

MEJO 341.002 SYLLABUS

Introduction to Media Law

Fall 2019
Carroll Hall 33
Tuesday & Thursday: 9:30am to 10:45 am

Instructor Information

Instructor

Kristen A. Patrow

Contact

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Office Location and Hours

394 Carroll

Tuesdays 11:00 am—2:00

pm

by appointment

General Information

COURSE DESCRIPTION

The study of mass communication law will help you assert your rights and avoid needless infractions of the law as a content creator. This course is designed to help you recognize your legal rights to gather, prepare and disseminate news and other communications. It is an intensive overview of First Amendment case law as it relates to journalism, advertising, public relations, marketing, and the many fields of mass communication. It is also designed to provoke critical thinking about ethical practice, help you understand legal reasoning, and craft a legal argument. This course is designed to impart a basic understanding of how the law is made and the importance of free expression in a democracy.

LEARNING OBJECTIVES:

1. Understand the origins and theory of the First Amendment and how the law and the court systems work.
2. Understand concerns about censorship in a democracy and how the law protecting against prior restraint is the backbone of the First Amendment.
3. Understand more advanced legal concepts such as privacy and advertising guidelines, how they are contested in the age of “new” media and what those challenges look like “on the job.”
4. Be able to apply legal tests to new scenarios and hypotheticals.
5. Be able to read a case and identify its key components.
6. Understand and appreciate that changes in First Amendment law are almost always the result of social struggle in the United States.
7. Know the elements of libel and privacy claims, learn to avoid such claims or, alternatively, be prepared to defend oneself in the face of such claims.
8. Think creatively and speak knowledgeably about how mastery of media law will help you in your career in journalism/new media.

Attendance Policy

This is a required course in the School of Media and Journalism, which means that the school and the professors that teach this course believe it contains vital information for you to succeed in the mass communication field. As an instructor, I will do my best to make the material engaging and easy to understand. However, the key to success in both the academic and professional world is to take responsibility for your own learning, time management, and productivity. For this reason, I allow two absences during the semester without penalty. If you should miss more than two classes **five points will be deducted from your final grade per additional absence**. Unless you have a school-excused absence the third time you miss class will result in point deductions. For this reason, **please use your self-excused absences sparingly and wisely**.

We cover a lot of material very quickly in this class. The fast-paced nature of the class when combined with the unique way of thinking required by legal analysis means every absence will put you at a disadvantage. Absences will make comprehension and retention of the material more difficult. Remember, missing two classes means you missed an entire week of class.

Technology Policy

MULTITASKING

While I know it is tempting to multitask while in class, I strongly urge you to resist the temptation to tweet, snap, yak, message, text, Insta-anything, or surf during class. Research has repeatedly shown that when students multitask their grades and comprehension of course materials suffer.

LAPTOPS/TABLETS

Use of laptops and tablets for the purposes of note taking are welcome in this class. However, there may be days or times during class that I will ask you to put laptops away and focus on group work or class discussion. Again, I am strong believer in personal accountability so, rather than police classroom use of laptops/tablets, I trust you to use them responsibly.

PHONES

While I welcome the use of tablets and laptops in class, use of cellphones is prohibited unless using the Acadly application for attendance purposes. I do make exceptions if there is an emergency. If you do need to use your phone, please let me know prior to the start of class.

Please keep your phone off or silent and stashed away while class is in session. Use of cellphones during class will hurt your contribution grade. Since I already have a sheet that keeps track of attendance, it is easy to mark who texts during class. If you try to “sneak” using your phone, I will probably notice. It is obvious what you are doing; as the joke goes,

no one looks down at their lap and smiles. **Unauthorized use of your phone during class will result in a 2-point reduction of your class contribution grade per infraction.**

Course Materials

COURSE MANAGEMENT SYSTEM (SAKAI)

To access the course site visit: www.unc.edu/sakai/. The Sakai site should be your first resource for questions. It contains announcements, readings, the syllabus, the course schedule, my office hours, and your grades. In addition, you will submit portions of your exams and other coursework via this site.

