INLS 776: Ethics, Values, and Society
Mondays 9:05-11:50
Manning 208 (if you're feeling well) / Zoom Passcode: 8730620897 (if you're not)

Professor: Francesca Tripodi, PhD (she/her/hers)
Office: Manning 202 / or Zoom
Office Hours: Wednesdays 8:30 – 11:30am
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If you are having trouble learning for any reason, please come and see me or the Dean of Students.

Course Description
In this course, we will explore ethical issues and questions relevant to the work and impact of LIS professionals: How should our values and beliefs be expressed in our information and data systems and services? What impact does our work have on people (at different scales)? What is our responsibility to understand and respond to those impacts? How is power expressed in various sociotechnical information systems, and how does power impact who gets to decide what counts as "knowledge?" How do the values that we (intentionally or unintentionally) build into these systems help or harm? What is our obligation to "goodness," "fairness," "justice," or "ethics?" What are the limitations of these frameworks?

Course Objectives - By the end of this course you will be able to:
1. Engage in thoughtful discussion on ethical considerations and complications related to information, data, knowledge, and technology.
2. Apply ethical frameworks to an existing ethical problem in LIS
3. Identify and analyze ethical problems in existing technologies/information sources being developed or in use/circulation.
4. Design and present a panel for a research-based conference.
5. Understand how ethical principles are applied into specific LIS subfields.

Class engagement & expectations
The point of this class is to learn but also to cultivate professional relationships. On the first day of class, we will set our classroom expectations as a community. You will need a computer and an internet connection for when we need to meet via Zoom. In the interest of protecting our community, SILS has decided that in-person classes will be delivered remotely for the first three weeks of the semester. Afterward, my goal is to resume in-person instruction. I know this has been a challenge for us all, and I appreciate your patience.

Sickness happens, and whether is due to COVID or something else, **please stay home when you're ill.** I will always have the Zoom line open and even though hybrid participation is less an optimal, if you feel well enough to join us, I encourage you do so. Most of this class hinges on your weekly participation in classroom discussion, leading class discussion, and participation in the symposium at the end of the semester.

This semester we are part of a cohort using Canvas (the learning management software UNC will move to next year). I do not assign a text to help with costs and all materials are organized for you in Canvas – in turn, I expect you to do the reading and come prepared.

Course Expectations Designed on January 10, 2022
- If you're sick STAY HOME – if others are sick in your home STAY HOME (peers will help catch you up on what you missed). When back to F2F. Keep masks on and windows will be open so dress for the weather. If need drink/snack – keep masks on between bites/sips
- Welcome different forms of thinking – try to assume your peers are coming with their best intentions. Disagree with people but do not attack the sender. Keep disagreements within the classroom.
- If someone is offended by discussion – let them (or Prof. T) know. We will work to fix the altercation.
- Work together to guarantee mutual success. Open communication between peers and prof.

- Do the reading – it makes discussion better for all. If you don't understand the reading, that's ok! Come with questions, others might have the same questions.
- If you have to leave/time out for any reason – do so. Prioritize health and wellbeing.
- During breakout spaces – be engaged.
- Be respectful of others time (in groups – be a good teammate).
- Do not record peer discussions without prior approval.

Evaluation

All graduate students who satisfy the course requirements will receive a P. To pass this class you must submit *all* assignments, receive a 75% or higher on the peer assessment in your symposium participation, participate and attend the Symposium on Information and Social Good on April 22. You must also regularly attend class and engage with the material (i.e. do the reading). Missing more than two classes (unexcused) will result in a failing grade.

Student Support

Please utilize me as a resource if you are having difficulty with the material or there are outside circumstances impeding your ability to learn (for example, housing insecurity, food insecurity, emotional insecurity, or are in need of physical or mental health services). **You should also know that I am a mandatory reporter if you choose to confide in me**.

Mental Health: CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more. *(source: Student Safety and Wellness Proposal for EPC, Sep 2018)*

Accommodations: 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 barriers to fully accessing University courses, programs, and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: https://ars.unc.edu or email ars@unc.edu.

Title IX: Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Diversity & Inclusion

My intention as an educator is to provide a safe and inclusive environment for all learners. I work hard to include course materials and activities that promote diversity but Information & Library Science (and most disciplines in the academy) were founded by those from a privileged background. As a cisgender, straight, white, able-bodied woman, my standpoint may exclude important points of view. It is also possible that I will make unintentional mistakes. If this happens, please come and speak to me directly. I promise to acknowledge your concerns as valid and learn from critiques. Likewise, I'm always looking for new scholarship by women, Latine, LGBTQ+, non-white, and non-Western thinkers – please share resources you think would be useful. Suggestions and improvements are encouraged and appreciated.

Email Policy

It's very difficult to explain course material via email. If you need help with course content or assignments, the first step is to come to office hours (Wednesdays from 8:30 – 11:30). You can come to these in person (Manning 202) or via Zoom. Unless you have an emergency that requires immediate assistance, I request that students only e-mail me to set up 1:1 meetings outside of office hours (in person or via Zoom). I also love emails that share interesting information (videos, news as it relates to class) or if you have a concern you think I should know about. In-person office hours are reserved

for vaccinated students and masks are required. If you are not comfortable meeting in person or choose not to vaccinate, I'm available to meet via Zoom.

Academic Honesty
Academic honesty and trustworthiness are important to all of us as individuals and are encouraged and promoted by the honor system. More information is available at http://www.unc.edu/depts/honor/honor.html. The web site identified above contains all policies and procedures pertaining to the student honor system. We encourage your full participation and observance of this important aspect of the University.

COURSE ASSIGNMENTS
- Participation and Attendance - The structure of this course is meant to engage and inspire you. We will have no formal lectures, so the success of the class depends on active engagement. I expect everyone (not only those leading discussion for the week) to come to class ready to discuss the assigned readings. I recognize that participation comes in many forms so active listening, talking, sharing posts before class are all welcome. Missing more than two classes (unexcused) will result in a failing grade.
- Case Study/Managing Class Discussion - Once during the semester you and your research group will lead discussion. The topic, readings, and focus will be determined by you. This is meant to serve as a preparatory work for the Symposium. These presentations are meant to be works in progress not polished run-throughs..
- Symposium on Information and Social Good – submission and presentation. All students in INLS 776 will participate in the Symposium consisting of 45-minute panel presentations, organized by groups of six students each. These panels are usually individual presentations from each participant, followed by time for question and answer. Your topic for your panels can take the form of centering around a current event, historical case, or other example of ILS ethics. Each symposium panel will:
  - Describe a topic area, professional dilemma, or current event that unites the presentations.
  - Outline pertinent problems or questions related to ethics and values.
  - Identify key stakeholders.
  - Suggest a course of action, framework for understanding, mode of practice, or other mechanism to respond to the problems identified.

  Important Due Dates/Project Milestones:
    - By Feb 15 – Form a topic and group members (Groups of 6) along with w 3-5 sentence summary of suggested panel. Suggest at theme for the symposium if you have one!
    - By March 8 – Write a 300-500 word abstract and submit a condensed reading to Prof. Tripodi for the class to read.
    - March 21 - April 18 – Present in class / workshop. "Workshopping" includes:
      - Creating discussion questions based on the readings selected for class.
      - Leading us through what you plan to present at the symposium.
    - April 22 – Symposium 8:30am – 5:30pm – Location TBD. Students will be expected to attend at least two hours of the symposium, in addition to the time you are presenting.

Part One: Foundational Concepts
Week One (January 10) - Why are we here? What is ethical reasoning?
- Tom Regan. 2005. Introduction to moral reasoning. In Information Ethics: Privacy, Property, and Power, edited by Adam Moore. University of Washington Press.
- Brown University Science & Technology Studies. (n.d.). A framework for making ethical decisions. https://www.brown.edu/academics/science-and-technology-studies/framework-making-ethical-decisions
- Can it/will it ever be taken seriously? A case of Timnit Gebru
  - Watch her Ted Talk https://www.ted.com/talks/timnit_gebru_how_can_we_stop_artificial_intelligence_from_marginalizing_communities
  - Read this op-ed - https://www.wired.com/story/prominent-ai-ethics-researcher-says-google-fired-her/

Week Two (January 17) – Professional Codes of Ethics

Classes do not meet this Monday in Observation of MLK Day
(at some point during the week read/listen to these sources)
- What do the codes of ethics look like today in Library/UX.
  - http://ethics.acm.org/code-of-ethics/
  - https://www.ala.org/united/sites/ala.org.united/files/content/trustees/orgtools/policies/ALA-code-of-ethics.pdf
- Here is what the "future" looks like (according to top people in the field) – will our existing code hold up?
  - The Public Library: https://the1a.org/segments/the-future-of-the-public-library/
  - UX/HCD - https://www.toptal.com/designers/ui/the-future-of-ux

Week Three (January 24)– Values in Design
In class activity – how might we edit/improve existing codes of ethics in our respective fields.

- Hoffmann, A.L., (2017). Making data valuable: Political, economic, and conceptual bases of big data. Philosophy & Technology, 31, 209-212.
- Langdon Winner. 1980. Do artifacts have politics? (https://www.jstor.org/stable/20024652?seq=1#metadata_info_tab_contents)
- Lucas D. Introna, Helen Nissenbaum (2000) Shaping the Web: Why the Politics of Search Engines Matters, The Information Society, 16:3, 169-185, DOI: 10.1080/019722 40050133634
- Katie Shilton. 2013. Values levers: building ethics into design. (https://journals-sagepub-com.libproxy.lib.unc.edu/doi/10.1177/0162243912436985)

Part Two: Applying concepts

Week Four (January 31) – The right to be forgotten in a scored society
- Youm, Kyu Ho and Ahran Park. 2016. The 'Right to Be Forgotten" in European Union Law: Data Protection Blanced With Free Speech? *Journalsim and Mass Communication Quarterly.*
- Vaidhyanathan, Siva. *The Googlization of Everything:* Chp. 5 – The Googlization of Knowledge: The Future of Books
- Tamara K. Nopper, 2019. "Digital Character in "The Scored Society":FICO, Social Networks, and Competing Measurements of Creditworthiness", Captivating Technology: Race, Carceral Technoscience, and Liberatory Imagination in Everyday Life, Ruha Benjamin
- **O'Neil, Cathy. 2016. Chapter 8: Collateral Damage: Landing Credit in Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy.**

Week Five (February 7) – How should information professionals address systemic bias in information systems?
- Keyes, O. (2019). Counting the countless: Why data science is a profound threat for queer people. Retrieved from https://reallifemag.com/counting-the-countless/
- Marijel Melo (2020). How Do Makerspaces Communicate Who Belongs? Examining Gender Inclusion through the Analysis of User Journey Maps in a Makerspace.
- Emily Drabinski. 2013. Queering the catalog: queer theory and the politics of correction. *Library Quarterly* 83(2): 94-111
- Francesca Tripodi. 2021. Ms. Categorized: Gender, notability, and inequality on Wikipedia. *New Media and Society*
- R. Joshua Scannell, 2019. "This Is Not *Minority Report*: Predictive Policing and Population Racism", Captivating Technology: Race, Carceral Technoscience, and Liberatory Imagination in Everyday Life, Ruha Benjamin

Week Six (February 14) – Can information professionals remediate and/or repair institutionalized racism?
- Todd Honma. 2005. Trippin' over the color line: The invisibility of race in library and information studies. Interactions: UCLA Journal of Education and Information Studies, 1(2)

- Safiya Noble. 2013. Google search: hyper-visibility as a means of rendering black women and girls invisible | invisible culture: an electronic journal for visual culture. InVisible Culture: An Electronic Journal for Visual Culture, No. 19.
- Tonia Sutherland. 2017. Archival amnesty: in search of Black American transitional and restorative justice. *Journal of Critical Library and Information Studies* 1(2). doi: 10.24242/jclis.v1i2.42
- Gibson, A. N., Chancellor, R. L., Cooke, N. A., Dahlen, S. P., Lee, S. A., & Shorish, Y. L. (2017). Libraries on the frontlines: Neutrality and social justice. *Equality, Diversity and Inclusion: An International Journal*.
- Sareeta Amrute. 2020. Bored Techies Being Casually Racist: Race as Algorithm. *Science, Technology, & Human Values*. 45(5):903-933. doi:10.1177/0162243920912824

Week Seven (February 21) – Data collection: restriction and facilitation
- Ruha Benjamin. (2016). Informed refusal: Toward a justice-based bioethics. Science, Technology, & Human Values, 41(6), 967-990.
- Feminist Data Manifestno: https://www.manifestno.com/
- Liang, C., Hutson, J. A., & Keyes, O. (2020). Surveillance, stigma & sociotechnical design for HIV. *First Monday*, *25*(10). https://doi.org/10.5210/fm.v25i10.10274
- Lilla Farkas. 2017. *Data Collection in the Field of Ethnicity: Analysis and Comparative Review of Equality Data Collection Practices in the European Union.* European Commission, Directorate-General for Justice and Consumers, Directorate D-Equality. doi: 10.2838/447194.

Week Eight (February 28) – The Limits of Justice, Fairness, and Equality
- Hoffmann, A. L. (2019). Where fairness fails: data, algorithms, and the limits of antidiscrimination discourse. *Information, Communication & Society, 22*(7), 900-915. A. https://static1.squarespace.com/static/5b8ab61f697a983fd6b04c38/t/5cd9934e9b747a265111e80a/1557762900322/Where+fairness+fails+data+algorithms+and+the+limits+of+antidiscrimination+discourse.pdf
- Raji, I & Buolamwini, J. (2019). Actionable Auditing: Investigating the Impact of Publicly Naming Biased Performance Results of Commercial AI Products. Conference on Artificial Intelligence, Ethics, and Society.
- Tannenbaum, M. (2013). 'But I Didn't Mean It!' Why It's So Hard to Prioritize Impacts over Intents. Scientific American, 14. Retrieved from https://blogs.scientificamerican.com/psysociety/e2809cbut-i-didne28099t-mean-ite2809d-why-ite28099s-so-hard-to-prioritize-impacts-over-intents/
- Benjamin, R. (2016). Informed refusal: Toward a justice-based bioethics. Science, Technology, & Human Values, 41(6), 967-990.
- Collins, A. M. (2018). Language, power, and oppression in the LIS diversity void. *Library Trends*, *67*(1), 39-51. https://muse.jhu.edu/article/706987

Week Nine (March 7) – The politics of information
- Meredith Broussard.2018. Artificial unintelligence: how computers misunderstand the world. Chapter 5, Why Poor Schools Can't Win at Standardized Tests.
- Miranda Fricker. 2007. Epistemic injustice: power and the ethics of knowing. Oxford University Press. Chapter 7, Hermeneutic Injustice.
- Adam Moore. 2016. Privacy, speech, and values: What we have no business knowing. *Ethics and Information Technology, 18*(1), 41-49. doi:http://dx.doi.org/10.1007/s10676-016-9397-x
- Nanna Bonde Thystrup. 2010. The politics of mass digitization. MIT Press. Chapter 2, The trials and tribulations of Google Books.
- Michael Powell. 2021. In Texas, a battle over what can be taught, and what books can be read. New York Times, December 10, 2021. https://www.nytimes.com/2021/12/10/us/texas-critical-race-theory-ban-books.html?searchResultPosition=1

Week Ten / Spring Break (no classes)
Before we leave for break - Groups must be formed and reading for your week must be submitted.

Part 3 – (Un)Ethical Action – Case studies, examples, symposium workshops

Week Eleven / March 21 – Group 1 Leads Class

Week Twelve / March 28 – Group 2 Leads Class

Week Thirteen / April 4 – Group 3 Leads Class

Week Fourteen / April 11 – Group 4 Leads Class

Week Fifteen / April 18 – Group 5 Leads Class

Part 4 – Symposium
April 22 – 8:30am – 5:30pm – Location TBD
(No formal class on April 25)