



Course Description

We live in an increasingly networked information society, characterized by a complex relationship between information & communication technologies (ICT) and the people who use them. While most individuals, organizations, and governments are quick to adopt new technologies, they rarely take the time to consider how that technology is shaping their behaviors and, conversely, how users shape the development of future technologies.

This course will provide you with the foundational knowledge needed to begin addressing key issues associated with the rise of the Information Society. Issues will range from the theoretical (what is information and how do humans construct it?), to the cultural (how are newer communication technologies different from earlier distance-shrinking and knowledge-building technologies such as telephones?), to the technical (what are the basic architectures of computing networks?).

Successful completion of this course will give you the conceptual tools necessary to understand the social, political, and economic factors associated with a networked society. As a core course in the Bachelor of Science in Information Science (BSIS), this class will also provide you a knowledge-based foundation for future courses in information, technology, and policy.

Learning Outcomes

After successfully completing this course you will be able to:

- Demonstrate knowledge of fundamental concepts and ideas around the rise of the information society.
- Demonstrate critical thinking in evaluating causal arguments regarding the relationship between technology and society, including analyzing major assertions, background assumptions, and explanatory evidence.
- Explain how information & communication technologies (ICTs) shape national and global events.
- Use information technologies to conduct research and to communicate effectively about ICTs.
- Articulate how the historical events leading to the information society have shaped our modern-day use of ICTs.

Instructor

LaRia Rogers
lroge16@umd.edu

Teaching Assistant

Wenshan Cao
caow3@umd.edu

Class Meets

Tu & Thu 3:30pm-
4:45pm Tydings Hall
(TYD) 0117

Office Hours

LaRia:

After class 4:45-5:15pm TYD-
0117 and available via email

Wenshan:

Wedn & Thu 10:30-
11:00am HBK-0215A

Prerequisites

N/A

Course Communication

ELMS – primarily for grades and announcements; please use in-person office hours or email for all other inquiries

Email – Please CC Wenshan on all communication

- Articulate ways technology use can be problematic, and how to harness technology for positive change
- Work collaboratively to create and disseminate information content broadly

Required Resources

There is no textbook for this course. All materials and course readings are located on ELMS and are subject to change. Make sure you check ELMS regularly for any updates before you begin a given week's readings.

Class Structure

The course will be hands-on and interactive. Active participation and engagement are encouraged. Students are expected to come prepared and complete assigned readings, videos and/or audios **before** class. Any changes to the syllabus and assignments will be announced ahead of time and the most current syllabus will always be available on ELMS.

Class Etiquette

Laptops are allowed in class, however, I encourage students to use paper and pen to take notes instead. Avoid distracting others from individual and group learning due to inappropriate laptop usage including using your laptop for anything that is not relevant to the class. On occasion, there will be in-class assignments where a laptop will be helpful, and will be announced in advance relevant to that specific class. Phones should be placed on silent before the start of class. If you need to make or take a phone call, leave the classroom **before** doing so. When engaging in a class discussion, be respectful of others in the room.

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Assignments and Learning Assessments

Most assignments will have a **grading rubric** that will provide helpful information on what should be covered in your assignment. If a rubric is available, be sure to review the rubric **before** submitting your assignment.

Assessment Title	# of Assignments	Points each	Category total	Category Weight
Class Participation	5	2	10	10%
Quizzes	4	5	20	20%
Individual Assignment Reflections	2	15	30	30%
Group Assignment Reflections	2	10	20	20%
Exam	1	20	20	20%
Total			100	100%

Class Participation:

- Includes in-person and online discussions and activities throughout the semester
- When completing an *online* discussion or activity, students are responsible for posting their original ideas **AND** responding and contributing to classmates' discussions in order to receive full-credit

Quizzes:

- Quizzes are open-book and are not meant to trick you, but to evaluate your comprehension of assignments and lectures
- Quizzes will be **timed** and completed **individually**

Assignment Reflections:

Complete “real world” activities followed by your reflection on the experience. Rubrics and further details to be provided on ELMS.

Individual:

- **Reflection-1: Information Organization Review (09/19/19):** To be completed individually, without the help of others. Explore ways in which things can be organized in the world around us. Find two examples, one digital and one physical, of an organization system and write a reflection (350-400 words) based on how the way things are organized shapes our experiences of them.
- **Reflection-2: A Day in Airplane Mode (10/03/19):** To be completed individually, without the help of others. Mobile phone use is increasingly ubiquitous. In many cases, we may not be aware of how often we use our phone, when we use it, and how that use affects how we interact with the world. This assignment will ask you to disconnect your phone from the Internet for a day and write a short (350-400 words) reflective essay on the experience.

Group:

- **Reflection-3: My Future Career in InfoSci (TBD):** To be completed with a group of 2-4, this reflection will be about career opportunities within the information science field, depending on availability of guest speakers. Pair with a classmate(s) to ask a series of questions with one another and write a reflection (450-500 words) on your thoughts and experience.

Note: Reflection 3 assignment has an open due date, meaning you can complete at your discretion, **no later than** December 1st. Please correspond with your group on due date prior to submitting.

- **Reflection-4: The Great Hack (10/24/19):** To be completed with a group of 2-4. Individually, watch the Netflix documentary that explores Facebook-Cambridge Analytica data scandal. Afterwards, pair with a classmate(s) to ask a series of questions and write a reflection (450-500 words) on your thoughts and experience.

Exam:

The exam is cumulative, meaning it will cover all course material. It will include multiple choice and short-answer essays. The final exam is to be completed in person and individually on December 10th 3:30-4:45pm.

Grades and Evaluation:

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course. If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exam), or have questions about how something was scored, please email me to schedule a time for us to meet. I am happy to discuss your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and **within one week of receiving the grade**.

Final letter grades are assigned based on the total points earned. To be fair to everyone I have to establish clear, consistent standards, so please understand that being close to a cutoff is not the same this as making the cut ($89.99 \neq 90.00$). The cutoffs are as follows:

Final Grade Cutoffs									
+	97%	+	87%	+	77%	+	67%		
A	94%	B	84%	C	74%	D	64%	F	<60%
-	90%	-	80%	-	70%	-	60		

In this class, an "A" denotes full achievement of the goals of the class, a "B" denotes good progress towards the learning objectives, and a "C" indicates that you were able to comprehend the concepts involved but were unable to effectively apply that knowledge. Since the grading is based on a point-based system, an F is not the same thing as a zero. Failing work still earns *some* points. You are always better off to turn something in and get feedback on what you were able to complete. The point-based system also means that you can keep track of your progress and always know what your current grade is in the course. You are encouraged to monitor your own performance.

Missed Deadlines:

If you will not be able to meet an assignment deadline, contact me before the due date to explain why you will need to submit the assignment late and what your plan is; these will be evaluated on a case-by-case basis.

If you need to miss the final exam because of outside circumstances (e.g., a religious holiday, military duties, work/athletic team travel), you must email me **before** the exam to reschedule your exam time. If you are sick on exam day, you must provide a doctor's note to be excused (see the UMD Health Center's [policy on medical excuse notes](#)) and email me to set-up time to complete the exam.

Late Assignments Policy:

Unless prior permission has been granted, no late work is accepted. This policy is in place to ensure all students have their work returned to them in a timely fashion. Please prepare in advance so that you will not encounter technical difficulties that may prevent submission of a given assignment. Should you encounter technical difficulties with ELMS, please email me the assignment and upload the same version to ELMS when you are able. If you have a conflict with the due date, assignments can always be submitted early. Generally speaking, illnesses are not an excuse for late assignments because you will receive the assignments at least one week before they are due.

Accommodations:

Students with disabilities should inform me of their needs at the beginning of the semester. Please also contact the Disability Support Services (301-314-7682 or <https://www.counseling.umd.edu/ads/>). DSS will make arrangements with you and me to determine and implement appropriate academic accommodations. Inclusion is one of the iSchool's core values; if there is something else I can do to make the class more accessible please schedule a time to come talk to me. This will benefit not only yourself but also my future students.

Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> to schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu/>

Everything is free because you have already paid for it, and everyone needs help, all you have to do is ask for it.

Names/Pronouns and Self Identifications:

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Students in Need:

Students encountering psychological problems that hamper their course work are referred to the Counseling Center (301-314-7651 or <https://www.counseling.umd.edu/>) for expert help. For more information on UMD’s Student Services, see <http://www.studentaffairs.umd.edu/student-life>

If you or someone you know feels unsafe, the university has resources (see list below). Read more about hate-based crimes here: https://ocrsm.umd.edu/files/Hate_Bias_FAQs_final.pdf

Name	Phone	Website
University Counseling Center	301-314-7651	https://www.counseling.umd.edu/
University Health Center and Mental Services	301-314-8180	https://www.health.umd.edu/ Health Services
University of Maryland Chaplains		https://thestamp.umd.edu/memorial_chapel/chaplains
Office of Civil Rights and Sexual Misconduct	301-405-1142	www.ocrsm.umd.edu

Tips For a Successful Semester:

1. Come to class prepared. This includes completing any assignments and readings *before* class. This also includes preparing effectively for the exam.
2. Take the content quizzes seriously. They aren’t worth many points but they are excellent practice for the exams.
3. Struggling with classes in general? Talk to your assigned AMP (academic peer mentor), TA and myself. We will work with you to help you succeed.
4. Engage in class discussions. Ask questions. Share your opinions. Be open to others’ viewpoints, even if they’re different than your own.
5. Have a question? Email me anytime. Make sure to include the course number (INST201) in the subject line to ensure I see it. I will respond within 48 hours (not counting weekends).
6. Know your rights as an undergraduate student at UMD: [University of Maryland Policies for Undergraduate Students](#)
7. Have fun!

SCHEDULE OF CONTENT

Note: These are a preliminary list of readings. These may change and the final assigned readings will be those posted on ELMS. An announcement will be made prior to any changes.

Highlighted sections are virtual classes – meaning class will *not* be held in-person but you are responsible for viewing the lecture and completing assignments.

Topic	Date	Lecture & Assignments Due	Readings
Introduction to Information	Tu 08.27	Introduction to Information Science	<ul style="list-style-type: none"> • N/A
	Th 08.29	Information literacy	<ul style="list-style-type: none"> • Five Ways to Spot Fake News (Video) • Jessie Daniels: Searching for Dr. King: Teens, Race, and Cloaked Websites • Fake News is Not the Only Problem
	Tu 09.03	History of the Internet	<ul style="list-style-type: none"> • “Timeline of Computer History: Networking and the Web” https://www.computerhistory.org/timeline/networking-the-web/ • History of the Internet, Part 1 (Video) • History of the Internet, Part 2 (Video)
Information Seeking	Th 09.05	Information seeking behavior, pt. 1	<ul style="list-style-type: none"> • Donald Case (2002) “Looking for information” (ELMS) • Michael K. Buckland (1991) “Information as Thing” (ELMS)
	Tu 09.10	Information seeking behavior, pt. 2 Quiz #1 Due	<ul style="list-style-type: none"> • Enrico Coiera (2003) “Information Economics and the Internet” (ELMS) • Keith McVilly (2017) “Information Accessibility and The Right to Know” (ELMS)
Information Organization	Th 09.12	Classification & consequences	<ul style="list-style-type: none"> • Melissa Adler & Lindsey Harper (2018) “Race and Ethnicity in Classification Systems: Teaching Knowledge Organization from a Social Justice Perspective” (ELMS) • Melissa Adler (2017) “Classification Along the Color Line: Excavating Racism in the Stacks”
Social Networks	Tu 09.17	Social network theories	<ul style="list-style-type: none"> • Danah M. Boyd & Nicole Ellison (2007) “Social Network Sites: Definition, History, and Scholarship. • The New Social Operating System of Networked Individualism(ELMS)

Social & Mobile Media	Th 09.19 Social Media Information Organization Review Due	<ul style="list-style-type: none"> • Samantha Lauriello (2019) “Will the Instagram ‘Like Ban’ Reduce Anxiety? Here’s What Experts Think” • Sherry Turkle (2015) “Stop Googling. Let’s Talk.”
Living in the Social Media Age	Tu 09.24 Challenges, Part 1	<ul style="list-style-type: none"> • Jean Twenge (2017). “Have smart phones destroyed a generation?” https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/
	Th 09.26 Challenges, Part 2 Quiz #2 Due	<ul style="list-style-type: none"> • Adam Greenfield (2017). “A sociology of the smart phone” https://longreads.com/2017/06/13/a-sociology-of-the-smartphone/ • J. Nathan Matias (2017). “The Real Name Fallacy” https://coralproject.net/blog/the-real-name-fallacy/
	Tu 10.01 Virtual Class Motivation & Participation	<ul style="list-style-type: none"> • Jenny Preece & Ben Shneidermann (2009). The Reader-to-Leader Framework: Motivating Technology-Mediated Social Participation (ELMS)
	Th 10.03 Virtual Class Psychology of Online Harassment and It’s Marginalizing Impact A Day in Airplane Mode Due	<ul style="list-style-type: none"> • Vitak et al. (2017): Identifying women’s experiences with and strategies for mitigating negative effects of online harassment (ELMS)
Online Community & Engagement	Tu 10.08 Moderation Part 1	<ul style="list-style-type: none"> • Tarleton Gillespie (2018) How social networks set the limits of what we can say online. https://www.wired.com/story/how-social-networks-set-the-limits-of-what-we-can-say-online/

	Th 10.10	Moderation Part 2 Quiz #3 Due	<ul style="list-style-type: none"> Sarah Gilbert (2018). The visible and invisible work of AskHistorians moderators (and why they do it) https://www.reddit.com/r/AskHistorians/comments/a5j123/meta_im_back_with_the_final_post_sumarizing_my/
	Tu 10.15	Be A Moderator In Class Activity	None, make sure you are all caught up on readings
	Th 10.17	Privacy	<ul style="list-style-type: none"> Helen Nissenbaum (2011) “A Contextual Approach to Privacy Online.” https://www.amacad.org/publications/daedalus/11_fall_nissenbaum.pdf
Privacy & Security	Tu 10.22	Security	<ul style="list-style-type: none"> Jennifer Goldbeck (2013) Your Social Media Likes Expose More than You Think. https://www.ted.com/talks/jennifer_golbeck_the_curly_fry_conundrum_why_social_media_likes_say_more_than_you_might_think?referrer=playlist-what_your_data_reveals_about_y Kevin Granville (2018) Facebook and Cambridge Analytica: What You Need to Know as Fallout Widens https://www.nytimes.com/2018/03/19/technology/facebook-cambridge-analytica-explained.html
	Th 10.24	Surveillance, Part 1 The Great Hack Due	<ul style="list-style-type: none"> Adam Liptak (2018) “In Ruling on Cellphone Location Data, Supreme Court Makes Statement on Digital Privacy” https://www.nytimes.com/2018/06/22/us/politics/supreme-court-warrants-cell-phone-privacy.html Jennifer Valentino-DeVries (2019) “Tracking Phones, Google Is a Dragnet for the Police” https://www.nytimes.com/interactive/2019/04/13/us/google-location-tracking-police.html John Scott-Railton & Andrew Hilts (2018) Fit Leaking: Citizen Lab Research on Fitness Tracker

	<p style="text-align: right;">privacyhttps://citizenlab.ca/2018/01/fit-leaking-citizen-lab-research-fitness-tracker-privacy/</p> <p>Tu 10.29 Surveillance, Part 2</p> <ul style="list-style-type: none"> • Adam Bates (2017) Stingray: A New Frontier Police Surveillance (ELMS) • Narseo Vallina-Rodriguez & Srikanth Sundaresan (2017) 7 in 10 Smartphone Apps Share Your Data with Third-Party Services https://theconversation.com/7-in-10-smartphone-apps-share-your-data-with-third-party-services-72404
<p>Big Data, Algorithms & Ethics</p>	<p style="text-align: center;">Algorithms, AI & Big Data & Ethics pt.1: VirtualClass, Stay</p> <p>Virtual Class Th 10.31</p> <p>home and watch the assigned videos and read the assigned articles</p> <p>Tu 11.5 Algorithms, AI & Big Data & Ethics pt.2</p> <ul style="list-style-type: none"> • What is an algorithm and why should you care? https://www.khanacademy.org/computing/computer-science/algorithms/intro-to-algorithms/v/what-are-algorithms • Crash course computer science: Machine Learning and Artificial Intelligence https://www.youtube.com/watch?v=z-EtmaFJieY □ Cathy O’Neil (2017) The era of blind faith in big data must end https://www.ted.com/talks/cathy_o_neil_the_era_of_blind_faith_in_big_data_must_end?language=en • Lee Rainie & Janna Anderson (2017) Code-Dependent: Pros and Cons of the Algorithm Age https://www.pewinternet.org/2017/02/08/code-dependent-pros-and-cons-of-the-algorithm-age/ • Safyia Noble (2012) Missed connections: What search engines say about women https://safiyaunoble.files.wordpress.com/2012/03/54_search_engines.pdf • Julia Angwin, Jeff Larson, Surya Mattu & Lauren Kirchner (2016) “Machine Bias” https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing • Dave Collins (2018) Should Police Use Computers to Predict Crimes and Criminals. https://apnews.com/14bb35110b644edc8798365ade767bd2

	Th 11.7	In Class Algorithm Activity Quiz #4 Due	None, make sure you are all caught up on readings
Activism & Political Movements	Tu 11.12	Working Online for Offline Justice	<ul style="list-style-type: none"> • Deen Freelon, Charlton D. McIlwain, and Meredith D. Clark (2016) “Beyond the hashtags: #Ferguson, #Blacklivesmatter, and the online struggle for offline justice” Introduction and Conclusion. https://cmsimpact.org/resource/beyond-hashtags-ferguson-blacklivesmatter-online-struggle-offline-justice/ • Uncovering Topic Dynamics of Social Media and News: The Case of Ferguson (ELMS)
	Th 11.14	Slacktivism & Other Critiques	<ul style="list-style-type: none"> • Malcolm Gladwell (2010). Why the revolution will not be tweeted. https://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell □ Zeynep Tufekci (2017) Does a protest’s size matter? https://www.nytimes.com/2017/01/27/opinion/does-a-protests-size-matter.html?ref=collection%2Fcolumn%2Fzeynep-tufekci
	Tu 11.19	Online Radicalization	<ul style="list-style-type: none"> • Max Fisher & Amanda Taub (2019). We Wanted to Know How Online Radicalization Was Changing the World. We Started With Brazil. https://www.nytimes.com/2019/08/11/reader-center/brazil-youtube-radicalization.html • Erin Marie Saltman. How Young People Join Violent Extremist Groups- and How to Stop Them. https://www.youtube.com/watch?v=HY71088saG4

Future considerations	Virtual Class None, make sure you are all caught up on readings Th 11.21
Thanksgiving Break	11.25-11.29 No Reading & No Class
Study Days	Tu 12.3 Come into class and study None!
	Th 12.5 Come into class and study None!
Final Exam	Tu 12.10 3:30 PM-4:45 PM