Information in Social and Cultural Context
INF 380C
27915

Spring 2017
UTA 1.208
Mondays, noon-2:45 pm

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I. Official Course Description
Examines the role of information in human activities, particularly in relation to particular social and cultural contexts. Examines how individuals, groups, organizations, institutions, and society at large create, find, use, understand, share, transform, and curate information.

II. Course Aims and Objectives:
Aims
This course examines the role that the concept of information as well as information professionals play in contemporary society and culture, focusing on ongoing debates of broad societal relevance. Specifically, these debates revolve around cultural heritage, privacy, automation, and censorship.

Specific Learning Objectives
- Explore how information shapes and is shaped by its social and cultural context.
- Gain familiarity with ongoing debates about information.
- Identify and engage questions related to information in social and cultural context.
- Take a stand on ongoing debates about information in social and cultural context.
- Develop your skills in interpersonal communication and public speaking.

III. Format and Procedures:
Class Sessions
This is a seminar-style course, so attendance and participation in class are critical to individual success in this course and to the success of the course as a whole. You need to come to class prepared to participate in small group and full class discussions as well as to participate in debates, to complete all required readings prior to class, and to submit assignments on time. Week 2 will involve a career development workshop, featuring Director of Career Development Beth Hallmark, involving mini-lectures on career opportunities and professional responsibilities for information professionals, including homework assignments to draft an ad for your ideal future job and the future resume that you would want to submit in your job application. During the first half of each class meeting (weeks 3-14), we will discuss the readings. Prior to each class, I will select discussion questions for us to discuss. First, the authors of the selected questions will read their discussion questions to the class. Next, you will work in small groups to discuss each question (working with a different small group each week). Finally, we will share insights from group discussions with the class. During the second half of each class meeting (weeks 3-14), we will hold debates revolving around an ongoing debate about the societal role of information related to the topic of the week. During the first three weeks (weeks 3-5), debates will be small group activities modeled on moderator-run debates. For the rest of the semester (weeks 6-14), debates will be full-class activities modeled on town-hall debates, and you will alternate between taking one side or the other on the debate, serving as a moderator, or serving as an active member of the audience.

Course Readings/Materials
- All course readings are available on the course Canvas site.
- Please make sure to complete all readings before coming to class each week.
- You will need to do additional readings to prepare for each of your three assigned debates.
- You will need to follow the directions for the homework for week 2 and bring all assignments to class.

IV. Course Schedule

Date	Topic and Debate Question	Readings – to be completed <u>before</u> class	Evaluation
**Unit I: Introduction**		
Week 1 1/23	**Course Introduction**	• N/A (no readings before first class)	Participation
Week 2 1/30	**Working in the Information Field** *Guest: Beth Hallmark, Director of Career Development*	• Homework assignment: create an ideal job description, future resume, three interview questions and bring hardcopy to class • Homework assignment: find and review code of ethics for your field and bring hardcopy to class	Participation Homework
**Unit II: Cultural Heritage**		
Week 3 9/19	**Cultural Heritage and Indigenous Materials** *"Should archives be required to repatriate all holdings from indigenous groups?"*	• Christen, K. (2011). Opening Archives: Respectful Repatriation. *The American Archivist*, 74(1), 185-210. • Liu, Z. (2016). Cultural Identity: The Politics of Recognition. In Z. Liu (Eds.), *The Case for Repatriating China's Cultural Objects* (pp. 113-143). Singapore: Springer. • Powell, T. B. (2016). Digital Knowledge Sharing: Forging Partnerships between Scholars, Archives, and Indigenous Communities. *Museum Anthropology Review*, 10(2), 66-90.	Participation Disc Quest
Week 4 9/26	**Cultural Heritage and Preservation** *"Should preserving national landmarks be a top priority for societies worldwide?"*	• Cloonan, M. V. (2004). Monumental Preservation: A Call to Action. *American Libraries*, 35(8), 34-38. • van Oers, R. (2015). The Economic Feasibility of Heritage Preservation. In W. Logan, M. N. Craith & U. Kockel (Eds.), *A Companion to Heritage Studies* (pp. 309-321), Hoboken, NJ: John Wiley & Sons, Inc. • Avrami, E. (2016). Making Historic Preservation Sustainable. *Journal of the American Planning Association*, 82(2), 104-112.	Participation Disc Quest
Week 5 10/3	**Cultural Heritage and Language** *"Should preserving languages be a top priority for societies worldwide?"*	• Amano T., Sandel, B., Eager, H., Bulteau, E., Svenning, J., et al. (2014). Global distribution and drivers of language extinction risk. *Proceedings of the Royal Society B*, 281, 20141574. • Galla, C. K. (2016) Indigenous language revitalization, promotion, and education: function of digital technology. *Computer Assisted Language Learning*, 29(7), 1137-1151. • Zhao, C. (2017). Assimilationist Ideology and Minority Language Rights: The Case of Manchu Language Endangerment and Revitalization. *World Journal of Educational Research*, 4 (1), 46-61.	Participation Disc Quest

Unit III: Privacy			
Week 6 10/10	**Privacy and Libraries** *"Should public libraries be required to protect patron information when legally possible?"*	• Klinefelter, A. (2004). The Role of Librarians in Challenges to the USA PATRIOT Act. *North Carolina Journal of Law & Technology*, 5(2), 219-226. • Matz, C. (2008). Libraries and the USA PATRIOT Act: Values in Conflict. *Journal of Library Administration*, 47(3-4), 69-87. • Dreyfuss, S. & Ryan, M. (2016). Academic Freedom: The Continuing Challenge. *Libraries and the Academy*, 16(1), 1-9.	Participation Disc Quest Debate Prep Debate
Week 7 10/17	**Privacy and Terrorism** *"Should IT companies be required to hack their own encryption schemes to help law enforcement?"*	• Newkirk, D. (In press). "Apple: Good Business, Poor Citizen": A Practitioner's Response. *Journal of Business Ethics*. • Etzioni, A. (In press). Apple: Good Business, Poor Citizen? *Journal of Business Ethics*. • Nielsen, R. P. (In press). Ethical and Legal First Amendment Implications of FBI v. Apple: A Commentary on Etzioni's 'Apple: Good Business, Poor Citizen? *Journal of Business Ethics*.	Participation Disc Quest Debate Prep Debate
Week 8 10/24	**Privacy and Law** *"Should IT companies be required to share recordings stored in the cloud with law enforcement?"*	• Gray, S. (2016). Always On: Privacy Implications of Microphone-Enabled Devices. *Future of Privacy Forum*. Retrieved from https://fpf.org/2016/04/28/always-privacy-implications-microphone-enabled-devices/ • Booch, G. (2015). Of Boilers, Bit, and Bots. *IEEE Software*, 11-13. • Barhamgi, M., Bandara, A. K., Yu, Y., Belhajjame, K., & Nuseibeh, B. (2016). Protecting Privacy in the Cloud: Current Practices, Future Directions. *Computer*, 49 (2), 68-72.	Participation Disc Quest Debate Prep Debate
Unit IV: Automation			
Week 9 10/31	**Automation and Safety** *"Should driverless cars replace human driving?"*	• Richardson, N., Doubek, F., Kuhn, K., &Stumpf, A. (2016). Assessing Truck Drivers' and Fleet Managers' Opinions Towards Highly Automated Driving. In N.A. Stanton et al. (Eds.), *Advances in Human Aspects of Transportation* (pp. 473-484), Advances in Intelligent Systems and Computing 484, Switzerland: Springer. • Yerdon, V. A., Marlowe, T. A., Volante, W. G., Li, S., & Hancock, P. A. (2016). Investigating Cross-Cultural Differences in Trust Levels of Automotive Automation. In S. Schatz & M. Hoffman (Eds.), *Advances in Cross-Cultural Decision Making* (pp. 183-194), Advances in Intelligent Systems and Computing 480, Switzerland: Springer. • Victor, T., Rothoff, M., Coelingh, E., Ödblom, A., & Burgdorf, K. (2016). When Autonomous Vehicles Are Introduced on a Larger Scale in the Road Transport System: The Drive Me Project. In D. Watzenig, M. Horn (Eds.), *Automated Driving* (pp. 541-546), Switzerland: Springer.	Participation Disc Quest Debate Prep Debate

