamiliar with the event. You will need to include background and context to successfully demonstrate the connection and your position.

Requirements:

- 3-4 pages (double-spaced, 12pt font)
- MLA format, including in-text citations and a Works Cited.
 - Remember, the video counts a source, so it should be included
- 4 sources found in the Library databases
 - see *Research Activity* which will step you through the process
- You may also use one reputable source found on the open web.

Discussion: Echoes of the Hacker Ethic

Directions:

DUE WEDNESDAY-

After reading the material on hacktivism and social media activism, create a post in this week's discussion board answering the following prompt:

Understanding that one of the major differences between hacktivism and social media activism is mobilization and the site of action, what is another important difference that you see between the two? Explain your reasoning and include at least one citation to a supporting source.

Additionally, what are the core similarities between the two? Discuss one or two and explain your rationale with at least one supporting source.

DUE SUNDAY-

Respond to at least 2 of your classmates' posts by Sunday. Write at least 3-4 complete sentences. Remember to include one positive comment and one area for further consideration or question.

Short Essay: Researcher's Choice

Instructions:

Here's your chance to choose a topic that we have not yet covered, or just briefly touched on. You will be sharing your essays so everyone gets the benefit of your work.

Choose a topic related to hackers and/or technology, staying within the years 1950-1979ish. This will be a research-based, informative essay, written for an audience comprised of your fellow students.

Remember to back up what you say with sources!

You may use the sources we have looked at so far, but you must also find at least 2 [reliable \(Links to an external site.\)](#) outside sources.

Requirements:

- 400-800 words
- Min. 2 reliable sources
- Cite your sources in MLA format, using in-text citations.
- Include a Works Cited at the end

Content:

- Inform your reader about the topic, including all the pertinent details.
- Reflect on how the person/event/item impacted the hacker culture and why the topic is important to understand.

[Rubric available here.](#) 

You will submit your work here on Canvas for grading **and** upload it to our shared Google Drive for comments.

Annotated Bibliography on Information Security

Directions:

You will be researching a theme in the area of information security to research with a focus on one of the following:

- History and development over time
- Impact on a specific social or political issue
- Effect on the economy

Possible themes could include (but are not limited to): Constitutional concerns, national or local laws, cyberwarfare, bots, phishing, etc.

Your annotated bibliography will consist of an introductory paragraph followed by 6-8 scholarly sources. For each source, you will include the MLA citation, a short summary, and a comment on how it relates to the central theme and focus.

Requirements:

An introductory paragraph explaining the theme and your focus

6-8 scholarly sources (as we have previously discussed)

MLA formatting for citations (including sources being in alphabetical order)

Each entry (the summary and comment) should be at least 5 sentences

DUE Sunday, _____

Film Project: Open Source World

Description:

Beginning this week, you will be working on your last project (yay!) related to a documentary film on the topics of hacking, open source, and media. You will choose from the list of films below.

Your assignment is to **watch the film** and **create a digital presentation** covering an issue/idea/argument central to the film.

Your 5-8 minute presentation will be a **research-based analysis** of the case or event addressed in the film, exploring the differing perspectives of those involved. What is the motivation behind their actions? Consider what pro/con arguments arise and tie it back to the hacker ethics we have discussed. What are the underlying social, political, economic and/or cultural factors shaping the situation? What is the significance of this case and its current ramifications?

Instructions:

- **Presentation must include audio narration and effective visuals.**
 - Use any presentation software of your choosing and do a screen recording of the presentation along with your voice narration. Consider a free screencast tool such as Screencast-o-matic. www.screencastomatic.com or the [sound tool in PowerPoint](#) is pretty easy!
- **Voice narration should present a coherent description** of the case or event depicted in the film, as well as the controversies surrounding it, including the social, political, economic and/or cultural factors shaping the situation, and the perspectives of the different people involved. You will conclude with the significance of the case and its impact on open source culture.
- **The voice-over narration should complement the information on the slides** (Google Slides or PowerPoint or Prezi etc.) and reinforce what you are telling your audience. **DO NOT JUST READ THE SLIDES DIRECTLY.** Include well-chosen images and succinct bullet points of information that emphasize the most important points and then use your voice-over narration to elaborate in more detail.
- **Layout and Style:** A good guideline to follow is the 5x5 rule: no more than five lines per slide, with no more than five words per line. Take advantage of slide headings to guide your audience through the specific details of the narrative.
- **Clearly document ALL information** in the slides. Identify the author and/or publication of your sources through signal phrases and include in-text citations for sources of all

information on EACH slide. Always put direct quotations in quotation marks (or provide an appropriate verbal cue in the narration), but keep direct quotes to a minimum.

Requirements:

- 5-8 minute video presentation
- Audio narration and visual elements
- Minimum of 5 sources with citations
- Works Cited slide

Disney v. Faden – Your Legal Brief

WATCH: “A Fair(y) Use Tale” https://youtu.be/CJn_jC4FNDo

Hypothetical Lawsuit: *Disney v. Faden*

The above video is an instructional video created by Professor Faden for his design students. However, he posted it to YouTube with no privacy restrictions where it has been viewed over 14 million times, and at one time it had ads at the beginning. As you saw, it consists entirely of clips from Disney films. Disney caught wind of this and is not happy. They sue for copyright infringement.

Your Assignment

Choose a side to represent: either Disney or Professor Faden. You will write a legal brief, outlining the arguments for your client with the intent of convincing the jury that there is clear and convincing proof of your client's claim. In the brief, **anticipate what the other side may argue** and provide a rebuttal to their claims.

Requirements

- Your brief must outline the facts from your client's perspective.
- Establish/concede or deny that there was copyright infringement and explain why.
- Argue that Fair Use is or is not a strong defense in this case and provide evidence to support your claim.
- Finish with a conclusion that summarizes your strongest points.
- Briefs should be 2-3 FULL pages at minimum.
- Use a minimum of 3 scholarly sources as support for your arguments.
- Use MLA format and include a Works Cited page.

Discussion: Barriers to Access

Directions:

DUE WEDNESDAY-

- I. Choose one of the three major areas discussed in our readings when it comes to the digital divide: technological, skills, and "know-how" (or understanding). Write 1 paragraph, answering the following:
 - Which groups of people seem to be most affected by the type of divide?
 - Have you encountered examples of this in your life/experiences?
 - What possible solutions are feasible?
- II. A fourth area identified in one of the readings is "trust." Write 1 paragraph summarizing this concept and how you see it unfolding in our society today. Do you agree that it is a problem? Do you think it is contributing to the digital divide?

DUE SUNDAY-

Respond to at least 2 of your classmates' posts by Sunday. Write at least 3-4 complete sentences. Remember to include one positive comment and one area for further consideration or question.

HACKERS

Heroes of the Computer Revolution

STEVEN LEVY

To Teresa

A Delta Book
Published by
Dell Publishing
a division of
Bantam Doubleday Dell Publishing Group, Inc.
1540 Broadway
New York, New York 10036

"All Watched Over by Machines of Loving Grace" excerpted from *The Pill Versus the Springhill Mine Disaster* by Richard Brautigan.

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New York.

The trademark Delta® is registered in the U.S. Patent and
Trademark Office.

ISBN: 0-385-31210-5

Manufactured in the United States of America Published
simultaneously in Canada
February 1994

10 987654321 RRH

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*"The most important book about technology today,
with implications that go far beyond programming."*
— Gary Karasaki

Revised & Expanded

THE CATHEDRAL & THE BAZAAR

MUSINGS ON LINUX AND OPEN SOURCE
BY AN ACCIDENTAL REVOLUTIONARY



ERIC S. RAYMOND

WITH A FOREWORD BY BOB YOUNG, CHAIRMAN & CEO OF RED HAT, INC.

The Cathedral & the Bazaar

by Eric S. Raymond

Released February 2001

Publisher(s): O'Reilly Media, Inc.

ISBN: 9780596001087

Also available at <http://www.catb.org/~esr/writings/cathedral-bazaar/>

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HACKER
Ethic

and the Spirit of
the Information Age

PEKKA HIMANEN

Prologue

LINUS TORVALDS

Epilogue

MANUEL CASTELLS



RANDOM HOUSE TRADE PAPERBACKS / NEW YORK

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Random House Trade Paperbacks, a division of Random House, Inc.,
New York, and simultaneously in Canada by
Random House of Canada Limited, Toronto

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This work was originally published in hardcover by
Random House Trade Publishers in January 2001.

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Library of Congress Cataloging-in-Publication Data
Himanen, Pekka.

The hacker ethic, and the spirit of the information age / Pekka Himanen.
p. cm.

Includes bibliographical references and index.

ISBN 0-375-75878-X

1. Computer programming—Moral and ethical aspects.
2. Computer hackers.
3. Open source software. I. Title.

QA76.9.M65 H56 2001

174!90904—dc21 00-053354

Random House website address: www.atrandom.com

Printed in the United States of America on acid-free paper

2 4 6 8 9 7 5 3

First Trade Paperback Edition

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An aerial photograph of a coastal city, likely Miami, showing a mix of residential neighborhoods, high-rise buildings, a canal, and a beach. A black drone with two propellers is flying in the upper left quadrant of the image. The sky is a clear, vibrant blue. The text is overlaid on a dark blue and green geometric background.

Privacy in the Digital Age

*21st-Century Challenges
to the Fourth Amendment*

Nancy S. Lind and Erik Rankin, Editors

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1,116,497

Views



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Don Tapscott · TEDGlobal 2012

Four principles for the open world

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English



Translated by [Joseph Geni](#)

Reviewed by [Morton Bast](#)

00:04

Openness. It's a word that denotes opportunity and possibilities. Open-ended, open hearth, open source, open door policy, open bar. (Laughter)

00:19

And everywhere the world is opening up, and it's a good thing.



00:23

Why is this happening? The technology revolution is opening the world.

00:28

Yesterday's Internet was a platform for the presentation of content. The Internet of today is a platform for computation. The Internet is becoming a giant global computer, and every time you go on it, you upload a video, you do a Google search, you remix something, you're programming this big global computer that we all share. Humanity is building a machine, and this enables us to collaborate in new ways. Collaboration can occur on an astronomical basis.

00:59

Now a new generation is opening up the world as well. I started studying kids about 15 years ago, -- so actually 20 years ago now -- and I noticed how my own children were effortlessly able to use all this sophisticated technology, and at first I thought, "My children are prodigies!" (Laughter) But then I noticed all their friends were like them, so that was a bad theory. So I've started working with a few hundred kids, and I came to the conclusion that this is the first generation to come of age in the digital age, to be bathed in bits. I call them the Net Generation. I said, these kids are different. They have no fear of technology, because it's not there. It's like the air. It's sort of like, I have no fear of a refrigerator. And — (Laughter)

01:44

And there's no more powerful force to change every institution than the first generation of digital natives. I'm a digital immigrant. I had to learn the language.

01:55

The global economic crisis is opening up the world as well. Our opaque institutions from the Industrial Age, everything from old models of the corporation, government, media, Wall Street, are in various stages of being stalled or frozen or in atrophy or even failing, and this is now creating a burning platform in the world. I mean, think about Wall Street. The core modus operandi of Wall Street almost brought down global capitalism.





C O D E

v e r s i o n 2 . 0

L A W R E N C E L E S S I G



A Member of the Perseus Books Group
New York

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Published by Basic Books
A Member of the Perseus Books Group

Printed in the United States of America. For information, address Basic Books, 387 Park Avenue South, New York, NY 10016–8810.

Books published by Basic Books are available at special discounts for bulk purchases in the United States by corporations, institutions, and other organizations. For more information, please contact the Special Markets Department at the Perseus Books Group, 11 Cambridge Center, Cambridge MA 02142, or call (617) 252-5298, (800) 255-1514 or e-mail special.markets@perseusbooks.com.

CIP catalog record for this book is available from the Library of Congress.

ISBN-10: 0–465–03914–6

ISBN-13: 978–0–465–03914–2

06 07 08 09 / 10 9 8 7 6 5 4 3 2 1

Code version 1.0

FOR CHARLIE NESSON, WHOSE EVERY IDEA
SEEMS CRAZY FOR ABOUT A YEAR.

Code version 2.0

TO WIKIPEDIA,
THE ONE SURPRISE THAT TEACHES MORE THAN EVERYTHING HERE.

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THE DIGITAL DIVIDE REVISITED: WHAT IS NEXT?

STEPHANIE HUFFMAN
University of Central Arkansas

As soon as the Internet came into existence and the World Wide Web was introduced to make Internet utilization much easier, leaders have been worried about the “digital divide.” The digital divide refers to the inequality of access to information services. There has been marked improvements over the last 20 years, however the poorest people, who would benefit the most from Internet and computer access, are often the least likely to have it. In addition, even if access is available, knowledge of appropriate use is alarming low. The new “digital divide” is not just about access but focus on how to use the Internet and computer technology efficiently and effectively.

Keywords: Digital Divide, Internet, Bring Your Own Device (BYOD), and New Digital Divide Support Structure Model (NDDSS)

The digital divide refers to the gap between those who have access to technology and those who do not. As stated by Morley in 2013, the “haves” and the “have nots.” It also refers to the differences between individuals within a particular country, as well as to the differences between countries. When looking at differences within a country the use of computers and/or technology based on age, race, education, and income are addressed. The term digital divide was first coined in the mid-1990’s by then President Bill Clinton. In the five years between 1991 and 1996, the U.S. went from 300,000 personal computers to over 10 million (Cohen, 2013).

Since that time, the nature and scope of the digital divide has changed. When first defined, the digital divide primarily focused on access to technology. Access is no longer enough. Just as technology and the demands for it and the vast changes in the use have broadened, so has the digital divide. Implementing technology in schools is a good starting point, but the

digital divide will not actually close until citizens have access to technology at home and understand how to use it appropriately. Therefore, our priorities must also adjust and shift from simple access to include comprehensive training on the use of technology, the pitfalls and dangers, and the ramifications of such use. Otherwise, we are doing our students and citizens a disservice and leaving them vulnerable to predators and their own ignorance.

Benefits of Technology

Why is it so important to modify our definition of the digital divide as well as shift our priorities in relation to the goals established by the definition? Because technology offers access not only to educational tools, but also information resources. In the Field of Education, access to technology can help in the basic skills of writing papers, completing homework, doing research, providing assistance to those who need accommodations, helping English as a Second Language students increase