



IUPUI

SCHOOL OF INFORMATICS AND COMPUTING
Department of Human-Centered Computing

INFO-H 582

User Experience Design Ethics

Spring 2022

Instructor:

Dr. Lynn S. Dombrowski, Associate Professor, Human-Computer Interaction
lsdombrow@iupui.edu
Office Hours: By Appointment

Course Information:

Wednesdays 3–5:40 pm
Canvas: [Zoom Link](#)
Meeting ID: 847 0836 9251
Password: 136892

Course Description:

This course explores ways to integrate ethics into the professional practice of a user experience designer. Students discuss and interrogate ethical concerns and situations related to the design, development, evaluation, and use of computing technology through different ethical frameworks, lenses, and perspectives, examining their strengths and weaknesses.

Credit hours: 3

This class will focus on a few overarching concepts and principles:

- **Exploring Ethics.** Ethics are our collective moral reasoning focused on how we *ought* to act and make decisions in life, including work. In other words, ethics focuses on how we decide what is the right way, morally speaking, to act, for ourselves and other in society. However, this is not easy as not everyone experiences ethics in the same way as ethics is shaped by our experiences, social positions, and values. The ethical theories we will use in this class will factor in these social experiences, including class, race, gender, ability, and so on.
- **Pragmatic Design Ethics and Design Practice.** Design ethics focuses on what ways are the right ways to approach designing accounting for our complicated social lives. Throughout this course, you will develop your own ethical stances and reflect on how to practice your values and ethics in professional organizations, like workplaces or academia.
- **Making Decisions.** Ethics and design have a lot in common given they are both about making decisions well. This course will help you navigate how to make decisions,

including how to have discussions about ethics in pragmatics ways in professional settings like workplaces.

- **Values in Design.** Values, meaning the priorities that drive a person’s practices, often underly people’s ethical decision making. You will identify and reflect on your own value systems and how to integrate those values into your design processes. While ethics are deeply personally, they do not exist in vacuums. We will talk about value conflicts and how to enact your values and ethics in practice.
- **Current topics within technology design and ethics,** including intersectional perspectives on technology design (meaning how to class, race, gender, ability impact technology design and use); ethical design within capitalism; social justice and computing; bias and computing; courage and computing, and so on.

Reading Materials:

Readings are listed in the course schedule. All materials for the course will be provided. Books for further exploration are listed below.

Recommend Texts:

- Brene Brown’s Dare to Lead
- Mike Monteiro’s Ruined by Design
- Sasha Costanza-Chock’s Design Justice
- Anthony Weston’s A 21st Century Ethical Toolbox

Learning Outcomes:

The learning objectives of this course focus on student’s obtaining fundamental knowledge about ethics in relation to the design of interactive computing systems. The goal of this course is not to tell you what to think about ethical issues. Rather the goal is to help you foster your own ability to do the following.

<i>Upon completion of the course students will</i>	RBT	PGPL	Assessments
Evaluate potential ethical issues within computing systems, including value conflicts.	5	4	Design Responses Assignments Project
Design and evaluate computing technologies in light of key ethical frameworks.	5, 6	2	Project Workbook
Relate your own ethical frameworks, positions, or processes to the design of computing technologies.	5	4	Position Statement Design Tenets
Exhibit professional ethics in general and computing ethics in particular.	5	4	Assignments Project
Defend ethical positions persuasively to your peers, the most important audience for the articulation of your ethical views.	5	3	Presentation

* RBT (Revised Bloom’s Taxonomy): A: Assignment; M: Midterm; F: Final Project; P: Presentation

Teaching and Learning Methods

Active Learning (AL), Project-based learning (PBL), Team-based learning, Lecture by instructor with slides and audio-video aids.

Principles of Graduate and Professional Learning (PGPL)

Learning outcomes are assessed in the following areas:

1. Knowledge and skills mastery Some emphasis
2. Critical thinking and good judgment Moderate emphasis
3. Effective communication Some emphasis
4. Ethical behavior Major emphasis

Grading Structure

- 10% Reading and Design Responses
- 10% In-class Assignments and Participation
- 10% First Ethics Interview with Design Professional
- 10% Second Ethics Interview with Design Professional
- 10% Third Ethics Interview with Design Professional
- 10% Position Statement
- 10% Ethical Design Tenets
- 10% Ethical Re-Design Workbook
- 10% Ethical Re-Design Project
- 10% Ethical Re-Design Presentation

Grade Scale:

A+	97 – 100	Outstanding achievement, given at the instructor’s discretion
A	93 – 100	Excellent achievement
A–	90 – 92.99	Very good performance and quality of work
B+	87 – 89.99	Good performance and quality of work
B	83 – 86.99	Modestly acceptable performance and quality of work
B–	80 – 82.99	Marginal acceptable performance and quality of work
C+	77 – 79.99	Unacceptable work (Core course must be repeated for credit)
C	73 – 76.99	Unacceptable work (Core course must be repeated for credit)
C–	70 – 72.99	Unacceptable work (Course must be repeated for credit)
D+	67 – 69.99	Unacceptable work (Course must be repeated for credit)
D	63 – 66.99	Unacceptable work (Course must be repeated for credit)
D–	60 – 62.99	Unacceptable work (Course must be repeated for credit)
F	Below 60	Unacceptable work (Course must be repeated for credit)

No credits toward major, minor, or certificate requirements are granted for a grade below B–.

Extended Course Description

This course presents different ways to explore, understand, and integrate ethical concerns into the design practices relevant to modern computing technologies. Given that ethical concerns within technology spaces occur frequently, being an effective UX professional will require navigating ethical dilemmas, conversations, and decisions in the workplace. In this course, we will discuss and interrogate relevant ethical concerns and situations related to the design, development, evaluation, and use of computing technologies through different ethical frameworks, lens, and perspectives. For these frameworks, we will discuss their strengths and weaknesses, particularly with understanding how we might apply them to a UX professional’s design practice.

Weekly Course Schedule

Weeks	Readings & Themes	Project Meetings and Due Dates
Introducing Ethics		
<p>WK 1 Jan 20</p>	<p>Introduction to the course. What is/are ethics? Why do we need to talk about ethics and technology design? Why are ethics difficult to discuss?</p> <p>Reading: Langdon Winner. Do artifacts have politics? [PDF]</p> <p>Kathleen H. Pine and Max Liboiron. 2015. The Politics of Measurement and Action. In Proceedings of the 33rd Annual ACM Conference on Human Factors in Computing Systems (CHI '15). Association for Computing Machinery, New York, NY, USA, 3147–3156. DOI: https://doi.org/10.1145/2702123.2702298 [PDF]</p> <p>Additional Recommended Readings: Green, Ben, Data Science as Political Action: Grounding Data Science in a Politics of Justice (July 21, 2020). Available at SSRN: https://ssrn.com/abstract=3658431 or http://dx.doi.org/10.2139/ssrn.3658431</p> <p>Mike Monterio’s Ruined by Design Chapter 1-4</p>	
<p>WK 2 Jan 27</p>	<p>Constructing Arguments and Framing Ethical Issues What are ethical dilemmas?</p> <p>Readings: Deborah Johnson, “Introduction to Sociotechnical Computer Ethics” [PDF]</p> <p>“Computer and Information Ethics” – Stanford Encyclopedia of Philosophy</p>	<p>Introduce Ethics Interviews with Design Professionals Project.</p> <p>Brainstorm questions.</p>

<p>WK 3 Feb 3</p>	<p>Ethics-oriented Decision Making and Analytic Frameworks</p> <p>Reading: Deborah Johnson, “Ethics and Information Technology” [PDF]</p> <p>Examples: Roselie McDevitt, Catherine Giapponi, and Cheryl Tromley. "A model of ethical decision making: The integration of process and content." Journal of Business ethics 73, no. 2 (2007): 219-229. [pdf]</p> <p>Eun-Jun Park. 2012. <u>An integrated ethical decision-making model for nurses</u>. Nursing ethics, 19(1), 139-159. [pdf]</p> <p>Unintended Consequences</p> <p>Reading: Nassim Parvin and Anne Pollock. 2020. <u>Unintended by Design: On the Political Uses of “Unintended Consequences”</u> Engaging Science, Technology, and Society 6 (2020), 320-327 [pdf]</p>	<p>Project: I’d recommend that you start looking for folks to interview for your interviews on ethics.</p> <p>Basically, values underpin a lot of our ethical decisions. This will be a reoccurring theme of this course.</p>
<p>Distributional Ethics (Consequentialism) How do we know if there is a fair distribution of risks and benefits related to technology?</p>		
<p>WK 4 Feb 10</p>	<p>Distributional Ethics: Weston’s The Ethics of Happiness [PDF]</p> <p>Negative Social Implications of Technology</p> <p>Reading: Netflix’s <u>Social Dilemma</u> Anonymous. 2020. <u>Flamethrowers and Fire Extinguishers – a review of “The Social Dilemma”</u>.</p> <p>Dark Patterns</p> <p>Readings: Gray, Colin M., Yubo Kou, Bryan Battles, Joseph Hoggatt, and Austin L. Toombs. "The dark (patterns) side of UX design." In Proceedings of the 2018 CHI Conference on Human Factors in Computing Systems, pp. 1-14. 2018.</p>	

<p>WK 5 Feb 17</p>	<p>Intersectionality How do race, gender, class, etc. impact the risks and benefits of technology use?</p> <p>Reading: Sheena Erete, Aarti Israni, and Tawanna Dillahunt. 2018. An intersectional approach to designing in the margins. <i>interactions</i> 25, 3 (May-June 2018), 66–69. DOI: https://doi.org/10.1145/3194349 [PDF]</p> <p>Ihudiya Finda Ogbonnaya-Ogburu, Angela D.R. Smith, Alexandra To, and Kentaro Toyama. 2020. Critical Race Theory for HCI. <i>Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems</i>. Association for Computing Machinery, New York, NY, USA, 1–16. DOI: https://doi.org/10.1145/3313831.3376392 [PDF]</p> <p>Rankin, Yolanda A., and Jakita O. Thomas. "Straighten up and fly right: rethinking intersectionality in HCI research." <i>interactions</i> 26, no. 6 (2019): 64-68. [PDF]</p> <p>Additional Readings: Sheena Erete, Yolanda A. Rankin, and Jakita O. Thomas. 2021. I Can't Breathe: Reflections from Black Women in CSCW and HCI. <i>Proc. ACM Hum.-Comput. Interact.</i> 4, CSCW3, Article 234 (December 2020), 23 pages. DOI: https://doi.org/10.1145/3432933</p> <p>Introduction: #TravelingWhileTrans, Design Justice, and Escape from the Matrix of Domination. (2020). In <i>Design Justice</i> (1st ed.). Retrieved from https://design-justice.pubpub.org/pub/ap8rgw5e [pdf]</p>	
<p style="text-align: center;">Process-focused Ethics (Deontological) How do we know if the design process itself was fair?</p>		

<p>WK 6 Feb 24</p>	<p>Deontological Ethics Readings: Weston's The Ethics of the Person [PDF]</p> <p>Participatory Design: What is participatory design? PD as a process ethic.</p> <p>Readings: Liam J. Bannon and Pelle Ehn. 2012. Design: Design Matters in Participatory Design. In the Routledge International Handbook of Participatory Design. [PDF]</p> <p>Tone Brattegteig, Keld Bodker, Yvonne Dittrich, Preben Holst Mogensen, and Jesper Simonsen. 2012. Methods: Organizing principles and gender guidelines for Participatory Design Projects. In the Routledge International Handbook of Participatory Design. [PDF]</p>	
<p>WK 7 Mar 3</p>	<p>Participatory Design and Community Processes</p> <p>Readings: Toni Robertson and Ina Wagner. 2012. Ethics: Engagement, representation, and politics-in-action. In the Routledge International Handbook of Participatory Design. [PDF]</p> <p>Le Dantec, Christopher A., and Sarah Fox. "<u>Strangers at the gate: Gaining access, building rapport, and co-constructing community-based research.</u>" In Proceedings of the 18th ACM conference on computer supported cooperative work & social computing, pp. 1348-1358. 2015. [PDF]</p> <p>Jack Carroll. 2007. Participatory Design in Community Informatics. [PDF]</p>	
<p>WK 8 Mar 10</p>	<p>Community Participation, revisited</p> <p>Readings: Christina Harrington, Sheena Erete, and Anne Marie Piper. 2019. Deconstructing Community-Based Collaborative Design: Towards More Equitable Participatory Design Engagements. Proc. ACM Hum.-Comput. Interact. 3, CSCW, Article 216 (November 2019), 25 pages. DOI: https://doi.org/10.1145/3359318 [PDF]</p> <p>Dickinson, Jessa, Mark Díaz, Christopher A. Le Dantec, and Sheena Erete. ""The cavalry ain't coming in to save us"</p>	<p>Design Interviews Due.</p>

	<p>Supporting Capacities and Relationships through Civic Tech." Proceedings of the ACM on Human-Computer Interaction 3, no. CSCW (2019): 1-21. [PDF]</p> <p>Bødker, Susanne, and Morten Kyng. "Participatory design that matters—Facing the big issues." ACM Transactions on Computer-Human Interaction (TOCHI) 25, no. 1 (2018): 1-31. [PDF]</p>	
<p>WK 9 Mar 17</p>	<p>Prefigurative Politics in Design</p> <p>Readings: Mariam Asad. 2019. Prefigurative Design as a Method for Research Justice. Proc. ACM Hum.-Comput. Interact. 3, CSCW, Article 200 (November 2019), 18 pages. DOI: https://doi.org/10.1145/3359302 [PDF]</p> <p>Carl DiSalvo. 2016. Design and Prefigurative Politics. [PDF]</p> <p>Assets-based Design</p> <p>Readings: Wong-Villacres, Marisol, Carl DiSalvo, Neha Kumar, and Betsy DiSalvo. "Culture in Action: Unpacking Capacities to Inform Assets-Based Design." In Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems, pp. 1-14. 2020. [PDF]</p> <p>Additional Readings: Marisol Wong-Villacres, Aakash Gautam, Wendy Roldan, Lucy Pei, Jessa Dickinson, Azra Ismail, Betsy DiSalvo, Neha Kumar, Tammy Clegg, Sheena Erete, Emily Roden, Nithya Sambasivan, and Jason Yip. 2020. From Needs to Strengths: Operationalizing an Assets-Based Design of Technology. Conference Companion Publication of the 2020 on Computer Supported Cooperative Work and Social Computing. Association for Computing Machinery, New York, NY, USA, 527–535. DOI: https://doi.org/10.1145/3406865.3418594</p>	
<p>WK 10 Mar 24</p>	<p>Wellness Day! No class meeting this week! For Spring 2021, IUPUI is implementing two Wellness Days. For more information, please visit this link.</p>	
<p>Designer-focused (Virtue Ethics) What kind of designer do I want to be?</p>		

<p>WK 11 Mar 31</p>	<p>What is virtue ethics? How does it manifest in design?</p> <p>Readings: Weston's The Ethics of Virtue [PDF]</p> <p>Critical Technical Practice Readings: Sengers, Phoebe, Kirsten Boehner, Shay David, and Joseph 'Jofish' Kaye. "Reflective design." In Proceedings of the 4th decennial conference on Critical computing: between sense and sensibility, pp. 49-58. 2005. https://dl.acm.org/droi/10.1145/1094562.1094569 [PDF]</p> <p>Philip E. Agre. "Toward a Critical Technical Practice: Lessons Learned in Trying to Reform AI." 1997. https://pages.gseis.ucla.edu/faculty/agre/critical.html</p>	
<p>WK 12 Apr 7</p>	<p>Values in professional design</p> <p>Readings: Weston's Taking Values Seriously. [PDF]</p> <p>Luke Stark, Anna Lauren Hoffmann. 2019. Data is the new What? Popular Metaphors & Professional Ethics in Emerging Data Cultures. Journal of Cultural Analytics. [PDF]</p> <p>Shurthi Sai Chivukula, Aiza Hasib, Ziqing Li, Jingle Chen, and Colin M. Gray. 2021. Identity Claims that Underlie Ethical Awareness and Action. CHI '21, May 8–13, 2021, Yokohama, Japan. [PDF]</p> <p>Further Readings: Brene Brown's Dare to Lead</p>	<p>Ethical Design – Position Statements Due</p>
<p style="text-align: center;">Emerging Topics and Pragmatic Design Strategies</p>		

<p>WK 13 Apr 14</p>	<p>Weston's The Ethics of Relationships [PDF]</p> <p>Politics of Refusal and Protest</p> <p>Readings: Pullen, Alison, and Carl Rhodes. "Corporeal ethics and the politics of resistance in organizations." <i>Organization</i> 21, no. 6 (2014): 782-796. https://journals.sagepub.com/doi/abs/10.1177/1350508413484819 [PDF]</p> <p>Metcalf, Jacob, and Emanuel Moss. "Owning Ethics: Corporate Logics, Silicon Valley, and the Institutionalization of Ethics." <i>Social Research: An International Quarterly</i> 86, no. 2 (2019): 449-476. [PDF]</p> <p>Further readings: #TechWontBuildIt #noTechForIce MANIFESTNO – A feminist data manifest-no on refusal. [more]</p> <p>Hammersley, Martyn, and Anna Traianou. "An alternative ethics? Justice and care as guiding principles for qualitative research." <i>Sociological Research Online</i> 19, no. 3 (2014): 104-117. https://www.socresonline.org.uk/19/3/24.html.bak [PDF]</p> <p>Eric P.S. Baumer and M. Six Silberman. 2011. When the implication is not to design (technology). In <i>Proceedings of the SIGCHI Conference on Human Factors in Computing Systems (CHI '11)</i>. Association for Computing Machinery, New York, NY, USA, 2271–2274. DOI: https://doi.org/10.1145/1978942.1979275 [PDF]</p>	
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<p>WK 14 Apr 21</p>	<p>Situated or Compromised Ethics</p> <p>Readings: Max Liboiron. Compromised Agency: The Case of BabyLegs. 2017. https://estsjournal.org/index.php/ests/article/view/126 [PDF]</p> <p>Debra E. Meyerson and Maureen A. Scully. 1995. Tempered Radicalism and the Politics of Ambivalence and Change. Organization Science, Vol. 6, No. 5 (Sep. - Oct., 1995), pp. 585-600. [PDF]</p> <p>Further Readings: Against Purity: Alexis Shotwell. Living Ethically in Compromised Times. 2016.</p> <p>Jennifer Henderson and Max Liboiron. Compromise and Action: Tactics for Doing Ethical Research in Disaster Zones. 2019. https://link.springer.com/chapter/10.1007/978-3-030-04691-0_15</p>	
<p>WK 15 Apr 28</p>	<p>Class Activities: Class Presentation of Design Workbooks Class Reflection</p> <p>End of Classes!</p>	<p>Ethical Re-Design Student Presentation</p>
<p>May 3</p>	<p><i>Ethical Re-Design Workbook Due!</i> [No class]</p>	<p>Ethical Re-Design Workbook Due!</p>
<p>May 13</p>	<p>Final Spring grades available on student central.</p>	

Expectations, Guidelines, and Policies

General Course Guidelines

- 1. Rigor:** This course will move along at a quick pace, being organized around a collection of weekly readings and design exercises related to HCI theory and application. Though this course is an introduction to the HCI for graduates, it attempts to become as specific as possible about the major models and concepts of interaction design.
- 2. Accountability:** Assignments and projects are not merely for learning but also a test of your character whereby diligence and accountability are required.
- 3. Cooperation and Communication:** Good cooperation with the instructor is vital for maintaining a high degree of productivity and harmony in weekly assignments and during class time. Oral and written communication is an important part of this course.
- 4. Creativity:** This course demands not only a weekly response to assignments, but also some degree of creativity in product design and concept development. This is actually

one of the more exciting and dynamic aspects of the course, where students have a chance to develop products where they can apply much of the theory gained during the weekly assignments.

Course Policies

Attendance: Class attendance is required for classroom-based courses. It entails being present and attentive for the entire class period (including lecture and project meetings). Attendance shall be taken in every class. **Attendance shall be noted by filling out a notecard with your name, date, and any questions or comments you have during class.** Filling out a notecard for another student is prohibited. The instructor is required to submit to the Registrar a record of student attendance, and action shall be taken if the record conveys a trend of absenteeism. Absences must be explained to the satisfaction of the instructor, who will decide whether omitted work may be made up. To protect your privacy, doctor's excuses should exclude the nature of the condition and focus instead on how the condition impacts your coursework.

Missing class reduces your grade through the following grade reduction policy: **You are allowed two excused or unexcused absences.** Regardless of the reason, a third absence results in a 1/3 reduction in your participation grade. Every further day of absence will result in another 1/3 reduction of your participation grade. Participation and attendance are very important because this course this is a group-based course.

Incomplete: Incompletes will NOT be issued except under very extreme personal conditions that have been reviewed by the instructor and in consultation with the Dean. The instructor may assign an Incomplete (I) grade at his discretion and only if at least 75% of the required coursework has been completed at passing quality. All unfinished work must be completed by the date set by the instructor, or it becomes an F.

Team-Impacted Grades: After each project report, students will fill out a team and self-assessment. These assessments will be used to impact student's grade for the project. Thus, it is important that you professionally and meaningfully contribute to and communicate with your group regarding team projects and expectations. Grades that are "peer evaluation" means that this portion of your grade is based on your team and self-assessment.

Deliverables: All weekly due assignments are the students' responsibility. If class is missed, the student is still responsible for the assignment, as well as to find out what was covered in class, *e.g.*, any new assignments or variations to an existing assignment. ALL assignment deadlines are outlined in the syllabus or syllabus supplemental documents provided on CANVAS. In the end, each student is responsible to submit the due assignment by the deadline. Also, weekly assignment deadlines should be adhered to, to insure fairness to all students. For the purpose of maintaining an equal and fair evaluation of each student's work, no student will receive special treatment. As a result, the following rules will apply to this course:

- All assignments must be submitted **through CANVAS** at the designated time as stated on the project description document, or as communicated via email. Issues happen, so submit early to avoid technical issues with Canvas.
- **Assignments will not be accepted late.** Partial credit will be given for assignments that are turned in on time, but incomplete; so turn in whatever you have by the deadline.

- **Plagiarism will result in failing the course.** If I find evidence that you plagiarize deliverables (group or individual), you will fail the course.

Required technical skills

ALL students must be proficient in using (or willing to learn autonomously) any basic user interface editing software (e.g. Dreamweaver, Fireworks, Flash, Flex, InDesign, Balsamiq, basic HTML editing, or any other *user interface prototyping tool*). See list of tools provided at the end of the syllabus for additional resources to use in the project. These basic computer application skills will *not* be taught in the course but are important to carry out high-quality projects.

HCI Resources for Projects and Research

Human-Computer Interaction is a rapidly expanding and growing field. It is inspired by many disciplines; it has several “souls” and grows in many, different directions. Hundreds of books and research articles on HCI-related aspects are available and new ones are constantly published every few months. Here are some starting points to follow interesting trends in this growing body of knowledge, both from the academic perspective, and from an HCI designer’s perspective. Here are some key references:

- **ACM Digital Library:** full access to most of the published HCI literature (and a broad range of other computing fields). <http://portal.acm.org/>
- **HCI-bib.** Largest collection of HCI Resources and Bibliography: <http://hcibib.org/>
- **ACM Interactions.** *Interactions* magazine on ACM Digital Library (full papers accessible available from IUPUI campus network) - <http://interactions.acm.org>
- **ACM Annual SIG-CHI Conference (known as “CHI”).** the full proceedings of the premiere annual conference in Human-Computer Interaction are available on ACM Digital Library (full papers accessible available from IUPUI campus network) <http://portal.acm.org/event.cfm?id=RE151&CFID=20228246&CFTOKEN=78782895>

Advanced User Interface Prototyping Software Tools

<http://c2.com/cgi/wiki?GuiPrototypingTools>

<http://balsamiq.com/>

<http://www.axure.com/>

<http://www.justinmind.com/>

For wireframes and Prototype:

Sketch: <https://www.sketchapp.com/> (Handy, cooperated with a lot of interactive design tools)

Moqups & Balsamiq (drag n drop interface for quick iterations), draw.io (completely free, good for flow charts)

For Interactive Prototypes:

Flinto: <https://www.flinto.com/mac> (Easy to use, \$49 for students)

Principle: <http://principleformac.com/> (Better use for design animation)

Framer: <https://framer.com/> (Better for students with coding experience)

Invision: <https://www.invisionapp.com/> (Easy to use, Also for collaboration)

Adobe XD: Easy to use and better cooperate with Adobe products

Figma (collaborative UI design, free trail + student discount)

Invision, Marvel (free 2 projects), Origami (free tool by Facebook)

IUPUI Mission's Statement

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI's mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University's Strategic Directions Charter.

Statement of Values

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana's capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.

CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another student's work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the *Code of Student Rights, Responsibilities and Conduct* and in particular the section on academic misconduct. Refer to *The Code > Responsibilities > Academic Misconduct* at <http://www.indiana.edu/~code/>. All students must also successfully complete the Indiana University Department of Education "How to Recognize Plagiarism" Tutorial and Test. <https://www.indiana.edu/~istd> You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else's words (e.g., following the *Publication Manual of the American Psychological Association*). To detect plagiarism instructors apply a range of methods, including Turnitin.com. <http://www.ulib.iupui.edu/libinfo/turnitin>

CAMPUS POLICIES

1. **Administrative withdrawal** (undergraduate only): Students must participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or complete an assignment on time, the student

must inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal occurs after the full refund period, and a student who has been administratively withdrawn is ineligible for a tuition refund. <https://studentcentral.iupui.edu/register/administrative-withdrawal.html>

2. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or capsindy@iupui.edu. For more information visit <http://life.iupui.edu/caps/>.
3. **Course policies:** Several campus policies governing IUPUI courses may be found at the following link: http://registrar.iupui.edu/course_policies.html
4. **Disabilities policy:** All qualified students enrolled in this course are entitled to reasonable accommodations for a disability. Notify the instructor during the first week of class of accommodations needed. Students requiring accommodations register with Adaptive Educational Services (AES) and complete the appropriate forms from AES before receiving accommodations. The AES office is located at UC 100, Taylor Hall (Email: aes@iupui.edu, Tel. 317 274-3241). For more information visit <http://aes.iupui.edu>. For ADA resources visit <http://ada.iu.edu/students/IUPUI/>. For ADA policies visit <https://policies.iu.edu/policies/ua-02-americans-disability-act/>.
5. **Education and Title VI:** IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status” (Office of Equal Opportunity). Title VI of the Civil Rights Act of 1964 protects people from discrimination based on race, color, or national origin in programs or activities that receive Federal financial assistance. Programs and activities that receive ED funds must operate in a nondiscriminatory manner, including admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing and employment, if it affects those who are intended to benefit from the Federal funds. <http://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html>
6. **Emergency preparedness:** Know what to do in an emergency to be protected and to protect others. For more information, visit the emergency management website at <http://protect.iu.edu/emergency>.
7. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. <http://registrar.iupui.edu/official-enrollment-class-attendance.html> Children may *not* attend class with their parents, guardians, or childcare providers.
8. **Religious holidays:** IUPUI respects the right of all students to observe their religious holidays and will make reasonable accommodation, upon request, for such observances.

Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit <http://registrar.iupui.edu/religious.html>.

9. **Sexual misconduct:** One of the instructor's responsibilities is to create a safe learning environment. IU does not tolerate sexual harassment or violence, which are prohibited under Title IX and the sexual misconduct policy. <https://policies.iu.edu/policies/ua-03-sexual-misconduct/index.html> The university can help students subjected to sexual misconduct. To seek help, obtain information and resources, or speak to someone confidentially, visit <http://stopsexualviolence.iu.edu/>. Federal regulations and University policy require the instructor to convey promptly any information about potential sexual misconduct to IUPUI's Deputy Title IX Coordinator or IU's Title IX Coordinator to ensure appropriate measures are taken and resources are offered. To protect a student's privacy all involved will only share information with those who need to know to ensure the university can respond and assist.
10. **Student advocate:** The Student Advocate assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or studvoc@iupui.edu. For more information visit <http://studentaffairs.iupui.edu/advocate>.

SCHOOL POLICIES AND GUIDELINES

1. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in lectures, discussions, group work, and other classroom exercises. Thus, unnecessary disruptions should be avoided, such as ringing cell phones, engagement in private conversations, and other unrelated activities. Cell phones, media players, or any noisy devices should be turned off during a class. Texting, web surfing, and posting to social media are generally not permitted. Laptop use may be permitted if it is used for taking notes or conducting class activities. Students should check with the instructor about permissible devices in class. Profanity or derogatory comments about the instructor, fellow students, invited speakers or other classroom visitors, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.
2. **Communication:** For classroom-based courses, the instructor or teaching assistant should respond to emails by the end of the next class or, for online courses, within two Indiana University working days, which excludes weekends and holidays. The instructor should provide weekly office hours or accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.
3. **Course evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are urged to complete one course and instructor evaluation for each section in which they are enrolled at the School of Informatics and Computing with the following exceptions: (a) The student has withdrawn from the course; (b) fewer than five students are enrolled in the section (in which case maintaining anonymity is difficult); and (c) the section is a laboratory that must be taken with a course having a different section number. Course evaluations are completed at <https://soic.iupui.edu/app/course-eval/>. Course evaluations are typically open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final

grades. In small sections, demographic information should be left blank, if it could be used to identify the student.

4. **Email:** Indiana University uses the student's IU email account as an official means of communication, and students should check it daily. Although the student may have IU email forwarded to an outside email account, the student should email faculty and staff from the student's IU email account.
5. **Right to revise:** The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.

Syllabus & Course Design Acknowledgements:

I want to demonstrate gratitude for Professor Jennifer Terrell and explicitly acknowledge that I am building off of their work, including using materials from their syllabuses. I learned from several others by using content from several ethics-related courses, including those taught by Dr. Phoebe Sengers.

This syllabus is a living document that serves as a collaborative contract between all participants and as the basis for ongoing dialogue. The syllabus and course will likely evolve through in-class discussions as the dynamic student needs emerge. Students are responsible for being in class, taking ownership of this course and their learning, and noting all changes to the syllabus as it evolves. The instructor is responsible for being attuned and responsive to students' academic needs.¹

¹ I adopted and adapted this language from Dr. Amy Voida.