Week 10 11/7	**Automation and Work** *"Should workers resist efforts toward automation?"*	• Irani, L. (2016). The hidden faces of automation. *XRDS: Crossroads, The ACM Magazine for Students*, 23(2), 34–37. • McAfee, A., & Brynjolfsson, E. (2016). Human work in the robotic future: Policy for the age of automation. *Foreign Affairs*, 95(4), 139-150. • Frey, C. B., & Osborne, M. A. (2017). The future of employment: How susceptible are jobs to computerisation? *Technological Forecasting and Social Change*, 114, 254–280.	Participation Disc Quest Debate Prep Debate
Week 11 11/14	**Automation and Warfare** *"Should governments shift from fighting wars in person to fighting wars using drones?"*	• Horowitz, M. C. (2016). The Ethics & Morality of Robotic Warfare: Assessing the Debate over Autonomous Weapons. *Daedalus*, 145(4), 25–36. • Kindervater, K. H. (2016). The emergence of lethal surveillance: Watching and killing in the history of drone technology. *Security Dialogue*, 47(3), 223–238. • Schulzke, M. (2017). Evaluating Autonomous Drones. In M. Schulzke (Eds.), *The Morality of Drone Warfare and the Politics of Regulation* (pp. 149–171). London: Palgrave Macmillan UK.	Participation Disc Quest Debate Prep Debate
Unit V: Censorship			
Week 12 11/21	**Censorship and Libraries** *"Should public libraries ever censor information?"*	• Long, S. A. (2006). Banned books week: A celebration of intellectual freedom. *New Library World*, 107(1), 73-75. • Lawrence, E., & Fry, R. J. (2016). Content Blocking and the Patron as Situated Knower: What Would It Take for an Internet Filter to Work? *The Library Quarterly*, 86(4), 403–418. • Oltmann, S. M. (2016). Public Librarians' Views on Collection Development and Censorship. *Collection Management*, 41(1), 23–44.	Participation Disc Quest Debate Prep Debate
Week 13 11/28	**Censorship and Commerce** *"Should IT companies comply with foreign governments' requirements to self-censor?"*	• Lee, J., Liu, C., & Li, W. (2013) Searching for Internet freedom in China: a case study on Google's China experience. *Cardozo arts & entertainment law journal*, 31(2), 405-434. • Deibert, R. (2015). Cyberspace Under Siege. *Journal of Democracy*, 26(3), 64-78. • Chu, C. W. (2017). Censorship or Protectionism? Reassessing China's Regulation of Internet Industry. *International Journal of Social Science and Humanity*, 7(1), 28-32.	Participation Disc Quest Debate Prep Debate
Week 14 12/5	**Censorship and News** *"Should social networking services attempt to identify and label 'fake news'?"*	• Müller, P., Schneiders, P., & Schäfer, S. (2016). Appetizer or main dish? Explaining the use of Facebook news posts as a substitute for other news sources. *Computers in Human Behavior*, 65, 431–441. • Rao, S. (2016). Awakening the dragon's and elephant's media: Comparative analysis of India's and China's journalism ethics. *Journalism*, 1-16. • Pickard, V. (2017). Media Failures in the Age of Trump. *The Political Economy of Communication*, 4(2), 118-122.	Participation Disc Quest Debate Prep Debate

V. Course Requirements
Class Attendance and Participation (20%)
- Because the vast majority of the learning in this class will occur within the classroom, you are required to attend class regularly. Attendance will be taken during each class period. Absences will only be excused in situations following university policy (illness, religious holy days, participation in University activities at the request of university authorities, and compelling absences beyond your control) with proper documentation and timely notification (prior to class for non-emergencies). By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to 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, I will give you an opportunity to complete the missed work within a reasonable time after the absence. Excessive tardiness may be considered as an unexcused absence except in situations following university policy.
- Class participation is a critical element of this course. The effectiveness of the course will be significantly impacted by the quality of your participation. Class participation is not merely attendance, but rather factors in your overall contributions to the collaborative learning environment, based on both the quantity and quality of your interactions in all aspects of the course. Discussion of class participation with the instructor is encouraged in order to ensure that you are making the most of the classroom experience and the accompanying opportunities for learning. You are expected to participate in all aspects of class discussion. You should come to class prepared to discuss the required readings, as well as your perspectives on these readings. You should strive for balance in your contributions, and your participation will not be based on who speaks the loudest or the longest, but on consistent participation of significant quantity and, most importantly, quality.
- Your attendance and class participation grade will be calculated by multiplying the numerical assessment of your class participation by the percentage of classes that you attend (with exceptions made for documented, university-recognized absences as noted above). Regular attendance and active participation in each class session are critical for receiving a good grade in this course. For example, if you actively participate in each class meeting, you will receive a full letter grade higher than if you were to skip half of the classes or to be half-awake for all of the classes.

