

# Introduction to Media Law

MEJO 341.2: 3 Credits

Spring 2022

## COURSE POLICIES & SYLLABUS

**Professor:** Dr. Amanda Reid (she/her/hers)  
**Office:** Room 393  
**E-mail:** AReid@unc.edu  
**Office hours:** Wednesdays 10:00 a.m. to 12:00 p.m.  
*Other times also available by appointment*  
**Zoom room:** <https://unc.zoom.us/j/98051487857?pwd=Zk5TURMS1dHVkJRbzJEdTFqNzYvdz09>

### COURSE OVERVIEW

Welcome to Media Law! This course is an introduction to the laws of libel, defamation, privacy, indecency, obscenity, net neutrality, copyright, trademark, commercial speech, and prior restraint. This course is designed to introduce a basic understanding of how the law is made and the importance of free expression in a democracy. This course offers an overview of First Amendment case law as it relates to public relations, advertising, and strategic communication students. As such, we will trace some of the key developments in the philosophies underlying media law and we will survey an array of legal doctrines so that you are equipped to identify and analyze many of the practical legal issues that impact your chosen professions in practice.

### CLASS TIME & PLACE

- ❖ Tuesdays and Thursdays from 12:30 p.m. to 1:45 p.m. on Zoom.
  - Here is the link for our class:  
<https://unc.zoom.us/j/98147145366?pwd=RmFRQXkwYTZlcStQOVZEUHpHa25Xdz09>
    - Meeting ID: 981 4714 5366
    - Passcode: MediaLaw.2

### REQUIRED TEXT

- ❖ SUSAN DENTE ROSS, AMY REYNOLDS & ROBERT TRAGER, THE LAW OF JOURNALISM AND MASS COMMUNICATION (7th ed. 2020) (ISBN-13: 978-1544377582).
  - Note, some helpful study aids that accompany our textbook are available at this link:  
<https://edge.sagepub.com/medialaw7e>

## CLASS WEBSITE

I will use Sakai, UNC's online course-information system (<https://sakai.unc.edu>), for posting course materials and communicating outside of the classroom. You should check Sakai regularly for any class materials, updates, and announcements.

## COURSE LEARNING OBJECTIVES

- ❖ Explain the historical and philosophical bases of the First Amendment.
- ❖ Explain concerns about censorship in a democratic republic.
- ❖ Analyze and synthesize primary sources of media law.
- ❖ Apply legal tests to new scenarios and hypotheticals.

## ACHIEVING SUCCESS

In this course we will cover a significant amount of dense material at a relatively quick pace. Some of the reading assignments are longer and more complicated than what you have encountered in other courses. Class attendance, active participation, and diligent preparedness are essential in order to master the material. The material cannot be memorized in a short amount of time. Skimming the material before class (or not reading at all) and “learning” the material from class alone will not lead to success. Success requires you to read, evaluate, critically think, and internalize the material before class so you can actively participate (either verbally or intellectually) during class. **The key to success in this course is preparation on a daily basis.**

## CLASS PREPARATION

It is critical that each student fully participate in classroom discussions to enrich the learning experience. (See explanation of Class Participation below.) You must come to each class prepared to participate. “Prepared” means that you have already read and thought about the assigned materials for the day's class, and you are ready to participate in class discussion.

Class time will primarily be used to (a) stress particular points made in the reading, (b) cover areas not addressed in the reading that I believe will increase your knowledge, or (c) work through hypotheticals and problems to help illustrate what you should have learned from the reading.

While I expect you to take class preparation and participation seriously, I do not require that you have a perfect answer prepared for every possible question I might pose during our class discussions. Moreover, there is rarely only one “right” answer to a legal question. Rather, different arguments of varying strength exist. I am interested in helping you hone your skills in identifying, making, and evaluating those arguments. If you have thoroughly read and considered the assigned material, but nonetheless find yourself perplexed, don't worry. Your ability to clearly articulate to me and to your classmates what you found confusing will be a helpful learning tool for everyone.

