

**City University of Hong Kong
Course Syllabus**

**offered by School of Creative Media
with effect from Semester A 2022/23**

Part I Course Overview

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| Course Title: | Law, Policies and Global Media Platforms |
| Course Code: | SM5343 |
| Course Duration: | One semester |
| Credit Units: | 3 |
| Level: | P5 |
| Medium of Instruction: | English |
| Medium of Assessment: | English |
| Prerequisites: <i>(Course Code and Title)</i> | Nil |
| Precursors: <i>(Course Code and Title)</i> | Nil |
| Equivalent Courses: <i>(Course Code and Title)</i> | Nil |
| Exclusive Courses: <i>(Course Code and Title)</i> | Nil |

Part II Course Details

1. Abstract

The course addresses the most controversial issues related to the content regulation amidst the rise of global platforms, digital economy, artificial intelligence (AI), and “post-truth” politics. These issues include disinformation, algorithmized censorship, data capitalism, surveillance, digital piracy, and AI-generated art.

The course explores how global platforms order, national and international law, and social norms benefit and disrupt each other and what are the implications for our culture, rights, democracy, and peace. Apart from the U.S.-based platforms, such as Facebook, YouTube, and Instagram, it considers Chinese, EU, and Russian sites and apps, including WeChat, TikTok, Spotify, and Telegram. Additionally, the provides practical tips on the protection of copyright, privacy, speech, and personal data in the digital era.

The course is recommended to those who study media cultures and curation and those with a general interest in digital media law and policies.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs | Weighting (if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) | | |
|-----|---|------------------------------|---|----|----|
| | | | A1 | A2 | A3 |
| 1. | Describe and explain key phenomena and trends related to digital cultures, regulations, and social order | | ✓ | | |
| 2. | Apply key concepts from key papers studying the interrelationship between digital cultures, regulations, and social order | | ✓ | ✓ | ✓ |
| 3. | Critically evaluate phenomena, trends and problems arising from the interrelationship between digital cultures, regulations, and social order and provide solutions | | | ✓ | ✓ |
| | | 100% | | | |

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA | Brief Description | CILO No. | | | Hours/week (if applicable) |
|----------------------------|---|----------|---|---|----------------------------|
| | | 1 | 2 | 3 | |
| Lectures | Introduction, explanation, and discussions of key concepts and trends related to digital cultures, regulations, and social order | ✓ | ✓ | | |
| Discussions/ case study | Reading, interpreting, critical evaluating and discussing key cases and regulations affecting digital cultures | ✓ | ✓ | | |
| Policy Review | Reading, critical evaluating, discussing and comparing approaches to key law and policy issues and concepts | | ✓ | ✓ | |
| Presentations in groups | Conducting and presenting a joint comparative qualitative study of global media platform policies that affect digital rights and freedoms | | ✓ | | |
| Essay | Critical analysis of current regulatory trends and concepts related to digital rights and freedoms | ✓ | ✓ | ✓ | |

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities | CILO No. | | | Weighting | Remarks |
|--|----------|---|---|-----------|---------|
| | 1 | 2 | 3 | | |
| Continuous Assessment: 100% | | | | | |
| Participation | ✓ | ✓ | | 10 | |
| Policy Review | | ✓ | ✓ | 30 | |
| Presentation in groups | | ✓ | | 20 | |
| Essay | ✓ | ✓ | ✓ | 40 | |
| Examination: 0% (duration: _____, if applicable) | | | | 100% | |

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted in Semester A 2022/23 and thereafter

