I 310J : Introduction to Social Justice Informatics

28350

Fall 2023

CLASS MEETS: Tuesdays and Thursdays, 12:30p to 2:00p, in Sanchez (SZB), Room 2.418, 1901 Speedway Avenue, Austin

Instructor: Sarojani Mohammed, Ph.D. (Please call me Dr. Saro if you are comfortable. Dr. Mohammed is also acceptable).

Pronouns: she/her/s

Office: Virtual via Zoom   Office hours: by appointment set up via email or this link

Email: via Canvas

Course Description

COURSE DESCRIPTION

This course considers how justice theories can inform how data and evidence, information and communication technologies (ICTs), and communities are shaped by and can respond to implicit and explicit biases against 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.

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 conventionally been reduced to deficits.

The field of informatics - which includes information technology, data, and evidence in all its forms - has an incredible impact on society these days, both explicitly and implicity. 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, native language, etc. Discrimination is both a technical, organizational, and systemic challenge. We will attempt to answer questions such as the learning outcomes below 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.

PRE-REQUISITES FOR THE COURSE

Credit or registration for Informatics 301.

LEARNING OUTCOMES

In this course, you will grapple with and develop your own answers to questions like (this is not an exhaustive list):

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

LEARNING COMPETENCIES

In this course I hope your learning is reflected through demonstrated mastery of the following competencies, around the topics of "social justice," "human rights," "data," "evidence," "bias, " "information and communication technologies (ICTs)," and "harm":

1. Knowledge: you learn a new idea, fact, or other content about any of the topics above
2. Self-Reflection: you recognize how your own lived experience relates to any of the topics above
3. Sentiment: you acknowledge your own feelings towards any of the topics above
4. Perspective: you better understand, or change, your own thinking about any of the topics above
5. Value: you appreciate, or change, your own beliefs about any of the topics above
6. Action: you realize, or change, your own behavior regarding any of the topics above

You will have the opportunity to add to these competencies if your learning goals include something other than these. We will discuss this together on the first class day.

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FLAG COURSE: CULTURAL DIVERSITY IN THE UNITED STATES

This course carries the flag for Cultural Diversity in the United States. The purpose of the Cultural Diversity in the United States Flag is for students to explore in depth the shared practices and beliefs of one or more underrepresented cultural groups subject to persistent marginalization. In addition to learning about these diverse groups in relation to their specific contexts, students should engage in an active process of critical reflection. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one underrepresented cultural group in the U.S.

How Will You Learn?

STATEMENT OF LEARNING SUCCESS

Your success in this class is important to me. We all learn differently, and everyone struggles sometimes. You are not, ever, the only one having difficulty! 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 will 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 and I am happy to connect you with a person or Center if you would like.

STATEMENT OF 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.

COMMUNICATION

The course Canvas site can be found at utexas.instructure.com. Please email or message me through Canvas. You are responsible for ensuring that the primary email address you have recorded with the university is the one you will check for course communications because that is the email address that Canvas uses.

ASKING FOR HELP

You may ask me questions in person after class, during a virtual office hours appointment, or via email at any time. You can expect an email response within 4 business or "school" days, not including weekends or holidays – so this is *not* the best method for urgent questions.

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DIVERSITY, EQUITY AND INCLUSION

It is my intent that students from all backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns. If you prefer to remain anonymous, you can instead reach out to Assistant Dean for Diversity, Equity, and Inclusion Edgar Gomez-Cruz; Associate Dean for Education Soo You Rieh; or Director of Undergraduate Studies Ken Fleischmann. Any of them would be happy to speak with you and follow up with me without identifying you.

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.

Course Requirements and Grading

REQUIRED MATERIALS

All required documents, texts, and assignments for this course are listed (and available, where possible) on Canvas. There is no required textbook for this course.

CLASSROOM EXPECTATIONS

Class attendance 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 timely notification (prior to class for non-emergencies). Excessive tardiness may be considered as an unexcused absence except in situations following university policy.

Class participation 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. You are

expected to participate in all aspects of class discussion. Participation in asynchronous activities will be noted via Canvas. 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.

Behavior expectations Creating and maintaining a learning environment that accommodates and includes a diverse range of learners and experiences is an important shared responsibility. Our class relies upon having open and supportive dialog. As such, in this class – both in the physical and virtual learning environments - there is a zero-tolerance policy toward any kind of personal attacks, discrimination, or hate speech. Please accept the shared responsibility of creating an environment that is open and welcoming to everyone, and in which everyone is respected and appreciated. We will co-develop a series of class norms for conversations during the first week, and revisit these throughout the semester.

Course texts You are expected to put time aside before each class to read/view course texts, thoroughly enough to have a good sense of the main arguments in each. To help you prioritize, an estimated number of minutes it will take you to get through each resource is included in the course schedule below. Please note that I may assign some additional texts throughout the course.

Discussions 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 Thursday class, we will do an activity, *I like, I wish, what if…*. This is a course design activity, that also allows you to provide constructive feedback to co-design the course as we move through it together.

Professional Standards

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."*
>
> –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.

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.

ASSIGNMENTS

This semester, we will be experimenting with grading. Our goal here is twofold: reduce grade anxiety and support you in understanding what you're learning.

Part One – Credit/No Credit Assignments

Discussion questions Each week, you will prepare and submit to Canvas a discussion question about the assigned readings for that week. Discussion questions are due in Canvas **24 hours before class (Monday or Wednesday at 12:30p)**. 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 how the assigned material relates to your previous knowledge and/or experience. I will select a few of the discussion questions to guide the discussion of the week's readings during class. 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. You will be able to read your peers' discussion questions on Canvas. If you respond to one another's discussion questions, please remember to be respectful and mindful of our Behavior Expectations outlined above.

Journal entries 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 12:30p the following Monday**, reflecting on course texts and/or class discussions from that week. These entries may take any form and use any medium, and should be tagged with any of the course competencies you feel the entry signifies you have experienced learning in. There is no need to develop a formal argument. Stream-of-consciousness, informal prose, a list of questions, and bullet-points; in the form of writing, audio files, videos, photos, selfies, or any other sensory medium are all appropriate. Try to avoid "the pressure to be profound"; a journal entry should be simple and honest. I will be the only person who sees your journal entries, they will not be shared with your peers. You will receive 1 point for submitting a journal entry, and 1 point for identifying or tagging the journal entry with at least 1 course competency. There are 13 possible journal entries; however, you are only required to complete 10 journal entries during weeks of your choosing.

Part Two – Self-Graded Assignments

Module assignments 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 in class as to what is required. Rubrics will be provided for each module assignment which you will use to give yourself feedback through scoring your own module assignment before submitting it for my feedback. For each module assignment, if the difference between your (self-graded) score and my (assigned) score, both based on the rubric, is greater than 1 point, you will be required to schedule a 20-minute meeting with me before the next module assignment or the final course reflection is due to discuss this grade.

Course reflection At the end of the semester, you will submit a 1500 word (about 5 pages) final reflection, through which you will explore your learning over the semester by reflecting on your mastery of the learning competencies and your thoughts about the terms "social justice," "human rights," "data," "evidence," "bias, " "information and communication technologies (ICTs)," and "harm". Questions you might address: How has my thinking about how we should define these terms changed over the semester? What have I learned about the differences and commonalities between them? How are these concepts connected to each other and to my

own lived experience? What have I learned from 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 competencies (knowledge, self-reflection, sentiment, perspective, values, or action) about social justice, human rights, data, evidence, bias, ICTs, and harm developed towards mastery? How does designing for systemic social change compare to designing everyday objects? 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 refer to these in your reflection. If you go beyond course texts, cite credible sources only.

For the last part of your reflection, include the grade you would give yourself for this semester, with a justification that refers to the points you have earned and the competencies you have mastered. You might reflect on the tags and reflections in your journal entries, 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.

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

Assignments	Points Possible	Percent of Total Grade
1. Attendance and Class Participation (1 point each class session)	25	25%
2. Discussion Questions (1 point each week, for up to 10 weeks)	10	10%
3. Journal Entries (2 points each, for up to 10 entries)	20	20%
4. Module Assignments (10 points each)	30	30%
5. Course Reflection	15	15%

LATE WORK AND MAKING UP MISSED WORK

Late assignments will be accepted under the following conditions. Each student has 3 days to utilize for late assignments, with no questions asked. These 3 days can be used all at once for a single assignment, or broken up over multiple assignments (e.g., a module assignment can be turned in one day late, and the course reflection can be turned in two days late) with no penalty. These days cannot be used in fractions or parts of a day. After these 3 days are used, 1 point will be deducted from any assignment for each day it is late.

Note that there are also built-in missed assignments – for both discussion questions and journal entries there are ~14 opportunities to submit an assignment, but only 10 are required for each. All missed assignments receive 0 points.

After these late and missed assignment accommodations are exhausted, if you become ill or experience an emergency, please let the instructor know as soon as you are able. Once these accommodations have been used, it is more difficult for us to excuse late or missed assignments, but I definitely want to know if something is going on so I 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 10-15 minutes each class for Housekeeping, in which I encourage you to ask any questions regarding assignments or overall timelines.

ABSENCES

Being present is critical to achieving our goals for this course. You are welcome to utilize three (3) class absences during the semester as needed without explanation to me. In addition to participating in synchronous/in person meetings, you can earn participation points through assignments and asynchronous/virtual 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 your team and me know if you cannot make it to a class as early as possible.*

Excused Absence Absences will be considered excused if they are for religious holy days or extenuating circumstances following university policy (e.g., illness, family emergency, participation in University activities at the request of university authorities, and compelling absences beyond your control) with timely notification (prior to class for non-emergencies). If you plan to miss class due to the observance of a religious holy day, please let me know as early as you can (ideally 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 me 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 ask me 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.

+/- GRADING POLICY

Grading in this class will utilize a mastery-based, "semi-ungrading" approach in which you will have the opportunity to reflect on and assess your own learning, and suggest – with justification – your own scores on the module assignments and final course reflection. This grading approach is intended to emphasize your learning. It will be helpful to review and reflect on our learning objectives occasionally as these are relevant to your grade. It can also be helpful to think about what contributes to learning. For example, participation plays a very important role, as does aspiring to do high-quality, well-written work. You can read more about the rationale behind

this grading approach here. The total number of points for each assignment will indicate your final grade, which will include "+" and "-" grade modifiers as outlined below. 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.

USE OF A CURVE

As I hope you can see, flexibility is built into the assignments to support your success in this course. If you miss a couple of classes, or any of the C/NC assignments, your grade will not be impacted significantly. You also have significant input into the points you are assigned for the graded assignments, as well as the opportunity to highlight where you have demonstrated your learning in the final course reflection. Consequently, the final grades are firm, and no additional curve is available.

GRADE BREAKS

Grade	Mastery Level	Suggested Cutoff
A A-	demonstrated mastery: demonstrated meeting or exceeding learning objectives and competencies	94% 90%
B+ B B-	approaching mastery: demonstrated meeting most, but not all, of the learning objectives and competencies	87% 84% 80%
C+ C C-	novice mastery: demonstrated meeting some, but not most, of the learning objectives and competencies	77% 74% 70%
D+ D D-	emerging mastery: demonstrated meeting few of the learning objectives and competencies	67% 64% 60%
F	not yet mastered: has not demonstrated meeting any of the learning objectives and competencies	<60%

Course Outline

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at utexas.instructure.com. Check Canvas regularly. **Changes** to the schedule may be made at my discretion if circumstances require. I will announce any such changes in class and will also communicate them via a Canvas announcement. It is your responsibility to note these changes when announced, and I will do my best to ensure that you are notified of changes with as much advance notice as possible.

Week(session)	Date	Day	Class Topic	Out of Class Activities [estimated time to complete in hours:minutes] *Readings are to be prepared before the start of class*	Assignments Due *Assignments due at the start of class unless otherwise noted*
1(1)	8/22	T	Introduction and class overview	No readings first day	Positionality Statement Open
1(2)	8/24	H	The Construction of Race	1. Race: The Power of an Illusion: The Story We Tell (Part Two) [2:52] 2. Do Artifacts Have Politics? Langdon Winner (1980). [0:50] 3. The Racial Bias Built Into Photography, Sarah Lewis, New York Times [0:10] 4. Technology Versus African Americans, Anthony Walton, The Atlantic [0:17]	
	8/28	M			Positionality Statement Due
2(3)	8/29	T	Intersectional Privilege & Oppression	5. *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). 6. The Intersectional Experiences of Black Women in Computing. Yolanda A. Rankin, Jakita O. Thomas (2020). 7. An Intersectional Approach to Designing in the Margins. Sheena Erete, Aarti Israni, Tawanna Dillahunt (2018).	
2(4)	8/31	H	Intersectional Transitions	8. Gender Shades: Intersectional Accuracy Disparities in Commercial Gender Classification. Joy Buolamwini, Timnit Gebru (2018). 9. The Power to Name: Representation in Library Catalogs. Hope A. Olson (2001).	

	9/4	M			Journal Entry #1 Due
3(5)	9/5	T	Disability and Ableism	10. The Care Work of Access. Cynthia L. Bennett, Daniela K. Rosner, Alex S. Taylor (2020). 11. 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). 12. Ability-Based Design. Jacob O. Wobbrock, Krzysztof Z. Gajos, Shaun K. Kane, & Gregg C. Vanderheiden (2018).	
3(6)	9/7	H	Gender Identity	13. The Misgendering Machines: Trans/HCI Implications of Automatic Gender Recognition. Os Keyes (2018). 14. How Queer Theory Can Inform Design Thinking Pedagogy. Zarah C. Moeggenberg, Rebecca Walton (2019). 15. How to Do Better with Gender on Surveys: A Guide for HCI Researchers. Katta Spiel, Oliver L. Haimson, Danielle Lottridge (2019).	Module Assignment 1 Open
	9/11	M			Journal Entry #2 Due
4(7)	9/12	T	Module 1 Tutorial	Guest Lecture: Michael Shensky	
4(8)	9/14	H	Bias in Data	16. How our data encodes systematic racism. Deborah Raji (2020) 17. How a Popular Medical Device Encodes Racial Bias. Amy Moran-Thomas, The Boston Review (2020). 18. Actionable Auditing: Investigating the Impact of Publicly Naming Biased Performance Results of Commercial AI Products. Inioluwa Deborah Raji, Joy Buolamwini (2019).	
	9/18	M			Journal Entry #3 Due
5(9)	9/19	T	Racial and Geographic Evolution of Silicon Valley	19. East of Palo Alto's Eden: Race and the Formation of Silicon Valley. Kim Mai-Cutler, TechCrunch+ (2015). 20. Silicon Valley billionaires are lining up to condemn racism. Troy Wolverton, Business Insider (2020). 21. The PayPal Mafia and the Myth of the Meritocracy (Chapter 2). Brotopia: Breaking up the boys club of Silicon Valley. Emily Chang (2018). 22. No, Austin Won't Become Silicon Valley 2.0. Michael Agresta, TexasMonthly (2021).	