Finally, our class conversations should always be civil and respectful. The law is about addressing and evaluating conflicting views and we will not always agree with one another. However, in

debating differing viewpoints and perspectives, I require that everyone do so in a respectful and professional manner.

## ATTENDANCE

**University Policy:** No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Please communicate with me early about potential absences. Please be aware that you are bound by the [Honor Code](#) when making a request for a University approved absence.

## OFFICE HOURS

I host regular office hours on Wednesdays from 10:00 a.m. to noon via Zoom. Additional times are available by appointment. Please use this link to join:

<https://unc.zoom.us/j/98051487857?pwd=Zkk5TURMSldHVkJRbzJEdTFqNzYvdz09>

**Alternative access to Zoom office hours:**

Meeting ID: 980 5148 7857

Passcode: law

Office hours are specific times I have set aside to get to know you and to assist you with your work for the course. Please feel free to reach out to me. Please note that I employ the Zoom “waiting room” feature for office hours; if I am meeting with another student, I may ask you to make an appointment with me.

Occasionally my office hours will conflict with faculty meetings, conferences, or department meetings. As a result, I will need to cancel the office hours for that time.

## COURSE ASSESSMENTS & GRADE SCALE

**Grade scale:**

A = 465-500 points (93-100%)

A- = 450-464 points (90-92.9%)

B+ = 435-449 points (87-89.9%)

B = 415-434 points (83-86.9%)

B- = 400-414 points (80-82.9%)

C+ = 385-399 points (77-79.9%)  
 C = 365-384 points (73-76.9%) \*  
 C- = 350-364 points (70-72.9%)  
 D+ = 335-349 points (67-69.9%)  
 D = 300-334 points (60-66.9%)  
 F = 299 points or fewer (less than 60%)

**\*This course is required for students enrolled in the Hussman School of Journalism and Media. You must earn a C or better to avoid repeating the course.**

Your individual grade in this course will be determined as follows:

<u>What</u>	<u>When</u>	<u>How much</u>
Class Participation	Panel Assignment	20 points
Reading Quizzes	Weekly	60 points
Forum Assignments	As Assigned on Sakai	60 points
Case Brief	1/18/2022	10 points
Midterm #1	2/17/2022	100 points
Midterm #2	3/31/2022	100 points
Final Exam	5/3/2022 @ noon	150 points

### CLASS PARTICIPATION

Twenty (20) points of your final grade is based on class participation. Preparation and class attendance are a mandatory part of this course. I expect you to be present at each class session and to be prepared to actively listen and participate. I will call on students to generate a conversation about the course material. By contributing your own perspectives and engaging with the perspectives of others in class you will come away with a richer understanding of the material than you would just from reading the casebook or just from listening to me. **I will use a “panel system” to structure most of the class participation.**

The class will be divided into panels (see below). Each panel is assigned to specific class periods. I will call on students from the assigned panel for the specified day. You will know in advance when you will be called upon. All members of the on-call panel should be prepared to answer questions and to discuss the required reading for the day. You are always free to volunteer – and indeed are expected to do so. To be clear, members of panels that are not on call for a given day are expected to have read the required readings and are free (and encouraged) to participate in the discussion. The fact that a panel is assigned for a specific day does not relieve you of your responsibility to do the reading or to participate in class. It simply means that when I call on people for specific answers, I will choose from the panel for that particular session. If you are unable to participate on your assigned panel day, please contact me in advance of the class session.

With that in mind, I expect you to be prepared for each class. All of the assignments in the syllabus are fair game for the exams. The panels are to encourage a livelier discussion, not to relieve you of any responsibility.

The six (6) panels are assigned by the **first letters of last names:**

- ❖ Panel 1: A to C
- ❖ Panel 2: D to G
- ❖ Panel 3: H to K

- ❖ Panel 4: L to O
- ❖ Panel 5: P to S
- ❖ Panel 6: T to Z

**Panel 1 will be on call for the first class meeting.** I may adjust the panel assignments after the first week of the course if the panels become unbalanced because of students adding or dropping the course. No panel is on call for the review sessions.

