Class Meets: M/W, 6:30 PM – 8:00 PM CT
Stable Zoom Link:

Instructor: Dr. Ashley R Dainas   **Office:** N/A
Email: By Canvas message   **Office Hours:** By appointment via Zoom

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 discussion questions
- Formulate and share ideas
- Support ideas with effective evidence
- Develop critical thinking skills
- Understand and practice ethical communication
- Effectively collaborate with teams
- Public speaking in a video conference format

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).*
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
Class will typically take place over Zoom.

The Meeting ID for the class is _____ .

If you do not have access to reliable internet and are using your phone data plan to access the class, you can instead call into the zoom meeting. To call in: students dial: +1-309-205-3325 and enter the "Meeting ID" number above.

Students are encouraged to have a back-up plan for how to access the course in case of issues with connectivity. If requested the iSchool will make a conference room to be set aside for students of this class to use for attendance if need be. You are encouraged to email the instructor in case you encounter any issues the day of class.

In certain weeks, class will be 100% asynchronous. These weeks will be clearly marked ahead of time on canvas. In these weeks, short lecture videos will be posted to canvas. You will be expected to watch these videos by the Friday before class is normally held, post questions about the lectures when prompted, and participate in short CMC discussions with an assigned classmate based on discussions questions generated by the class. These one-on-one discussions will take the place of typical in-class discussion and count as part of your attendance grade for the week. The conversations must be submitted on canvas, but they are only graded for completion. Details can be found on the A&P canvas pages for the weeks marked with the word ASYNCHRONOUS.

Policy regarding personal technology use in the classroom:
This course will be completed 100% through distance learning. All synchronous classes will take place over video conference. However, it is expected that all students pay attention to and participate in class sessions. All technology use during the class period should be focused on activities that relate directly to the course. Surfing the web for other purposes; reading or replying to email, text messages, or Facebook; and other non-class-related use of digital media is not permitted during online class meetings. Abuse of the laptop and digital device limitation will lead to a loss of participation points for the class.

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: 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.

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 classmates. 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, valuing of

one another, and 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. You are expected to read the assigned readings, watch any assigned video lectures, post questions about the lectures when prompted, and participate in in-class discussions. This course requires active participation, which is crucial to your success in becoming a critical thinker. Throughout the semester, students will be required to present on and lead a discussion on at least one recent research article of their choice, and everyone else will be expected to pay attention and participate in the discussion. Good participation will engage specifically and thoughtfully with the content of the readings. Time will also be devoted to discussing the readings and applying them to contemporary situations during class meetings.

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.

Group Projects – 35%

1. **Group Project #1 – 15%**
   You will be assigned to a small group of 3-4 students depending on class size. Together, you will select a historical or current event for which a social informatics approach would be a useful lens to understanding the situation. You will decide on a topic together, research the topic together and independently write up short annotated bibliographies on relevant primary and secondary sources, and then make a joint presentation of your research and analysis of the situation.

   a. **Topic Approval #1 (Group) – 2%**
      In your assigned group, will write up a short description of the topic including answers to the following questions:
      - What is the current/historical event or situation you will be studying?
      - What makes this event or situation interesting?
      - Why do you think social informatics is relevant to this situation?
      - Which aspects of social informatics will you draw on in your research?
      - What technologies will use you to present your findings?
      - What technologies will you use to coordinate and discuss with your group?

   b. **Annotated Bibliography #1 (Independent) – 5%**
      To develop focused knowledge and research skill and to support your research on your group project, you will independently prepare an annotated bibliography related to the topic of your group project. You must find 1 scholarly work and 1 primary source related to your topic. You can work together with your group to select articles and discuss strategies for what articles to include. There should be no repeats between group members. You will **_independently_** read each source you select and then summarize them in 1-2 paragraphs (guidelines will be provided) in a MS Word document. Citations and references in the bibliography should follow APA (American Psychological Association) style, 6th edition.

   c. **Presentation of Findings #1 (Group) – 8%**
      Present your research, findings, and thoughts to the class using a technology of your choice (e.g., PowerPoint, video, etc.). The presentation should be 15-20 minutes long, and each member of the group should present a portion of it. Your presentation should address the following:
      - What is the current/historical event or situation you studied?