5(10)	9/21	H	Economic Growth and Unaffordable Housing	23. Tech start-ups look to disrupt the affordable housing industry. Pamela Babcock, The Washington Post (2019). 24. Inside San Francisco's housing crisis. Tracey Lien,The Vox. 25. Report says gentrification threatens to displace Austin's low-income residents, communities of color. Brandon Formby, Texas Tribune (2018). 26. History of Austin's racial divide in maps. Statesman. 27. Evictor Structures: Erin McElroy and Azad Amir-Ghassemi on Fighting Displacement. Logic Magazine (2020). 28. Ethics Study: Silicon Valley Housing Crisis.Sophia Harrison, Seven Pillars Institute (2021).	
	9/25	M			Journal Entry #4 Due
6(11)	9/26	T	Most Significant Change	Potential Guest Speaker: kk naimool	
6(12)	9/28	H	Inequities in STEM Education	29. Education: The New Whiz Kids (1-5).David Brand, TIME (1987). 30. The Real Problem When It Comes to Diversity and Asian Americans. Jack Linshi, TIME (2014). 31. Students shouldn't live in STEM deserts. Matthew Randazzo, U.S. News (2017).	
	10/2	M			Module 1 Due Journal Entry #5 Due
7(13)	10/3	T	Biases in Algorithms	32. *Introduction*. Fairness and Machine Learning Limitations and Opportunities. Solon Barocas, Moritz Hardt, Arvind Narayanan (2019). 33. *Algorithms of Oppression: How Search Engines Reinforce Racism*.Safiya Noble (2020).	
7(14)	10/5	H	Technologies for Surveillance (Potential Guest Lecture)	34. *Technologies of Minoritized Space (Chapter 6)*. Minoritized Space: An Inquiry into the spatial order of things. Michel Laguerre (1999). 35. *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).	

				36. *Branding Blackness: Biometric Technology and the Surveillance of Blackness*. Simone Browne. Dark Matters: On the Surveillance of Blackness.	
	10/9	M			Journal Entry #6 Due
8(15)	10/10	T	Unpacking Environmental Injustice	37. How We Think about E-Waste Is in Need of Repair. Adam Minter, Anthropocene Magazine (2016). 38. A New AI Lexicon: Sustainability, From Tech to Justice: A Call for Environmental Justice in AI. Rachel Bergmann& Sonja Solomun, AI Now Institute (2021). 39. Degrees of Injustice: The Social Inequity of Urban Heat Islands. Yvette Benavides & Steve Mencher, Living Downstream Podcast. 40. Opinion: Why green "climate gentrification" threatens poor and vulnerable populations. Isabelle Anguelovski et. al. (2019). 41. Environmental Injustice. Gwen Ranniger, Environmental Health News (2020). 42. 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).	
8(16)	10/12	H		Potential Guest Speaker: Dr. Amanda Masino	Module 2 Open
	10/16	M			Journal Entry #7 Due
9(17)	10/17	T	Oppressive Impacts of Technology	43. Blockchain Chicken Farm: and Other Stories of Tech in China's Countryside. Xiaowei Wang (2020). 44. Made in China. Xiaowei Wang (2020). 45. Behind China's 'pork miracle': how technology is transforming rural hog farming. Xiaowei Wang (2020).	
9(18)	10/19	H	Workforce Inequity in Silicon Valley	46. *Hiring Immigrant Women: Silicon Valley's "Simple Formula"*.Karen J. Hossfeld, Women of Color in U.S. Society (1994). 47. "Their Logic Against Them": Contradictions in Sex, Race, and Class in Silicon Valley. Karen J. Hossfeld, Technicolor: race, technology and everyday life (2018).	

				48. <u>Towards a feminist HCI methodology: social science, feminism, and HCI</u>. Shaowen Bardzell and Jeffrey Bardzell (2011).	
	10/23	M			Journal Entry #8 Due
10(19)	10/24	T	Social Justice in the Design Process	49. Critical Race Theory for HCI. Ihudiya Finda Ogbonnaya-Ogburu, Angela D. R. Smith, Alexandra To, Kentaro Toyama (2020). 50. <u>Co-creation and the new landscapes of design</u>. ElizabethB. N. Sanders and Pieter Jan Stappers (2008). 51. *Design Practices: "Nothing about Us without Us"*. Design Justice: Community-Led Practices to Build the Worlds We Need. Costanza-Chock (2020). 52. *Directions for Future Work: From #TechWontBuildIt to #DesignJustice*. Design Justice: Community-Led Practices to Build the Worlds We Need. Costanza-Chock (2020).	
10(20)	10/26	H	Understanding Sociotechnical Systems	53. <u>Human Contexts and Ethics of Data Overview</u>. Ari Edmondson (2020). 54. <u>Fairness and Abstraction in Sociotechnical Systems</u>. Andrew D. Selbst, danah boyd, Sorelle A. Friedler, Suresh Venkatasubramanian, Janet Vertesi (2019).	
	10/30	M			Journal Entry #9 Due
11(21)	10/31	T	Co-Creation in Practice	55. <u>Just Education Research Design Principles</u>. Mohammed (2020).	
11(22)	11/2	H	Technological Co-Creation	56. <u>Postcolonial Computing: A Lens on Design and Development</u>. Lilly Irani, Janet Vertesti, Paul Dourish, Kavita Philip, Rebecca E. Grinter (2010). 57. <u>Deconstructing Community-Based Collaborative Design: Towards More Equitable Participatory Design Engagements</u>. Christina N. Harrington, Sheena Erete,Anne Marie Piper (2019). 58. <u>Using Mobile Phone and Satellite Data to Target Emergency Cash Transfers</u>. Joshua Blumenstock, Medium (2021).	
	11/6	M			Module 2 Due Journal Entry #10 Due
12(23)	11/7	T	The Accuracy, Fairness, and Limits of Predicting Recidivism	59. <u>The Dangers of Risk Prediction in the Criminal Justice System</u>. Julia Dressel and Hany Farid (2021).	

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				60. The Accuracy, Fairness, and Limits of Predicting Recidivism. Julia Dressel and Hany Farid (2018) 61. Do Predictive Algorithms Have a Place in Public Policy? Science Friday (2018)	
12(24)	11/9	H	Racial Equity in Everyday Products	62. Racial Equity in Everyday Products.Courtney Heldrethand Tabitha Yong (2021). 63. 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). 64. "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 Tuennerman (2021). 65. "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).	Module 3 Open
	11/13	M			Journal Entry #11 Due
13(25)	11/14	T		Potential Guest Speaker: Ruha Benjamin	
13(26)	11/16	H	Technologies for Social Change	66. Roles for Computing in Social Change. Rediet Abebe, Solon Barocas, Jon Kleinberg, Karen Levy, Manish Raghavan, David G. Robinson (2019). 67. The Power of Designing for Social Impact. Jethro Sercombe (2019). 68. Designing Algorithms for Social Good. Rediet Abebe (2020). 69. Small Change: Why the revolution will not be tweeted. Malcolm Gladwell, The New Yorker (2010). 70. Do Protests Even Work? Zeynep Tufecki, The Atlantic (2020). 71. "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).	
	11/20	M			Journal Entry #12 Due
14	11/21	T		Fall break / Thanksgiving; no classes held	

14	11/23	H			
15(27)	11/28	T	Futuring: Afrofuturism, Indigenous Futurism, and Speculative Design (Potential guest speaker: Meme Styles)	72. Postcards from the Apocalypse. Rebecca Roanhorse, Uncanny Magazine 73. Coming to You from the Indigenous Future. Native Women, Speculative Film Shorts, and the Art of the Possible. Danika Medak-Saltzman (2017). 74. Building Socially-Inclusive Design Systems. TatianaMac, CSSCAMP 2019.	
15(28)	11/30	H	Futuring: Afrofuturism, Indigenous Futurism, and Speculative Design	75. Reimagining the Internet. Safiya Noble (2020). 76. How Afrofuturism Can Help the World Mend. C. Brandon Ogbunu, WIRED (2020). 77. Eliciting Tech Futures Among Black Young Adults: A Case Study of Remote Speculative Co-Design. Christina N. Harrington and Tawanna Dillahunt (2021). 78. Speculative Blackness: Considering Afrofuturism in the Creation of Inclusive Speculative Design Probes. Kirsten Bray and Christina N. Harrington (2021).	
	12/4	M			Journal Entry #13 Due Module 3 Due
	12/8	F			Final Reflections Due at 11:59 pm

Course Policies and Disclosures

ACADEMIC INTEGRITY EXPECTATIONS

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

Plagiarism 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 the points.

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.

GETTING HELP WITH TECHNOLOGY

Students needing help with technology in this course should contact the ITS Service Desk or help@ischool.utexas.edu.

CONTENT WARNING

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

SHARING OF COURSE MATERIALS IS PROHIBITED

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

RELIGIOUS HOLY DAYS

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

NAMES AND PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by your chosen name and by the gender pronouns you use. Class rosters are provided to the instructor with the student's chosen (not legal) name, if you have provided one. If you wish to provide or update a chosen name, that can be done easily at this page, and you can add your pronouns to Canvas.

LAND ACKNOWLEDGMENT

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

LAND ENGAGEMENTS AND COMMITMENTS

In recognition ofthe ongoing and cumulative challenges faced by Indigenous Peoples in Central Texas and globally, we call upon The University of Texas at Austintocommit to the active recruitment and material supportof 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 toestablish 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.

University Resources for Students

COUNSELING AND MENTAL HEALTH CENTER (CMHC)

All of us benefit from support during times of struggle. Know you are not alone. If you or anyone you know is experiencing symptoms of stress, anxiety, depression, academic concerns, loneliness, difficulty sleeping, or any other concern impacting your wellbeing – you are strongly encouraged to connect with CMHC. The Counseling and Mental Health Center provides a wide variety of mental health services to all UT students including crisis services, counseling services with immediate

support and well-being resources. Additionally, CARE Counselors are located within the academic schools and colleges. These counselors get to know the concerns that are unique to their college's students. For more information on CMHC, visit https://cmhc.utexas.edu or call 512-471-3515.

UNIVERSITY HEALTH SERVICES (UHS)

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

SANGER LEARNING CENTER

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

STUDENT EMERGENCY SERVICES (SES)

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

Important Safety Information

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

CLASSROOM SAFETY AND COVID-19

To help preserve our in-person learning environment, the university recommends the following.

- Adhere to university mask guidance. Masks are strongly recommended, but optional, inside university buildings for vaccinated and unvaccinated individuals, except when alone in a private office or single-occupant cubicle.

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- <u>Vaccinations are widely available</u>, free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.
- <u>Proactive Community Testing</u> remains an important part of the university's efforts to protect our community. Tests are fast and free.
- We encourage the use of the <u>Protect Texas App</u> each day prior to coming to campus.
- If you develop COVID-19 symptoms or feel sick, stay home and contact the <u>University Health Services</u>' Nurse Advice Line at 512-475-6877. If you need to be absent from class, contact <u>Student Emergency Services</u> and they will notify your professors. In addition, to help understand what to do if you have been had close contact with someone who tested positive for COVID-19, see this <u>University Health Services link</u>.
- <u>Behavior Concerns and COVID-19 Advice Line</u> (BCCAL) remains available as the primary tool to address questions or concerns from the university community about COVID-19.
- Students who test positive should contact <u>BCCAL</u> or self-report (if tested off campus) to <u>University Health Services</u>.
- Visit <u>Protect Texas Together</u> for more information.

CARRYING OF HANDGUNS ON CAMPUS

Texas' Open Carry law expressly prohibits a licensed to carry (LTC) holder from carrying a handgun openly on the campus of an institution of higher education such as UT Austin. Students in this class should be aware of the following university policies:

- Students in this class who hold a license to carry are asked to <u>review the university policy regarding campus carry</u>.
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.
- Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification, and is not a "legally effective" means of notification in its own right.

TITLE IX DISCLOSURE

Beginning January 1, 2020, TexasSenate 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 report it. 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 sexual misconduct, including the types of sexual misconduct 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.

Faculty members and certain staff members are considered "Responsible Employees" or "Mandatory Reporters," which means that they are required to report violations of Title IX to the Title IX Coordinator. **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 want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit the Title IX Office or email titleix@austin.utexas.edu.

CAMPUS SAFETY

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

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