### READING QUIZZES

Sixty (60) points of your final grade will be based on multiple choice and/or true-false questions administered via Sakai. There will be twelve (12) quizzes with approximately five (5) questions each. Each quiz question will be worth one (1) point.

These continual assessment questions will be posted on the class Sakai site. These quizzes will be timed and accessible for a limited time. In other words, once you start the quiz you will have a limited amount of time within which to complete the quiz. Please plan accordingly. You may consult your notes and other class materials, but you may not receive assistance from anyone. The Honor Code is in effect for these quizzes.

These weekly reading quizzes serve four key purposes: (1) assess student understanding of the class materials; (2) reward students who keep up with the reading assignments and pay attention in class; (3) motivate students who see they are underperforming compared to their peers; and (4) give all students a chance to practice for the midterm and final exams.

### FORUM DISCUSSIONS

Sixty (60) points of your final grade will be based on graded forum discussions. Forum discussions can be a vital part of communicating in an online learning environment. If all participants follow principles of civility and professionalism, the forums can be a great opportunity to express opinions, share ideas, and receive feedback from peers who are engaged in the same learning objectives. Shared knowledge helps us all to learn more.

Please respect that these forum discussions are for educational purposes. Tone is important and please keep responses positive and constructive. Humor can be difficult to convey in writing, as there are no physical gestures or voice inflections to accompany the text. Think through and re-read your comments before you post them. Be nice. Refrain from inappropriate language and derogatory or personal attacks. Make a personal commitment to learn about, understand, and support your peers. Assume the best of others in the class and expect the best from them. You are encouraged to disagree with ideas but avoid challenges that may be interpreted as a personal attack. Be open to be challenged or confronted on your ideas or prejudices. Challenge others with the intent of facilitating growth. Do not demean, harass, or embarrass others. Encourage others to develop and share their ideas. I reserve the right to delete any inappropriate message or messages not in accord with these guidelines. Lastly, proof-read all messages and ensure that your writing style conforms with the rules of standard English. Readability and clarity are the goals.

## CASE BRIEF

Ten (10) points of your final grade is based on a graded case brief. A case brief is a written summary of a legal opinion. The purpose of summarizing cases is twofold: (1) it is a helpful means of bringing the facts of a case back to memory in a short time (e.g., during classroom discussion); and (2) it helps you identify the principles of law that the case sets forth.

For the graded case brief you must include, at a minimum, the following information: (a) the facts of the case; (b) the legal issue; and (c) the holding and reasoning of the majority opinion (i.e., the legal principle applied in the case). You may also include a summary of any concurrences and dissents.

## EXAMS

We will have three (3) exams: two (2) exams during the semester (i.e., midterms) and a comprehensive final exam. The exams will cover material presented in class and in the readings. Exam questions may appear in the form of multiple choice, true-false, short answer, or essay questions. **Note: The final exam will be cumulative.**

Final exam times are based on the University final exam schedule. Exams are scheduled according to the day and start time of the first meeting of the course each week and held in the regularly assigned meeting location unless the instructor is otherwise notified. If you are unable to hold your final at the assigned time, contact [Dr. Tuggle](#) to check rescheduling options.

**Makeup exams will be given only in cases of a documented emergency, provided that I am given timely notice in advance of the scheduled exam.**

## COMMUNICATIONS PRIOR TO EXAM DATES

For the midterms and final exam there is a “cut off” day for substantive questions. For the midterms, I will not answer substantive questions within 24 hours of the exam. And for the final exam, I will not answer substantive questions after the last day of class. Please plan your study schedule accordingly.

