College of Information Studies
Technology, Culture, and Society

Course description
In a single generation, we have witnessed unprecedented change in how technology is used in work, play, and everyday lives. Most of today's college students take smartphones and social media for granted; however, how often do they stop to consider the implications of these technologies on their daily lives?

In this course, we move beyond the surface to consider the role of contextual factors in technology. How does one's race, gender, religious/political affiliations and sexual orientation influence their use of technology? How does technology help and hinder marginalized groups? How do these groups' experiences vary in other parts of the world?

This course provides an opportunity for students to explore how people with different backgrounds and life experiences engage with technology, as well as the technology-related challenges these groups face. Moreover, the class examines these topics within the broader framework of power and how existing structures of power and privilege create additional challenges for culturally marginalized and minority groups.

Learning Outcomes
By the end of this course, you should be able to:
- Explain how cultural beliefs influence technology use at the individual, organizational, or societal levels.
- Reflect in depth about critical similarities, differences, and intersections between their own and others' cultures or sub-cultures so as to demonstrate a deepening or transformation of original perspectives.
- Articulate how current power structures create unequal opportunities and access for different subsets of society
- Recognize and describe how your specific life circumstances have influenced your experiences with technology.
- Identify the challenges faced by minority groups when engaging with technology.
- Effectively use skills to negotiate cross-cultural situations or conflicts in interactions inside or outside the classroom.

Required Resources
Course website: **elms.umd.edu**
I use Canvas for all course readings, slide decks, study guides (when relevant), and communication. View the current week's Module for upcoming readings and assignments. I also post class-wide announcements through ELMS using Announcements. Make sure you have ELMS set up to forward Announcements to your email and/or regularly check your account to ensure you don't miss any class related information.

You are required to download the TurningPoint "virtual clicker" app and set up an account to be used in class. For more information, see
https://it.umd.edu/news/2017/clickers

Instructor
Dr. Jessica Vitak
Pronounced VEE-tack
she/her/hers
jvitak@umd.edu

Teaching Assistant
Kaley Dietrich
she/her/hers
kaleyrd1@terpmail.umd.edu

Class Meets
Tuesdays & Thursdays,
2pm-3:15pm in ARC 1105

Office Hours
Dr. Vitak: TuTh 12pm-1pm
in HBK 2117G and by
appointment

Kaley: TuTh 3:15pm-4pm
in HBK North Atrium

Prerequisites
INST201 or permission of
instructor

Course Communication
Time-sensitive
announcements will be
posted on ELMS. Make
sure you have ELMS set up
to forward Announcements
to your email and/or
regularly check your
account.

- Contact me via ELMS or by email (be sure to include "INST 466" in the subject).
- Contact Kaley for questions about grades
- I will generally reply to emails within 24 hours during weekdays and 48 hours over weekends.

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.

Activities, Learning Assessments, & Expectations for Students

Course Activities
Your final grade will be based on the following components:

Learning Assessments	#	Points Each	Category Total
Pre-class reading reflections	20	1	20
In-class activities and participation	n/a	n/a	15
Blog Posts	4	5	20
Discussion Leader	1	5	5
Semester Project & Presentation (five parts)	4	Varies	30
Final Assessment (take-home exam)	1	10	10
		Total Points:	**100**

Pre-class reading reflections (20%): As a 400-level, discussion-heavy class, we will be engaging significantly with literature on course-related topics, including both academic articles as well as popular press. You are expected to read any materials prior to each class. Starting in Week 2, there will be a prompt for every class about that class' reading. The prompt will be straightforward, asking you to respond in two paragraphs (approximately 200-300 words) to an element of the reading. This serves as an incentive for you to engage with the material and as a mechanism for me to gauge comprehension and confusion on that week's topic. There will be 23-25 prompts throughout the semester, but I will only count 20 toward your final grade (meaning each reflection is worth 1% of your grade, and you can skip several during the course of the semester without penalty). You'll get full credit for turning the assignment in on time **(by 9:00am the day of class)**, being on topic (i.e., demonstrating you fully engaged with the readings), and providing a thoughtful/reflective question; you'll receive half-credit if it is submitted less than 24 hours late and is on topic, or if your reflection is submitted on time but gives only a surface-level analysis (i.e., you don't show you engaged with the readings); and no credit for not turning in an assignment, for it being more than 24 hours late, or for it being off topic.

In-class activities and participation (15%): This class is relatively small (~40 students) and has been structured as a seminar; its success will be based on the active participation of everyone involved. I have specifically procured a TERP classroom to allow us opportunities to interact and work in a variety of group settings. Everyone will rotate between six-tops (tables) throughout the semester so you have the opportunity to work with many classmates grade will be based on your contributions to these discussions.

How will I assess your grade for this component? If you regularly attend class and engage in participation, you should be fine. My basic rule of thumb is, if I can picture you in my head and know your name, you're probably contributing sufficiently to class. I'll also be using class activities/clicker participation to gauge your presence and participation in class. The best way for you to ensure you receive full credit for this component of your grade is to come to class prepared, having completed assigned readings, and be willing to engage in class discussions with your classmates.

> **Note:** You'll get an "interim grade" midway through the semester to give you a sense of how I think you're doing, and whether you need to participate more or maintain your current level of participation. See the Canvas Assignment for Participation for more information.

Blog posts (5 total, lowest score dropped; 5% each/20% total): Throughout the semester, we will be joined by speakers with diverse cultural backgrounds as well as those who conduct research with marginalized groups. These speakers will be working in technology spaces or researching technological challenges. We may also watch presentations or documentaries on related topics. Students will then be asked to write a 500-750 word blog post responding to a series of prompts specific to that topic. We will also use class time to continue these conversations in small groups.

> **Note:** The lowest score from the blog post assignments will be dropped at the end of the semester. In other words, you can skip one of these assignments without penalty.

Discussion leader (5%): In the first week of class, you'll complete a survey, including a question asking you to select the three topics that most interest you. I will assign two students to each class session and on that day of class, you'll be the discussion leader (note: you will work individually on this assignment; it is NOT a group assignment). This will involve you identifying a news story that is relevant to that class' topic, spending ~5 minutes discussing it at the start of that class and leading a class discussion around the questions you raised, and being my "go to" for driving class discussion. Your grade will be based on whether you submit the article on time, how prepared you are to discuss the article, and your contributions to the broader class discussion.

If you miss class on the day you are the discussion leader, you will not receive credit for this assignment. If you are going to miss class because you are ill, you must notify me via email by 9am the day of class and I will reschedule you for another class.

Semester project (30%): You will form groups of 2-3 classmates to identify a topic directly related to this class and design a project that fits your and your partners' strengths and meets the criteria detailed below. The project has some degree of flexibility to support the diversity of InfoSci students, and I am always open to new ideas. That said, if you have an idea for a project that is dramatically outside the box, come talk to me about it early in the semester.

The goal of this project is to demonstrate mastery of the course's learning objectives. In particular, I want you to identify a technology challenge faced by one or more groups of people and consider the role that technology plays in both improving and worsening that problem. For example, a problem we'll talk about in class is the real name policy that sites like Facebook use. This policy makes sense at some level because it helps link users to their real identities and thus (one would assume) lessens the opportunity for someone to pretend to be someone else. At the same time, trans people, Native Americans, and many other groups have run into challenges with the way this policy is enforced. For the many users with standard names, this may not seem like a problem, but for those who are being denied a key part of their identity, this can be very harmful.

Once you've identified and described the history of the technology problem and who it affects, you should also detail what has been done to solve the problem. To continue with Facebook's Real Name policy, they have addressed this issue in a [somewhat haphazard fashion](#), and there are many who still contend it has not been solved.

Finally, you and your partner should detail potential future solutions to this problem, focusing on the readings, activities, and conversations we've had in class around intersectionality, accessibility, and other topics related to your issue. These solutions should be detailed and show significant and careful thought about balancing the various costs to implement your solution.

Potential deliverables for this project include, but are not limited to:

- A white paper or case study of approximately 3000-4000 words plus references and figures.
- An educational web site that could be used as a resource to educate people about why this topic is problematic. The text component is not as long as a white paper but should be balanced with the layout and design of the website, focusing on a wide public audience and ensuring content is accessible and easy to understand. If I pulled out the text and ran a word count, it should be detailed (length: 2000+ words), include both depth and breadth of topic coverage, and must include references (using a numbered format in text, e.g., [1][2] and a separate references page on the site.
- An explainer-style video (~5-8 minutes length for final video cut) that gives a highly visual, succinct overview of the topic. I would only suggest doing this if you have video editing experience because my expectations of the quality will be high. A short report (1000-1500 words) should accompany the video an provide an overview on the topic (including references). Note: the video should be nearly done at the time of the presentation so you can show it to the class but still be able to make edits/updates based on feedback.
- A social media campaign focused on educating the public about a topic. This can include a mix of the above options (e.g., website, videos) but should be focused on developing and disseminating content to a large audience. If you choose this option, you should reach out to me early in the semester, because you will need to begin early to develop content. It takes time to build momentum and gain followers/hits, so this is not a project you can put off until April—you would be expected to be posting content and interacting with the public regularly for at least the second half of the semester (approximately eight weeks), with at least 16 items shared (approximately two per week).

Early in the semester, I will provide opportunities for you to identify areas of interest and match you up with a classmate with whom you share interests. You can also self-select your partner. You will then submit a 1-2 page (single-spaced, no cover page) proposal in Week 6, and you'll get feedback from me and from two of your classmates. A progress report that includes draft content completed to date will be due in Week 12. The final paper will be due Week 15 of class. That final week will also be set aside for group presentations. Over the last two classes, each group will present their project in a 5-7 minute presentation with slides.

Your grade on this assignment will break down as follows: Proposal (2.5%), Peer Feedback (2.5%), Draft/Progress Report (2.5%), Final Deliverable (15%), Presentation (7.5%).
> **Note:** You will also complete a self/peer evaluation to identify the components of the project you and your groupmates completed, and grade adjustments will be made if necessary.

Final assessment (10%): University of Maryland policy is that each class should hold a final exam. In lieu of a standard exam, I will assign an essay question on the last day of class. Students will need to submit their essay, electronically via ELMS, by the scheduled exam time, giving you approximately one week to complete. The essay will be open note, but it is an individual assignment and therefore you are not allowed to discuss the essay with any of your classmates. **We will not meet in person during the final exam time.**

Grades

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). 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. Note that the grades are assigned in points and the points add up to 100, so if you want to calculate your grade at any point in the semester, you merely need to add up the points you've early. If you would like to review any of your grades, or have questions about how something was scored, please email me to schedule a time for us to meet in my office.

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; these will be evaluated on a case-by-case basis.

Late Assignments Policy: A 10% penalty will be deducted for each day or part of a day that an assignment is late (starting one minute beyond the due date time). Please prepare in advance so that you will not encounter technical difficulties that will result in your work receiving a late penalty. 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.

Final Grades: Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone, I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut **(89.99 $\neq$ 90.00).** It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs									
+	97.00%	+	87.00%	+	77.00%	+	67.00%		
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%		

Course-Specific Policies

Use of computers, phones or tablet devices during our class meetings. The structure of this class is highly interactive. You will be working in groups frequently on questions, case studies, or scenarios I present. Sometimes these activities will require (or will benefit from) technology use. Therefore, I will not ban technology use in class. However, because we are a relatively small class and because participation and interaction are such important components of class, I expect any technology use to be related to class content. Hopefully, you are reading this syllabus carefully. If so, email me and Kaley (TA) a picture of the cutest lolcat you can find before Class 4 with the course name and number in the subject line for extra credit. But don't tell anyone else. Make them earn it! If I observe you engaging in technology use that may be distracting to their classmates, I will ask you to either stop or to leave for the day.

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready.

Missing Class. If you are going to miss class, you should speak with a classmate to get notes. You do not need to contact me if you are going to miss a single class, as we do not have graded activities in class. However, if you miss a speaker or are going to miss more than one class in a row, email me so we can make sure you do not fall behind.

Repeated absences throughout the course of the semester will likely have a negative impact on your participation grade, as you will not be able to participate in class activities and discussions.

Turnitin Originality Checker. For this course, some of your assignments will be collected via Turnitin on our course ELMS page. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit [Turnitin Originality Checker for Students.](#)

Policy on Academic Misconduct. Cases of academic misconduct will be referred to the Office of Student Conduct irrespective of scope and circumstances, as required by university rules and regulations. It is crucial to understand that the instructors do not have a choice of following other courses of actions in handling these cases. There are severe consequences of academic misconduct, some of which are permanent and reflected on the student's transcript. For details about procedures governing such referrals and possible consequences for the student please visit http://osc.umd.edu/OSC/Default.aspx

It is very important that you complete your own assignments, and do not share any files or other work. The best course of action to take when a student is having problems with an assignment question is to contact the instructor. The instructor will be happy to work with students while they work on the assignments.

University of Maryland Code of Academic Integrity, The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://shc.umd.edu/SHC/Default.aspx

Special Needs. Students with disabilities should inform the instructor of their needs at the beginning of the semester. Please also contact the Disability Support Services (301-314-7682 or http://www.counseling.umd.edu/DSS/). DSS will make arrangements with the student and the instructor to determine and implement appropriate academic accommodations. Students encountering psychological problems that hamper their course work are referred to the Counseling Center (301-314-7651 or http://www.counseling.umd.edu/) for expert help.

Get Some Help!

You are expected to take personal responsibility for you 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 and 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.

Course Schedule (full references for readings listed below schedule)
Note: readings may be added or changed throughout the semester. Check ELMS Modules for most up-to-date list.

#	CLASS DATE	DURING OUR CLASS MEETING	WHAT'S DUE? *
Part 1: Getting our Bearings: Theoretical Frameworks for Discussing Course Topics			
1	Tues 1/29	**Course overview** **In class activity:** Bead activity	Review Syllabus
2	Thurs 1/31	**Overview of Theories/Frameworks Used in this Class:** Power, Privilege, Inequality, Agency, Intersectionality, Surveillance **Readings:** Purdy (2015), WATCH: Kimberle Crenshaw's TED Talk (2016) *Recommended:* *Pensador* (2013), Warshauer et al. (2010)	Complete Course Survey
3	Tues 2/5	**Backgrounder on Diversity and Inclusion** **Readings:** Sherbin & Ripa (2017), McGirt (2017), Quinetta Roberson TED Talk **Recommended:** Jardine (2016); Riordan (2014)	
4	Thurs 2/7	**Digital Divide & Digital Literacy** Gonzales (2016); Fairlie (2017)	
5	Tues 2/12	**Technology's Role: Both Oppressor and Uplifter** **Readings:** Rotman (2014), LaFrance (2016), Lewis-Kraus (2016)	Blog Post #1
Part 2: Sex & Gender			
6	Thurs 2/14	**Women & the Tech Pipeline:** Education & Employment **Readings:** Silbey (2016), Susan Fowler blog post (2017), Kolhatkar (2017) **Recommended:** Dresden et al. (2018)	
7	Tues 2/19	**The "Tech Bro" Perspective:** A Case Study of the "Google Memo" **Readings:** James Damore's memo, "Google's Ideological Echo Chamber," and coverage of his subsequent firing	Semester Project Teams Finalized
8	Thurs 2/21	**Women Using Tech for Change:** The Good, the Bad & the Ugly **Readings:** Blackwell et al. (2017); Chou (2018); Time Person of Year: The Silence Breakers (2017); Vincent (2017) *Recommended:* Dwoskin & McGregor (2018)	
9	Tues 2/26	**Women & Gaming:** Feminist Frequency, Gamergate, Women Designers **Readings:** Kowert et al. (2015), Campbell (2017) **Recommended:** Malone (2017), Burgess et al. (2017)	Blog Post #2

#	CLASS DATE		DURING OUR CLASS MEETING	WHAT'S DUE? *
10	Thurs	2/28	**LGBTQ+:** Managing Multiple Identities Online **Readings:** Jackson et al. (2017), Daniels & Gray (2014)	
Part 3: Race & Ethnicity				
11	Tues	3/5	**The Problem with Pumpkin Spice Feminism** ***Readings:*** Daniels (2016), Phruksachart (2017), Zhao (2017)	Semester Paper Proposal
12	Thurs	3/7	**Is [insert technology here] Racist?** Exploring Effects of the (Lack of) Diversity in Silicon Valley on Technology Design ***Readings:*** Edelman & Luca (2014), Chapter from Wachter-Boettcher (2017) *Recommended: Stark (2018)*	
13	Tues	3/12	**Tools for Racializing Surveillance** ***Readings:*** Chapter from Ferguson (2017), Browne (2012), Angwin et al. (2016)	Peer Feedback on Proposals
14	Thurs	3/14	**The Digital Barbershop:** How black culture spreads online ***Readings:*** Steele (2016), Brock (2012)	Blog Post #3
MARCH 17-24 UMD SPRING BREAK, NO CLASS				
15	Tues	3/26	**#BLM & Online Activism** ***Readings:*** Stephen (2015); Freelon et al. (2016); only need to read intro & conclusion	
Part 4: Accessibility, Disability, and (Mental) Health				
16	Thurs	3/28	**Technology, Accessibility & Disability**: Technology Use by Aging Populations ***Readings:*** Lazar et al. (2017); Pew Report (2017) ***Recommended:*** Gravenhorst et al. (2014)	
17	Tues	4/2	**Technology, Accessibility & Disability:** Designing for the Able-bodied—and those who get left behind ***Readings:*** Chapter from Alper (2016); Kooragayala & Srini (2016)	Blog Post #4
18	Thurs	4/4	**Technology, Health, and Well-Being** ***Readings:*** Santoro et al. (2015); Huckman & Stern (2018)	
19	Tues	4/9	**Young People, Technology, and Mental Health** Twenge (2017), Reilly (2017), Denworth (2019)	
Part 5: Geographic Intersections of Culture & Technology				
20	Thurs	4/11	**Extremists' Technology Use:** A case study of ISIS' messaging and recruitment strategies ***Readings:*** Koerner (2016), Talbot (2015), Patrikarakos (2017) *Recommended: Berger & Morgan (2015)*	Blog Post #5
21	Tues	4/16	**Technology Regulation and Censorship Around the World** B. Smith (2018), Sombatpoonsiri (2017), P. Smith (2018)	
22	Thurs	4/18	**Technology Use by Immigrant Populations: Challenges and Opportunities** ***Readings:*** Manjoo (2016), Smiley (2017), Bedoya (2017)	Progress Report/ Draft Project
23	Tues	4/23	**Technology Use by in Rural and Poor America** *Readings:* Dan Greene reading; Chapter from Gray (2009)	

#	CLASS DATE	DURING OUR CLASS MEETING	WHAT'S DUE? *
24	Thurs 4/25	**ICT4D: Case study of One Laptop Per Child** *Readings:* Kraemer et al. (2009); Watters (2012), Robertson (2018) *Recommended*: Cristia et al. (2012)	
		**Part 6: Next Steps: What Questions Future Information Professionals Should Be Asking**	
25	Tues 4/30	**Presentations, Day 1**	Project Presentation Materials uploaded
26	Thurs 5/2	**Presentations, Day 2**	Project Presentation Materials uploaded
27	Tues 5/7	**Big Question #1:** How do we fix the diversity problem in the tech sector?	
28	Thurs 5/9	**Big Question #2:** How do we best amplify marginalized groups' voices and empower that fighting for social justice?	Semester Projects, Evaluations Due
29	Tues 5/14	**Bringing it back to the start:** Reassessing the role of power, privilege, and dominance in shaping cultural experiences of technology	
		**Final "Exam" Due Date TBD:** No in-class exam; final assessment submitted on Canvas	

* Pre-class reading reflections are assigned for every class that has readings assigned starting in Week 2, so they aren't listed in the "what's due column." To receive full credit, you should complete them by 10:00am the day class meets. Remember that I will only be grading the top 20 of these reflections and there will be 25 classes with readings assigned.

** There are so many topics we could cover in this class that we won't have time for, so I will leave a discussion forum open through November 1 to allow students to share ideas for topics they want to discuss during Class 24 (11/15). I'll then pull together and post readings based on the most popular idea(s). There will also be a Google Form you can use for submitting ideas in case you don't want your name linked with your suggestion.

Full References for Readings (also see ELMS for PDFs)

Alper, M. (2016). *Giving voice: Mobile communication, disability, and inequality*. Cambridge, MA: MIT Press.

Angwin, J., Larson, J., Mattu, S., & Kirchner, L. (2016). Machine Bias. *ProPublica.* Available: https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing

Bedoya (2017, June 21). Deportation is going high-tech under Trump. *The Atlantic.* Available: https://www.theatlantic.com/technology/archive/2017/06/data-driven-deportation/531090/

Berger, J.M., & Morgan, J. (2015). The ISIS Twitter Census: Defining and describing the population of ISIS supporters on Twitter. The Brookings Project on U.S. Relations with the Islamic World. Available: https://www.brookings.edu/wp-content/uploads/2016/06/isis_twitter_census_berger_morgan.pdf

Blackwell, L., Dimond, J., Schoenebeck, S., & Lampe, C. (2017). Classification and its consequences for online harassment: Design insights from HeartMob. *PACM on Human-Computer Interaction, Vol. 1*, CSCW, Article 24.

Brock, A. (2012). From the blackhand side: Twitter as a cultural conversation. *Journal of Broadcasting & Electronic Media*, *56*(4), 529-549.

Browne, S. (2012). Race and surveillance. In K. Ball, K. Haggerty, & D. Lyon (Eds.), *Handbook on Surveillance Studies* (pp. 72-79). New York: Routledge.

Burgess, M. C., Byars, F., Sadeghi-Azar, L., & Dil-Shackleford, K. E. (2017). Online Misogyny Targeting Feminist Activism: Anita Sarkeesian and Gamergate. *The Wiley Handbook of Violence and Aggression*. DOI:10.1002/9781119057574.whbva006

Campbell, C. (2017, June 27). Anita Sarkeesian's astounding 'garbage human' moment. *Polygon*. Available: https://www.polygon.com/features/2017/6/27/15880582/anita-sarkeesian-garbage-human-vidcon-interview

Chou, S. (2018, January 23). Millions say #MeToo. But not everyone is heard equally. *PRI*. Available: https://www.pri.org/stories/2018-01-23/millions-say-metoo-not-everyone-heard-equally

Cristia, J.P, Ibarrarán, P., Cueto, S., Santiago, A., & Severín, E. (2012). Technology and Child Development: Evidence from the One Laptop per Child Program. *IDB Working Paper Series No. IDB-WP-304 Inter-American Development Bank*. Available: https://www.aeaweb.org/articles?id=10.1257/app.20150385

Daniels, J. (2015). The trouble with White feminism: Whiteness, digital feminism and the intersectional internet. In S.U. Noble & B.M. Tynes (Eds.) *The intersectional internet: Race, sex, class, and culture online* (pp. 41-60). New York: Peter Lang.

Daniels, J., & Gray, M. L. (2014). A Vision for Inclusion: An LGBT Broadband Future. *Report prepared for The LGBT Technology Partnership*. Available: https://www.lgbttech.org/single-post/2014/06/13/A-Vision-for-Inclusion-An-LGBT-Broadband-Future-Addresses-the-Unique-Technology-Needs-of-the-Community

Denworth, L. (2019, January 15). The Kids (Who Use Tech) Seem to Be All Right. *Scientific American*. Available: https://www.scientificamerican.com/article/the-kids-who-use-tech-seem-to-be-all-right/?utm_source=newsletter&utm_medium=email&utm_campaign=tech&utm_content=link&utm_term=2019-01-15_featured-this-week&spMailingID=58240468&spUserID=MTI0NzkyMDE4OTYS1&spJobID=1561925591&spReportId=MTU2MTkyNTU5MQS2

Dresden, B. E., Dresden, A. Y., & Ridge, R. D. (2018). The Boys Club: Engineering a More Positive Environment for Women in Male-Dominated Majors. Social Sciences, 7(2), 17. doi:10.3390/socsci7020017

Dwoskin, E., & McGregor, J. (2018, January 5). Sexual Harassment Inc: How the #MeToo movement is sparking a wave of start-ups. *Washington Post*. Available: https://www.washingtonpost.com/news/on-leadership/wp/2018/01/05/sexual-harassment-inc-how-the-metoo-movement-is-sparking-a-wave-of-startups/?utm_term=.d5f3da7af52b

Edelman, B. G., & Luca, M. (2014). Digital discrimination: The case of Airbnb.com. *Harvard Business School NOM Unit Working Paper No. 14-054*. Available: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2377353

Fairlie, R. W. (2017). Have we finally bridged the digital divide? Smartphone and internet use patterns by race and ethnicity. *First Monday, 22(9)*. Available: http://firstmonday.org/ojs/index.php/fm/article/view/7919/6523#author

Freelon, D., McIlwain, C. D., & Clark, M. D. (2016). Beyond the hashtags: #Ferguson, #Blacklivesmatter, and the online struggle for offline justice. Washington DC: *Center for Media & Social Impact.* Available: http://cmsimpact.org/resource/beyond-hashtags-ferguson-blacklivesmatter-online-struggle-offline-justice/

Ferguson, A.G. (2017). *The rise of big data policing: Surveillance, race, and the future of law enforcement.* New York: NYU Press.

Fowler, S.J. (2017, February 19). Reflecting on one very, very strange year at Uber. Personal Blog. Available: https://www.susanjfowler.com/blog/2017/2/19/reflecting-on-one-very-strange-year-at-uber

Gonzales, A. (2016). The contemporary US digital divide: from initial access to technology maintenance Gravenhorst, F., Muaremi, A., Bardram, J., Grünerbl, A., Mayora, O., Wurzer, G., ... & Tröster, G. (2015). Mobile phones as medical devices in mental disorder treatment: an overview. *Personal and Ubiquitous Computing, 19*(2), 335-353.

Gray, M. L. (2009). *Out in the country: Youth, media, and queer visibility in rural America.* NYU Press.

Greene, D. (2016). Discovering the divide: technology and poverty in the New Economy. *International Journal of Communication, 10*, 20.

Huckman, R.S., & Stern, A.D. (2018, April 4). Why Apps for Managing Chronic Disease Haven't Been Widely Used, and How to Fix It. *Harvard Business Review.* Available: https://hbr.org/2018/04/why-apps-for-managing-chronic-disease-havent-been-widely-used-and-how-to-fix-it

Jackson, S. J., Bailey, M., & Foucault Welles, B. (in press). #GirlsLikeUs: Trans advocacy and community building online. *New Media & Society.* https://doi.org/10.1177/1461444817709276

Koerner, B.I. (2016). Why ISIS is winning the social media war. *WIRED.* Available: https://www.wired.com/2016/03/isis-winning-social-media-war-heres-beat/

Kolhatkar, S. (2017, November 20). The Tech Industry's Gender- Discrimination Problem. *The New Yorker.* Available: https://www.newyorker.com/magazine/2017/11/20/the-tech-industrys-gender-discrimination-problem

Kooragayala, S., & Srini, T. (2016, Aug. 2). Pokémon GO is changing how cities use public space, but could it be more inclusive? Urban Institute. Available: https://www.urban.org/urban-wire/pokemon-go-changing-how-cities-use-public-space-could-it-be-more-inclusive

Kowert, R., Breuer, J., Festl, R., & Quandt, T. (2015). Women are from FarmVille, men are from ViceCity: The cycle of exclusion and sexism in video game content and culture. In *65th annual convention of the International Communication Association, San Juan, Puerto Rico.*

Kraemer, K.L., Dedrick, J., & Sharma, P. (2009). One Laptop Per Child: Vision vs. reality. *Communications of the ACM, 52(*6), 66-73. doi:10.1145/1516046.1516063. Available: https://cacm.acm.org/magazines/2009/6/28497-one-laptop-per-child-vision-vs-reality/fulltext

LaFrance, A. (2016, March 31). Technology, the faux equalizer. *The Atlantic.* Available: https://www.theatlantic.com/technology/archive/2016/03/half-full-tech/476025/

Lazar, A., Diaz, M., Brewer, R., Kim, C., & Piper, A.M. (2017). Going gray, failure to hire, and the ick factor: Analyzing how older bloggers talk about ageism. In *Proceedings of the ACM Conference on Computer Supported Collaborative Work and Social Computer (CSCW)* (pp. 655-668). New York: ACM.

Malone, N. (2017, July 26). Zoë and the trolls. *NY Mag.* Available: http://nymag.com/selectall/2017/07/zoe-quinn-surviving-gamergate.html

Manjoo, F. (2016, December 16). For Millions of Immigrants, a Common Language: WhatsApp. New York Times. Available: https://www.nytimes.com/2016/12/21/technology/for-millions-of-immigrants-a-common-language-whatsapp.html

McGirt, E. (2017). An inside look at how Google is embracing diversity. *Fortune.* Available: http://fortune.com/google-diversity/

Patrikarakos, D. (2017, November 2). Social media networks are the handmaiden to dangerous propaganda. *Time Magazine.* Available: http://time.com/5008076/nyc-terror-attack-isis-facebook-russia/

Pensador, R. (2013, Sept. 11). The Surveillance State As Foucault's Panopticon. Daily Kos. Available: https://www.dailykos.com/stories/2013/9/11/1238013/-The-Surveillance-State-As-Foucault-s-Panopticon

Phruksachart, M. (2017). Who will save us from the Pantsuit Nation? Reading liberal media in the age of Trump. *Feminist Media Studies*, *17*(3), 513-516.

Purdy, S. (2015). Surveillance, knowledge and inequality: Understanding power through Foucault and beyond. *The Hilltop Review, 8*(1).

Reilly, M. (2017, May 1). Is Facebook Targeting Ads at Sad Teens? *MIT Technology Review.* Available: https://www.technologyreview.com/s/604307/is-facebook-targeting-ads-at-sad-teens/

Riordan, C.M. (2014, June 5). Diversity is useless without inclusivity. *Harvard Business Review.* Available: https://hbr.org/2014/06/diversity-is-useless-without-inclusivity

Robertson, A. (2018, April 16). OLPC's $100 laptop was going to change the world — then it all went wrong. *The Verge.* Available: https://www.theverge.com/2018/4/16/17233946/olpcs-100-laptop-education-where-is-it-now

Rotman, D. (2014, October 21). Technology and inequality. *MIT Technology Review.* Available: https://www.technologyreview.com/s/531726/technology-and-inequality/

Santoro, E., Castelnuovo, G., Zoppis, I., Mauri, G., & Sicurello, F. (2015). Social media and mobile applications in chronic disease prevention and management. *Frontiers in Psychology*, *6*. https://doi.org/10.3389/fpsyg.2015.00567

Sherbin, L., & Ripa, R. (2017, February 1). Diversity doesn't stick without inclusion. *Harvard Business Review.* Available: https://hbr.org/2017/02/diversity-doesnt-stick-without-inclusion

Silbey, S.I. (2016, August 23). Why do so many women who study engineering leave the field? *Harvard Business Review.* Available: https://hbr.org/2016/08/why-do-so-many-women-who-study-engineering-leave-the-field

Smiley, L. (2017, June 27). A Murder Shatters the Dreams of Immigrant Tech Workers. *WIRED.* Available: https://www.wired.com/story/adam-purinton-shooting-olathe-kansas/

Smith, B. (2018, July 13). Facial recognition technology: The need for public regulation and corporate responsibility. *Microsoft.* Available: https://blogs.microsoft.com/on-the-issues/2018/07/13/facial-recognition-technology-the-need-for-public-regulation-and-corporate-responsibility/

Smith, P. (2018, January 8). The 'Great Firewall' of China. *New York Times | Upfront.* Available: https://upfront.scholastic.com/issues/2017-18/010818/the-great-firewall-of-china.html#1250L

Sombatpoonsiri, J. (2017, July 26). As Thailand restricts internet freedom, cyber activists work to keep an open web. *The Conversation.* Available: https://theconversation.com/as-thailand-restricts-internet-freedom-cyber-activists-work-to-keep-an-open-web-80911

Stark, L. (2018). Facial recognition, emotion and race in animated social media. *First Monday, 23*(9).

Steele, C.K. (2016). The Digital Barbershop: Blogs and online oral culture within the African American community. *Social Media + Society.*

Stephen, B. (2015). Social media helps Black Lives Matter fight the power. *WIRED.* Available: https://www.wired.com/2015/10/how-black-lives-matter-uses-social-media-to-fight-the-power/

Twenge, J.M. (2017). Have smartphones destroyed a generation? *The Atlantic.* Available: https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/

Vincent, J. (2017, December 12). AI tools will make it easy to create fake porn of just about anybody. *The Verge.* Available: https://www.theverge.com/2017/12/12/16766596/ai-fake-porn-celebrities-machine-learning

Wachter-Boettcher, S. (2017). *Technically wrong: Sexist apps, biased algorithms, and other threats of toxic tech.* New York: W.W. Norton & Company.

Warschauer, M., & Matuchniak, T. (2010). New technology and digital worlds: Analyzing evidence of equity in access, use, and outcomes. *Review of Research in Education, 34*(1), 179-225.

Watters, A. (2012). The failure of One Laptop Per Child. *Hack Education.* http://hackeducation.com/2012/04/09/the-failure-of-olpc

Zacharek, S., Dockterman, E., & Edwards, H.S. (2017). Time Person of the Year: The Silence Breakers. *Time Magazine.* Available: http://time.com/time-person-of-the-year-2017-silence-breakers/

Zhao, H. (2017, October 13). Activism and Slacktivism: Pantsuit Nation Ten Months After Trump. *The Politic.* Available: http://thepolitic.org/activism-and-slacktivism-pantsuit-nation-ten-months-after-trump/