Fall 2024

Class Meets: T/TH, 3:30 PM – 5:00 PM, SZB 2.216

Instructor: Dr. Elliott Hauser   **Office:** UTA # 5.408

Pronouns: he/his   **Office Hours:** By appointment via Zoom

Email: Use Canvas to email about course-related topics.
For other inquiries: each13@utexas.edu

Course Description	Course Requirements	Policies
Course times, location, and instructors University catalog course description Prerequisites for the course What will I learn? How will I learn? How can I succeed in this course?	Required materials Classroom expectations Description of major assignments Course grades and grading policies Course schedule including required readings, dates of major assignments and exams	Classroom Policies & Disclosures University Resources & Supports for Students Important Safety information

COURSE DESCRIPTION

University Catalog Course Description
Explore the leveraging of data, information, and technology to improve the efficiency and effectiveness of organizations while also providing a more ethical and humane environment for workers.

Pre-requisites for the course
I301

What will I learn?
Social Informatics is the interdisciplinary study of information technology in social context. Rather than studying only how society forms our technologies, or only how technology shapes or impacts society, Social Informatics considers how society and technology mutually influence each other in a wide array of contexts. In this course, we will explore how social context works to shape and form technology alongside the ways technology influences society, maintains or breaks down power relationships, and structures social and organizational networks. This course will be structured around a series of ongoing debates and novel work across the broad field of Social Informatics, and in your time here you will engage in critical reading of these debates and their underlying approaches to the 'socio-technical'.

This course is primarily intended for those intending to continue within the Social Informatics Concentration, but will be of relevance to all concentrations in the major. During this course, you will be asked to identify key concepts in Social Informatics and to situate those concepts within professional viewpoints. This course will reveal the complexity of the socio-technical and ask you to think critically about how communities develop, use, and respond to information technology in their lives, social relationships, organizations, and values.

Main skills and attitudes to be developed
- Formulate ideas in writing
- Support ideas with effective evidence
- Develop critical thinking skills
- Understand and practice ethical communication
- Effectively collaborate with teams

During your time in this course, you will learn to:

1. *Analyze and summarize several major theoretical stances towards understanding technology in social context (e.g. actor-network theory, activity theory, feminist HCI).*

2. *Interpret and discuss how the design, use, and implementation of information technology is both a social and technical process.*

3. *Represent research results and advocate for a course of action.*

4. *Identify major issues of ethics, policy, justice, and law related to the design and use of technology.*

5. *Discover and summarize primary and secondary information sources related to Social Informatics topics, and critically engage with the arguments presented therein.*

6. *Understand the field of Social Informatics as an interdisciplinary study of technology in social context and apply that understanding to your scholarly and professional goals.*

How will I learn?

Teaching Modality Information
This is an in-person course and class meetings will be held in-person throughout the semester.

Statement on Learning Success
Your success in this class is important to me. We will all need to be adaptable because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

Statement on Flexibility
In acknowledgement of COVID 19 and its impact on the University of Texas at Austin community, this course will reaffirm one of the core values here at UT Austin: responsibility. Our responsibility to ourselves and each other is to put our humanity in the forefront of our academic pursuits. With that being said, this semester I commit to being adaptable in this time of great need, which is reflected in the course policies below around attendance, grading, and assignments/exams.

If you experience any hardships such as illness, accident, family crisis please know that these policies may be amended and therefore you should communicate with me as soon as you feel comfortable doing so. If for any reason you do not feel comfortable discussing with me, please visit Student Emergency Services. For additional campus resources, please visit protect.utexas.edu.

Disability & Access
The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability & Access (D&A). Please refer to the D&A website for

more information: . If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

How can I succeed in this course?

Focus on Process. This course is primarily about process, not content. Read carefully in order to participate successfully in the class sessions where you will be using information to understand important concepts, foster engaging ideas and explore ways of thinking.

