

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : Bachelor of Education (Honours) (Secondary) (Five-year Full-time); All undergraduate Programmes

Programme QF Level : 5

Course Title : Internet, Politics and Law

Course Code : SSC1193

Department : Social Sciences

Credit Points : 3

Contact Hours : 39

Pre-requisite(s) : Nil

Medium of Instruction: English

Course Level : 1

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making

7. Global Perspectives

1. Course Synopsis

The widespread use of the Internet in the world has tremendous implications for politics, law and society. Politically, the Internet has become a crucial channel through which different values and ideologies are transmitted across national boundaries and legal jurisdictions. Due to the varying legal, socio-political and cultural systems, many nation-states are resistant to foreign or external values and ideologies. The interrelationships between the Internet, politics and law are the central foci of this course, which seeks to explore the political and legal implications of the globalization of the Internet. Cases concerning how different legal jurisdictions deal with the Internet and its related criminal issues will be discussed.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁: explain how the Internet has influenced the developments in politics and law, and vice versa.
- CILO₂: explain how the Internet has both positive and negative implications for human rights and national security
- CILO₃: describe the international and domestic regulatory regimes concerning the Internet.

3. Content, CILOs and Teaching & Learning Activities

| Course Content | CILOs | Suggested Teaching & Learning Activities |
|--|---------------------|--|
| Relationships between the Internet, politics and law: <ul style="list-style-type: none">● How the Internet has become a tool for disseminating ideologies such as democracy and nationalism.● How nation-states deal with the spread of values and ideologies from competing political systems through the Internet.● In what ways governments would both commit and regulate cybercrimes. | CILO ₁ | Lectures, class discussions and debates. |
| The political dimensions of the Internet: <ul style="list-style-type: none">● The spread of Western-style democratic values through the Internet● The Internet as a platform for state propaganda and surveillance | CILO _{2,3} | Lectures, class discussions and debates. |

| | | |
|--|----------------------------|---|
| <ul style="list-style-type: none"> ● The Internet as a springboard for mass social movements and its effects on different kinds of political regime ● The Internet as a tool of monitoring state governance | | |
| <p>The legal dimensions of the Internet:</p> <ul style="list-style-type: none"> ● The cyberspace as a source of crimes. ● The international and domestic legal regimes concerning the Internet ● Challenges facing governments in policing the Internet | <i>CILO</i> _{2,3} | Lectures, class discussions and debates |

4. Assessment

| Assessment Tasks | Weighting (%) | CILO |
|--|---------------|--------------------------------|
| a. Group presentation: Students will be divided into groups to orally present a topic in the form of a class presentation in consultation with the lecturer. | 30% | <i>CILO</i> _{1, 2, 3} |
| b. Online assignment: Each student is to complete a written exercise for an online lesson, which requires them to read a set of materials and respond to questions raised. | 10% | <i>CILO</i> _{1, 2} |
| c. Individual paper: Each student is to submit an essay on a topic in consultation with the lecturer (word limit:1500) | 60% | <i>CILO</i> _{1,2,3} |

5. Required Reading

Chadwick, A., & Howard, P. N. (Eds.). (2009). *Routledge handbook of Internet politics*. London & New York: Routledge.

6. Recommended Readings

Internet Politics and Governance

Benkler, Y. (2006). *The wealth of networks: How social production transforms markets and freedom*. New Haven, Conn.: Yale University Press.

Bimber, B. (2003). *Information and American democracy: Technology in the evolution of political power*. Cambridge and New York: Cambridge University Press.

Chadwick, A. (2006). *Internet Politics: States, Citizens, and New Communication Technologies*. New York & Oxford: Oxford University Press.

Coleman, S., & Blumler, J. G. (2009). *The Internet and democratic citizenship: Theory, practice and policy*. Cambridge: Cambridge University Press.

Diamond, L. (2010). Liberation technology. *Journal of Democracy*, 21(3), 69-83

Everard, J. (2000). *Virtual states: The Internet and the boundaries of the nation-state*. London: Routledge.

Fung, A. et al. (2013). Six Models for the Internet + Politics. *International Studies Review*, 15(1), 30-47.

