



Spring 2017
LIS 421 - Social Informatics

FACULTY INFORMATION

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COURSE SUMMARY

"Social Informatics" refers to the body of research and study that examines social aspects of computerization - including the roles of information technology in social and organizational change and the ways that the social organization of information technologies are influenced by social forces and social practices. This graduate seminar is for students interested in the influence of information technology in the human context, including cultural heritage, professional concerns, and social inequities. The course introduces some of the key concepts of social informatics and situates them into the view of varied perspectives including readers, librarians, computer professionals, authors, educators, publishers, editors, and the institutions that support them.

COURSE MATERIALS

All required readings are available in Moodle as PDF files or links to online articles.

LEARNING OBJECTIVES

Upon completion of the course, students will be able to:

- Describe a variety of social, political, and economic contexts that shape information and communication technologies (ICTs) and their impact on society.
- Demonstrate knowledge of social systems and how they interact with ICTs.
- Discuss concepts that illuminate the intersections of race, class, gender, identity, ability, and ICTs.
- Identify a range of ethical, legal, and policy issues that impact the design and use of ICTs.

SLIS PROGRAM OBJECTIVES

- Apply professional standards, tools, and best practices in the information field and across specialized areas (I).
- Communicate effectively to different audiences through use of oral, written, and visual formats across multiple media (I/R).
- Develop appropriate technology strategies across a range of information settings (E).
- Critically analyze and apply research (I).
- Evaluate and create information services and/or systems to reflect and respond to the needs of diverse communities and stakeholders (E).
- Demonstrate individual and collaborative leadership ability (E).
- Be guided by professional ethics and values (I).

CLASS PROCEDURES

During the class sessions we will combine student-led reading discussions, lectures, and other presentations to help illuminate our understanding of Social Informatics. Your active participation is welcome and encouraged. I will assume that you have done all of the assigned reading prior to class each week. We may or may not directly discuss all of the readings, but it is your responsibility to come ready to build on the foundation of knowledge you received from the readings and other online materials. We will be sharing ideas and topics you have learned each week, as we all will learn more by working together. Please come to class ready to participate in the entire learning process.

Please note: I do not accept late work. However, I will make provisions for students with children who become ill or are in need of family support. Students with family responsibilities should contact me by email regarding missed or late work. We are working with skills I firmly believe you will need to know in your professional lives. Please work hard and learn a lot in this class to help you emerge into your professional careers as well trained as possible. I would definitely advise everyone to look over the syllabus ASAP and put important due dates in your calendars.

EMAIL

All emails related to the course will be sent to your Simmons email account. If you do not want your email to be sent to that account, please make sure you forward it to your preferred email account. If I have not responded to you in 48 hours, please try using your Simmons account (if you did not originally) to ensure that you do not get accidentally shuffled into the spam filter, and send me another email. I will make every effort to respond to your email within this time frame.

VALUES AND VISION FOR DIVERSITY AND INCLUSION AT SIMMONS

Our Values: “We honor the inherent humanity, dignity and worth of each member of our community.”

Our Vision: Simmons College will be a welcoming, vibrant, inclusive community that appreciates, values, and respects the humanity, dignity, diversity, and contributions of all its members. We are committed to engage one another to address the dynamic, evolving issues of our community and our world.

Read more about Simmons commitment to diversity and inclusion on the website:

<http://www.simmons.edu/about-simmons/why-simmons/diversity-and-inclusion/our-commitment>

GENDER-NEUTRAL BATHROOMS

Gender-neutral bathrooms are located on the second floor of the Palace Road Building. Additional restrooms are located in the following locations: on the second floor of the School of Management; the fourth floor of the Park Science Center; in the Main College Building across from the bookstore; and in the Beatley Library.

TITLE IX AND THE SIMMONS COLLEGE GENDER-BASED MISCONDUCT POLICY

Title IX Federal law states that all students have the right to gain an education free of gender-based discrimination. Some examples of gender-based discrimination, as defined by this law include sexual harassment or exploitation, sexual assault, domestic/dating violence, and stalking. In compliance with Title IX, Simmons College has a 'Gender-Based Misconduct Policy' which defines these forms of misconduct, outlines College protocol and procedures for investigating and addressing incidences of gender-based discrimination, highlights interim safety measures, and identifies both on and off-campus resources. The policy and a list of resources is located here: <https://internal.simmons.edu/students/general-information/title-ix/gender-based-misconduct-policy-for-students-faculty-staff-and-visitors>. Additionally, the Gender-Based Misconduct Policy has a **Consensual Relationships clause** that prohibits intimate, romantic or sexual relationships between students, faculty, staff, contract employees of the College, teacher's assistants, and supervisors at internship/field placement sites.

DISABILITY SERVICES

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you have a disability and anticipate that you will need a reasonable accommodation in this class, it is important that you contact the Disability Services office, at 617-521-2474 early in the semester. If you have a permanent or temporary disability which will affect your time in this class, contact the Disabilities Services office to request the necessary accommodations: <http://www.simmons.edu/student-life/student-services/disability-services>. You need to do this every semester during your time at Simmons College.

HONOR CODE

Everyone in the class is joining our profession, and there are ethics and rules to be followed. Particularly in this class, upholding standards of ethics and professional responsibility are important for students. See the information on the website: <http://internal.simmons.edu/students/slis/current/honor-code>

GRADING and COURSE DELIVERABLES

ASSIGNMENT	TYPE	PERCENT
Class Participation	Individual	10%
Student-Led Reading Discussions	Individual	20%
Short Paper 1: The Social Impacts of Technology	Individual	10%
Short Paper 2: The Social Shaping of Technology	Individual	10%
Final Research Paper	Individual	30%
Group Visual Presentation	Group	15%
Group Participation	Individual	5%
Total		100%

ASSIGNMENT AND DETAILS	RUBRIC AND DUE DATE
<p>Class Participation: (10%)</p> <p>Participation is required in this course. The participation grade can make the difference between an A or a B. You are expected to come to class prepared each week to discuss the readings and respond to the questions posed by your colleagues during the student-led reading discussions and by the instructor and guests during the lectures.</p> <p>For more details, please review the “Class Procedures” section above.</p>	<p>Rubric</p> <p>Your final participation grade will be assessed based on the following:</p> <ul style="list-style-type: none"> • 0 points = no engagement in weekly class discussions. • 5 point = infrequent engagement in weekly class discussions. • 10 points = frequent engagement in weekly class discussions.
ASSIGNMENT AND DETAILS	RUBRIC AND DUE DATE
<p>Student-Led Reading Discussion (20%)</p> <p>Each student in the class will be required to lead a discussion (~30 minutes) twice during the semester. I will assign the student-led reading discussions beginning with last names first in reverse alphabetical order. For example, if your last name starts with “Z” then you will be among the first students chosen to lead a class discussion beginning Week 3 – Week 12.</p> <p>Expectations for the discussions will include the following:</p>	<p>Rubric</p> <p>Your student-led class discussions will be assessed based on your ability to:</p> <ol style="list-style-type: none"> 1. Present the reading in a clear & understandable manner supported with evidence from the text (4 points). 2. Pose three questions in class that

