# ISP 381 | Information and Privacy in Society | Spring 2024

Course Description
Examine how information is socially and culturally variable and fluid, changing throughout history and differing from place to place. Explore the anthropological study of information; societal norms; and individual, device, communal, and organizational information strategies.

Monthly Meeting Times
Friday & Saturday, 1pm – 5pm CT, Thompson Conference Center & Zoom Room TBA

- January 19 – 20
- February 9 – 10
- March 8 – 9
- April 5 – 6
- April 26 – 27

Instructors
Dr. Stephen C. Slota stephen.slota@austin.utexas.edu

Office Hours:  By appointment.

I usually respond within 2 business days. Feel free to ping me if you don't hear back from me after 2 days. Pro Tip: Include ISP381 as part of the subject line.

What will I learn?
- Analyze, summarize, and integrate theoretical and practical perspectives on information, privacy, and society.
- Understand that information is contextual, constructed, and contested.
- Identify and critically engage with major ethical, social, and technological concerns related to the design and management of information technology.
- Discuss and understand the relationship between information and society, including security and privacy of personally identifiable information and public/private information behaviors.
- Synthesize major theoretical and practical approaches to information security, and privacy.

How will I learn?
- Reading and preparing for case analyses prior to hybrid meetings.
- Engaging actively & respectfully in class and case discussions with instructors & peers.

- Giving & receiving feedback from peers and from instructors.
- Writing cases, discussion questions, and analyses.

How can I succeed in this course?
- Be curious about social & cultural dimensions of information security, & privacy.
- Be open to learning across formats from course resources, instructors, & peers.

- Create a schedule that works for your work & life given course deadlines.
- Engage in productive, collegial discussions.
- Take ownership of your learning.  ☐ Respond to feedback.

## Course Requirements

Required Materials
All readings and other required materials will be posted on Canvas (https://canvas.utexas.edu).

Required Devices
You need to be able to access Canvas to download and view readings, lectures, and assignments.  For hybrid participation with distributed & co-located classmates, ensure you have access to stable, high-speed internet, and internet-capable device capable of using Zoom with video, accessing Canvas content, playing videos, and drafting text.

Expectations for Meetings:
- Prepare.
- Engage.
- Contribute actively to discussions.
- Ask questions of yourself and of others.
- Be respectful, professional, and adaptable.

## Course Schedule

All instructions, assignments, readings, rubrics and essential information will be on Canvas at https://utexas.instructure.com. Changes to the schedule may be made at our discretion as circumstances require. Changes will be posted on Canvas.

| Weekend | Date | Assignments |
| --- | --- | --- |
| **1 - Course Introduction; Core Concepts; Information & Human Values** | | |
| Prepare | Wednesday, January 17 | ☐  Syllabus <br> ☐  Importance of stupidity (2008) <br> ☐  Are you solving the right problems? (2017) <br> ☐  Write Discussion Question 1 |
| Meet | Friday, January 19 | ☐  Attendance & Participation |
| | Saturday, January 20 | ☐  Attendance & Participation |
| Apply | Wednesday, January 24 | ☐  Reflection & Application Essay #1 |

## 2 – Knowledge Infrastructures & Personally Identifiable Information (PII)

| | | |
|---|---|---|
| Prepare | Wednesday, February 7 | ☐ Knowledge Infrastructures (2013)<br>☐ Infrastructures meet platform studies (2016)<br>☐ Myths & Fallacies of PII (2010)<br>☐ Personal Data Literacy (2019)<br>☐ Write Discussion Question 2 |
| Meet | Friday, February 9 | ☐ Attendance & Participation |
| | Saturday, February 10 | ☐ Attendance & Participation |
| Apply | Wednesday, February 21 | ☐ Reflection & Application Essay #2 |

## 3 - Privacy in Cross Cultural Contexts & Personal Information Management

| | | |
|---|---|---|
| Prepare | Wednesday, March 6 | ☐ Respecting Context to Protect Privacy (2019)<br>☐ Digital Footprints & Changing Networks (2016)<br>☐ Rethinking digital identify for post-COVID-19 (2021)<br>☐ Personal Information Management (2018)<br>☐ From PIM to GIM (2006)<br>☐ Group Information Management (2007)<br>☐ Write Discussion Question 3 |
| Meet | Friday, March 8 | ☐ Attendance & Participation |
| | Saturday, March 9 | ☐ Attendance & Participation |
| Apply | Wednesday, March 20 | ☐ Reflection & Application Essay #3 |

## 4 - Privacy by Design & Groups + Dis/Misinformation in the Age of Social Media

| | | |
|---|---|---|
| Prepare | Wednesday, April 3 | ☐ Bringing design to the privacy table (2010)<br>☐ Privacy by Design (2009)<br>☐ Do artefacts have politics? (1980)<br>☐ Lexicon of Lies (2019)<br>☐ The Science of Fake News (2018)<br>☐ Data Voids (2019)<br>☐ Write Discussion Question 4 |
| Meet | Friday, April 5 | ☐ Attendance & Participation |

| | Saturday, April 6 | ☐ Attendance & Participation |
|---|---|---|
| Apply | Wednesday, April 10 | ☐ Reflection & Application Essay #4 |

### 5 - The Panopticon, Surveillance, & Society, Reputation & Information & Visibility

| | | |
|---|---|---|
| Prepare | Wednesday, April 24 | ☐ The Panopticon (1975) <br> ☐ The militarization of the urban sky (2021) <br> ☐ Cybervetting: New digital social contract (2014) <br> ☐ Context Collapse (2014) <br> ☐ Write Discussion Question 5 <br> ☐ Optional: Resubmit Revision of 1 Reflection & Application Essay |
| Class Meeting | Friday, April 26 | ☐ Attendance & Participation |
| | Saturday, April 27 | ☐ Attendance & Participation |
| Follow-up | TBD based on Registrar | ☐ Final Reflection & Application Essay #5 |

## Assignments

All written assignments will be due on Wednesday at 11:59 pm CT (almost Midnight Canvas time) before or after the relevant class. Submit or complete each assignment on Canvas. Rubrics will be provided on Canvas.

1. Attendance and Participation (20%)

Students are expected to attend class regularly and participate in each scheduled class session. Participation will be measured through in-class discussions, activities, and preparation. Students may participate in-person or via Zoom. Some activities may differ depending on the mode of participation.

Absences will be excused following university policy (e.g., illness, religious holy days, participation in university activities at the request of university authorities, compelling absences beyond your control) with proper documentation and timely notification (i.e., prior to class for non-emergencies). Email the instructor & cc the course assistant as soon as you anticipate a possible absence.

2. Discussion Questions (20%)

The discussion question assignment will involve 2 parts: (a) Free-write at least 15+ informal questions related to assigned readings and videos to spark individual curiosity for each weekend; and (b) Write and refine one formal discussion question to spark collective discussion for each scheduled

weekend. The formal discussion question will be an open-ended question, about 10-30 words in length that connects, synthesizes, and cites at least two of the assigned class readings for the weekend. Be sure to include the full references in APA style for the formal question. If you're still unsure about how to cite
in APA format, check out myriad online resources including Purdue OWL
https://owl.purdue.edu/owl/research_and_citation/apa_style/ and Zotero (open source).

Using an electronic citation generator? Be sure to double-check results from any automatic citation generator.

3. Reflection & Application Essays (60%).
  A reflection & application essay will be due after each weekend. For each essay, you will summarize what you learned from the readings, lectures, and discussions for each weekend. Connect, synthesize, and cite (using APA format) every reading for each weekend (two meetings). Each essay should be organized around a clear lesson learned with a clear, specific thesis and be 500 - 1000 words in length. Submit each reflection essay on Canvas. Rubrics will be provided on Canvas. Assignments are due by 11:59pm CT on the deadlines specified in Canvas and the course outline.

All instructions, assignments, readings, rubrics and essential information will be on Canvas at
https://utexas.instructure.com

Grade Cutoff
Individual assignments will earn +/- grades; however, final grades will be submitted as letter grades without plus or minus, so earning an A or an A- will be reported to registrar as an A; earning a grade of B+, B, or B- will earn a final grade of a B and so forth.

| Grade | Assignment Cutoff | Final Grade |
|-------|-------------------|-------------|
| A     | 93%               | A           |
| A-    | 90%               |             |
| B+    | 87%               |             |
| B     | 83%               | B           |
| B-    | 80%               |             |
| C+    | 77%               |             |
| C     | 73%               | C           |
| C-    | 70%               |             |
| D+    | 67%               |             |
| D     | 63%               | D           |
| D-    | 60%               |             |
| F     | <60%              | F           |

Late Work

Every student will receive 3 golden tickets. Each ticket will buy a student up to 24 hours reprieve with no penalty on a submitted assignment (i.e., discussion questions or reflection & application essays, no questions asked. Golden tickets only have value if they are used. Given course grade submission deadlines established by the Registrar, the final reflection essay cannot be submitted after the deadline even with golden tickets (except if student situation warrants an incomplete: See relevant University of Texas and School of Information policies).

Details on how to use the golden ticket will be provided in the first weekend of class.
Otherwise work received after the deadline will earn no more than 50% of the possible grade (0.50 * earned grade) if within 1 week of the deadline or 25% of possible points if within 2 weeks of the deadline with one exception:

## Course Policies

---

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of the University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise, you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address:, https://deanofstudents.utexas.edu/conduct/standardsofconduct.php

"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

Work submitted is expected to be individual student work without feedback from, or collaboration with, other any other people or AI unless specifically recommended or described in assignment instructions. Peer feedback during class, or work with the course instructor, course assistant, or the University of Writing Center, is not considered a violation of academic integrity expectations.

Teaching Modality Information

All required course materials will be available on Canvas. Students will need to complete readings, watch videos, and submit assignments in advance of meetings. Meetings are synchronous at scheduled times noted above. Students can attend synchronous course meetings in-person or via Zoom, ideally with your camera on during discussion/interaction portions of the class at a minimum.

This course may be offered in a format to which you are unaccustomed. If you are looking for ideas and strategies to help you feel more comfortable participating in our class, please explore the resources available here: https://onestop.utexas.edu/keep-learning/. I'm also happy to talk with you about strategies to help you succeed in the program.

Confidentiality of Class Recordings
Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA (Federal Education Rights and Privacy Act). 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.

Sharing of Course Materials Prohibited
No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (e.g., 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 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.

Statement on Flexibility
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, I am committed to being adaptable within the guidelines provided by the University of Texas at Austin. If you experience any hardships such as illness, accident, family crisis, etc., please reach out to us as soon as you feel comfortable doing so. The earlier you can let us know, the better. We understand people have different privacy preferences, so if, for any reason, you do not feel comfortable speaking with me directly about your situation, please reach out to Student Emergency Services. For additional campus resources, please visit https://deanofstudents.utexas.edu/emergency/

Carrying of Handguns on Campus
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.

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 reenter 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.

Classroom Safety & COVID
- 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

Personal Pronouns

Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center, which you can do so here: http://diversity.utexas.edu/genderandsexuality/publications-and-resources/. We will gladly honor your request to address you by a name that differs from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc.). Please advise us of any changes early in the semester so that we may make appropriate updates to our records. For instructions on how to add your pronouns to Canvas, visit https://utexas.instructure.com/courses/633028/pages/profile-pronouns.

Land Acknowledgment

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." To learn more, consider:

- Land Acknowledgements from the Committee on Land Acknowledgement, Program in Native American and Indigenous Studies (NAIS), The University of Texas at Austin
- Beyond Territorial Acknowledgements at Âpihtawikosisân.com; and the
- The Indigenous Cultures Institute Land Engagements and/or Commitments

Services for Students with Disabilities

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let us know if you experience any barriers to learning so we 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 Services for Students with Disabilities (SSD).

Please refer to SSD's website for contact and more information: http://diversity.utexas.edu/disability/ . If you are already registered with SSD, please deliver your Accommodation Letter to us as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Counseling and Mental Health Center

The Counseling and Mental Health Center serves UT's diverse campus community by providing high quality, innovative and culturally informed mental health programs and services that enhance and support students' well-being, academic and life goals. To learn more about your counseling and mental health options, call CMHC at (512) 471-3515.

If you are experiencing a mental health crisis, call the CMHC Crisis Line 24/7 at (512) 4712255. The Sanger Learning Center

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 http://www.utexas.edu/ugs/slc or call 512-471-3614 (JES A332).

- University Writing Center: http://uwc.utexas.edu/
- Libraries: http://www.lib.utexas.edu/
- ITS: http://www.utexas.edu/its/
- Student Emergency Services: http://deanofstudents.utexas.edu/emergency/

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

Behavior Concerns Advice Line
If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns and COVID-19 Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

Title IX Reporting
Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When unprofessional or inappropriate conduct of a sexual nature occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title 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) must be reported. We are Mandatory Reporters (Responsible Employees) and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee.

If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@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 Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as unprofessional or inappropriate conduct of a sexual nature, including the types of conduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

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

Content Warnings
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

Emergency Evacuation Procedures
The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/

Occupants of buildings on The University of Texas at Austin campus are required to 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 the nearest exit door may not be the one 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.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency University Policies

# Readings

Read online or download from Canvas

Beduschi, A. (2021). Rethinking digital identity for post-COVID-19 societies: Data privacy and human rights considerations. Data & Policy, 3. https://doi.org/10.1017/dap.2021.15

Berkelaar, B. L. (2014). Cybervetting, online information, and personnel selection: New transparency expectations and the emergence of a digital social contract.
Management Communication Quarterly, 28(4), 479–506.
https://doi.org/10.1177/0893318914541966

boyd, d. (2010). Social network sites as networked publics: Affordances, dynamics, and implications. In Z. Papacharissi (Ed.), A networked self: Identity, community, and culture on social network sites (pp. 39–58). Routledge

Cavoukian, A. (2009). Privacy by design: The 7 foundational principles. Information and Privacy Commissioner of Ontario, Canada, 5, 2009.
https://www.ipc.on.ca/wpcontent/uploads/resources/7foundationalprinciples.pdf

Davis, J. L., & Jurgenson, N. (2014). Context collapse: Theorizing context collusions and collisions. Information, communication & society, 17(4), 476-485.
https://doi.org/10.1080/1369118X.2014.888458

Edwards, P. N., Jackson, S. J., Chalmers, M. K., Bowker, G. C., Borgman, C. L., Ribes, D., Burton, M., & Calvert, S. (2013). Knowledge infrastructures: Intellectual frameworks and research challenges.
http://pne.people.si.umich.edu/PDF/Edwards_etal_2013_Knowledge_Infrastructures. pdf

Erickson, T. (2006). From PIM to GIM: Personal information management in group contexts.
Communications of the ACM, 49(1), 74–75. https://doi.org/10.1145/1107458.1107495

Foucault, M. (1977). Panopticism. In Discipline and punish: The birth of the prison. (A. Sheridan, Trans.). Pantheon Books. (Original work published 1975).

Golebiewski, M., & boyd, d. (2019). Data voids: Where missing data can easily be exploited [Report]. Data & Society Research Institute. https://apo.org.au/node/265631

Haimson, O. L., Brubaker, J. R., Dombrowski, L., & Hayes, G. R. (2016). Digital footprints and changing networks during online identity transitions. Proceedings of the 2016 CHI Conference on Human Factors in Computing Systems, 2895–2907. https://doi.org/10.1145/2858036.2858136

Jack, C. (2017). Lexicon of lies: Terms for problematic information. Data & Society, 3(22), 1094–1096. https://datasociety.net/library/lexicon-of-lies/

Jones, W., Dinneen, A. D., Pérez-Quiñones, M., & Diekema, A. R. (2018). Personal information management. In J. D. MacDonald & M. Levin Clark (Eds.), Encyclopedia of library and information sciences (PIM) (pp. 3584–3605). Taylor & Francis.

Lazer, D. M., Baum, M. A., Benkler, Y., Berinsky, A. J., Greenhill, K. M., Menczer, F., Metzger, M. J., Nyhan, B., Pennycook, G., & Rothschild, D. (2018). The science of fake news.

Science, 359(6380), 1094–1096. https://doi.org/10.1126/science.aao2998

Lutters, W. G. & Ackerman, M. S. & Zhou, X (2007). Group information management. In J. Teevan & W. Jones (Eds.), Personal information management (pp. 236 – 248). University of Washington Press

Narayanan, A., & Shmatikov, V. (2010). Myths and fallacies of "personally identifiable information". Communications of the ACM, 53(6), 24–26. https://doi.org/10.1145/1743546.1743558

Nissenbaum, H. (2009). Locating the value in privacy, (pp. 67 – 88). In Privacy in context; Technology, privacy, and the integrity of social life. Stanford University Press.

Nissenbaum, H. (2018). Respecting Context to Protect Privacy: Why Meaning Matters. Science and Engineering Ethics, 24(3), 831–852. https://doi.org/10.1007/s11948-015-9674-9

Pangrazio, L., & Selwyn, N. (2019). 'Personal data literacies': A critical literacies approach to enhancing understandings of personal digital data. New Media & Society, 21(2), 419–437. https://doi.org/10.1177/1461444818799523

Plantin, J.-C., Lagoze, C., Edwards, P. N., & Sandvig, C. (2018). Infrastructure studies meet platform studies in the age of Google and Facebook. New Media & Society, 20(1), 293–310. https://doi.org/10.1177/1461444816661553

Schwartz, M. A. (2008). The importance of stupidity in scientific research. Journal of Cell Science, 121(11), 1771–1771. https://doi.org/10.1242/jcs.033340

Stohl, C., Stohl, M., & Leonardi, P. M. (2016). Managing opacity: Information visibility and the paradox of transparency in the digital age. International Journal of Communication, 10, 15. https://ijoc.org/index.php/ijoc/article/view/4466

Tironi, M., & Valderrama, M. (2021). The militarization of the urban sky in Santiago de Chile: The vision multiple of a video-surveillance system of aerostatic balloons. Urban Geography, 42(2), 161–180. https://doi.org/10.1080/02723638.2019.1706939

Wedell-Wedellsborg, T. (2017). Are you solving the right problems. Harvard Business Review, 95(1), 76–83. https://hbr.org/2017/01/are-you-solving-the-right-problems

Winner, L. (1980). Do artifacts have politics?. Daedalus 109(1), 121-136. https://dx.doi.org/10.4324/9781315259697-21

Wong, R. Y., & Mulligan, D. K. (2019). Bringing design to the privacy table: Broadening "design" in "privacy by design" through the lens of HCI. Proceedings of the 2019 CHI Conference on Human Factors in Computing Systems, 1–17. https://dl.acm.org/doi/10.1145/3290605.3300492