INF 380E: PERSPECTIVES ON INFORMATION
Unique number: 28445 (Section A) and 28450 (Section B)
University of Texas at Austin
Fall 2022
Dr. Amelia Acker

Course Information
Class day and time: Tuesdays,
Section A: 9:30 am - 12:30 pm
Section B: 3:30 pm – 6:30 pm
Class location UTA 1.208

Instructor Information
Instructor: Dr. Amelia Acker
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Telephone: 512-471-8487
Office hours: By appointment (email with three 30 minutes slots you can meet)
Office location: 5.434

Teaching Assistant Information
Teaching Assistant: Hana Frluckaj
Email: hanafrla@utexas.edu
Office hours: By appointment (email requests)

Land Acknowledgement
We acknowledge that the iSchool sits on indigenous land. We would like to acknowledge that we are meeting on Indigenous land. Moreover, we would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua 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, here on Turtle Island.

I. University Catalog Course Description
A multi-disciplinary and historical examination of information as a primary and foundational concept. Contrasts key literature from information studies with perspectives from other fields. Class assignments and activities are designed to introduce or reinforce the professional skills students will need to become leaders in a variety of rapidly changing information-centric careers.

Effective Fall 2014, MSIS students must earn a grade of B or better in the MSIS core courses (below) in order for the courses to apply to the master's degree. A grade of B- does NOT satisfy this requirement.

II. Course Objectives and Learning Outcomes

This course examines the role that the concept of information as well as information professionals play in contemporary society and culture, focusing on ongoing debates of broad societal relevance. Specifically, these debates revolve around cultural heritage, privacy, digital technologies, platforms, and serving communities. The course provides a foundation for understanding the theories, assumptions, and perspectives on the nature of information as it appears in information studies and a variety of cognate fields.

Upon successful completion of this course, students will be able to:
- employ a common language and conceptual framework for connecting the diverse areas of specialization within the information field;
- critically examine the role of information in human activities as framed by social and cultural contexts;
- discuss the primary ways in which groups, organizations, and institutions employ information at micro and macro levels;
- delineate relationships among forms of information work
- engage in the reflective, critical inquiry essential to graduate level oral and written work
- take a stand on ongoing debates about information in social and cultural context.
- develop your skills in interpersonal communication and public speaking

III. Course format and procedures

This is a discussion-style course based on interactive flipped classroom pedagogical models, so attendance and participation in class are critical to individual success in this course and to the success of the course as a whole. You need to come to class prepared to participate in small group and full class discussions, to complete all required readings prior to class, and to submit assignments on time.

During one hour of each class meeting (weeks 1-14), we will discuss the readings. Prior to each class, I will select discussion questions submitted by participants for us to discuss. First, the authors of the selected questions will read their discussion questions to the class. Next, you will work in small groups to discuss each question (working with a different small group each week). Finally, we will share insights from group discussions with the class. During the second half of each class meeting (weeks 1-14), we will hold group activities revolving around an ongoing debate about the societal role of information related to the topic of the week. During the first few weeks (weeks 2-7), we will focus on small group activities focused on your group final project.

Our semester is divided into three modules on 1.) the epistemology of information conceptual frameworks, 2.) information's role in human activity, and 3.) information institutions and the nature of information work.

Course Readings/Materials
- All course readings are available on the course Canvas site.

- Please make sure to complete all readings before coming to class each week.
- **A blue book exam booklet will need to be purchased from the UT bookstore prior to the midterm essay exam**. Each student will be responsible for bringing their own blue book to the exam. Blue books are available for $0.69 at the UT Co-op store: https://www.universitycoop.com/Blue-Book-8-Sheets_2

IV. Course Requirements
Assignment overview
1. Class Attendance and Participation (15%), every class*
2. Critical reading responses (10%), across weeks 2-10
3. Discussion questions or artifacts (10%), weeks 2-13 (randomly assigned)
4. Small group letter to an author (10%), varies across weeks week 8-13
    (sign up by end of week 2)
5. Unit 1 Blue Book Exam (10%), in class written essay on 9/20
6. Group Project Report & Presentation (40%)
    o Project proposal (5%), due 10/18,
    o Group report (25%), due 11/29
    o Group presentation (10%), due 11/29
    o Peer evaluation (0%^), due 12/6

Note: each unexcused absence will result in a 5% deduction from final grade; missing the final viewing class day will result in a 10% deduction.