You are responsible for checking Sakai regularly. **Inability to access the course website is not a valid excuse for lack of preparation or failure to submit assignments by deadline.** Should you experience problems accessing the course website please call 919-962-HELP and tell them it's about Sakai or visit this webpage: <https://www.unc.edu/sakai/?3>. If you continue to experience problems after talking to an expert about Sakai, please let me know.

REQUIRED TEXTBOOKS

- Robert Trager et al. The Law of Journalism and Mass Communication, 6th ed.
- Additional readings will be posted on Sakai

COURSE ATTENDANCE SYSTEM (ACADLY)

This semester I am going to try an automatic attendance system that requires you to have a smartphone and download the Acadly App from the Apple Store or the Play Store. This application pings your phone through an internet connection to register attendance. At the start of class I will “start” taking attendance by pushing an initiation button on my phone. The app will take attendance for the first 10 minutes of class during which student attendance will be automatically recorded. You will need to have downloaded the app, registered for the class by using the entry code, and enabled Bluetooth (iOS) and GPS (android) for your phone to mark you as present.

Please register for the class attendance process by downloading the app and using the code: RDK8US

Should you not have a smart phone please let me know.

Grades

Assignments	Total Points
News Case Brief	25
Class Contribution	25
10 Sakai Quizzes	100
First Exam	100
Midterm Exam	100
Final Exam	150

Grade	Points
A	467-500
A-	453-466
B+	440-452
B	422-439
B-	408-421
C+	395-407
C	377-496
C-	363-376
D+	349-362
D	318-348
F	317

Undergraduate MEJO majors must earn a grade of “C-” or higher in MEJO 340 as one of the School’s graduation requirements – that means earning a final point total of 263 points or higher out of a possible total of 400.

Assignments and Assessments

#1 NEWS CASE BRIEF (25 POINTS). DUE DATES SELECTED BY INSTRUCTOR

Throughout the semester, you will be presented with a series of important legal cases that have formed the First Amendment as we know it today. To learn and retain the relevance of these areas of law, you will write a small report on a current undecided media law issue in the news. This report should be no shorter than 3 pages and no longer than 5 including your reference page.

SECTIONS

For the assignment, you are to research a current undecided case.

In the first section of the paper, explain the dispute. Include the facts of the case (the who, what, when, where and why) and explain the legal issue at the center of the case. This section should be no longer than 1.5 pages.

In the second section of the paper, use your knowledge of legal rules and case precedent to explain what you think the ruling will be. Additional sources may be consulted to write this section but you should rely most heavily on materials we have studied in class: case precedent, legal rules, and the class readings. This second portion should be no longer than 1.5 pages.

In the third section of the paper, discuss what you personally think would be the most ethical decision and why. This can be different than what you think the legal outcome would be. This is a chance for you to insert your personal opinion into the paper. Your personal views should not appear in previous sections. This section should be no longer than 1 page.

Finally, include a single references page to cite where you got your information (this can use any one citation style, just be consistent). This section should be no longer than 1 page.

FORMAT

The body of your report must be double-spaced and have 1-inch margins. Your references page must be single spaced. Please use either 11 or 12-point Times New Roman or Century font.

DEADLINE

You must turn in your written report at or before 9:30am (if handing in a paper copy) or upload it to Sakai assignments tab by 9:25am on the due date. I prefer electronic submissions but will accept printed out submissions as well.