## EXTRA CREDIT

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

## PROFESSIONALISM

You are attending a professional school, and as such, I expect you to act professionally during class and during any interaction with me and your fellow students. Evidence of professionalism can include, but is not limited to, arriving to class on time and being prepared for and actively engaging in class activities. For discussions in this class, we will abide by the [Chatham House Rule](#): “participants are free to use the information received, but neither the identity nor the affiliation

of the speaker(s), nor that of any other participant, may be revealed.” If you have questions or concerns about this Rule, please don’t hesitate to ask.

### E-MAIL COMMUNICATION

Because you are attending a professional school, and part of my responsibility is to teach you professionalism, I expect all emails you send to me to be professionally written and contain an appropriate tone. You should include an appropriate and professional salutation (i.e., not “hey prof” or “hiya”), and you should include a signature, specifying who is drafting the email. Do not assume I will know who you are from the email address. In addition, you must use correct grammar and punctuation.

If I receive an email that is not professionally written, or an email that would not be acceptable to send to an employer, I will instruct you to revise your email, and I will not further respond until you do so. Of course, if you find this email policy too burdensome, you may always come to my office hours to ask any questions you have.

I usually respond to email within twenty-four hours of reading the message. However, on weekends, evenings, and holidays my responses may be delayed. If I can answer your emailed question, I will put my response in writing and send it back to you by email. But I may ask you to set up a meeting time with me if the question seems to require a lengthy response.

Please feel free to e-mail me, particularly if you encounter an interesting media law issue in the news.

### COMMUNICATING ABOUT GRADES

Grades are not open to negotiation; grades are earned. I am happy to discuss a specific assignment or exam grade as long as you contact me within one week of receiving the grade. And if there is a clerical error, I will happily correct it.

### UNC HONOR CODE

[The Honor Code](#) forms a bond of trust among students, faculty, and administrators. The University of North Carolina at Chapel Hill operates under a system of self-governance, as students are responsible for governing themselves. As such, our University is transformed into a powerful community of inquiry and learning. The Honor Code embodies the ideals of academic honesty, integrity, and responsible citizenship, and governs the performance of all academic work a student conducts at the University. Acceptance of an offer of admission to Carolina presupposes a commitment to the principles embodied in our century-old tradition of honor and integrity.

You are expected to conduct yourself according to the guidelines of the University honor system. All academic work should be done with the high levels of honesty and integrity that this University demands. You are expected to produce your own work in this class. You should properly attribute any work done by others. Your full participation and observance of the Honor Code is expected, and it is your responsibility to be aware of what constitutes a violation of the



Honor Code. You should also be mindful that you are responsible for upholding and maintaining the honor of our University learning community.

### ACCREDITATION VALUES AND COMPETENCIES

The Hussman School of Journalism and Media's accrediting body, The Association for Education in Journalism and Mass Communication (AEJMC), outlines a number of values you should know and competencies you should be able to demonstrate by the time you graduate from our program. Learn more about them here: <http://hussman.unc.edu/accreditation>.

No single course could possibly give you all of these values and competencies; but collectively, our classes are designed to build your abilities in each of these areas. In this class, we will focus on the following values and competencies:

- ❖ Understand and apply the principles and laws of freedom of speech and press, and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- ❖ Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- ❖ Think critically, creatively and independently;
- ❖ Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- ❖ Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- ❖ Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- ❖ Contribute to knowledge appropriate to the communications professions in which they work.



## DIVERSITY & INCLUSIVITY

The University is committed to fostering a diverse and inclusive academic community, and it prohibits discrimination and harassment. The University's policy statements on Equal Employment Opportunity and Nondiscrimination are outlined here: <http://policy.sites.unc.edu/files/2013/04/nondiscrim.pdf>. In summary, the University does not discriminate in offering access to its educational programs and activities on the basis of age, gender, race, color, national origin, religion, creed, disability, veteran's status, sexual orientation, gender identity, or gender expression or disabilities. Moreover, the University does not tolerate harassment based on gender, race, religion, sexual orientation, culture, disability, or for any other reason. It is also a violation of the Honor Code and Title VII of the Civil Rights Act (1964) and Title IX of the Educational Amendments. I am fully committed to fostering the University's goals and enforcing these policies. If you need assistance with a discrimination or harassment issue, please bring it to my attention or The Office of the Dean of Students, [dos@unc.edu](mailto:dos@unc.edu) or 919-966-4042.

## SPECIAL ACCOMMODATIONS

Students with diagnosed or suspected disabilities that might impact their performance in the course should contact the Department of Accessibility Resources and Service (ARS) to determine whether and to what extent services or accommodations are available for this course. It is the goal of ARS to "ensure that all programs and facilities of the University are accessible to all members of the University community." If you need information about disabilities and accommodations, visit the Learning Center website at <http://learningcenter.unc.edu/ldadhd-services/> or call 919-962-3782. Relevant policy documents related to registration, accommodations determinations, and student registration forms are available on the ARS website at <https://ars.unc.edu/about-ars/policies>.

# Reading Assignments & Class Schedule<sup>1</sup>

## MEJO 341.2

### Dr. Reid

Class	Date	Topic	Assignment	Notes
1	1/11 T	<p>Introductions &amp; Overview of Court Systems and Civil Litigation</p> <p><b>Sakai Module 1</b></p>	<p>READ: Course syllabus SKIM: Chapter 1 (pgs. 1-35)</p> <p>VISIT: The Federal Courts website at <a href="http://www.uscourts.gov/FederalCourts.aspx">http://www.uscourts.gov/FederalCourts.aspx</a></p> <p>READ: From the menu across the top of the page, use the drop-down – “About the Federal Courts” – and click on each subtitle and read each page (“The Federal Courts &amp; the Public,” “Court Role and Structures,” and “Types of Cases” – and click on the hyperlinks to each sub-section on left and read those pages also). Explore the website including the federal circuits map. In which federal circuit is North Carolina?</p>	<p>Panel 1</p> <p>UPCOMING: Forum: NC Circuit Court due before Class 2</p> <p>UPCOMING: Quiz 1 due before Class 3</p>
2	1/13 Th	<p>Rule of Law</p> <p><b>Sakai Module 1</b></p>	<p><b>Forum Post: NC Circuit Court due</b></p> <p>Chapter 1 READ: Pgs. 1-35 READ: <i>Marbury v. Madison</i> (pgs. 36-39) &amp; <i>Citizens United v. FEC</i> pgs. 39-45) [Textbook read: 45 pgs]</p> <p>Listen: The Founding Contradiction: Thomas Jefferson's Stance On Slavery - <a href="https://one.npr.org/i/884634146:884796139">https://one.npr.org/i/884634146:884796139</a></p> <p>Case Briefing Instructions</p>	<p>Panel 2</p> <p>UPCOMING: Graded case brief due before Class 3</p>
3	1/18 T	<p>1<sup>st</sup> A Theories &amp; Prior Restraints</p> <p><b>Sakai Module 1</b></p>	<p><b>Graded Case Brief due</b> <b>Quiz 1 due</b></p> <p>Chapter 2 READ: Pgs. 47-62 READ: <i>NYT v. US</i> (pgs. 77-80) [Textbook read: 18 pgs]</p>	<p>Panel 3</p>
4	1/20 Th	<p>1<sup>st</sup> A Hierarchies</p>	<p>Chapter 2, cont. READ: Pgs. 62-76 READ: <i>Reed v. Town of Gilbert</i> (pgs. 80-87) [Textbook read: 21 pgs]</p>	<p>Panel 4</p> <p>UPCOMING: Quiz 2 opens</p>

<sup>1</sup> The dates regarding covering the proposed material and assignments are my best estimates. I anticipate we will closely follow this schedule. However, we may need to make adjustments as the semester progresses. We may need to move certain material, slow down and cover certain material in more depth, cancel a class, or incorporate additional information. Please be flexible and consider yourself on notice that we may need to make adjustments from time to time.

		Sakai Module 2		after class (due before Class 5)
5	1/25 T	Speech Distinctions  Sakai Module 2	<p><b>Quiz 2 due</b></p> <p>Chapter 3 READ: Pgs. 89-110 READ: <i>Elonis v. US</i> (pgs. 126-131) [Textbook read: 26 pgs]</p> <p>Listen: A Thousand Ways to Kill You - <a href="https://one.npr.org/i/789202495:789202497">https://one.npr.org/i/789202495:789202497</a></p> <p>Listen: Rap on Trial: How An Aspiring Musician's Words Led To Prison Time - <a href="https://one.npr.org/i/876485823:876495368">https://one.npr.org/i/876485823:876495368</a></p>	<p>Panel 5</p> <p>UPCOMING: Forum: Speech Distinctions due before Class 7</p>
6	1/27 Th	Speech in the Schools  Sakai Module 2	<p>Chapter 3, cont. READ: Pgs. 110-122 READ: <i>Tinker v. Des Moines</i> (pgs. 123-126) [Textbook read: 15 pgs]</p> <p>Listen: The Most Moderate Protest - <a href="https://one.npr.org/i/781082031:781082033">https://one.npr.org/i/781082031:781082033</a></p> <p>Listen: Drugs for a Deity - <a href="https://one.npr.org/i/784660015:784660022">https://one.npr.org/i/784660015:784660022</a></p>	<p>Panel 6</p> <p>UPCOMING: Quiz 3 opens after class (due before Class 7)</p>
7	2/1 T	Obscenity  Sakai Module 2	<p><b>Forum: Speech Distinctions due</b> <b>Quiz 3 due</b></p> <p>Chapter 10 READ: Pgs. 395-407 READ: <i>FCC v. Pacifica</i> (pgs. 418-424) [Textbook read: 18 pgs]</p>	Panel 1
8	2/3 Th	Indecency  Sakai Module 2	<p>Chapter 10, cont.</p> <p>READ: Pgs. 407-417 READ: <i>FCC v. Fox</i> (pgs. 425-429) [Textbook read: 14 pgs]</p>	<p>Panel 2</p> <p>UPCOMING: Quiz 4 opens after class (due before Class 9)</p>
9	2/8 T	"Commercial" Speech  Sakai Module 3	<p><b>Quiz 4 due</b></p> <p>Chapter 12 READ: Pgs. 477-486 READ: <i>Central Hudson</i> (pgs. 508-513) &amp; <i>Sorrell v. IMS Health</i> (pgs. 513-519) [Textbook read: 20 pgs]</p>	<p>Panel 3</p> <p>UPCOMING: Forum: False Advertising due before Class 11</p>

10	2/10 Th	Advertising & Commercial Speech  <b>Sakai Module 3</b>	Chapter 12 READ: Pgs. 486-507 [Textbook read: 21 pgs]	Panel 4  UPCOMING: Quiz 5 opens after class (due before Class 11)
11	2/15 T	Synthesize & Review	<b>Forum: False Advertising due Quiz 5 due</b>  This day is built into the schedule for "spill-over" purposes to ensure you've been given all the material for the midterm.	Everyone
12	2/17 Th	<b>Midterm Exam #1</b>	<b>On Sakai</b>	
13	2/22 T	Overseeing the Courts  <b>Sakai Module 4</b>	Chapter 8  Read: Pgs. 303-321 Skim: 321-343 Read: <i>Richmond Newspapers v. Virginia</i> (pgs. 344-349) [Textbook read: 23 pgs]	Panel 5
14	2/24 Th	Libel and Defamation (Statement of Fact, Opinion, Publication & Identification)  <b>Sakai Module 5</b>	Chapter 4  READ: Pgs. 133-143; 183-189 READ: <i>Milkovich v. Lorain Journal</i> (pgs. 200-203) [Textbook read: 19 pgs]	Panel 6  UPCOMING: Quiz 6 opens after class (due before Class 15)
15	3/1 T	Libel and Defamation (Defamatory Content & Falsity)  <b>Sakai Module 5</b>	<b>Quiz 6 due</b>  Chapter 4, cont. READ: Pgs. 143-148 [Textbook read: 5 pgs]	Panel 1
16	3/3 Th	Libel and Defamation (Fault & Injury)  <b>Sakai Module 5</b>	Chapter 4, cont.  READ: Pgs. 148-161 READ: <i>NYT v. Sullivan</i> (pgs. 169-171) [Textbook read: 15 pgs]	Panel 2  UPCOMING: Quiz 7 opens after class (due before Class 17)
17	3/8 T	Emotional Distress  <b>Sakai</b>	<b>Quiz 7 due</b>  Chapter 4, cont. READ: Pgs. 161-169	Panel 3  UPCOMING:

		<b>Module 5</b>	<p>READ: <i>Hustler Mag. v. Falwell</i> (pgs. 171-173) [Textbook read: 10 pgs]</p> <p>Listen: Terry Abrahamson's Dirty Joke - <a href="https://one.npr.org/i/776650608:776650610">https://one.npr.org/i/776650608:776650610</a></p>	Forum: Defamation due before Class 18
18	3/10 Th	<p>Defenses to Defamation &amp; CDA § 230</p> <p><b>Sakai Module 5</b></p>	<p>Forum: Defamation due</p> <p>Chapter 5 READ: 175-183; 189-199 [Textbook read: 18 pgs]</p> <p>Listen: Middle Finger To God - <a href="https://one.npr.org/i/778744140:778744142">https://one.npr.org/i/778744140:778744142</a></p>	Panel 4
SB1	3/15 T		No class session	<i>Spring Break</i>
SB2	3/17 Th		No class session	<i>Spring Break</i>
19	3/22 T	<p>Protecting Privacy</p> <p><b>Sakai Module 6</b></p>	<p>Chapter 6 READ: Pgs. 213-237 [Textbook read: 18 pgs]</p>	<p>Panel 5</p> <p>UPCOMING: Forum: Privacy due before Class 21</p>
20	3/24 Th	<p>Intrusion &amp; Private Facts</p> <p><b>Sakai Module 6</b></p>	<p>Chapter 6, cont.</p> <p>READ: 237-243 READ: <i>Cox Broad. v. Cohn</i> (pgs. 246-249) [Textbook read: 9 pgs]</p>	<p>Panel 6</p> <p>UPCOMING: Quiz 8 opens after class (due before Class 21)</p>
21	3/29 T	<p>Privacy &amp; Data Protection</p> <p><b>Sakai Module 6</b></p>	<p>Forum: Privacy due Quiz 8 due</p> <p>Chapter 6, cont. READ: Pgs. 244-245 READ: <i>Carpenter v. United States</i> (pgs. 249-255) [Textbook read: 8 pgs]</p>	Everyone
22	3/31 Th	<b>Midterm Exam #2</b>	<b>On Sakai</b>	
23	4/5 T	Copyright	<p>Chapter 11 READ: Pgs. 431-449 READ: <i>ABC v. Aereo</i> (pgs. 472-475) [Textbook read: 21 pgs]</p> <p>VISIT: U.S. Copyright Office website at <a href="https://www.copyright.gov/">https://www.copyright.gov/</a> and then READ the “Frequently Asked Questions” – all of them (just click on the first one under each main heading, and it will take you to all of the FAQs for that section – note that there are two pages of categories); and also READ the various types of works that can</p>	<p>Panel 1</p> <p>UPCOMING: Quiz 9 opens after class (due before Class 24)</p>