Class Attendance and Participation (15%), every class
- Because the vast majority of the learning in this class will occur within the classroom, you are required to attend class regularly. Attendance will be taken during each class period. Absences will only be excused in situations following university policy (illness, religious holy days, participation in University activities at the request of university authorities, and compelling absences beyond your control) with proper documentation and timely notification (prior to class for non-emergencies). By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to 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, I will give you an opportunity to complete the missed work within a reasonable time after the absence. Excessive tardiness may be considered as an unexcused absence except in situations following university policy.
- Class participation is a critical element of this course. The effectiveness of the course will be significantly impacted by the quality of your participation. Class participation is not merely attendance, but rather factors in your overall contributions to the collaborative learning environment, based on both the quantity and quality of your interactions in all aspects of the course. Discussion of class participation with the instructor is encouraged in order to ensure that you are making the most of the classroom experience and the accompanying opportunities for learning. You are expected to participate in all aspects of class discussion.

You should come to class prepared to discuss the required readings, as well as your perspectives on these readings. You should strive for balance in your contributions, and your participation will not be based on who speaks the loudest or the longest, but on consistent participation of significant quantity and, most importantly, quality.

- Your attendance and class participation grade will be calculated by multiplying the numerical assessment of your class participation by the percentage of classes that you attend (with exceptions made for documented, university-recognized absences as noted above). Regular attendance and active participation in each class session are critical for receiving a good grade in this course. For example, if you actively participate in each class meeting, you will receive a full letter grade higher than if you were to skip half of the classes or to be half-awake for all of the classes.

How attendance is documented:
At the beginning of each class, I'll hand out blank index cards. During the class make brief notes regarding 3-4 of your major participation actions; print your name and date on each card. At the end of each class drop off the card to me.

Your comments should be informal phrases rather than formal statements. Just become aware of how you bring your ideas and insights into discussions and activities. Examples include:
- Questioned accuracy of a reading
- Gave an example
- Helped present my group's ideas
- Supported a colleague's effort to speak up
- Explained something in a reading
- Challenged an assumption

Critical reading response (10%), weeks 2-10
You will post your own response to the readings for that week and read the responses of the others in your group before class. **Critical reading responses are due by 11:59 PM the night before class.**

Before class write a 100-250 word response to the readings, that synthesizes either all of the readings as a whole or individual readings separately. Clear and properly proofed writing is important but put your focus on analysis and context. Approaches may include:
- questioning how an idea or assumption plays out in a different social and/or cultural context
- identifying themes or keywords that were used across the readings
- questioning the author's premise or assumption
- describing your concerns about the method or approach
- explaining how the reading (or readings) made you think of the context of information in a new way
- explanation of your own experience with some aspect of a reading (or readings)

Before class, read and reflect on the postings of others in your group. Your understanding of your group's postings is essential to everyone's conversations about each day's ideas. To maximize everyone's posting, individuals might be called on to briefly share a summary of the group's postings with the class as a whole or as part of an in-class activity.

Discussion questions or artifacts (10%), Weeks 2-13
You will post a discussion question or artifact that addresses a theme that spans all readings for the week (Weeks 2-13 randomly assigned). To receive full credit, you must explicitly refer to and synthesize all three readings for the given week. Connecting with earlier weeks is strongly encouraged when appropriate, however please do make sure to still discuss each of the readings for the current week as well. Prior to coming to class, you should examine your colleagues 'questions and be prepared to discuss them in class. You will be graded on your ability to refer to and synthesize all three readings and to provide an insightful perspective on the three readings through your intellectual curiosity. **Discussion questions or artifacts are due by Sunday at 11:59 PM and peer reviews are due by Monday at 11:59 PM.** Be prepared to share your insights with the class.

