LIS 500
CODE and POWER

Information School
University of Wisconsin-Madison
Spring 2022

Instructor: Dorothea Salo (please call me "Dorothea")
10:45-12:45 Thursdays, or by appointment
Class time and place: 4260 Helen C. White Hall
Special course attributes: Ethnic Studies, Digital Studies I and P, Tier T

salo@wisc.edu, 4261 Helen C. White Hall (or home)
Course URL: https://canvas.wisc.edu/courses/294376
Course modality: Face-to-face (virus permitting)

Course description

In this course, students analyze and critique economic, social and cultural structural mechanisms related to racial and gender disparities in the computing industries, gaining practical and theoretical understanding of the means by which people of color and white women negotiate conditions of exclusion or marginalization within computing. The course guides students in understanding their own attitudes and beliefs about themselves, others and computing, and empowers them to recognize and counter common and damaging attitudes and beliefs. As part of learning about the computing industries and exploring their self-identity in relation to computing, students design, develop, and discuss interactive websites that employ web scripting.

Course Objectives

➢ Analyze and critique portrayals of race and gender with respect to computing
➢ Recognize and reduce the expression of conscious and unconscious biases
➢ Contribute to actively anti-bias classrooms, workplaces, professional events, and social spaces
➢ Have an actionable mental model of Web technology stacks
➢ Use relevant computing vocabulary and concepts to communicate with computing professionals
➢ Write simple PHP-based web pages for accessing and acting on user-supplied information from web forms

For iSchool master's students, this course is designed to measure the following iSchool program-level learning outcomes: 1, 5, and 7. For undergraduates using this course to fulfill Ethnic Studies requirements, the learning-outcomes table is at the end of this syllabus. For Digital Studies students, this course fulfills the I and P requirements; see learning-outcomes table at the end of this syllabus.

Course Policies

I aim to make this course as accessible as possible to all students. Students seeking accommodations in lecture, test-taking, or other assignments must provide me with a McBurney Center VISA within the first two weeks of class. For more information on obtaining a McBurney Center VISA, see http://mcburney.wisc.edu/students/howto.php**.**

Preferred name/pronouns: It is sometimes the case that a student's legal name or gender assigned at birth are reported to me on official documents in a form not in keeping with that student's preferred name or gender expression. Please let me know, as you are comfortable, about your preferences. My pronouns are she/her/hers. UW-Madison also permits students to indicate a preferred name: https://registrar.wisc.edu/preferred_name.htm

To maintain an effective learning environment in the classroom, I insist that all students should follow the Recurse Center's Code of Conduct (https://www.recurse.com/code-of-conduct) and their four Social Rules: https://www.recurse.com/manual#sub-sec-social-rules (I am "faculty" for Rule 4 reporting purposes).

Textbook

I am relying on several different PHP books, not having found one that is perfect for what we accomplish in this class. All are available as library ebooks, but they may have a one-user-at-a-time and/or one-day checkout limit. If you would prefer to purchase one or all of the books yourself, they are:

➢ Nixon, R. (2021). Learning PHP, MySQL and Javascript. O'Reilly Media, Incorporated. (Library ebook: https://search.library.wisc.edu/catalog/9913348744102121)
➢ Tatroe, K., & MacIntyre, P. (2020). Programming PHP: Creating dynamic web pages. O'Reilly Media, Incorporated. (Library ebook: https://search.library.wisc.edu/catalog/9913040723702121)
➢ Olsson, M. (2021). PHP 8 quick scripting reference: a pocket guide to PHP scripting. Apress. (Library ebook: https://search.library.wisc.edu/catalog/9913157364202121)

There is no POWER textbook; all readings are listed in the course schedule later in this syllabus. We will read some of:

➢ Margolis et al. *Stuck in the shallow end: Education, race, and computing*. (MIT Press 2008; library ebook at https://search.library.wisc.edu/catalog/9910062476502121)

Course software

You will need the following software on your personal computer/laptop; please download and install it by the second week of class. It is available in the iSchool computer lab also, but other campus computer labs do *not* have MAMP installed.

➢ A text editor, also known as a "programmer's editor"
➢ MAMP https://www.mamp.info/en/ Available for Mac and Windows. If you run Linux on the desktop, that's fine also; check with me about what to install.

If you rely on a Chromebook for your classwork, *please let me know immediately*, because we will have to make special arrangements. You can't install the software this course needs on a Chromebook without a lot of highly technical installation and configuration hassle that I strongly doubt you want to tackle!

Contacting me

READ THE SYLLABUS before asking a question, please; the syllabus may answer it! For private or confidential questions, please send email or come to my office to discuss. Otherwise, please:

➢ Look for an answer in the syllabus before bringing up your question in class.
➢ Bring up a question in class or on Canvas before contacting me individually; chances are someone else has the same question, or can answer yours.
➢ Use documentation and a search engine to try to solve technical problems before asking classmates or me for help.
➢ Do your best to assist others with questions; this class is *not a competition*.

I am not available weekends; otherwise, I do my level best to answer forum questions and email within two business days.

Should you see dead links (it does happen, usually with no notice), weird due dates, or other syllabus problems, please bring them up in class or post them to the "Syllabus problems" forum on Canvas as soon as you see them.

Assignments

Exact due dates will be listed in Canvas.

Grading scale

All final grades will be based on this scale:
A: 93.5-100, AB: 89.5-93.4, B: 83.5-89.4, BC: 79.5-83.4, C: 73.5-79.4, D: 64-73.4, F: anything below 64.

	Final-grade %	Due date (for my reference)
Power pre-writing	12%	Weeks 3-14 (week 2 as practice)
Power I: Celebrating and reclaiming	10%	Tuesday of Week 8
Power II: Structural analysis	15%	Tuesday of Week 14
Code I: Geeking out	10%	Thursday of Week 5
Code II: Let's all geek out!	15%	Thursday of Week 10
Team Code and Power assignment: Moving an event online		
Team Compact	3%	Thursday of Week 3
Accessibility report	5%	Thursday of Week 5
Tool/platform choice	5%	Thursday of Week 7

Code of Conduct and procedures	10%	Thursday of Week 9
Website	10%	Thursday of Week 11
Individual contribution	5%	Email due Thursday of Week 14

Late major assignments will be penalized one final-grade point per day or fraction of a day late.