Gibson, R., Nixon, P., & Ward, S. (Eds.). (2003). *Political parties and the Internet: Net gain?*. London & NY: Routledge.

Hindman, M. (2009). *The myth of digital democracy*. Princeton: Princeton University Press.

Hood, C. C., & Margetts, H. Z. (2007). *The tools of government in the digital age*. Basingstoke: Palgrave Macmillan.

Rosenau, J., & Singh, J. P. (2002). *Information technologies and global politics: The changing scope of power and governance*. New York: New York University Press.

Shen, S. (2007). *Redefining nationalism in modern China: Sino-American relations and the emergence of Chinese public opinion in the 21st century*. Basingstoke England: Palgrave Macmillan.

Internet, Rights, and Legality

Andrejevic, M. (2009). *iSpy: Surveillance and power in the interactive era*. Lawrence, Kan.: University Press of Kansas.

Auletta, K. (2009). *Googled: The end of the world as we know it*. New York: Penguin Press.

George, C. (2015) "Hate Speech Law and Policy", in Robin Mansell & Peng Hwa Ang (eds.) *The International Encyclopedia of Digital Communication and Society*, 1st Edn., John Wiley & Sons, Inc., 1-10.

Radin, M. J., Rothchild, J. A., & Silverman, G. M. (2004). *Intellectual property and the Internet: Cases and materials*. New York: Foundation Press.

Rosen, J. (2012). The Right to be Forgotten, *Stanford Law Review Online*, 64, 88-92

Surya, D. (2008). "Yahoo! For Good" and the Right to Privacy of Internet Users: A Critique. *Journal of Internet Law*, 11(9), 3-10

Walden, I. (Ed.). (2009). *Telecommunications law and regulation*. Oxford and New York: Oxford University Press.

Internet, Media and Social Activism

Joyce, M. (Ed.).(2010). *Digital activism decoded: The new mechanics of change*. New York: International Debate Education Association.

Loader, B. (2007). *Young citizens in the digital age: Political engagement, young people, and new media*. Abingdon England: Routledge.

Mossberger, K., McNeal, R. S., & Tolbert, C. J. (2008). *Digital citizenship: The Internet, society, and participation*. Cambridge, Mass.: MIT Press.

Murray, A. D. (2017). Mapping the rule of law for the internet, in D. Mangan and L.E. Gillies (eds.), *The Legal Challenges of Social Media*. Cheltenham, UK: Edward Elgar Publishing Limited, 13-33.

Norris, P. (2009). The impact of the Internet on political activism: Evidence from Europe. In C. Romm-Lvermore & K. Setzekorn (Eds.), *Social networking communities and E-dating services: Concepts and implications*. Hershey: Information Science Reference.

Shirky, C. (2008). *Here comes everybody: The power of organizing without organizations*. New York: Penguin Press.

SynergyNet, & Powersoft Consultancy Limited. (2007). *Youth social engagement via Internet survey report*. Hong Kong: SynergyNet and Powersoft Consultancy Limited.

Van de Donk, W., Loader, B., & Rucht, D. (Eds.). (2004). *Cyberprotest: New media, citizens, and social movements*. London and New York: Routledge.

Yang, G. (2009). *The power of the Internet in China: Citizen activism online*. New York: Columbia University Press.

劉世鼎; 勞麗珠. (2010). 網絡作為澳門的另類公共領域. *新聞學研究*, (102), 253-293.

葉蔭聰. (2009). 新政治力量：香港獨立媒體的發展. *新聞學研究*, (99), 221-239.

7. Related Web Resources

The Government of Hong Kong

<http://www.gov.hk/>

Hong Kong's Department of Justice: Bilingual Laws Information System

<http://www.legislation.gov.hk/index.htm>

8. Related Journals

Journal of Information Technology & Politics

Policy and Internet

Information, Communication & Society

International Journal of Law and Information Technology

Stanford Law Review

新聞學研究

Hong Kong Law Journal

Asian Survey

Asian Journal of Political Science

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students*

(<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>).

Students should familiarize themselves with the Policy.

10. Others

BBC Videos on the Internet, Politics and Law

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