GRADING CRITERIA

Your grade will be based on the following:

- Proper formatting, grammar, spelling, and punctuation (5 points)
- Summary of the case presented (5 points)
 - It should include the facts and the issue at the center of the dispute
- Clearly identify the area of law and what legal test and rules should apply. Be sure to include relevant precedent. In this section, much like on your exams, you are the judge. Apply the law to the facts. (10 points)
- Clear articulation of what the ethical decision would be and why. If the ethical decision is different from what you think the legal outcome will be please explain why. (5 points)

#3. CLASS CONTRIBUTION (25 POINTS). CONSIDERED THROUGHOUT THE SEMESTER

I call this section of assessment “contribution” because I believe there are ways to show engagement with course material and the instructor beyond participation. Sharing your thoughts is a valuable practice for you and it benefits the whole classroom, but there are other ways to contribute to our learning environment. I will be grading you on preparation, participation, and listening.

PREPARATION

Most of your contribution in class depends on your preparation before the start of class. To be able to actively participate in every class, you must have a clear grasp of the concepts we have covered up to that class period. To ensure you understand these concepts you should: do all your reading, review your class notes, and make notes about class articles, activities, or concepts that are related to one another. Jot down any questions you have for these readings. You can also review material from last class; are any parts of the material still unclear to you?

PARTICIPATION

Part of participation is attending class! You cannot participate unless you show up. Second, make an effort to arrive early. Arriving late is disruptive to other students and arriving early gives you time to review your notes before class starts. Participation also includes asking

questions and giving your opinion. With that in mind, here are ways you can easily lose points in the participation section of the contribution grade:

- **Arriving late** will result in a class contribution grade loss of **2 points per instance**. **If you arrive 10 minutes after class has started you will be counted absent for that day.**
- **Sleeping in class will not be tolerated.** If you are caught sleeping in class, you will be asked to leave and **will be marked as absent for the day and you will lose 5 contribution points regardless of whether you have missed two classes already or not.**
- **Leaving the classroom is prohibited.** Leaving the classroom is just as disruptive to the learning environment as arriving late. **The only exception to this is if you are about to be sick in the bathroom or you are in urgent need of a bathroom and it cannot wait.** If you leave, I will assume you are not well and will likely inquire about your health. I have obviously experienced too many students coming in and out of lecture to text, so I have had to put this policy in place. If you leave the classroom **you will lose 2 points per instance.** In your future careers there will be many times when you are in meetings that last longer than an hour of which you will be required to fully attend. You will have to plan for your physical needs accordingly. I expect you to do that for this class.
 - **If you need to leave class early for a legitimate reason, please just let me know at the beginning of class.** Please sit in the back and quietly leave, watching the door on the way out. There should be no random departures and slamming doors while class is in session. **Departures requiring you to miss more than 10 minutes of class will result in being counted as absent for the day.**

LISTENING

I know that some people do not feel comfortable speaking up in class, I was one of those students for a long time. However, though I hope you do manage to speak up from time to time, I recognize that you can be actively engaged in class by thoughtfully listening to lecture and discussion. Students who actively listen take notes, focus on the instructor during class, and listen carefully to other students. This is not to say that you can come to class, never say anything, and still receive full participation points. **As a reminder, violation of the technology policy will result in contribution point loss of 2 points per instance.**

These three factors are equally weighted, and all contribute to your overall contribution grade.

#4. TEN QUIZZES (100 POINTS)

Students will complete 13 multiple choice quizzes on Sakai over the course of the semester. Each quiz will consist of 5 or 10 questions. Quizzes are due 5 minutes before class starts on Tuesday mornings (9:25 am). Quizzes will be posted by 9:00 pm on Tuesdays, which means you will have just under a week to complete the quizzes. **If you have technical difficulties, you must notify me by 5:00 pm on Friday evening of the week the quiz was posted so that I may help you address this issue before the quiz closes.**

I will drop your lowest three quiz scores and for this reason, **missed quizzes may not be made-up.** It is your responsibility to take your quiz in enough time to troubleshoot any issues. Please take this into consideration if you decide to take your quiz at the last minute.

#5 FIRST EXAM (100 POINTS) TUESDAY OCTOBER 1, NORMAL CLASS TIME IN ROOM 33

Students will take an in-class midterm exam that covers the first half of course material. The exam will include multiple choice, true/false, short answer and a written hypothetical.

#6. MIDTERM EXAM (100 POINTS) TUESDAY NOVEMBER 5, NORMAL CLASS TIME IN ROOM 33

Students will take an in-class midterm exam that covers the first half of course material. The exam will include multiple choice, true/false, short answer and a written hypothetical.

#7. FINAL EXAM (150 POINTS) TUESDAY DECEMBER 10, 8 AM – 11 AM IN ROOM 33

Students will take an in-class final exam that covers the entire course material. The exam will include multiple choice and true/false questions. A review guide will not be provided.

Extra Credit

No individual extra credit opportunities are offered, and students should not ask for individual exceptions. If an opportunity for extra credit arises – of which there is no promise or guarantee of such an opportunity – it will be offered to the entire class.

Grade Disputes

Should you wish to dispute your grade on any of the assignments, you must first wait 24 hours before discussing it with me. I call this the “cooling off” period. Then, you must write me a detailed email explaining why I should re-consider your grade. You have one week to dispute the grade on an assignment after it has been returned to you. After I receive an email we will schedule a time to meet and discuss your grade. You must meet with me in person if you want me to alter your grade. I reserve the right to raise or lower any grade, if I conclude the original grade was faulty.

Deadlines

All assignments must be uploaded via Sakai or physically handed in by the assigned due date. This is a media school and deadlines are serious in media. Thus, I take deadlines seriously. **I do not accept late assignments. If you submit a file that is somehow corrupted or will not properly open on my computer, you will receive a zero.** Thus, please submit either PDF or MS Word Documents. What you submit is what you will be graded on. You cannot submit amended materials after the due date. Students who miss assignments will receive a zero for the missed work, unless they have a University-approved absence or a doctor’s note.

Makeup Exams

Makeup exams will be given only in cases of proven emergencies and then only if I am notified in advance of the scheduled exam. I reserve the right to change the content of make-up work (e.g. alternate test questions). No make-up quizzes are given.

Respect and Tolerance of Viewpoints

The study of free speech requires more tolerance and understanding than the study of some other subjects. Indeed, there is an entire theory of the First Amendment that is based on the principle of tolerance. When discussing speech that the First Amendment protects we will have to discuss speech that is hurtful and offensive. In addition to discussing speech that many people would find odious, there are and will be many political and social views in our classroom! This makes it the perfect place to talk about free speech, but it can also create tensions. Tensions are OK! What we don't want are tensions that escalate into "fighting words" or "speech that creates a chilling effect" on other students. (Stay tuned and we'll talk about these concepts.)

We want to create an atmosphere in which students feel safe to talk and in which they feel heard, even if other students do not agree with their views. There are ways to disagree passionately and remain respectful and cognizant that the classroom is a learning environment. While we want to encourage free speech in the classroom, courts have been very clear that speech that disrupts a classroom environment may not be tolerated. Let's not even go there. We want to create a room that embraces our differences and helps us learn through those differences.

The University is committed to fostering a diverse and inclusive academic community and prohibiting discrimination and harassment. Please review the University policy statements on diversity and inclusivity, and prohibited harassment and discrimination, both in The Undergraduate Bulletin 2012-2013 at <http://www.unc.edu/ugradbulletin/>.

Special or High Needs Students

If you are a student with a documented disability or a student with a unique personal situation (e.g. – a terminally ill family member or you are struggling with depression, etc.), **you MUST let me know during the first week of class so that we can work together to make your experience in this class a success.** I am very happy to work with you to make the necessary accommodations, and I will keep these matters confidential. I also like to have some documentation. (There are, unfortunately, students who can and will take advantage of this privilege.) I cannot, however, accommodate you to the point that it would be unfair to other students in the class. **But there are many possibilities, and I urge you to come speak to me earlier rather than later in the semester. I cannot help you in this regard if you come to me at the last minute.**

Students with diagnosed or suspected disabilities that might impact their performance in the course should contact the Department of Accessibility Resources and Service (AR&S) to determine whether and to what extent services or accommodations are available for this course. It is the goal of UNC to "ensure that all programs and facilities of the University are accessible to all members of the University community." If you think this might apply to you, please contact DARS by telephone at 962-8300 or visit the AR&S website at <http://accessibility.unc.edu/about-us> for additional information.

