JAYPEE UNIVERSITY OF INFORMATION TECHNOLOGY, WAKNAGHAT

TEST -3 EXAMINATION- 2025

B.Tech-VIII Semester (CSE/IT/ECE/CE/BT/BI)

COURSE CODE (CREDITS): 19B1WCI831 (3)   MAX. MARKS: 35

COURSE NAME: Ethics and Information Technology

COURSE INSTRUCTORS: Dr Ruchi Verma   MAX. TIME: 2 Hours

Note: (a) All questions are compulsory.

(b) The candidate is allowed to make Suitable numeric assumptions wherever required

for solving problems

Q.No	Question	CO	Marks
Q1	Discuss Helen Nissenbaum's framework of privacy, focusing on the concept of contextual integrity. Clearly explain the difference between "norms of appropriateness" and "norms of distribution" within this framework. Provide a real-world example where either or both of these norms are violated in a specific context	CO2	5
Q2	Critically examine the foundational principles outlined in the European Union's Directive on Data Protection (Directive 95/46/EC). In your analysis, compare and contrast these principles with the key features of privacy laws in the United States, such as the Privacy Act of 1974 or sectoral laws like HIPAA and GLBA. Discuss how the strengths and limitations of the EU approach influence the effectiveness of privacy protection in a global, data-driven context. Support your argument with specific examples and reasoned analysis.	CO1	5
Q3	The term "hacker code of ethics" has been widely discussed in the context of computing culture and information freedom. Critically analyze this concept by explaining what is meant by the "hacker code of ethics." Drawing upon Steve Levy's formulation, discuss the six core principles that constitute this code. Evaluate the relevance and limitations of these principles in the context of contemporary cybersecurity challenges, such as ethical hacking, privacy breaches, and the evolving landscape of digital rights.	CO2	5
Q4	The Certified Ethical Hacker (CEH) program aims to promote ethical practices in cybersecurity, yet the nature of its objectives and methods raises complex ethical questions. Critically evaluate the core objectives of the CEH program, including its role in defining professional standards for ethical hacking. Discuss whether the practices advocated by the CEH can be fully justified on ethical grounds, especially in scenarios where legality and ethics might diverge. Support your analysis with specific examples and	CO4	5

	reasoned arguments, considering broader debates around cybersecurity ethics, responsible disclosure, and professional accountability.		
Q5	Intellectual property (IP) laws are often constrained by jurisdictional limitations, posing challenges in a globally interconnected digital economy. Critically analyze the key jurisdictional issues that arise in the enforcement and protection of intellectual property rights across national boundaries. In your analysis, evaluate the roles of international frameworks such as TRIPS (Trade-Related Aspects of Intellectual Property Rights) and global organizations like WIPO (World Intellectual Property Organization) in harmonizing IP laws and addressing transnational conflicts. Support your arguments with specific examples, discussing the effectiveness and limitations of these mechanisms in ensuring equitable IP protection worldwide	CO3	5
Q6	Discuss the Protect IP Act (PIPA) and the Stop Online Piracy Act (SOPA), highlighting the key provisions that led to widespread controversy and opposition from technology, academic, and civil society groups. In your analysis, compare these acts to the concept of Research Works Act (RWA) and critically examine how the RWA catalyzed the "The Cost of Knowledge" boycott in the academic publishing sector. Evaluate the broader implications of these legislative efforts for the future of digital rights, access to knowledge, and the open access movement.	CO4	5
Q7	John Rawls, in his theory of justice as fairness, introduces the concept of primary social goods as those goods that every rational person is presumed to want. Critically evaluate Rawls' original definition and classification of primary social goods. In light of this framework, analyze the argument advanced by van den Hoven and Rooksby that information goods—such as access to data, knowledge, and digital resources—should also be considered within this category. Discuss the theoretical and practical implications of extending the concept of primary social goods to include information goods in the context of contemporary information societies.	CO3	5