Be reflective. The assigned readings provide the backdrop for discussing important concepts in social informatics, and in understanding their implications. Learning in this class is not just memorizing the material and being able to parrot it back. You will have the opportunity to reflect more deeply on your own and others' perspectives and assumptions, and be expected to draw, articulate, and justify conclusions with solid reasons.

COURSE REQUIREMENTS

Required Materials

There are no textbooks that you are required to purchase for this course. Class materials, supplemental resources, grades, and announcements will be posted on the course Canvas site. I recommend bookmarking this course site in your default browser for easy access.

In order to complete the assignments and readings for this course, you will need to have access to a device with word processing software, presentation software, access to the internet, and sufficient bandwidth to participate in classroom activities that may include streaming video, downloading large files, and making use of internet search and UT Library resources. In general, a cell phone will not be sufficient.

Classroom expectations

Your preparation for discussion and participation is extremely important for you and your team. Here are some ground rules:

Respect for others is vital. You can expect that as the instructor, I am concerned about the educational experience of each student in the class, respectful of individual differences, encouraging of creativity, reasonably open and accessible to discuss material and assignments, thorough in evaluating assignments, and rigorous yet supportive in maintaining high standards for performance.

As a student, you are expected to work individually and with others, to create an atmosphere that is safe, values all participants, and is open to diverse perspectives. Everyone is expected to show courtesy, civility, and respect for one another. Comments or postings that degrade or ridicule another, whether based on individual or cultural differences, are unacceptable.

Participation/Engagement. Thinking is not a spectator sport. You need to participate in class by communicating your understanding and testing others' understanding with questions and dialogue. This course requires active participation, which is crucial to your success in becoming a critical thinker. The more you put into it, the more you will get out of it. Active participation includes being prepared to discuss readings, assignments, and concepts, engaging yourself in classroom activities and discussion, and putting your best effort in both formal and informal assignments. Regardless of the format we use to conduct class sessions, consider your participation to be the equivalent to a face-to-face class session and be prepared to engage actively and thoughtfully with me and your peers.

Have fun! This course is an adventure in exploring your thought processes, empowering yourself with the ability to evaluate information, and reasoning through arguments that you encounter. Some of what we do may be personally and intellectually uncomfortable. It is OK to express your discomfort as long as you are open to safely exploring beyond those comfort zones. Make the most of it and have fun!

Assignments

Assessment of your learning will occur through class participation, and your work in individual and group assignments. Please see the course Canvas site for detailed requirements for each written assignment.

Proposing a Research-informed Change – 65%

This assignment will be a multi-part project that you will be working on throughout the semester and will culminate in the writing and delivery of a research-informed recommendation for action on the part of an organization. This assignment will involve six different activities, all of which contribute to the creation of your final proposal. Grading percentages are shown in terms of their contribution to your final grade in this course. For much of this assignment you will be working in groups of 3-4, but some portions will be independent work that contributes to your final assignment.

Unless specified otherwise, written materials and slides prepared for these assignments should be submitted through our course Canvas site.

1. **Group: Topic Proposal – 10%**
   Due Week 4, Meeting 2
   In your project teams, work together to select and research **an organization** to which you will be addressing your proposal. This could be a government agency, legislative body, non-profit, corporation, or other form of organization with defined leadership and goals. Also, decide on **an issue** relevant to the organization you have chosen - it might be a problem, potential opportunity, or new development that your chosen organization would benefit from addressing. This issue should in some way engage with technology in its social and human context, but otherwise may be whatever you like. Some examples include the redesign of a technology for better inclusiveness or accessibility, addressing privacy or data control concerns, proposing the need for regulation or legislative action on a topic of technological or scientific relevance, or the incorporation of new technology into existing work practice. This should be an issue that can be addressed by the change you will be proposing.

   Prepare a short presentation (3-5 minutes) describing your chosen organization and issue to present in class, alongside a 1000-word summary. For the summary, describe the organization, its goals, and current status, and propose the socio-technical issue(s) that you might address with your recommendation (there is no need to make a final decision at this time) for classroom discussion. Based on class feedback, you will have the opportunity to revise these choices **before the end of week 5**.

   In addition to the summary, your topic proposal will also include a group project plan, outlining how you will collaborate throughout the term. **This will not count towards the 1000 words required for the summary**. The project plan summary should include a team roster, a description of what platforms you will use to prepare your deliverables, a communication plan, a timeline, and a list of task divisions. Remember that someone will need to be in charge of submitting both this group plan and the project in Canvas. You should think of this as a contract of responsibility to your groupmates, so take these task divisions seriously; it is in everyone's interest to make these responsibilities as fair and equitable as possible. We may also partially use this list to assess your individual contributions to the project.

1. **Individual: Annotated Bibliography -15%**
   Due Week 8, Meeting 2
   Following your presentation of your Issue Summary, please submit to me your final organization, issue, and the change you plan to propose prior to the end of Week 5.

   For the change you intend to propose, make use of course readings, UT Library resources, Google Scholar, and

other scholarly databases to prepare an annotated bibliography. This bibliography should include 3-4 sources that are relevant to the issue/change you are proposing: at least one source must be drawn from materials outside the course, a maximum of one source can be chosen from our assigned readings, and a maximum of one source from the optional readings at the end of the syllabus.

For each source, summarize the findings, methods, and major arguments of the article, briefly describe how it applies to the issue/change you will propose, and summarize how this source will apply to your group proposal. Examples will be available through the course's Canvas site. These sources should all be scholarly, peer-reviewed, and present either empirical research or theory related to technology in human contexts.

Coordinate with your groups to ensure that you are not duplicating sources within your group. These sources, and your summaries and annotations, will form the core of your argument for the final memo, so treat this as a key step in developing your argument.

2. **Group: Written Proposal Memo – 20%**
   Due Week 12, Meeting 2
   Building upon classroom discussion and prior exercises in this assignment, prepare a memo, addressed to a decision-maker (CEO, CTO, Board of Trustees, etc.) within your selected organization, that draws upon Social Informatics research to argue for your proposed change. This memo should be prepared as if you are in an office setting, and should include:
   - A persuasive, 150-200 word, executive summary presenting your proposed change.
   - A summary of the issue your proposed change will address, your proposed change, and an account of why these are important for your selected organization to address in terms of its values, goals, or mission.
   - A persuasive, research-driven, argument for your proposed change drawing upon 6-8 (or more) primary or secondary academic sources in Social Informatics research that support your argument for the change you propose, or that emphasize the need to address the issue that your change is proposed to fix. These may be drawn from course materials, the annotated bibliographies of other students, or sources you find yourself. These sources must be scholarly, peer-reviewed, and relevant to your chosen issue or proposed change.
   - A conclusion that summarizes your proposal and presents the broader impacts of the change you propose.
   This memo should account for the suggestions and comments that occur during class discussion as well as the feedback I provide and should be 2500-3000 words in length. If you submit a draft earlier than one week before the due date, I will be available to provide feedback prior to your final, graded, version.

3. **Group: Pitch to the Board – 10%**
   Due Week 14, Both Meetings
   Prepare an 8-10 minute long presentation to the class wherein you argue for your proposed change as if you were presenting this change to a panel of decision-makers (CEO, CTO, Board of Trustees, etc.) for your organization. Make a clear case for the need for this change in terms of the goals, values, and mission of the organization, and support that case with primary or secondary academic sources. This presentation will be evaluated by an 'executive board' of your classmates, each of whom will be expected to ask at least one question or clarification from your presentation. I will be available in the two weeks prior to this presentation to observe and provide comments if you wish to present a draft of your slides or practice this talk. Slides must be submitted to Canvas prior to your presentation.

   Each presenting group will be evaluated, and receive feedback from, an 'executive committee' made up of two other teams. The executive committee will review presentation style, persuasiveness, and the effectiveness of your presentation, and offer guidance for how you can revise your Written Proposal Memo arguments. Each team will serve as part of the executive committee for two other teams, and feedback will be offered in person during class.

4. **Individual: Group Experience Reflection – 5%**

Due Week 14, Meeting 2

In 500-750 words, reflect on your experience working with your group. Please include the names of all of your groups members, your estimate of each person's contribution to the final project, and overall reflections on your group work throughout the term.

Individual: My Code of Ethics – 10%

Due Week 14, Meeting 2

Your final assignment for this course will be a minimum 1000-word reflective personal essay on what you value as a professional, and how those values will impact your future career. Drawing upon the Codes of Ethics made available on the Canvas site, propose a code of ethics for yourself in your future career (or a potential future career), and reflect on how that code of ethics embodies your personal values. You may choose to draw on primary or secondary sources drawn from course readings or elsewhere, but this is not required. Finally, this reflective essay should include a brief plan for the remainder of your studies, and how your values and personal ethics might play a role in your future career.

Attendance – 10%

As classroom discussion and participation are necessary for you to gain everything you can from this course, attendance will be taken at the beginning of class. You are strongly encouraged to attend every session, but your first two absences will not affect your attendance grade. Contact me if you expect further absence, wish to make up for a missed day, or have extenuating circumstances.

Class Participation – 10%

For the purposes of this class, **participation** means *obvious* engagement. We understand that folks "engage" in different ways – some like to talk it out, some like to listen and absorb, some write it down for later digestion. When we say "obvious engagement", we mean being punctual, alert and attentive. Just to be clear, clues to us that you are not engaged and participating include head down on the desk, texting or generally having a mobile device in your hand, not being a contributing member of small team work we do in class, or talking amongst your classmates about something not related to what we're discussing.

Discussion Questions – 10%

At the beginning of this year, each student will select three weeks, during which they will submit questions for discussion based on the readings for that week to Canvas. Discussion questions are due in Canvas by the Friday prior to the selected week. Late discussion questions will not be accepted. The discussion question should be focused on one or more of the required readings, at least 75 words long for each reading, and should make it clear that you have both read and thought about the assigned material. Discussion questions are an opportunity for you to bring your own particular point of view and interests to the material we cover in class, and students are encouraged to connect the material to current events and prior learning both in this class and other courses you may have taken. Discussion questions should be conversation starters. It might help for you to look for an idea or assertion in the reading that you found interesting and would like to talk to your peers about in class. Discussion questions are not "answerable", if your question has a correct answer, it probably isn't a good discussion question!

Grading for this Course

The following table represents how you will demonstrate your learning and how we will assess the degree to which you have done so.

Assignments	Percent of Total Grade
1. Attendance	**10%**
First two missed classes do not count against your final score.	
2. Proposing a Research-Driven Change	**60%**

● Group: Topic Proposal	10%
●	
● Individual: Annotated Bibliography	15%
●	15%
●	25%
● Group: Pitch to the Board	
● Group: Written Proposal Memo	
● Group: Written Proposal Memo	20%
● Group: Pitch to the Board	10%
● Individual: Group Experience Review	5%
3. My Code of Ethics	**10%**
4. Class Participation	**10%**
5. Discussion Questions	**10%**
Total	**100%**

Absences

Being present is critical to achieving our goals for this course. You are welcome to utilize two (2) class absences during the semester as needed without explanation to me. In this case, you will be allowed to make up assignments or participation points you may have missed during this session. In addition to participating in synchronous meetings, you can earn participation points through assignments and asynchronous discussions. However, please keep in mind that if you miss multiple classes, you will begin to see a dip in your attendance and participation points.

If you are absent on the day that your team meets, you are responsible for providing your team with the necessary information to compensate for your absence. *It is crucial to keep in communication with your team members; you are responsible for letting both us and your team know if you cannot make it to a class.*

Excused Absence: Absences will be considered excused if they are for religious holidays or extenuating circumstances due to medical or family emergencies. If you plan to miss class due to observance of a religious holiday, please let us know at least two weeks in advance. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with us for details or arrangements.

If you have to be absent, use your resources wisely. Ask your team and other classmates to get a run-down and notes on any lessons you miss. If you find there are topics that we covered while you were gone that raise questions, you may come by during office hours or schedule a meeting to discuss. Email specific questions you have in advance so that we can make the most of our time. "What did I miss?" is not specific enough.

Late work and grade periods

No late assignments will be accepted. However, this semester each student will have an "End of the week" grace period for two (2) assignments to be used at your discretion. "End of the week" is defined as Saturday at 9pm, so as long as you submit the assignment before that time, you will have used one of your two allotted "end of the week" grace periods and no points will be taken for lateness.
(For example: The assignment is due Tuesday at noon. If you turn it in that Tuesday at 1:00pm, you will have used one of your "end of the week" grace periods. Similarly, if you turn it in on Friday at 3:00pm you will have used one of these grace periods.)

Grading Policy

Grade	Cutoff
A	94%
A-	90%

B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D	65%
F	<65%

Course Schedule
All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at https://utexas.instructure.com. Check this site regularly and use it to ask questions about the course schedule.

Changes to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

Week	Topic	Session Topic	Readings	Assignments due
1	Intro to Intro to Social Informatics	Introduction to the Course		
		A Brief History of Social Informatics	Kling, R. (2000). Learning about information technologies and social change: The contribution of social informatics. *The information society, 16*(3), 217-232. https://doi.org/10.1080/01972240050133661 Mackenzie, D. & Wajcman, J. (1999). Introductory essay: The social shaping of technology. In D. Mackenzie & J. Wajcman (Eds.) *The Social Shaping of Technology*, 2nd Ed., Open University Press.	
2	Why Social Informatics?	No Meeting Monday, January 16th – MLK Day		
		Evocative Objects in Social Context	Strohecker, C. (2011) Knots. (pp. 22-29) Beinart, J. (2011) The Radio. (pp. 102-109) Mitchell, W.J. (2011) The Melbourne Train. (pp. 144-150) and Turkle, S. (2011) What Makes an Object Evocative? (pp. 307-326) In S. Turkle (Ed.) *Evocative objects: Things we think with*. MIT press.	

3	Selected Research Methods	Ethnography and Qualitative Research Methods	Varis, P. (2015). Digital ethnography. In A. Georgakopoulou & T. Spilioti (Eds.) *The Routledge handbook of language and digital communication* (pp. 55-68). Routledge.	
		Social Network Analysis and Quantitative Research Methods	Marin, A., & Wellman, B. (2011). Social network analysis: An introduction. In J. Scott & P.J. Carrington (Eds.) *The SAGE handbook of social network analysis*, (pp. 11-25). SAGE Publications, Inc.	
Perspectives in Social Informatics				
4	Perspectives of the Self	Transhumanism and the Digital Sublime	Mosco, V. (2005). The secret of life. In V. Mosco, *The digital sublime: Myth, power, and cyberspace* (pp. 1-16). MIT Press.	
		Cyborgs and the Quantified Self	Haraway, D. (2006). A cyborg manifesto: Science, technology, and socialist-feminism in the late 20th century. In J. Weiss, J. Nolan, J. Hunsinger, & P. Trifonas (Eds.) The international handbook of virtual learning environments (pp. 117-158). Springer.	*Topic Proposal DUE*
5	Governance	Digital Governance and the Digital Citizen	Choi, M., Glassman, M., & Cristol, D. (2017). What it means to be a citizen in the internet age: Development of a reliable and valid digital citizenship scale. *Computers & Education*, 107, 100-112. https://doi.org/10.1016/j.compedu.2017.01.002	
		Intellectual Property and Politics	Gillespie, T. (2006). Designed to 'effectively frustrate': Copyright, technology and the agency of users. *New Media & Society, 8*(4), 651-669. https://doi.org/10.1177/1461444806065662	
6	Privacy and Security	Privacy	Nissenbaum, H. (2004). Privacy as contextual integrity. *Washington Law Review*, 79, 119. https://digitalcommons.law.uw.edu/wlr/vol79/iss1/10/	
		Cybersecurity	Haddad, C., & Binder, C. (2019). Governing through cybersecurity: national policy strategies, globalized (in-) security and sociotechnical visions of the digital society. Österreichische Zeitschrift Für Soziologie, 44(1), 115-134. https://doi.org/10.1007/s11614-019-00350-7	
7	Communities and Technology	Smart and Connected Communities	Sun, Y., Song, H., Jara, A. J., & Bie, R. (2016). Internet of things and big data analytics for smart and connected communities. IEEE access, 4, 766-773. https://doi.org/10.1109/ACCESS.2016.2529723	

		Communities of Practice	Wenger, Etienne. (1998). Communities of practice: Learning as a social system. *Systems thinker* 9(5): 2-3. https://thesystemsthinker.com/communities-of-practice-learning-as-a-social-system/	
8	Perspectives on Knowledge	Knowledge Infrastructures	Slota, S. C. & Bowker, G. C. (2017). How infrastructures matter. In U. Felt, R. Fouché, C. Miller, and L. Smith-Doerr (Eds*.) The Handbook of Science and Technology Studies* (pp. 529-554). MIT Press.	
		Memory Practices and Knowledge Management	Spender, J. C. (1996). Organizational knowledge, learning and memory: three concepts in search of a theory. Journal of organizational change management 9(1): 63-78. https://doi.org/10.1108/09534819610156813	***Annotated Bibliography DUE***
9	Accessibility, Gender, and Equity	Standpoint Theory and Feminist Informatics	Sweeney, M. E., & Rhinesmith, C. (2017). Creating caring institutions for community informatics. *Information, Communication & Society, 20*(10), 1482-1497. https://doi.org/10.1080/1369118X.2016.1234635	
		Accessibility Studies and Accessible Design	Wobbrock, J. O., Gajos, K. Z., Kane, S. K., & Vanderheiden, G. C. (2018). Ability-based design. *Communications of the ACM, 61*(6), 62-71. https://doi.org/10.1145/3148051	
10	Organizations and Labor	Digital Labor: The Wisdom and Work of Crowds	Ekbia, H., & Nardi, B. (2014). Heteromation and its (dis)contents: The invisible division of labor between humans and machines. *First Monday, 19*(6). http://dx.doi.org/10.5210/fm.v19i6.5331	
		Innovation, Organizations, and Technology Transfer	Scuotto, V., Beatrice, O., Valentina, C., Nicotra, M., Di Gioia, L., & Briamonte, M. F. (2020). Uncovering the micro-foundations of knowledge sharing in open innovation partnerships: An intention-based perspective of technology transfer. *Technological forecasting and social change*, 152, 119906. https://doi.org/10.1016/j.techfore.2019.119906	
Social Informatics Approaches				
11	Science and Technology Studies	Critical STS	Winner, L. (1993). Upon opening the black box and finding it empty: Social constructivism and the philosophy of technology. Science, technology, & human values, 18(3), 362-378.	

		Actor-Network Theory	Latour, B. (1992) 'Where are the missing masses? The sociology of a few mundane artifacts', in Bijker, W. E. and Law, J. (eds) *Shaping Technology/Building Society: Studies in Sociotechnical Change* (pp. 225-258). Cambridge, MA, MIT Press.	
12	Values and Ethics	Trust in Information Systems	Andras, P., Esterle, L., Guckert, M., Han, T. A., Lewis, P. R., Milanovic, K., … & Wells, S. (2018). Trusting intelligent machines: Deepening trust within socio-technical systems. *IEEE Technology and Society Magazine, 37*(4), 76-83. https://doi.org/10.1109/MTS.2018.2876107	
		Fairness, Accountability, and Transparency in AI	Laufer, B., Jain, S., Cooper, A. F., Kleinberg, J., & Heidari, H. (2022). Four years of FAccT: A reflexive, mixed-methods analysis of research contributions, shortcomings, and future prospects. In *2022 ACM Conference on Fairness, Accountability, and Transparency* (pp. 401-426). Association for Computing Machinery, New York, NY, USA. https://doi.org/10.1145/3531146.3533107	*Written Proposal Memo DUE*
13	Sustainability and Environmental Management	Computational Sustainability	Gomes, C., Dietterich, T., Barrett, C., Conrad, J., Dilkina, B., Ermon, S., … & Zeeman, M. L. (2019). Computational sustainability: Computing for a better world and a sustainable future. *Communications of the ACM 62*(9), 56-65. https://doi.org/10.1145/3339399	
		Environmental Management	Ureta, S. (2021). Ruination science: Producing knowledge from a toxic world. *Science, Technology, & Human Values,* 46(1), 29-52. https://doi.org/10.1177/0162243919900957	
14	Final Presentations			*Final Presentation Slides DUE*
				Your Code of Ethics DUE *Group Experience Reflection DUE*

Optional Readings

Adar, E., Tan, D. S., & Teevan, J. (2013). Benevolent deception in human computer interaction. In Proceedings of the SIGCHI Conference on Human Factors in Computing Systems (pp. 1863–1872). ACM. Retrieved from http://dl.acm.org/citation.cfm?id=2466246

Ananny, M (2016). Toward an ethics of algorithms: convening, observation, probability, and timeliness. Science, Technology & Human Values, 41(1): 93–117

Antoniadis P. (2018). The Organic Internet: Building Communications Networks from the Grassroots. In: Giorgino V., Walsh Z. (eds) Co-designing economies in transition. Palgrave Macmillan, Cham

Eubanks, V. (2007). Trapped in the digital divide: The distributive paradigm in community informatics. The Journal of Community Informatics, 3(2).

Gehring, V. (2002). Do Hackers Provide a Public Service? Philosophy and Public Policy Quarterly, 22(3). http://dx.doi.org/10.13021/G8pppq.222002.383

Gotterbarn, D. W., Brinkman, B., Flick, C., Kirkpatrick, M. S., Miller, K., Vazansky, K., & Wolf, M. J. (2018). ACM code of ethics and professional conduct.

Jackson, S. J., & Baker, K. S. (2004). Ecological design, collaborative care, and ocean informatics. In *PDC 2004 Conference Proceedings - volume 2* (pp. 64-67).

Jayaraman, K. (2012). Tragedy of the Commons in the Production of Digital Artifacts. International Journal of Innovation, Management and Technology, 3(5), 625–627.

Judy, W. (2010). Feminist theories of technology. Cambridge Journal of Economics, (1), 143.

Kranz, M., Holleis, P., & Schmidt, A. (2010). Embedded Interaction: Interacting with the Internet of Things. IEEE Internet Computing, 14(2), 46–53. http://doi.org/10.1109/MIC.2009.141

Latour, B. (1992). Where are the missing masses? The sociology of a few mundane artifacts. In E. Bijker & J. Law (Eds.) *Shaping technology/building society: Studies in sociotechnical change* (pp. 225-258). MIT Press.

Lessig, L. (2001). The laws of cyberspace. In R. A. Spinello & H. T. Tavani (Eds.), Readings in cyberethics. Sudbury: Jones and Bartlett Publishers.

Lupton, D. (2014). Self--tracking cultures: towards a sociology of personal informatics. In Proceedings of the 26th Australian Computer--Human Interaction Conference on Designing Futures (pp. 77–86). ACM.

Norman, D. A. (1997) Being Analog. In: Norman, D.A. (1997) The Invisible Computer (Chapter 7). Cambridge, MA: MIT Press. From http://www.jnd.org/dn.mss/being_analog.html

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POLICIES & DISCLOSURES

Academic Integrity Expectations
A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin. More specifically, you and other students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. This is a very basic expectation that is further reinforced by the University's Honor Code. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: http://deanofstudents.utexas.edu/conduct.

Plagiarism is taken very seriously at UT and is subject to academic disciplinary action, including failure of the course**.** To learn more about what plagiarism is and how to avoid it, see the **Avoiding Plagiarism tutorial** developed by the UT Libraries in partnership with the Writing Flag program and Student Judicial Services.

Confidentiality of Class Recordings

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Getting Help with Technology

Students needing help with technology in this course should contact the ITS Service Desk .

Content Warning

Our classroom provides an open space for the critical and civil exchange of ideas. Some readings and other content in this course will include topics that some students may find offensive and/or traumatizing. I'll aim to forewarn students about potentially disturbing content, and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. UT maintains the UT Outpost, which is a free on-campus food pantry and career closet. Furthermore, if you are comfortable notifying me, please do so, as I may have additional resources I can share.

Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure of the course.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence as far in advance as possible of the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Names and Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity & expression, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "chosen name" with the registrar's office, which you can do so here. I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit this site. More resources available on the Gender and Sexuality Center's website, www.utgsc.org.

Land Acknowledgment

I would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America. Moreover, I would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

University Resources and Supports for Students

Disability & Access
The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability & Access (D&A). Please refer to the D&A website for more information: http://diversity.utexas.edu/disability/. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Counseling and Mental Health Center (CMHC)
All of us benefit from support during times of struggle. Know you are not alone. If you or anyone you know is experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center provides a wide variety of mental health services to all UT students including crisis services, counseling services with immediate support and well-being resources. Additionally, CARE Counselors are located within the academic schools and colleges. These counselors get to know the concerns that are unique to their college's students. For more information on CMHC, visit https://cmhc.utexas.edu or call 512-471-3515.

University Health Services (UHS)
Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to all UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, gynecology, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit https://healthyhorns.utexas.edu or call 512-471-4955.

Sanger Learning Center
Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit https://ugs.utexas.edu/slc or call 512-471-3614 (JES A332).

Student Emergency Services (SES)
Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at https://deanofstudents.utexas.edu/emergency/ or by calling 512-471-5017.

BeVocal
BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: https://wellnessnetwork.utexas.edu/BeVocal.

Wellbeing Resources
Longhorn Wellness Center resources for self-care
Virtual Mindfulness and Stress Reduction Activities

Undergraduate Writing Center: http://uwc.utexas.edu/

UT Libraries: http://www.lib.utexas.edu/

Important Safety Information

If you have concerns about the safety or behavior of fellow students, TAs or professors, contact BCCAL (the Behavior Concerns and COVID-19 Advice Line) at https://safety.utexas.edu/behavior-concerns-advice-line or by calling 512-232-5050. Confidentiality will be maintained as much as possible, however the university may be required to release some information to appropriate parties.

Classroom safety and covid-19
- For any illness, students should stay home if they are sick or contagious, not only to stop the spread, but also to promote their personal wellness.
- The university will continue to provide rapid antigen self-test kits at distribution sites throughout campus. Students can receive up to four tests at a time.
- The university will provide symptomatic COVID-19 testing on campus for all students, faculty and staff.
- UHS maintains up-to-date resources on COVID, which can be found here:
    - COVID-19 Information and Resources
    - COVID-19 Exposure Action Chart

Carrying of Handguns on Campus
Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the campus of an institution of higher education such as UT Austin. Students in this class should be aware of the following university policies:
- Students in this class who hold a license to carry are asked to review the university policy regarding campus carry.
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.
- Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a "legally effective" means of notification in its own right.

Title IX Disclosure
Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report any information to theTitle IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations, or third party reports) must be report it. Before talking with me, or with any faculty or staff member about a Title IX related incident, please remember that I will be required to report this information to the Title IX Coordinator. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email supportandresources@austin.utexas.edu. For more information about reporting options and resources, visit http://www.titleix.utexas.edu/, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Education Code, Section 51.252, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Education Code, Section 51.252.The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support all impacted by a Title IX incident.

Campus Safety

The following are recommendations regarding emergency evacuation from the <u>Office of Campus Safety and Security</u>, 512-471-5767,

- Students should sign up for Campus Emergency Text Alerts at the page linked above.
- Occupants of buildings on The University of Texas at Austin campus must evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- For more information, please visit [emergency preparedness](#).