- What makes this event or situation interesting from a social informatics perspective?
- What does the social informatics toolkit/lens say about this situation?
  - Specify and cite specific academic theories
- What potential alternatives or solutions could you suggest based on your knowledge of social informatics to mitigate the situation that occurred or to avoid it entirely in the future?

Your presentation should make use of all of the references you gathered in your independent bibliographies.

2. **Group Project #2 – 15%**

You will be assigned to a **different** small group of 3-4 students depending on class size. Together, you will select a historical or current event for which a social informatics approach would be a useful lens to understanding the situation. You will decide on a topic together, research the topic together and independently write up short annotated bibliographies on relevant primary and secondary sources, and then make a joint presentation of your research and analysis of the situation.

a. **Topic Approval #2 (Group) – 2%**

In your assigned group, you will select a historical or current event for which a social informatics approach would be a useful lens to understanding the situation. You will write up a short description of the topic including answers to the following questions:
- What is the current/historical event or situation you will be studying?
- What makes this event or situation interesting?
- Why do you think social informatics is relevant to this situation?
- Which aspects of social informatics will you draw on in your research?
- What **new** technologies will use you to present your findings? **You cannot use the technologies you used for the first project.**
- What **new** technologies will you use to coordinate and discuss with your group? **You cannot use the technologies you used for the first project.**

b. **Annotated Bibliography #2 (Independent) – 5%**

To develop focused knowledge and research skill and to support your research on your group project, you will independently prepare an annotated bibliography related to the topic of your group project. You must find 1 scholarly work and 1 primary source related to your topic. You can work together with your group to select articles and discuss strategies for what articles to include. There should be no repeats between group members. You will *independently* read each source you select and then summarize them in 1-2 paragraphs (guidelines will be provided) in a MS Word document. Citations and references in the bibliography should follow APA (American Psychological Association) style, 6th edition.

c. **Presentation of Findings #2 (Group) – 8%**

Present your research, findings, and thoughts to the class using a **new technology of your choice** (e.g., a different technology than you used for the previous project). The presentation should be 15-20 minutes long, and each member of the group should present a portion of it. Your presentation should address the following:
- What is the current/historical event or situation you studied?
- What makes this event or situation interesting from a social informatics perspective?
- What does the social informatics toolkit/lens say about this situation?
  - Specify and cite specific academic theories
- What potential alternatives or solutions could you suggest based on your knowledge of social informatics to mitigate the situation that occurred or to avoid it entirely in the future?

Your presentation should make use of all of the references you gathered in your independent bibliographies.

3. **Group Project Reflection (Individual) – 5%**

Write a brief 1-2 page reflection (at least 600 words) based on your work on both group projects. More details will be available after completion of the projects.

Recent Study Presentation – 17%

To practice reviewing the literature and get experience with public speaking, at least once this semester, each student will be asked to find a recent peer-reviewed academic article related to the topic of the week. (A sign-up sheet will be made available on Google Docs). One week prior to the week you have chosen, you will submit the article you have chosen to me for approval. Once you receive approval, you will prepare a 15-20 minute conference style presentation to give to the class over the video conference. Your presentation should focus on the research questions, methods, analysis and findings of the paper. You should also prepare 3-4 discussion questions based on the reading that can be used to further the discussion of the week's course topic.

Persuasive Argument on a Social Informatics Issue– 18%

To explore current trends in social informatics, you will prepare and present an argument on a current issue, phenomenon, or debate related to social informatics that is of interest to you.

1. **Persuasive Argument Topic Approval – 1.7%**
   The topic chosen must be approved by the instructor prior to the final presentation. You will describe your topic with a minimum of five sentences. You should provide at least one relevant source in APA citation style as part of this description. You will state your argument with the phrasing: "I argue that ___" or "I believe that ___". If relevant you should include a statement of the action you want the audience to take based on your argument. Further details can be seen in the assignment rubric.
2. **Persuasive Argument Reasoning Approval – 1.8%**
   You will provide three supporting reasons for your argument. You are expected to submit at least one reference with each reason and provide an APA citation for each. You will describe/define the key terms relevant to your argument. If requested by the instructor, you will resubmit your topic description and/or your argument based on the feedback you received. Further details can be seen in the assignment rubric.
3. **Persuasive Argument Presentation – 14.5%**
   You will present your argument to the class over zoom. Afterward, you will also lead a short Q&A on the topic of your presentation. One component of this grade will be time management during the presentation. The exact amount of time available for presentations will depend on the number of students, and will be announced later in the semester.

Attendance & Participation – 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 expected to be present and alert during class Zoom meetings.

For the purposes of this class, **participation** means *obvious* engagement. There are many ways to learn and "engage", however meeting remotely poses challenges for ensuring that all students are engaged. You are expected to be punctual, alert and attentive. You are expected to contribute to the class discussion by speaking through your microphone or by typing in the public text chat in both large and small group discussion.

Reading Responses – 20%

As a part of preparing for each class, you are expected to submit a reading response. You will write at least 2-3 sentences answering *each* of the following 5 questions (for a total of 10-15 sentences) in regards to the assigned readings:

- What is/are the most important or central point(s) of this class' reading(s)?
- What is something new or interesting you learned from this class' reading(s)?
- What did you find challenging, puzzling, or difficult to understand in this class' reading(s)?
- What part of this class' reading(s) challenged, changed, or confirmed what you already knew?
- Based on what you read for this class, what question would you most like to discuss?

These questions are meant to encourage engagement with the readings in preparation for in-class discussion. When more than one reading is assigned, indicate which articles you are referring to by author's last name and date (e.g.,

Smith and García (2002)). Reading Responses are due by 4 pm CT the day of class. A grading rubric will be available on canvas.

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 & Participation	**10%**
First two missed classes do not count against your final score.	
2. Group Projects	**35%**
Group Project #1	10%
• Topic Approval (Group) • Annotated Bibliography (Individual) • Presentation of Findings (Group)	2% 5% 8%
Group Project #2	10%
• Topic Approval (Group) • Annotated Bibliography (Individual) • Presentation of Findings (Group)	2% 5% 8%
Group Reflection (Individual)	5%
3. Recent Study Presentation	**17%**
4. Persuasive Argument on a Social Informatics Issue	**18%**
• Topic Approval • Reasoning Approval • Persuasive Argument Presentation	1.7% 1.8% 14.5%
5. Reading Responses	**20%**
• **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 without it affecting your Attendance and Participation grade. You will still be expected to turn in that class day's Reading Response and failure to do so will result in 0 for that day.

If you must miss more than two class sessions for a legitimate reason, contact me (preferably in advance) for suggestions of what you can do to make up your absence.

*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 me know at least two weeks in advance (See Statement on Accommodations for Religious Observance below). 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.

Late work and grade periods

No late assignments will be accepted for Reading Responses. For larger submitted assignments (e.g., annotated bibliographies, topic approval, etc.) a letter grade will be deducted from your final grade on that assignment for each day the assignment is late.

However, there is an "End of the week" grace period for two (2) submitted assignments to be used at your discretion.

"End of the week" is defined as Saturday at 11 PM CT, 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. The grace period cannot be used for in-class presentations, whether they are individual or group presentations. If you want to utilize the grace period for an assignment that is late, indicate that you are doing so in your submission.

Extra Credit

After all other students have signed up for at least one Recent Study Presentation slot, if there are remaining slots, you will have the opportunity to sign up to give additional presentations. You may choose one of three ways to apply the extra credit for each additional presentation:

1. The new presentation grade can be used to replace your first Recent Study Presentation grade.
2. Assuming sufficient good faith effort is made to produce a good Recent Study Presentation, the extra credit may be taken as an increase by one letter grade or 10% for one assignment of your choice at the end of the semester.
3. Assuming sufficient good faith effort is made to produce a good Recent Study Presentation, the extra credit may be taken as a total of 17 points (10% of 170) that can be added to multiple individual (non-group) assignments of your choice at the end of the semester.

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).

#	Date	Topic	Session Topic	Readings	Assignments due
1	1/17	Intro to Intro to Social Informatics	Introduction to the Course		

2	1/22		A Brief History of Social Informatics	Kling, R. (2000). Learning about information technologies and social change: The contribution of social informatic*s. 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.	
	1/24	Selected Research Methods	Social Network Analysis and Quantitative Methods	Marin, A., & Wellman, B. (2011). Social network analysis: An introduction. The SAGE handbook of social network analysis, 11-25.	**Complete Avoiding Plagiarism Canvas Module and Quiz; Complete the IU Plagiarism Test and Submit Certification**
3	1/29		Ethnography and Qualitative Research Methods	Fusco, S. J., Michael, K., & Michael, M. G. (2010, June). Using a social informatics framework to study the effects of location-based social networking on relationships between people: A review of literature. In 2010 IEEE international symposium on technology and society (pp. 157-171). IEEE. Varis, P. (2015). Digital ethnography. In A. Georgakopoulou & T. Spilioti (Eds.) *The Routledge handbook of language and digital communication* (pp. 55-68). Routledge.	
	1/31		Power and Discourse	Leclercq-Vandelannoitte, A. (2011). Organizations as discursive constructions: A Foucauldian approach. Organization Studies, 32(9), 1247-1271.	**Group Project #1 Groups are Assigned**
4	2/5	Perspectives of the Self	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. Daniels, J. (2009). Rethinking cyberfeminism(s): Race, gender, and embodiment. *WSQ: Women's Studies Quarterly, 37*(1 & 2), 101-124. http://muse.jhu.edu/journals/wsq/v037/37.1-2.daniels.html	

	2/7	Perspectives on the Other	Cultural Comparison Studies	Qiu, L., Lin, H., & Leung, A. K. Y. (2013). Cultural differences and switching of in-group sharing behavior between an American (Facebook) and a Chinese (Renren) social networking site. Journal of Cross-Cultural Psychology, 44(1), 106-121.	**Group Project #1 Topic Proposal Due**
5	2/12	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	
	2/14		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	
6	2/19	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	
	2/21		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	**Annotated Bibliography #1 due**
7	2/26	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.	
	2/28		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.	
8	3/4	Present Project #1			**Group Project #1 Due** **Group Project #2 Groups are Assigned**

	3/6	Computer-Mediated Communication	Definition and Development of CMC	Thurlow, C., Lengel, L. & Tomic, A. (2004). UNIT 1 defining CMC: An introduction to the field. In Computer Mediated Communication: Social Interaction and the Internet (1-12). London, UK: Sage Thurlow, C., Lengel, L. & Tomic, A. (2004). UNIT 2: Situating CMC technologies for communication. In Computer Mediated Communication: Social Interaction and the Internet (1-12). London, UK: Sage. Licklider J. C. R. & Taylor, R. W. (1968). The computer as a communication device International Science and Technology, April.	
9	3/11 & 3/13	No Class: Spring Break			
10	3/18		Online Identity and Trolling	Moore, A., Fredheim, R., Wyss, D., & Beste, S. (2021). Deliberation and identity rules: The effect of anonymity, pseudonyms and real-name requirements on the cognitive complexity of online news comments. Political Studies, 69(1), 45-65. Read a or b: a. Phillips, W. (2011). LOLing at tragedy: Facebook trolls, memorial pages and resistance to grief online. First Monday, 16(12). b. Sanfilippo, M., Yang, S. and Fichman, P. (2017). Trolling here, there, and everywhere: Perceptions of trolling behaviors in context. Journal of the Association for Information Science and Technology. doi:10.1002/asi.23902	**Group Project #2 Topic Proposal Due**

	3/20		Media Convergence and Graphicons	Jenkins, H. (2004). The cultural logic of media convergence. International Journal of Cultural Studies, 7, 33-43. Herring, S. C., & Dainas, A. R. (2017). "Nice picture comment!" Graphicons in Facebook comment threads. Proceedings of the Fiftieth Hawai'i International Conference on System Sciences (HICSS-50). Los Alamitos, CA: IEEE.	
11	3/25	Governance	Digital Governance	Scott, J. C. (1998). Seeing Like a State. [Selected portion] Möllers, N. (2021). Making digital territory: Cybersecurity, techno-nationalism, and the moral boundaries of the state. Science, technology, & human values, 46(1), 112-138.	
	3/27	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	**Annotated Bibliography #2 due**
12	4/1		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/	**Persuasive Presentation Topic Approval Submission**
	4/3	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	

13	4/8	Present Project #2			**Group Project #2 Due**
	4/10	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	**Group Project Reflection Due**
14	4/15	Privacy, Property, & Security	Intellectual Property	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	<mark>Asynchronous Lecture</mark>
	4/17		Privacy	Nissenbaum, H. (2004). Privacy as contextual integrity. *Washington Law Review*, 79, 119. https://digitalcommons.law.uw.edu/wlr/vol79/iss1/10/	**Persuasive Presentation Reasoning Approval Submission**
15	4/22		Cybersecurity	Maalem Lahcen, R. A., Caulkins, B., Mohapatra, R., & Kumar, M. (2020). Review and insight on the behavioral aspects of cybersecurity. Cybersecurity, 3(1), 1-18. https://doi.org/10.1007/s11614-019-00350-7	<mark>Asynchronous Lecture</mark>
	4/24	Final Presentations			
16	4/29	Final Presentations			

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

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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. The tutorial is available through the Canvas page for our course. You will be expected to complete and pass this module within the first week of class. You will also be expected to take the Indiana University "How to Recognize Plagiarism" (https://plagiarism.iu.edu/) Test for Undergraduates and submit your certificate on canvas. Failure to do so will result in an automatic failure of the course.

Other helpful resources include a tutorial (https://liberalarts.utexas.edu/rhetoric/first-year-writing/plagiarism-collusion.html).

Any case of suspected plagiarism will be referred to Student Conduct and Academic Integrity in the Office of the Dean of Students. They will conduct a review and make a determination of what sanctions will be imposed on a student who they determine to have engaged in plagiarism. Potential consequences for committing plagiarism include earning a zero on the assignment and failing the entire course.

Artificial Intelligence Policy
The creation of artificial intelligence tools for widespread use is an exciting innovation. These tools have both appropriate and inappropriate uses in classwork. The use of artificial intelligence tools (such as ChatGPT) in this class shall be permitted on a limited basis. You are welcome to seek my prior-approval to use AI writing tools on any assignment. However, AI writing tools should be used with caution and proper citation, as the use of AI should be properly attributed. Using AI writing tools without my permission or authorization, or failing to properly cite AI even where permitted, and submitting an assignment that is entirely written by AI even when cited, shall constitute a violation of UT Austin's Institutional Rules on academic integrity.

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.

Statement on Accommodations for Religious Observance

It is the policy of University of Texas Austin that instructors must reasonably accommodate students who want to observe their religious holidays at times when academic requirements conflict with those observances.

Section 51.911 of the Texas Education Code states that a student who misses an examination, work assignment, or other project due to the observance of a religious holy day must be given an opportunity to complete the work missed within a reasonable time after the absence, provided that he or she has properly notified each instructor.

It is the policy of the University of Texas at Austin that the student must notify each instructor within 14 days of the classes scheduled on dates he or she will be absent to observe a religious holy day. For religious holidays that fall within the first two weeks of the semester, the notice should be given on the first day of the semester. The student may not be penalized for these excused absences but the instructor may appropriately respond if the student fails to complete satisfactorily the missed assignment or examination within a reasonable time after the excused absence.

Preferred Names

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.

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.

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 Office of Campus Safety and Security, 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.