Power I: Celebrating and reclaiming

Choose (**UNDERGRADUATES**: one person/group; **GRADUATES**: two people/groups) whose story is in my "erasure" tag for this class on Pinboard: https://pinboard.in/u:dsalo/t:500/t:erasure (If you have another story in mind, ask me; it's probably fine.) In a 2-4 page report, answer the following questions:

➢ Why is this person awesome?
➢ Does this person have a Wikipedia entry? If so, when was it created, and (check its Talk and History pages) has it been (un)deleted? If not, check deletionpedia.org to see if an article about them was created but deleted; if it was, explain the deletion rationale given, and describe any back-and-forth that happened over the deletion. (N.b. by all means check non-English Wikipedias when that makes sense!)
➢ Who is directly responsible for erasing this person? From what context(s)? Why? How? If you can tell (it won't always be possible), what rationalizations did the erasers use to justify erasing this person? (**ARCHIVES-TRACK MA/LIS STUDENTS**: I expect you to look for this person's existence—or silence—in archives.) Look for organizations as well as individuals here.
➢ What power structures and configurations helped the erasers get away with their erasure?
➢ Who is indirectly responsible for erasing this person? That is, who could or should have noticed that this person was not receiving credit for their work? Who could have intervened to keep this person in the record?
➢ How has this person's story been reclaimed/retold/unerased? What remains to be done?
➢ **GRADUATES**: Compare and contrast the two stories you chose. What does this suggest about how information professionals should contest erasure?

Power II: Structural power analysis

No later than Tuesday of Week 3, choose one of the first-person career stories available from the Techies Project http://www.techiesproject.com/ or People of Color in Tech https://peopleofcolorintech.com/category/interview to study. (Clear stories from elsewhere with me first, please.) Word to the wise: the richer and more complex the story, the better. You are not limited to what you can find on the site itself; additional research is welcome. Please **do not** contact the person; people of color receive a lot of requests like these, and they are time-consuming to respond to.

UNDERGRADUATES: Write a three- to five-page paper (not including references) analyzing the person's experience with respect to at least TWO and no more than THREE of the following structural factors: educational opportunities and/or experiences, role models, cultural perceptions of coders/computing, financial constraints, work/life balance, work culture, stereotype threat, impostor syndrome, intersectionality. Excellent papers will quote and cite ideas and arguments from assigned readings to demonstrate understanding and application.

GRADUATES: Write a ten-page paper (not including references) analyzing the person's experience with respect to as many of the following structural factors as applicable, and any others you notice: educational opportunities and/or experiences, role models, cultural perceptions of coders/computing, financial constraints, work/life balance, work culture, stereotype threat, impostor syndrome, intersectionality, erasure. Excellent papers will quote and cite ideas and arguments from assigned readings *and other research* to demonstrate understanding and application.

Code I: Geeking out

Practically everybody geeks out about something: a creator (broadly construed: authors, artists, crafters, musicians, filmmakers, etc), a piece of art, a sport or athlete, a craft, an organization, a belief, a hobby, whatever! Make a handcoded, valid HTML5 website about someone or something you geek out about, aimed specifically at people who don't know much about your geekery and don't themselves geek out about it. Include at minimum an "About" page, a "Get Started" page, a "Learn More" page, a "Jargon" page, and a "Participate" page (the pages do not need to have these exact titles).

When you have finished your site, run it through https://achecker.achecks.ca/checker/index.php set to "WCAG 2.0 (Level AA)" and fix anything fixable it finds. Take a screenshot of the results page once your site has passed cleanly, and pop it into your site folder (you don't have to include it in your site, though).

Put your site inside a single folder, zip the folder, and turn in the .zip file to Canvas. Thanks!

Code II: Let's all geek out!

Find out what other people geek out about! Build a web page with a form that asks questions about users' own geekery, asks them to upload a picture illustrating their geekery, and then uses PHP to build a new page (Mad-Libs style) attractively

contextualizing and displaying the submitted information. Again, put all your work in a folder, zip the folder, and upload the .zip file to Canvas.

Team Code and Power assignment: Moving an event online

Thanks to the COVID-19 pandemic, many different sorts of professional and technology-related events have moved partly or wholly online: conferences, trainings, workshops, meet-and-greet series, and so on. Your team is responsible for moving an upcoming one-time community technology-training or technology-building event online. (Each team may choose its event's theme and goals; if you would like to work on a real-world event, that's absolutely fine.) By the end of the semester, you will build the event's website, which should at minimum include:

- a home page explaining and advertising the event
- detailed schedule (you may invent this)
- event rules/policies, and any other information you believe attendees need to feel safe and included (we'll definitely talk in class about what this might be)
- a PHP-based registration form (n.b. information from the form can be emailed or stored as a flat file; it may also go in a database if a group member has the requisite MySQL knowledge, but this is NOT REQUIRED)
- a PHP-based "contact us" form (same as above)

You may use/modify a Creative-Commons-licensed theme from CSS Zen Garden or elsewhere to style your site (abide by the license terms, of course); you may also use/modify a CSS framework-based theme of your choice if you prefer.

Your event and its website should follow best practices in presenting and assuring a safe, welcoming, and inviting environment to everyone interested in participating, regardless of their level of computing knowledge, physical and cognitive ability, and individual markers of personal identity. Exception: per Popper's Paradox of Tolerance, you need not welcome individuals whose behavior makes the event less safe and welcoming for others.