		Sakai Module 7	be registered (click on “Register a Work” on the main page and then click on each category of works)	
24	4/7 Th	Copyright Fair Use  Sakai Module 7	<p><b>Quiz 9 due</b></p> <p>Chapter 11, cont. Read: Pgs. 449-454</p> <p>[Textbook read: 5 pgs]</p> <p>SKIM: “Fair Use” at <a href="http://fairuse.stanford.edu/overview/fair-use/">http://fairuse.stanford.edu/overview/fair-use/</a> Scroll down and read the four subsections titled “What is Fair Use?,” “Measuring Fair Use: The Four Fair Use Factors,” “Summaries of Fair Use Cases,” and “Disagreements Over Fair Use: When are You Likely to Get Sued” – each of these sections is a hyperlink you must click.</p> <p>SKIM: “Welcome to the Public Domain” at <a href="http://fairuse.stanford.edu/overview/public-%20domain/welcome/">http://fairuse.stanford.edu/overview/public-%20domain/welcome/</a></p> <p>SKIM: “Public Domain Trouble Spots” at <a href="http://fairuse.stanford.edu/overview/public-domain/trouble-spots/">http://fairuse.stanford.edu/overview/public-domain/trouble-spots/</a></p>	Panel 2
25	4/12 T	Trademarks  Sakai Module 8	<p>Chapter 11, cont. READ: Pgs. 454-461 READ: <i>Matal v. Tam</i> (pgs. 465-471) [Textbook read: 5 pgs]</p> <p>Skim: <i>Iancu v. Brunetti</i> <a href="https://www.supremecourt.gov/opinions/18pdf/18-302_e29g.pdf">https://www.supremecourt.gov/opinions/18pdf/18-302_e29g.pdf</a></p>	<p>Panel 3</p> <p>UPCOMING: Quiz 10 opens after class (due before Class 26)</p>
WD	4/14 Th		No class session	<b>Wellness Day</b>
26	4/19 T	Music, Trademarks & Dilution  Sakai Module 8	<p><b>Quiz 10 due</b></p> <p>Chapter 11, cont. READ: Pgs. 461-465 [Textbook read: 4 pgs]</p> <p>READ: “Trademark Basics” (and watch videos), and “Trademark Process,” at <a href="https://www.uspto.gov/">https://www.uspto.gov/</a> (look for these links under “Learn about the process”) READ: <a href="https://www.copyright.gov/circs/circ56a.pdf">https://www.copyright.gov/circs/circ56a.pdf</a> <a href="https://library.osu.edu/blogs/copyright/2013/03/25/what-is-music-copyright/">https://library.osu.edu/blogs/copyright/2013/03/25/what-is-music-copyright/</a> <a href="http://www.copyright.com/blog/music-licensing-public-performance-license-synchronization/">http://www.copyright.com/blog/music-licensing-public-performance-license-synchronization/</a></p> <p>Read the Table of Contents and skim any portions that pique your interest:</p>	<p>Panel 4</p> <p>UPCOMING: Quiz 11 opens after class (due before Class 27)</p> <p>UPCOMING: Forum: Copyright or Trademark due before Class 27</p>

			<a href="https://copyright.gov/docs/musiclicensingstudy/copyright-and-the-music-marketplace.pdf">https://copyright.gov/docs/musiclicensingstudy/copyright-and-the-music-marketplace.pdf</a>	
27	4/21 Th	Electronic Media Regulation  <b>Sakai Module 9</b>	<b>Forum: Copyright or Trademark due Quiz II due</b>  Chapter 9 READ: Pgs. 353-372 READ: <i>Red Lion v. FCC</i> (pgs. 383-387) [Textbook read: 23 pgs]	Panel 5  UPCOMING: Quiz 12 opens after class (due before Class 28)
28	4/26 T	Political Speech & Net Neutrality  <b>Sakai Module 9</b>	<b>Quiz 12 due</b>  Chapter 9, cont. READ: Pgs. 372-382 READ: <i>Turner Broad. Sys. v. FCC</i> (pgs. 388-392) [Textbook read: 14 pgs]	Panel 6
Final Exam	5/3 T 12pm	<b>Final Exam</b>	<b>On Sakai</b>	

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