INLS 776: Ethics, Values, and Society (last updated 2023-1-13)
Spring 2023
Meeting Time: Wednesday, 12:20PM - 3:05 PM
Location: 307 Manning Hall
Credits: 3
Instructor: Cal Lee
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Office Hours: Wednesday, 3:05-4:00, or by appointment
Course Web Site: https://sakai.unc.edu/

Course Description
In this course, we will explore ethical issues and questions relevant to the work and impact of library and information science (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 are our responsibilities 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 are our obligations to "goodness," "fairness," "justice," or "ethics?" What are the strengths and limitations of existing frameworks to guide decisions?

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 in specific LIS subfields.

Acknowledgement: This syllabus and course build on materials from Melanie Feinberg, Amelia Gibson, Francesca Tripodi and Megan Winget. I would like to express my gratitude to all of them.

Class engagement and expectations
A major part of professional development (including this class) is establishing and cultivating professional relationships. You'll have many chances to interact with fellow students in this class. Our collective learning will work best if everyone comes ready to learn from each other.

- Complete readings before each week. Manage your time accordingly (How to Read a Book - http://www.si.umich.edu/~pne/PDF/howtoread.pdf)
- Written work should be of high quality. If you have concerns about writing, address them early and often.
  - UNC Writing Center in Phillips Annex - http://www.unc.edu/depts/wcweb/
  - Most importantly, your peers.
- Come to class on time
- Participate in discussions
- Demonstrate that you have read the material, understood and synthesized it.
- Tell us when you do not agree. This is a discussion forum, not just a lecture session. No one in the room has a monopoly on correct answers. You are encouraged to question the assumptions of the readings, your instructor and your fellow students.
- Practice "respectful and informed ignorance." Will Rogers said, "Everybody is ignorant, only on different subjects." This class will be most effective if everyone feels comfortable asking questions, so respect the questions of others. Bring to class your own **informed** questions about the week's materials (i.e. be able to convey how you've tried to understand the issues and what's still unclear to you).

- Your comments should reflect mutual respect and should not attack individuals (including authors). Remember that critical reasoning is not the same as simply criticizing. Whenever you encounter a reading or personal comments, consider adopting the Wikipedia principle of assuming good faith - https://en.wikipedia.org/wiki/Wikipedia:Assume_good_faith

Special Needs: If you feel that you may need an accommodation for a disability or have any other special need, please make an appointment to discuss this with me. I will best be able to address special circumstances if I know about them early in the semester.

Sickness happens, and whether is due to COVID or something else, **please stay home when you're ill.**

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 21. 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 feel free to reach out to me if you're 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 and Inclusion
I aim to provide a safe and inclusive environment for all learners. I work hard to include course materials and activities that promote diversity but library and information science (and most disciplines in the academy) were founded largely by those from a privileged background. It's possible that I'll 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 from underrepresented perspectives – please share resources you think would be useful. Suggestions and improvements are encouraged and appreciated.

Using your Own Words and Attributing Others

It is very important that you both attribute your sources and avoid excessive use of quotes (see separate handout called "In Your Own Words"). 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).

Honor Code

"The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the Honor System. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected."

COURSE ASSIGNMENTS

- Participation and Attendance - The structure of this course is meant to engage and inspire you. 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 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 focus on a current event, historical case, or other example of information 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 8** – Form a topic and group (4-5 students) along with a 3-5 sentence summary of suggested panel.
    - By **March 8** – Write a 300-500 word abstract and submit a condensed reading to me for the class to read.
    - **March 22 - April 19** – 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 21** – Symposium 8:30am – 5:30pm – Location TBD. Students should attend at least two hours of the symposium, in addition to the time you are presenting.

Part One: Foundational Concepts

Week 1 (January 11) - Why are we here? What are we doing?

- Bonde, Sheila, Paul Firenze, James Green, Margot Grinberg, Josephine Korijn, Emily Levoy, Alysha Naik, Laura Ucik and Liza Weisberg. "A framework for making ethical decisions." Brown University Science & Technology Studies. 2013. https://www.brown.edu/academics/science-and-technology-studies/framework-making-ethical-decisions
- Regan, Tom. "Introduction to Moral Reasoning." In *Information Ethics: Privacy, Property, and Power*, edited by Adam Moore, 30-46. Seattle: University of Washington Press, 2005. https://ebookcentral-proquest-com.libproxy.lib.unc.edu/lib/unc/reader.action?docID=3444523&ppg=31

Week 2 (January 18) – On Being a Professional

Lifecycles of information and associated ethical issues

- Consider similarities and differences between the following (and suggest others I should have listed):

Source	Title	URL
American Alliance of Museums (AAM)	Code of Ethics for Museums	https://www.aam-us.org/programs/ethics-standards-and-professional-practices/code-of-ethics-for-museums/
American Association for Law Libraries (AALL)	AALL Ethical Principles	https://www.aallnet.org/about-us/what-we-do/policies/public-policies/aall-ethical-principles/
American Health Information Management Association (AHIMA)	Code of Ethics	https://bok.ahima.org/doc?oid=105098#.XtafDxNKg0o [Note two other documents derived from this code are: (1) "Standards of Ethical Coding," https://bok.ahima.org/doc?oid=302237#.X0-0BRNKg_U] and (2) "Ethical Standards for Clinical Documentation Integrity (CDI) Professionals," https://ahima.org/media/r2gmhlop/ethical-standards-for-clinical-documentation-integrity-cdi-professionals-2020.pdf?oid=301868#.X0-1TxNKg_U]
American Library Association (ALA)	Code of Ethics	https://www.ala.org/tools/ethics
ALA	Library Bill of Rights	https://www.ala.org/advocacy/intfreedom/librarybill/ [Also briefly familiarize yourself with the "Interpretations of the Library Bill of Rights." https://www.ala.org/advocacy/intfreedom/librarybill/interpretations]
American Medical Informatics Association (AMIA)	AMIA's code of professional and ethical conduct 2022	https://doi.org/10.1093/jamia/ocac192
Association of Colleges and Research Libraries (ACRL), Rare Books and Manuscripts Section (RBMS)	ACRL Code of Ethics for Special Collections Librarians	https://rbms.info/standards/code_of_ethics/
Association for Computing Machinery (ACM)	Code of Ethics and Professional Conduct	https://ethics.acm.org/
Association of Art Museum Directors (AAMD)	Code of Ethics	https://aamd.org/about/code-of-ethics
Association of Independent Information Professionals (AIIP)	AIIP Code of Ethical Business Practice	https://aiip.org/About/Professional-Standards
Association of Internet	Internet Research: Ethical Guidelines 3.0	https://aoir.org/reports/ethics3.pdf[This

Researchers (AoIR)		is a long document. Look through the whole table of contents and then focus your reading on 3.1 Initial Considerations (9-12). See also the one-page: Annette Markham, Appendix 1, AOIR Guidelines: Ethical Decision Making and Internet Research Ethics: 2012, https://aoir.org/wp-content/uploads/2017/01/aoir_ethics_graphic_2016.pdf]
Association of Records Managers and Administrators (ARMA) International	Information Governance Professional (IGP) Code of Ethics	https://www.arma.org/page/IGP_Ethics/Code-of-Ethics.htm
ACM/IEEE-CS joint task force on Software Engineering Ethics and Professional Practices (SEEPP)	Software Engineering Code of Ethics and Professional Practice	https://ethics.acm.org/code-of-ethics/software-engineering-code/
Association for Information Science & Technology (ASIS&T)	ASIS&T Professional Guidelines	https://www.asist.org/about/asist-professional-guidelines/
Computing Technology Industry Association (CompTIA)	Professional Code of Ethics	https://www.comptia.org/testing/testing-policies-procedures/test-policies/continuing-education-policies/candidate-code-of-ethics
Credible Messenger Justice Center (CMJC)	Storytelling Code of Ethics	http://cmjcenter.org/documents/Peer-Power-Storytelling-Ethics.pdf
Datapractices.org (Linux Foundation)	Manifesto for Data Practices: Data Values & Principles	https://datapractices.org/manifesto/
Data Science Association	Data Science Code of Professional Conduct	https://www.datascienceassn.org/code-of-conduct.html
Digital Analytics Association (DAA)	The Web Analyst's Code of Ethics	https://www.digitalanalyticsassociation.org/codeofethics
Human Factors and Ergonomics Society (HFES)	Code of Ethics	https://www.hfes.org/About-HFES/Code-of-Ethics
Information Technology Professionals Association (ITPA)	Code of Ethics	https://www.itpa.org.au/code-of-ethics/
Institute of Electrical and Electronics Engineers (IEEE)	Code of Ethics	https://www.ieee.org/content/dam/ieee-org/ieee/web/org/about/corporate/ieee-code-of-ethics.pdf
Institute of Electronics, Information and Communication Engineers (IEICE)	Charter of Ethics	https://www.ieice.org/eng_r/about/charter_of_ethics.html
International Council of Museums (ICOM)	Code of Ethics for Museums	https://icom.museum/wp-content/uploads/2018/07/ICOM-code-En-web.pdf [Note: This is quite long, but this is largely due to the formatting. Familiarize yourself with all the main elements. See also the one-page summary of principles at: https://icom.museum/wp-content/uploads/2018/07/110825_Checklist_print.pdf]
ICOM	Code of Ethics for Natural History Museums	https://icom.museum/wp-content/uploads/2018/07/nathcode_ethics_en.pdf

International Federation of Library Associations and Institutions (IFLA)	IFLA Code of Ethics for Librarians and other Information Workers	https://www.ifla.org/publications/ifla-code-of-ethics-for-librarians-and-other-information-workers-full-version/
International Medical Informatics Association (IMIA)	IMIA Code of Ethics for Health Information Professionals	https://imia-medinfo.org/wp/imia-code-of-ethics/
Medical Library Association (MLA)	Code of Ethics for Health Sciences Librarianship	https://www.mlanet.org/page/code-of-ethics
Society of American Archivists (SAA)	Core Values Statement and Code of Ethics	https://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics
Special Libraries Association (SLA)	Vision, Mission and Core Value Statements	https://www.sla.org/about-sla/vision-mission-core-value/
State of North Carolina	Policy regarding the Code of Ethics for North Carolina Educators	https://www.dpi.nc.gov/media/55/download [Applies to all educators, including school librarians and school media professionals.]

Week 3 (January 25) – Values in Design

- Hoffmann, A.L. "Making Data Valuable: Political, Economic, and Conceptual Bases of Big Data." *Philosophy & Technology* 31 (2017): 209-212.
- Introna, Lucas D., and Helen Nissenbaum "Shaping the Web: Why the Politics of Search Engines Matters," *The Information Society*, 16, no. 3 (2000): 169-185, DOI: 10.1080/019722 40050133634
- Shilton, Katie 2013. Values levers: building ethics into design, 2013. (https://journals-sagepub-com.libproxy.lib.unc.edu/doi/10.1177/0162243912436985)
- Winner, Langdon. "Do Artifacts Have Politics?" *Daedalus* 109, no. 1 (1980): 121-36. (https://www.jstor.org/stable/20024652)

Other Related Readings:

- Nassim JafariNaimi, Lisa Nathan, and Ian Hargraves. "Values as hypotheses: Design, inquiry, and the service of values." *Design Issues* 31, no. 4 (2015).

Part Two: Applying concepts

Week 4 (February 1) – Being on the Record: Capture, Collection and Extraction

- Andreatta, David. 2021. "How does your 9-year-old's hockey team rank nationally?" *New York Times*, December 29, 2021.
- Cifor, Marika, Patricia Garcia, TL Cowan, Jasmine Rault, Tonia Sutherland, Anita Say Chan, Jennifer Rode, Anna Lauren Hoffmann, Niloufar Salehi, and Lisa Nakamura. "Feminist Data Manifest-No." 2019. https://www.manifestno.com/ for contextual information and then specifically read: https://www.manifestno.com/home
- Emanuel, Ryan E., and Karen Dial Bird. "Stories We Tell: Unpacking Extractive Research and Its Legacy of Harm to Lumbee People." *Southern Cultures*, 2022. https://www.southerncultures.org/article/stories-we-tell/.
- Foote, Kenneth. "To Remember and Forget: Archives, Memory, and Culture." *American Archivist* 53, no. 3 (1990): 378-93.
- Vaidhyanathan, Siva. "The Googlization of Knowledge: The Future of Books." In *The Googlization of Everything (and why We Should Worry):* Berkeley, CA: University of California Press, 2011, 109-125. https://ebookcentral-proquest-com.libproxy.lib.unc.edu/lib/unc/reader.action?docID=656365&ppg=109

Other Related Readings:

- Ahmed, Shazeda. "The messy truth about social credit." *Logic* 7 (2019). https://logicmag.io/china/the-messy-truth-about-social-credit/
- Chen, Wenhong, Gejun Huang, and An Hu. "Red, yellow, green, or golden: the post-pandemic future of China's health code apps." *Information, Communication, and Society* 25, no. 5 (2022): 618-633.
- Farkas, Lilla. 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.
- Haiqing Yu. 2022. Living in the era of codes: a reflection on China's health code system." *BioSocieties* (early cite in advance of publication): https://doi.org/10.1057/s41292-022-00290-8
- Liang, C., Hutson, J. A., & Keyes, O. "Surveillance, Stigma & Sociotechnical Design for HIV." *First Monday* 25, no. 10 (2020). https://doi.org/10.5210/fm.v25i10.10274
- Ruha Benjamin. "Informed refusal: Toward a Justice-Based Bioethics." *Science, Technology, & Human Values* 41, no. 6 (2016): 967-990.
- Sille Obelitz Søe. "A Story of Surveillance: Past, Present, Prediction. *SATS* 22, no. 1 (2021).
- Youm, Kyu Ho and Ahran Park. "The 'Right to Be Forgotten" in European Union Law: Data Protection Balanced with Free Speech?" *Journalism and Mass Communication Quarterly* 93, no.2 (2016): 273–295.

Week 5 (February 8) – Description and Representation

- Drabinski. Emily. "Queering the Catalog: Queer Theory and the Politics of Correction." *Library Quarterly* 83, no. 2 (2013): 94-111.
- Nopper, Tamara K. "Digital Character in 'The Scored Society': FICO, Social Networks, and Competing Measurements of Creditworthiness." In *Captivating Technology: Race, Carceral Technoscience, and Liberatory Imagination in Everyday Life*, edited by Ruha Benjamin, 170-187. Durham, NC: Duke University Press, 2019.
- Sutherland, T., & Purcell, A. "A Weapon and a Tool: Decolonizing Description and Embracing Redescription as Liberatory Archival Praxis." *International Journal of Information, Diversity, & Inclusion*, 5, no. 1 (2021), 60–78.

Other Related Readings:

- Broussard, Meredith. 2018. Artificial unintelligence: how computers misunderstand the world. Chapter 5, Why Poor Schools Can't Win at Standardized Tests.
- Singh, Ranjit, and Steven J. Jackson. 2017. "From margins to seams: imbrication, inclusion, and torque in the Aadhaar identification Project." In *Proceedings of the 2017 CHI Conference on Human Factors in Computing Systems* (*CHI '17*). 4776–4824.

Week 6 (February 15) – Access to Data and Information: Restriction and Facilitation

- Moore, Adam "Privacy, speech, and values: What we have no business knowing." Ethics and Information Technology 18, no. 1 (2016): 41-49. http://dx.doi.org/10.1007/s10676-016-9397-x
- Powell, Michael. 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 7 (February 22) – Analytics and Data Processing

- Bechmann, A. & Zevenbergen, B. 2020. AI and Machine Learning: Internet Research Ethics Guidelines, IRE 3.0 Companion 6.1, Association of Internet Researchers, https://aoir.org/reports/ethics3.pdf (p.33-49)
- Fjeld, Jessica, Nele Achten, Hannah Hilligoss, Adam Christopher Nagy, and Madhulika Srikumar. "Principled Artificial Intelligence: Mapping Consensus in Ethical and Rights-based Approaches to Principles for AI." Cambridge, MA: Berkman Klein Center for Internet and Society. January 15, 2020. [Focus especially on p.3-9

and familiarize yourself with the remainder of the document.]
https://cyber.harvard.edu/publication/2020/principled-ai

- Srinivasan, Janaki, Megan Finn, and Morgan Ames. "Information Determinism: Consequences of Faith in Information." *The Information Society* 33, no. 1 (2017): 13-22.

Other Related Readings:

- Fricker, Miranda "Hermeneutic Injustice." In *Epistemic Injustice: Power and the Ethics of Knowing*, 147-175. Oxford, UK: Oxford University Press, 2007. https://doi-org.libproxy.lib.unc.edu/10.1093/acprof:oso/9780198237907.003.0008
- Thystrup, Nanna Bonde. "The Trials and Tribulations of Google Books." In *The politics of Mass Digitization*. Cambridge, MA: MIT Press, 2010.

Week 8 (March 1) – Systemic Biases and Prejudices - Recognition, Remediation, Repair

Watch in class: *Coded Bias*

- Amrute, Sareeta "Bored Techies Being Casually Racist: Race as Algorithm." *Science, Technology, & Human Values*. 45, no. 5 (2020):903-933. https://doi.org/10.1177/0162243920912824
- Harrington, C. N., Garg, R., Woodward, A., & Williams, D. (2022). "It's Kind of Like Code-Switching": Black Older Adults' Experiences with a Voice Assistant for Health Information Seeking. Proceedings of the 2022 CHI Conference on Human Factors in Computing Systems, 1–15. https://doi.org/10.1145/3491102.3501995
- Melo, Marijel. "How Do Makerspaces Communicate Who Belongs? Examining Gender Inclusion through the Analysis of User Journey Maps in a Makerspace." *Journal of Learning Spaces* 9, no. 1 (2020): 59-68. https://files.eric.ed.gov/fulltext/EJ1253902.pdf
- Raji, I. D., Gebru, T., Mitchell, M., Buolamwini, J., Lee, J., & Denton, E. (2020). "Saving Face: Investigating the Ethical Concerns of Facial Recognition Auditing." In *Proceedings of the AAAI/ACM Conference on AI, Ethics, and Society*, 145–151. https://doi.org/10.48550/arXiv.2001.00964
- Tripodi, Francesca. 2021. Ms. Categorized: Gender, notability, and inequality on Wikipedia. *New Media and Society* (2021) https://doi.org/10.1177/14614448211023772

Other Related Readings:

- Angwin, Julia Jeff Larson, Surya Mattu, and Lauren Kirchener. "Machine bias: There's software used across the country to predict future criminals. And it's biased against blacks." ProPublica, May 23, 2016. https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing
- Gibson, Amelia. 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*.
- Harrington, Christina N., Sheena Erete, & Anne Marie Piper. "Deconstructing Community-based Collaborative Design: Towards More Equitable Participatory Design Engagements." In *Proceedings of Computer Supported Collaborative Work*, 3, CSCW, Article 216 (November 2019), 25 pages. https://doi.org/10.1145/3359318
- Honma, Todd. "Trippin' over the color line: The invisibility of race in library and information studies. Interactions." *UCLA Journal of Education and Information Studies* 1, no. 2 (2005).
- Keyes, Os. "Counting the Countless: Why Data Science is a Profound Threat for Queer People." April 8, 2019 https://reallifemag.com/counting-the-countless/
- Noble, Safiya. "Google search: hyper-visibility as a means of rendering black women and girls invisible." *InVisible Culture* 19 (2013). https://ivc.lib.rochester.edu/google-search-hyper-visibility-as-a-means-of-rendering-black-women-and-girls-invisible/
- Scannell, R. Joshua "This in not *Minority Report*: Predictive policing and population racism." In *Captivating Technology: Race, Carceral Technoscience, and Liberatory Imagination in Everyday Life*, edited Ruha Benjamin. Durham, NC: Duke University Press, 2019.

- Sutherland, Tonia. "Archival Amnesty: In search of Black American Transitional and Restorative Justice." *Journal of Critical Library and Information Studies* 1, no. 2 (2017). doi: 10.24242/jclis.v1i2.42
- Sutherland, Tonia. "Making a Killing: On Race, Ritual, and (Re)Membering in Digital Culture. Preservation." *Digital Technology & Culture* 46, no. 1 (2017). 32-40.

Week 9 (March 8) – The Limits of Justice, Fairness, and Equality

- Hoffmann, A. L. "Where fairness fails: data, algorithms, and the limits of antidiscrimination discourse." *Information, Communication & Society, 22, no.* 7 (2019): 900-915. https://doi-org.libproxy.lib.unc.edu/10.1080/1369118X.2019.1573912
- Raji, I., and J. Buolamwini. "Actionable Auditing: Investigating the Impact of Publicly Naming Biased Performance Results of Commercial AI Products." Conference on Artificial Intelligence, Ethics, and Society, 2019. https://dam-prod2.media.mit.edu/x/2019/01/24/AIES-19_paper_223.pdf
- Tannenbaum, Melanie. "'But I Didn't Mean It!' Why It's So Hard to Prioritize Impacts over Intents." *PsySociety*. October 14, 2013. https://blogs.scientificamerican.com/psysociety/e2809cbut-i-didne28099t-mean-ite2809d-why-ite28099s-so-hard-to-prioritize-impacts-over-intents/

Other Related Readings:

- Collins, Anastasia M. "Language, power, and oppression in the LIS diversity void." *Library Trends* 67, no. 1 (2018): 39-51. https://muse.jhu.edu/article/706987

Week 10 / Spring Break (no classes)

Before we leave for break – Form groups and submit reading for your week

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

Week Eleven / March 22 – Group 1 Leads Class

Week Twelve / March 29 – Group 2 Leads Class

Week Thirteen / April 5 – Group 3 Leads Class

Week Fourteen / April 12 – Group 4 Leads Class

Week Fifteen / April 19 – Group 5 Leads Class

Part 4 – Symposium – April 21