Team Compact

Draft a Team Compact no later than the Tuesday of Week 3. Use http://www.leadingvirtually.com/virtual-team-tools-team-compact/ and the associated matrix http://www.leadingvirtually.com/wp-content/uploads/2008/07/rulesofenagagementmatrix.pdf to guide your work. You may omit parts of the Team Compact that seem irrelevant or overkill.

Accessibility Report

Find at least three events with goals and audiences roughly similar to yours that were in-person before the pandemic and moved online during it. Compare and contrast their accessibility arrangements both in-person and online. Based on this, make a list of accessibility needs for your event and possible solutions to them (general rather than specific, so, "live video transcription" rather than a specific tool that does that — don't fixate on tools or platforms yet).

Tool and Platform Assessment

Look for specific tools/platforms to build your event with, addressing the needs identified in your accessibility report. For each tool you find, offer a brief assessment of its pros and cons, emphatically including any dealbreakers you discover. Finally, list the tools you have chosen and their functions within the event, and briefly justify your decisions. Assume you have a budget for this, but it's *not infinite*.

Don't forget that the informal "hallway con" is often a highly-anticipated aspect of a conference or workshop. How will you facilitate that? (N.b. the Slack platform is *automatically the wrong answer* for reasons we will discuss in class.)

Code of Conduct and Procedures

Write a Code of Conduct for your event, and a set of user-facing procedures for how the code will be managed and enforced. Most existing Codes assume an in-person event; expect to have to research and think through how your chosen platforms and tools can be abused, and what evidence they can proffer in the event of an investigation becoming necessary.

Individual contributions

During the final week of the semester, each of you will email me individually with a statement of your own and your colleagues' contributions (tangible and in-) to the work, and a star rating out of five for each group member. I will assign individual-contribution points accordingly. Celebrate good teamwork!

GRADUATES: Project Report

In addition to the website and the presentation, each team's graduate student(s) will turn in a project report, no more than three pages long (bullet lists encouraged), addressing techniques used to attract and retain diverse audiences. Explain which aspects of the event are aimed at attracting and retaining diverse audiences, and why they will help. Finally, make and justify (with specific reference to diverse audiences) a decision about whether the event will remain online in perpetuity, return to solely in-person, or become hybrid once the COVID-19 pandemic is over. The best reports will draw on and cite ideas, strategies or research findings from the readings, in addition to using examples found in case studies, first-person accounts, and best-practice documents.

Power pre-writing

UNDERGRADUATES: Each week (Week 1 excepted) lists questions about the readings and important concepts present in them. You are responsible for answering all questions briefly (1-5 sentences/bullet points per question) as well as defining each concept listed. Post your response to the weekly pre-writing discussion in Canvas; you will be able to see others' responses after you post your own, and you are encouraged to read a few of them. These are worth one final-grade point apiece except Week 2, which is a practice round.

GRADUATES: No later than Week 3 you will choose four research articles assigned over the semester (these are designated in the syllabus with asterisks; n.b. review articles have not been asterisked and are not eligible for this assignment), and for each one, write a summary answering the following questions:

> ➢ What is the research question? (N.b. the motivating question is usually not the research question! Also, some papers have more than one research question.)
> ➢ Identify what data the author(s) collected, how they were collected, and (where appropriate) how the population of interest was sampled. Based on this, what are the limitations of the data and the results derived from it (according to the authors, adding your own analysis as well)?
> ➢ What did the research find? Was it a strong (as appropriate: statistically significant, striking, large effect size) finding?
> ➢ How generalizable/transferable would you say the results are?
> ➢ What biases may have influenced the development of the study or the interpretation of the results?

Each summary is worth 3% of your final grade each. Post each summary to the pre-writing discussion in Canvas for the week the article is assigned (you may do this as early as you like; if you choose articles from an already-past week, you have until class time Tuesday of Week 4 to turn in your summary).

Course schedule

Tuesday classes are about POWER; Thursdays about CODE. All POWER assignments are due Tuesdays at start of class; all CODE assignments are due Thursdays at start of class. Each Tuesday class, despite its POWER emphasis, will contain an opportunity at class start to clear up questions on CODE assignments.

Please complete all readings by the class meeting under which they are listed (except, of course, for Week 1). After the first few weeks of class, CODE readings for the next module will be assigned during CODE class sessions. (I want CODE to move at a comfortable pace, and to leave room for you to decide directions we go in.)

Week 1: Is code power? For whom? Over whom? To do what?

> *POWER concepts: Diversity, equality, equity, inclusion. Intersectionality. Tokenism. Privilege. Ally/accomplice. Differential impacts in big data, surveillance capitalism, AI.*
>
> *CODE learning objectives: Basic HTML. Web technology stack. Client-side/server-side code.*

POWER readings

"Social Justice 101 Term Sheet." https://www.internationalcenter.umich.edu/sites/default/files/event-handout/Social_Justice_101_Term_Sheet.pdf (For reference.)

Crenshaw, Kimberlé. "Demarginalizing the intersection of race and sex." https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1052&context=uclf

D'Ignazio and Klein. "The power chapter." https://data-feminism.mitpress.mit.edu/pub/vi8obxh7/release/4

Groeger. "Discrimination by design." https://www.propublica.org/article/discrimination-by-design

Joy. "#FFFFFF diversity." https://medium.com/this-is-hard/ffffff-diversity-1bd2b3421e8a

Shelley. "Being trans in the tech industry." http://the-toast.net/2014/02/07/trans-tech-industry/

Penadés. "Why I won't talk about being a woman in tech (and neither should you)." https://soledadpenades.com/posts/2016/why-i-wont-talk-about-being-a-woman-in-tech-and-neither-should-you/

McClain. "Black. Woman. Nerd. You gotta say the whole thing." https://blacknerdproblems.com/black-woman-nerd-you-gotta-say-the-whole-thing/

Henry. "Unlocking the invisible elevator: accessibility at tech conferences." *Model View Culture.* https://modelviewculture.com/pieces/unlocking-the-invisible-elevator-accessibility-at-tech-conferences

GRADUATES

*Yarger (Kvasny). "Let the sisters speak: understanding information technology from the standpoint of the 'other.'" https://faculty.ist.psu.edu/lyarger/DataBase-Kvasny-Forthcoming.pdf

*Wajcman. "Feminist theories of technology." http://dx.doi.org/10.1093/cje/ben057

(**MA/LIS only**) Dean. "The shock of the familiar: three timelines about gender and technology in the library." *Digital Humanities Quarterly.* http://www.digitalhumanities.org/dhq/vol/9/2/000201/000201.html

CODE readings

Carver. "Things I wish someone had told me when I was learning how to code." https://medium.com/@cecilycarver/things-i-wish-someone-had-told-me-when-i-was-learning-how-to-code-565fc9dcb329

Nixon *Learning PHP* ch.1 "Introduction to dynamic web content."