Practically anything in digital format that pertains to the readings can serve as an artifact. It can be funny or provocative but be sure to establish a clear link to the readings so that people can react, analyze, and interrogate the object and its context. Showing and explaining the artifact should take about 10 minutes. Possibilities include the following:
- a current event in the news
- a listserv email chain
- a podcast episode
- a YouTube video
- a meme
- a Facebook event
- a professional or social meet-up
- a photograph
- an app

We'll address discussion questions and artifacts, submitting them and voting on them in small groups in week 2.*

Small group letter to the author (10%), varies across weeks
At some point during weeks 8-13 your small group will be assigned a time to write a letter to an author that we have read in class and provide critical feedback, praise, or questions about their work.

Consider the analysis, discussions, and responses to your date's readings. Discuss them among your group until you reach a consensus on the basic content of your letter. These letters are intended to engage with authors, to animate them, and to synthesize your group's response to their work in a critical, generous, structured concise genre. In whatever way your group finds most effective, compose the letter (probably collaborating on Google Docs). In addition to

basic proofing, review the letter's professional nature. In the week following your designated date, we will workshop the letter in class. Have someone read the letter to the class. Have someone take notes on the class feedback. If needed, revise the letter, print, and sign it. I will mail the letter right away so there is time for any correspondent's response you might get.

Group Project Report & Presentation (40%)
Throughout the term you will work on creating an environmental scan of an institution's or community organization's information activities that serves people by providing them some kind of information or experience. This environmental scan project gives your group the opportunity to tackle questions concerning equity in information services, social and professional ethics, diversity in the information workforce, issues of accessibility, cross-cultural communication, and much more.

An environmental scan is a substantial description and brief evaluation of all the information activities undertaken by an institution or organization. Elements typically include descriptions (not copies) of the institution's or organization's more critical relationships within and without. Typical elements for each institution or organization include:
- Purpose of the organization
- Staff hierarchy
- Internal information pathways, gatekeepers, barriers, & supports
- Staff positions which have access to different kinds/levels of information
- Internal documents or meetings that address different kinds/levels of information (e.g., mission statement, standards, job descriptions, newsletters, monthly staff meetings, irregular or informal meetings)
- External information purpose(s)
- External audience(s) for whom information is created/presented
- Mechanisms for putting out external information (e.g., news media interviews, interactive web site, blog)
- Means of inviting information needs and feedback from outsiders
- Other elements that are particularly significant in an individual institutional or organizational information environment

Evaluation of the information environment is determined from the perspective of the institutional or organizational. Identify what they intend/want to do then evaluate how well they did so. Do *not* alter their purpose. Look at what they intend to do rather than what you'd like them to do. Typical elements of an evaluation include:
- Comparison of intention with outcome
- Explanations of apparently useful and failed information elements
- Explanations of socio-cultural and social justice information activities and gaps
- Suggestions for means of more effectively meeting information goals
- Other elements that are particularly significant in an individual institutional or organizational information environment

The timeline and weight for each of the 4 elements of this project are listed below. Each one will be explained and discussed in class, when appropriate or requested, throughout the semester. The parts of the environmental scan and their due dates:

- Project proposal (5%), due 10/18,
- Group report (25%), due 11/29
- Group presentation (10%), due 11/29
- Peer evaluation (0%), due 12/6

Each of the assignments will have descriptions and evaluation rubrics posted to the course Canvas website in the Assignment section by the beginning of week 3.

Grading Scale
This class employs a plus/minus grading system. For more information on this system, please consult the University's *General Information Catalog*. Below is the grade scale the University employs and which will be used in this class:

Meets major requirement		Does not meet requirement	
Grade	Points	Grade	Points
A	≥93.00	C-	70.00-72.99
A-	90.00-92.99	D+	67.00-69.99
B+	87.00-89.99	D	63.00-66.99
B	83.00-86.99	D-	60.00-62.99
B-	80.00-82.99	F	<60.00
C+	77.00-79.99		
C	73.00-76.99		

V. Course Policies
You are responsible for reading and following these course policies.

Instructor Communication: E-mail is the official mode of communication for the university and the most reliable means of contact for me. It is always helpful if your e-mail includes a targeted subject line that begins with "INF 380E." *Do not use the messaging facilities in Canvas; these messages do not arrive in my e-mail inbox.* Please allow a 24-hour window for email responses and plan accordingly. Please limit emails to 5 sentences or less. If your query about a reading or an assignment for the class takes more than 5 sentences to express, please come see me face to face in office hours. If you do not receive a sufficient answer to a question in more than one follow-up email (that is, a total of 2 personal emails from me) about the same question, please come meet with me. If you cannot make office hours, please email me to arrange an appointment. These policies are based on my belief in the sanctity and value of high-bandwidth communication (that is, face to face conversations).