Honor Code

The Honor Code and the Campus Code, embodying the ideals of academic honesty, integrity and responsible citizenship, have for over 100 years governed the performance of all academic work and student conduct at the University. Acceptance by a student of enrollment in the University presupposes a commitment to the principles embodied in these codes and a respect for this most significant University tradition.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

[The Instrument of Student Judicial Governance](#), which contains the provisions of the Honor Code, states that students have four general responsibilities under the Code:

1. Obey and support the enforcement of the Honor Code;
2. Refrain from lying, cheating, or stealing;
3. Conduct themselves so as not to impair significantly the welfare or the educational opportunities of others in the University community; and
4. Refrain from conduct that impairs or may impair the capacity of University and associated personnel to perform their duties, manage resources, protect the safety and welfare of members of the University community, and maintain the integrity of the University.

[The Instrument](#) defines plagiarism as "deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise."

Please submit all written work with the following pledge: "On my honor, I have neither given nor received unauthorized aid on this assignment."

Inclement Weather Policy

If the campus is open, class will take place. Any other cancellations will be posted online before 9 a.m.

Course Schedule

This schedule is subject to change. Reading assignments may be added or removed and deadlines may be altered as necessary. Any changes will be announced on Sakai. You should complete all assigned reading before coming to class. **Reading assignments will often require a significant amount of time.** If at any point in the semester you are having difficulty understanding the required material, please let me know.

I will be happy to meet with you and clarify points and/or recommend additional resources to help you understand law. I fully believe that everyone can and should understand legal concepts and I am happy to help you do that. This is a topic I am passionate about so please do not be shy about asking for help or clarification. My desire to educate people about First Amendment law is part of the reason I spent so many extra years in school! That means I am serious about teaching you this stuff!

Week	Topic	Before Class Prep	Exercises/Assignments
Week 1 Tuesday August 20, 2019	Introduction to the Course; How to Understand/Brief a Case	READ: The course syllabus, one article on multitasking while learning and one article on how to read a legal opinion. Multitasking Increases Study Time How to Read a Legal Opinion (Sakai)	
Week 1 Thursday August 22, 2019	Reading First Amendment Law: State Action and the Sources of Law	READ: Trager Chapter 1:2-17 (stop at “Structure of the Judicial System”) What is State Action?	Sign up for News Case Brief.
Week 2 Tuesday, August 27, 2019	The Court System and Briefing Whitney v. California	READ: <u>Trager Chapter 1:</u> Structure of the Judicial System through Finding the Law p. 18-35 <u>Map of Appeals Courts</u> (Sakai) <u>Comparing Federal and State Courts</u> (Sakai) <u>NC Court System</u> (Sakai) <u>Excerpt from Whitney v. California</u> (Sakai)	Complete first quiz on week 1 reading due 9:25am. Review how to brief a case. Attempt to brief the Whitney v. California case, we will go over it in class. Look at circuit map on Sakai and figure out what circuit NC is in.
Week 2 Thursday, August 29, 2019	First Amendment History and Theories; Briefing a Case Continued: the IRAC method	READ: <u>Trager Chapter 2</u> Start of Chapter 2 until Where the First Amendment Came From p. 51-61 <u>Excerpt from Packingham v. North Carolina</u> (Sakai)	Attempt to brief the Packingham v. North Carolina case, we will go over it in class.

<p>Week 3 Tuesday, September 3, 2019</p>	<p>Prior Restraint</p>	<p>READ: <u>Trager Chapter 2</u> How the Government Restrains through the FA Freedoms Section p. 64-68</p> <p>New York Times v. US Case p. 85-88</p> <p><u>Julian Assange ‘is no journalist.’</u> (Sakai)</p> <p><u>Excerpt from Near v.</u> <u>Minnesota</u> (Sakai)</p> <p><u>Excerpt from U.S. v.</u> <u>Progressive</u> (Sakai)</p>	<p>Complete quiz on week 2 reading by 9:25am.</p>
<p>Week 3 Thursday, September 5, 2019</p>	<p>Content-Based and Content-Neutral Restrictions of Speech</p>	<p>READ: <u>Trager Chapter 2</u> How the First Amendment Reviews Laws until Speaking Politics p. 69-73</p> <p>Reed v. Town of Gilbert p. 88-95</p>	
<p>Week 4 Tuesday, September 10, 2019</p>	<p>Public Forums and Government Speech</p>	<p>READ: <u>Trager Chapter 2:</u> Speaking as the Government through end of chapter p. 74-84</p> <p><u>Review Packingham v. North</u> <u>Carolina</u> (Sakai)</p> <p>LISTEN: Podcast: When Does Twitter Blocking Violate the First Amendment? The whole thing is interesting! If you don’t have time listen to all of it, listen to the first 23 minutes.</p>	<p>Complete quiz on week 3 reading by 9:25am.</p>

<p>Week 4 Thursday, September 12, 2019</p>	<p>Speech Distinctions and the First Amendment: Political Speech</p>	<p>READ: <u>Trager Chapter 2:</u> Political Campaigning and Financing Elections p. 76-77</p> <p>Citizens United vs. FEC</p> <p>Citizens United v. FEC: Facts and Falsehoods</p> <p>Supreme Court Rules Political Speech Is Protected Even If You Didn't Actually Speak</p>	
<p>Week 5 Tuesday, September 17, 2019</p>	<p>Violent Speech Distinctions: Fighting Words, True Threats, Incitement</p>	<p>READ: <u>Trager Chapter 3</u> Beginning until “Symbolic Speech” p. 97-117</p> <p>Elonis v. United States p. 137-143</p>	<p>Complete quiz on week 4 reading by 9:25am.</p>
<p>Week 5 Thursday, September 19, 2019</p>	<p>Sexual Speech Distinctions: Obscenity, Child Pornography, Indecency</p>	<p>READ: <u>Trager Chapter 10</u> Beginning until “Cable Indecency” p. 441-462</p> <p><u>Miller v. California</u> (Sakai)</p>	
<p>Week 6 Tuesday, September 24, 2019</p>	<p>Intermediate Scrutiny Speech Distinctions: Student Speech, Symbolic Speech</p>	<p>READ: <u>Trager Chapter 3</u> “Symbolic Speech” until “Other Harms” p. 117-131</p> <p>Tinker v. Des Moines p. 134-137</p> <p>A satirical student publication's free speech rights may have been violated, court says</p>	<p>Complete quiz on week 5 reading by 9:25am.</p>

<p>Week 6 Thursday, September 26, 2019</p>	<p>Intermediate Scrutiny Speech Distinctions: Commercial Speech</p>	<p>READ: <u>Trager Chapter Ch. 12</u> Beginning until “Creating Distinctions within Commercial Speech” pp. 537-543</p> <p>Central Hudson Gas & Elec. Corp. v. Pub. Svc. Comm’n of N.Y. p. 563-569</p>	
<p>Week 7 Tuesday, October 1, 2019</p>	<p>FIRST EXAM</p>	<p>Regular class time 9:30-10:45am in Carroll 33</p>	<p>Bring Scantron and Number 2 Pencil</p>
<p>Week 7 Thursday, October 3, 2019</p>	<p>Defamation Elements: Statement of Fact, Publication, and Identification</p>	<p>READ: <u>Trager Chapter 4</u> Beginning through “Identification” p. 145-156</p> <p>North Carolina Statute on Libel (read all)</p>	
<p>Week 8 Tuesday, October 8, 2019</p>	<p>Defamation Elements: Defamatory Communication (trade libel & product disparagement) & Falsity</p>	<p>READ: <u>Trager Chapter 4</u> Beginning through “Substantial Truth” p. 156-163</p> <p><u>Texas Beef Group v. Winfrey (Sakai)</u></p> <p>Pink Slime Case</p>	<p>Complete quiz on week 7 reading by 9:25am.</p>

