

**I 320J / I 320S Design for Social Impact**

27485 / 27510

Fall 2024

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**Class:**

Tuesdays & Thursdays

9:30 – 11:00 AM

[Jester Center A307A](#)

**Instructor:**

Dr. Angela D. R. Smith or Dr. S or Professor S(mith)

Office: UTA 5.443

Pronouns: she/her/hers

Office hours: Wednesdays (1-3PM; Virtual: [Sign up here!](#))

Email: [adrsmith@utexas.edu](mailto:adrsmith@utexas.edu)



**Course Description:**

UNIVERSITY CATALOG COURSE DESCRIPTION

The social impact of technologies is typically thought about fairly late, if ever, in the design process. Indeed, it can be difficult at design time to predict what effects technologies will have. Nevertheless, design decisions always “lock in” particular social values early on. In this course, we will draw on science & technology studies, technology design, and the arts to analyze the values embodied in technology design, and to design technologies to promote positive social impact. How can we “read” what social and cultural values technology designs consciously or unconsciously promote? To what degree can social impact be “written into” a technology? How can we take social and cultural values into account in design?

Technical background is not needed for this course, but may be drawn upon if you have it.

**Course Philosophy:**

Across the contemporary world, technologies are an intimate part of everyone’s daily lives. The act of designing technologies does not simply create efficiencies or functionality; it also offers possibilities for (and constraints on) our possible actions, ways of looking at the world, and modes through which we can relate to one another. Designs thus, intentionally or not, embody values—ones we as a community of users sometimes accept, sometimes reject, sometimes build on, and sometimes alter.

Making technology means simultaneously making politics, facilitating or impeding justice, increasing or decreasing inequality and exploitation. Every product or service is created by people – be it compiler or car, teargas or vaccine – so people’s political and social valences are “baked in” at every step. Throughout a product design lifecycle, from specification to engineering bench work, through to Series C funding and marketing campaigns, tech remakes society and reconfigures the planet. Can a technologist consciously address this responsibility while also juggling technical requirements?

This course will equip students to find their own answers to two key questions:

- 1) What values do specific technology designs embody, and how and to what extent do they do so? We will look at current and historical case studies of design interventions to identify ways in which technologies can, intentionally or unintentionally, promote specific values and to analyze how those values play out in practice in the complex worlds of everyday life.

- 2) How and to what extent is it possible to design technologies to reflect specific values? We will examine and practice a variety of design methods intended to incorporate values in design, and analyze their benefits and drawbacks.

This class explores how to make arguments *about and through design*. The first half focuses on values, criticism, ethics, and analysis of technology, the latter portion aims to help a soon-to-graduate technologist envision positive social impact in a mission-driven enterprise. Students will practice synthesizing ethical tech considerations – as they will have to do for the rest of their careers – and combining this with an organizational mindset. Through exercises, role-playing, discussions, guest lectures from activist technologists, and wide-ranging readings, students will practice connecting broader implications of their designs with technical choices. *Design for Social Impact* seeks to arm students with diverse ways of reflecting on their authorial relationship to technology, drawing from art and design to political science and anthropology. Course participants will be encouraged to focus on areas of personal interest, enumerating the social, political, and economic parameters of particular technical systems: parameters that are as important as power consumption, usability, or efficiency.

### Why Should You Take This Course?

Take this course if you are interested in making or understanding technology that is proactively concerned with questions of justice, equity, and the health of the planet. We spend the first part of the semester diagnosing current tech, and the second researching and modeling successful organizations and approaches for positive social change. Understand that the course does not offer a single template or formula; we do not aim to reduce the complexity of making technologies with positive outcomes. The course revels in complexity, using narratives as a way of approaching historically and topically wide-ranging cases. The course expects students to connect their own dots, synthesize the lessons, and think about creative new applications or approaches. It will also touch on the dark side of technologies much more than most classes for technical students: it does not assume that building a new technology is the right way to solve a problem, but offers directions on how to decide if it is, and then what to do next.

A course in the history of science might dig into a particular historical moment, with the goal of comparing historical methods and making a student an adept analyst or critic of technology. An engineering ethics class might be anchored in the method of cost/benefit/risk analysis, and teach current best practices, with the goal of training an engineer to minimize ethical challenges. The goal of **this course** is to help students gravitate toward what we call in the course **conscious making**, proactively incorporating questions of **justice and positive social change** into their technical practice. This course is situated between analysis and training, offering an approach that is methodologically less opinionated, focused more on narratives than ethical rules or models, and involves role playing and creative activities to practice conscious making.

Finally, the course may be helpful for a student who is finding that the options for employment after graduation are not exactly what they want to do, at least not long-term. It highlights entrepreneurial approaches where individuals created *de novo* approaches for effecting social change. While many students may be going to big tech firms (where they'll gain tremendous skills), the course focuses on what enterprises a conscious technologist can start themselves and how to match technology, organization, and mission to produce positive social change best.

### PRE-REQUISITES FOR THE COURSE

I301, I310J/S

### LEARNING OUTCOMES

By the end of this course, students will:

- Appreciate the complexity of technology in society, including:
  - Values in technology
  - Historical origins of technology culture
  - Characteristics of contemporary tech (like platforms) and their implications for justice, equality, and environment
  - Wellsprings of ideas for alternative technologies and enterprises
  - Organization, roles, and capitalization in making
  - Variations of the creation, use, and effects of technology around the world
  - Alternative scales and forms of technology production

Participants will be able to synthesize lists of qualities and criteria of technical systems that aren't usually controlled for and identified by traditional engineering and production methods. Will a product increase a user's capabilities? Will a system increase democratic deliberation? Is it emancipatory or discriminatory? enabling or addictive? progressive or regressive? They will be able to leverage alternative terms of art like "secondary effects," and "denotation versus connotation," as antidotes to received tropes of technology.

- Possess a set of narratives, examples, and vocabulary around how makers have addressed justice in various historical and contemporary situations, including:
  - How engineers confronted the social changes of the 1960s
  - Government, corporate, and subaltern relationships with technology
  - Art, protest, and rebellion with technology
  - Silicon Valley and its discontents
  - Supply chains, infrastructure, and where things come from
  - Tech for development and behavior change

Participants will be able to analyze how the technologists in each example interacted with each other, with users, and with society in different epochs and situations. They will develop the facility to investigate who is able to make a technology? and who and what are they making it for? and what are the "externalizing" in the process?

- Practice conscious tech authorship
  - develop a personal "conscious business plan" template
  - role-play a startup enterprise
  - learn to identify spaces in tech for:
    - activism
    - non-market or non-profit applications
    - social justice
    - economic justice
    - environmental justice

Participants will work together to envision new business and organization models, design and apply innovation checklists, and innovate adversarial or agonistic design practices to guide the production of new technologies. They will be able to research and create new forms of technical practice in order to promote forms of justice through technology.

#### FLAG COURSES

[Instructors teaching courses that carry one or more of the Skills and Experience Flags are requested to include a statement about the Flag(s) in their syllabus. Suggested wording for these statements may be found [here](#).

#### 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 aspects of this course 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.

##### TEACHING MODALITY INFORMATION

The course will occur live twice per week, mixing lecture, discussion, break-out exercises, screenings, and guest lectures. Live participation and interaction will be a critical part of the course, and I will work very hard with you to make the class time vital and dialogical. Participation is necessary and will be graded through the handing in of in-class exercises.

Assignments will include several short papers (1 page), team-based role-playing and problem-solving, and possibly some annotations and Slack contributions. I will poll students in the first classes about their interest and experience with projects, and as noted elsewhere the course may change over the semester, based on unforeseen events or student feedback.

If you have a serious health, family, or related issue, please contact the professor. For anything else, it is possible to hand in submissions up to 7 days after the assignment is due. Instead of asking for extensions, you are given “slip day” credits for the semester; you will be charged a “slip day” for each day an assignment is late. A slip day is accrued starting immediately after the assignment is due (i.e. an assignment which is one hour late will incur a full slip day).

