INFOST 120
Information Technology Ethics

Fall 2018 On-site Section 001
ARCH & URB PLANNING 170, Mon. & Wed. 11:00-12:15
September 4 - December 13 Instructor: Shannon Crawford Barniskis crawfo55@uwm.edu

General Description
This course provides a comprehensive overview of the current ethical issues in information and communication technology (ICT) use. It examines an array of long-standing and emerging issues facing ICT users, including free speech, privacy, intellectual property, net neutrality, security and crime, ethics in social networking, online communities, online gaming, and so on. The course will discuss the ethical responsibilities of IT professionals, and promote the critical examination and responsible use of ICT.

Competencies
Upon successful completion of the course, students will:
1. Recognize and interpret various ethical theories and ethical decision making models.
2. Analyze and apply appropriate decisions around ethical issues in many information and technology practices.
3. Synthesize the theories and practices so you may participate appropriately and ethically in the information society.

Objectives
1. To review major ethical theories as they pertain to information and communication technologies
2. To analyze current issues in ICT policy and the ethical dilemmas that arise in light
3. To investigate students’ ethical responsibilities as members of our information society
4. To ensure that students can analyze ethical issues when confronted with new issues in their professional and personal lives.
5. To communicate ethical issues effectively and persuasively.

Course Details
Required Textbook: None. Readings will be provided. Expect to read approximately 20-30 pages per class session, i.e. twice weekly. On average.
Prerequisites: None
Workload: Study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours for class contact in lectures, for laboratories, examinations, tutorials and recitations, and for preparation and study; or a demonstration by the student of learning equivalent to that established as the expected product of such a period of study. This 3-credit class will involve not fewer than 144 hours, or 9 hours per week. This is an average over each week, for an average-speed reader.

In this syllabus
Overview p. 1
Course Schedule pp. 2-3
Reading List p. 4
Learning & Assessments p. 5
Other Course Elements p. 6
Course Policies p. 6
UWM and SOIS Academic Policies p. 7-8
Need other help? p. 8
Method of Instruction and Learning

Experiential and peer-based learning, lecture and discussion-based class work, complemented by film & media screenings, as well as readings.
Small group and individual assignments. This style of instruction and learning necessitates that all students participate in class discussions, projects, and activities. Thus attendance is mandatory.
The class will be broken up into smaller “Houses” for group work, and further still for final projects.

Your Instructor

Shannon Crawford Barniskis Email: crawfo55@uwm.edu
Email is the best way to contact me.
Office: NWQ-B room 6488
Office hours: I am happy to Skype, Hangout, chat or otherwise digitally meet, or meet on-campus with an appointment.
If you need accommodations for a VISA or disabilities, please let me know immediately.

Course Schedule at a Glance

| Week 1 | 9/5 | Introduction to the Course |
| Week 2 | 9/10, 9/12 | 2.1 Ethics & Info Technology  
2.2 Ethics in the Field |
| Week 3 | 9/17, 9/19 | 3.1 & 3.2 Ethical Theories |
| Week 4 | 9/24, 9/26 | 4.1 & 4.2 Privacy & Surveillance, ASSIGNMENT |
| Week 5 | 10/1, 10/3 | 5.1 Privacy (cont)  
5.2 Internet of Things |
| Week 6 | 10/8, 10/10 | 6.1 & 6.2 Intellectual Property |

- 9/5: Review Syllabus // Read any one (or more) of the recommended readings
- 2.1: Tavani Ch. 1 // Postman  
2.2: Wadhwa // Schuler “Techno-criticism”
- 3.1 Brinkman & Sanders, Ch. 1  
3.2: Ess, Ch. 6 (167-183; 207-214) // Assigned case
- 4.1:Tavani, Ch. 5 // Turow (1-9) // Dyson  
4.2: Grodzinsky & Tavani // Greenwald  
Ethical Theories Due 9/30, 11:59 PM CST
- 5.1: Rosen // Segal // Ripley  
5.2: Baldini et al. // Hoof // Hill & Mattyu
- 6.1: Quinn Ch. 4 (parts) // UWM docs  
6.2: EFF Report // The Internet’s Own Boy
| Week 7 | 10/15, 10/17 | 7.1 Controlling Content  
7.2 Love & Sex | 7.1 Halavais Ch. 5 // Grimmelmann // Spinello Ch. 3  
7.2: Massanari // Stroud // Opray |
|--------|--------------|------------------|---------------------------------|
| Week 8 | 10/22, 10/24 | 8.1 War & Play  
8.2 Human & NonHuman | 8.1: Ess, Ch. 5 // Consolvo // Hsu // assigned cases  
8.2: Lin et al // boyd & Crawford // Deng |
| Week 9 | 10/29, 10/31 | 9.1 Bodies  
9.2: Brown // Carbonell Diving In Due 11/4, 11:59 PM |
| Week 10 | 11/5, 11/7 | 10.1 Design  
10.2 Making | 10.1 Friedman // Schuler “Participatory Design” // Knapp  
10.2: Wehr // Weinberg // Ratto & Boler |
| Week 11 | 11/12, 11/14 | 11.1 Work  
11.2 Money & e-Waste | 11.1: Silverman // Quinn, Ch. 10 (parts) 11.2: Shankland // Stein // Faraz Ahmed |
| Week 12 | 11/19, 11/21 | 11.2 Hacking & Fake News  
12.2 THANKSGIVING BREAK | 12.1: Quinn Ch. 7 // Wofford // Meyer  
12.2: THANKSGIVING BREAK--Enjoy! |
| Week 13 | 11/26, 11/28 | 13.1 Info Justice  
13.2 Professional Ethics | 13.1: Britz // Brinkman & Sanders, Ch. 8  
13.2: Brinkman & Sanders, Ch. 2, assigned code & case // Tavani & Grodzinsky Extra credit Due 11/11, 11:59 pm CST |
| Week 14 | 12/2, 12/5 | Group Projects Work, ASSIGNMENT | 14.1: Work in class on group projects  
14.2: Work in class on group projects FINAL PROJECT FILE Due: 12/6 11:59 PM CST |
| Week 15 | 12/10, 12/12 | Group Projects Presentations, ASSIGNMENT | 15.1: Present projects  
15.2: Present projects Project Review Due 12/14, 11:59 CST |
Reading List


Weinberg, M. (2013). What’s the deal with copyright and 3D printing? Retrieved from https://tinyurl.com/y7r2o87x


Films will include:
- Rip! Remix
- Inside the Dark Web
- Hackers Remotely Kill a Jeep on a Highway
- Open Access Explained!
- Women as Background Decoration, Part 2
- Fake Videos of Real People

Genetic Engineering Will Change Everything
- Forever – CRISPR
- Hackers, the Internet’s Immune System
- We’re Building a Dystopia Just to Make People
- Click on Ads
- The Era of Blind Faith in Algorithms Must End
- Connected But Alone
- Do Robots Deserve Rights?
Learning Activities & Assessment

**Class Leader 10 pts**
You will bring in an article from a reputable source on an assigned topic, and give a 5-minute summary to your House, then lead a 10-minute discussion: You will be assigned a topic based on your first-day survey.
Due on the assigned day, will vary by topic.

**Annotations 25 pts**
You will be required to annotate some readings online with your House, via the Persuall app. These social annotations help you all learn not only from the readings but from each other in better ways. 5+ quality annotations for credit.
Due on the assigned day for the readings.

**Participation 15 points**
Most days will include very brief writing assignments. You will need a pack of index cards for these. Discussions and in-class activities will also occur.
These activities, as well as your presence in the classroom, is all graded every class session.

**Ethical Theories 5 pts**
You will create an overview of each of four ethical theories in relation to a particular case, and assess the pros and cons of each theory in determining the ethics, and identify policy vacuum or any conceptual muddles.
Due 9/29 11:59 PM CST in Canvas.

**Diving In 10 pts**
You will choose a case from a list, analyze it from 2 or more ethical perspectives, identify codes of ethics or policies that address the issue, any muddles or vacuums, & read and annotate the optional readings in relation to the case.
Due 11/4 11:59 PM CST in Canvas.

**Response & Bibliography 10 points**
You will be assigned a day to respond to the class leader, readings, films, class discussion, and to also prepare a list of 3 new sources on the topic, with 150-300 word annotations for each.
Due date will vary by topic, in Canvas.

**Final Project 25 pts**
Your group will have an option between presenting a poster, creating a presentation, or doing some service project in relation to your assigned topic. You will be selecting the topics of interest to you in your first day of class.
Sample topics include:
AI detecting school shootings
Robots in Health Care
Smart Devices in the Home and so on.
You will be creating some project that assesses the ethics of the case, provides some actionable response, and sharing that with the class and/or other groups. You will also be assessing your colleagues’ projects.
File Due: 12/6 11:59 PM CST in Canvas, presenting 12/10, 12/12, Review Due 12/14

**Credit Breakdown**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Assignments</td>
<td>25%</td>
</tr>
<tr>
<td>Class leadership</td>
<td>10%</td>
</tr>
<tr>
<td>Annotations</td>
<td>25%</td>
</tr>
<tr>
<td>Final Project</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>91-93</td>
</tr>
<tr>
<td>B+</td>
<td>88-90</td>
</tr>
<tr>
<td>B</td>
<td>84-87</td>
</tr>
<tr>
<td>B-</td>
<td>81-83</td>
</tr>
<tr>
<td>C+</td>
<td>78-80</td>
</tr>
<tr>
<td>C</td>
<td>74-77</td>
</tr>
<tr>
<td>C-</td>
<td>71-73</td>
</tr>
<tr>
<td>D+</td>
<td>68-70</td>
</tr>
<tr>
<td>D</td>
<td>64-77</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>
Information Technology Ethics? So what?!
Some people wonder why this course is necessary. After all, if we follow the laws of the society we live in, and aren’t actively immoral in our dealings with others, isn’t our ethical duty already taken care of? This class examines ethics, which involve “obedience to the unenforceable” [Moulton, 1924], and which can be incredibly challenging, especially when multiple values, goals, and information technology needs conflict. Add in seemingly “innocent” technology and what initially appears simple becomes complex. There are serious potential repercussions for our financial, emotional, cultural, and democratic well-being.

Image by Stuart McMillen, from his excellent comic about Neil Postman’s *Amusing Ourselves to Death* https://tinyurl.com/yc4ypzc3

Course Policies

Atmosphere for Learning
Students are encouraged to participate in open and frank discussions of the course material, but are also expected to respect the other students and to engage in discussion and debates in a sensitive and respectful manner.

Many of the topics we will discuss will be controversial and we will aim to explore many sides of each issue. Please be open to exploring and critically assessing your own biases, and the philosophies embedded within the technologies.

Grading Policy
I know how much work students put into their assignments and projects, as well as how anxious a student can become if they do not know how they are doing in a class. I aim to respond in a way that will address these issues respectfully. My policy is to return exams and assignments, graded and commented upon, generally within a week. Students will receive feedback on how their participation is being graded.

Special Considerations
Please don’t ask for extensions, make-up assignments, or extra credit (other than what might be offered to the entire class). Here is UWM’s policy on “special consideration,” which I strive to follow closely:

Special Consideration. The principle of equal treatment of all students shall be a fundamental guide in responding to requests for special consideration. No student should be given an opportunity to improve a grade that is not made available to all members of the class. This policy is not intended to exclude reasonable accommodation of verified student disability, or the completion of work missed as the result of religious observance, verified illness, or justified absence due to circumstances beyond the student’s control
http://www4.uwm.edu/secu/policies/saap/upload/S29.htm

You Contacting Me & Me Contacting You
By email: crawfo55@uwm.edu Email is the best way to contact me. I will respond to class-related emails during normal work hours, and will generally reply with 24 hours. Please be sure to use your UWM e-mail account, identify yourself and the course. Feel free to call me Shannon. Please note: if your email does not contain a subject line, it may end up in my junk email, which I do not check regularly.

By phone, etc.: If we determine that it would be best to chat, Skype, etc. we can set this up via email.

Your email: You should check your UWM email account regularly since I may use it to keep you informed about readings, upcoming assignments, and any changes to the course. You are responsible for receiving, reading, and responding to any and all email messages I may send; if you normally use another account you may wish to consider forwarding your UWM email to the other account. However, be aware that such forwarding is not always 100% without problems.

What a Week in This Class Might Look Like
Monday: Come to class having already read and annotated your assigned readings. Do brief writing activities, listen to lectures or watch films, do group activities, participate in discussions. Learn ethics by doing ethics.

Tuesday: Annotate next class’s readings in Canvas/Persuall, check for any class news. Prepare for any upcoming class leadership, assignments.

Wednesday: Same as Monday

Thursday: Same as Tuesday.

Friday-Sunday: Ensure you’ve finished all your readings, annotations, and assignments. Work on your group project if you’re at that point. Uploaded any assignments that are due by Sunday at 11:59 pm CST. Make sure you take some time to spend with family and friends, and take care of yourself too!

Expect to spend about 9 hours a week outside of class-time, doing work for this course.
## UWM and SOIS Academic Policies

The following links contain university policies affecting all SOIS students. Many of the links below may be accessed through a PDF-document maintained by the Secretary of the University. www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

Undergraduates may also find the Panther Planner and Undergraduate Student Handbook useful. www4.uwm.edu/dos/student-handbook.cfm

## Students with Disabilities

If you will need accommodations in order to meet any of the requirements of a course, please contact the instructor as soon as possible. Students with disabilities are responsible to communicate directly with the instructor to ensure special accommodation in a timely manner. There is comprehensive coverage of issues related to disabilities at the Student Accessibility Center.

www4.uwm.edu/arc

## Religious Observances

Students’ sincerely held religious beliefs must be reasonably accommodated with respect to all examinations and other academic requirements, according to the following policy:

http://cu/docs/other/S1.5.htm

Please notify your instructor within the first three weeks of the Fall or Spring Term (first week of shorter-term or Summer courses) of any specific days or dates on which you request relief from an examination or academic requirement for religious observances.

## Students called to active military duty

UWM has several policies that accommodate students who must temporarily lay aside their educational pursuits when called to active duty in the military, including provisions for refunds, readmission, grading, and other situations.

https://uwm.edu/active-duty-military/

## Academic misconduct

Cheating and plagiarism are violations of the academic honor code and carry severe sanctions, ranging from a failing grade for a course or assignment to expulsion from the University. See the following linked document or contact the SOIS Investigating Officer (currently the Associate Dean) for more information.

https://uwm.edu/academicaffairs/academic-misconduct/

## Complaints

Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

www4.uwm.edu/secu/docs/other/S47_Discrimina_duct_Policy.pdf

## Examinations, Finals

The Secretary of the University is authorized to prepare the final examination schedule. The time of the final examination for an individual or a class may be changed only with the prior approval of the dean or director of the respective college/school. The change will involve a postponement to a later date. For individuals with exam conflicts, a separate week at the very end of the exam week will be reserved to take one of the conflicting exams.

www4.uwm.edu/secu/docs/other/S22.htm

## Canvas & Student Privacy

This course utilizes CANVAS to facilitate online learning. CANVAS provides instructors the ability to view both individual data points and aggregate course statistics, including the dates and times individual students access the system, the pages a student has viewed, duration of visits, and the IP address of the computer used to access the course. This information is kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA), but may be used by the instructor for student evaluation within the constraints of this particular course.
Incompletes

A notation of “incomplete” may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to take or complete the final examination or to complete some limited amount of term work.

UWM and SOIS are committed to building and maintaining a campus environment that recognizes the inherent worth and dignity of every person, fosters tolerance, sensitivity, understanding, and mutual respect, and encourages the members of its community to strive to reach their full potential. The UWM policy statement summarizes and defines situations that constitute discriminatory conduct. If you have questions, please contact an appropriate SOIS administrator.

Discriminatory conduct, Title IX/Sexual Violence, LGBTQ+ resources

UWM policy prohibits discriminatory conduct, including sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM’s Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement.

Grade appeal procedures

A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.

Need Other Help?

Check out The Writing Center
The Writing Center is open to all UW-Milwaukee writers, current freshmen through graduate students, staff and faculty. Whether face to face or online in real time, you can meet one on one and confidentially with a qualified tutor to discuss any kind of writing project. All subjects and skill levels are welcome. Schedule help EARLY in the semester. Really. My advice is: for all your courses, make appointments early on, so you don’t have a problem at the end of the semester when everyone else is also seeking help. Locations: Curtin Hall 127; Library East Wing www4.uwm.edu/writingcenter

CANVAS Help
For help in working with Canvas, go to:
https://kb.uwm.edu/cetl/internal/page.php?id=82928

PASS
Panther Academic Support Services can make a huge difference. If you feel like you’re just not doing as well as you’d hoped, they provide all kinds of support groups, tutoring, software, and other help.

www4.uwm.edu/pass/
Send PASS a Text: Send your question or request via SMS to (414) 97-EXCEL or (414) 973-9235

Ask a Librarian
Many students think they never need enter the library, and that they can accomplish all the research they need online. But often the library has resources and help you have no idea even exists. Just speaking to a research librarian can make projects go far more simply, because they can often think of other search terms or resources that you don’t know about. Visit the Ask a Librarian Desk, [located on the first floor, west wing] for help using the library, and/or get in-depth assistance with a research consultation:
http://uwm.edu/libraries/user-services/consultation/

Meet Erica, a Very Lifelike Robot
The “uncanny valley” describes how humans respond emotionally to humanoid creations. Do these robots seem creepy or cool? What makes them that way? Is there an ethical issue with using such robots to interact with people? And why are all the medical/helpful/interactive robots likely to be white with “cute” big eyes?

https://tinyurl.com/ycd49zqp