**University of North Carolina, Chapel Hill**

**School of Information and Library Science**

**INLS 384: Information and Computer Ethics**

* Meeting time: Monday/Wednesday 1:50 – 3:05 pm
* Meeting location: 014 Manning
* Course credits: 3
* Instructor: Dr. Denise Anthony anthonyd@email.unc.edu
* Office: 214A Manning Hall
* Office hours:  T-Th 1-2 pm and by appointment

**COURSE DESCRIPTION**

An overview of ethical reasoning, followed by discussion of issues most salient to information professionals, e.g., intellectual property, privacy, access/censorship, effects of computerization, and ethical codes of conduct. For undergraduates only.

**COURSE OBJECTIVES**

1. Understand the broad contours of ethics, ethical theories, and how to differentiate among them
2. Explore and engage with various information professions’ notions of professional ethics
3. Probe ethical issues from an international and interdisciplinary perspective
4. Embrace diversity and multiculturalism in dealing with ethics
5. Learn how to make ethical decisions in specific contexts
6. Argue your position persuasively in oral and written form
7. Prepare and analyze case studies

**COURSE EXPECTATIONS**

You are welcome to bring a computer to class to assist in the learning process such as taking notes, supplementing lectures, conducting research required for class activities, and for other specific classroom tasks.

Please notify me if an unexpected problem arises for you during the course of the semester (serious illness, etc.) and we will formulate an appropriate plan. If you need to miss class because of a religious holiday, we can make alternative arrangements for this as well. (For other information about class attendance, see the UNC Undergraduate Bulletin.)

**COURSE ASSIGNMENTS AND ACTIVITIES**

**1. Participation**: The majority of the class meetings will focus on student directed discussion of the assigned readings. Therefore, the success of these discussions depends not only on completing the readings before each class, but also on reflecting upon the most important themes and raising pertinent questions. Please arrive punctually to class and be prepared to be an active and respectful participant. (60% of grade)

**a. Attendance** is expected for each class (no free days), so please let me know before class if you cannot be there. You will lose points if you do not show up and I haven't heard from you.

**b. Discussion Participation (begins January 23):** The class is divided into three groups - see the Forum to which group you are in. Each member of the group must contribute at least one question that you would like to be discussed based on the assigned topics and readings for the day. This should not be a question about facts (e.g., name the Congressional act in response to the public’s outrage over several major accounting scandals in the late 1990s) but rather one for which there is not a ready or correct answer, such as “do you think it is easier to establish an ethical work environment in a non-profit organization? Why or why not?” These questions should be made available to the group by 10 am of the class meeting day. Grades are based the quality and timeliness of the topic question (i.e., it needs to be in the Forum section before class starts),  how much a student participates as well as the quality of the contributed topic and their comments: their helpfulness and ability to further the conversation. (30% of grade). Additionally you will be assigned to one of these two roles on a rotating basis. See the your group Forum for these assignments.

**i. Facilitators:** Set up the Forum topic for the day so that questions can be uploaded prior to class. Before class, review the discussion questions so that when you come to class you are prepared to clarify and prioritize the topics to be discussed in collaboration with group members.  During the group discussion you will facilitate (coordinate) the discussion by keeping the group focused, asking for clarifications, more information, etc.

**ii. Searcher**s: You will be expected to contribute (in addition to your discussion question) at least one example of a recent event or news item that illustrates in a meaningful way one or more of the topics related to that day’s class. Upload a link to the item in the Forum for that day.

2. Discussion Reflections: For each group discussion in class, you will write a brief (2-3 paragraph minimum) reflection on the discussion in the Blog section of Sakai.First, write a brief summary of your group's discussion and then record your own observations, thoughts, ideas, responses, or reactions. What do you take away from the discussion? The journal reflects your own thoughts and ideas and will be shared only with the instructor (you can set the permissions for each blog entry at the bottom of the page).

