WORKING

Advocating

Fighting

Arguing

Introduction to

Social Justice Informatics

syllabus

course description

This course considers how justice theories can inform how information and communication technologies (ICTs) and communities can respond to implicit and explicit biases among historically excluded populations. It also critically reflects on existing orientations towards social justice with its commitments to punitive sanctions, and examines alternative approaches like restorative and transformative justice, which advocate for systems of accountability. Transformative justice seeks to replace harmful and ineffective institutions by developing social programs and creating alternative structures that center care, accountability, and healing.

Organizational challenges include recognizing and proactively addressing racism, gender discrimination, and other forms of inequity in professional and academic environments. Many aspects of discrimination have long and deep histories. They have become structural, or part of a self-reproducing cycle. But it is important to recognize that they are not *normal* or *natural*, but instead the result of a history of injustice. In this course we take an action-oriented approach, focusing on identifying and addressing discrimination in its many realizations. We will draw from history and social science perspectives to better understand the forces and structures that support racism and other forms of discrimination, and the kinds of actions that are most effective against them.

While this course, in its singularity, cannot eradicate all systems of oppression, this course seeks to equip students with the knowledge, critical thinking and evaluative skills necessary to better understand how systems of oppression disempower minoritized groups. We will explore *human flourishing* to counterbalance trauma-laden research and design practices often associated with minoritized groups. This course will help students acknowledge the full humanity of groups that have been reduced to deficits.

This course will explore questions such as,

- What would be a *just* socio-technical system for adjudicating and evaluating harm?
- What are the unintended consequences of not considering the fullness of BIPOC participants?
- How might we envision community intervention approaches to repair harm and healing for historically excluded populations?

The field of informatics has an incredible impact on society these days. The potential benefits are great but so are its risks, especially if not enough attention is paid to its impacts on everyone, irrespective of race, class, gender, religion, geographic location, etc. Discrimination is both a technical, organizational, and systemic challenge. We will attempt to answer these questions by exploring specific steps of the design and implementation process as well as various methodological and theoretical approaches.

In this course, we take an *action-oriented* approach, focusing on identifying and addressing discrimination in its many realizations in information and communication technologies. We will draw from historical and social science perspectives to better understand the forces and structures that support racism and other forms of discrimination (e.g. gender, ableism, gender identity, etc.), and the kinds of actions that are most effective against them.

when & where   Mondays & Wednesdays, 11:00 am - 12:30 pm, McCombs School of Business (CBA), Room 4.344, 2110 Speedway, Austin

teaching assistant   **Yao-Cheng (he/his)** *is a second-year doctoral student at the School of Information. His research interests include Human-Computer Interaction, Cognitive Psychology, and Eye-tracking studies. He is currently working on a research project which examines the feasibility and utility of eye-tracking measures of internet search behavior as a metric for cognitive changes associated with healthy and pathological aging.. Email:* ycchan@utexas.edu.

professor   **Dr. Angela D. R. Smith (she/her/hers)** *is an Assistant Professor at the University of Texas at Austin, School of Information. She explores how critical and intersectional theoretical lenses (e.g. CRT, information poverty) and how they can inform an assets-based participatory design of technologies to support historically marginalized groups, such as individuals experiencing homelessness and Black Americans, in pursuing sustainable, emancipatory transformations and socially responsible technology experiences. Email:* adrsmith@utexas.edu.

office hours   By appointment

course documents, texts, & assignments   See Canvas.

assessment	Attendance and Class Participation	**25%**
	Discussion Questions	**10%**
	Journal Entries	**20%**
	Module Assignments	**30%**
	Course Reflection	**15%**

attendance and class participation (25%)

discussion This course is student-centered. The vast majority of the learning in this class will occur within the classroom and via Canvas, you are required to attend class regularly and to complete all Canvas readings and assignments including all videos. Attendance will be taken during each class period. Absences will only be excused in situations following university policy (illness, family emergency, 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). Excessive tardiness may be considered as an unexcused absence except in situations following university policy. Attendance in asynchronous activities will be measured via Canvas.

The quality of class discussion will be determined by what you put into it. 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.

