Lab Exercise #9
Computer Ethics – Intellectual Property Rights and Privacy
Computer Science 2334

Your Name: _____

~~Group Members:~~   This exercise is to be completed individually.

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Learning Objectives:

➢ To be able to analyze ethical situations.
➢ To be able to make ethical judgments based on intellectual property concepts, the consequences of different approaches to intellectual property, and existing legal instruments that protect intellectual property.
➢ To be able to make ethical judgments based on privacy issues and the consequences of different approaches to privacy.
➢ To demonstrate your understanding of intellectual property, privacy, and computer ethics through the analysis of several case studies.

Instructions:

Read the case studies included included in this lab exercise. Develop and write a response of a few sentences for each case study that addresses the exercise posed at the end of the case study scenario.

You should consider the principles of a professional organization relevant to CS when answering these questions. As discussed in class, it is your responsibility to locate a code of ethics from a relevant professional organization to use in the completion of this lab.

Use only the space provided for each scenario for your response.

You should spend approximately 15-20 minutes per scenario.

Once you have completed the exercises in this document, you will submit this lab exercise handout for grading.

At the end of lab, the entire class will discuss these scenarios and the various responses developed by the students.

The cases in this lab exercise were dreamed up by Prof. Hougen. Any similarities to any persons, living or dead, are purely coincidental.

Scenario 1. (Hypothetical)

Janis wants to give a presentation to a student equestrian (horse riding) club to which she belongs. She wants to do a really good job because there is a competition and if she wins, she will receive a $50 cash prize. For her presentation, she wants to have several photos and videos to illustrate the particular points she is trying to make. Unfortunately, she doesn't possess any relevant photos or videos and decides that it would take too much time and effort to create them, particularly because she would need help (e.g., one person to ride the horse, another to take the pictures or video).

However, Janis is familiar with the World Wide Web and search engines. So, she does a couple of quick searches, finds an excellent website full of great photos and videos, downloads a whole bunch of them, and inserts them into her presentation. When she gives her presentation at the competition, the judges tell her they are very impressed with her photos and videos. She says, "Thanks."

Exercises.

Find at least one ethical principle from a professional code of ethics that is relevant to this scenario. List the principle, **give its source**, and *explain* why you think it is relevant.

Say whether you think Janis abided by (that is, followed) the principle you listed and *explain* how you came to that conclusion.

Give one likely motivation for Janis's actions and *explain* how you concluded that was a likely motivation.

Explain how Janis could improve her ethical decision making.

Response (Scenario 1):

Response (Scenario 1), continued:

Scenario 2. (Hypothetical)

Hugo just can't take it any more. He is so annoyed by the terrible behavior of his lab partners he just has to tell someone. Sitting in his next class, he decides to send an instant message to David. "You wouldn't believe these guys," he writes, "they never do anything right and I have to go back and explain everything to them twenty times."[1]

"Yeah?" David writes back.

That little bit of encouragement is all it takes. Hugo unleashes with paragraph after paragraph of commentary on his lab partners. It is insulting, unambiguous (it gives the names and previous lab scores of both his lab partners), and witty.

David finds it hilarious. So hilarious, in fact, that he decides to post it all on his Facebook account. He says it came from "a frustrated friend here at my school."

It doesn't take long from there. Within minutes, some of David's friends have read it, found it equally funny, and made references to it in their own Facebook accounts. A few more minutes and "the lab jerks" (as the message has come to be known) is being copied all over Facebook, onto Blogger, and elsewhere on the web.

Not surprisingly, Hugo's lab partners see the message, recognize themselves in it, and are not amused.

Exercises.

For this scenario, you may choose to evaluate the conduct of either Hugo or David. At the start of your response, say which person's conduct you are evaluating.

Find at least one ethical principle from a professional code of ethics that is relevant to this scenario. List the principle, **give its source**, and *explain* why you think it is relevant.

Say whether you think Hugo/David abided by (that is, followed) the principle you listed and *explain* how you came to that conclusion.

Give one likely motivation for Hugo/David's actions and *explain* how you concluded that was a likely motivation.

Explain how Hugo/David could improve his ethical decision making.

Response (Scenario 2):

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1 Fortunately, Hugo is sending his IM from a laptop with a real keyboard and he likes real words and grammatically correct English, so your professor does not need to include in this hypothetical scenario a bunch of "u r" and "lol" and "omg" garbage that drives your professor crazy.

Response (Scenario 2), continued: