INLS 584: Information Resources and Services[1]

Spring 2019 | TTH: 12:30-1:45 pm | Manning Hall 208
School of Information and Library Science at UNC - Chapel Hill

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Office hours are by appointment. Students are welcome to schedule Zoom meetings as well.

Course website: https://sakai.unc.edu

Course Description

Overview. The intention of this course is to introduce students to the variety of ethical issues they will need to address as information professionals. After a brief overview of moral theories and their application to ethical issues, as well as ethical codes of conduct for the information professions, the class will focus on particular issues that are most salient to information professionals, such as societal implications of information creation and use, information/data as intellectual property, privacy, access to information/censorship, access to information technology, effects of computerization on the work environment (job displacement, deskilling, ergonomic issues, electronic monitoring), effects of computer-mediated communication on understandings of identity and relationships, and effects of computerization on democracy and government.

Rationale and relationship to the current curriculum. Many of the courses in the SILS curriculum briefly address ethical issues, such as censorship, intellectual property rights, the effects of systems design, and others. By focusing entirely on applied ethics, this course will enable the participants to develop their skills in reasoning about such issues.

A note on the course. This course is largely student-led and discussion based. It involves a large amount of group work. Students should come prepared to engage with challenging ideas and classmates fully but respectfully.

Textbook and Readings

Readings will be available on Sakai or via UNC Libraries.

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[1] This syllabus was inspired by and generously adapted from Dr. Amelia Gibson's INLS 584 Ethics syllabus. Many thanks to Dr. Gibson for sharing her work with this class.

Assignments and Evaluation

The final grade will be based on class participation, a class discussion leadership session, and a final project that involves a scholarly contribution to the end-of-semester Symposium for Social Good. Each assignment has several intermediate deliverables, so please pay attention to the assignment instructions and class schedule, which will be updated with readings throughout the semester.

Participation (20%): Each student will be expected to participate actively throughout the semester, including during the class meetings and in the online discussion forum.

Planning/Leading Class Session (40%): Each student will be required to plan and lead a class session as part of a group. This will include construction of at least one stakeholder list, a scenario describing an ethical dilemma, and evaluation/reasoning through courses of action using at least two ethical frameworks.

Symposium for Social Good (40%): Each student will be required to make a scholarly contribution to the SILS Symposium for Social Good on April 21 (9-12 am). Students will either take part in a panel or participate in a poster session about an ethical/social problem related to information science.

Grading

UNC-CH graduate students are graded on the H/P/L/F scale. The following definitions of these grades will be used for this course. While assignments are not graded "on a curve," most students should expect to get a P, if they fully complete the course assignments.

Graduate Grading Scale

Letter grade	Numeric range	Description of grade
H	95-100	High Pass: Clear excellence; beyond expectations for the course.
P	80-94	Pass: Entirely satisfactory; fully meets expectations for the course.
L	70-79	Low Pass: Minimally acceptable; clear weaknesses in performance.
F	Below 70	Fail: Unacceptable performance.
IN	NA	Work incomplete.

Undergraduate Grading Scale

Letter grade	Numeric range	Description of grade
A	95-100	Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development.
A-	90-94	
B+	88-89	
B	86-87	Strong performance demonstrating a high level of attainment for a student at a given stage of development.
B-	84-85	
C+	82-83	
C	80-81	A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development.
C-	78-79	
D+	74-77	
D	70-73	A marginal performance in the required exercises demonstrating a minimal passing level of attainment.
F	Below 70	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.
IN	NA	Work incomplete.

Honor Code. The Honor Code, which prohibits giving or receiving unauthorized aid in the completion of assignments, is in effect in this class. Please contact the instructor if you have any questions about the application of the Honor Code to your work in this class.

Library and Lab Resources. You will be using SILS library and lab resources during the course of the semester. Please remember that many of your fellow students also need to use the same equipment and materials. Follow the proper checkout procedures and return materials promptly to be a good SILS citizen.

Diversity and inclusion. In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion,

social class, age, sexual orientation, and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies, and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty, and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective, and committed to the concepts of equity and fairness.

Accessibility Resources and Services. The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the Accessibility Resources and Service Office. See the ARS Website for contact information: accessibillity.unc.edu. Relevant policy documents as they relation to registration and accommodations determinations and the student registration form are available on the ARS website under the About ARS tab.

Letters of recommendation. As a professor, I consider it an honor to write letters of recommendation for students. It brings me joy to help support students in this capacity! However, I found letter writing to be especially tricky when I've only known a student for a semester. As such, I have designed the assignments in this course to allow students to demonstrate their leadership, communication, intellectual rigor, and social adeptness. Please take advantage of these assignments with this in mind if you intend to ask me for a letter of support. Moreover, here are other items to note:

- Please allow me a month lead time to write the letter.
- Please attach your CV/resume, description of the program/opportunity you're applying for, and instructions on the letter submission process.
- Please keep me updated! Despite the outcome of your application, I would love to hear the results and if there any other ways I could help support you.

Basic needs security. Any student who faces challenges affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this

may affect their performance in this course, is encouraged to contact the Office of the Dean of Students. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide other resources I may know of. Other resources you may find helpful:

- [Student Support: Office of the Dean of Students](#)
- [Carolina Cupboard: Community Food Pantry (on-campus)](#)
- [Groceries for Neighbors in Need](#)

Assignments

LEADING A CLASS DISCUSSION (40%)

Students will be expected to lead one class discussion session. Each student will select and assign up to 4 appropriate class readings, present an overview of the issues to be discussed, and lead a discussion and in-class exercise that will enable the class members to reason through the chosen topic. Readings should include at least 1 popular culture reading or video, and at least 1 scholarly research article; readings must be approved by the instructor.

Topic proposals and reading lists for class discussions will be due on January 24.

Proposals should include the following:
1. Topic choice and rationale.
2. 4 class readings (including 1 popular culture reading or video) and a short (2-3 sentences) description of each chosen reading.

Leadership of a class session will be evaluated on the following criteria:

·   Group members' demonstration of an in-depth understanding of the issue being discussed (based on individual conversations with the instructor, as well as in-class leadership)

·   Group members' ability to describe/summarize the facts of the case or issue, to describe the stakeholders, and to select readings to help classmates understand and engage in discussion.

·   Students' ability to respectfully and successfully engage class members in negotiating issues.

CLASS PARTICIPATION (20%)

Each student will be expected to participate actively in the class, through both in-class and online discussion. Class participation will be evaluated on the substance and quality of the student's comments and reasoning, primarily in class (and secondarily, on the online discussion board).

SYMPOSIUM FOR SOCIAL GOOD (40%)

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 on Friday April 26, from 8 am – 12 noon. 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 science. Presentations should be of professional quality.

The symposium will be held on a Friday morning. 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.

Content: Panels should include a presentation component and a question-answer/interactive-audience component. Posters should include an online poster (using PDF, Sway, ArcMap, or another embeddable online presentation format), a video component, and an in-person discussion component. *Preliminary research and outlines for all presentations will be due on March 21.*

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 the topic you choose for class discussion, 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

Group participation/selection: Panels will comprise 3-4 group members each. Poster groups will comprise 3 group members each. You are responsible for ensuring that your collaboration is fruitful, and that your presentation fulfills the assignment as given in this course.

Time: Students are expected to attend the entire 4-hour symposium session. Approximately one hour should be spent presenting, and the other three hours should be spent attending other presentations. The final portion of this project – an end of semester reflection on the symposium – should address your own presentation experience as well as your experiences interacting with other students' work.

Panel presentations will be 45 minutes long, and should include an interactive or audience discussion component. Poster presentations will be 3 hours total, with each group member

responsible for one hour of physical attendance at the poster (while the other two members engage with other students' presentations).

Deliverables:

1. Proposals (Open February 8 – Close/Due March 22) (5 points) :

Proposals should be related to the general topic of *Information for Social Good*, and should address ethical issues related to information and library science broadly. Proposals from INLS 584 students should focus on a topic relevant to applied ethics of information and/or library science. Topics that refer to current or recent events are preferred.

Format: Proposals should take the form of a presentation or poster abstract (300-500 words) describing the issues to be addressed by the symposium presentation or poster. Submissions should include the following metadata:

1. Full names and email addresses.
2. Selected presentation type (poster or presentation).
3. Title of the poster or presentation.
4. Full abstract for the poster or presentation (300-500 words).
5. Short abstract (50-100 words) for use on the symposium website.

Each group member must submit a copy of the proposal document by the due date. Presentation and poster slots will be filled on a first come, first serve basis. Course instructors reserve the right to reject or modify proposals in consultation with students.

2. Symposium outline/preliminary research (Due March 21) (5 points):

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 in "Content" above.

3. Symposium Participation (April 26, 2017, 8 am-12 noon) (20 points)

Students will participate in the symposium, and attend at least two other student presentations. Poster packages (to include short bio, posters, videos, and bibliographies) and final panel packages (to include short bios, 2 pg. structured notes/short paper and bibliography) should be submitted on April 21 by midnight.

4. End of Semester Reflection (Due Friday May 1, 12:00pm) (10 points)

Students will write a 500-word reflection on your 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.

Course Schedule
Schedule is subject to change; all changes will be announced in class and/or via e-mail.

Week 1 - Course Overview		
Thurs. 1/10	<u>For Class</u> Reading(s): Course Syllabus Assignment(s): "About Me" questionnaire into the Sakai dropbox before 12:00 pm.	<u>In Class</u> **No Class – Maggie will be at the University of Oklahoma, Academic Tech Expo**

Week 2 - Course Overview and Introduction to Ethics		
Tues. 1/15	<u>For Class</u> Reading(s): ● Introduction to Ethics, pp. 49-79 ● "What is Morality?", Rachels Assignment(s): N/A	<u>In Class</u> ● Course and syllabus overview ● Class introductions ● Introduction to ethics
Thurs. 1/17	<u>For Class</u> Reading(s): ● Introduction to Ethics, pp. 79-107 ● "Information ethics for twenty-first century library professionals." *Library Hi Tech, 25*(1), 23-36. [UNC libraries] Assignment(s): N/A	<u>In Class</u> ● In-class writing ● Theories and morality discussion ● Class discussion topic and reading list proposal overview

Week 3 - Networked Communications		
Tues. 1/22	<u>For Class</u> Reading(s): ● Networked Communications, pp. 110-134 ● "Ethics and information systems: the corporate domain." Smith, H. J., & Hasnas, J. [UNC Libraries] Assignment(s): Continue working on topic proposal and reading list for class discussion.	<u>In Class</u> ● In-class writing ● Ethics and networked communications discussion

Thurs. 1/24	For Class Reading(s): ● Networked Communications, pp. 134-157 Assignment(s): **Topic proposal and reading list for class discussion are due in the Sakai Dropbox by 12:00pm.**	In Class ● Expectations for class discussion ● Sign-ups for class discussion ● Symposium for Social Good proposal overview
Week 4 - Labor and TBD		
Tues. 1/29	For Class Reading(s): ● "Work and Wealth", pp. 451-471 Assignment(s): Begin/continue working on symposium proposal.	In Class ● In-class writing
Thurs. 1/31	For Class Reading(s): ● "Work and Wealth", pp.471-494 ● TBD Assignment(s): Continue working on symposium proposal.	In Class ● Discussion TBD Facilitator:
Week 5 - Professional Codes of Ethics/Conduct and TBD		
Tues. 2/5	For Class Reading(s): ● ALA Code of Ethics ● ACM code of ethics and professional conduct Assignment(s): Please bring a draft of your proposal (digital or hard copy), and be prepared to give and receive feedback from two colleagues.	In Class **Peer review - Proposal Symposium for Social Good**
Thurs. 2/7	For Class Reading(s): ● ASIS&T professional guidelines ● TBD	In Class ● Presentation outline and research outline overview ● Discussion TBD

	Assignment(s): Take the feedback from the peer review and revise your proposal.	Facilitator:
Fri. 2/8	***Proposals Open - Symposium for Social Good*** (Closes on 3/22)	

Week 6 - Information Privacy and TBD

Tues. 2/12	For Class Reading(s): Information Privacy, pp. 227-247 Assignment(s): Submit revised proposal into Sakai Dropbox by 5:00pm to receive feedback.	In Class ● Discussion TBD Facilitator:
Thurs. 2/14	For Class Reading(s): Information Privacy, pp. 247-267 Assignment(s): Continue revising proposal.	In Class ● Discussion TBD Facilitator:

Week 7 - Intellectual Property and TBD

Tues. 2/19	For Class Reading(s): ● Intellectual Property, pp 161-193 ● TBD Assignment(s): Begin/continue working on presentation outline and research outline.	In Class ● In-class writing ● Discussion TBD Facilitator:
Thurs. 2/21	For Class Reading(s): ● Intellectual Property, pp 193-225 ● TBD Assignment(s): Continue working on presentation outline and research outline.	In Class ● Mid-semester evaluation ● Discussion TBD Facilitator:

Week 8

Tues. 2/26	For Class Reading(s):	

	● Artz, J. M. (2000). The role of emotion in reason, and its implications for computer ethics. *Computers and Society, 30*(1), 14-16. Assignment(s): Continue working on proposal and/or submit it; meet with group to craft that's due on 2/28.	<u>In Class</u> Maggie is at "*Principles for the Equitable Design of Digitally-Distributed, Studio-based STEM Learning Environments*" Please meet in symposium groups, and submit deliverable (see Sakai "Assignments").
Thurs. 2/28	<u>For Class</u> Reading(s): ● Adam, A. (2008). The gender agenda in computer ethics. In Himma, K.E., & Tavani, H.T. (eds.), *The Handbook of Information and Computer Ethics.* Assignment(s): Please submit group deliverable by 5:00pm in the Dropbox in Sakai; continue working on proposal and/or submit it.	

Week 9 - Risk Assessment and TBD

Tues. 3/5	<u>For Class</u> Reading(s): ● "Responsibilities for Information on the Internet" Assignment(s): Continue working on presentation outline and research outline.	<u>In Class</u> ● In-class writing ● Symposium group check-in
Thurs. 3/7	<u>For Class</u> Reading(s): ● "The Ethics of Cyber Conflict" ● TBD Assignment(s): Continue working on presentation outline and research outline.	<u>In Class</u> ● In-class symposium group meeting ● Discussion TBD Facilitator:

Week 10 - Spring Break

Tues. 3/12 Thurs. 3/14	<u>For Class</u> Reading(s): N/A Assignment(s): N/A	<u>In Class</u> **No Class -enjoy the break!**

Week 11 - 21st Century Library Services - Ethical Concerns and Challenges and TBD	
Tues. 3/19	For Class Reading(s): ● "Virtual Reality and Computer Simulation" [UNC Libraries] ● "Makerspaces Nationwide Face the Question: Can Users 3D Print a Gun?" Assignment(s): Continue working on presentation outline and research outline.	In Class ● Discussion TBD Facilitator:
Thurs. 3/21	For Class Reading(s): ● "The Dilemmas of Maker Culture Thinking through the consequences of the proliferation of powerful tools and technologies" ● TBD Assignment(s): **Symposium presentation outline and research outline are due in the Sakai Dropbox by 12:00pm.**	In Class ● Discussion TBD Facilitator:
Fri. 3/22	*Proposals Close - Symposium for Social Good*	
Week 12 - Ethical Challenges in Information Professional Fields and TBD	
Tues. 3/26	For Class Reading(s): ● "Ethical Interest in Free and Open Source Software" [UNC Libraries] ● "Health Information Technology: Challenges in Ethics, Science, and Uncertainty" [UNC Libraries] ● How to Create a Research Poster: Poster Basics Assignment(s): Begin/continue crafting poster and presentation material.	In Class ● In-class writing
Thurs.	For Class	In Class

3/28	Reading(s): TBD Assignment(s): Continue crafting poster and presentation material.	● Discussion TBD Facilitator:
Week 13 - TBD		
Tues. 4/2	<u>For Class</u> Reading(s): TBD Assignment(s): Prepare for practice presentation (in two weeks).	<u>In Class</u> ● In-class writing ● Discussion TBD Facilitator:
Thurs. 4/4	<u>For Class</u> Reading(s): TBD Assignment(s): Prepare for practice presentation (in two weeks).	<u>In Class</u> ● Discussion TBD ● Symposium group check-in Facilitator:
Week 14 - TBD		
Tues. 4/9	<u>For Class</u> Reading(s): TBD Assignment(s): Continue crafting poster and presentation material.	<u>In Class</u> ● Sign-ups for presentation run throughs ● Discussion TBD Facilitator:
Thurs. 4/11	<u>For Class</u> Reading(s): ● [How to Present an Academic Research Poster](#) ● TBD Assignment(s): Continue crafting poster and presentation material.	<u>In Class</u> ● Discussion TBD Facilitator:
Week 15 - Presentation Practice Runs		
Tues. 4/16	<u>For Class</u>	<u>In Class</u>

	Reading(s): "How to Prepare the Most Effective Conference Presentations: A Futures Initiative Discussion" Assignment(s): Come prepared to deliver a practice run of your presentation/poster. Ensure to prepare for Q&A too.	Presentation run throughs - Symposium for Social Good
Thurs. 4/18	For Class Reading(s): "Ten Rules to Giving an Effective Talk" Assignment(s): Come prepared to deliver a practice run of your presentation/poster. Ensure to prepare for Q&A too.	
Week 16 - Symposium Preparation and Course Reflection		
Tues. 4/23	For Class Reading(s): "How to Stop Worrying and Love Your Q&A Session" Assignment(s): Integrate feedback received during practice run; continue practicing and working on symposium presentation.	In Class ● In-class writing ● Course reflection ● Symposium check-in and loose ends
Thurs. 4/25	For Class Reading(s): N/A Assignment(s): Continue practicing and working on symposium presentation but, more importantly, relax and get some sleep!	In Class 1:1 Meetings with Groups
Fri. 4/26	**Symposium for Social Good** 8:00-12:00pm	
Fri. 5/1	*Symposium reflection and poster/presentation materials are due in the Sakai Dropbox by 12:00pm.*	
Have a wonderful summer break!		