**3. Symposium for Social Good** Students in INLS 584 (Information Ethics – graduate level), 384 (Information and Computer Ethics – undergraduate level), INLS 690-197 (Information Services in a Diverse Society), and INLS 739 (Information Services for Specific Populations) will collaborate to host the *SILS Symposium for Social Good.*  Each student will be expected to make a scholarly contribution to this event, either in the form of a panel or poster presentation about an ethical issue or social problem related to information technology. The symposium will be held on Friday morning, April 21 from 9 am to noon. Any student who is unable to arrange to be available for the symposium should consult the instructor for specific instructions regarding additional assignment requirements. Grade adjustments/make-up assignments will not be made based on failure to communicate and plan appropriately.

At this time, I anticipate our class will contribute 1 panel presentation (comprised of 4 people) and 5 poster presentations (comprised of 3 people each). Students may elect to form groups with students from any of the participating classes (INLS 584, 384, 690-197, and 739) who might be interested in collaborating on a topic. You are responsible for ensuring that your collaboration is fruitful, and that your presentation fulfills the assignment as given in this course.

Panel presentations are made in front of a group of attendees and will be 45 minutes long.  Part of that time (usually at the end of the presentation) should be reserved for an interactive or audience discussion component (i.e., leave enough time for people to ask questions or comment). For example, each of the 4 people on the panel may present for approximately 9 minutes so that there will be around 10 minutes at the end for questions.

Poster presentations consist of a poster or infographic (we will have a class on how to create these) that is displayed in a public area with other posters. Symposium attendees will have the chance to view the posters, ask question or comment on the content. This requires someone being present, near their poster, to interact with attendees. As the symposium is 3 hours long, each group member will be responsible for one hour of physical attendance at the poster (while the other two members engage with other students’ presentations).  Posters will include an online poster (using PDF, Sway, ArcMap, or another embeddable online presentation format), a video component, and an in-person discussion component (more about this to come).

While there are many ways to present your work (and we will discuss some of them during class), panels and posters should do the following, at a minimum:

* Address a specific, applied topic or current event (which may be related to one of the topics you discuss in class or may be new)
* Outline relevant moral/ethical issues
* Identify the stakeholders involved
* Outline possible courses of action
* Suggest ethical implications of courses of action

Students are expected to attend the entire 3-hour symposium session.  Approximately one hour should be spent presenting, and the other two hours should be spent attending other students’ presentations. The final portion of this project – an end of semester reflection on the symposium – will address your own presentation experience as well as your experiences interacting with other students’ work.

**Deliverables:**

* **Proposals (Open February 10 – Close/Due February 23)**:

Proposals should be related to the general topic of *Information for Social Good*, and should address ethical issues related to information technology broadly defined. Topics that refer to current or recent events are preferred. Proposals from combined class groups must address the topic requirements from each class.

The proposal a 300-500 words description of the issues to be addressed by the presentation or poster. Submissions should include the following metadata:

* Full names, email addresses, and class (584, 384, 690, or 793) for each group member.
* Selected presentation type (poster or presentation).
* Title of the poster or presentation.
* Full abstract for the poster or presentation (300-500 words).
* Short abstract (50-100 words) for use on the symposium website.

The details on how to submit your proposals will be available shortly. Note that presentation and poster slots will be filled on a first come, first serve basis; each topic should be unique.  Course instructors reserve the right to reject or modify proposals in consultation with students.

* **Symposium outline/preliminary research (Due March 23)**

Students must submit an outline of the presentation content (not just a plan for what you will talk about, but the actual information you will use to construct your presentation). While this does not have to be polished, it should be well-organized into topic areas, or headings that are indicative of the conceptual organization of your presentation. This should include a 20-30 item bibliography, and should cover the content areas described above.

* **Symposium Participation (April 21, 2017, 9 am-12 noon)**

Students will participate in the symposium, and attend at least two other student presentations.

* **End of Semester Reflection (Due Monday, May 8, 11 am)**

Students will write a 500-word reflection on their participation in the symposium. The reflection should include an evaluation of their own work and presentation experience, and a summary and evaluation of two peer groups’ presentations.  Evaluation criteria will be made available.