Classroom Etiquette: Please come on time to class prepared, bringing soft or hard copies of readings for reference; bring appropriate tools for writing and note taking. Bring personal machines powered up, or plug them in before class begins, silence phones. _Drinks are welcome but food is not. Please eat before class or during the break period_.

Copyright Notice: These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. **DO NOT POST THESE MATERIALS TO INTERNET OR TO COURSE HERO.**

Statement on Classroom Recording: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

On original work: cheating and plagiarism will not be tolerated. If an assignment turned in for credit is found to have been plagiarized, you will receive a grade of 0 points and a formal reprimand in your student file. You will be subject to the University's disciplinary penalties, including the possibility of failure in the course. **If you are found to have submitted plagiarized work for group work in this course, I will pursue disciplinary action for you and your colleagues in consultation with the Associate Dean of Students, the Associate Dean of Education, and your faculty advisor.**

Late assignments: _I do not accept late assignments_. Students who anticipate difficulties with completing assignments on time should consult with the instructor as soon as possible so that alternate solutions can be discussed. When negotiated in advance, arrangements can often be made.

Style manual: Please use the American Psychological Association's [style manual]. In particular, please be sure to follow its citation formats and rules on language bias.

Gun policy: Please ask me about my policy on guns in my office.

VI. University Policies
You are responsible for reading and following these University policies.

Religious holy days: A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence.

Use of E-mail for Official Correspondence: All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep

the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at http://www.utexas.edu/its/help/utmail/1564

Documented Disability Statement: You will need to provide documentation to the Dean of Student's Office so the most appropriate accommodations can be determined. Specialized services are available on campus through Services for Students with Disabilities (SSB 4.104, 471-6259). Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471- 4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. **The student should remind the professor of any testing accommodations no later than five business days before an exam.** If you plan to make use of specialized services through SSD please inform me before the second class meeting. For more information, visit http://www.utexas.edu/diversity/ddce/ssd/

VII. University Resources for Students
The university has numerous resources for students to provide assistance and support for your learning, use these to help you succeed in your classes

The University Writing Center
The University Writing Center offers free, individualized, expert help with writing for any UT student, by appointment or on a drop-in basis. Consultants help students develop strategies to improve their writing. The assistance we provide is intended to foster students 'resourcefulness and self-reliance. http://uwc.utexas.edu/

Counseling and Mental Health Center
All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. The Counseling and Mental Health Center (CMHC) provides counseling, psychiatric, consultation, and prevention services that facilitate students' academic and life goals and enhance their personal growth and well-being. http://cmhc.utexas.edu/

If you need immediate mental health assistance, call the CMHC at 512-471-3515 or you may also contact Bryce Moffett, LCSW (iSchool CARE counselor) at 512-232-2983. Outside CMHC business hours (8a.m.-5p.m., Monday-Friday), contact the CMHC 24/7 Crisis Line at 512-471-2255.

Personal 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: https://utdirect.utexas.edu/apps/ais/chosen_name/.

I will 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. Please report any instances of continued and purposeful misgendering to me directly.

For instructions on how to add your pronouns to Canvas, visit https://utexas.instructure.com/courses/633028/pages/profile-pronouns .
More resources available on the Gender and Sexuality Center's website, www.utgsc.org.

Basic Needs Security: Any student who faces challenges of affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believe this may affect their performance in the course, is encouraged to contact the Office of the Dean of Students – Student Emergency Services (SES) for support. Please notify the instructor if you are comfortable doing so and I will make efforts to provide any resources that I may possess to help you navigate issues of food insecurity or residential displacement.