You will have 7 free slip days to hand homework assignments in late at any point over the semester. You can use a slip day because of a minor injury, because you have a lot of exams during one week, or simply because you want to sleep late. For example, you could hand in one paper assignment 4 days late, and another 3 days late without penalty. Each slip day beyond the 7 allowed for the course will result in a deduction of 1/2 percentage point from your final grade. Please note that free slip days cannot be applied to the final project, which will involve a presentation.

This class emphasizes formative learning: the goal is your personal growth as a conscious maker (or potential maker) of technology. Analytical readings are presented with the expectation that you will be able to retell insights and make connections to other readings, lectures, and discussions. Writing assignments are similarly intended for you to demonstrate creative synthesis and extrapolation beyond what the course has covered.

There will also be a Slack channel for questions, and another to post relevant articles and news stories. There has *always* been a lot going on in the space of technology and justice, but at the moment it's been in the news a lot. Some minimal participation in this channel will be required.

I'll expect a baseline of mutual respect and tolerance in the class, and I will strive to set an example.

#### COMMUNICATION

The course Canvas site can be found at [utexas.instructure.com](https://utexas.instructure.com). Please email 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 2 business or "school" days, not including weekends or holidays – so this is not the best method for urgent questions. Please reach out to Ari for more urgent needs. You can find her email address above.

#### DISABILITY & ACCESS (D&A)

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability & Access (D&A). Please refer to the D&A website for more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

#### INCLUSIVITY STATEMENT

Students in this class represent a rich variety of backgrounds and perspectives. Information Science is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all class members to:

- share their unique experiences, values, and beliefs.
- be open to the views of others.
- honor the uniqueness of their colleagues.
- appreciate the opportunity that we have to learn from each other in this community.
- value each other's opinions and communicate in a respectful manner.
- keep confidential discussions that the community has of a personal (or professional) nature.
- use this opportunity to discuss ways to create an inclusive environment in this course and across the UT community.

### Course Requirements and Grading

- 1) Class attendance and participation:
  - a. Attend and participate in the class sessions
  - b. Participation in ungraded in-class polls
  - c. Participation in in-class exercises
  - d. Contributions to group work
- 2) Course readings:
  - a. All readings will be available online, through library subscriptions or published freely on the internet
  - b. Readings should be completed before the class where they will be discussed, and one should always have a few points they'd like to make about them
  - c. In the second half of the semester students will develop their own reading list based on their specific interests and informed by their final projects
- 3) Assignments:
  - a. Three 1 page reading response papers will be due in the first seven weeks. These short papers will require careful thought and argument, but not necessarily research beyond the readings and in-class discussions.
  - b. In second half of the semester students will post very short reports from their independent readings to the #reading\_reports Slack channel
  - c. Over the course of the semester students should contribute topical articles to the #breaking\_news Slack channel
  - d. Over the course of the semester students will develop two group “start up” projects, and organize and run a conference with final presentations.

### Assignments

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

Assignments	Percent of Total Grade
1. Three 1-page papers	33%
2. One group project with both group and independent components	35%
3. Discussion and reading reports	17%
4. In-class exercises	15%

### LATE WORK AND MAKING UP MISSED WORK

It is possible to hand in design workbook submissions and mini-projects up to 7 days after the assignment is due. You will be charged “slip days” for late assignments. A slip day is accrued starting immediately after the assignment is due (i.e. an assignment which is one hour late will incur a full slip day).

Life happens. We believe you are the best judge when you need a break in the course. Therefore, we allow you some flexibility in handing in your assignments to use at your own judgment, for situations such as routine illness, minor injuries, interviews, competing workload in other courses, extra-curricular activities, or just the need to take a break. You will have 7 free slip days that you can use to hand homework assignments in late at any point over the semester. For example, you could hand one of your one-page assignments in 4 days late, and one mini-project 3 days late without penalty. Each slip day beyond the 7 allowed for the course will result in a deduction of 1/2 point from your final grade. Please note that free slip days cannot be applied to the final exam.

Additional homework extensions can only be granted by the professors and are only granted under truly exceptional circumstances. It is wise to save your slip days for illness, sudden personal emergencies, and other unexpected events. We strongly discourage using slip days on your first assignment. Indeed, we encourage you to try to hoard them as much as possible, as semesters rarely become easier as they go along.

The final course submission (case study and presentation slides) carries a late penalty of 1 full letter grade (10 points out of 100) per hour late, starting immediately after the final exam is due (i.e., a final exam which is 10 minutes late will incur a full letter grade penalty).

Please note late assignments may be (very) delayed in grading as they fall outside our regular course rhythm. This means that you may receive feedback late to incorporate it into future assignments, which is another reason to avoid using slip days early!

### GRADE BREAKS

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
F	<60%

### REGRADE REQUESTS

In order to submit a regrade request, first wait 24 hours after you receive the grade. Requests must be made within two weeks of receiving an on-time grade, or one week of receiving a grade for a late submission. Please submit all regrade requests by filling out the survey below. We ask that you read it carefully, think carefully before requesting a regrade, and note that a regrade may result in a lower grade.

Please note:

- Regrade requests must be submitted within 2 weeks of receiving your grade.
- If we regrade your assignment, this could result in your grade going up or down.
- It is possible that course staff will request a personal meeting to clear up misunderstandings around grading and/or your request.

### Course Outline

All instructions, assignments, readings, rubrics, and essential information will be on the Canvas website at [utexas.instructure.com](https://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	Date	Day	Class Topic	Readings	Assignments Due
1.	8/27	Tu	Course Introduction		
	8/29	Th	Objectified: Manufactured Objects and their Designers (Film)		
2.	9/3	Tu	Values in design: an introduction	<ul style="list-style-type: none"> <li>• Nissenbaum: How Computer Systems Embody Values</li> <li>• DiSalvo: Chapter 1, Adversarial Design</li> </ul>	

Week	Date	Day	Class Topic	Readings	Assignments Due
				<ul style="list-style-type: none"> <li>Bardini, Thierry, and Horvath: The Social Construction of the Personal Computer User.</li> <li>Papanek: Do-it-Yourself Murder</li> </ul>	
	9/5	Th	Critical Design	<ul style="list-style-type: none"> <li>Dunne &amp; Raby: Chapter 4, Design Noir</li> <li>Michael: 'What are we busy doing?': Engaging the idiot (read from pp. 537 on only)</li> <li>Purpura et al.: Fit4Life: The Design of a Persuasive Technology Promoting Healthy Behavior and Ideal Weight</li> </ul>	
3.	9/10	Tu	Design Workbooks	<ul style="list-style-type: none"> <li>Gaver: Making spaces: How design workbooks work</li> <li>Gaver and Dunne: Projected realities</li> <li>Aipperspach, Hooker, and Woodruff: The heterogeneous home</li> </ul> <p>Additional Resources:</p> <ul style="list-style-type: none"> <li>Gaver and Martin: Alternatives: exploring information appliances through conceptual design proposals</li> <li>Gaver and Bowers: Annotated Portfolios</li> </ul>	
	9/12	Th	The Impact of Design	<ul style="list-style-type: none"> <li>Edwards: From "impact" to social process</li> </ul>	Design Workbook Check in
4.	9/17	Tu	Using design to Persuade	<ul style="list-style-type: none"> <li>Fogg, Cuellar, and Danielson: Motivating, influencing, and persuading users</li> <li>Consolvo et al.: Designing for behavior change in everyday life</li> <li>Froehlich et al: UbiGreen Morozov: Chpt 1, "Solutionism and its discontents"</li> </ul>	
	9/19	Th	Politics of Artifacts	<ul style="list-style-type: none"> <li>DiSalvo: Chapter 4, Adversarial Design</li> <li>Latour: "Where Are the Missing Masses? The Sociology of a Few Mundane Artifacts."</li> </ul>	One page paper on worst technology.
5.	9/24	Tu	Activist Design	<ul style="list-style-type: none"> <li>Bogost: Playing Politics: Videogames for Politics, Activism, and Advocacy</li> <li>Irani and Silberman: Turkopticon: interrupting worker invisibility in amazon mechanical turk</li> </ul> <p>Additional Resources:</p> <ul style="list-style-type: none"> <li><a href="https://persuasivegames.com/games/">https://persuasivegames.com/games/</a></li> </ul>	
	9/26	Th	Participatory Design	<ul style="list-style-type: none"> <li>Namioka and Rao: Intro to Participatory Design</li> </ul> <p>Additional Resources:</p> <ul style="list-style-type: none"> <li>Brandt: Designing exploratory design games</li> <li>Kyng: Designing for cooperation: cooperating in design</li> <li>Foverskov and Binder: Super Dots</li> </ul> <p>Additional Resources:</p> <ul style="list-style-type: none"> <li><i>Challenges in Participatory Design</i></li> </ul>	

Week	Date	Day	Class Topic	Readings	Assignments Due
				<ul style="list-style-type: none"> <li>Asaro: Transforming society by transforming technology</li> <li>Dunbar-Hester: "Beyond 'Dudecore'? Challenging Gendered and 'Raced' Technologies Through Media Activism</li> </ul>	
6.	10/1	Tu	Critical Making	<ul style="list-style-type: none"> <li>Ratto: Critical making</li> <li>DiSalvo et al.: Neighborhood Networks</li> </ul>	
	10/3	Th	When should we design?	<ul style="list-style-type: none"> <li>Graeff, E., 2020. <a href="#">The Responsibility to Not Design and the Need for Citizen Professionalism</a>. Computing Professionals for Social Responsibility: The Past, Present and Future Values of Participatory Design.</li> <li>Baumer, E.P.S., Silberman, M.S., 2011. When the implication is not to design (technology), in: Proceedings of the SIGCHI Conference on Human Factors in Computing Systems, CHI '11. Association for Computing Machinery, New York, NY, USA, pp. 2271–2274. <a href="https://doi.org/10.1145/1978942.1979275">https://doi.org/10.1145/1978942.1979275</a></li> </ul>	One page paper on great technology.
7.	10/8	Tu	How does technology 'work'?	<ul style="list-style-type: none"> <li>Heidegger, M., 1977. <a href="#">The question concerning technology</a>, and other essays. Chapter 1. Garland Pub, New York.</li> <li>Toyama, K., 2011. Technology as amplifier in international development, in: Proceedings of the 2011 iConference. Presented at the iConference '11: iConference 2011, ACM, Seattle Washington USA, pp. 75–82. <a href="https://doi.org/10.1145/1940761.1940772">https://doi.org/10.1145/1940761.1940772</a></li> <li>Lorde, Audre. <a href="#">The Master's Tools Will Never Dismantle the Master's House</a>. In Freedman, E.B. (Ed.), 2007. The essential feminist reader, Modern Library trade paperback ed. ed. Modern Library, New York.</li> </ul>	
	10/10	Th	Who is making technology?	<ul style="list-style-type: none"> <li>Mattern, S., 2021. <a href="#">A City Is Not a Computer: Other Urban Intelligences</a>.</li> <li>Chapter 5, "<a href="#">The State behind the iPhone</a>," in Mazzucato, M., 2013. Entrepreneurial State: Debunking Public vs. Private Myths in Risk and Innovation. Anthem Press, London, UNITED STATES.</li> <li>Don't Be Evil: Fred Turner on Utopias, Frontiers, and Brogrammers [WWW Document], n.d. Logic Magazine. URL <a href="https://logicmag.io/justice/fred-turner-dont-be-evil/">https://logicmag.io/justice/fred-turner-dont-be-evil/</a></li> </ul>	Design Workbook Check in
8.	10/15	Tu	Who is making technology? (platforms)	<ul style="list-style-type: none"> <li>Chapter 1, Eubanks, V., 2018. Automating inequality: how high-tech</li> </ul>	One page paper on an enterprise



Week	Date	Day	Class Topic	Readings	Assignments Due
				<p>tools profile, police, and punish the poor, First Edition. ed. St. Martin's Press, New York, NY.</p> <ul style="list-style-type: none"> <li>• Morozov, Yvgeny, "The Meme Hustler," 2014. The Baffler. URL <a href="https://thebaffler.com/salvos/the-meme-hustler">https://thebaffler.com/salvos/the-meme-hustler</a>).</li> </ul> <p>Additional Resources:</p> <ul style="list-style-type: none"> <li>• Barbrook, C., 1995. <a href="#">The Californian Ideology</a>. Mute.</li> <li>• Various papers on <a href="https://ochigame.org/">https://ochigame.org/</a></li> </ul>	you would like to start.
	10/17	Th	Design Justice	<ul style="list-style-type: none"> <li>• Chapter 1, "<a href="#">Design Values</a>," Chapter 5, "<a href="#">Design Pedagogies</a>" in Costanza-Chock, S., 2020. Design justice: community-led practices to build the worlds we need. The MIT Press, Cambridge</li> <li>• Mohamed, S., Png, M.-T., Isaac, W., 2020. Decolonial AI: Decolonial Theory as Sociotechnical Foresight in Artificial Intelligence. <a href="https://doi.org/10.1007/s13347-020-00405-8">https://doi.org/10.1007/s13347-020-00405-8</a></li> </ul>	
9.	10/22	Tu	Introduction to final project and examples  Breakouts, idea generation, mind-mapping		
	10/24	Th	Who is making technology? (narrative)	<ul style="list-style-type: none"> <li>• Srnicek, N., 2016. <a href="#">Platform Capitalism</a>, 1 edition. ed. Polity, Cambridge, UK ; Malden, MA.</li> <li>• Six Degrees of Omidyar – Tom Slee [WWW Document], n.d. URL <a href="http://tomslee.net/2013/09/six-degrees-of-omidyar.html">http://tomslee.net/2013/09/six-degrees-of-omidyar.html</a>.</li> </ul>	
10.	10/29	Tu	Breakouts, idea generation, mind-mapping  Team Formations, Conscious Business Plan Generation	<ul style="list-style-type: none"> <li>• Final project teams form</li> <li>• Draft reading list for rest of semester</li> </ul>	
	10/31	Th	Organizational Models	<ul style="list-style-type: none"> <li>• Scholz, Trebor, 2016. <a href="#">Platform Cooperativism: Challenging the Corporate Sharing Economy</a>. (All, but especially page 10 on)</li> <li>• Moxie Marlinspike profile, via Canvas.</li> <li>• Glinskis, E., 2018. <a href="#">Meet the Community Scientists Shaping the New Environmental Resistance</a>.</li> </ul> <p>Additional Resources</p>	

Week	Date	Day	Class Topic	Readings	Assignments Due
				<ul style="list-style-type: none"> <li>Rogaway, P., 2015. <a href="#">The Moral Character of Cryptographic Work</a>. IACR Cryptol. ePrint Arch. 2015, 1162.</li> </ul>	

At this point in the semester, the class will fully *flip* toward student direction and work. I will describe the activities in a narrative form first, followed by a continuation of the calendar format.

All class participants will begin this module by working in groups to imagine a product, service, or organization to forward a conscious technology.

Over the course of classes 9a-10b, Students will conduct two main activities:

- 1) Work together to determine conscious product and organization ideas. All students will participate in this and choose a team by week 10b, and they will work in that class to develop a conscious business plan for that idea.
- 2) At the end of Class 10b, students can decide whether to continue in their group toward a combined project, or alternately to conduct independent (guided) research. All students are encouraged to continue in the group work, but the independent research option is an “emergency exit” should the group, idea, or method prove to be a poor fit.

Each student will devise an independent reading list to be completed by the end of the semester. This reading list will have both a group and an independent side. The text should ideally complement the student’s group/research project. Number of texts (or media) will be specified / agreed to on week 9b (they will be reasonable), and final individual lists will be approved by the professor. Group lists will be started once groups form. Reading lists for students doing independent research rather than group projects will be longer. Students will post a brief text about each reading to the #Reports Slack channel when they’ve finished it.

Week 11a and 11b will be an introduction to methods that will complement your group work. These will include methods of participatory design, co-design, organizing and activism, restorative justice, and critique. We’ll discuss resources for the final projects, and research methods for the final reports.

Week 13a and 13b will be dedicated to feedback sessions with the professor, planning and scheduling the final presentations, and reviewing presentation techniques.

Week 15 will be final presentations of group projects and readings, organized as a student conference. We’ll employ a structured “critique” method of art, architecture, and design as a group to give feedback to presenters.

11.	11/5	Tu	Angie Guest Lecture	Background lecture and activity around contextual metadata as a method for participatory design	
	11/7	Th	Refining methods for conscious design	<p>Yin, L., Sankin, A., 2021. “How We Discovered Google’s Social Justice Blocklist for YouTube Ad Placements”. The Markup. URL: <a href="https://themarkup.org/google-the-giant/2021/04/09/how-we-discovered-googles-social-justice-blocklist-for-youtube-ad-placements">https://themarkup.org/google-the-giant/2021/04/09/how-we-discovered-googles-social-justice-blocklist-for-youtube-ad-placements</a></p> <p>Additional Resources: - Related background article pt 1 URL: <a href="https://themarkup.org/google-the-giant/2021/04/08/google-youtube-hate-videos-ad-keywords-blocklist-failures">https://themarkup.org/google-the-giant/2021/04/08/google-youtube-hate-videos-ad-keywords-blocklist-failures</a></p>	Design Workbook Check in

Week	Date	Day	Class Topic	Readings	Assignments Due
				- Related background article pt 2 URL: <a href="https://themarkup.org/google-the-giant/2021/04/09/google-blocks-advertisers-from-targeting-black-lives-matter-youtube-videos">https://themarkup.org/google-the-giant/2021/04/09/google-blocks-advertisers-from-targeting-black-lives-matter-youtube-videos</a>	
12.	11/12	Tu		Group Project Work	
	11/14	Th		Group Project Work	
13.	11/19	Tu	In-class meetings with teams		
	11/21	Th	In-class meetings with teams		
14.	11/26	Tu	Fall Break (Thanksgiving)		
	11/28	Th	Fall Break (Thanksgiving)		
15.	12/3	Tu	Presentations		
	12/5	Th	Presentations		
16.	12/9	M			Submit written Final Project Case Study and presentation slides.

## Course Policies and Disclosures

### HONOR CODE

The University of Texas at Austin strives to create a dynamic and engaging teaching and learning community where students feel intellectually challenged; build knowledge and skills; and develop critical thinking, creativity, and intellectual curiosity. As a part of this community, engaging in assignments, exams, and other work for your classes with openness, integrity, and a willingness to make mistakes and learn from them is important. The UT Austin honor code champions these principles:

I pledge, as a member of the University of Texas community, to do my work honestly, respectfully, and through the intentional pursuit of learning and scholarship.

The honor code affirmation includes three additional principles that elaborate on the core theme:

- I pledge to be honest about what I create and to acknowledge what I use that belongs to others.
- I pledge to value the process of learning in addition to the outcome, while celebrating and learning from mistakes.
- This code encompasses all of the academic and scholarly endeavors of the university community.

The honor code is more than a set of rules, it reflects the values that are foundational to your academic community. By affirming and embracing the honor code, you are upholding your work's integrity and contributing to a campus culture of trust and respect.

### ACADEMIC INTEGRITY EXPECTATIONS

Students who violate University rules on academic misconduct are subject to the student conduct process. A student responsible for academic misconduct may be assigned a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question and up to a failing grade in the course. A status sanction can range from a written warning, probation, deferred suspension and/or dismissal from the University. To learn more about academic integrity standards, tips for avoiding a potential academic misconduct violation, and the overall conduct process, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

### CONFIDENTIALITY OF CLASS RECORDINGS

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to student misconduct proceedings.

### GETTING HELP WITH TECHNOLOGY

Students needing help with technology in this course should contact the [ITS Service Desk](#).

### CONTENT WARNING

Our classroom provides an open space for the critical and orderly exchange of ideas through discussion. Some readings and other content in this course will include topics and comments 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, my written permission. Unauthorized sharing of materials may facilitate cheating. The University is aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in the initiation of the student conduct process and include charge(s) for academic misconduct, potentially resulting in sanctions, including a grade impact.

### ARTIFICIAL INTELLIGENCE

The creation of artificial intelligence tools for widespread use is an exciting innovation. These tools have both appropriate and inappropriate uses in classwork. The use of artificial intelligence tools (such as ChatGPT) in this class is strictly prohibited. This includes using AI to generate ideas, outline an approach, answer questions, solve problems, or create original language. All work in this course must be your own or created in group work, where allowed.

### RELIGIOUS HOLY DAYS

By [UT Austin policy](#), you must notify me of your pending absence for a religious holy day as far as possible from the date of observance. 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

Class rosters are provided to the instructor with the student's legal name unless they have added a chosen name with the registrar's office. If you have not yet done so, I will gladly honor your request to address you with the name and pronouns you prefer for me to use. It is helpful to advise me of any changes or needs regarding your name and pronouns early in the semester so that I may make appropriate updates to my records and be informed about how to support you in this class.

- For instructions on how to add your pronouns to Canvas, visit [this site](#).
- If you would like to update your chosen name with the registrar's office, you can do so and reference [this guide](#).
- For additional guidelines prepared by the Gender and Sexuality Center for changing your name on various campus systems, see the Resources page under UT Resources [here](#).

### 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.

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.

### COUNSELING AND MENTAL HEALTH CENTER (CMHC)

Students who are struggling for any reason and believe that it might impact their performance in the course are urged to reach out to Bryce Moffett if they feel comfortable. This will allow her to provide any resources or accommodations that she can. If immediate mental health assistance is needed, call the Counseling and Mental Health Center (CMHC) at 512-471-3515, or you may also contact Bryce Moffett, LCSW (iSchool CARE counselor) at 512-232-4449. Bryce's office is in FAC18S, and she holds drop-in Office Hours on Wednesdays from 2-3 pm. Please contact the CMHC 24/7 Crisis Line at 512-471-2255 for urgent mental health concerns.

### Copyright Policy

#### DISSEMINATING COURSE MATERIALS

I own the copyright on all materials we produce. I make as much publically as possible to aid others teaching or taking similar courses. When we cannot make materials public - for example, because it might violate someone else's copyright - we provide them to course participants in print or through Canvas. Therefore, These materials should not be provided to any third-party site, even if you intend to aid other students. To do so is a violation of our copyright. Please trust our judgment about what can be made public and what can't.

### Important Safety Information

#### CARRYING HANDGUNS ON CAMPUS

Students in this class should be aware of the following university policies related to Texas' Open Carry Law:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](#).
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings, and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.
- Per my right, I prohibit the 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, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Although graduate teaching and research assistants are not subject to Texas Education Code, Section 51.252, they are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: [supportandresources@austin.utexas.edu](mailto:supportandresources@austin.utexas.edu). Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu), or call 512-471-0419.

#### CAMPUS SAFETY

The following are recommendations regarding emergency evacuation from the [Office of Emergency Management](#), 512-232-2114:

- 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 the [Office of Emergency Management](#).

#### University Resources

For a list of university resources that may be helpful to you as you engage with and navigate your courses and the university, see the [University Resources Students Canvas page](#).