<ol style="list-style-type: none"> 1. Present a very brief (5 minute) overview of the reading by highlighting only the main arguments or issues that you believe are most relevant to the week's discussion topic. Please use evidence from the readings both in your overview and to set-up your questions to drive the class discussion. Do not list what the author described in chronological order. For example, do not lead the discussion by stating the following, "First, the author said [X]. Second, the author said [Y], and finally, the author said [Z]." Present only a brief overview of the key arguments or issues you believe will help all of us to: (1) gain a deeper understanding of the weekly topic(s), and (2) better understand your questions for class. 2. Prepare 3 questions to ask the class at the end of your introduction. The questions should focus on sparking a conversation about specific topics discussed in the reading. You should <i>*not*</i> ask general questions, such as "What did you think of the reading?" Rather, you must develop questions that drive the class to discuss specific points in the reading, which you believe will help the class to understand the main concepts or arguments. 	<p>drive students to discuss specific points in the readings (3 points).</p> <ol style="list-style-type: none"> 3. Lead the discussion in a way that connects the readings to the weekly topic under investigation (3 points). <p>Due Date</p> <p>Please see the "Student-Led Reading Discussions" document on Moodle to find your assigned dates.</p>
ASSIGNMENT AND DETAILS	RUBRIC AND DUE DATE
<p>Short Paper 1: The Social Impacts of Technology (10%)</p> <p>Each student will write a paper explaining how society has been changed by information and communication technology. For the paper you must choose three readings from this semester to describe the impacts of a particular ICT on some aspect of society. You must identify the key factors that have contributed to the ICT's impacts on society using theories and perspectives learned in this course. You will select one ICT (e.g., Facebook, Google, Fitbit, etc.) for your paper and use resources provided in the course to get started. Using the lectures, readings, and other materials located by the student, describe how the ICT has influenced society, led to change, or otherwise impacted the larger social world.</p> <p>Short Paper 2: The Social Shaping of Technology (10%)</p> <p>Each student will write a paper describing the social shaping of technology. For the paper you must choose three readings from this semester to describe how a particular ICT has been shaped by social, political, economic, cultural, historical, or other societal aspects. You must identify the key factors that have contributed to the social shaping of technology using theories and perspectives learned in this course. You will select one ICT (e.g., Facebook, Google, Fitbit, etc.) for your paper and use resources provided in the course to get started. Using the lectures, readings, and other materials located by the student, describe how society has influenced the development of the ICT and its consequences.</p>	<p>Rubric for Papers 1 & 2</p> <p>Your grade for each paper will be based on how well you:</p> <ol style="list-style-type: none"> 1. Organize and coherently present the information. (2 points) 2. Analyze and construct a logical argument. (2 points) 3. Support your ideas with evidence and convincing explanations. (2 points) 4. Use proper grammar and avoid excess spelling and typographical errors. (1 points) 5. Introduce your main argument or thesis in the first paragraph of your paper. (1 point) 6. Summarize your thoughts in the conclusion. (1 points) 7. Cite correctly and appropriately in the paper and include a

<p>Paper Format</p> <p>Papers 1 & 2 should be no shorter than 5 pages and no longer than 7 complete pages double spaced – not including the title and reference page. To receive full-credit you must:</p> <ul style="list-style-type: none"> • Use 12 point, Times New Roman font. • Set Margins no larger than 1 inch • Not have excessive spaces or punctuation in a different font size and type <p>The Cover Page must include:</p> <ul style="list-style-type: none"> • Title of Paper, including the ICT selected • Your first and last name • Course Information and section #. i.e. LIS 421 or LIS 421 Date <p>You must use at least three readings from the course to support your ideas. You are allowed to use <i>additional</i> sources that have not been used in the class. All references must be included on the last page of the paper, including websites and videos. The recommended bibliography format is American Psychological Association (APA) publication style, although other style guides are allowed. Click on the following link for details on the APA format.</p> <p>All references must be properly cited in the text. Your <i>additional</i> sources must be credible, which means they must be credible to academic standards, but they do not necessarily have to be “scholarly.” When in doubt, ask your instructor. In-text citations should be used that include all the necessary information (author, date, page number), even if you do not quote the author directly. Un-cited information will be considered plagiarism.</p>	<p>references section. (1 points)</p> <p>Due Dates</p> <ul style="list-style-type: none"> • Short Paper #1 is due Thursday, February 23rd by 3:00pm • Short Paper #2 is due Thursday, March 23rd by 3:00pm
ASSIGNMENT AND DETAILS	RUBRIC AND DUE DATE
<p>Final Research Paper (30%)</p> <p>Students will select one topic of their choosing from this semester and write a research paper. Rather than using three readings to describe either the social impacts or social shaping of a particular ICT, this paper should instead focus on a particular concept from this semester. This topic can either be something broad, such as “Big Data” or “Privacy” or something specific from a particular reading, such as “Civic Hacking.”</p> <p>The introduction of your paper should introduce your main argument about this topic and describe how your paper will examine this argument. In doing do, the paper should focus only on scholarly resources and provide an analysis of the topic, including how the concept developed, how it is currently used,</p>	<p>Rubric</p> <p>Your final research paper will be assessed based on how well you:</p> <ol style="list-style-type: none"> 1. Organize and coherently present the information. (5 points) 2. Analyze and construct a logical argument. (5 points) 3. Support your ideas with evidence and convincing explanations. (5 points)

and any future potential or uses. The purpose of this assignment is for you to have the opportunity to go deeper into a certain area of Social Informatics that we have discussed during the semester.

Paper Format

The paper should be no shorter than 12 pages and no longer than 16 complete pages double spaced – not including the title and reference page. To receive full-credit you must:

- Use 12 point, Times New Roman font.
- Set Margins no larger than 1 inch
- Not have excessive spaces or punctuation in a different font size and type

The Cover Page must include:

- Title of Paper, including the topic selected
- Your first and last name
- Course Information and section #. i.e. LIS 421 or LIS 421 Date

Use at least three readings from the course as evidence to support your argument. You are allowed to use *additional* sources that have not been used in the class. All references must be included on the last page of the paper, including websites and videos. The recommended bibliography format is American Psychological Association (APA) publication style, although other style guides are allowed. Click on the following link for details on the [APA format](#).

All references must be properly cited in the text. Your *additional* sources must be credible, which means they must be credible to academic standards, but they do not necessarily have to be “scholarly.” When in doubt, ask your instructor. In-text citations should be used that include all the necessary information (author, date, page number), even if you do not quote the author directly. Un-cited information will be considered plagiarism.

4. Use proper grammar and avoid excess spelling and typographical errors. (5 points)
5. Introduce your main argument or thesis in the first paragraph of your paper. (4 points)
6. Summarize your thoughts in the conclusion. (4 points)
7. Cite correctly and appropriately in the paper and include a references section. (2 points)

Due Date

- Thursday, April 27th by 3:00pm

ASSIGNMENT AND DETAILS

Group Assignment – Visualization Presentation (15%) and Participation Evaluation (5%)

Students will be assigned to groups during the third week of the semester and will work with fellow group members to create a visual representation of a Social Informatics concept, as understood by the group. These visual representations will be posted to the course Wiki and students will review and comment on the presentations. We will also set aside the final class period for students to present their works.

RUBRIC AND DUE DATE

Rubric

Your Visualization Presentation (15 points) will be assessed based on the following criteria:

- 0 = no relevance to topic
- 5 = low relevance to topic

- **The visual representations** should not be any longer than one page and can use any type of format (e.g., PowerPoint, wiki post, jpg or other image file, etc.). These presentations are expected to focus on visuals with a minimal use of texts (unless part of the visual).
- **The class presentations** should be no longer than 20 minutes, including time for Q&A. The presentations from each group should include the following elements: (1) introduction to the topic, (2) a brief discussion of how the group decided on the topic, (3) a discussion of the process involved in creating the visualization, and (4) any key lessons or takeaways either about the topic or about working on the topic with your group.

For this assignment students will also evaluate their entire group, including themselves, on a scale of 1-5 based on your perception of contribution and participation in the work. 1 = lowest level of contribution and participation & 5 = highest level of contribution and participation. A downloadable evaluation form will be available on the course Moodle. Your participation grade for the group work will be based on the average of the evaluation scores. All presentations must be posted to the course Wiki by no later than the start of the final class session on Thursday, May 4th and evaluations are due one week later.