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B) | Marginal (B-, C+, C) | Failure (F) |
|------------------|--|---|---|---|--|
| 1. Participation | Depth of understanding, capacity to analyse and synthesize, clarity and strength of argumentation, involvement in discussions | Strong evidence of original thinking; leading role in discussions; strong argumentation; good capacity to analyse and synthesize; superior grasp of subject matter. | Evidence of grasp of subject, active role in discussions; some evidence of critical capacity and analytic ability; reasonable argumentation; reasonable understanding of issues | Sufficient familiarity with the subject matter to enable the student to progress without repeating the course. | Little or no evidence of familiarity with the subject matter; weakness in critical and analytic skills or no evidence of these skills; limited, or irrelevant use of literature. |
| 2. Policy Review | Depth of understanding, capacity to analyse and synthesize, strength of argumentation, clarity and fluency of summary | Strong evidence of original thinking; excellent capacity to analyse, synthesize, and summarize; superior grasp of subject matter; evidence of extensive knowledge base. | Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; reasonable argumentation; evidence of familiarity with literature. | Sufficient familiarity with the subject matter to enable the student to progress without repeating the course. | Little or no evidence of familiarity with the subject matter; weakness in critical and analytic skills or no evidence of these skills; irrelevant argumentation; limited or irrelevant use of literature. |
| 3. Presentations | Depth of research and analysis, capacity to analyse and synthesize, ability to work independently and in groups | Strong evidence of original thinking; capacity to analyse and synthesize; considerable communication and organisation skills. | Evidence of grasp of subject, some evidence of critical capacity, analytic ability, and communication and organisation skills. | Sufficient familiarity with the subject matter to enable the student to progress without repeating the course; some evidence of basic communication and organisation skills | Little or no evidence of familiarity with the subject matter; weakness in communication and management skills or no evidence of these skills; limited, or irrelevant use of course's material. |
| 4. Essay | Ability to use primary and secondary sources, depth of analysis, strength of argumentation, clarity and fluency in communicating ideas | Strong evidence of original thinking; strong argumentation; good capacity to analyse; superior grasp of subject matter; evidence of extensive knowledge base; considerable communication skills | Evidence of grasp of subject; some evidence of critical capacity and analytic ability; reasonable argumentation; good communication skills; evidence of familiarity with literature. | Sufficient familiarity with the subject matter to enable the student to progress without repeating the course; some evidence of basic communication skills. | Little or no evidence of familiarity with the subject matter; superficial analysis or a lack of analysis; irrelevant or no argumentation; limited or no evidence of familiarity with literature; limited or no evidence of communication skills. |

Applicable to students admitted before Semester A 2022/23

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|------------------|--|---|---|--|--|--|
| 1. Participation | Depth of understanding, capacity to analyse and synthesize, clarity and strength of argumentation, involvement in discussions | Strong evidence of original thinking; leading role in discussions; strong argumentation; good capacity to analyse and synthesize; superior grasp of subject matter. | Evidence of grasp of subject, active role in discussions; some evidence of critical capacity and analytic ability; reasonable argumentation; reasonable understanding of issues. | Student who is profiting from the university experience; basic understanding of the subject; ability to develop solutions to simple problems in the material. | Sufficient familiarity with the subject matter to enable the student to progress without repeating the course. | Little or no evidence of familiarity with the subject matter; weakness in critical and analytic skills or no evidence of these skills; limited, or irrelevant use of literature. |
| 2. Policy Review | Depth of understanding, capacity to analyse and synthesize, strength of argumentation, clarity and fluency of summary | Strong evidence of original thinking; excellent capacity to analyse, synthesize, and summarize; superior grasp of subject matter; evidence of extensive knowledge base. | Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; reasonable argumentation; evidence of familiarity with literature. | Student who is profiting from the university experience; understanding of the subject; ability to provide some arguments and develop solutions to simple problems in the material. | Sufficient familiarity with the subject matter to enable the student to progress without repeating the course. | Little or no evidence of familiarity with the subject matter; weakness in critical and analytic skills or no evidence of these skills; irrelevant argumentation; limited or irrelevant use of literature. |
| 3. Presentations | Depth of research and analysis, capacity to analyse and synthesize, ability to work independently and in groups | Strong evidence of original thinking; capacity to analyse and synthesize; considerable communication and organisation skills. | Evidence of grasp of subject, some evidence of critical capacity, analytic ability, and communication and organisation skills. | Student who is profiting from the university experience; understanding of the subject; basic communication and organisation skills. | Sufficient familiarity with the subject matter to enable the student to progress without repeating the course; some evidence of basic communication and organisation skills. | Little or no evidence of familiarity with the subject matter; weakness in communication and management skills or no evidence of these skills; limited, or irrelevant use of course's material. |
| 4. Essay | Ability to use primary and secondary sources, depth of analysis, strength of argumentation, clarity and fluency in communicating ideas | Strong evidence of original thinking; strong argumentation; good capacity to analyse; superior grasp of subject matter; evidence of extensive knowledge base; considerable communication skills | Evidence of grasp of subject; some evidence of critical capacity and analytic ability; reasonable argumentation; good communication skills; evidence of familiarity with literature. | Student who is profiting from the university experience; understanding of the subject and some problems; basic communication skills. | Sufficient familiarity with the subject matter to enable the student to progress without repeating the course; some evidence of basic communication skills. | Little or no evidence of familiarity with the subject matter; superficial analysis or a lack of analysis; irrelevant or no argumentation; limited or no evidence of familiarity with literature; limited or no evidence of communication skills. |

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

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Internet governance; Netiquette; digital rights; Internet freedom, right to Internet access; international legal standards for digital platforms and speech regulation; blocking and takedowns; sharing culture, ‘prosumerism,’ user-generated content; platforms’ and users liability; likes and reposts of illegal content; new rights and duties of digital media platforms; audiovisual regulation; Netflix, HBO, YouTube regulation; comparing U.S. and Chinese global digital media platforms policies; digital privacy and surveillance; Digital ‘Gulag’; ‘infodemic;’ right to anonymity; digital capitalism and colonialism; personal data protection; right to be forgotten; fake news and digital propaganda regulation; Amazon, AliExpress, Ebay, and paid reviews; digital copyright; plagiarism; digital culture and free use of content; copyright licensing and new business models; ‘Creative Commons’ and ‘open source’ licensing; YouTube licensing policies; blockchain, law, and music business; artificial intelligence and copyright regulations.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

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| 1. | Jørgensen, R., & Kaye, D. (2019). <i>Human rights in the age of platforms</i> (Information policy series). Cambridge, Massachusetts: The MIT Press. |
| 2. | Dijck, J., Poell, T., & Waal, M. (2018). <i>The platform society: Public values in a connective world</i> . New York, NY: Oxford University Press. |
| 3. | Lessig, L. (2005). <i>Free culture: The nature and future of creativity</i> . New York: Penguin Books. |
| 4. | Edwards, L. (2019). <i>Law, policy, and the Internet</i> . Oxford, UK ; New York: Hart. |

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

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| 1. | Oster, J. (2016). <i>European and international media law</i> . Cambridge: Cambridge University Press. |
| 2. | Packard, A., & Ebrary, Inc. (2013). <i>Digital media law</i> (2nd ed.). Chichester, West Sussex ; Malden, MA: Wiley-Blackwell. |
| 3. | Lipschultz, J. (2018). <i>Social media communication: Concepts, practices, data, law and ethics</i> (Second ed.). New York, NY: Routledge, an imprint of the Taylor & Francis Group. |
| 4. | Lessig, L. (1999). <i>Code and other laws of cyberspace</i> . New York, N.Y.]: Basic Books. |
| 5. | Lessig, L. (2008). <i>Remix: Making art and commerce thrive in the hybrid economy</i> . New York: Penguin Press. |
| 6. | Perry, S., & Roda, C. (2017). <i>Human rights and digital technology: Digital tightrope</i> . London: Palgrave Macmillan UK. |
| 7. | Zimdars, M., McLeod, K., & EBSCOhost. (2020). <i>Fake news: Understanding media and misinformation in the digital age</i> (Information policy series). Cambridge, Massachusetts: The MIT Press. |
| 8. | Sadowski, J., & EBSCOhost. (2020). <i>Too smart: How digital capitalism is extracting data, controlling our lives, and taking over the world</i> . Cambridge, Massachusetts: The MIT Press. |
| 9. | Couldry, N., Mejias, U., & ProQuest. (2019). <i>The costs of connection : How data is colonizing human life and appropriating it for capitalism</i> (Culture and economic life). Stanford, California: Stanford University Press. |

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| 10. | Koltay, A., & ProQuest. (2019). <i>New media and freedom of expression: Rethinking the constitutional foundations of the public sphere</i> (Hart studies in comparative public law ; v. 25). Oxford, UK: Hart Publishing, Bloomsbury Publishing Plc. |
| 11. | Netanel, N. (2018). <i>Copyright : What everyone needs to know</i> . New York: Oxford University Press. |
| 12. | Sinha, Manoj Kumar, & Mahalwar, Vandana. (2017). <i>Copyright Law in the Digital World: Challenges and Opportunities</i> . Singapore: Springer Singapore. |
| 13. | McCutcheon, J., & Ramalho, A. (Eds.) (2020). <i>International Perspectives on Disability Exceptions in Copyright and the Visual Arts: Feeling Art</i> . Routledge. |
| 14. | O'Dair, M. (2019). <i>Distributed Creativity : How Blockchain Technology will Transform the Creative Economy</i> (1st ed. 2019. ed.). Cham: Springer International Publishing: Imprint: Palgrave Macmillan. |