Discussion Questions (20%)
Each week, you will post a discussion question that addresses a theme that spans all three readings for the week (Weeks 3-14). To receive full credit, you must explicitly refer to and synthesize all three readings for the given week. Connecting with earlier weeks is strongly encouraged when appropriate, however please do make sure to still discuss each of the readings for the current week as well. Prior to coming to class, you should examine your colleagues' questions and be prepared to discuss them in class. You will be graded on your ability to refer to and synthesize all three readings and to provide an insightful perspective on the three readings through your intellectual curiosity. **Discussion questions are due by Friday at noon.**

Debates (30%)
One of the important skills of an information professional is to understand the societal impact of information, by considering how information fits into its social and cultural context. As an information professional, you need to be able to see all sides of an issue, and you may need to take a stand to defend a particular perspective on the role of information in society. You will be assigned three different debate topics, spread across the last three units of the class. One of these weeks, you will argue the pro position. One of these weeks, you will argue the con position. Finally, one of these weeks, you will serve as a moderator. During the remaining weeks, you will still play an active role as a member of the audience in the town hall-style debate, and your debate participation will be part of your overall participation grade (as in the case of the second unit, where participation in any role in practice debates will count toward your overall participation grade). Debates will be broken into segments. First, both sides will deliver opening statements (up to 1 minute per side). Next, moderators will ask questions of either or both sides. After that, audience members will have opportunities to ask questions of either or both sides (answers are limited to up to 1 minute per side). Then, both sides will deliver closing statements (up to 1 minute per side). Finally, we will step out of character to discuss what we learned from the debate. Each member of the assigned debating teams and moderators must actively participate in a speaking role.

Debate Preparations (30%)
Effective debating requires significant preparation, and as an information professional, you will need to be able to bring yourself up to speed on important ongoing issues relating to information in its social and cultural context. As a practice exercise, prior to serving as a debater or moderator during the assigned weeks, you will need to submit a debate preparation with at least one page of research completed as part of your preparation for the debate, including at least three outside references beyond the class syllabus. You have a great deal of flexibility in the format of this page, which could take the form of a one-page report, a set of points and counterpoints based on the readings, or any written preparation that will assist you in participating in the debate, provided you make sure to cite three outside readings. However, moderators' preparations must include at least three questions (one for pro, one for con, and one for both). **Debate preparations are due by Friday at noon.**

VI. Grading Procedures
Grade Breakdown
- Class Attendance and Participation (20%)
- Discussion Questions (20%)
- Debates (30%)
- Debate Preparations (30%)

Grading Scale

		B+	87-89	C+	77-79	D+	67-69		
A	93-100	B	83-86	C	73-76	D	63-66	F	0-59
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

VII. Academic Integrity

Religious Holy Days
By UT Austin policy, you must notify the instructor of your pending absence at least fourteen days prior to the date of observance of a religious holy day to receive an accommodation.

Student Accommodations
Students with a documented disability may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone). http://ddce.utexas.edu/disability/about/
- Please request a meeting as soon as possible to discuss any accommodations
- Please notify the instructor as soon as possible if the material being presented in class is not accessible
- Please notify the instructor if any of the physical space is difficult for you

Academic Integrity
Each student in the course is expected to abide by the University of Texas Honor Code:

"As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."

This means that work you produce on assignments is all your own work.

Always cite your sources. If you use words or ideas that are not your own (or that you have used in previous class), you must make that clear otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course.

You are responsible for understanding UT's Academic Honesty Policy which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php

University Resources for Students

The university has numerous resources for students to provide assistance and support for your learning, use these to help you succeed in your classes

The University Writing Center
The University Writing Center offers free, individualized, expert help with writing for any UT student, by appointment or on a drop-in basis. Consultants help students develop strategies to improve their writing. The assistance we provide is intended to foster students' resourcefulness and self-reliance. http://uwc.utexas.edu/

Counseling and Mental Health Center
The Counseling and Mental Health Center (CMHC) provides counseling, psychiatric, consultation, and prevention services that facilitate students' academic and life goals and enhance their personal growth and well-being. http://cmhc.utexas.edu/

Student Emergency Services
http://deanofstudents.utexas.edu/emergency/

ITS
Need help with technology? http://www.utexas.edu/its/

Libraries
Need help searching for information? http://www.lib.utexas.edu/

Canvas
Canvas help is available 24/7 at https://utexas.instructure.com/courses/633028/pages/student-tutorials

Important Safety Information

BCAL
If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Evacuation Information
The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/
Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when an alarm or alert is activated. Alarm activation or announcement requires exiting and assembling outside, unless told otherwise by an official representative.
- If campus is closed, or if the building is locked down, class is automatically cancelled; please stay safe.
- Familiarize yourself with all exit doors. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency