SI 110: Introduction to Information Studies
University of Michigan - School of Information
(cross listed as UC 110)

WINTER 2021

Monday and Wednesday @ 11:30a - 12:50p
REMOTE
(Updated: January 15)
Instructor

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Teaching Team

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Course Objectives

Are we in the midst of an Information Revolution? Is the Information Age essentially different from other periods in history and if so, how? What role does Information, and the myriad systems for processing and disseminating Information, play in individual lives, or in society as a whole? How can we build effective Information Systems to accomplish important goals such as supporting human relationships, fostering civic participation and democracy, and facilitating commerce?

This course will provide the foundational knowledge necessary to begin to address the key issues associated with Information and its impact on human lives. Issues will range from the theoretical (what is Information, and how do humans construct it?), to the cultural (is life on the screen a qualitatively different phenomenon from experiences with earlier distance-shrinking and knowledge-building technologies such as telephones?), to the practical (what are the basic architectures of computing and networks?). Successful completion of this "gateway" course will give you the conceptual tools necessary to understand the culture, politics, and economics of the Information Age, providing a foundation for later study in Information or a valuable complement to studies in other disciplines.

More specifically, after taking this course, you will:

1. Be able to identify and explain important concepts related to the study of Information.
2. Be able to articulate arguments related to current debates about information policy and the impacts of Information on society.
3. Be able to critically reflect on your own use of contemporary information systems, such as social media sites and services.
4. Be knowledgeable about basic principles and strategies for designing effective information systems.

Course Technologies

- Canvas

All course materials, announcements, asynchronous discussions and assignments will be delivered through Canvas.
As mandated by U-M, the entire term’s content - lectures and discussion sections - will be delivered synchronously and remotely over ZOOM. If you encounter problems with the Zoom, you should a) wait 5 minutes and try again, and then b) go to Slack and message your GSI for help. Sometimes Zoom crashes, or the professor’s computer crashes, or things just go wrong. If Zoom isn’t working, try logging in again every few minutes for 15 minutes. If the whole system is down, we will have emailed by that point.

There is a lot of discussion about how to behave in Zoom calls. Here are the SI110 expectations for Zoom behavior from students:

- Stay on mute unless you are speaking.
- It’s great to see your face on video, but if you don’t want to do that for whatever reason, make sure to have a picture or bitmoji as your “video muted” screen.
- When in breakout groups with your fellow students, please use your video if at all possible.

All lecture videos will be made available on Canvas a week after the lecture. Links will also be placed into Canvas.

**Slack**

The course will have synchronous discussions via Slack. You will first need to go to [https://slack.si.umich.edu/](https://slack.si.umich.edu/) and accept conditions to be added to the 110 channels. There are a series of channels for this course and you should be automatically added via Wolverineaccess once you accept. The Slack will have channels for your discussion section and for help, infonews, lectures, and memes.

**Technical Difficulties and/or Internet Bandwidth Issues**

We realize that technology issues such as network availability and strength may make it hard or impossible for you to access or submit assessments, causing distress and hampering your ability to demonstrate the knowledge that you have acquired. We further realize that you may lose access due to internet connectivity challenges while in the midst of an assessment. We will work with you to ensure you are not penalized due to technological issues beyond your control.

**Virtual Classroom Comportment**
Come to class on time, having done the assigned readings and having muted other devices. Be prepared both to listen and to engage in fruitful discussions. Feel free to ask questions--usually, if you are confused, others are too.

Engaging with non-course relevant content and activities during lectures and discussion sections that are not part of the shared experience detracts from your own ability to learn and benefit and can also impede fruitful engagement with your instructors and peers, contributing to a general environment that is not conducive to learning. You are strongly discouraged from engaging in non-class activities (e.g., emailing, game playing, web browsing, Tweeting, Facebooking, Pinteresting, etc. etc. etc.) during class. If you find it difficult to refrain from such activities, you might spend some time reflecting on why this might be so.

**Communication Policy**

In order to reduce any uncertainty and anxiety regarding the response time on our communications, here is our policy:

- Your first communication should be to reach out to your discussion section GSI. You should always include [SI 110] in your subject heading otherwise it can easily get lost in the morass.
- If you wish to have a response by Friday 5pm, then you must SEND the email by Thursday at 10pm.
- If you wish to have a response by Monday 5pm, then you must SEND the email by Sunday at 5pm.
- These timelines cannot be guaranteed, but we will work towards ensuring that you receive responses in a timely manner.
- Please note that a response is not necessarily a resolution. For simple queries, it is possible that the response could contain a resolution. However, in some cases, the request in the email might require more time to handle and might involve multiple parties to resolve. In such cases, the resolution will depend on the complexity of the request.

**Assignments and Points**

There is a total of **1000 points available to earn in the class**. There are many opportunities to gain points, most of which are scheduled. Of course, you'll need to do several assignments in order to get to higher grade levels, and some assignments count
for many more points than others. The grading scheme is inspired by the notion of “gamification” (adding game-like elements into non-game environments, like college courses), and thus allows you to apply some strategy to earn the grade you want. You’ll also have to spend some time to make sure that you understand the “rules of the game” so that you can play effectively.

An important note on the assessment philosophy. Most assignments will have rubrics attached, which will spell out our expectations. However, just meeting the details of the assignment is by definition average work, which we normalize at the B+ level. If your goal is to get an A- or an A or even an A+ (extremely rare), you will have to “go above and beyond” on these assignments. We don’t necessarily spell out how to “go above and beyond” because each assignment is different. It will be up to you to think about and accomplish work that “exceeds expectations” (your teaching team is a good sounding board for this). Please see the communication policy above, but note there that Instructional Aides can explain/clarify why a particular grade was given via comments on submissions, but changes in grades have to be discussed with the GSI and then approved by the instructor.

There are two types of “quests” (a.k.a. “assignments”) in the course - Major and Minor.

1. **Major Quests and Battles** are worth the most points, and are due at scheduled times that are listed in the Readings and Topics Schedule. Major quests are essentially required—you cannot get a good grade in the course without doing well on the major quests.

2. **Minor quests** are also required, but you can pick from several and must complete at least four. You can’t get an A without doing the Minor Quests. Each of these quests is managed in Canvas.

Major Quests (Writing Assignments) and Battles (Quizzes) are major assignments scheduled throughout the term, and have differing degrees of difficulty.

- **Battles (Quizzes) - 150 points (best of 3 out of 5 @ 50 points each)** ○ There will be five quizzes throughout the term, of which your best 3 scores will count (i.e., your 2 lowest quiz grades will be dropped). These are quizzes that focus on detailed content in the readings and the lectures.

- **Occupy Social Media: Proposal (Level 1) (40 points and required to “unlock”**
OSM Level 2)
○ Check in for your Occupy Social Media Major Quest.

● Occupy Social Media (OSM): Final Report (Level 2) (200 points) ○ You’ll need to pick a social media platform you don’t currently use. You will spend the about three weeks (February 10 - March 1) developing your proposal and then the remainder of the term (about 7 weeks) participating on the site. This activity will culminate in a final report. The details and expectations of this assignment will be up on Canvas early in the semester before your Occupy Social Media Proposal is due.

● Weekly Engagement (25 points a week - 250 total)
○ Each week, there will be multiple ways to be engaged with the course, the teaching team, and your fellow classmates. Attending lecture, participating in your discussion section, sharing and discussing content on Slack are all ways that you can participate. Each week you will fill out a form about your participation that week. We will count your 10 highest weeks of engagement for the class.

● InfoMaven (200 points total)
○ This assignment is designed to let you show your mastery of the course material over the course of the semester. You will pick only ONE form for the InfoMaven assignment. Details of each type can be found in Canvas. The different forms are:
  ■ Argumentative Essay
  ■ Infographic
  ■ UX Analysis
  ■ Video

Minor Quests. There are three types of Minor Quests: BiblioQuests, ExploroQuests, and RandoQuests. Altogether, up to 160 points can be earned through Minor Quests. There will be multiple opportunities to complete these over the course of the semester.

● BiblioQuests (40 points for each assignment) (10 opportunities) ○
  Due dates for BiblioQuests are noted in the Readings and Topics Schedule and in Canvas.

○ BiblioQuests are the main type of Minor Quests and are available almost every week. They are brief reports on designated Optional Readings. A number of such readings are indicated on the Readings and Topics Schedule.
When will you get your graded BiblioQuest back? The grading timeline is a week from when the assignment closes with the exception of BiblioQuest #1 which all will be required to turn in - this BiblioQuest will take 2 weeks to grade.

- **ExploroQuests (40 points for each assignment) (5 opportunities)**
  ExploroQuests are brief reports on talks, lectures, and similar events around campus or web content (online video, podcast etc) related to the topic of Information. As such, they occur less frequently and you should think of them as something special - an opportunity to do something different than the BiblioQuest and an opportunity that comes up with short notice.
  
  - ExploroQuest will be announced as they become available. This means that the announcements can come on short notice. Please note however that we have listed open and due for Exploroquests in the [Readings and Topics Schedule](#) as a means to stagger assignments.

- **RandoQuests (40 points for each assignment) (2 opportunities)**
  RandoQuests are random and unanticipated. They are not yet defined, but there almost certainly will be options here. So don’t count on them! 
  
  - There may be several chances to participate in these quests. First, you might participate in the experiments of some professors on campus. If that happens, then you will find out about it through this class (do not go off and participate without hearing about it here first). Or, you might do something special in discussion sections. Or you might complete a challenge with your “House” (discussion section). Or do some other thing entirely!
  
  - However, this should not be what you count on to get points, and the announcements can come on short notice.
  
  - Due dates for RandoQuests are 7 days (one week) to submit from the date they are opened.

- **Minor Quest Requirements**
  - You must do four Minor Quests in total.
  
  - You may do up to six and then we will take your best four.

  - For example, you could do three BiblioQuests and one ExploroQuest. Or you could do two BiblioQuests, an ExploroQuest and a RandoQuest.

  - **Everyone is required to complete BiblioQuest #1: Gleick (Chapter 2) due on Monday February 1 before 11:30am.**

- **Grading**
  - Your four best scores across all of your submissions will be applied to your final grade.
If you submit more than six Minor Quests, only the first six submitted will be considered.
If you complete less than four Minor Quests, you will receive zeros for the number that you fall short of the four.

Extra Credit:
- There are four opportunities to earn extra credit points.
  1. Introduce Yourself by Wednesday, January 27th before 11:30am you will earn 10 points.
  2. If you submit two Minor Quests by Monday, March 8th before 11:30am you will receive 8 extra credit points.
  3. If you submit two Minor Quests between Monday, March 8th after 1:00pm and Wednesday, April 7th by 11:30am, you will receive 8 extra credit points. Alternatively, if you submit four Minor Quests by Wednesday, April 7th by 11:30am you will also receive 8 extra credit points.
  4. Complete the “Final” Assignment by Wednesday, April 28th by 11:59pm to earn 15 points.

TL;DR Table

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Major Writing Quest: <strong>Occupy Social Media</strong></td>
<td>240</td>
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<tr>
<td>Major Writing Quest: <strong>InfoMaven</strong></td>
<td>200</td>
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<tr>
<td>Major <strong>Quizzes</strong> (Battles) based on readings and lectures. Best 3 of 5 scores</td>
<td>150</td>
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<td><strong>Weekly Engagement</strong>: [25 points a week. Top 10 weeks counted]</td>
<td>250</td>
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<tr>
<td>Minor Quests: <strong>BiblioQuests, ExploroQuests, RandoQuests</strong>. Best 4 (optional total attempts of 6)</td>
<td>160</td>
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<td>Extra Credit points</td>
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<td><strong>Total</strong></td>
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NOTE > Most assignments require submission into CANVAS in PDF format!
Grading Scale

This semester will continue the precedent of a slightly modified grading scale.

From the U-M Registrar
https://ro.umich.edu/records-registration/covid-19-fall20-winter21-grading

“We [understand] that the COVID-19 pandemic is creating inequitable circumstances for students to pursue their coursework and demonstrate their learning. We know that many students are managing very challenging personal situations as they work toward earning their degree.

Our hope is that these changes will help to support the well-being and success of learners and faculty members alike while meeting the university’s mission, maintaining the academic integrity of our programs, and staying true to our values.

Q2: How will Fall 2020 and Winter 2021 classes be graded? (updated 11/16/20)

For the fall and winter semesters, undergraduate enrollments will use a modified version of traditional grading in which the regular letter grading system is maintained. Faculty will record letter grades, but students who receive D+, D, D-, or E grades will receive a "No Record Covid" (NRC) grade. Students who are interested will be able to request that an NRC grade be converted to the earned letter grade. In addition, students who receive grades of A+ through C- will have the option to request a change to “Pass” (P or PS).

It is important that you work closely with your academic advisor before deciding to convert a letter grade to a Pass to ensure doing so does not cause any unintended consequences given degree requirements or future plans. Once you convert a course to a Pass, you cannot change your mind and revert back to the letter grade (or vice versa).

Here are how the different scores will convert to final course grades sent to the Registrar. There are more than 1000 points available in the course, even though the percentages required for particular grade levels are scaled to 1000.

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If you earn 990 points or more, you will receive an A+ for the course. **Late Assignments and Absences**

Things come up. We understand that not everyone will be able to make it to class every week and there may be reasons why an assignment needs to be turned in a bit late. Here are the course policies regarding absence and lateness:

- Late Quests will be assessed a 10% penalty for each day that they are late. Quests that are more than four days late will not be accepted.

- To spell it out (because this is how Canvas is going to “see” and “mark” your submission):
  - Before the deadline: No penalty
  - 00:00:01 - 24:00:00 hours after the deadline: 10% off
  - 24:00:01 - 48:00:00 hours after the deadline: 20% off
  - 48:00:01 - 72:00:00 hours after the deadline: 30% off
  - 72:00:01 - 96:00:00 hours after the deadline: 40% off
  - > 96:00:01 hours after the deadline: 100% off

- If an extension is required for “legitimate reasons”, you must make your request to the teaching team by email at least **12 hours** before the deadline.

- "Legitimate reasons" for absence and lateness include illness, family emergencies, exceptional job duties, and significant emotional distress. A doctor’s note, sports related travel notice from a coach, or curricular-related travel notice from an instructor is necessary to determine legitimacy. The legitimacy of other specific instances that may not necessarily fall within the above is at the discretion of the teaching team. Please note that "legitimate reasons" do not include awesome parties or excessive course-related or extracurricular work. You are required to
Readings and Other Materials

All readings and materials (e.g., videos) will be available either on the public Internet or via Canvas. All materials will be accessible from the Readings & Topics Schedule.

Collaboration and Original Work

- **Collaboration**

UMSI strongly encourages collaboration while working on some assignments, such as homework problems and interpreting reading assignments as a general practice. Active learning is effective. Collaboration with other students in the course will be especially valuable in summarizing the reading materials and picking out the key concepts. You must, however, write your assignment submissions on your own, in your own words, before turning it in. Read the instructions carefully and request clarification about collaboration when in doubt. Collaboration is almost always forbidden for take-home and in-class exams.

- **Plagiarism**

All written submissions must be your own, original work. Original work for narrative questions is not mere paraphrasing of someone else's work: you must not share written answers with each other at all. At most, you should be working from notes you took while participating in a study session.

You may incorporate selected excerpts, statements or phrases from publications by other authors, but they must be clearly marked as quotations and must be attributed. If you build on the ideas of prior authors, you must cite their work. You may obtain copy editing assistance, and you may discuss your ideas with others, but all substantive writing and ideas must be your own, or be explicitly attributed to another. See the LSA student handbook for the definition of plagiarism, resources to help you avoid it, and the consequences for intentional or unintentional plagiarism.

In this course, an assignment containing plagiarized material will receive zero points. This applies whether the plagiarism is intentional or inadvertent. If you are unsure about whether a passage in your writing constitutes plagiarism, you are encouraged to seek help from the teaching team or from the Sweetland Writing Center. Be sure to plan sufficiently ahead in your writing so that you can receive and incorporate feedback if you
are uncertain about the boundaries of plagiarism.

- Cheating

Cheating is a violation of the norms, values and ethics of education and will not be tolerated if any form. All episodes of cheating uncovered will receive a zero on the assignment in question and a report will be made to the appropriate Academic Affairs authority.

Accommodations for Students with Disabilities

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation. As soon as you make me aware of your needs, we can work with the Services for Students with Disabilities (SSD) https://ssd.umich.edu/ ; 734-763-3000) office to help us determine appropriate academic accommodations. SSD typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. I will treat any information that you provide in as confidential a manner as possible.

Student Mental Health and Wellbeing

In case you are struggling with the class, or with life more broadly, the earlier we know the better. It doesn’t serve anyone to hide that you are suffering. If the teaching team can help you through it, we will. If we can’t, we’ll help find who can. We know this is going to be another weird semester all around, and that everyone will face their challenges. We’re here to help, from resolving confusion, helping with tech problems, or even with some existential crisis.

The University of Michigan is committed to advancing the mental health and wellbeing of its students, while acknowledging that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, depression, and COVID, directly impacts students’ academic performance.

If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact the Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. Since many students remain remote during this term, CAPS COVID-19 Support features SilverCloud
https://caps.umich.edu/article/silvercloud-interactive-mental-health-resource, an online, self-guided, interactive mental health resource that provides cognitive behavioral interventions. For a listing of other mental health resources available on and off campus, visit: https://uhs.umich.edu/stressresources.
Class meetings: Monday and Wednesday @ 11:30 am - 12:50 pm: REMOTE

The document below lists our readings. Unless otherwise specified, all PDFs and links are available in Canvas. Optional readings won’t appear on the quizzes but are recommended for deeper engagement with particular topics. Such engagement may be helpful for larger projects, such as InfoMavens. Some optional seed readings are eligible for BiblioQuests (marked with 📚). See assignment details in Canvas.

Readings should be completed before the first class for the week that they are due (exception Topic 1). For example, for Topic 5, all required readings (for Wednesday, February 17 and Monday, February 22) will need to be completed before class begins at 11:30am on Wednesday, February 17. If you have time, please do try to skim through the Optional Readings. If not, you can always read through them later in the semester whenever you have time. Optional Readings will help you cement your understanding of the concepts, but we will not quiz you on these.

Note: This list is subject to revisions.

You might also be interested in the Course Syllabus and the simplified Term Overview of weekly topics.

Topic 1: What is Information? Also: Information Technology and Information Overload

Lectures: Wednesday, January 20 (Day 1) and Monday, January 25 (Day 2)

Learning Objectives
- Define “information,” “information technology,” “information system”
- Understand major points in the history of information technology
- Understand the “meme” metaphor for information, including strengths and weaknesses
- Understand “information overload” and the history of this concept
- Know how this course works

Required Readings
- Day 1
  - Course syllabus
  - Canvas site
  - Readings and Topics Schedule
- Day 2
  - James Gleick, Prologue from The Information: A history, a theory, a flood.
Optional Seed Readings


Assignments


**Topic 2: Information and Me: Information Overload Revisited, Information Filters, and Information Literacy**

**Lecture:** Wednesday, January 27 (Day 3) and Monday, February 1 (Day 4)

**Guest Lecture:** Rebecca A Welzenbach (Research Impact and Information Science Librarian - UM Library) [https://www.lib.umich.edu/users/rwelzenb](https://www.lib.umich.edu/users/rwelzenb) (20 min) (Day 4)

**Learning Objectives**

- Estimate how much information there is
- Define “knowledge”
- Define “information filter”
- Characterize how information filters have changed over time
- Characterize the consequences of new filters
- Characterize Weinberger’s claim regarding how we know, what we know and the nature of knowledge. (Important!)
- Define “information literacy”
- Characterize strategies for conducting effective searches
  - Satisficing
  - Optimizing
  - Searching facets
  - Use of Booleans
- Identify sources for quality information
  - CRAAP evaluation criteria
- Use the ALA “Framework for Information Literacy” to map knowledge practices to each concept
  - Authority Is Constructed and Contextual
  - Information Creation as a Process
  - Information Has Value
  - Research as Inquiry
  - Scholarship as Conversation
  - Searching as Strategic Exploration
- Be able to connect the ALA concepts to the practices identified in the Gillmor readings

**Required Readings**

Day 3
  ○ David Weinberger, *Chapter 1: Knowledge Overload* from *Too Big to Know*
  ○ Internet Live Stats, *Live Stats* and *One Second on the Internet*

Day 4
  ○ Dan Gillmor, *Chapter 2: Becoming an Active User: Principles* from *Mediactive* (pp. 15-30).
  ○ Dan Gillmor, *Chapter 5: Principles of Trustworthy Media Creation* from *Mediactive* (pp. 63-76).
  ○ Association of College Research Libraries (ACRL), *Framework for Information Literacy for Higher Education* NOTE: Read only the first 9 pages (stop at Appendix #1)
  ○ Meriam Library/Chico State University, *Evaluating Information - Applying the CRAAP Test*

Optional Seed Readings
  ● Nicholas Carr, *Prologue and Chapter 1* from *The Shallows*
  ● David Gooblar, *How to Teach Information Literacy in an Era of Lies*
  ● danah boyd, *You Think We Want Media Literacy… Do you?*

Assignments
  ● **DUE - Extra-Credit: Introduce Yourself**! (10 points): Wednesday, January 27 before 11:30am
  ● **DUE - BiblioQuest #1: Gleick (Chapter 2)**: Monday, February 1 before 11:30am.
  ● **OPEN - InfoMaven**: Monday, February 1.

**Topic 3: Information and Me: Are Constant Connectivity and Social Media Good for Me?**

**Lectures: Wednesday, February 3 (Day 5) and Monday, February 8 (Day 6)**

**Learning Objectives**
  ● *Characterize arguments on the benefits and drawbacks of social media to the individual*
  ● *Define “utopia” & “dystopia”*
  ● *Define “networked self”*
  ● *Define “social capital”*
  ● *Characterize Papacharissi’s main claim about the networked selfie*
  ● *Characterize Lampe’s view on the two sides of social media “debate”*
  ● *Characterize Lampe’s view of the relationship between social media and social capital (Important!)*

**Required Readings**
  ● **Day 5**
    ○ Zizi Papacharissi, *A Networked Selfie*
    ○ Sarah Childress, *danah boyd: The Kids are Alright* (interview with danah boyd)
    ○ Cliff Lampe, *Is Social Media is Good for You?* (video)
  ● **Day 6**
Sherry Turkle, *Chapter 9: Growing up Tethered* from *Alone together: Why We Expect More from Technology and Less from Each Other*

David Glenn, *Divided Attention*


[Pick one of the communities]

**Optional Seed Readings**
- Alexis Hiniker, Sarita Yardi Schoenebeck, and Julie A. Kientz, *Not at the Dinner Table: Parents’ and Children’s Perspectives on Family Technology Rules*

**Assignments**
- **QUIZ #1 (Days 1-4):** In-class Wednesday, February 3
- **OPEN - RandoQuest #1:** Open Monday, February 8

**Topic 4: Information and Society: Civic Engagement, Digital Activism, and “Free” Information**

*Lectures: Wednesday, February 10 (Day 7) and Monday, February 15 (Day 8)*

**Learning Objectives**
- Define “civic engagement”
- Characterize Shirky’s main claim
  - Identify the two reasons one could use the technique of open-source in democracies
  - What constraint does Shirky see on this potential?
- Characterize Moyer’s main claim
  - Become aware of recent history illustrating the potential of information technology to facilitate both popular self-determination and government repression, especially the Arab Spring
- Characterize arguments about how information technology and information access relate to civic society and the democratic process
  - State the “Cute cat theory” (CCT)
  - Relate the CCT to democratic process
  - Relate the CCT to threats to civic activism
- Characterize Zuckerman’s main claim
  - Characterize Web 2.0 as participatory and enabling activism in a new way
  - Define the “Streisand effect”
  - Understand threats to activism
- State what Wikileaks is and connect this platform to civic engagement
  - Articulate pro and con arguments for Wikileaks
- Characterize boyd’s argument
- Define “outing” and “doxing”

**Required Readings**
- **Day 7**
  - Clay Shirky, *How the Internet Will (One Day) Transform Government* (video)
Optional Seed Readings

- Mark Latonero and Zachary Gold - *Data, Human Rights & Human Security*

Assignments

- **OPEN - Occupy Social Media (OSM) Proposal:** Wednesday, February 10
- **OPEN - Occupy Social Media (OSM) Final Report:** Wednesday February 10
- **OPEN - ExploroQuest #1:** Monday, February 15

**Topic 5: Information and Society: Personalization, Filter Bubbles, and Fake News**

**Lectures:** Wednesday, February 17 (Day 9) and Monday, February 22 (Day 10)

**Learning Objectives**

- **State Sandvig’s 3 dangers of corrupt personalization**
  - Define "corrupt personalization"
  - Define “organic content” and “inorganic content”
  - Define “filter bubble”
  - Define “algorithm”
  - Characterize the argument regarding the relationship between algorithmic personalization and business models
    - How does this relationship give rise to corrupt personalization
- **Identify and articulate the connection between Sandvig’s dangers and “fake news”**
- **Characterize the landscape of lies**
  - Define and distinguish between “misinformation” and “disinformation”
- **Define and distinguish “publicity” vs “propaganda”**
- **State the two key motives identified by Jack for disinformation**
  - Link these key motives to further types of disinformation
    - Define “gaslighting”
    - Define “xuanchuan”
- **State Jack characterization of “fake news”**
- **Articulate methods to identify misinformation and disinformation**

**Required Readings**

- **Day 9**
  - Christian Sandvig, *Corrupt Personalization*
  - Ed Finn, *The Corrupt Personalization of Netflix*
• Helen Nissenbaum, *How Computer Systems Embody Values*
• Giovanni Luca Ciampaglia & Filippo Menczer, *Misinformation and Biases Infect Social Media, Both Intentionally and Accidentally*

**Day 10**
• Caroline Jack, *Lexicon of Lies*
• Cas Mudde, *Why the Hysteria Around the ‘Fake News Epidemic’ Is a Distraction*
• David Lazer et al, *The Science of Fake News: Addressing Fake News Requires a Multidisciplinary Effort*

**Optional Seed Readings**
- Frederik J. Zuiderveen Borgesius et al., *Should We Worry About Filter Bubbles?*

**Assignments**
- **DUE - RandoQuest #1:** Wednesday, February 17 before 11:30am
- **DUE - BiblioQuest #2:** Latonero & Gold: Monday, February 22 before 11:30am
- **DUE - ExploroQuest #1:** Monday, February 22 before 11:30am
- **OPEN - ExploroQuest #2:** Monday, February 22
- **OPEN - BiblioQuest #3:** Borgesius et al: Wednesday, February 24

**NO CLASS - Wednesday, February 24 - WELL- BEING DAY**


**Lecture: Monday, March 1 (Day 11) and Wednesday, March 3 (Day 12)**

**Learning Objectives**
- **Characterize the iterative interaction design process**
  - Define “interaction design” (ID)
  - Distinguish interaction design (ID) from human computer interaction (HCI)
  - State the strengths of iterative design
  - Describe some of the main activities associated with each phase of design
- **Define and describe the 2(3) goals of design**
  - “Usability”
  - “Experience”
  - (“Persuasion”)
- **Characterize the relationship between Usability and Experience**
- **Describe 5 design principles**
  - Visibility
  - Feedback
  - Constraints
  - Consistency
  - Affordances
- **Explain what a “mental model” is**
- **State what the 7 stages of action are**
• Show the difference between classic and internal cognitive frameworks and more recent external cognitive approaches
• Characterize the main aspects of the gulfs of interaction
• State the Design Principles as outlined in Norman
• Define or characterize each characteristic with an example (where appropriate)
• Define "heuristic"
• "State Nielsen’s design heuristics

Required Readings
• Day 11
  ○ Jenny Preece, Helen Sharp, and Yvonne Rogers, Chapter 1: What is Interaction Design? from Interaction Design (3rd Ed.)
  ○ Jenny Preece, Helen Sharp, and Yvonne Rogers, Chapter 3: Cognitive Aspects from Interaction Design (3rd Ed.)
• Day 12
  ○ Sasha Costanza-Chock, Design Justice, A.I., and Escape from the Matrix of Domination
  ○ Jakob Nielsen, 10 Usability Heuristics for User Interface Design
  ○ Jakob Nielsen, How to Conduct a Heuristic Evaluation
  ○ Jennifer DeRome, What is User Experience?

Optional Seed Readings
• Mark Ackerman, The Intellectual Challenge of CSCW: The Gap Between Social Requirements and Technical Feasibility
• Mark Newman - Principles of Designing for Humans
• NOTE:
  ○ These resources are for getting more information about Nielsen’s heuristics and the Heuristic Evaluation method

Assignments
• QUIZ #2 (Days 5-10): In-class Monday, March 1
• DUE: Occupy Social Media (OSM) Proposal: Monday, March 1 before 11:59pm
• BiblioQuest #3 Borgesius et al.: Wednesday, March 3 before 11:30am
• ExploroQuest #2: Wednesday, March 3 before 11:30am

Topic 7: Information Regulation: How Information Regulates and is Regulated & Privacy

Lecture: Monday, March 8 (Day 13) and Wednesday, March 10 (Day 14)
Guest Lecture: Allison Tyler (Day 14)

Learning Objectives
• State the four regulators identified by Lessig
• Provide examples of the regulators working together
• State Lessig’s main claim regarding code as an architecture
• Provide examples of how code regulates behavior
• Understand Lessig’s concerns about indirect regulation
Required Readings
- **Day 13**
  - Larry Lessig, *Chapter 7: What Things Regulate?* from Code (version 2.0)
  - Tim Wu, *Network Neutrality FAQ*
  - Klint Finley, *The Covid-19 Pandemic Shows the Virtues of Net Neutrality*
  - Tarleton Gillespie, *Platforms Intervene*
- **Day 14**
  - Jonathan Shaw, *The Watchers*
  - Daniel Solove, *Why Privacy Matters Even if You Have 'Nothing to Hide'*
  - Jason Kelley and Lindsay Oliver, *Proctoring Apps Subject Students to Unnecessary Surveillance*

Optional Seed Readings
- 📚 Eduard Fosch Villaronga, Peter Kieseberg, Tiffany Li, *Humans Forget, Machines Remember: Artificial Intelligence and the Right to Be Forgotten*

Assignments
- **DUE - Extra Credit** for submitting Two Minor Quests (8 points): Monday, March 8 before 11:30am
- **DUE: Midterm Participation**: Tuesday, March 9
- **DUE: BiblioQuest #4 Ackerman**: Wednesday, March 10 before 11:30am

**Topic 8: Social User Experience: Designing for Social Interaction Online**

**Lecture: Monday, March 15 (Day 15)**

**Guest Lecture: Zhewei Song**

**Learning Objectives**
- *Be aware of the design challenges that need to be addressed in order to create and support successful online communities, including encouraging participation, encouraging commitment, regulating behavior, and welcoming newcomers*
- *Understand how social science research can inform the design of online communities*
- *Understand design claims that can inform the design of online communities, namely claims regarding limiting the effects of bad behavior and imposing limits on bad behavior*
Required Readings
● Day 15
  ○ Paul Resnick and Robert E. Kraut, Chapter 1: Introduction from Building Successful Online Communities
  ○ Sara Kiesler et. al, Chapter 4: Regulating Behavior in Online Communities from Building Successful Online Communities
    ■ NOTE: Read only up through page 140. Stop before “4 Encouraging Voluntary Compliance.”

Optional Seed Readings
● Kimberly Ling et al., Using Social Psychology to Motivate Contributions to Online Communities
● Richard Millington, Building An Online Community: From Getting Started To A Community-First Organization

Assignments
● InfoMaven: Monday, March 15 before 11:59pm

Topic 9: Information Economics: Information as a Good and Network Effects

Lecture: Wednesday, March 17 (Day 16)
Guest Lecture: Zhewei Song

Learning Objectives
● Characterize information goods
● Characterize the costs of producing information
● Characterize the different pricing strategies of information
● Characterize different economic concepts that influence the value and market success of certain information goods

Required Readings
● Day 16
  ○ Carl Shapiro and Hal Varian, Chapter 1: The Information Economy from Information Rules: A Strategic Guide to the Network Economy
  ○ Carl Shapiro and Hal Varian, Chapter 2: Pricing Information from Information Rules: A Strategic Guide to the Network Economy
  ○ Eric Jorgenson, The Power of Network Effects: Why They Make Such Valuable Companies, and How to Harness Them

Optional Seed Readings
● Christian Essling, Johannes Koenen, and Christian Peukert, Competition for Attention in the Digital Age: The Case of Single Releases in the Recorded Music Industry

Assignments
● DUE - Biblioquest #5: Eduard Fosch Villaronga, Peter Kieseberg, Tiffany Li, Humans Forget, Machines Remember: Artificial Intelligence and the Right to Be Forgotten, Wednesday, March 17 before 11:30am
Topic 10: Information Policy: Free Speech, Anonymity, Harassment

Lecture: Monday, March 22 (Day 17) and Wednesday, March 24 (Day 18)
Guest Lecture: Song Lee (Days 17 & 18)

Learning Objectives

- Characterize civility and incivility
- Define the types of incivility
- Articulate why defining trolling is complicated
- Characterize the tension between incivility and free speech
- Characterize the causes of incivility
- Characterize the outcomes of incivility
- Characterize strategies for dealing with incivility
- Characterize free speech
- Characterize the exceptions to free speech
- Relate affordances to speech

Required Readings

- Day 17
  - Zizi Papacharissi, Democracy Online: Civility, Politeness, and the Democratic Potential of Online Political Discussion Groups
  - Joan Donavan, Source Hacking: Media Manipulation in Practice
- Day 18
  - Whitney Phillips, We’re The Reason We Can’t Have Nice Things Online
  - James Grimmelmann, Harmful Speech

Optional Seed Readings

- Song Mi Lee, Can Dislikes and Flags De-escalate Online Retributive Harassment?

Assignments

- QUIZ #3 (Days 11-16): In-class Monday, March 22
- DUE: BiblioQuest #6 Ling et al.; Millington: Monday, March 22 before 11:30am
- OPEN: ExploroQuest #3: Monday, March 22
- DUE: BiblioQuest #7 Essling, Koenen, and Peukert: Wednesday, March 24 before 2:30pm.
- OPEN: RandoQuest #2: Wednesday, March 24

Topic 11: Information Access and the Digital Divide

Lecture: Thursday, Monday, March 29 (Day 19)
Guest Lecture: Allison Tyler

Learning Objectives

- Explain both what a “digital divide” is and why it is an inadequate term
Characterize how past historical events -- especially colonialism -- have shaped the current global technological situation
Characterize the technological environment in developing countries in regards to low-end devices, and irregular and expensive connectivity
Define Leapfrogging
Define “technological determinism”
  ○ Explain how corporate efforts to bridge digital inequalities fall under technological determinism
Define “social embeddedness” of technology

Required Readings

- **Day 19**
  - Ben Mendelsohn, *Bundled, Buried & Behind Closed Doors*
  - Mark Warschauer, *Dissecting the “Digital Divide”: A Case Study in Egypt*
  - Craig Mod, *The Facebook-Loving Farmers of Myanmar*

Optional Readings-
- Jen Schradie, *The Digital Production Gap: The Digital Divide and Web 2.0 Collide*

Assignments
- **DUE - ExploroQuest #3**: Monday, March 29 before 11:30am

**Topic 12: Health Informatics**

**Lecture: Wednesday, March 31 (Day 20)**

**Learning Objectives**
- Understand the basic definition/background of Health Informatics
- Understand the possible applications of data science to healthcare
- Understand the history and current state of electronic medical records (EMRs)

**Required Readings:**
- **Day 20**
  - Tony Rousmaniere, *What Your Therapist Doesn't Know*
  - Jennifer Bresnick, *Google Using FHIR, Deep Learning for Healthcare Predictive Analytics*
  - Atul Gawande, *Why Doctors Hate Their Computers*

**Assignments**
- **DUE - BiblioQuest #8 Lee**: Wednesday, March 31 before 11:30am
- **DUE - RandoQuest #2**: Wednesday, March 31 before 11:30am
Learning objectives

- Define “data science”
- Identify applications of data science in “everyday” life
- Characterize what types of questions data science can answer
- Ask a question that data science can answer. Ask a question that data science cannot answer
- Describe at more depth how a real-world application of data science works
- Define “big data”
- Discuss applications of big data in different industries
- Discuss how big data is changing the scientific method
- Define “spurious relationships” and characterize some examples of them
- Examine the shortcomings of big data in social science
- Conduct an overview of data visualization
- Define “data humanism”
- View some examples of the “human side” of data

Required Readings

- Day 21
  - Microsoft Azure Machine Learning, “Data Science for Beginners” (videos)
    - 5 Questions Data Science Answers
    - Is Your Data Ready for Data Science?
    - Ask a Question You Can Answer with Data
    - Predict an Answer with a Simple Model
  - William Chen, What Are the Top 5 Skills Data Scientists Need?
- Day 22
  - Amir Gandomi and Murtaza Haider, Beyond the Hype: Big Data Concepts, Methods, and Analytics
  - Safiya Noble - Algorithms of Oppression [podcast]

Optional Seed Readings

- danah boyd & Kate Crawford, Critical Questions for Big Data
- Chris Anderson, The End of Theory: The Data Deluge Makes the Scientific Method Obsolete
- Kevin Slevin, How Algorithms Shape Our World
- Zeynep Tufekci, We’re Building a Dystopia Just to Make People Click on Ads

Assignments

- QUIZ #4 (Days 17-20): In-class Monday, April 5
- OPEN - ExploroQuest #4: Monday, April 5
- DUE - BiblioQuest #9 Schradie: Wednesday, April 7 before 11:30am
- DUE - Extra Credit for completing all four Minor Quests (8 pts) Wednesday, April 7 before 11:30am
Topic 14: Frontiers: BitCoin, Blockchain, UbiComp, and the Internet of Things (IoT)

Lecture: Monday, April 12 (Day 23) and Wednesday, April 14 (Day 24)

Learning Objectives
- Define “Bitcoin”
- Describe “blockchain” and how it works
- Characterize the issues for Bitcoin
- Characterize Moore’s Law
- Ubiquitous (“UbiComp”) computing
  - Be able to give three examples of Ubicomp
- Characterize the difference between “ubiquitous computing” and “Internet of things” (IoT)
- State the benefits and concerns of the IoT

Required Readings
- **Day 23**
  - Nathaniel Popper, *Bitcoin Basics*
  - James Mackintosh, *What is BitCoin? Not What You Think*
  - Zachary Karabell, *Yes, Bitcoin Has No Intrinsic Value. Neither Does a $1 Bill*
  - Joshua Oliver, *There Is No Such Thing as “the” Blockchain*
  - Jillian Keenan, *Blockchain is Changing Lives in Africa*
- **Day 24**
  - Bo Begole, *Defining Ubiquitous Computing vs. Augmented Reality*
  - Adam Greenfield, *Rise of the Machines: Who is the ‘Internet of Things’ Good for?*

Assignments
- **DUE - ExploroQuest #4:** Monday, April 12 before 11:30am
- **DUE - BiblioQuest #10** boyd and Crawford: Wednesday, April 14 by 11:30am
- **OPEN - ExploroQuest #5:** Wednesday, April 14

Topic 15: Artificial Intelligence (and Machine Learning)

Lecture: Monday, April 19 (Day 25)

Guest Lecturer: Dr. Lionel Robert, Associate Professor of Information, School of Information [https://www.si.umich.edu/people/lionel-robert](https://www.si.umich.edu/people/lionel-robert)

Learning Objectives
- Know what the terms “Artificial Intelligence” (AI) and “Machine Learning” (ML) really mean in today’s context.
- Characterize the benefits and concerns of AI/ML
- Characterize the current issues with AI/ML
- Be able to articulate the potential future impacts of AI/ML on society

Required Readings
- Day 25
  - Nick Heath, *What is AI? Everything you need to know about Artificial Intelligence*
  - Ian Bogost, *Artificial Intelligence’ Has Become Meaningless*
  - Ruha Benjamin, *Assessing Risk, Automating Racism*
  - Stephen Buranyi, *Rise of the Racist Robots – How AI is Learning All Our Worst Impulses*

Optional Seed Readings
- Whittaker et al. (AI Now Institute), *AI Now Report 2019*
- Steve Lohr, *From Agriculture to Art — the A.I. Wave Sweeps In*

Assignments
- OPEN - Extra Credit “Final” Assignment: Monday, April 19

**Topic 16: Wrap-Up and Final thoughts**

*Lecture: Wednesday, April 21 (Day 26)*

Learning Objectives:
- Review major topics and themes discussed this semester
- Identify next steps in pursuing Information Studies

Assignments
- QUIZ #5 (Days 21-25): In class Wednesday, April 21
- DUE - ExploroQuest #5: Wednesday, April 21 before 11:30am
- DUE: Final Participation Wednesday, April 21
- DUE: Occupy Social Media (OSM) Final Report: Sunday, April 25 before 11:59pm
- DUE: Extra Credit “Final” Assignment: Sunday, April 25 before 11:59pm