As you read or watch each course text, note what you find surprising. Come to each class with questions, ready to discuss what surprised you, to critique each text, and to discuss how each text relates to other course texts. Be prepared to contribute to all class discussions, including small-group activities, and bring your creativity. You may bring a laptop or tablet to class to take notes and to access readings, but please refrain from checking your email, social media, etc. At the close of every Wednesday class, we will do an activity, *i like, i wish, what if….* This is a design activity, but it allows you to provide constructive feedback to improve the course as we move through it together.

course texts You are expected to put time aside before each class to read/view ALL course texts, thoroughly. To help you prioritize, a number of texts are marked "k" to indicate that these are key course texts, while some texts in the syllabus are marked "sr" to indicate that you may skim-read these texts. Key course texts are texts that you are expected to read/view thoroughly and draw upon throughout the quarter. Skim-reading means making sure you get a sense of that text's central arguments. Please note that we may assign some additional texts throughout the course.

discussion questions (10%) Each week, you will prepare and submit to Canvas a discussion question about the assigned reading for that week. Discussion questions are due in Canvas **the day before class, at noon**. The discussion question should be focused on one or more of the required readings and should make it clear that you have both read and thought about the assigned material. Your instructor will select a few of the discussion questions to guide the discussion of the week's readings during. Discussion questions are an opportunity for you to bring your own particular point of view and interests to the material we cover in class, and you are encouraged to connect the material to current events and prior learning both in this class and other courses you may have taken. Discussion questions should be conversation starters. It might help for you to look for an idea or assertion in the reading that you found interesting and would like to talk to your peers about in class. Discussion questions should invite an interesting conversation, not just end in a simple yes or no answer.

journal entries (20%) At the end of each week throughout the semester, with the aim of promoting deep reflection, you will post a Journal Entry to Canvas by 5 PM each Friday, reflecting on course texts and/or class discussions from that week. There is no need to develop a formal argument. Stream-of-consciousness, informal prose, a list of questions, and bullet-points are all appropriate. Try to avoid "the pressure to be profound"; a Journal Entry should be simple and honest. If you respond to one another's Journal Entries, please be respectful. There are 13 weeks in this semester and thus 13 possible journal entries; however, you are only required to complete 10 weeks (of your choosing) of journal entries.

module assignments (30%) Throughout the semester, there will be 3 module assignments to synthesize the learnings and extend your critical thinking skills. For specifics of each assignment, please refer to the individual assignment page. Broadly speaking, Module Assignment #1 will have you exploring geospatial data to perform a demographic analysis, Module Assignment #2 pushes you into the design methodologies exploring participatory design, and Module Assignment #3 challenges you in a team design challenge. There are various ways to approach each Module Assignment, and we will dive in-depth as to what is required.

course reflection (15%) At the end of the semester, you will submit a 1500 word final reflection, through which you will explore the meanings of the terms "social justice," "human rights," "information and communication technologies (ICTs)," and "harm". Questions you might address: How should we define these terms? What are the differences and commonalities between them? How are these concepts connected? How have the course texts from the previous weeks related to these concepts? Further, expand your thinking into the latter half of this course in which we study and discuss the critiques and limitations of the design processes – including the ethical and political implication of social change – in what ways have your understandings and attitudes about social justice, human rights, ICTs, and harm shifted? How does designing for systemic social change compare to designing everyday objects? For the last part of your reflection, include some of the things you have learned throughout the semester. You might reflect on your experiences working on your in-class activities, Module Assignments, or you might reflect on the design process at a theoretical level. This paper is your opportunity to illustrate what you have learned, what you might be cynical about, and what questions you will take away with you.

Do not summarize the course texts; focus on deep analysis. You may include in your reflection any lingering questions you have about these concepts and/or the course texts for the upcoming week. Please provide full citations, including for course texts. If you go beyond course texts, cite credible sources only.

learning edges Please remain open to receiving and analyzing a wide variety of texts, many of which include portrayals of race, violence, questions of gender identity, sexuality in its many expressions, racism, and 'other' complex, nuanced subjects. The topics and images may make you feel uncomfortable at times, but this is an opportunity for you to assess why they make you feel this way. They will likely cause you to question certain ideas and social mores. Keep the idea of learning edges in mind as you view and process each text:

> *"Learning edges. We call the edge of our comfort zone the learning edge. When we are on the learning edge, we are most open to expanding our knowledge and understanding—as well as expanding our comfort zone itself. Being on this edge means that we may feel annoyed, angry, surprised, confused, defensive, or in some other way uncomfortable. These reactions are a natural part of the process of expanding our comfort zones, and when we recognize them as such, we can use them as part of the learning process—signaling to us that we are at the learning edge, ready to expand our knowledge and understanding. The challenge is to recognize when we are on a learning edge and then to stay there with the discomfort we are experiencing to see what we can learn."*
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> –The Program on Intergroup Relations, University of Michigan, 2008.

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 warn students about potentially disturbing content and I ask all students to help to create an atmosphere of mutual respect and sensitivity.

schedule Please note this is not an exhaustive list of the social injustices in the United States, nor globally. The hope is as this course continues to be taught, we can continue to shed light on the experiences of the various historically excluded communities. Additionally, the schedule can be changed with fair notice in order to best meet the needs of the class. For the most up-to-date readings, assignments, and due dates, always check Canvas.

day	date	lecture topic	reading(s)	assignments
W	1/19 (online)	Introduction and class overview	No readings first week.	Positionality Statement Open
M	1/24 (online)	The Construction of Race	Race: The Power of an Illusion: The Story We Tell (Part Two) Do Artifacts Have Politics? Langdon Winner (1980). The Racial Bias Built Into Photography, Sarah Lewis, New York Times Technology Versus African Americans, Anthony Walton, The Atlantic	

W	1/26 (online)	Intersectional Privilege & Oppression	*Racism After the Civil Rights Movement (Chapter 3),* White Fragility: Why It's So Hard for White People to Talk About Racism. Robin DiAngelo (2018). The Intersectional Experiences of Black Women in Computing. Yolanda A. Rankin, Jakita O. Thomas (2020). An Intersectional Approach to Designing in the Margins. Sheena Erete, Aarti Israni, Tawanna Dillahunt (2018).	
F	1/28			Journal Entry #1 Due Positionality Statement Due
M	1/31	Disability	The Care Work of Access. Cynthia L. Bennett, Daniela K. Rosner, Alex S. Taylor (2020). Disability Critical Race Theory: Exploring the Intersectional Lineage, Emergence, and Potential Futures of DisCrit in Education. Subini Ancy Annamma, Beth A. Ferri, David J. Connor (2018). Ability-Based Design. Jacob O. Wobbrock, Krzysztof Z. Gajos, Shaun K. Kane, & Gregg C. Vanderheiden (2018).	
W	2/2	Disability	Gender Shades: Intersectional Accuracy Disparities in Commercial Gender Classification. Joy Buolamwini, Timnit Gebru (2018). The Power to Name: Representation in Library Catalogs. Hope A. Olson (2001).	
F	2/4			Journal Entry #2 Due
M	2/7	Gender Identity	The Misgendering Machines: Trans/HCI Implications of Automatic Gender Recognition. Os Keyes (2018). How Queer Theory Can Inform Design Thinking Pedagogy. Zarah C. Moeggenberg, Rebecca Walton (2019).	

			How to Do Better with Gender on Surveys: A Guide for HCI Researchers. Katta Spiel, Oliver L. Haimson, Danielle Lottridge (2019).	
W	2/9	Bias in Data	How our data encodes systematic racism. Deborah Raji (2020) How a Popular Medical Device Encodes Racial Bias. Amy Moran-Thomas, The Boston Review (2020). Actionable Auditing: Investigating the Impact of Publicly Naming Biased Performance Results of Commercial AI Products. Inioluwa Deborah Raji, Joy Buolamwini (2019).	
F	2/11			Journal Entry #3 Due
M	2/14	Racial and Geographic Evolution of Silicon Valley	East of Palo Alto's Eden: Race and the Formation of Silicon Valley. Kim Mai-Cutler, TechCrunch+ (2015). Silicon Valley billionaires are lining up to condemn racism. Troy Wolverton, Business Insider (2020). *The PayPal Mafia and the Myth of the Meritocracy (Chapter 2)*. Brotopia: Breaking up the boys club of Silicon Valley. Emily Chang (2018). No, Austin Won't Become Silicon Valley 2.0. Michael Agresta, TexasMonthly (2021).	
W	2/16	Oppressive Impacts of Technology	Blockchain Chicken Farm: and Other Stories of Tech in China's Countryside. Xiaowei Wang (2020). Made in China. Xiaowei Wang (2020). Behind China's 'pork miracle': how technology is transforming rural hog farming. Xiaowei Wang (2020).	
F	2/18			Journal Entry #4 Due

M	2/21	Biases in Algorithms	*Introduction*. Fairness and Machine Learning Limitations and Opportunities. Solon Barocas, Moritz Hardt, Arvind Narayanan (2019). *Algorithms of Oppression: How Search Engines Reinforce Racism*. Safiya Noble (2020).	
W	2/23	Technologies for Surveillance (Guest Speaker: Dr. Simone Browne)	*(sr) Technologies of Minoritized Space (Chapter 6).* Minoritized Space: An Inquiry into the spatial order of things. Michel Laguerre (1999). *Black Witnessing, Body Cams, and the Enduring Fight for the Whole Truth.* Allissa V. Richardson. Bearing Witness While Black: African Americans, Smartphones, and the New Protest #Journalism (2020). *Branding Blackness: Biometric Technology and the Surveillance of Blackness.* Simone Browne. Dark Matters: On the Surveillance of Blackness.	
F	2/25			Journal Entry #5 Due
M	2/28	Inequities in STEM Education	Education: The New Whiz Kids (1-5). David Brand, TIME (1987). The Real Problem When It Comes to Diversity and Asian Americans. Jack Linshi, TIME (2014). Students shouldn't live in STEM deserts. Matthew Randazzo, U.S. News (2017).	
W	3/2	Economic Growth and Unaffordable Housing	Tech start-ups look to disrupt the affordable housing industry. Pamela Babcock, The Washington Post (2019). Inside San Francisco's housing crisis. Tracey Lien, The Vox. Report says gentrification threatens to displace Austin's low-income residents, communities of color. Brandon Formby, Texas Tribune (2018).	Module Assignment 1 Open

			History of Austin's racial divide in maps. Statesman. Evictor Structures: Erin McElroy and Azad Amir-Ghassemi on Fighting Displacement. Logic Magazine (2020). Ethics Study: Silicon Valley Housing Crisis. Sophia Harrison, Seven Pillars Institute (2021).	
F	3/4			Journal Entry #6 Due
M	3/7	Module 1 Tutorial (Guest Lecture: Michael Shensky)	No readings.	
W	3/9	Unpacking Environmental Injustice	How We Think about E-Waste Is in Need of Repair. Adam Minter, Anthropocene Magazine (2016). A New AI Lexicon: Sustainability, From Tech to Justice: A Call for Environmental Justice in AI. Rachel Bergmann & Sonja Solomun, AI Now Institute (2021). Degrees of Injustice: The Social Inequity of Urban Heat Islands. Yvette Benavides & Steve Mencher, Living Downstream Podcast. Opinion: Why green "climate gentrification" threatens poor and vulnerable populations. Isabelle Anguelovski et. al. (2019). Environmental Injustice. Gwen Ranniger, Environmental Health News (2020). (sr) Popping into Focus: Community Engagement for Environmental Impact and Awareness. Madeleine I. G. Daepp, Helen Fitzmaurice, Shawn Janzen, Jaime Ponce, Asta Roseway, Juliana Felkner, Wende Copfer, Wilfred Pinfold, and Dev Niyogi. Microsoft Research (2020).	
F	3/11			Module 1 Due

				Journal Entry #7 Due
M	3/14	No Class (Spring Break)		
W	3/16	No Class (Spring Break)		
M	3/21	Workforce Inequity in Silicon Valley	*Hiring Immigrant Women: Silicon Valley's "Simple Formula"*. Karen J. Hossfeld, Women of Color in U.S. Society (1994). "Their Logic Against Them": Contradictions in Sex, Race, and Class in Silicon Valley. Karen J. Hossfeld, Technicolor: race, technology and everyday life (2018). Towards a feminist HCI methodology: social science, feminism, and HCI. Shaowen Bardzell and Jeffrey Bardzell (2011).	
W	3/23	Social Justice in the Design Process	Critical Race Theory for HCI. Ihudiya Finda Ogbonnaya-Ogburu, Angela D. R. Smith, Alexandra To, Kentaro Toyama (2020). Co-creation and the new landscapes of design. Elizabeth B. N. Sanders and Pieter Jan Stappers (2008).	Module 2 Open
F	3/25			Journal Entry #8 Due
M	3/28	Understanding Sociotechnical Systems	Human Contexts and Ethics of Data Overview. Ari Edmondson (2020). Fairness and Abstraction in Sociotechnical Systems. Andrew D. Selbst, danah boyd, Sorelle A. Friedler, Suresh Venkatasubramanian, Janet Vertesi (2019).	
W	3/30	Technological Co-Creation	Postcolonial Computing: A Lens on Design and Development. Lilly Irani, Janet Vertesti, Paul Dourish, Kavita Philip, Rebecca E. Grinter (2010).	

			Deconstructing Community-Based Collaborative Design: Towards More Equitable Participatory Design Engagements. Christina N. Harrington, Sheena Erete, Anne Marie Piper (2019).	
F	4/1			Journal Entry #9 Due
M	4/4	Co-Creation in Practice	Using Mobile Phone and Satellite Data to Target Emergency Cash Transfers. Joshua Blumenstock, Medium (2021).	
W	4/6	Social Movements: Approaches to Action	*"You Just Don't Go Down There": Learning to Avoid the Ghetto in San Francisco.* Nikki Jones and Christina Jackson. The Ghetto: Contemporary Global Issues and Controversies (2011).	
F	4/8			Module 2 Due Journal Entry #10 Due
M	4/11	The Accuracy, Fairness, and Limits of Predicting Recidivism	The Dangers of Risk Prediction in the Criminal Justice System. Julia Dressel and Hany Farid (2021). The Accuracy, Fairness, and Limits of Predicting Recidivism. Julia Dressel and Hany Farid (2018) Do Predictive Algorithms Have a Place in Public Policy? Science Friday (2018)	
W	4/13	Racial Equity in Everyday Products	Racial Equity in Everyday Products. Courtney Heldreth and Tabitha Yong (2021). Methods for Eliciting Feedback about AI and Racial Equity: How Black and Latinx Youth Interact with Digital Assistants. Stephen C. Slota, Siqi Yi, Kenneth R. Fleischmann, Jakki Bailey, and S. Craig Watkins (2021). "I don't Think These Devices are Very Culturally Sensitive." - Impact of Automated Speech Recognition Errors on African Americans. Zion Mengesha, Courtney Heldreth, Michal Lahav, Juliana Sublewski, and Elyse	Module 3 Open

			Tuennerman (2021). "It's Kind of Like Code-Switching": Black Older Adults' Experiences with a Voice Assistant for Health Information Seeking. Christina N. Harrington, Amanda Woodward, Radhika Garg, Dimitri Williams (2022).	
F	4/15			Journal Entry #11 Due
M	4/18	Digital Protest and Labor	Small Change: Why the revolution will not be tweeted. Malcolm Gladwell, The New Yorker (2010). Do Protests Even Work? Zeynep Tufecki, The Atlantic (2020).	
W	4/20	Technologies for Social Change	Roles for Computing in Social Change. Rediet Abebe, Solon Barocas, Jon Kleinberg, Karen Levy, Manish Raghavan, David G. Robinson (2019). The Power of Designing for Social Impact. Jethro Sercombe (2019). Designing Algorithms for Social Good. Rediet Abebe (2020).	
F	4/22			Journal Entry #12 Due
M	4/25	No Class		
W	4/27	Futuring: Afrofuturism, Indigenous Futurism, and Speculative Design	Postcards from the Apocalypse. Rebecca Roanhorse, Uncanny Magazine Coming to You from the Indigenous Future. Native Women, Speculative Film Shorts, and the Art of the Possible. Danika Medak-Saltzman (2017). Building Socially-Inclusive Design Systems. Tatiana Mac, CSSCAMP 2019.	

F	4/29			Journal Entry #13 Due Module 3 Due
M	5/2	Futuring: Afrofuturism, Indigenous Futurism, and Speculative Design	Reimagining the Internet. Safiya Noble (2020). How Afrofuturism Can Help the World Mend. C. Brandon Ogbunu, WIRED (2020). Eliciting Tech Futures Among Black Young Adults: A Case Study of Remote Speculative Co-Design. Christina N. Harrington and Tawanna Dillahunt (2021). Speculative Blackness: Considering Afrofuturism in the Creation of Inclusive Speculative Design Probes. Kirsten Bray and Christina N. Harrington (2021).	
W	5/4			
F	5/6			Final Reflections Due
			End.	

policies

classroom statements and policies

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

land engagements and commitments In recognition of the ongoing and cumulative challenges faced by Indigenous Peoples in Central Texas and globally, we call upon The University of Texas at Austin to commit to the active recruitment and material support of Native American and Indigenous students, who currently comprise fewer than 0.2% of UT Austin's student body. Additionally, we call upon the University of Texas at Austin to establish a protocol of research and study on Tribal or Native lands, and to foster ethics and practice of engaged scholarship, with and for Indigenous peoples and communities, locally and internationally.

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 acknowledgment 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 at 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.

student rights & responsibilities
- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:
- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

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, gender variance, and nationalities. 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/. 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 gender 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 https://utexas.instructure.com/courses/633028/pages/profile-pronouns.

grading policy As I hope you can see, flexibility is built into the assignments to support your success in this course. If you miss a smaller assignment or don't do as well on your earlier journal entries, your grade will not be impacted significantly. Consequently, the final grades are firm, and no additional curve is available.

Grade	Cutoff	Points needed
A	94%	94
A-	90%	90
B+	87%	87
B	84%	84
B-	80%	80
C+	77%	77
C	74%	74
C-	70%	70
D	65%	65
F	<65%	<65

Introduction to Social Justice Informatics is a required course for the Social Justice Informatics concentration for Informatics majors. All Informatics majors must earn a grade of at least C- in this course to graduate. If you receive a grade below C-, you will need to retake the course.

late work and makeups Late assignments will not be accepted unless the instructor approves the late submission ahead of time. If you become ill or experience an emergency, please let the instructor know ASAP. Once the due date for an assignment has passed, it is more difficult for us to excuse late assignments, but we definitely want to know if something is going on so we can work with you to give you the best opportunity to succeed in the class! There are no makeups or assignment resubmissions. Please ask questions prior to the deadline if you are unsure of my expectations of the assignment. I will reserve 15-20 minutes each class for *Housekeeping*, in which I encourage you to ask any questions regarding assignments or overall timelines.

plagiarism Plagiarism simply will not be tolerated in class. Using someone else's work in your own writing without giving proper credit is considered plagiarism, a serious form of academic dishonesty that can result in severe penalties. Copying someone else's work, buying a paper and submitting it as your own, copying and pasting text (even with changes), or borrowing images from an online source, are some examples of plagiarism. Even if you plagiarize accidentally, you can be held responsible and penalized. If you are found to have plagiarized an assignment, you will automatically receive a 0, no questions asked. You will not be able to redo the assignment to recoup points missed.

Learning to cite sources appropriately is an important part of becoming a professional. When you are unsure about citation, you are encouraged to **ask your instructor** (who is knowledgeable in the discipline) what is appropriate in the context of your assignment. Consultants at The University Writing Center can also help you determine whether you are citing sources correctly—and they have helpful guides online for using direct quotations and paraphrasing. Reviewing those skills will help you feel confident that you are handling sources professionally in your writing.

You can read the University's definition of plagiarism and other forms of academic dishonesty in Sec. 11–402 of the Student Conduct Code. For more information, visit the Dean of Students' site.

TurnItIn All assignments in this course may be processed by TurnItIn, a tool that compares submitted material to an archived database of published work to check for potential plagiarism. Other methods may also be used to determine if a paper is the student's original work. Regardless of the results of any TurnItIn submission, the faculty member will make the final determination as to whether or not a paper has been plagiarized.

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

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

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

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

university resources and support for students

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 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 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 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

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) 471-2255.

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

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/
Libraries: http://www.lib.utexas.edu/
ITS: http://www.utexas.edu/its/
Student Emergency Services: http://deanofstudents.utexas.edu/emergency/
UT University Health Services: https://healthyhorns.utexas.edu/

important safety information

COVID-19 Update: While I will post information related to the contemporary situation on campus, you are encouraged to stay up-to-date on the latest news as related to the student experience. https://protect.utexas.edu/

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCCAL (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.

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 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.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

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 <u>relevant policies.</u>

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, to 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. **I am a Responsible Employee 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.

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/

university 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." 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**

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.

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information about Q drops in general, see: http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop.