THE ETHICAL CODE

By:
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Preface:

This book is made as a review about the Handbook of Information and Computer Ethics edited by Kenneth Einar Himma and HermanT. Tavani. This book contains the review of the 27 chapters with 27 topics. This book review is a requirement to fulfill the IT-ETHICS course under the School of Management and Information Technology of The De La Salle-College of Saint Benilde. This book also contains the ideas and the perspective of the author coming from the handbook.

This book is dedicated to both of my loving parents Dolores and Emmanuel who have been always there to support me in whatever path I choose. They always pick me up whenever I fell down from life. They always have been there to give me the inspiration to work hard for my studies and achieve my unfulfilled goals. They are the reason from whom and where am I today. They will have a special place in my mind and my heart.

Contents

Morality is based on Sentiment

David Hume

Review Questions

1. According to Hume, how do morals have an influence on action?

2. Explain hume's argument about incest.

3. What is hume's point about "is" and "ought"?

Ought same action instantly becomes criminal to him. It expresses some new relation or affirmation.

4. How does hume explain ingratitude?

"Wherever we observe good will, expressed and known, together with good offices performed, on the one side, and a return of ill will or indifference. By your reason alone, in what consists the demerit or blame. You never will come to any issue or conclusion." This is what Hume said.

Discussion Questions

1. Suppose I say, "I disapprove of abortion, but it is not wrong." Does this make any sense? Why or why not?

2. Some philosophers have claimed that arguing from facts to values is not always a mistake. Can you construct an acceptable argument with a fact as a premise and a value as a conclusion? For example, what about Mill's argument that if something is desired, then it is desirable?

Ethical Relativism

William H. Shaw

Review Questions

1. Explain shaws distinction between the two types of ethical relativism.

There are two types: Cultural ethical relativism and individual ethical relativism. Ethical relativism tells us what is right and wrong to ones culture while individual relativism collapses the common between merely thinking something is right and it's actually being right.

2. What does he reject the second type, the theory that makes morality relative to the individual?

It makes ethical pointless and fails to explain how moral deliberation is possible.

3. Shaw thinks the theory that morality is relative to society is more plausible. Why?

Because ethical relativist feels that there can be no non-ethnocentric standard by which to judge actions. Different societies have different rules.

4. According to Shaw, what are the problems facing cultural ethical relativism? Why does he think it is false?

Discussion Questions

1. Does Shaw succeed in refusing both types of ethical relativism? Does the relativist have any reply?

2. Is religion relative to society? Shaw suggests that you will be a Baptist if born in Tennessee, a Jew if born in Tel Aviv, and a muslim if born in Tehran. If so, what does this imply about the nature of religion?

3. Consider Mill's principle of liberty: you should be free to do whatever you want as long as you don't harm others. Is this acceptable moral principle? Why or why not?

4. Shaw says that if it is going to work, a moral code has to be acceptable to everyone. But how could there be such a code if there are fundamental disagreements in morality? Is there any way to get agreement?

Happiness and Virtue

Aristotle

Review Questions

1. What is happiness, according to Aristotle? How it is related to virtue? How is it related to pleasure?

Happiness is only a state of mind. Intellectual virtue produces the most perfect happiness and is found in the activity of reason or contemplation.

2. How does Aristotle explain moral virtue? Give some examples.

Moral virtue comes from habit and how we are taught. It is what develops our character as we grow.

3. Is it possible for everyone in our society to be happy, as Aristotle explains it? If not, who cannot be happy?

No. Animals have no share in happiness, being completely deprived of such activity.

A theory of Justice

John Rawls

Review Questions

1. Carefully explain rawl's conception of the original position

It corresponds to the state of nature in the traditional theory of the social contract. It is understood as a purely hypothetical situation characterized so as to lead to a certain conception of justice. It is also thought as an actual historical state of affairs, and much less as a primitive condition of culture.

2. State and explain rawls first principle of justice

“Each person is to have an equal right to the most extensive basic liberty compatible with a similar liberty for others. For me, every person has an equal right and to others.”

3. State and explain the second principle. Which principle has priority such that it cannot be sacrificed?

“Social and economic inequalities are to be arranged so that they are both reasonably expected to be to everyone’s advantage, and attached to positions and offices open to all. For me, it means that social and economic inequalities must be opened or arranged to all for everyone’s advantage.”

Discussion Questions

1. On the first principle, each person has an equal right to the most extensive basic liberty as long as this does not interfere with the similar liberty for others. What does this allow people to do? Does it mean, for example, that people have a right to engage in homosexual activities as long as they don’t interfere with others? Can people produce and view pornography if it does not restrict anyone’s freedom? Are people allowed to take drugs in the privacy of their homes?

2. It is possible for free and rational persons in the original position to agree upon different principles that those given by Rawls.

BOOK REVIEW

Chapter 1 – Foundations of Information Ethics

Quote:

"Our task must be to free ourselves from our prison by widening our circle of compassion to embrace all humanity and the whole of nature in its beauty. Nobody is capable of achieving this completely, but the striving for such achievement is in itself a part of the liberation and a foundation for inner security" – Albert Einstein

What I expect to learn:

1. What is Information Ethics
2. How did Information Ethics started
3. How does Information Ethics and Information Technology related

Review:

The chapter, Foundation of Information Ethics (Luciano Floridi) defines information ethics, its history and background, how does it works and its relation to information technology.

He showed the relationship between a moral agent and its infosphere, an information environment (e.g. cyberspace). He illustrated that Information Ethics (IE) serves in three stages: IE as an ethics of informational resources, IE as an ethics of informational products, IE as an ethics of the informational environment, and IE as a macroethics. In the first stage, it is discussed that a moral agent strives to be better. And for that agent to be better, a need for better information resource is required. Ethics of informational resources pertain to the value of the agent depending on the quantity and quality of the information that he/she have. The second stage, IE as an ethics of informational products tells of how ethical issues may arise on the agent, by this time, depending on the information that he/she will release. This concerns on the way that the agent may use the information that she/he currently have. It may vary from the right way of producing information, to using a certain situation as an advantage. The third stage discusses how the earlier two stages may affect the environment in which external matters can be involved. In such case, the agent is subjected for ethical analysis. In the last stage, it is summed up that IE is patient-oriented, onto centric and ecological macroethics which can also be compared to other environmental approaches. Under this last stage are the moral agents that may be human or non-human agents. Human agents are the one responsible for the ethical output of any information carried out, even if the agent involved is the non-human agent, for this kind of agent is created and designed by people.

Floridi also discusses the four-moral principles:

(1) Entropy ought not to be caused in the infosphere (null law);
(2) Entropy ought to be prevented in the infosphere;
(3) Entropy ought to be removed from the infosphere;
(4) The flourishing of informational entities as well as of the whole infosphere ought to be promoted by preserving, cultivating, and enriching their properties.

What I learned:

1. Information Ethics background
2. Agent-Infosphere-IE relations
3. The four stages of IE
4. Role and responsibility of human agents in IE
5. Four moral principles needed to be known

Integrative Questions:

1. What is information ethics?
2. How does the RPT model works?
3. What were the four foundations of IE?
4. What are the roles of human agents?
5. Is IE applicable?

Chapter 2 - Milestones in the History of Information and Computer Ethics

Quote:

"after the second world war, the new information technology would dramatically change the world just as much as the Industrial Revolution had done in the nineteenth and early twentieth centuries" –Norbert Wiener

What I expect to learn:

1. Achievements of various people with regards to information technology
2. How information ethics affected these achievements
3. Impact of the past IT to the present

Review:

This chapter is a record of historical events related to information technology and information ethics collected by Terrell Ward Bynum. The academic field of information ethics started unintentionally in the middle of the Second World War. By that time, a group led by Norbert Weiner invented an anti-aircraft computer programmed cannon which is able to function without human intervention. With this occurrence, Weiner saw the effect of human values to the information system which can be good or bad. Basing upon the cybernetic view of Human nature and of society, he wrote a book about information technology and ethics entitled "The Human Use of Human Beings". The book contains his analysis with human nature and in there he concluded that the human nature purpose is to enhance and flourish information processed by them. He then build principles such as the following (Wiener, 1954, pp. 105–106):

THE PRINCIPLE OF FREEDOM—Justice requires "the liberty of each human being to develop in his freedom the full measure of the human possibilities embodied in him."

THE PRINCIPLE OF EQUALITY—Justice requires "the equality by which what is just for A and B remains just when the positions of A and B are interchanged."

THE PRINCIPLE OF BENEVOLENCE—Justice requires "a good will between man and man that knows no limits short of those of humanity itself."

THE PRINCIPLE OF MINIMUM INFRINGEMENT OF FREEDOM—"What compulsion the very existence of the community and the state may demand must be exercised in such a way as to produce no unnecessary infringement of freedom." (1954, p. 106).

Following Weiner is Walter Maner, who emphasized on studying computer ethics. Then there's Maner's colleague, Deborah Johnson, who authorized the first computer ethics textbook. At the same time, James Moor made a classic essay entitled "What is computer ethics?" The essay became an influential one because it contains discussions about computing technology. He used powerful ideas like "logical malleability," "policy vacuums,""conceptual muddles,""core values," and

"just consequentialism." After some years, another significant person, Donald Gotterbarn introduces the professional ethics approach. He believed that computer ethics should be considered as a way for advancement of professionals. Lastly, Luciano Floridi's information ethics theory as discussed in the first chapter.

What I learned:

1. Who are the significant persons involved in the development and foundation of information ethics
2. The contributions that these persons made
3. Principles and theories related with IE
4. Relationship between computing and human values
5. Professional point of view of philosophers

Integrative questions:

1. How did Norbert Weiner end up studying IE?
2. What are the steps that James Moor proposed?
3. What does computing and human values mean?
4. What is professional information ethics?
5. What are the issues surrounding the computer ethics theory?

Chapter 3- Moral Methodology and Information Technology

Quote:

"I think the way we ought to proceed in the ethics of IT is not very different from the way we ought to proceed in other departments of ethics of technology and Engineering" - Jeroen Van Den Hoven

What I expect to learn:

1. Moral Methodology of Information Ethics
2. Relation between moral methodology and information technology
3. The different methodological extremes

Review:

The author of this chapter discusses about the applied in relation with information technology such as information ethics and computer ethics. One of these is the generalism. Generalism states that "the very possibility of moral thought and judgment depends on the provision of a suitable supply of moral principles (Dancy 2004, p. 7)." It has this kind of view:

(i) For all actions x, if Ax, then x is permitted (obligatory)
(ii) Aa, therefore,
(iii) Action a is permitted (obligatory)

The next applied ethics is the particularism. Jonathan Dancy defines particularism in Ethics without Principles as follows: "The possibility of moral thought and judgment does not depend on the provision of a suitable supply of moral principles." Another one is the Reflective Equilibrium. It is the combination of the strengths of Generalism and Particularism. For Reflective Equilibrium, James Griffin says that "The best procedure for ethics . . . is the going back and forth between intuitions about fairly specific situations on the one side and the fairly general principles that we formulate to make sense of our moral practice on the other, adjusting either, until eventually we bring them all into coherence. This is, I think, the dominant view about method in ethics nowadays. Norman Daniels later proposed a Wide Reflective Equilibrium that aims to provide unity in a the beliefs held by a moral agent or a group of moral agents, namely, (1) a subset of considered moral judgments, (2) a subset of moral principles, and (3) a subset of relevant background theories.

Jeroen Van Den Hoven, author of the chapter, also discusses about the design turn in applied ethics and value sensitive design. This design is used to make containing biases, arbitrary assumption, and viewpoint of the agent easier.

There are still other conceptions of method in computer ethics. Phillip Brey's method is somehow close to Value Sensitive Design.

What I learned:

1. What is Applied Ethics
2. Types of methodology in applied ethics

3. Value Sensitive Design
4. Other methodology
5. Application of different methodology regarding information and computer ethics

Integrative Questions:

1. What is Applied Ethics?
2. What is the difference between generalism, particularism and reflective equilibirum
3. What is the most effective methodology?
4. How does Value Sensitive design works?
5. In what way can applied ethics methodologies be applied?

Chapter 4 - Value Sensitive Design and Information Systems

Quote:

"There is a longstanding interest in designing information and computational systems that support enduring human values. There is a growing interest and challenge to address values in design" - BATYA FRIEDMAN, PETER H. KAHN JR., and ALAN BORNING

What I expect to learn:

1. What is Value Sensitive Design
2. How does Value Sensitive Design connected with information systems
3. How does Value Sensitive Design works

Review:

The chapter focuses on the discussion about Value Sensitive Design (VSD). Value Sensitive Design is a theoretically grounded approach to the design of technology that accounts for human values in a principled and comprehensive manner throughout the design process (The handbook of information and computer ethics, Himma and Tavani p.104). VSD's main focus is on the word value, which means the worth of an object. It employs an integrative and iterative tripartite methodology, consisting of conceptual, empirical, and technical investigations.

In conceptual investigations, Value Sensitive Design targets to conceptualize a certain situation providing conceptual questions needed to be answered. An empirical investigation, on the other hand, depends on specific questions readily available. It can be used to evaluate a product. Empirical investigations is applicable in any social science regardless the quantity and quality. In contrast, technical investigation has two forms. The first aims to know on how existing technological properties and underlying mechanisms support or hinder human values. The second form includes the proactive design of systems to support values identified in the conceptual investigation. The chapter gave a case in which the three methodology of Value Sensitive Design.

VSD has eight features (The handbook of information and computer ethics, Himma and Tavani p.120).

1. Value Sensitive Design seeks to be proactive to influence the design of technology early in and throughout the design process.
2. Value Sensitive Design enlarges the arena in which values arise to include not only the workplace
3. Value Sensitive Design contributes a unique methodology that employs conceptual, empirical, and technical investigations, applied iteratively and integratively.
4. Value Sensitive Design enlarges the scope of human values beyond those of cooperation (CSCW) and participation and democracy (Participatory Design) to include all values, especially those with moral import. By moral, we refer to issues that pertain to fairness, justice, human welfare, and virtue, encompassing within moral philosophical theory deontology, consequentialism and virtue.

5. Value Sensitive Design distinguishes between usability and human values with ethical import.
6. Value Sensitive Design identifies and takes seriously two classes of stakeholders: direct and indirect.
7. Value Sensitive Design is an interactional theory—values are viewed neither as inscribed into technology (an endogenous theory) nor as simply transmitted by social forces (an exogenous theory).
8. Value Sensitive Design builds from the psychological proposition that certain values are universally held, although how such values play out in a particular culture at a particular point in time can vary considerably.

The chapter also gives suggestion on how to use VSD.

1. Start with a Value, Technology, or Context of Use
2. Identify Direct and Indirect Stakeholders
3. Identify Benefits and Harms for Each Stakeholder Group
4. Map Benefits and Harms onto Corresponding Values
5. Conduct a Conceptual Investigation of Key Values
6. Identify Potential Value Conflicts
7. Integrate Value Considerations into One.s Organizational Structure
8. Human Values (with Ethical Import) Are Often Implicated in System Design
9. Heuristics for Interviewing Stakeholders
10. Heuristics for Technical Investigations

What I Learned:

1. Meaning of VSD
2. Three Methodology of VSD
3. Application of these methodologies
4. Constellation features of VSD
5. How to use VSD

Integrative questions:

1. How do VSD works?
2. What are the methodologies involved in VSD?
3. How do these methods differ from each other?
4. How are the methodologies applied?
5. How to use VSD?

CHAPTER 5 - Personality-Based, Rule-Utilitarian, and Lockean Justifications of Intellectual Property

Quote:
"The purely negative, but most basic, means of furthering the sciences and arts is to protect those who work in them against theft and provide them with security for their property." - Hegel

What I expect to learn:

1. What is intellectual property
2. Why is there a need for justifications of intellectual property

3. The three justifications behind intellectual property

Review:

Intellectual property is said to be characterized by a nonphysical property that is the output of cognitive processes and whose worth depends upon some idea or collection. This chapter discusses about the legal rights of intellectual properties. These rights are the copyright, patent and trade secret. Copyright protection extends to original works of authorship fixed in any tangible medium of expression. Meanwhile, patent, being the strongest kind of protection, is a monopoly exclusive right. A trade secret may consist of any formula, pattern, device, or compilation of information that is used in one's business.

This chapter also talks about three ways for justifying intellectual property rights. They are personality based justifications, rule-utilitarian justifications and Lockean justification.

Talking about personality-based justifications of intellectual property, it includes intellectual property as an extended individual property. Problems concerning this kind of justification arise and affect morality.

Then there's the rule-utilitarian incentives based argument for intellectual property. Rule-utilitarian argument is characterized by three premises:

Premise 1. Society ought to adopt a system or institution if and only if it leads to or, given our best estimates, is expected to lead to the maximization of overall social utility.

Premise 2. A system or institution that confers limited rights to authors and inventors over what they produce is a necessary incentive for the production of intellectual works.

Premise 3. Promoting the creation and dissemination of intellectual works produces an optimal amount of social progress. A system of intellectual property should be adopted.

The main problem regarding rule-utilitarian is about the premise 2.

The lockean justification of intellectual property tells about individual claims of the control of the fruit of their own labor.

What I learned:

1. Definition of intellectual property
2. Rights concerning intellectual property
3. The three justifications about intellectual property
4. Problems and argument that can be noticed in the justifications

5. How are the personality based, rule-utilitarian and lockean justifications differs from each other

Integrative questions:

1. Why is there in need for rights to govern intellectual property?
2. What are the actions that will oppose these rights?
3. What are the justifications concerning intellectual property?
4. What are the arguments regarding the three justifications?
5. Comparing personality based, rule-utilitarian and lockean justifications, which is the strongest one?

CHAPTER 6 - Informational Privacy: Concepts, Theories, and Controversies

Quote:

We demand recognition of our right to privacy, we complain when privacy is invaded, yet we encounter difficulties immediately [when] we seek to explain what we mean by privacy, what is the area, the content of privacy, what is outside that area, what constitutes a loss of privacy, a loss to which we have consented, a justified loss, an unjustified loss. —H.J. McCloskey (1985, p. 343)

What I expect to learn:

1. What is informational privacy
2. The concepts and theories considering informational privacy
3. What are the controversies surrounding informational privacy

Review:

The chapter shows the ideas about informational privacy such as its concept, theories and controversies.

The concept of privacy is a dynamic and evolving concept and is influenced by the technological and political environment of the society. Privacy, as defined by the dictionary is about secrecy, solitude, security and confidentiality. The U.S. Supreme Court, in its 1977 ruling in Whalen v. Roe, recognized privacy as representing two different kinds of interests that individuals have: (i) avoiding disclosure of personal matters (i.e., information) and (ii) independence in making certain kinds of important decisions.

There are four kinds of privacy. These are physical/accessibility, decisional, psychological/mental, and informational privacy. Physical or accessibility privacy is explained to be the privacy of being let alone or privacy of physical space. Decisional privacy, however, is defined as freedom from procedural interference… achieved thanks to the exclusion of others from decisions. In contrast, psychological or mental privacy is the privacy involving one's thought and personality. On the other hand, informational privacy is known to be as the privacy as having control of one's personal information.

Focusing on the informational privacy, theories on the subject of controlling one's personal information is talked about. One theory, the restricted access theory says that one has informational privacy when she is able to limit or restrict others from access to information about herself. Another theory is the control theory which tells about one's having privacy is directly linked to one's having control over information about oneself. There is also this Restricted Access Limited Control (RALC) theory. It distinguishes between the concept of privacy, which it defines in terms of restricted access, and the management of privacy, which is achieved via a system of limited controls for individuals. Lastly, there are three benchmark theories. The first is the Privacy as Contextual Integrity that links adequate protection to norms of specific contexts. The second is the Ontological interpretation of informational privacy which was stated by Floridi in 2005. Floridi argues that because information has moral worth, the information entities that comprise the "infosphere" deserve moral consideration. The third is the Categorial privacy that distinguishes both individual and collective privacy.

Informational Privacy has categories, four of which are the medical, consumer, employee and location privacy. Some technology-based controversies affect these aspects. These are consumer privacy and threat from cookies technology, medical privacy and threat from mining technology, employee privacy and threat from surveillance technology, location privacy and threat from RFID technology.

Privacy is considered as an important value and is considered essential for autonomy, freedom and democracy. As a result of being valued, framing a comprehensive policy for protecting informational privacy is desired.

What I Learned:

1. Privacy definition and its kinds
2. Informational privacy meaning and concept
3. Theories about informational privacy

4. Controversies about informational privacy
5. The value of privacy

Integrative Questions:

1. How important is privacy?
2. What are the kinds of privacies and how are they contrasted from each other?
3. What is the concept of informational privacy?
4. How does theorist view privacy?
5. Why is there a need for privacy to be valued?

Chapter 7 –Online Anonymity

Quote:

"A trait could be what is sometimes thought of as a property or attribute of an object or person, but it could also be something less strongly characteristic of a person" – Kathleen Wallace

What I expect to learn:

1. What is anonymity
2. Advantage and disadvantages of anonymity
3. Uses of anonymity

Review:

The chapter's topic is all about online anonymity. Anonymity is used to denote many things such as namelessness, detachment, unidentifiability, lack of recognition, loss of sense of identity or sense of self, and so on. It is used for either positive or negative purpose. It is closely related to privacy by being one means to keep a private matter.

Anonymity presupposes social or communicative relations. To be anonymous means to not be identified by legal name, locatability, linkable pseudonyms, nonlinkable pseudonyms, pattern knowledge, social categorization, and symbols of eligibility-noneligibility. However, anonymity is never complete unknowability.

Anonymity has been an ethical issue in the world of information technology. There have been negative incidences involving anonymity. Data Mining, Tracking, and User's Presumption of Anonymity are some problems with

respect to anonymity. This is a case where in a user or his property is being monitored or exposed without any consent of the user itself. The idea that anonymity removes the influence of bias is supported by some practices. One particular risk to note is that anonymizing practices might inadvertently contribute to bias due to the strong human tendency for attribution, that is, to want to identify who is communicating or acting. One function of anonymity might be to allow an individual to act or to express herself in ways that would not be possible or recognized if the identity of the individual were known. In the negative way, self-expression using anonymity can lead to cyber stalking.

In identity theft, typically some important identifying tags of a person are stolen, for example, social security number, and credit card information, banking information, name and address, and so on. How is this kind of theft related to anonymity? The thief might be anonymous (not identifiable) in so far as the theft is performed in such a way that there are no paths of accessibility from the action (the theft) to the person who performed the action (the thief).

Anonymity has three purposes:

(1) anonymity for the sake of furthering action by the anonymous person, or agent anonymity;

(2) anonymity for the sake of preventing or protecting the anonymous person from actions by others, or recipient anonymity;

(3) anonymity for the sake of a process, or process anonymity.

Anonymity, then, carries with it the risk of minimizing accountability for action. In addition to accountability, other common ethical issues connected with anonymity may be conceptualized in different ways, depending on the type of ethical theory involved. Ethical theories may look at anonymity as desirable, permissible, or obligatory. A consequentialist-based ethics would evaluate practices of anonymity in relation to the desirability of their consequences, that is, the benefits and harms that some particular practice promoted.

What I learned:

1. Anonymity explanation
2. Concept of anonymity
3. Anonymity used in positive actions
4. Anonymity used in negative ways
5. Ethics of anonymity

Integrative questions:

1. What is anonymity?
2. What are the purposes of making something anonymous?
3. How is anonymity and theft connected?
4. What are the effects of anonymity?
5. What are the risks of anymity?

Chapter 8 - Ethical Issues Involving Computer Security: Hacking, Hacktivism, and Counter hacking

Quote:
"I am unable to think of any other item that someone may buy and maintain, only to have others claim a right to use it when it is idle." –Eugene Spafford

What I expect to learn:
1. What is computer security
2. What is hacking, hacktivism and counter hacking
3. Ethical issues involving hacking, hacktivism and counter hacking

Review:

The author of this chapter, Kenneth Einar Himma, aims to let the reader knows to what level can computer intrusions be carried out by a private person or a group. The chapter discusses two things. First is about prima facie general case against these intrusions. The second considers intrusions motivated by nasty intentions and by certain benevolent intentions, such as the intent to expose security vulnerabilities and weakness.

A hacker pertains to either an accomplished programmer or an unauthorized data intruder. Hacking refers to act in which a person gains unauthorized entry to the computer of another person.

The prima facie against hacking has two problems. First is that hacking is a species of trespass, it doesn't follow that all hacking is wrong because not all trespasses are wrong. Second, and more importantly, it is not clear that the concept of trespass properly applies to digital intrusions.

To overcome the prima facie case, hackers are motivated by benign purposes, which they say is socially beneficial. First, it can provide the hackers more knowledge to improve networks. Second, the break-ins themselves call attention to security flaws that can be exploited by malicious hackers or, worse,

terrorists. However, these arguments of hackers were not acceptable. Hackers have also defended benign intrusions on the ground that they make use of computing resources that would otherwise go to waste. But still, this reason was not satisfactory enough. Another unreasonable hacker reason is that these benign intrusions are done to exercise the free flow of content.

Hacking as politically motivated activism and civil disobedience, known as activism also arises from hacker's reason to speak freely with government or corporate sites as targets. The issue of whether hacktivism is justified CD must be addressed on a case-by-case basis.

An active response to computer intrusions is called hacking back or counterhacking. The term "active response" is intended to pick out digital intrusions that come in response to a hacker's intrusion and are intended to counter it; these responses are sometimes called "counterhacking" or "hacking back." Two responses can be done. These are benign response or aggressive response. In accordance to hacking, there are some relevant principles. First, is a principle allowing force in defense of self and others. Second is a principle allowing otherwise wrongful acts to secure greater moral good.

What I learned:

1. Hacking, Hacktivism and Counter hacking definition
2. How is hacking carried out
3. Ethical arguments considering hacktivism
4. Counterhacking as retaliation or punishment to hackers
5. Principles regarding counterhacking

Integrative questions:

1. What is Hacking?
2. Why do hackers hack?
3. What defense do hackers provide upon defending their actions?
4. Is hacktivism a civil disobedience?
5. What are the ways that hacking victims do to counterhack?

Chapter 9 – Information Ethics and the Library Profession

Quote:

"At the center of the librarian's commitment to humanity's search for truth and understanding is the goal of remaining always neutral in the battle of competing

ideas. No matter how precious to us any faith or philosophy or social movement might be, we have to keep our distance and maintain our impartiality as we help to insure that all the people can hear all the arguments and establish for themselves what is right or true." -Finks

What I expect to learn:

1. How is information ethics connected with library profession
2. What does library professionals contributes to information technology
3. What does it take to be a librarian

Review:

In this chapter, authors Kay Mathiesen and Don Fallis emphasize the importance and relevance of library profession in association with information ethics. Libraries, being the holder of printed information, serve as a house of knowledge. For any librarian, may it be public or academic, providing the information needed by the target readers is their main goal. Given the complex communities served by the public library, the chapter gave more focus on the ethical issues in the context of the public library.

Combined list of core values of a librarian as stated in this chapter are: stewardship, service, intellectual freedom, rationalism, literacy and learning, equity of access to recorded knowledge and information, privacy, democracy, access, confidentiality/privacy, diversity, education and lifelong learning, preservation, the public good, professionalism, and social responsibility. There is also Shiyali Ramamrita Ranganathan in his famous Five Laws of Library Science (1931): (1) Books are for use. (2) Every person his or her book. (3) Every book its reader. (4) Save the time of the reader. (5) The library is a growing organism. Considering the laws and core values, we might say that the librarian together with the library and its content has been part of the progress of the society.

Library will not be able to provide free access to all information at all people at all times. Problems arise wherein selections is a must to be made by the librarians. With regards to this selection, a librarian must make a decision which is unbiased and neutral. Race, political state, religion, sex or any other difference should not be considered in giving access to important information. Another unavoidable job ought to be done by the librarian is organization. This includes classification and labeling of materials inside the library. This is to make it easy for any reader to look for specific information that he/she might need. In addition, a librarian must also be able to watch the children and their access to the right

information. Not all materials in the library contain information that is for children.

What I learned:

1. Meaning of library and librarian
2. Part of the library professional in the improvement of the society
3. Core values that a librarian should have
4. Problems raised in the public library
5. Right confrontation of a library professional in these problems

Integrative questions:

1. What is a library?
2. What part do the librarians have when it comes to society improvement?
3. What values should a librarian possess?
4. How do library professionals make a decision when it comes to selection?
5. In what way can a librarian organize the information in the library?

Chapter 10 – Ethical Interest in Free and Open Source Software

Quote:

"It may be flattering to such an author that someone else wishes to create a derived work, regardless of whether that derived work will be free or proprietary" - Watson, 1999

What I expect to learn:

1. What is a free and open source software
2. Information ethics connected with free and open source software
3. How is interest developed in these

Review

The chapter differentiates Free Software from Open Source Software. Free Software (FS), a concept developed by Richard Stallman in the 1980s, has served as a foundation for important and related movements that have become possible because of the Internet. The most important of these has been the Open Source Software (OSS) movement. OSS, a concept rooted in software methodology and

analyzed by Eric Raymond, broke from the FS ethos in 1998 (Grodzinsky and Wolf).

Free software has its history with Richard Stallman. It started strong then eventually; the industry grew weak as it starts to mature. With this, Stallman founded FSF. In the long run, Stallman achieved his goal of releasing a free operating system. Open Source Software grew after the introduction of internet and Linux. It is founded by Netscape with the initiative of Eric Raymond and Bruce Perens. Comparison of FS and OSS grew. Critics have analyzed the two softwares. Bertrand Meyer and Brett Watson are some people that provide a critique to the programs.

In 2006, the Free Software Foundation released drafts of version 3 of the GPL for commentary by the worldwide free software community. This version of GPL raised a controversy regarding its issue with Digital Restriction Management. By this time, the OSS flourishes. The developers see their involvement as "enlightened self-interest" (Kollock, 1999). Raymond's "The cathedral and the bazaar" shows his perception of what the OSI can do. Ultimately, Raymond concludes that "perhaps in the end the open-source culture will triumph not because cooperation is morally right or software 'hoarding' is morally wrong (assuming you believe the latter, which neither Linus nor I do), but simply because the commercial world cannot win an evolutionary arms race with open-source communities that can put orders of magnitude more skilled time into a problem" (Raymond, 2001)

Both open source and proprietary developers share the professional ethical responsibility to develop solid, well-tested code. OSS developers have a built-in "informed consent" advantage: by definition, OSS gives users the freedom to examine the source code of the application. Peter Kollock, a sociologist at the University of California at Los Angeles, defines public goods as those things that are nonexcludable and indivisible. Open Source Software, meeting the definition, can be considered as a public good.

What I learned:

1. History of Free Software
2. History of Open Source Software
3. Comparison between Free Software and Open Source Software
4. The quality of Open Source Software
5. Ethics of Free Software and Open Source Software

Integrative questions:

1. How is Free Software developed?
2. What motivated the founders of OSS to flourish their work?
3. How is FS compared to Open Source Software?
4. Is Open Source Software quality software?
5. Why is OSS considered a public good?

Chapter 11 – Internet Research Ethics: The Field and its Critical Issues

Quote:

"The principle of justice mandates that the selection of research subjects must be the result of fair selection procedures and must also result in fair selection outcomes. The "justness" of subject selection relates both to the subject as an individual and to the subject as a member of social, racial, sexual, or ethnic groups." – The Foundation of Human Subject Protections

What I expect to learn:

1. What is internet research ethics
2. What are the issues concerning the internet
3. How do these issues affect the consumers

Review:

Internet research ethics (IRE) is an emerging multi- and interdisciplinary field that systematically studies the ethical implications that arise from the use of the Internet as a space or locale of, and/or tool for, research (ELIZABETH A. BUCHANAN and CHARLES ESS). IRE started back in 1990 when disciplinarians started to study ethical complexities and implications of doing research online. It is recognized when Association of Internet Researchers (AoIR) Ethics Working Group released a report on Ethical Decision-Making and Internet Research. The work of the AoIR ethics committee sought insight and guidance from three sources: (1) professional ethics, including codes for computer-related professions such as the Association for Computing Machinery (1992); (2) ethical codes in the social sciences and the humanities, where our colleagues in the humanities insisted on understanding human beings online as amateur artists or authors who are producing a work that usually needs only copyright protection, in contrast with the social science view of human beings online as "subjects" to be protected in keeping with the standard human subjects protections of anonymity, informed

consent, and so on (Bruckman, 2002); and (3) the growing body of information and computing ethics (ICE), (Ess, 2006; Floridi, 2003).

There are several Internet Research Ethics Issues. One of which is Anonymity or Confidentiality which tackles about the reality behind the source or the information. Another one is the copyright. Copyright issue rose from the question "is the material protected by any copyright?" Revealing Identities is also an issue as it pertains to questions raised of ownership and research integrity, trust, copyright, in addition to the more obvious privacy questions. Another more challenging area of IRE for researchers is the differentiation between public and private spaces online. This concerns whether a specific area on the internet, may it be a forum, chatroom, website, etc. is a private or a public property. Respect for persons is also considered an issue within the internet. Recruitment, stated as another issue in IRE, covers biasing within selections of researchers when it comes to getting information. On the other hand, research with minors, an issue, solely targets adult researchers only. Lastly, there are other emerging issues regarding IRE. Some of which are connected with the social-networking sites and the likes.

A major focus in the IRE literature is on virtual ethnography and its ethical challenges. The global reach of the Internet means that research participants may be drawn from a wide range of nations and cultures.

What I learned:

1. Internet Research Ethics History
2. Development of Internet Research Ethics
3. Ethical Issues about IRE
4. IRE methodology
5. IRE as a Global Research

Integrative Questions

1. How did IRE started?
2. What issues were raised regarding information categories?
3. What issues were raised on the subject of the kind of researchers?
4. What issues were raised about the information sources?
5. What is the Internet Research Ethics methodology?

CHAPTER 12 - Health Information Technology: Challenges in Ethics, Science, and Uncertainty

Quote:
"We value privacy, but share our secrets with healers, lest they fail. We value accuracy and efficiency, but it should be uncontroversial to hypothesize that some people are prepared, in principle, to delegate to machines that which confounds those healers. And we value control over all of this, while hoping that the tools used to manage our health require sacrifices that are not burdensome." – Kenneth Goodman

What I expect to learn:

1. What is Health Information Technology
2. What are the challenges in Ethics and Science on the topic of Health Information
3. Why is there uncertainty about Health Information Technology

Review:

The use of computers or, more generally, information technology in the health professions is indeed a rich source of ethical issues and challenges. This chapter, written by Kenneth Goodman, discusses about health information technology and the following issues: privacy and confidentiality, use of decision support systems, and development of personal health records.

Privacy and confidentiality is one of ethics' most argued topics. Privacy is, most generally, the right entitlement or reasonable expectation people have that they are and will be secure from intrusion. Confidentiality, which applies to information—medical records, for instance, is the same as privacy.

Clinical decision support systems are also an issue with respect to Health Information Technology. The use of intellectual machines in order to analyze datum and information are highly questionable due to appropriation. Diagnosis Expert System is a common question of health professionals considering that education, training and years of experience is the necessary need for successful medical practice. Prognostic Scoring System, used to provide medical prediction about the course of malady, is also an issue because medical expert says that treatment should not be withheld or withdrawn based only on a computational score. The standard view and progressive caution serves as an ethic under empirical uncertainty is difficult and unavoidable.

Another Issue is the personal health records. For years, physicians have always kept a record of the patient's record for good reasons, however not all the time the data written on paper is accessible. Some hospitals have already used and is continuously using electronic programs to keep track of various tests and records. Yet, with this technology, the patient itself is unable to access the information about them.

What I learned:

1. Health Information Technology has some issues regarding ethics
2. Privacy and confidentiality serves as a big issue in relation with Health Information Technology
3. Clinical Decision Support systems is also an issue
4. Under Clinical Decision Support System, Diagnosis Support System and Prognostic Scoring system is questioned by medical experts
5. Personal Health Records, is one of the oldest practice yet still has an issue

Integrative questions:

1. What is Health Information Technology?
2. What are the issues concerning Health Information Technology?
3. How did privacy and confidentiality became an issue in Health Information Technology?
4. How did Clinical Decision support system became an issue in Health Information Technology?
5. What are the specific problems under Clinical Decision Support System?

Chapter 13 – Ethical Issues of Information and Business

Quote:

"Even a relatively straightforward shared value is not really shared when one looks at the details. Stronger disagreements can be expected when one comes to issues such as the ethically relevant ones" – Bernd Stahl

What I expect to learn:

1. Connection between information and business
2. What are the ethical issues between information and business
3. How to handle these issues

Review:

Businesses and the economic system they work in have an important influence on ethical issues arising from information and information and communication technology. The chapter aims at establishing a link between several sets of ethical discourses that concern similar topics. Modern economies require large amounts of information to run, and at the same time they create information in previously unknown quantities. Business is a central aspect of our lives and as such produces many ethical problems.
Information influences and affects many of these problems and creates more in its own right. (ETHICAL ISSUES OF INFORMATION AND BUSINESS)

Business is a part of our everyday life. It has a large influence over our everyday living. There are lots of studies about business and its connection with ethics. Having a big part in the economic system, both business and moral norms contribute sustainability to the balance of our economy. Scholars have provided theories about business ethics. One of which is the shareholders and stakeholders approach. This talks about holding the decision of the management. This view implies a high degree of relationship between stakeholders and organizations. Stakeholders follow certain norms. A further approach to ethical issues in business is that of corporate social responsibility (CSR). It is based on the view that corporations are social agents and as such they "must assume the responsibility for the effects of their actions."

It is also good to note that business has a micro level influence in ethics and information. The aim of business organizations according to standard economic theory is the maximization of profits. Such organizations will, therefore, aim to minimize cost and maximize revenue. Information has a value for businesses if it can contribute to either of these aims (ETHICAL ISSUES OF INFORMATION AND BUSINESS). When it comes to privacy, ethical issues enter the debate when the justifications of a possible right to be left alone are discussed. Employers nowadays provide surveillance devices on their establishment therefore seeing what the employees are doing. Intellectual property (IP), another big issue in information ethics, is also closely linked to business interest.

Business also has a macro level influence Privacy and IP are just two examples of the direct influence of business on ethical issues concerning information. One central issue is the changing nature of work caused by the growing influence of information and ICT. Business, together with information leads to globalization. The term globalization has charged political as well as

academic debate for about two decades. The German sociologist Ulrich Beck has called it the "most used, most misused—and most rarely defined, probably most misleading, most nebulous and politically most potent" concept not only of the last few years but also of the coming years (Beck, 1998, p. 42). The concept of globalization is often seen as a moral problem. On one hand, globalization can be morally positive in facilitating exchange and understanding, thus helping to spread democracy and economic well-being. On the other hand, by taking sovereignty from national governments, the process of globalization leads to consequences that are perceived as problematic. Another macro level influence is the digital divides that is said to be unjust because they increase and perpetuate the economic inequality within and between nations.

What I learned:

1. Business and Norms effect on economy
2. The concept and ethics of business
3. Issues concerning micro level of business
4. Issues about macro level of business
5. Ethical response to the issues in business information

Integrative questions:

1. What is the concept of business?
2. In what way information is used in business?
3. What are the ethical approaches in business information?
4. How are the issues in the business being responded ethically?
5. Why is globalization an issue in macro level of business?

Chapter 14 – Responsibilities for Information on the Internet

Quote:

*"*The rise of such a relatively smooth and flawless working and highly influential phenomenon from the voluntary input of so many individuals and organizations is probably one of the happiest developments in the end of the twentieth century." –Anton Vedder

What I expect to learn?

1. What is the concept of internet information
2. What are the responsibilities surrounding it

3. How do you maintain good information on the internet

Review:

Anton Vedder, author of this chapter, stated that one of the most fascinating aspects of the Internet is that very few accidents happen. So in this section, we shall assume the possibilities of things that will go wrong to concentrate on the responsibilities involved in the possible negative impact of the dissemination of information on the Internet. Until recently, issues of responsibilities on the Internet have often been discussed in association with specific accountabilities of ISPs with regard to information (including pictures and footage) that are outright illegal or immoral. Think, for instance, of child pornography, illegal weapon sales, the sale of illegal drugs, and the dispersion of hate and discrimination (Vedder).

There are two ways to denote responsibility. The first is the retrospective sense which is an equivalent of accountability. The other one is a prospective responsibility that is equivalent to having duties and obligations or being bound by these. Then there are three conditions of responsibility. First, there should be a causal relationship of some kind between the agent and the action or the consequences of the action. Second, the action or its consequences should be performed or produced intentionally. Third, there must be some kind of moral principle or value consideration that is applicable to the action or its consequences.

Until recently, one of the burning questions in the debate on new information technologies, ethics, and law has been about the responsibilities of ISPs that make the information originally provided by a content provider available to the public. As we turn to responsibilities related to information on the Internet in general, the focus shifts even further away from retrospective to prospective responsibilities.

Necessary responsibilities:

(1) The creation of new credibility-conferring systems, such as certification systems, allowing us to use pedigree criteria with regard to (online) information, when such systems are lacking.

(2) Raising the visibility of indicators or markers of reliability of information (according to pedigree criteria).

(3) Raising expertise and background knowledge in all users (to enable them to recognize reliability on the basis of pedigree criteria).

(4) Raising the awareness of the varying qualities of information.

What I learned:

1. Irresponsibility within the internet
2. Two ways of practicing responsibilities
3. Three conditions of responsibility
4. Information in general
5. Responsibilities involved in the information at the internet

Integrative questions:

1. Why is there a need to be responsible when it comes to information in the internet?
2. What is the difference of retrospective and prospective responsibility?
3. What are the conditions of responsibility?
4. How ISP harmful?
5. How is information related to responsibility?

Chapter 15 – Virtual Reality and Computer Simulation

Quote:
"virtual environments can mimic many of the properties of real life and, therefore, contain many of the ethical dilemmas found in real life. It is for this reason that they will continue to present new ethical challenges not only for professional developers and users but also for society at large." -Brey

What I expect to learn:

1. What is virtual reality
2. What is computer simulation
3. How is virtual reality different from the reality

Review:

The chapter focuses on the ethical questions concerning virtual reality and computer simulation despite the fact that ethicist have not given much attention on unjustified topic.

Virtual reality is consisted of a head-mounted display and datasuit or dataglove attached to a computer. It is simulated in a 3d environment where the user could navigate and interact with simulated environments through multiple sensory channels and includes tactile and positioning feedback. According to

Sherman and Craig (2003), there are four essential elements in virtual reality: a virtual world, immersion, sensory feedback, and interactivity. On the other hand, computer simulation is a computer program that contains a model of a particular system. The program can be executed, simulating changes in the system according to certain parameters, after which the output results of the simulation can be analyzed. Computer simulations need not be interactive.

Virtual reality is used to rouse true and imaginary environment and society. VR applications are found in medicine, education, arts and entertainment, and the military. Emerging applications of VR are found in manufacturing, architecture, and training in a variety of (dangerous) civilian professions. Computer simulations are used in the natural and social sciences to gain insight into the functioning of natural and social systems and in the engineering sciences for performance optimization, safety engineering, training, and education. They are used on a large scale in the natural and engineering sciences, where such fields have sprung up as computational physics, computational neuroscience, computational fluid mechanics, computational meteorology, and artificial life.

In the computer era, the term “virtual” is often contrasted with “real.” Virtual things, it is often believed, are things that only have a simulated existence on a computer and are therefore not real, like physical things. However, virtual is not the perfect opposite of real. Virtual is an imitation of the real equivalent things, may it be a matter or a process. Brey (2003) argued that two classes of physical objects and processes can be ontologically reproduced on computers. A first class consists of physical entities that are defined in terms of visual, auditory, or computational properties that can be fully realized on multimedia computers. A second class consists of what John Searle (1995) has called institutional entities, which are entities that are defined by a status or function that has been assigned to them within a social institution or practice.

Virtual Reality and Computer Simulation are only representations of reality may it be whatever kind of manifestation. Three reasons are given by the author to say that VR and computer simulation can be morally wrong. The first one is that due to inaccurate imitation, it may misinterpret reality. Second, there can be a biased representation if it unfairly misrepresents an individual or a group producing negative impact on the target. Third is that it may make indecent representations if it violate standard of decency and public morality. Another virtual immorality is child pornography. Child pornography is considered wrong because it harms the children that are used to produce it. Virtual environments and computer simulations increasingly include characters that are modeled after

the likeness of real persons, whether living or deceased. In virtual environments, users assume control over a graphically realized character called an avatar. Whether or not the actions of an avatar correspond with how a user would respond in real life, there is no question that the user is causally and morally responsible for actions performed by his or her avatar. Single-user VR offers much fewer possibilities for unethical behavior than multiuser VR because there are no other human beings that could be directly affected by the behavior of a user. According to the argument from moral development, it is wrong to treat virtual humans cruelly because doing so will make it more likely that we will treat real humans cruelly. The reason for this is that the emotions appealed to in the treatment of virtual humans are the same emotions that are appealed to in the treatment of real humans because these actions resemble each other so closely. Many unethical behaviors between persons in the real world can also occur in multiuser virtual environments.

Computer games are nowadays mass media. Computer games have ethical issues regarding biased and indecent representations; issues of responsibility and identity in the relation between avatars, users, and bots; the ethics of behavior in virtual environments; and moral issues regarding virtual property and virtual economies. Computer games have three perceived negative consequences: addiction, aggression, and maladjustment. The positive outcome of computer games is that it brings pleasure and excitement. Interactive games can help gamers find new friends.

What I learned:

1. Concept of virtual reality and computer simulation
2. Difference between VR and reality
3. Issues regarding VR
4. Ethics of VR and computer simulations
5. Ethics of computer games

Integrative questions:

1. How is VR different from computer simulation?
2. How is VR different from reality?
3. In what way VR may be morally wrong?
4. What are the goods of computer games?
5. What are the ills of computer games?

Chapter 16 – Genetic Information: Epistemological and Ethical Issues

Quote:
"as the industry advances, there is a growing call among researchers to redraw the lines of intellectual property. Instead of simply learning to live with the current system, they want to upend it. In addition to graduate degrees, they are armed with moral arguments, evidence of economic efficiency, and a nascent spirit of solidarity, which is renewing the traditional ethos of cooperation, found in the sciences and the academy" - Cukier

What I expect to learn:

1. What is genetics
2. Why is genetic information an ethical issue
3. How is epistemology connected with genetic information

Review:

Genetics has utilized many concepts from informatics. At the most basic level, genetics has taken the very notion of information, central to the field of informatics, to explain the mechanisms of life. At a higher level, molecular biologists claim that cells and molecules are machinery similar to computers; this cell-machinery actually contains devices useful to build up unique biological beings starting from the information stored in a DNA (Marturano). The idea of "genetic information" (Fig. 16.1) is that genes containing an amount of information (the so-called TACG amino acids sequence) and able to build a human being up is today a seldom challenged triviality. This idea is fundamental to the so called "Central Dogma" of genetics. Under it, DNA is transcribed to RNA, and RNA is translated into protein. Several authors have argued that molecular biology developed at the same time as computer technology and information theory; these two parallel processes have remained parallel.

Berlinski (1972) explores another interesting analogy between languages and thegenetic code (Wendell-Waechtler and Levy, 1973). More interestingly, he wishes toidentify a mechanical instrument, which would "pass" for coding into DNA all andonly those well-formed formulae, and rules out those which are not—changes thatresulted in strings that could not be generated, would simply not arise, or, failing that,would arise without effective genetic expression. In developmental genetics, the model of information has moved even farther John Maynard Smith, one of the champions of this branch of molecular biology,

starting from the Mahner and Bunge criticism, expressed the idea that cells are actually a kind of information system. There are several ethical concerns regarding genetic information. A popular one has led to calls for a genetic privacy law all over the world because of the frequent genetic information disputes arising between individuals. The problems of scientific honesty in genetic research, the problem of data access and patenting, and intellectual property rights are discussed. (Genetic Information: Epistemological and Ethical Issues)

What I learned:

1. Notion of genetics information
2. Syntactic theory of genetics information
3. Bacteria cell as compared to automata
4. Ethical issues concerning genetic information
5. Right use of modeling

Integrative questions:

1. What is genetics?
2. What is the notion of genetic information?
3. In what way the cell compared to computer machinery?
4. What are the use and misuse of models?
5. What are the ethical problems of genetic information?

Chapter 17 – The Ethics of Cyber Conflict

Quote:

*"*In order to apply these legal/ethical principles to cyber warfare, we must first determine whether cyber attacks constitute the use of force. If they do, then they would fall under the UN Charter along with armed force, implying that cyber attacks at the state level would be justified only as a means of defense. But if they are not considered to be a form of force, the ethical issues regarding their application are more ambiguous*"* - Denning

What I expect to learn:

1. What is cyber conflict
2. What is the immorality of cyber conflict
3. What is the ethics of cyber conflict

Review:

The author started the chapter by stating various cyber attacks. Aside from these attacks, there are three areas of cyber conflict where ethical issues are more problematic. The first is cyber warfare at the state level when conducted in the interests of national security. The second area with ethical dilemmas involves nonstate actors whose cyber attacks are politically or socially motivated. This domain of conflict is often referred to as "hacktivism," as it represents a confluence of hacking with activism. Finally, the third area involves the ethics of cyber defense, particularly what is called "hack back," "strike back," or "active response."

The law of international conflict consists of two parts: jus ad bellum, or the law of conflict management, and jus in bello, or the law of war. Both are concerned with the use of force, particularly armed forces, but the former specifies when that force may be applied, while the latter specifies ground rules for how it should be applied (Denning). The law of conflict management is primarily concerned with the application of force, particularly armed force. Not all attacks are equal. Description of criteria of cyber attacks are as follows based on The Law of Informational Conflict (Wingfield, 2000, pp. 120–127).

(1) Severity. This refers to people killed or wounded and property damage.
(2) Immediacy. This is the time it takes for the consequences of an operation to take effect.
(3) Directness. This is the relationship between an operation and its effects.
(4) Invasiveness. This refers to whether an operation involved crossing borders into the target country.
(5) Measurability. This is the ability to measure the effects of an operation.
(6) Presumptive Legitimacy. This refers to whether an operation is considered legitimate within the international community.
(7) Responsibility. This refers to the degree to which the consequence of an action can be attributed to a state as opposed to other actors.

Whereas the jus ad bellum provides a legal framework for determining the lawfulness of a use of force, the jus in bello specifies principles governing how that force may be applied during armed conflict (Denning). The U.S. Department of Defense summarizes the law of war with the following seven principles: (DoD OGC):

(1) Distinction of Combatants from Noncombatants. Only members of a nation's regular armed forces may use force, and they must distinguish themselves and not hide behind civilians or civilian property.
(2) Military Necessity. Targets of attack should make a direct contribution to the war effort or produce a military advantage.
(3) Proportionality. When attacking a lawful military target, collateral damage to noncombatants and civilian property should be proportionate to military advantage likely to be achieved.
(4) Indiscriminate Weapons. Weapons that cannot be directed with any precision, such as bacteriological weapons, should be avoided.
(5) Superfluous Injury. Weapons that cause catastrophic and untreatable injuries should not be used.
(6) Perfidy. Protected symbols should not be used to immunize military targets from attack, nor should one feign surrender or issue false reports of cease fires.
(7) Neutrality. Nations are entitled to immunity from attack if they do not assist either side; otherwise, they become legitimate targets.

Although the law of information conflict concerns state actors and the application of armed force, its general principles can be applied to nonstate actors who conduct cyber attacks for political and social reasons (Denning). These attacks are considered as a hacktivism act and is an act of civil disobedience.

The chapter also discusses about hack back whereas the doctrine of self-defense justifies the act. Serving as a defense, counter hacking as of tracking or any other means, as long as it can distinguish combatants and non combatants, will be justified as moral.

What I learned:

1. Concept of cyber attacks
2. Three forms of unethical cyber attacks
3. Two parts of the law of international conflict
4. Concept of the law of conflict management
5. Concept of the law of war

Integrative questions:

1. What are the kinds of cyber attacks?
2. What is the two fraction of the law of international conflict?
3. What is the concept of the attacks by nonstate actors?
4. What is the ethical framework for hacktivism?

5. How does the doctrine of self defense works?

Chapter 18 - A Practical Mechanism for Ethical Risk Assessment—A SoDIS Inspection

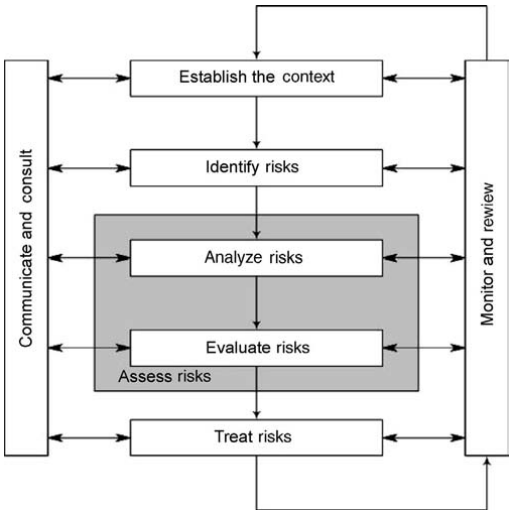
Quote:
*"*The availability of high-quality software is critical for the effective use of information technology in organizations." - Don Gotterbarn, Tony Clear, and Choon-Tuck Kwan

What I expect to learn:

1. What is SoDIS inspection
2. What is Ethical Risk Assessment
3. What practical mechanism is applied for ethical risk assessment

Review:

Although the need for high-quality software is obvious to all and despite efforts to achieve such quality, information systems are frequently plagued by problems (Ravichandran, 2000). Risk management generally consists of an iterative series of steps.



The context is the structure in which the project is being developed. The risk identification process identifies potential negative impact on the project and its stakeholders. Risk analysis helps order when and if the potential risks will be addressed. It is either quantitative or qualitative risk analysis.

A process developed by Gotterbarn and Rogerson (2005) using Software Development Impact Statements (SoDIS) can mitigate some of these problems and improve software quality by ensuring that the needs of all project stakeholders have been properly considered, thereby broadening the types of risks considered at the outset of a project. The Software Development Impact Statement, like an environmental impact statement, is used to identify potential negative impacts of a proposed system and specify actions that will mediate those impacts. A complete SoDIS process (1) broadens the types of risks considered in software development by (2) more accurately identifying relevant project stakeholders.

What I learned:

1. General standards for risk analysis models
2. The concept of Software Development Impact Statements
3. The ability of Software Development Impact Statements to identify stakeholders
4. The impact of SoDIS in UK
5. SoDIS as used in research projects

Integrative questions:

1. What are the General standards for risk analysis models?
2. What are the series of steps to be taken in risk management?
3. How do SoDIS audit process works?
4. How do SoDIS identify potential ethical issues?
5. In what way SoDIS can help in inspection process?

Chapter 19 – Regulation and Governance on the Internet

Quote:

““No person engaged in the business of betting or wagering may knowingly accept, in connection with the participation of another person in unlawful Internet gambling” –The Unlawful Internet Gambling Enforcement Act of 2006

What I expect to learn:

1. What is the right regulation of information on the internet
2. What is the effective way of governing internet information
3. What is the scope of internet government

Review:

The author, Wecket and Al-saggaf talks about regulation and governance on the internet. They provided the working definition of internet governance. Internet governance is the development and application by Governments, the private sector and civil society, in their respective roles, of shared principles, norms, rules, decision-making procedures, and programs that shape the evolution and use of the Internet (WGIG, 2005).

There are number of different issues in line with this chapter. Government has proposed regulation of content within the information found in the net. Being a living space in which people work, play, shop, socialize, and so on, internet is a global phenomenon therefore, for the governance to be effective, it must also be global. When it comes to regulation, there are various ways to block internet content. One way is that Web pages and ftp files can be blocked by Internet Service Providers (ISPs) with the use of proxy servers. However, this method is not foolproof. An alternative method would be to use routers to block content at the packet level, where the source address of each packet is checked against a black list. The problem is that this only provides coarse filtering.

Individual countries, or political entities within countries, apart from blocking, can also control content through legislation, and this can be relatively effective in certain circumstances despite the fact that the Internet crosses national borders. So to some extent the Internet can be regulated, both through technical means and by legislation. Problems are raised in the aspect of regulation and governance. One problem is the censorship, which implies as a violation of human rights. However, Mill stated that if the right practiced causes harm, it is inappropriate. Concern about materials in the internet can roughly be grouped into three areas; pornography, hate language, and information to aid harmful activities. The access on pornography has always been an issue due to the viewers that can grasp the materials despite the wrong age. Hate language, usually racist language, is spread by particular groups. The third area talks about the information that others may take negatively and is used in the wrong manner.

White (2004) gives other arguments regarding the internet. One of which is the argument against content control with regard to obscene material. Another one is that Internet content regulation is an unwarranted extension of government power (Anderson and Rainie, 2006). Yet another argument is that the

Internet is different from other forms of media and therefore ought to be treated differently.

The final moral argument to be considered relates to whom the regulations should apply, the content provider, the user, or the provider. Given the ease of moving sites offshore, content providers are difficult to regulate, and attempting to regulate users would involve massive intrusions on privacy. The best way then has appeared to be the regulation of Internet Service Providers (Wecket and Al-saggaf). A strong moral case can be made for regulating the content of the Internet, but there is also a strong case that such regulation cannot be very effective and comes at a price in Internet performance.

What I learned:

1. Meaning of governance
2. The reasons why the government want the internet to be regulated
3. Ways of governing the internet
4. Internet problems and concerns
5. Arguments about the internet and its governance

Integrative questions:

1. What is governance?
2. What are the problems raised due to ineffective regulations?
3. How can the internet be regulated?
4. Why is there a need for the internet to be regulated?
5. Who are able to control the regulation in the internet?

Chapter 20 – Information Overload

Quote:

"In a world where information is relatively scarce and where problems for decision are few and simple, information is always a positive good. In a world where attention is a major scarce resource, information may be an expensive luxury, for it may turn our attention from what is important to what is unimportant. We cannot afford to attend to information simply because it is there"- Herbert Simon

What I expect to learn:

1. How does information get overloaded
2. What is information overload
3. What are the effects of information overload

Review:

Information overload is a common complaint in the present may it be any digital device. Information overload would seem to be a straightforward phenomenon (an excess of information) with a straightforward cause (the recent explosion of information technologies).

Information overload is defined as a condition in which an agent has—or is exposed to, or is provided with—too much information, and suffers negative consequences as a result (David Levy). Information here is the informational goods or products being used or is present in any device. Central to judgments of excess is some notion of capacity: a person or organization can only handle so much information in a given period of time. Information overload started way back the 1960s. The chapter shows information overload claims back in the history.

Causes of information overload concerns specifically about an excess or overabundance of information were being expressed in a specific period. Both human and technical systems managing the increasing flow of information are inadequate. Information increases proportionally as human products increases. The more information that is produced to manage and control other forms of production, distribution, and consumption, the greater the need to manage this new information as well. Information overload, as we have seen, involves more than just the exposure of an agent to excessive amounts of information: that agent must also suffer certain negative effects as a result. Paradoxical though it may seem, having access to more information may lead us at times to be less well informed, and to make less effective choices. Information overload may lead to stress that contributes to both physical and psychological ailments, including high blood pressure, depression, and anxiety. The overwhelming amount of information now presented through media outlets can make it difficult to stay in touch with those stories that require compassionate action on our part. Clearly then, there are times when information overload may lead people to fail to respond to, or to notice, what is important ethically (David Levy).

What I learned:

1. The information that can be overloaded
2. Definition of information overload
3. Information overload history
4. Causes of information overload
5. Consequences of information overload

Integrative questions:

1. What information can go overload?
2. What is information overload?
3. How does information become overloaded?
4. In what way do people contribute to the overloading of information?
5. What are the possible effects of having overloaded information to humans?

Chapter 21 – Email Spam

Quote:

*"*Surely, there should be a good faith effort to avoid forwarding emails that contain
viruses, phishing attacks, offensive content, or excessively large attachments. Friends
shouldn.t inundate their friends. email boxes with messages, no matter how well intentioned." –Miller and Moor

What I expect to learn:

1. What is Email spam
2. Who are responsible for email spam
3. What are the reasons for spamming

Review:

Authors Keith Miller and James Moor discussed in this chapter the topic of email spamming. A fundamental problem with any philosophical discussion of email spam is definitional. Taking the view of spam as "unsolicited electronic messaging," the first spam mentioned in Wikipedia (2007) is a telegram sent in 1904. However, the term "spam" wasn't used until the 1980s, when some participants in interactive MUDs (Multi-User Dungeons)would use one tactic or

the other to flood the interface, often with repeated messages (Northcutt, 2007). Spam has rapidly spread into many forms of electronic communication.

Spam is commonly mistaken as an unwanted email. To know that a message is a spam, one must identify its characteristics. First is the content of the email. Spam messages are more likely to convey messages related to unwanted products or recruitment, pornography or viruses. The second is the sender's intent. The sender's intent is relevant both to receivers and to our analysis. Third is the consequence to the receiver. Regardless of the intent of the sender, the actual consequences to the receiver often influence the receiver's classification of an email. Every email has an effect to the receiver and a spam as we all know, has a negative effect. Next is the consent of the receiver. If a receiver has given the sender explicit consent for the sender's emails, the receiver is less likely to consider the emails spam. Fifth, the relationship between the sender and the receiver affects the receiver's classification of the email. If the receiver perceives no relationship, or a negative relationship, then the receiver is likely to label the email as spam. Sixth is the accountability of the sender and the degree of deception. If the sender of an email message includes an authentic return email address that in truth is the sender's address, and if the sender's address is consistent over a reasonable amount of time, then the receiver is less likely to label the email as spam. Then there's the number of identical email sent. The more identical emails are sent from a sender, the more likely the recipients are to perceive it as spam. Eight is illegality which one way to distinguish spam from other emails by determining if the email violates the law. Lastly, by the size of the message, the receiver can perceive if the email is not a spam, a minor annoying spam or a major destructive spam (Mille and Moor). Spam may exhibit combination of characteristics. It may be deceptive emails meant to defraud or unsolicited commercial bulk emails.

There are three ethics of anti spam measures. First is the ethics of doing nothing. Second is the ethics of reducing the number of spam emails read after they are sent. Third is the ethics of suggestions to reduce the number of emails sent. Under the third ethics are changing the economics of email, legislate against the sending of spam and require authentication before email is delivered.

What I learned:

1. Definition of spam
2. How did spam started
3. Characteristics of a spam

4. Effects of a spam
5. Ethics of anti spam measures

Integrative questions:

1. What is a spam?
2. How do you know that an email is a spam?
3. What are the consequences of receiving a spam?
4. What are the ethics of anti spam measures?
5. What are the suggestions to reduce the number of emails sent?

Chapter 22 - The Matter of Plagiarism: What, Why, and If

Quote:

*"*There can be questions about whether an expression is or is not deceptive." – John Snapper

What I expect to learn:

1. What is plagiarism
2. Why do people plagiarize
3. How is plagiarism being handled by the original property owners

Review:

Plagiarism is one of those things with many ethical concepts. In this chapter, author John Snapper defined plagiarism as expression that improperly incorporates existing work either without authorization or without documentation, or both. It is important to distinguish between issues of authorization and documentation, for these are two sorts of wrongs. The present chapter addresses the ethical bases for both wrongs, and how our sense of these wrongs has been affected by the new forms of expression that are inherent in computer technologies (Snapper).

Lack of authorization has been one of the foundations of plagiarism. Since most legal disputes over plagiarism concern cases of unauthorized copying that infringe a copyright, it is no surprise that this form of plagiarism has received the most attention in books, articles, and the press (Snapper). The problem is: Is lack of authorization related with natural or moral rights?

One form of plagiarism is called noninfringing plagiarism which concerns about lack of accreditation. Even where there is no question of authorization to

make copies, academics tend to view unaccredited copies as a scholarly wrong. When a failure to accredit is also infringement, the accusation of plagiarism will most likely focus on the lack of proper authorization (Snapper).

Looking at the personal perspective of the author in the matter, new technology has tended to increase the importance we should place on acknowledgment and to lessen the importance that we should place on authorization.

In the literature's view, lot of articles in various literature forms discusses plagiarism as a wrong act of claiming one's work.

What I learned:

1. Concept of plagiarism
2. Lack of authorization as one of causes of plagiarism
3. Concept of noninfringing plagiarism
4. Lack of accreditation as related to noninfringing plagiarism
5. Literature expert's point of view on plagiarism

Integrative questions:

1. What is plagiarism?
2. What is the difference between authorization and documentation?
3. How does lack of authorization be the main cause of plagiarism?
4. What is noninfringing plagiarism?
5. How does plagiarism differ from noninfringing plagiarism?

Chapter 23 - Intellectual Property: Legal and Moral Challenges of Online File Sharing

Quote:

"all the goods of the Information Age—all of the expressions once contained in books or film strips or newsletters—will exist as thought or something very much like thought: voltage conditions darting around the Net at the speed of light, in conditions that one might behold in effect, as glowing pixels or transmitted sounds, but never touch or claim to "own" in the old sense of the word." –Barlow

What I expect to learn:

1. What is online file sharing and how does it work
2. What are the legal and moral challenges of online file sharing
3. What is the intellectual property concept of online file sharing

Review:

The chapter is all about cases related to online file sharing. Online file sharing is common to almost every part of the world where there is internet. However, there are cases that the files shared are information protected by copyright or any legal actions where in sanctions is to be filed to the sharer. The recording industry in the United States has filed multiple lawsuits against purveyors of file sharing software. It has even initiated lawsuits against individuals who make substantial use of this technology (RIAA v. Verizon, 2003).

The technology at the core of the problems in relation with online file sharing is programs that allow users to connect with each other in a peer-to-peer network (P2P). In this software, users may share files with each other. Problems arise from these networks hypothesizing a question if file trading is a sharing or theft. Theft is the crime given to someone who plagiarized or illegally gained a copy of an intellectual property of others. The chapter didn't clearly give clarification on the topic of theft and sharing. Yet, sharing must also be considered for it is a good human value.

If file sharing has been considered illegal, the distributor therefore is doing an infringement while the receiver is then performing secondary infringement. The chapter cited an example on the history of music and motion picture industry where act of infringement was the case.

As we have noted, ethicists have not subjected the issue of secondary liability, especially as it pertains to P2P networks, to much moral scrutiny. But we can identify two salient moral issues, one at the "macro" level and the other at a more "micro" level of the individual moral agent. First, can secondary liability law itself be normatively justified in social welfare terms? Second, how can we understand indirect copyright liability from a strictly moral viewpoint? The basic moral imperative at stake here can be stated succinctly: a moral agent should not cooperate in or contribute to the wrongdoing of another. This simple principle seems self-evident and axiomatic (Spinello).

Any download of copyright files are categorized as direct infringement. Anyone abiding the law is subjected to consequences.

What I learned:

1. Concept of online file sharing
2. Copyright protected files and their rights to not be downloaded or shared unauthorized
3. Argument of whether file trading is sharing or theft
4. Direct infringement of distributors or primary downloader
5. Secondary infringement of receivers

Integrative questions:

1. What is online file sharing?
2. How is sharing different form theft when it comes to online files?
3. How will a person be liable for direct infringement?
4. How will a person be liable for secondary infringement?
5. What is the morality of online file sharing?

Chapter 24 – Censorship and Access to Expression

Quote:

"Expression is a direct interest in articulating thoughts, attitudes, and feelings on matters of personal or broader human concern and perhaps through that articulation influencing the thought and conduct of others" - Cohen

What I expect to learn:

1. What is censorship
2. How is censorship and access to expression related
3. What expression are considered censored

Review:

Censorship is what limits reach to certain information, either preventing the giver to give or the receiver to receive. This information is considered an expression which is anything that a person delivers to communicate with another. Cohen links our concern with freedom of speech to three fundamental interests: (1) the interest in expression, (2) the interest in deliberation, and (3) the interest in information (pp. 223–230). We have an interest in access to expressions based on our fundamental interests in communicating with others, both as speakers and as hearers.

Censorship is interference between the communications made by two communicating bodies. To censor is to restrict or limit access to an expression, portion of an expression, or category of expression, which has been made public by its author, based on the belief that it will be a bad thing if people access the content of that expression (Mathiesen).Censorship has three key definitions. First, the word censorship does not always mean wrong. Second, this definition makes the motivation of the censor part of what makes an act count as "censorship." Third, this definition limits censorship to those efforts to restrict access to an expression "made public by its author (Mathiesen)."

There are types of harms and argument about censorship. One of these is the inherently harmful access where people censors an object they find offensive or objectionable. Another one is censorship as instrumentally harmful access. This is a situation where in people censors an object because they think of the harmful effects that the object may cause upon others gaining access to it. There are four effects of instrumentally harmful access: (1) creating a market, (2) creating a hostile atmosphere, (3) influence, and (4) implementation.

The chapter is concluded by the author by saying that conversation requires that we look carefully at both why access to expression is important and what the harms related to access might be.

What I learned:

1. Concept of censorship
2. Concept of freedom of expression
3. Censorship and its interference in communication
4. Reason why people censors an object
5. Harmful effects of uncensoring inappropriate informations

Integrative questions:

1. What is censorship?
2. What is its effect to the freedom of expression?
3. What are the things that people censor?
4. What are the effects of censoring an object?
5. How is censoring ethically correct or incorrect?

Chapter 25 – The Gender Agenda in Computer Ethics

Quote:

*"*First, the production of universal, totalizing theory is a major mistake that misses most of the reality, and second, taking responsibility for the social relations of science and technology means refusing an anti-science metaphysics, a demonology of technology, and so means embracing the skilful task of reconstructing the boundaries of daily life. . ..It is not just that science and technology are possible means of great human satisfaction, as well as a matrix of complex dominations." - Haraway

What I expect to learn:

1. What is gender agenda
2. How does gender agenda connected with computer ethics
3. What are the ethics about gender agenda

Review:

Alison Adam authored this chapter where discussion about gender and its ethics are stated. The recognition of continuing differences between men's and women's lots, at home, in the workplace, and in education, even in societies that have seen considerable opening up of opportunities for women in the space of a generation or so, has been a major force in developing contemporary feminist writing (Adam).

Feminist ethics grew out of long-running debates about the special nature of women's morality. Care ethics is a cornerstone of most approaches toward feminist ethics. In her original study, Gilligan claimed that her empirical research demonstrated that women tend to value an ethic of care that emphasizes relationships and responsibilities, while men value an ethics of justice that emphasizes rules and rights. The evidence from a later study11 was not so clear cut, as the women in that study focused equally on justice and care while only one man espoused a care ethic (Alison Adam).

Turning to computer ethics, it is interesting that the topic of gender has received relatively little attention to date. Broadly speaking, the research methodology in such studies can be characterized as follows: A population of subjects is surveyed by questionnaire and is asked to rate responses in relation to either a set of questions or a set of artificial scenarios. Responses are usually Yes/No or rated against a Likert scale (a scale with a number of points (3, 4, 5, or more), where one in indicates the most positive response and the other end indicates the most negative response). Probably the most prominent of empirical studies of gender and computer ethics in the last decade is Kreie and Cronan

where they explored men's and women's moral decision making in relation to a set of computer ethics cases (Adam).

Gender and computer ethics studies belong to a particular genre of research strongly representative of the business and management literature, a style of research that perpetuates its approach without substantial inroads from other types of research. There are four vectors that form a critique on gender. First is the student population. Second is quantitative versus qualitative research methodologies. Third is the question of what is ethical behavior. Lastly is the under theorizing of gender and ethics.

There are some clear candidates for a more extended gender analysis among computer ethics topics. Cyberstalking, or the stalking of an individual by means of information and communications technologies, represents an important computer ethics topic for feminist analysis. Although the majority of perpetrators are male and the majority of victims are female, this point is rarely adduced as an important element of the phenomenon requiring explanation (Adam).

What I learned:

1. The concept of feminist ethics
2. Relation between gender and computer ethics
3. Women in computing as an alternative approach
4. Gender relation with cyberstalking and hacking
5. Feminist computer ethics in relation with feminist ethics

Integrative questions:

1. What is feminist ethics?
2. How females do took part of information technology compared to the males?
3. What are the four vectors connected with the study of gender and computer ethics?
4. Are hacker communities Egalitarian?
5. What might ‘‘feminist computer ethics’’ offer feminist ethics?

Chapter 26 – The Digital Divide: A Perspective for the Future

Quote:

*“*it is important to realize that relative poverty is a genuinely painful condition. People who live in conditions of relative poverty are generally treated with less

respect, and hence are denied something that is essential to human well-being" - Maria Canellopoulou-Bottis and Kenneth Einar Himma

What I expect to learn:

1. What is digital divide
2. How is digital divide capable of being a perspective for the future
3. What is the ethical methodologies regarding the digital divide

Review:

As the world develops, poverty and suffering rise. The digital divide is defined as variety of gaps that bear on the world's inequitable distribution of resources. The point here is not that global and local poverty are problems of many dimensions that are extremely difficult to solve, but rather that the moral importance of the digital divide as a problem that needs to be addressed is linked to inequalities between the rich and the poor—and especially wealthy nations and nations in absolute poverty (Bottis and Himma).

The moral basis for the case for affluent nations to eliminate the digital divide is grounded in the idea that nations and people with far more than they need to satisfy basic needs have a moral obligation to redistribute some of their wealth, at the very least, to nations and people in life-threatening or absolute poverty. Some have argued that whatever the "digital divide" may mean, it does not deserve a special place either in our terminology or even in our scientific and political agenda (Bottis and Himma).

Digital divides may be referred to digital inequalities between nations or states. Bridging this divide has been a top intention however achieving this expectation is a failure. What is important in terms of "bridging" the information gap is perhaps a reframing of a series of questions made by the authors. With these questions answered, the authors believed that bridging the digital divide will be possible.

What I learned:

1. The definition and origin of digital divide
2. The poverty and wealth in the information aspect
3. Problems arising as technology develop
4. The need to bridge the gap

5. Trials and expectations to bridge the digital divide

Integrative questions:

1. What is the concept of digital divide?
2. How does digital divide affect the world?
3. What are the levels of digital divide?
4. How did experts try to bridge the gap?
5. What are the questions stated by the author that when answered may be the solution to overcome digital divide?

Chapter 27 – Intercultural Information Ethics

Quote:

"I plead for the enlargement of the historical scope of our field beyond the limited horizon of the present digital infospheres even if such a view is not an easy task for research. IIE is in this regard no less complex than, say, comparative literature." –Rafael Capurro

What I expect to learn:

1. What is intercultural information ethics
2. How does culture affect ethics
3. What methodologies do some cultures practice

Review:

The author, Rafael Capurro defines Intercultural Information Ethics (IIE) narrowly as an ethics that focuses on the impact of information and communication technology (ICT) on different cultures as well as on how specific issues are understood from different cultural traditions. He also defines it broadly as intercultural issues rose not only by ICT, but also by other media as well, allowing a large historical comparative view.

IIE has been a topic on a foundational debate. This rooted on the source of morality and on the foundation of IIE. The author stated name of ethicist that is responsible for the foundation of IIE. They are: Charles Ess, Toru Nishigaki, Terrel Ward Bynum, Bernd Frohmann, Lorenzo Magnani, Thomas Herdin, Wolfgang Hofkirchner, Ursula Maier-Rabler, Barbara Paterson, Thomas Hausmanniger and Rafael Capurro.

ICT made a rather big impact upon localities in the world from an IIE perspective. Governments in Asia and Pacific have established either a monopolistic model of development under their strict control or one that opens ICT infrastructure to private and international organizations (Capurro). Latin America and the Caribbean communities had discussions about the intersection and boundaries of ethics and cultures in the new social movements based on the Internet (Pimienta, 2007). ICT has dealt with information ethics in Africa from an African perspective and encouraged African scholars to articulate the challenges of a genuine African information society. It also made great impact on countries like Australia and Turkey.

Yet, IIE has its own special issues. Privacy, as one of the issues, is a key question as it deals with basic conceptions of the human person. Privacy became a severe issue in China, Thailand, Japan and the West. Another problem is about intellectual property. Burk says that "intellectual property rights are justified only to the extent that they benefit the public in general," which means that they could be eliminated "if a convincing case against public benefit could be shown" (Burk, 2007). Other problems such as online communities, Governmentality, gender issues, mobile phones, health care and digital divide is also present

What I learned:

1. The concept of IIE
2. IIE as discussed in the foundational debate
3. Significant persons and their contribution to IIE
4. The impact of ICT to the localities in the world
5. Issues regarding IIE

Integrative questions:

1. What is Intercultural Information Ethics?
2. How did ICT take part in the concept of IIE?
3. Who were the contributors in the aspect of IIE?
4. How did ICT affect the nations and countries?
5. What problems are connected with the IIE?

About the author

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