<p>Week 8 Thursday, October 10, 2019</p>	<p>Defamation Elements: Fault (status of the plaintiff)</p>	<p>READ: <u>Trager Chapter 4</u> “Fault” through “The Nature of the Statement” p. 163-178</p> <p>New York Times v. Sullivan p. 187-189</p> <p>Devin Nunes sued a Twitter account dedicated to a cow. Now it has more followers than he does</p>	
<p>Week 9 Tuesday, October 15, 2019</p>	<p>Defamation Elements: Fault (Actual Malice v. Negligence) & Damages</p>	<p>READ: ‘A Rape on Campus.’ What Went Wrong?</p> <p>Rolling Stone Last Remaining Lawsuit Over UVA Rape Story</p>	<p>Complete quiz on week 8 reading by 9:25am.</p>
<p>Week 9 Thursday, October 17, 2019</p>	<p>Defamation: Defenses and Privileges</p>	<p>READ: <u>Trager Chapter 5</u> skim all of it. p. 193-221</p> <p>Milkovich v. Lorain Journal p. 228-231</p> <p>Funimation Files Response to Vic Mignogna's Lawsuit</p>	
<p>Week 10 Tuesday, October 22, 2019</p>	<p>NO CLASS HAPPY FALL BREAK!</p>	<p>NO CLASS HAPPY FALL BREAK!</p>	<p>Complete quiz on week 9 reading by 9:25am.</p>

<p>Week 10 Thursday, October 24, 2019</p>	<p>Privacy: False Light & Private Facts</p>	<p>READ: <u>Trager Chapter 6</u> Beginning through “Defenses” p. 233-241</p> <p>“Private Facts” through “Public Record” p. 257-265</p> <p>Cox Broadcasting v. Cohn p. 275-278</p>	
<p>Week 11 Tuesday, October 29, 2019</p>	<p>Privacy: Appropriation</p>	<p>READ: <u>Trager Chapter 6</u> “Appropriation” through “Incidental Use” p. 241-253</p> <p>California Court Shoots Down Part of Brooke Shields' Case Over Charlotte Tilbury Eyebrow Pencil</p>	<p>Complete quiz on week 10 reading by 9:25am.</p>
<p>Week 11 Thursday, October 31, 2019</p>	<p>Privacy and Data Collection</p>	<p>READ: <u>Trager Chapter 6</u> Beginning at “Privacy and Data Protection” through the end of the chapter. p. 265-272</p> <p>Riley v. California p. 279-284 FTC’s \$5 billion Facebook settlement: Record-breaking and history-making</p> <p>Data security professor says it's time to improve internet privacy laws</p>	
<p>Week 12 Tuesday, November 5, 2019</p>	<p>SECOND EXAM</p>	<p>Regular class time 9:30-10:45am in Carroll 33</p>	<p>Bring Scantron and Number 2 Pencil</p>