- 10 = moderate relevance to topic
- 15 = high relevance to topic

Due Dates

- Group Assignment: Information Visualization due by Thursday, May 4th at 3:00pm
- Group Assignment: Evaluations due by Thursday, May 11th at 3:00pm

Meaning of Grades

A *B* grade means that the work handed in is satisfactory and meets the requirements of the assignment.

B+ means that you have done more than meet the minimum requirements. An *A* grade means that the assignment is excellent. Anything below a *B* means that there were problems with the assignment meeting the minimum requirements.

Grading Scale

W – Withdrawal
 AU – Audit
 CIP – Course in progress
 NR – No Grade
 I – Incomplete

Score Range	Credit	Grade
95 – 100	4.00	A
90 – 94.99	3.67	A-
86 – 89.99	3.33	B+
80 – 85.99	3.00	B
75 – 79.99	2.67	B-
70 – 74.99	2.33	C+
65 – 69.99	2.00	C
60 – 64.99	1.67	C-
55 – 59.99	1.33	D
Below 55	0.00	F

Grading Standards

It is expected that assignments be completed individually unless otherwise instructed. Students are graded on demonstration of knowledge and competence. Each student is expected to maintain high standards of honesty and ethical behavior. Class discussions and responses need to be respectful and constructive.

Confidentiality

We can draw on the wealth of examples from our clinical practice and experiences in our class discussions. It is crucial that we not share any information that is confidential, privileged, or proprietary in nature. We should respect our colleagues and work under the assumption that our discussions stay within the confines of this course.

CHANGES TO THE SYLLABUS

This syllabus is not a contract. The professor reserves the right to alter the course requirements and/or assignments based on new materials, class discussions or other legitimate pedagogical objectives.

COURSE OUTLINE

CLASS OBJECTIVES	ASSIGNMENTS	READINGS
JANUARY 19 – NO CLASS MEETING		
January 20 – 26 Class Meeting on Jan 26	Module 1: Intro to Social Informatics	
<p><i>Upon completion of Module 1, students will be able to:</i></p> <ul style="list-style-type: none"> Discuss some of the key ideas underlying the field of Social Informatics. Identify differences between the social impacts of technology and the social shaping of technology. Describe sociotechnical examples from these different perspectives. 		<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Kling, R. (2007). What is social informatics and why does it matter? <i>The Information Society</i>, 23, 205-220. Mackenzie, D. & Wajcman, J. (1999). Introductory essay: The social shaping of technology. In D. Mackenzie & J. Wajcman (Eds.) (2nd ed). <i>The social shaping of technology</i> (3-27). Buckingham: Open University Press.
January 27 – February 2 Class Meeting on Feb 2	Module 2: Consent of the Networked	
<p><i>Upon completion of Module 2, students will be able to:</i></p> <ul style="list-style-type: none"> Identify social, political, and economic contexts that have shaped the internet and its impacts around the world. 		<p><u>Required Readings:</u></p> <p>MacKinnon, R. (2013). <i>Consent of the networked: The world-wide struggle for Internet freedom</i>. New York: Basic Books.</p> <ul style="list-style-type: none"> Please read "Part One: Disruptions" (pp. 1-28) and "Part Two: Control 2.0." (pp. 31-71).
FEBRUARY 9 – NO CLASS MEETING (SNOW DAY)		
February 10 – 16 Class Meeting on Feb 16	Module 3: Critical Informatics	
<p><i>Upon completion of Module 3, students will be able to:</i></p> <ul style="list-style-type: none"> Evaluate the differences between Critical Informatics and Social Informatics. Discuss concepts that illuminate the intersections of race, class, gender, identity, ability, and ICTs. 		<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Vaidyanathan, S. (2006). Afterward: Critical information studies: A bibliographic manifesto. <i>Cultural Studies</i>, 20 (2-3), 292-315. Sweeney, M., & Brock, A. (2014). Critical informatics: New methods and practices. <i>Proceedings of The Association for Information Science & Technology</i>, 51(1), 1-8. Noble, S. U., & Tynes, B. M. (2016). Introduction. In S. U.

		Noble & B. M. Tynes (Eds.), <i>The intersectional internet: Race, sex, class, and culture online</i> . New York: Peter Lang.
CLASS OBJECTIVES	ASSIGNMENTS	READINGS
February 17 – 23 Class Meeting on Feb 23	Module 4: Beyond the Digital Divide	
<p><i>Upon completion of Module 4, students will be able to:</i></p> <ul style="list-style-type: none"> Explain how U.S. telecommunications and information policies have framed the digital divide. Describe the positive and negative impacts of initiatives to address the digital divide. Identify the role of public libraries and community technology centers in promoting digital inclusion. 	<p>Short Paper 1: The Social Impacts of Technology: Due Thursday, February 23rd by 3:00pm</p>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Eubanks, V. (2007). Trapped in the digital divide: The distributive paradigm in community informatics. <i>The Journal of Community Informatics</i>, 3(2). Retrieved from http://ci-journal.net/index.php/ciej/article/view/293/318 Gangadharan, S. (2012). Digital inclusion and data profiling. <i>First Monday</i>, 17(5). Retrieved from http://firstmonday.org/article/view/3821/3199. Greene, D. (2016). Discovering the divide: Technology and poverty in the new economy. <i>International Journal of Communication</i>, 10, 20. Retrieved from http://ijoc.org/index.php/ijoc/article/view/3969
February 23 – March 2 Class Meeting on Mar 2	Module 5: Infrastructure	
<p><i>Upon completion of Module 5, students will be able to:</i></p> <ul style="list-style-type: none"> Define infrastructure from a sociotechnical perspective. Assess methods for studying infrastructural developments. Identify multiple social, cultural, and historical perspectives on sociotechnical infrastructure. 		<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Star, S. L. (1999). The ethnography of infrastructure. <i>American Behavioral Scientist</i>, (3), 377. Sandvig, C. (2012). Connection at Ewiiapaayp Mountain: Indigenous internet infrastructure. In L. Nakamura & P. Chow-White (eds). <i>Race after the internet</i> (168-200). New York: Routledge. Duarte, M. (2013). Network sovereignty: Building the infrastructure toward intellectual freedom in indian country. A Presentation to the School of Library and Information Science, University of Wisconsin-Madison. April 18, 2013, Madison, Wisconsin.
March 6 – 10 SPRING BREAK		
March 10 – 16 Class Meeting on Mar 16	Module 6: Identity and Community	
<p><i>Upon completion of Module 6, students will be able to:</i></p> <ul style="list-style-type: none"> Describe historical 		<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Boyd, D. M., & Ellison, N. B. (2007). Social network sites:

<p>developments that have shaped social media.</p> <ul style="list-style-type: none"> Explain how race, class, gender, and identity in physical spaces impact social interactions in online spaces. Explain key concepts from the scholarship on online communities and offline social networks. 		<p>Definition, history, and scholarship. <i>Journal of Computer-Mediated Communication</i>, 13(1), 210-230.</p> <ul style="list-style-type: none"> Brock, A. (2012). From the blackhand side: Twitter as a cultural conversation. <i>Journal of Broadcasting & Electronic Media</i>, 56(4), 529-549. Gray, M. L. (2007). From Websites to Wal-Mart: Youth, Identity Work, and the Queering of Boundary Publics in Small Town, USA. <i>American Studies</i>, (2). 49. Gray, K. L. (2016). "They're just too urban": Black gamers streaming on Twitch. In J. Daniels, K. Gregory, and T. M. Cottom (Eds.), <i>Digital sociologies</i>. Malden, MA: Policy Press.
CLASS OBJECTIVES	ASSIGNMENTS	READINGS
March 17 – 23 Class Meeting on Mar 23	Module 7: Labor	
<p><i>Upon completion of Module 7, students will be able to:</i></p> <ul style="list-style-type: none"> Describe the digital economy and identify its actual or potential influence in society. Discuss concepts that illuminate the intersections of race, class, gender, identity, work, and ICTs. 	<p>Short Paper 2: The Social Shaping of Technology: Due Thursday, March 23rd by 3:00pm</p>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Terranova, T. (2000). Free labor: Producing culture for the digital economy. <i>Social Text</i>, 18(2-63), 33-58. Nakamura, L. (2015). The unwanted labour of social media: Women of colour call out culture as venture community management. <i>New Formations</i> (86), 106. Roberts, S.T. (2016). Commercial content moderation: Digital laborers' dirty work. In Noble, S.U. and Tynes, B. (Eds.), <i>The intersectional internet: Race, sex, class and culture online</i> (pp. 147-159). New York: Peter Lang. Villa-Nicholas, M. (2016). The invisible information worker: Latinas in Telecommunications. In Noble, S.U. and Tynes, B. (Eds.), <i>The intersectional internet: Race, sex, class and culture online</i>. (pp. 147-159). New York: Peter Lang.
March 24 – 30 Class Meeting on Mar 30	Module 8: Hackers and Hacking	
<p><i>Upon completion of Module 8, students will be able to:</i></p> <ul style="list-style-type: none"> Assess arguments for and against hackers and hacking in society. Discuss the role of hackers and hacking in the development of networked technologies. 		<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Gehring, V. (2002). Do Hackers Provide a Public Service? <i>Philosophy and Public Policy Quarterly</i>, 22(3). DOI: http://dx.doi.org/10.13021/G8pppq.222002.383. Coleman, G. (2014). Hackers. In M. Ryan, L. Emerson, & B. Robertson (Eds.), <i>Johns Hopkins guide to digital textuality</i>. Baltimore: Johns Hopkins University Press.

<ul style="list-style-type: none"> Formulate a method for evaluating the use of hacking in civic contexts. 		<ul style="list-style-type: none"> Schrock, A. R. (2016). Civic hacking as data activism and advocacy: A history from publicity to open government data. <i>New Media & Society</i>, 18(4), 581-599.
CLASS OBJECTIVES	ASSIGNMENTS	READINGS
March 31 – April 6 Class Meeting on Apr 6	Module 9: Ethics, Law, and Policy	
<p><i>Upon completion of Module 9, students will be able to:</i></p> <ul style="list-style-type: none"> Identify the history and application of ethics in the field of library and information science. Explain how the internet has impacted the law as well as how legal scholarship has helped shaped the internet. Discuss a range of information policy issues facing the field of LIS research, teaching, and practice. 		<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Rubin, R. & Froehlich, T. (2011). Ethical aspects of library and information science. In <i>Encyclopedia of Library and Information Sciences</i>, Third Edition. New York: Taylor and Francis. 1743-1757. Lessig, L. (2001). The laws of cyberspace. In R. A. Spinello & H. T. Tavani (Eds.), <i>Readings in cyberethics</i>. Sudbury: Jones and Bartlett Publishers. Jaeger, P. T., Gorham, U., Greene Taylor, N., & Bertot, J. C. (2015). Teaching information policy in the digital age: Issues, strategies, and innovation. <i>Journal of Education for Library & Information Science</i>, 56(3), 175-189.
April 7 – April 13 Class Meeting on Apr 13	Module 10: Big Data	
<p><i>Upon completion of Module 10, students will be able to:</i></p> <ul style="list-style-type: none"> Describe multiple perspectives on the use, value, and impacts of big data in society. Discuss the social, political, and economic contexts shaping big data practices. Identify the ethical issues and questions facing the use of big data in a variety of social settings. 		<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> boyd, d., & Crawford, K. (2012). CRITICAL QUESTIONS FOR BIG DATA: Provocations for a cultural, technological, and scholarly phenomenon. <i>Information Communication & Society</i>, 15(5), 662-679. Boellstorff, T. (2013). Making big data, in theory. <i>First Monday</i>, 18(10). Retrieved from http://journals.uic.edu/ojs/index.php/fm/article/view/4869/3750 Andrejevic, M. (2014). The big data divide. <i>International Journal of Communication</i>, 8, 1673-1689.
April 14 – April 20 Class Meeting on Apr 20	Module 11: Privacy and Surveillance	
<p><i>Upon completion of Module 11, students will be able to:</i></p> <ul style="list-style-type: none"> Describe the social, political, and economic contexts that have shaped 		<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> Viseu, A., Clement, A., & Aspinall, J. (2004). Situating privacy online. <i>Information, Communication & Society</i>, 7(1), 92-114.

<p>our understanding of privacy and surveillance in the internet age.</p> <ul style="list-style-type: none"> • Explain key issues related to privacy and surveillance online. • Identify a range of strategies for protecting user privacy and identity online. 		<ul style="list-style-type: none"> • Solove, D. J. (2008). Understanding privacy. Cambridge: Harvard University Press, 2008. (Chapter 1 - Privacy: A concept in disarray) • Gandy, O. (2002). <i>Data mining and surveillance in the post-9.11 environment</i>. Paper presented to the Political Economy Section, International Association of Media and Communication Research, Barcelona, Spain. • Zuboff, S. (2015). Big other: surveillance capitalism and the prospects of an information civilization. <i>Journal of Information Technology</i>, 30(1), 75-89.
CLASS OBJECTIVES	ASSIGNMENTS	READINGS
April 21 – April 27 Class Meeting on Apr 27	Module 12: Artificial Intelligence	
<p><i>Upon completion of Module 12, students will be able to:</i></p> <ul style="list-style-type: none"> • Describe key characteristics of AI systems. • Explain ethical issues and questions facing the field. • Identify future areas of AI research and its application. 	<p>Final Research Paper: Due Thursday, April 27th by 3:00pm</p>	<p><u>Required Readings:</u></p> <ul style="list-style-type: none"> • Etzioni, A., & Etzioni, O. (2016). Designing AI systems that obey our laws and values. <i>Communications of the ACM</i>, (9). 29. • Crawford, K., & Calo, R. (2016). There is a blind spot in AI research. <i>Nature</i>, 538(7625), 311-313 • Ethics of artificial intelligence: four leading researchers share their concerns and solutions for reducing societal risks from intelligent machines. (2015). <i>Nature</i>, (7553), 415. • IEEE. (2016). <i>Ethically aligned design: A vision for prioritizing human wellbeing with artificial intelligence and autonomous systems</i> (Version 1 – for public discussion). Retrieved from http://standards.ieee.org/develop/indconn/ec/ead_v1.pdf Please read Committee Sections 1 & 2: pp. 15-35.
April 28 – May 4 Class Meeting: May 4	Module 14: Group Presentations	
<p><i>Upon completion of Week 14, students will be able to:</i></p> <ul style="list-style-type: none"> • Display your knowledge of the course content by presenting on a current issue in social informatics. • Critically discuss the topics covered in the course. 	<p>Group Assignment: Information Visualization Due Thursday, May 4th by 3:00pm</p> <p>Group Assignment: Evaluations: Due Thursday, May 11th by 3:00pm</p>	

ACKNOWLEDGEMENTS and CREATIVE COMMONS LICENSE

This syllabus was adapted from Dr. [Lisa Hussey](#)'s Fall 2016 online Social Informatics course syllabus at Simmons College.



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