- SES Concerns and Emergencies: http://deanofstudents.utexas.edu/emergency/concernsemergencies.php
- SES Food Pantry:
- http://deanofstudents.utexas.edu/emergency/pantry.php
- SES Confidential Advocacy and Support: http://deanofstudents.utexas.edu/emergency/advocacysupport.php

Student Emergency Services
http://deanofstudents.utexas.edu/emergency/

ITS
Need help with technology? http://www.utexas.edu/its/

Libraries
Need help searching for information? http://www.lib.utexas.edu/

Canvas
Canvas help is available 24/7 at https://utexas.instructure.com/courses/633028/pages/student-tutorials

VIII. Important Safety Information

Behavior Concerns Advice Line (BCAL): If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Emergency Evacuation Policy: Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Policy on Scholastic Dishonesty: Students who violate University rules on scholastic 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 scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services web site at http://deanofstudents.utexas.edu/sjs/

University of Texas Core Values and Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. As a student of the University of Texas at Austin, I shall abide by πthe core values of the University and uphold academic integrity.

COURSE AT A GLANCE

Week, Date	Topic	Note or Deadline
Week 1, Aug 23	**Introduction and Welcome to the Course**	**Read materials before class**
Week 2, Aug 30	**Understanding Information**	**Critical Reading Response Discussion artifacts**
Week 3, Sept 6	**Information Models**	**Critical Reading Response Discussion artifacts**
Week 4, Sept 13	**Standards & Infrastructure**	**Critical Reading Response Discussion artifacts**
Week 5, Sept 20	**Bluebook exam Group Studio**	**Midterm exam Group assignments**
Week 6, Sept 27	**Personal Identity**	**Critical Reading Response Discussion artifacts**
Week 7, Oct 4	**Collective Identity**	**Critical Reading Response Discussion artifacts**
Week 8, Oct 11	**Boosting and Alarming**	**Critical Reading Response Letter to the Author**
Week 9, Oct 18	**Project Proposal Week**	**No Class Project proposal due***
Week 10, Oct 25	**Digital Cultural Memory**	**Critical Reading Response Letter to the Author**
Week 11, Nov 1	**Social Impacts of Design**	**Critical Reading Response**
Week 12, Nov 8	**Platforms and Publics**	**Discussion artifacts Letter to the Author**
Week 13, Nov 15	**Algorithms and Machine Learning**	**Discussion artifacts Letter to the Author**
Week 14, Nov 22	**Fall Break**	**No Class**
Week 15, Nov 29	**Final group presentations**	**Group presentations and report due***

IX. Reading and assignment schedule (may be amended and is subject to change)

Week 1: Introduction and Welcome to the Course

Topics: course structure, conceptual overview, canvas, participation & reading response expectations

Readings:

- Buckland, M. K. (1991). Information as thing. *Journal of the American Society for Information Science (1986-1998)*, *42*(5), 351.
  PDF available on course website, labeled "Buckland 1".
- Buckland letter to the editor and rejoinder.
  PDF available on course website, labeled "Buckland 2".

Week 2: Understanding Information

Topics: understanding information, information literacy, group project expectations

Readings:

- Case, D.O. (2016). Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior. San Diego: Academic Press.
  Chapter 4: The concept of information, pp. 40-64.
- Case, D.O. (2016). Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior. San Diego: Academic Press.
  Chapter 6: Related concepts, pp. 80-113.
  PDFs available on course website, labeled "Case 4", "Case 6".

Week 3: Information Models

Topics: information behavior, information seeking research, mental models

Readings:

- Case, D.O. (2002). Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior. San Diego: Academic Press.
  Chapter 7: Models of Information Behavior, pp. 133-162.
  PDF available on course website, labeled "Case 7".
- Wilson, T. D. (1999). Models in information behaviour research. *Journal of Documentation*, *55*(3), 249–270.
  PDF available on course website.

Week 4: Standards and Infrastructure

Topics: classification, standards, infrastructure

Readings:

- Singh, R., & Jackson, S. J. (2017). From Margins to Seams. Proceedings of the 2017 CHI Conference on Human Factors in Computing Systems - CHI '17. doi:10.1145/3025453.3025910
  PDF available on course website.
- Star, S. L. (1999). The ethnography of infrastructure. *American behavioral scientist*, *43*(3), 377-391.
  PDF available on course website.

Week 5: Midterm Essay Exam

Week 6: Personal Identity
Topics: personal information practices, collecting, online identity management
Readings:
- Humphreys, L., Paley, A., & Rinaldi, S. Digital Media Identity Management.
  PDF available on course website.
- Gershon, I. (2010). Breaking Up Is Hard To Do: Media Switching and Media Ideologies. Journal of Linguistic Anthropology, *20*(2), 389–405. doi:10.1111/j.1548-1395.2010.01076.x
  PDF available on course website.
- Dillon, A. (2019). Collecting as Routine Human Behavior: Personal Identity and Control in the Humanistic Perspective. *Information & Culture*, *54*(3), 255-280. https://doi.org/10.7560/IC54301
  PDF available on course website.

Week 7: Collective Identity
Topics: community, silences, digital divides
Readings:
- Anderson, J. (2005). Indigenous Knowledge, Intellectual Property, Libraries and Archives: Crises of Access, Control and Future Utility. *Australian Academic & Research Libraries*, *36*(2), 83–94. doi:10.1080/00048623.2005.1072125
  PDF available on course website.
- Carter, Rodney G.S. (2006). Of Things Said and Unsaid: Power, Archival Silences, and Power in Silence. Archivaria, 61, 215-33.
  PDF available on course website.
- Cornum, L. (2017). How the shorthand term "ndn" signals new ways of conceptualizing Indigeneity
  PDF available on course website.
- Eubanks, V. E. (2007). Trapped in the Digital Divide: The Distributive Paradigm in Community Informatics. *The Journal of Community Informatics*, *3*(2).
  PDF available on course website.

Week 8: Boosting and Alarming
Topics:
Readings:
- Kucirkova, N. (2014). iPads in early education: separating assumptions and evidence. Frontiers in Psychology, 5. doi:10.3389/fpsyg.2014.00715
  PDF available on course website.
- Turkle, S. (2010). Alone Together: Why We Expect More from Technology and Less from Each Other. Chapter 9: Growing up tethered.
  PDF available on course website.

- Crooks, R. N. (2019). Times Thirty: Access, Maintenance, and Justice. *Science, Technology, & Human Values*, *44*(1), 118–142. https://doi.org/10.1177/0162243918783053
  PDF available on course website.

Week 9: Project Proposal Week

Week 10: Digital Cultural Memory
Topics:
Readings:
- Brunton, F. (2017). Notes from/dev/null. *Internet Histories*, *1*(1-2), 138–145. doi:10.1080/24701475.2017.1307059
  PDF available on course website.
- Hogan, M. (2013). Facebook Data Storage Centers as the Archive's Underbelly. *Television & New Media*, *16*(1), 3–18. doi:10.1177/1527476413509415
  PDF available on course website.
- Mosco, V. (2014). To the Cloud: Big Data in a Turbulent World. Chapter 5: Big Data and Cloud Culture.
  PDF available on course website.

Week 11: Social Impact of Design
Topics:
Readings:
- Baumer, E. P. S., & Brubaker, J. R. (2017). Post-userism. Proceedings of the 2017 CHI Conference on Human Factors in Computing Systems - CHI '17. doi:10.1145/3025453.3025740
  PDF available on course website.
- Hogan, M. (2013). Brayne, S., & Christin, A. (2020). Technologies of Crime Prediction: The Reception of Algorithms in Policing and Criminal Courts. *Social Problems*. doi:10.1093/socpro/spaa004
  PDF available on course website.
- Holt, J., & Vonderau, A. P. (2015). Signal Traffic: Critical Studies of Media Infrastructures. Chapter 3: "Where the Internet Lives" Data Centers as Cloud Infrastructure.
  PDF available on course website.

Week 12: Platforms and Publics
Topics:
Readings:
- Burrell, J. (2016). How the machine "thinks": Understanding opacity in machine learning algorithms. *Big Data & Society*, *3*(1), 205395171562251. doi:10.1177/2053951715622512
  PDF available on course website.

- Kitchin, R. (2016). Thinking critically about and researching algorithms. *Information, Communication & Society*, *20*(1), 14–29. doi:10.1080/1369118x.2016.1154087
  PDF available on course website.

Week 13: Algorithms and Machine Learning

Topics:

Readings:

- Jonas, A., & Burrell, J. (2019). Friction, snake oil, and weird countries: Cybersecurity systems could deepen global inequality through regional blocking. *Big Data & Society*. https://doi.org/10.1177/2053951719835238
  PDF available on course website.
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