INSTRUCTOR INFORMATION

Instructor
- Joseph Winberry, Ph.D. (He/Him)
- Jwinber@unc.edu (Preferred Contact Method)
- 919-843-9378
- Office: Manning 200
- Office Hours: Thursdays, 2-3 PM EST (and by appointment)

Welcome Statement
What does it mean to be an ethical information professional? How do we ensure that public serving information organizations operate in a way that is in line with the values we as a society seek to champion? These and other questions will guide our inquiry in this class, providing you with a grounding of ethics useful throughout your schooling and careers!

COURSE INFORMATION

Course Catalog Description
This course explores ethical issues related to information, data, knowledge, and technology in various individual, community, and societal contexts.

Learning Goals
Students who actively engaged with this course should at its conclusion be able to:
• Apply sociotechnical frameworks to an existing ethical problem in LIS.
• Identify and analyze potential and existing ethical problems in technologies/information sources being developed or in use/circulation.
• Design and participate in a panel for a research-based conference.
• Understand how ethical principles may be applied to specific LIS subfields.
• Consider how to apply lessons learned to current or future information work scenarios.

Acknowledgement
INLS 776 was developed collaboratively by various SILS instructors. This syllabus (and class format) is especially informed by iterations by Dr. Melanie Feinberg and Dr. Megan Winget.

Please note that while all sections of INLS 776 have adopted similar learning objectives, general themes, and main requirements, each section will also differ in precise subject matter, structure, and set up per the style of the instructor of your particular section.
COURSE MATERIALS AND RESOURCES

There is not a required textbook for this course. Instead, required readings and other materials will be made available through the course Canvas page. However, the following online text might provide helpful context as you move throughout the course and beyond:


In addition to these course materials, there are various resources at UNC Chapel Hill which can help you obtain holistic success while in this and other classes. Select resources include:

- The Graduate School C.H.A.R.T Guide
- University Libraries
- Information Technology Services
- Learning Center
- Writing Center
- Accessibility Resources & Service
- Campus Health
- Carolina Cupboard Community Food Pantry

COURSE POLICIES

Teaching Philosophy
I want to help you learn what will be valuable for your current or future work as an information professional. As such I give as much room as the structure of this class allows to create useful learning opportunities such as with the symposium panel (more on that later) while also relying on my role as the teacher or guide to help you learn about things you might not have realized you needed or wanted to know! Ethical issues can be tough to discuss oftentimes with no clear right or wrong answer. Engaging meaningfully (and respectfully) with other students and with the instructor is both key to your success and the road to a satisfying class experience. Take responsibility for your learning and reach out proactively with questions, concerns, or comments.

Email and Canvas
Class-related communication occurring outside of the classroom will be conducted via email or Canvas.

The instructor is required to email you through your UNC email address. If you prefer to use another email address, consult ITS about the possibility of forwarding your UNC email to your preferred address if you do not wish to check both accounts.

It is the student’s responsibility to ensure that any time sensitive email is read and acted upon. Do not hesitate to email us with updates, concerns, or (after reviewing the syllabus) questions. When emailing, include “INLS 776” in the subject line to ensure my fastest response. If you have an urgent problem, you can be emphatic in the subject line. You are also welcome to flag the
message (e.g., red flag for “urgent”). In most situations I will typically respond within 24 hours, to emails received Monday-Friday. Emails sent Friday-Sunday may not be answered until Monday.

The course will utilize the Canvas learning management system. You may also receive individual, group, or class-level communications from me through Canvas. My preference in communication is for you to email me as I will not be as fast to respond to Canvas messages as I would emails. It is the student’s responsibility to regularly check Canvas and engage with course materials or communications. Contact ITS if experiencing issues with Canvas or other course technology.

**Instructor Office Hours**
I maintain office hours every Thursday during the semester. Office hours will usually be held in person in my office (Manning 200) but may occasionally need to be held via Zoom. In addition, I will be attending conferences twice during the semester and may not be available to Zoom during those weeks. If I need to make any changes to office hours’ time or location, I will let you know in advance via the syllabus calendar or through a Canvas announcement. If you are unable to meet during my regularly scheduled office hours, please email me and we will find a mutually beneficial time to meet on campus or via Zoom.

**Technology in the Classroom**
Technology that may complement student learning such as laptops, cell phones, and tablets are welcome in the classroom. Any technology use should be done in accordance with university policies. If these devices become a distraction for the student or their classmates, I reserve the right to enforce individual, group, or class bans of the distracting technologies.

**Course Attendance and Participation**
This course is generally delivered in-person in Manning Hall. As such, students should make the necessary arrangements to ensure they are in the classroom by the start of class. Attending and engaging with the instructor and fellow students is as essential to your success as completing individual readings and assignments. Therefore, attendance and participation are mandatory. Absent an emergency, students should contact the instructor by email to inform them ahead of time of any expected absences. In the case of excused or unexcused absences, it is the responsibility of each student to obtain information and complete any activities missed due to an absence by contacting a fellow student or the instructor. Chronic, unexcused attendance and participation issues will affect your final score in the class as this class cannot be successful without you!

Beyond being in class on time having completed the weekly readings, students should be prepared to engage meaningfully and collegially with the instructor and fellow students. Participation also includes completing assignments in accordance with the deadline established by the instructor. If you do not have a reasonable excuse for missing class or assignment deadlines, you can expect to lose a letter grade from assignments for each day you are late.

Examples of reasonable excuses for failing to complete weekly activities and/or assignments on time include: 1) illness; 2) family emergencies; 3) special curricular activities or job requirements; 4) participation in official university activities such as music performances; 5) military obligation,
6) religious holidays; and 7) court imposed legal obligations (e.g., jury duty, subpoena). Email the instructor if you expect to be delayed in completing the class content for the week or as soon as is reasonable after an emergency has taken place (Please do not feel the need to email me—as a past student did—immediately after being in a car accident to say their assignment would be late. Class is important but not that important.). We can develop a plan for class success despite setbacks—but only if you communicate! Please note that since certain assignments such as the symposium are held at specific dates and times, there is not a way to make up for those lost assignments. In the case of an emergency, a separate and equivalent assignment would have to be done for you to get credit.

If I have to cancel a class, I will let you know by email or Canvas what materials or assignments (if any) for the week you should still complete. If the university has cancelled class on Tuesday or Thursday afternoons due to inclement weather or an emergency, this information will be shared via Alert Carolina. You will receive an extension for engaging course materials or meeting assignment deadlines until the next regularly scheduled class.

**Plagiarism**
The UNC Instrument of Student Judicial Governance defines “plagiarism” as the *deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise.* Plagiarism will not be tolerated in my classroom. Students should expect that each assignment submitted is checked for plagiarism; students who submit plagiarized work will receive zeros on those assignments. Ignorance of what plagiarism is and what it looks like will not be an acceptable excuse. If you have any questions about plagiarism, please review this [tutorial](#) and then contact me with any remaining questions.

**Artificial Intelligence**
Use of generative AI in your coursework is based on the following principles:

1. **AI should help you think. Not think for you.**
   Use these tools to give you ideas, perform research (in compliance with point 2 below), and analyze problems. Do not use them to do your work for you, e.g., do not enter an assignment question into ChatGPT and copy & paste the response as your answer.

2. **Engage with AI Responsibly and Ethically.**
   Engage with AI technologies responsibly, critically evaluating AI-generated outputs and considering potential biases, limitations, and ethical implications in your analysis and discussions. Utilize AI technologies ethically, respecting privacy, confidentiality, and intellectual property rights. Ensure that the data used for AI applications is obtained and shared responsibly and in compliance with relevant regulations.

3. **You are 100% responsible for your final product.**
   You are the user. If the AI makes a mistake, and you use it, it’s your mistake. If you don’t know whether a statement about any item in the output is true, then your responsibility is to research it. If you cannot verify it as factual, you should delete it. You hold full responsibility for AI generated content as if you had produced the materials yourself. This means ideas must be
attributed, facts are true, and sources must be verified.

4. **The use of AI must be open and documented.**
The use of any AI in the creation of your work must be declared in your submission and explained. Details on how to source your AI usage are explained below.

5. **These guidelines are in effect unless I give you specific guidelines for an assignment.**
It is your responsibility to ensure you are following the correct guidelines. Failure to properly cite the use of generative AI is plagiarism and will be treated as such by the instructor.

6. **Data that are confidential or personal should not be entered into generative AI tools.**
Putting confidential or personal data (e.g., your One Card details) into these tools exposes you and others to the loss of important information. Therefore, do not do so.

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**UNIVERSITY POLICIES**

**Diversity, Equity, Inclusion and Belonging**
In support of the University’s diversity goals and the mission of the UNC School of Information and Library Science, SILS embraces and promotes diversity and inclusion in all their forms. We broadly define diversity to include ability, age, ethnicity, gender, gender identity, gender expression, immigration status, national origin, race, religion, sexual orientation, and socioeconomic status. SILS is committed to preparing our graduates to be leaders in an increasingly multicultural and global society. To this end, we strive to:

- Ensure that our leadership, policies, and practices are inclusive
- Integrate diversity into our curriculum and research
- Promote and nurture an environment in which diverse perspectives and experiences are respected and valued
- Recruit and retain students, faculty, and staff from traditionally underrepresented groups
- Participate in outreach to underserved communities in North Carolina and beyond

We are committed to cultivating an academic environment that is open, representative, and equitable to all. -The Faculty and Staff of the UNC School of Information and Library Science

**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. Follow the “Connect with ARS” link on the ARS Website to request accommodations.

**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 are expected. In continuing in this class, you commit to following the Honor Code.

Safety
SAFE.UNC.EDU is the main portal for undergraduate and graduate students, faculty, staff, and visitors at UNC-Chapel Hill for resources and information about discrimination, harassment, sexual violence, interpersonal violence, and stalking. It includes information not only about the response and prevention work of EOC (such as Title IX), but also of our campus and community partners.

Responsible Employee
Please note that most instructors are designated as “responsible employees” and/or “campus security authorities” meaning that they must report/are not able to be a confidential source for students wishing to share and seek advice about experiences such as discrimination, harassment, sexual violence, interpersonal violence, stalking, or other crimes. While this instructor is happy to discuss with you, students wishing to engage a confidential source for discussing these incidents should contact:

- Counseling & Psychological Services (CAPS) caps.unc.edu | 919-966-3658 (24 hours)
- Gender Violence Services Coordinators mailto:gvsc@unc.edu | 919-962-1343
- University Ombuds Office ombuds.unc.edu | 919-843-8204
- Orange County Rape Crisis Center ocrcc.org | 866-935-4783 (24 hours)
- Compass Center for Women and Families compassctr.org | 919-929-7122 (24 hours)

COURSE ASSIGNMENTS & GRADING

Graded Assignments
This course is a foundational requirement of the SILS MSIS and MSLS programs. As such, the assignment and grading structure is likely different than many other classes you will take during your time in the program. You will either receive a P for passing or an F for failing. There are no other grades provided in this class per the course structure adopted by all INLS 776 instructors.

Attendance and Participation
As discussed previously, attendance and participation are mandatory. This class is driven by class and group discussions so if you regularly miss class or are not prepared to discuss the readings, you put yourself at risk of failing. If you need to miss a class, you do not need to go deep into your reasons but please let me know in advance via email whenever possible. The most important thing is to communicate. Thank you in advance for your contributions to our shared learning!

Collegiality Points
Adapted with gratitude from Max Liboiron via Megan Winget and Melanie Feinberg, collegiality points represents a way of recognizing the efforts we make to ensure mutual success in the class. You will be responsible for earning (and tracking) eight collegiality points this semester. Each collegiality task earns one point. Any of the following actions will earn a collegiality point. You don't need to do eight different actions; you can act as a discussion reporter eight times, or you can write eight Canvas discussion posts. It’s really up to you. At least one point must be earned in each month Jan.-April.
Some ways to obtain collegiality points include:

- Facilitating a small-group discussion: getting the conversation started, keeping the group on task, ensuring that everyone has a chance to speak, synthesizing ideas, and so on.
- Serving as the “devil’s advocate” in a small-group discussion by articulating opinions or objections that you do not personally share, but that extend the conversation in interesting ways. (This involves acting as the persistent devil’s advocate for an entire class, rather than just making a single remark.)
- Acting as the reporter for a small-group discussion, presenting what the group talked about to the class as a whole.
- Contributing an idea, comment, or question to a discussion that involves the entire class (rather than a small group).
- Reflecting on a recent news item or everyday experience that expands upon topics germane to the class (time each week will be set aside for this)
- Sharing your knowledge with others: for example, helping to explain a reading, discussion topic, or something else from class to a colleague (either as part of a small-group interaction or outside of class; this might include study groups).
- Soliciting knowledge from others: for example, asking a fellow student (or me) for help when you don’t understand something (again, either as part of class or outside of class).

Have an idea for some other way to obtain collegiality points? Great! Just let me know what you’re thinking, and we’ll see if it makes sense. We can continue adding to this list throughout the semester.

It is your job to keep up with your collegiality points so I encourage you to do so as you go rather than trying to remember at the end of the semester. Document each point earned with a two to three sentence description (For example: On X date I discussed Y article I came across because it connected with Z topic we learned in week 3 because A.) For each unexcused absence (i.e., an absence that does not meet the emergency/excused list shown in this syllabus) you should obtain one extra collegiality point. A collegiality points report will be due at the end of the semester via Canvas on Tuesday, April 30.

**Symposium Panel**

Each student is required to form a group, create a panel, and present that panel at the Symposium for Social Good which will take place on Friday, April 26 (specific times forthcoming).

All students in all sections of INLS 776 will participate in the Symposium for Social Good on Friday April 26 from 8:30 am - 5:30 pm. The symposium will consist of 45-minute panel presentations, organized in research groups of 4-6 students each.

Each research group will host a symposium panel, which will:

- Describe a matter of concern: a topic area, professional dilemma, or current event.
- Outline pertinent problems or questions related to ethics and values of that dilemma/event.
- Identify associated stakeholders.
- Suggest a course of action, framework for understanding, mode of practice, or other mechanism to respond to the identified problems or questions.

Panels often take the form of brief individual presentations from each participant, followed by time for questions and guided discussion with the audience.
The symposium will be held on Friday, April 26, from 8:30 a.m. to 5:30 p.m. Students will be expected to attend at least two hours of the symposium, in addition to the time they are presenting.

To prepare for a successful panel at the symposium, your group will engage in a sustained investigation of your topic area over the course of the semester.

Project milestones will include:

<table>
<thead>
<tr>
<th>#</th>
<th>Group Project Milestone Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Forming a group, selecting a topic, and creating project management plan</td>
<td>2/8</td>
</tr>
<tr>
<td>2</td>
<td>Prepare outline and annotated bibliography for topic</td>
<td>3/7</td>
</tr>
<tr>
<td>3</td>
<td>Write 300-500 word abstract for your panel; finalize plan</td>
<td>3/26</td>
</tr>
<tr>
<td>4</td>
<td>Workshopping your panel by facilitating discussion for</td>
<td>4/4-4/23</td>
</tr>
<tr>
<td>5</td>
<td>Attend and present at symposium</td>
<td>4/26</td>
</tr>
<tr>
<td>6</td>
<td>Reflection on the project and symposium (individual assignment)</td>
<td>4/30</td>
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</table>

Preparing Assignments
All individual assignments must be word-processed, double-spaced (unless the assignment instructions specifically state otherwise) and include your name, date, and course number (i.e., Student Name(s), Date, INLS 551) in the top right-hand corner of the first page as the heading.

The title of the document/file should be StudentFirstNameLastName_INLS 551_Assignment Name. Example: JosephWinberry_INLS 551_Review1

Submitted documents for individual assignments should be in Word or PDF form unless otherwise directed.

Submitting Assignments
All assignments are due by 11:59 PM Eastern unless noted otherwise in the course schedule shown at the end of the syllabus or unless I provide an updated schedule via Canvas. If it looks like you are not going to be able to make the deadline, please email me at least 12 hours beforehand so that we can identify an alternative schedule if possible. It is up to the student(s) to reach out in advance whenever possible (late work can be accepted without penalty in response to emergencies as discussed previously). If you do not reach out in advance or do not have an explanation for tardiness in communicating and completing assignments that reach the level of an emergency, you should expect to lose points.

COURSE CALENDAR

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Themes</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thursday, January 11</td>
<td>Introduction to the course</td>
<td><em>Syllabus</em></td>
</tr>
<tr>
<td>2</td>
<td>Tuesday, January 16</td>
<td>Introduction: getting to know each other so that we can learn together</td>
<td><em>hooks, 1994</em></td>
</tr>
</tbody>
</table>
| Thursday, January 18 | Ethics 1: foundations of moral reasoning, overviews of normative ethical theories (consequentialism, deontology) | • Regan, 2005
• Fink, 2016 |
|---|---|---|
| Tuesday, January 23 | Ethics 2: more overviews of normative ethical theories (consequentialism, deontology, social contract) | • Quinn, 2020
• Lindemann, 2019 (Chapter 2, pp. 75-87 only) |
| Thursday, January 25 | Ethics 3: yet more overviews of normative ethical theories (virtue ethics and care ethics) | • White, 2017 |
| Tuesday, January 31 | Ethics 4: feminist ethics | • Lindemann, 2019 (chapter 1; chapter 2, pp. 88-99 only)
• Fricker, 2007 |
| Thursday, February 1 | Semester project kickoff: overview, group formation, and project management | Semester project |
| Tuesday, February 6 | Values 1: values in technology | • Winner, 1990
• Introna and Nissenbaum, 2000 |
| Thursday, February 8 | Values 2: design and values | • Friedman, Kahn, and Borning 2006
• Costanza-Chock, 2020 |
| Tuesday, February 13 | University well-being day; no classes scheduled | |
| Thursday, February 15 | Semester project: Generating ideas for workshop, panel structure | |
| Tuesday, February 20 | Values 3: professional values | • Association for Computing Machinery (ACM) Code of Ethics
• American Library Association (ALA) Code of Ethics
• Society for American Archivists (SAA) Values Statement and Code of Ethics
• IEEE Code of Ethics |
| Thursday, February 22 | Dilemmas related to information access: systemic bias in information systems | • Noble, 2013
• Drabinski, 2013 |
| Tuesday, February 27 | Dilemmas related to information access: Intellectual freedom and social justice | • Knox, 2020
• Cooke and Harris, 2023 |
| Thursday, February 29 | Semester project work day | |
| Tuesday, March 5 | Dilemmas related to information access: privacy and mass digitization | • Moore, 2016
• Thystrup, 2017 |
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
</table>
| Thursday, March 7  | Dilemmas related to data collection: personal data, private enterprise, and public interest 1 | • Nopper, 2019  
• Ahmed, 2019  
• Liu, 2019 |
| Tuesday, March 12  | Spring break: no classes scheduled                                       |                                                                           |
| Thursday, March 14 |                                                                         |                                                                           |
| 10 Tuesday, March 19 | Dilemmas related to data collection: personal data, private enterprise, and public interest 2 | • Liang, Hutson, and Keyes, 2020  
• Yu, 2022 |
| Thursday, March 21 | Semester project work day                                               |                                                                           |
| 11 Tuesday, March 26 | Dilemmas related to data collection: personal data, private enterprise, and public interest 3 | • Ebeling, 2016  
• Søe, 2021 |
| Thursday, March 28 | University well-being day; no classes scheduled                         |                                                                           |
| 12 Tuesday, April 2 | Dilemmas related to professional ideology and identity                   | • Amrute, 2020  
• Sutherland, 2017 |

**Part 3: Ethics Education, Student Leadership, and the Symposium for Public Good**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Thursday, April 4</td>
<td>Class facilitated by project group #1</td>
<td></td>
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<tr>
<td>13 Tuesday, April 9</td>
<td>Class facilitated by project group #2</td>
<td></td>
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<td></td>
<td>Class facilitated by project group #3</td>
<td></td>
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<tr>
<td>14 Tuesday, April 16</td>
<td>Class facilitated by project group #4</td>
<td></td>
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<td></td>
<td>Class facilitated by project group #5</td>
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<tr>
<td>15 Tuesday, April 23</td>
<td>Class facilitated by project group #6</td>
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<tr>
<td></td>
<td>Final symposium preparation</td>
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<tr>
<td>16 Tuesday, April 30</td>
<td>Class Debrief</td>
<td>(Turn in all documents by midnight)</td>
</tr>
</tbody>
</table>

**CHANGES TO SYLLABUS**

The instructor reserves the right to update the syllabus and course schedule at any point throughout the course of the semester. Any revisions will be communicated via Canvas announcements and/or email. The resulting revised syllabus will be clearly marked with a version number and revision date in the header of the syllabus.