

**University of North Carolina, Chapel Hill
School of Information and Library Science**

INLS 384: Information Ethics¹

Course Information

Meeting time: Monday/Wednesday 10:10 – 11:25 am

Meeting location: 303 Manning

Course credits: 3

Course prerequisites: INLS 101

Instructor Information

Instructor name: Dr. Denise Anthony

Instructor office: 07A Manning Hall

Instructor office hours: M, T, W 2-3 pm and by appointment

Instructor email: anthonyd@email.unc.edu

Course Description

Short: 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.

Derived from the Greek *ethikos* (customs), ethics is “the science of morals” and centers in the principles of human duty. Through lecture and discussion, this class concentrates on and grapples with information ethics. Information ethics, more specifically, deals with who *may* and who *should* have access to what types of information (form and content). As a result, ongoing issues of ownership, control, and ultimately power must be addressed holistically in both ethical theory and ethical practice.

Whether implicit or explicit, ethical challenges and decisions pervade information professionals’ daily lives in what has been called our “Information Society” circa 2013. Indeed, as Luciano Floridi (2001) observed, “Any significant technology is always ethically charged” (p. 3). Thus we will focus a great deal on whether our understanding of ethics has kept pace with rapidly evolving technology.

¹ This syllabus was created by Alex Poole, SILS doctoral student who was greatly influenced by Drs. Diane Kelly and Barbara Wildemuth of the School of Information and Library Science at the University of North Carolina at Chapel Hill. He also received feedback from SILS doctoral students Heather Barnes, Rachael Clemens, Angela Murillo, and Emily Vardell. I appreciate his generosity in allowing me to use it for this initial class.

Michael J. Quinn (2013) suggests that “A thoughtful response to information technology requires a basic understanding of its history, an awareness of current information-technology-related issues, and a familiarity with ethics” (p. xix). Our work this semester will address each of these three points through a variety of exercises and assessments designed to engage and to encourage diverse learning styles and to develop diverse and wide-ranging intellectual skills.

Course objectives:

- A) Understand the broad contours of ethics, ethical theories, and how to differentiate among them
- B) Explore and engage with various information professions’ notions of professional ethics
- C) Probe ethical issues from an international and interdisciplinary perspective
- D) Embrace diversity and multiculturalism in dealing with ethics
- E) Learn how to make ethical decisions in specific contexts
- F) Argue your position persuasively in oral and written form
- G) Prepare and analyze case studies

Course readings:

We will draw heavily upon Michael J. Quinn’s *Ethics for the Information Age*, available at the UNC Student Stores in the Daniels Building (two buildings south of Manning). In addition, we will be reading a number of journal articles and book chapters. These are available through the UNC Library electronic journals or through Sakai Resources. Unless specifically noted, the schedule provides links to these readings. Finally, URLs will be given should a resource be available online.

Useful supplementary resources to our readings include the *Journal of Information Ethics*; *Ethics and Information Technology*; the *International Journal of Information Ethics*; and the *International Review of Information Ethics*. These are available through UNC e-journals accessible from the University Library homepage: <http://www.lib.unc.edu/>

You may also find the UNC’s Parr Center for Ethics page helpful: <http://parrcenter.unc.edu/>.

Course assignments and rubrics:

According to the Undergraduate Office of Curricula, “The University of North Carolina at Chapel Hill strives to cultivate the range of skills, knowledge, values, and habits that will allow graduates to lead personally enriching and socially responsible lives as effective citizens of rapidly changing, richly diverse, and increasingly interconnected local, national, and worldwide communities.” Emphasizing the “direct relationship between thinking clearly, writing clearly, and speaking clearly,” the Office notes that “Students should expect to be graded on spelling, grammar, and style, as well as on the content and organization of their written work; in addition, students should expect to be graded on presentation, style, poise, and diction, as well as on the

content and organization of their oral presentations.”² This course embraces these goals and seeks to inculcate and to refine the skills and knowledge approaches necessary to do so in ways that transcend disciplinary and geographical boundaries.

At the University of North Carolina at Chapel Hill, Communication Intensive (CI) courses focus on giving students practice with written assignments within a disciplinary—or in our case, interdisciplinary—context. Therefore, “writing and speaking form a substantial portion of the final grade, and students must revise for a grade a draft...based on the instructor’s feedback.”³ To achieve these ends, INLS 384 foregrounds communication skills, problem-solving and decision-making abilities, the construction and support of analytical arguments, and the development of broad analytical and research skills.

A) Class participation (ongoing): 10% of final course grade

Attendance is mandatory. As the UNC Faculty Council maintains, “Regular class attendance is a student obligation, and a student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings.”⁴ Please arrive punctually to class and please be prepared to be an active and respectful participant during each class meeting. This depends not only on completing each reading before each class (readings are listed in alphabetical order on the syllabus), but also on reflecting upon its most important themes and raising pertinent questions. This is a three credit hour course, so please expect to spend six to nine hours each week on the course—notwithstanding class time.

Do not hesitate to speak out positively if in disagreement with instructor or peers or guest speakers; this course pivots around discussion, not lecture. The UNC Undergraduate Bulletin states, “Students should understand that they are members of a community of scholars, and membership in such a community is not a passive activity. To be full participants in the educational community and to maximize the educational value of a class, pre-class preparation is necessary. Proper class preparation involves obtaining course materials as they are needed and completing assignments as they are due. Full participation in a class requires regular attendance, arriving on time and remaining until class conclusion, and active involvement in the work of the class.”⁵

You are welcome to bring a computer to class to assist in the learning process. It should be used for taking notes, for supplementing lectures, for conducting research required for class activities, and for other specific classroom tasks. In short, please use your laptop solely for professional behavior. Please avoid any off-task activities such as social networking sites; such off-task

² <http://www.unc.edu/ugradbulletin/requirements.html>

³ <http://www.unc.edu/depts/uc/Curriculum/Connections.html>

⁴ http://www.unc.edu/ugradbulletin/procedures1.html#class_attendance

⁵ <http://www.unc.edu/ugradbulletin/procedures1.html>

behavior will be penalized. In this vein, some parts of class will be conducted specifically with a “laptop screens down” request.

The rubric below sets out the criteria for the evaluation of participation in this course. It applies both to individual and to group work. Active, engaged participation is critical for success in the classroom. I will keep notes on each student throughout the semester.

Class participation rubric (adapted from the University of Pittsburgh’s LIS course, Archives & Records Management):

	Strong	Needs development	Unsatisfactory
Preparation	Arrives with notes, observations, and questions.	Sometimes arrives unprepared.	Shows little if any indication of having prepared for class or having read the assigned materials.
Listening	Actively supports, listens, and engages.	Shows effort to interact but at times shows disinterest in peer contributions.	Limited or no interaction with peers and may exhibit disrespect.
Quality of contributions	Comments and questions are relevant and show close reading and keen insight.	Participates constructively but unevenly. Comments and questions are at times irrelevant or lack depth.	Never participates or participates only when prodded and does so perfunctorily. Shows little interest in materials or peer contributions.
Frequency of participation	Participates actively at appropriate times.	Participates sometimes but fails always to be attentive.	Rarely participates and is not generally engaged.
Impact on seminar	Moves discussion forward; class members benefit from student’s contributions and group dynamic is enhanced.	Sometimes advances discussion but at other times seems merely filler. Group dynamics are sometimes better (but never worse) as a result of student participation.	Comments and questions fail to advance conversation. Group dynamics are impaired as a result of student’s participation.

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.)

B.1 Weekly blog postings (15% of final grade)

A reading journal/blog offers me an opportunity to evaluate your engagement with the assigned readings and to track this engagement throughout the course. Furthermore, a blog encourages you to critique, to synthesize, and to retain what you read, as well as to connect intellectual content to your own personal experiences and to the discussions we have in class.

You will create *one* blog entry for each week beginning the second week of class for a total of 14 entries (no entry during spring break). You will create one blog entry regardless of the number of assigned readings for the week but please address all of the week's readings. Your blog entries are *due at 8 a.m. on Friday of the week assigned*. You will not receive credit for late blog entries, so please schedule your time appropriately.

Please be concise and avoid "filler." Please also remember that I have read all of these readings so I will be familiar with the material. Most important, do not provide me with a summary of what you read; rather, focus on *discussing* the readings, not summarizing them.

B.2 Two meta-reflections (due March 4 and April 22): 15% of final course grade

On two occasions (at the midterm and final), you will create meta-reflections. To construct a meta-reflection, please examine each of your entries for the period and reflect on them. For example, you might note particular statements that you find interesting or meaningful as you reread your entries. Next, write about why you selected these or what you found interesting or meaningful about them. In addition, you might think about how your thinking has changed since you wrote the original entry and how what you have learned during the unit connects to your own life experiences.

You might also consider reflecting upon and writing about connections you see between these readings and prior readings and class discussion; your personal experiences; anything you have learned in other courses; questions you have about the readings or points of confusion; things you hope to learn more about in the future; and reflections about how the readings changed your ideas about information science.

Please note: your blog entries will be private and will not be viewable by anyone but me.

C) Term paper April 15: 45% of final course grade

In keeping with the CI dimension of the course, the term paper project involves three stages:

- 1) Writing a three-page synopsis (including thesis and planned structure/ "roadmap" of your paper) and an annotated bibliography that incorporates at least five peer-reviewed sources (15% of final course grade). Due February 9th
- 2) Writing a rough draft and receiving feedback (20% of final course grade) Due March 16th
- 3) Completing the final draft (25% of final course grade) Due April 15th.

Your final draft should be 15 pages (double-spaced) and should incorporate at least seven peer-reviewed sources NOT included in the assigned readings (please use any of the assigned readings as you see fit).

The UNC Libraries offer an excellent tutorial on conducting scholarly research. It may be found at: <http://www.lib.unc.edu/instruct/tutorial/>.

Please choose ONE of the following questions (adopted from Quinn):

- Some claim that no technology is inherently good or evil; rather, any technology can be used for either good or evil purposes. Do you agree?
- What are three examples of contemporary information technology issues for which our society's moral guidelines seem to be nonexistent or unclear?
- Are there benefits of internet censorship? If so, what are they?
- Discuss the morality of Google's page-ranking algorithm.
- How does the debate over digital music illuminate the differences among ethics, morality, and law?
- If people value privacy so much, why do they put so much personal information on their Facebook pages, blogs, etc.?
- What special responsibilities (if any) do computer professionals have regarding the protection the privacy rights of citizens?
- Are there situations in which the dissemination of a worm, virus, or Trojan horse would be morally justifiable?

I am happy to discuss your ideas on these questions with you; please do not hesitate to contact me with any questions you have as you develop your project.

D) Final Exam April 27th 8 am 15% of final course grade

Please submit each of the written assignments through the course Sakai site by the beginning of the class on which it is due. Please format them as follows: twelve-point font; double-spaced; standard (1") margins; and APA format for all citations.

Unless discussed with me beforehand, late assignments will be penalized a third of a grade for each day they are late, e.g. a B would be reduced to a B-.

Written Communication Rubric (based on the VALUE Rubrics of the Association of American Colleges and Universities):

	A (range)	B (range)	C (range)	D (range)	F
Thesis, roadmap, and organization	Offers a penetrating original thesis/ argument, a comprehensive roadmap for the reader, and exceptional organization of supporting points	Offers a somewhat original and skillfully advanced thesis/ argument, a nearly comprehensive roadmap for the reader, and appropriate organization of supporting points	Offers a thesis/ argument that meets course expectations, a roadmap that the reader can follow, and adequate organization of supporting points	Offers a nominal thesis/ argument that falls shy of course expectations, an unclear roadmap that the reader struggles to follow, and poor organization of supporting points	Fails to offer a thesis/ argument, neglects to provide a roadmap, and confusing organization of supporting points
Context and purpose	Shows an exceptional understanding of context, audience, and purpose throughout the work and a superior focus on the assigned task(s)	Shows appropriate consideration of context, audience, and purpose and a clear focus on the assigned task(s)	Shows some awareness of context, audience, and purpose and shows satisfactory understanding of the assigned task(s)	Shows minimal awareness of and attention to context, audience, and purpose and shows minimal comprehension of assigned task(s)	Shows negligible awareness of and attention to context, audience, and purpose and shows negligible comprehension of assigned task(s)
Content development	Employs appropriate, relevant, and compelling theoretical and factual content that shows deep understanding	Employs appropriate, compelling, and relevant theoretical and factual content that shows good understanding	Employs mostly appropriate and relevant theoretical and factual content that shows adequate understanding	Employs theoretical and factual content that shows superficial understanding	Employs intellectual content that shows negligible understanding
Sources and evidence	Uses credible and relevant sources appropriate for the assignment; sources are flawlessly cited and citations are correctly formatted	Uses credible sources mostly relevant to the assignment; sources are mostly cited correctly and citations are mostly formatted correctly	Uses some credible sources and shows some awareness of their relevance to the assignment; sources are cited somewhat inconsistently and citation format is somewhat flawed	Uses tangential, irrelevant, or non-credible sources and shows little awareness of their relevance to the assignment; sources are often cited improperly and citations show frequent errors	Uses inappropriate sources and shows no awareness of their relevance to the assignment; sources are cited inappropriately and citations are inadequate
Writing mechanics	Writing is eloquent, clear, and nearly error-free	Writing is straightforward, conveys appropriate meaning, and has few errors	Writing is somewhat effective at conveying meaning and has some errors	Writing is often an impediment to conveying clear meaning and has frequent errors	Writing impedes meaning and is riddled with errors

Good writing is imperative in this as in all SILS courses. More important, good writers are made, not born—hence the tendency of many to call writing a “craft.” If you have concerns about your writing skills, please make use of UNC’s Writing Center, a free service for faculty and students staffed by graduate and undergraduate students from a wide range of disciplines. You may visit the Writing Center in person or make use of their online resources or both. Their home page may be found at: <http://writingcenter.unc.edu/>.

I highly recommend consulting the following style and usage guides:

- The Purdue Online Writing Lab (OWL) <https://owl.english.purdue.edu/>
- William Strunk and E.B. White’s *Elements of Style* (2009 edition) is available in the Reference section of House Undergraduate Library (PE1408 .S772 2009 c. 2).
- Kenneth G. Wilson’s *Columbia Guide to Standard American Usage* is available online with your Onyen and password.

Students with Disabilities: Any students requiring academic accommodations must be registered with Disability Services (<http://disabilityservices.unc.edu/>). This office will notify the instructor identifying what accommodation(s) are needed and what services may be available to the student.

Overall Grading:

According to UNC Registrar Policy, undergraduate grades are based on the following definitions:

A: Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the students have shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.

B: Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.

C: A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.

D: A marginal performance in the required exercises demonstrating a minimal passing level of attainment. A student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.

F: For whatever reason, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an advisor's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

AB: Absent from final examination, but could have passed if exam taken. This is a temporary grade that converts to an F* after the last day of class for the next regular semester unless the student makes up the exam.

FA: Failed and absent from exam. The FA grade is given when the undergraduate student did not attend the exam, and could not pass the course regardless of performance on the exam. This would be appropriate for a student that never attended the course or has excessive absences in the course, as well as missing the exam.

IN: Work incomplete. This is a temporary grade that converts to F* at the end of eight weeks into the next semester unless the student makes up the incomplete work.

W: Withdrew passing. Entered when a student drops after the six-week drop period.

Academic honesty and integrity:

The grading and academic standards for this course follow the conventions established at SILS. The School's basic academic policies are at <http://sils.unc.edu/programs/msls/policies.html>

The Honor Code, which prohibits giving or receiving unauthorized aid in the completion of assignments, is in effect in this class. Please familiarize yourself with the UNC-CH [Instrument of Student Governance](#). It is very important that you both attribute your sources and avoid excessive use of quotes (see separate handout called "[In Your Own Words](#)" in the "Resources/Assignments" section of Sakai). Be aware of the University of North Carolina policy on plagiarism. Your written work must be original. Ask if you have any doubts about what this means. All cases of plagiarism (unattributed quotation or paraphrasing) of anyone else's work, whether from someone else's answers to homework or from published materials, will be officially reported and dealt with according to UNC policies (Instrument of Student Judicial Governance, Section II.B.1. and III.D.2, <http://instrument.unc.edu/>)

Schedule of Topics and Readings

Week 1

January 7: Introduction and Welcome

Read:

- Paul Edwards, “How to Read a Book, v. 4.0”:
<http://pne.people.si.umich.edu/PDF/howtoread.pdf>
- Oxford English Dictionary: historical and current definitions of ethics:
<http://www.oed.com/view/Entry/64755?redirectedFrom=ethics#eid5292415>
- Aristotelian ethics: http://en.wikipedia.org/wiki/Aristotelian_ethics

Week 2

January 12: Foundations I

Read:

- Floridi, L. (2001). Information ethics: an environmental approach to the digital divide. *Philosophy in the Contemporary World* 9(1), 1-7.
http://www.academia.edu/255824/Information_ethics_an_environmental_approach_to_the_digital_divide
- Fallis, D. (2007). Information ethics for twenty-first century information professionals. *Library Hi-Tech*, 25(1), 23-36.
<http://www.emeraldinsight.com/doi/pdfplus/10.1108/07378830710735830>

Topics:

- “The Information Society”
- The “infosphere”
- Digital divide(s)
- An “ecological approach”: 1) vertical; 2) horizontal
- Ethical theories: 1) consequence-based; 2) duty-based; 3) rights-based; 4) virtue-based
- Key themes: 1) the meaning of ethical principles; 2) collision of ethical principles; 3) justifying ethical principles ethically, i.e. why should they be followed?

January 14: Foundations II

Read:

- Bynum, T. (2011). Computer and information ethics. *The Stanford Encyclopedia of Philosophy (Spring 2011 Edition)*, Edward N. Zalta (ed.), URL = <http://plato.stanford.edu/archives/spr2011/entries/ethics-computer/>
- Himma, K. (2007). Foundational issues in information ethics. *Library Hi-Tech* 25(1), 79-94.

Topics:

- History of computer and information ethics
- Computer ethics and “uniqueness”: 1) metaethical; 2) normative; 3) epistemological; 4) property
- Moral agency

Week 3

January 19: No class – Martin Luther King Jr. Holiday

January 21: Foundations III**Read:**

- Quinn, chapter 1

Topics:

- Computer as mediator
- Technological change: substance and pace
- History of computing, networking, and information storage and retrieval: antecedents and evolutionary changes

Week 4

January 26 and January 28: Ethical Theories

Read:

- Quinn, chapter 2

Week 5

February 2: Ethics and Multiculturalism

Read:

- Rachels, J. (2007). The challenge of cultural relativism. In J. Rachels, *Elements of Moral Philosophy*, 16-34. Boston: McGraw-Hill.
- Song, S. (2010). Multiculturalism. *The Stanford Encyclopedia of Philosophy (Winter 2010 Edition)*, Edward N. Zalta (ed.), URL = <http://plato.stanford.edu/archives/win2010/entries/multiculturalism/>

Topics:

- Defining cultural relativism and multiculturalism
- Justification for and critiques of cultural relativism and multiculturalism

February 4: Plagiarism

Read:

- UNC Libraries Plagiarism Tutorial: <http://www.lib.unc.edu/plagiarism/>
- The Instrument of Student Judicial Governance:
<http://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/Fall2012print.pdf>
- Quinn, Appendix A

Topics:

- Plagiarism as an ethical problem
- Ethics in everyday academic and professional life

Week 6

Assignment due February 9th: three-page synopsis (including thesis and planned structure/“roadmap” of your paper) of term paper and a bibliography that incorporates at least five peer-reviewed sources (15% of final course grade)

February 9 and February 11: Access to Information and Access to Information Technology

Read:

- Leonard, L., Cronan, T. & Kreie, J. (2004). What influences IT ethical behavior intentions—planned behavior, reasoned action, perceived importance, or individual characteristics? *Information and Management* 42, 143-158
- Rosemarie Tong, R. & Williams, N. (2011). Feminist ethics. *The Stanford Encyclopedia of Philosophy (Summer 2011 Edition)*, Edward N. Zalta (ed.), URL = <<http://plato.stanford.edu/archives/sum2011/entries/feminism-ethics/>>

Topics:

- Discrimination
- Information poverty/digital divide(s)
- Gender, ethnicity, class, region, age, etc.
- Freedom to read

Week 7

February 16: Computer Reliability

Read:

- Quinn, chapter 8

Topics:

- Computers as part of larger systems; “weak links”
- Software failures: 1) data-entry errors; 2) data-retrieval errors
- “[T]rue redundancy”
- Failures: 1) debugging; 2) reusing code; 3) miscommunication
- Computer simulations: reliability and validity
- The “software crisis”

- Manufacturers' responsibility

February 18: Computer and Network Security

Read:

- Quinn, chapter 7

Topics:

- Cybercrime, Cyber-attacks, Cyber traces
- Phishing, spying, bots, malware, scams/fraud, civil liberties

Week 8

February 23: Networked Communications

Read:

- Quinn, chapter 3

Topics:

- Spam, cyberbullying, web compulsion and addiction, pornography
- Commerce and marketing
- The web as “a reflection of the best and worst of humanity”(Quinn, p. 146)
- Government and law

February 25: Social Networks

Assignment due: blog meta-reflection

Read:

- Drysdale, N. (2010). Social networking and personal identity: a new source for neurosis. *Essays in Philosophy & Pop Culture*: <http://categorymistake.com/philosophyandpopculture/node/35>.
- Disanto, T. (2011). How is social media impacting human interaction? *Social Media Modus*: <http://www.socialmediamodus.com/social-media/how-is-social-media-impacting-human-relationships>.