<p>Week 12 Thursday, November 7, 2019</p>	<p>Copyright: Protected Works and Your Bundle of Rights</p>	<p>READ: <u>Trager Chapter 11</u> Beginning through “Transferring Copyrights” p. 485-500</p> <p>A Complete Guide to Protecting Images from Photo Theft</p> <p>A new copyright proposal would protect designers online — but at what cost?</p>	
<p>Week 13 Tuesday, November 12, 2019</p>	<p>Copyright: Infringement, Fair Use and the DMCA “Safe Harbor”</p>	<p>READ: <u>Trager Chapter 11</u> Beginning “Proving Copyright Infringement” through “Music the Internet and File Sharing” p. 503-512</p> <p>American Broadcasting Companies v. Aereo Inc. p. 531-535</p> <p><u>Read “Fair Use”</u></p> <ul style="list-style-type: none"> • “What is Fair Use?,” • “Measuring Fair Use: The Four Fair Use Factors,” • “Disagreements Over Fair Use: When are You Likely to Get Sued” <p>Copyrighting the 'Building Blocks' of Music? Why the Katy Perry Case Alarms Producers</p>	<p>Complete quiz on week 12 reading by 9:25am.</p>

<p>Week 13 Thursday, November 14, 2019</p>	<p>Trademark</p>	<p>READ: <u>Trager Chapter 10</u> Beginning “Trademarks” through “Trademark Infringement Defenses” p.512-521</p> <p>Matal v. Tam p. 524-531</p> <p><u>VISIT USPTO website</u></p> <ul style="list-style-type: none"> • “Trademark Basics” (and watch videos), and • “Trademark Process,” (look for these links under “Learn about the process”) <p><u>Its Eyes on New Merchandise, Ohio State Looks to Trademark a Single Word: ‘THE’</u></p>	
<p>Week 14 Tuesday, November 19, 2019</p>	<p>Speech on the Internet: Protections, FCC Regulation of Internet, FCC Advertising Rules</p>	<p>READ: <u>Trager Chapter 9</u> “Internet Regulation” through the End of Chapter p. 421-425</p> <p><u>What to Expect When You're Expecting a Net Neutrality Decision</u></p> <p>Reno v. ACLU (Sakai)</p>	<p>Complete quiz on week 13 reading by 9:25am.</p>

<p>Week 14 Thursday, November 21, 2019</p>	<p>FTC Advertising Regulation: Unfair and Deceptive Commercial Practices, Vice Products</p>	<p>READ: <u>Trager Chapter 12</u> Beginning at “Creating Distinctions within Commercial Speech” through “Prescription Medicines” p. 543-552</p> <p>FTC Policy Statement on Deception</p> <p>FTC Endorsement Guides</p> <p>FCC commissioner: We need to crack down on e-cigarette advertisements</p>	
<p>Week 15 Tuesday, November 26, 2019</p>	<p>FTC Advertising Regulation: Disclosures</p>	<p>READ: <u>Trager Chapter 12</u> Beginning at “Advertising Online” through end of Chapter. p. 554-561</p> <p>.com Disclosures: How to Make Effective Disclosures in Digital Advertising</p> <p>Native Advertising: A Guide for Businesses</p>	<p>Complete quiz on week 14 reading by 9:25am.</p>
<p>Week 15 Thursday, November 28, 2019</p>	<p>NO CLASS HAPPY THANKSGIVING!</p>	<p>NO CLASS HAPPY THANKSGIVING!</p>	

Week 16 Tuesday, December, 3, 2019	LAST DAY OF CLASS Regulated Financial Communications	READ: Middleton, et al., (10th ed. 2018), Ch. 8, pp. 379-396 (“Securities Transactions”) (PDF) (via University Libraries e-reserve service on Sakai) SEC guidance for using social media to disclose material nonpublic information The Guide to Social Media and the Securities Laws	LAST DAY OF CLASS Regulated Financial Communications Complete quiz on week 15 reading by 9:25am.
Week 16 Tuesday, December 5, 2019	READING DAY	READING DAY	READING DAY
Week 17 Tuesday, December 10, 2018	FINAL EXAM	8:00 am to 11:00 am Room 33	Bring Scantron and Number 2 Pencil