Topics:

- Computer-mediated communication: relationships and identity
- Social media adoption: past, present, and future

Week 9

March 2: Games and Gaming

Read:

- Waddington, D. (2007). Locating the wrongness in ultra-violent video games. *Ethics and Information Technology* 9(2), 121-128.

- Reynolds, R. (2002). *Playing a 'good' game: a philosophical approach to understanding the morality of games*:
- http://www-inst.cs.berkeley.edu/~cs10/fa09/dis/02/extra/reynolds_ethics.pdf

Topics:

- Notions of “good” or “bad” games
- Violence and realism
- Causation and correlation

March 4: Catch-up day

Assignment due: First half blog meta-reflection

Week 10

March 9 and 11: No class – Spring break

Week 11

March 16 and March 18: Information Privacy

Assignment due: final paper preliminary draft (15% of final course grade)

Read:

- Quinn, chapter 5
- Kemp, R. & Moore, A. Privacy. *Library Hi Tech* 25(1), 58-78.
- McConahay, M., Hanson, K., West, A. & Woodbeck, D. (2009). The electronic FERPA. *College and University* 85(1), 12-19.
- UNC Policies and Procedures under FERPA: www.unc.edu/campus/policies/

Topics:

- Defining privacy
- Electronic traces
- The “right” to privacy?
- Balancing desires of individual and the needs of society
- Trust and personal information
- Consumption
- Public vs. private aspects

Week 12

March 23 and March 25: Information Governance

Read:

- Quinn, chapter 6

Topics:

- Legislation and regulation, administrative policies, and court decisions
- Federal, state, and local government
- Anonymity
- Democracy
- FOIA
- Patriot Act

Week 13

March 30 and April 1: Intellectual Property

Read:

- Quinn, chapter 4
- Spinello, R. (2007). Intellectual property rights. *Library Hi Tech* 25(1), 12-22.

Topics:

- Defining intellectual property: “unique” products of the human intellect
- Ownership bias
- Trade secrets, patents, copyright, trademark/service marks
- Fair use
- Open access
- Authors’ moral rights

Week 14

April 6: Professional Ethics I

Read:

- Buchanan, E.A. & Henderson, K.A. (2009). Professional ethics. In E.A. Buchanan & K.A. Henderson, *Case Studies in LIS Ethics* (95-99). Jefferson, NC: McFarland.
- Quinn, chapter 9

Topics:

- Professions, professionalization, and professionalism
- Commonalities and differences among professions
- Codes of ethics
- Whistleblowing
- “catching up” with technology

April 8: Professional Ethics II

Read:

- Koehler, W., Hurych, J., Dole, W. & Wall, J. (2000). Ethical values of information and library professionals—an expanded analysis. *International Information and Library Review* 32, 487-507.
- Foster, C. & McMenemy, D. (2012). Do librarians have a shared set of values? a comparative study of 36 codes of ethics based on Gorman's 'enduring value.' *Journal of Librarianship and Information Science* 44(4), 249-262.

Topics:

- Ethical values and prioritization
- Variability among contexts

Week 15

April 13 and April 15: Work and Wealth

Assignment due April 15: final paper (20% of final course grade)

Read:

- Quinn, chapter 10

Topics:

- Computerization and work environments
- Automation and productivity
- Deskilling, unemployment, ergonomic issues, electronic monitoring
- Globalization/international aspects
- Digital divide(s) redux

Week 16

April 20: Codes and Case Studies

Read:

- SAA Code of Ethics (May 2011). Society of American Archivists. <http://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics>
- ALA Code of Ethics. (1995, June 28). American Library Association. <http://www.ala.org/ala/issuesadvocacy/proethics/codeofethics/codeethics.cfm>
- ACM Code of Ethics and Professional Conduct. (1992, October 16). Association for Computing Machinery. <http://www.acm.org/constitution/code.html>
- ASIS&T Professional Guidelines. Adopted 5/30/92. American Society for Information Science and Technology. <http://www.asis.org/AboutASIS/professional-guidelines.html>.

Topics:

- Professional codes of ethics: history and context
- Effectiveness and enforcement

April 22: Wrap-Up

Assignment due: Second half blog meta-reflection

April 27: Final Exam 8 a.m.