Work through HTML Dog "Beginner HTML tutorial" http://www.htmldog.com/guides/html/beginner/ (n.b. if you already know HTML, of course you may skip this)

Week 2: Who is a coder? Who isn't?

POWER concepts: Stereotypes. Stereotype threat. Implicit/unconscious bias. Priming, associations, assumptions. Bias interrupter.

POWER questions: Who has biases? Are all biases obvious? How are biases acquired? How can non-obvious, non-overt biases show themselves, and what harm do they do? What are some ways to reduce the negative impact of non-obvious, non-overt biases?

CODE learning objectives: More HTML. Accessibility in HTML. Introduction to ARIA.

POWER readings

*Steele and Aronson. "Stereotype threat and the intellectual test performance of African Americans." http://personal.psu.edu/jtw13/GRE/15_Stereotype%20Threat%20and%20the%20Intellectual%20Test%20Performance%20of%20African%20Americans.pdf

Mason. "Making people aware of their implicit biases doesn't usually change minds. But here's what does work." https://www.pbs.org/newshour/nation/making-people-aware-of-their-implicit-biases-doesnt-usually-change-minds-but-heres-what-does-work

Osta and Vasquez. "Don't talk about implicit bias without talking about structural racism." https://medium.com/national-equity-project/implicit-bias-structural-racism-6c52cf0f4a92 (Content alert: hate crimes)

*Cheryan et al. "Ambient belonging: how stereotypical cues impact gender representation in computer science." https://depts.washington.edu/sibl/Publications/Cheryan,%20Plaut,%20Davies,%20%26%20Steele%20%282009%29.pdf

Troy. "A rubric for evaluating team members' contributions to an inclusive culture." https://chelseatroy.com/2018/05/24/why-your-efforts-to-make-your-company-inclusive-arent-working/ (Keep this in mind when you evaluate your groupmates' project contributions at semester end.)

Williams. "Hacking tech's diversity problem." *Harvard Business Review*. https://hbr.org/2014/10/hacking-techs-diversity-problem

Eschenbach et al. "Proven practices that can reduce stereotype threat in engineering education: a literature review." http://ieeexplore.ieee.org/xpls/icp.jsp?arnumber=7044011

Michelle G. "Picture yourself as a stereotypical male." http://mitadmissions.org/blogs/entry/picture-yourself-as-a-stereotypical-male

GRADUATES

*Dym et al. "'You don't do your hobby as a job': stereotypes of computational labor and their implications for CS education." https://cmci.colorado.edu/~cafi5706/SIGCSE2021_ComputationalLabor.pdf

*Warren et al. "African American and class-based identities on the world wide web." Communication Research 37:5 pp. 674-702. https://faculty.ist.psu.edu/lyarger/CR-WarrenJungHechtKvasnyHenderson.pdf

CODE readings

Work through HTML Dog "Intermediate HTML Tutorial," the following sections only: "Span and Div," "Meta Tags," "Sectioning" http://www.htmldog.com/guides/html/intermediate/

Work through HTML Dog "Advanced HTML Tutorial," the following sections only: "Accessible Forms," "HTML5 Forms Pt 1: Input Types," "HTML5 Forms Pt 2: Attributes and Data Lists" http://www.htmldog.com/guides/html/advanced/

"WAI-ARIA authoring practices." https://www.w3.org/TR/wai-aria-practices/ (Only sections 1 "Introduction" and 2, "Read Me First." The rest you may use as reference, should you need to.)

Week 3: History of race and gender perceptions in computing. Comparative global perceptions.

POWER concepts: Erasure. Representation.

POWER questions: How (and by how much) are marginalized people underrepresented in mass media, especially mass media aimed at the "geeky" or "nerdy"? How does this turn marginalized people away from technology careers? Who erases marginalized people from the history of technology, and why?

CODE learning objectives: CSS. Responsive design. CSS frameworks.

POWER readings

"In a homecoming video meant to unite campus, almost everyone was white." https://www.nytimes.com/2020/01/01/us/university-of-wisconsin-race-video.html (I mean, it's the elephant in the room, isn't it?)

Hempel. "A woman's history of Silicon Valley." https://backchannel.com/a-womens-history-of-silicon-valley-feea9279d88a

*Rauch, Miller, and Kaplan. "Gender differences in movie superheroes' roles, appearance, and violence." http://adanewmedia.org/2016/10/issue10-miller-rauch-kaplan/

*Anderson and Daniels. "Film dialogue from 2000 screenplays, broken down by gender and age." http://polygraph.cool/films/

Oliver. "I will no longer defend my choice to write about black women." http://www.cosmopolitan.com/entertainment/movies/a53909/tracy-oliver-essay/

Mustelin. "Women in programming: erasure and visibility." https://recompilermag.com/issues/issue-4/women-in-programming-erasure-and-visibility/

Nakamura. "Indigenous circuits: Navajo women and the racialization of early electronic manufacture." https://lnakamur.files.wordpress.com/2011/01/indigenous-circuits-nakamura-aq.pdf

Truong. "Slack sent four black female engineers to accept an award and make a statement about diversity." http://qz.com/613748/slack-sent-four-black-female-engineers-to-accept-an-award-and-make-a-statement-on-diversity/ (Given your other readings this week… how might you rewrite this headline?)

*Wagner et al. "Women through the glass ceiling: gender asymmetries in Wikipedia." https://doi.org/10.1140/epjds/s13688-016-0066-4

GRADUATES:

*Hoyle et al. "Unsupervised discovery of gendered language through latent-variable modeling." https://copenlu.github.io/publication/2019_acl_hoyle/

CODE readings

Work through HTML Dog "Beginner CSS tutorial" http://www.htmldog.com/guides/css/beginner/

Knight, "Responsive web design: what it is and how to use it" http://www.smashingmagazine.com/2011/01/guidelines-for-responsive-web-design/ (Don't get lost in the how-to-do-it weeds! Just understand the problems being solved.)

w3schools. "CSS variables — the var() function." https://www.w3schools.com/css/css3_variables.asp

"chota." https://jenil.github.io/chota/ (For now, just try to get an idea of what this does and how it uses CSS variables. You may use a CSS framework for your final project; I recommend one of the "micro"/"mini" ones, like chota, pico, or milligram.)

Week 4: Self-concept and computing

POWER concepts: Impostor syndrome. Technical privilege (per Philip Guo). Model minority.

POWER questions: What are common BELIEFS and BEHAVIORS associated with impostor syndrome? How do people come to believe these things of themselves? How can these beliefs hinder a career in technology? How do behaviors commonly found among tech insiders contribute to the problem?

CODE learning objectives: HTML forms.

POWER readings

Guo. "Silent technical privilege." https://slate.com/technology/2014/01/programmer-privilege-as-an-asian-male-computer-science-major-everyone-gave-me-the-benefit-of-the-doubt.html

Tulshyan and Burey. "Stop telling women they have imposter syndrome." https://hbr.org/2021/02/stop-telling-women-they-have-imposter-syndrome

*Hicks. "Impostor syndrome strikes men just as hard as women… and other findings from thousands of technical interviews." http://blog.interviewing.io/impostor-syndrome-strikes-men-just-as-hard-as-women-and-other-findings-from-thousands-of-technical-interviews/

Hancock. "How the rhetoric of imposter syndrome is used to gaslight women in tech." *Model View Culture*. https://modelviewculture.com/pieces/how-the-rhetoric-of-imposter-syndrome-is-used-to-gaslight-women-in-tech

Shaw. "Contempt culture." http://blog.aurynn.com/contempt-culture

Deckelmann. "What I mean when I talk about collaboration with teachers." http://www.chesnok.com/daily/2013/07/25/what-i-mean-when-i-talk-about-collaboration-with-teachers-part-i/

GRADUATES

*Gill and Orgad. "Confidence culture and the remaking of feminism." https://openaccess.city.ac.uk/id/eprint/18611/

(**MA/LIS only**) Andrews. "It's not imposter syndrome: resisting self-doubt as normal for library workers." http://inthelibrarywiththeleadpipe.org/2020/its-not-imposter-syndrome

CODE readings

Andres-Beck. "Confidence through feedback, or why impostor syndrome is the wrong metaphor." http://blog.bethcodes.com/confidence-through-feedback

WaSP. "Accessible HTML/XHTML forms." https://www.webstandards.org/learn/tutorials/accessible-forms/beginner/index.html and https://www.webstandards.org/learn/tutorials/accessible-forms/intermediate/index.html

Week 5: "Meritocracy." Formal and informal organizational structures.

POWER concepts: Meritocracy. [Gender, race] essentialism. Affinity bias.

POWER questions: According to Jo Freeman, how do supposedly "structureless" groups end up with less-than-optimal leadership structures? How can this be prevented? Based on all reading to date (plus your existing knowledge), where might one encounter "structureless" groups in technology? What is "the paradox of meritocracy?" How is technology not a meritocracy? How does the belief that success in technology is meritocratic harm marginalized people? What essentialist arguments are made about white women and people of color in technology, and do they hold up?

CODE learning objectives: Basic PHP syntax. Troubleshooting PHP. PHP variables and data types.

POWER readings

Freeman. "The tyranny of structurelessness." http://www.jofreeman.com/joreen/tyranny.htm

Ehmke. "The dehumanizing myth of the meritocracy." *Model View Culture*. https://modelviewculture.com/pieces/the-dehumanizing-myth-of-the-meritocracy

Cooper. "The false promise of meritocracy." https://www.theatlantic.com/business/archive/2015/12/meritocracy/418074/

Flowers. "Accountability, equity, and flat teams in tech." https://thebias.com/2019/06/19/accountability-equity-and-flat-teams-in-tech/

*Monson. "Race-based fantasy realm: essentialism in the World of Warcraft." http://mattvetter.net/digitalrhetorics/wp-content/uploads/sites/5/2014/01/Games-and-Culture-2012-Monson-48-71.pdf

Cobb. "'Why women don't code' — can it withstand the scrutiny of logic?" https://medium.com/@cobbc12/why-women-dont-code-can-it-withstand-the-scrutiny-of-logic-70ee8d88a9ed

*Tadmor et al. "Not just for stereotyping anymore: racial essentialism reduces domain-general creativity." https://english.tau.ac.il/sites/nihul_en.tau.ac.il/files/media_server/Recanati/management/publications/tadmor/not_just.pdf

Turnbull. "The affinity bias conundrum." http://www.diversityjournal.com/13763-affinity-bias-conundrum-illusion-inclusion-part-iii/

GRADUATES

(**MA/LIS only**) Shirazi. "Reproducing the academy: libraries and the question of service in the digital humanities." https://roxanneshirazi.com/2014/07/15/reproducing-the-academy-librarians-and-the-question-of-service-in-the-digital-humanities/

*Castilla and Benard. "The paradox of meritocracy in organizations." *Administrative Science Quarterly* 55:4. http://dx.doi.org/10.2189/asqu.2010.55.4.543

*Castilla. "Gender, race, and meritocracy in organizational careers." *Academy of Management Proceedings 2005*. http://dx.doi.org/10.5465/AMBPP.2005.18778668

CODE readings

Nixon, *Learning PHP*, ch. 3 "Introduction to PHP." (Ignore multidimensional arrays, and stop when you get to "Multiline Commands" on p. 50.)

Week 6: Digital divides and differential access to coding

POWER concepts: Digital divides. "Digital natives." Agency (you may have to look this word up).

POWER questions: Which US demographics tend not to have easy access to computers and Internet, and why not? How do digital divides prevent people in marginalized people from learning to code? What would be needed to lower these barriers? Do "digital natives" exist? If so, who is and isn't one; if not, who is and isn't believed to be one? How does the widespread belief in "digital natives" damage efforts to include more marginalized people in technology careers?

CODE learning objectives: PHP and HTML forms. PHP strings. Escaping quotes in PHP strings. The echo command.

POWER readings

Tapia, "Afterword." *Stuck in the Shallow End* pp. 141-144.

*Yarger (Kvasny) et al. "Power relations in IT education and work: the intersectionality of gender, race and class," *Journal of Information, Communication and Ethics in Society* 7:2/3 pp. 96-118. https://faculty.ist.psu.edu/lyarger/JICES-PowerRelations.pdf

Andrews. "Digital skills: looking past 'digital native' assumptions, toward curricular reform" http://gandre.ws/blog/blog/2013/08/26/digital-skills-looking-past-digital-native-toward-curricular-reform/ and "Digital skills: the adults are also not all right." http://gandre.ws/blog/blog/2013/08/27/digital-skills-the-adults-are-also-not-all-right/

Lace-Evans. "Obstacles to 'coding while black.'" http://www.bbc.com/news/blogs-trending-35938633 (Please click through to read the Storify also.)

Horrigan. "Analysis: digital divide isn't just a rural problem." https://www.dailyyonder.com/analysis-digital-divide-isnt-just-a-rural-problem/2019/08/14/

Asher-Schapiro and Sherfinski. "'Digital divide' hits rural Black Americans hardest." https://news.trust.org/item/20211006135421-xv0sj

"There's $2B for broadband on reservations. It won't be enough." https://www.wired.com/story/2b-broadband-reservations-not-enough/

*Rideout and Katz. "Opportunities for all? Technology and learning in lower-income families." http://digitalequityforlearning.org/wp-content/uploads/2015/12/jgcc_opportunityforall.pdf (UNDERGRADUATES: Introduction and key findings only.)

Godar. "Wired/unwired: Madison's digital divide is an issue of both access and skills." *Cap Times*. http://host.madison.com/ct/news/local/writers/bryna-godar/wired-unwired-madison-s-digital-divide-is-an-issue-of/article_c3f4209c-3e1f-5784-9e5d-e2acf47f85a1.html

O'Neill. "Tech's high barrier to entry for the underprivileged." https://medium.com/backchannel/techs-high-barrier-to-entry-for-the-underprivileged-da254356547d#.bazan8jm5

GRADUATES

*Yarger (Kvasny). "Cultural (re)production of digital inequality in a US community technology initiative." *Information, Communication and Society* 9:2 pp 160-181. https://faculty.ist.psu.edu/lyarger/iCS-Kvasny-Forthcoming.pdf

*Ericson. "A[dvanced] P[lacement] C[omputer] S[cience] data for 2020." https://cs4all.home.blog/2020/12/11/ap-cs-data-for-2020/ (Graduates, if you use this for the research-review assignment, click through to the full report.)

CODE readings

Tatroe and MacIntyre, *Programming PHP*, ch. 8 "Web techniques." (Skim the stuff on GET; we'll pretty much always be using POST instead. Stop when you reach "Sticky Forms" on p. 196.)

Week 7: Race and gender in coding education. Should "everyone" learn to code?

POWER concepts: Preparatory privilege. "Computational thinking" and/or "digital literacy" (especially as distinct from "coding" or "programming")

POWER questions: What educational experiences turn marginalized people away from technology careers, and why? How does unconscious/implicit bias in educators and counselors contribute? What efforts are underway to increase coding education? Which are working and which not? What do you think: should everyone learn to code? What should everyone learn about computer science and coding? Are "bootcamps" the answer?

CODE topics: "Sticky" forms. Form validation.

POWER readings

*Lindemann, Britton, and Zundl. "'I don't know why they make it so hard here': institutional factors and undergraduate STEM participation." http://genderandset.open.ac.uk/index.php/genderandset/article/view/435

"Coding is for everyone — as long as you speak English." https://www.wired.com/story/coding-is-for-everyoneas-long-as-you-speak-english/

*Google. "Searching for computer science: access and barriers in U.S. K-12 education." https://services.google.com/fh/files/misc/searching-for-computer-science_report.pdf (UNDERGRADUATES: Executive summary only.)

*Google and Gallup. "Diversity gaps in computer science: exploring the underrepresentation of girls, Blacks, and Hispanics." https://services.google.com/fh/files/misc/diversity-gaps-in-computer-science-report.pdf (UNDERGRADUATES: Executive summary only.)

"Claimed spaces: 'preparatory privilege' and high school computer science." *Stuck in the Shallow End* ch. 4 pp. 71-95.

Schiffer and Farokhmanesh. "The high cost of a free coding bootcamp." https://www.theverge.com/2020/2/11/21131848/lambda-school-coding-bootcamp-isa-tuition-cost-free

Florsheim. "Is community college the key to closing tech's gender gap?" http://www.marieclaire.com/career-advice/news/a15923/community-college-tech-gender-gap/

Raja. "We can code it!" https://medium.com/mother-jones/we-can-code-it-e5f64d8b3075

Farmer Kris. "Steps teachers can take to keep girls and minorities in computer science education." https://ww2.kqed.org/mindshift/2016/11/17/steps-teachers-can-take-to-keep-girls-and-minorities-in-computer-science-education/

GRADUATES

*Lagesen. "A cyberfeminist utopia?: Perceptions of gender and computer science among Malaysian women computer science students and faculty." *Science Technology Human Values* 33:1 pp. 5–27. http://dx.doi.org/10.1177/0162243907306192

*Moss-Racusin et al. "Science faculty's subtle gender biases favor male students." *PNAS* 109:41. http://dx.doi.org/10.1073/pnas.1211286109

*Seron et al. "Persistence is cultural: Professional socialization and the reproduction of sex segregation." https://dspace.mit.edu/handle/1721.1/104002

CODE readings

Tatroe and MacIntyre, *Programming PHP*, ch. 8 "Web techniques." (Start at "Sticky Forms" on p. 196. Stop when you reach "Setting Response Headers" on p. 204.)

Week 8: Race and gender in social/professional liminal spaces: conferences and socializing

POWER concepts: Code of conduct. "Missing stairs." Entitlement. Tokenism. Microaggression.

POWER questions: How do professional conferences turn out to be hostile or even dangerous to marginalized people? What does this mean for who organizes and speaks at conferences? How does that impact the careers of marginalized people? Beyond a code of conduct, what is necessary to make these spaces inclusive and welcoming to everyone?

CODE learning objectives: PHP includes, PHP templates. Dropdowns in forms.

POWER readings

"Missing stair." http://geekfeminism.wikia.com/wiki/Missing_stair

Pierce. "Psychiatric problems of the Black minority." (I apologize for the title, which plays a lot less well today than in 1974. Please consider how the definition and scope of "microaggression" have changed since this piece, which coined the term.)

Hocutt. "When 'I didn't mean to' makes it worse." *Model View Culture*. https://modelviewculture.com/pieces/when-i-didn-t-mean-to-makes-it-worse

Honeywell. "What you can do." http://hypatia.ca/2014/08/05/what-you-can-do/

Wodtke. "Tweaking the moral UI." *A List Apart*. http://alistapart.com/article/tweaking-the-moral-ui

Ahmed. "Where are you really from: microaggressions and making tech meetups safe." https://modelviewculture.com/pieces/where-are-you-really-from-microaggressions-and-making-tech-meetups-safe

Hesse. "Ditch these racist terms from your tech vocabulary." https://lifehacker.com/ditch-these-racist-terms-from-your-tech-vocabulary-1844041452/amp

Zhou, Clemmer, and Kuper. "A code of conduct is not enough." *Model View Culture*. https://modelviewculture.com/pieces/a-code-of-conduct-is-not-enough

Aurora and Gardiner. "How to respond to code of conduct reports." https://files.frameshiftconsulting.com/books/cocguide.pdf (Skim, but keep in mind for your final-project work.)

Mandavilli. "Female scientists turn to data to fight lack of representation on panels." http://www.nytimes.com/2016/09/06/science/gender-bias-scientific-conferences.html

Evans. "Anonymous talk review is amazing." http://jvns.ca/blog/2014/05/28/anonymous-talk-submission-equals-amazing/

"The less obvious conference checklist." https://github.com/erikr/lessobviouschecklist (Skim, but keep this in mind for your final-project work.)

GRADUATES

*Isbell, Young, and Harcourt. "Stag parties linger: continued gender bias in a female-rich scientific discipline." http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0049682

Carpenter. "Five 'don'ts' for introducing a female speaker (and why this matters.) http://duckofminerva.com/2016/05/five-donts-for-introducing-a-female-speaker-and-why-this-matters.html

Week 9: Race and gender in IT hiring and promotion

POWER concepts: leaky pipeline, homophily

POWER questions: What difficulties (unrelated to their skills and abilities) do marginalized people face in applying for jobs and getting hired? How do unconscious biases feed these difficulties? What other explanations besides a "leaky pipeline" account for low representation of marginalized populations in STEM careers? Why isn't improving inclusive hiring practices enough to create a diverse workforce?

CODE topics: Security; injection attacks. Dealing (as) securely (as possible) with user input in PHP. (N.b. we may not be ready for this yet, and that's fine; from here on the CODE schedule is flexible, even choose-your-own-adventure.)

POWER readings

Williams et al. "Double jeopardy? Bias against women of color in science." http://www.uchastings.edu/news/articles/2015/01/double-jeopardy-report.pdf (**UNDERGRADUATES**: executive summary and pp. 49-52 only.)

*Master et al. "Gender stereotypes about interests start early and cause gender disparities in computer science and engineering." https://doi.org/10.1073/pnas.2100030118

Jusino. "Black women in tech debunk the 'pipeline' excuse for lack of diversity in tech industry." http://www.themarysue.com/black-women-in-tech-debunk-pipeline-excuse/

Dickey. "The other pipeline: the tech industry in an era of mass incarceration." https://techcrunch.com/2016/07/31/the-other-pipeline/

Troy. "Why your efforts to fix your pipeline aren't fixing your pipeline." https://chelseatroy.com/2018/04/12/why-your-efforts-to-fix-your-pipeline-arent-fixing-your-pipeline/

Blewer. "I found my way back to tech with the help of people who understood why I'd left." https://www.bustle.com/articles/78360-i-found-my-way-back-to-tech-with-the-help-of-people-who-understood-why-id

GRADUATES

*Sassler et al. "The missing women in STEM? Accounting for gender differences in entrance into STEM occupations." http://ejournal.narotama.ac.id/files/Accounting%20for%20Gender%20Differences%20in%20Entrance%20into%20STEM%20Occupations.pdf

*Milkman, Akinola, and Chugh. "What happens before? A field experiment exploring how pay and representation differentially shape bias on the pathway into organizations." *Journal of Applied Psychology*; preprint at http://ssrn.com/abstract=2063742

CODE readings

Tatroe and MacIntyre, *Programming PHP*, ch. 14 "Security." (Read carefully anything that applies to techniques we've used in class such as user-input strings and file uploads; for the rest, skim to understand the attack as best you can and bring questions to class!)

Week 10: Race and gender in IT workplaces

POWER concepts: Glass ceiling, glass elevator, glass cliff, double bind. Emotional labor.

POWER questions: How does unconscious bias create gendered and racialized expectations regarding workplace behavior/demeanor? What does this mean for leaders from marginalized populations? How is competition gendered, and how might that affect workplace behavior? What characteristics of IT workplaces drive marginalized people out? How can workplaces alter these characteristics?

CODE topics: None for this week.

POWER readings

Abreu. "Care, automation, and design." https://medium.com/@ameliaabreu/care-automation-and-advertising-9d9122d50437

"Tech leavers study." https://www.kaporcenter.org/wp-content/uploads/2017/08/TechLeavers2017.pdf (**Undergraduates**: executive summary only.)

"Being Black in corporate America: an intersectional exploration." https://www.talentinnovation.org/_private/assets/BeingBlack-KeyFindings-CTI.pdf

Heddleston. "Social norms and gendered expectations." https://kateheddleston.com/blog/social-norms-and-gendered-expectations

Eilperin. "White House women want to be where it happens." https://www.washingtonpost.com/news/powerpost/wp/2016/09/13/white-house-women-are-now-in-the-room-where-it-happens/

*Niederle and Vesterlund. "Do women shy away from competition? do men compete too much?" *The Quarterly Journal of Economics*, 122:3 pp. 1067–1101, working paper version at http://www.nber.org/papers/w11474

Bacon. "Women in tech and empathy work." http://www.laurenbacon.com/women-tech-empathy-work/

Adair. "Stop devaluing black women's labor." http://kronda.com/stop-devaluing-black-womens-labor/

Alexander. "The tech industry wants to use women's voices—they just won't listen to them." https://www.theguardian.com/technology/2016/mar/28/tay-bot-microsoft-ai-women-siri-her-ex-machina (POWER question: Why do you think I included this reading this week?)

Snyder, "The abrasiveness trap: high-achieving men and women are described differently in reviews." *Fortune*. http://fortune.com/2014/08/26/performance-review-gender-bias/

Joy. "The other side of diversity." https://medium.com/this-is-hard/the-other-side-of-diversity-1bb3de2f053e

Hempel. "How Meetup ditched its boy club." https://backchannel.com/how-meetup-ditched-its-boys-club-4a3a3084e72f

Miller and Katz. "The path from exclusive club to inclusive organization: a developmental process." https://articles.extension.org/sites/default/files/The%20Path%20from%20Exclusive%20Club.pdf

Week 11: Race and gender in "volunteer" IT

POWER concepts: Open-source software. Free software. "Do-ocracy."

POWER questions: How can "volunteer" IT experiences such as developing open-source software or editing Wikipedia translate into career opportunities? How does this disadvantage some marginalized people? How does the "meritocracy" concept operate in many open-source software communities? What community characteristics drive marginalized people out of "volunteer" IT, and how can this be mitigated?

CODE learning objectives: Uploading files. Writing to files on the server.

POWER readings

Nafus. "'Patches don't have gender': What is not open in open source software" *New Media and Society* 14:4 pp. 669-683. http://dx.doi.org/10.1177/1461444811422887

Harihareswara. "Inessential weirdnesses in open source software." https://www.harihareswara.net/sumana/2016/05/21/0

Hunter. "Is your open-source code fueling human rights abuses?" https://builtin.com/software-engineering-perspectives/ethical-source-hippocratic-license

Dunbar-Hester and Coleman. "Engendering Change? Gender Advocacy in Open Source" http://culturedigitally.org/2012/06/engendering-change-gender-advocacy-in-open-source/

*Nafus, Leach, and Krieger. FLOSSPOLS Deliverable D 16 Gender: Integrated Report of Findings (2006). http://www.flosspols.org/deliverables/D16HTML/FLOSSPOLS-D16-Gender_Integrated_Report_of_Findings.pdf

Raval. "The encyclopedia must fail! Notes on queering Wikipedia." *Ada: New Media and Culture*. http://adanewmedia.org/2014/07/issue5-raval/

Dryden. "The ethics of unpaid labor and the OSS community." http://www.ashedryden.com/blog/the-ethics-of-unpaid-labor-and-the-oss-community

Salter. "The Perl Foundation is fragmenting over Code of Conduct enforcement." https://arstechnica.com/gadgets/2021/08/the-perl-foundation-is-fragmenting-over-code-of-conduct-enforcement/

Riggins. "Why (almost) everyone wants Richard Stallman canceled." https://thenewstack.io/why-almost-everyone-wants-richard-stallman-cancelled

Shaikh. "Why women are flourishing in R community but lagging in Python." https://reshamas.github.io/why-women-are-flourishing-in-r-community-but-lagging-in-python/

CODE readings

Nixon, *Learning PHP*, "File Handling" (pp. 148-59; skip the section "Locking Files for Multiple Accesses")

Week 12: Race and gender in IT entrepreneurship

POWER concepts: venture capital (VC), social entrepreneurship.

POWER questions: What are the demographics of venture-capital funders, and how does that make a difference to whom they fund? What does it take to start a business? What additional barriers stand between marginalized people and entrepreneurship? Is "social entrepreneurship" always the answer to marginalization? How about "tech activism"?

CODE learning objectives: Sending email via PHP.

POWER readings

Bittner and Lau. "Women-led startups received just 2.3% of VC funding in 2020." https://hbr.org/2021/02/women-led-startups-received-just-2-3-of-vc-funding-in-2020

O'Brien. "Only 88 tech startups are run by black women." http://money.cnn.com/2016/02/17/technology/black-women-tech-startups-project-diane/

Marwick. "Silicon Valley isn't a meritocracy, and it's dangerous to hero-worship entrepreneurs." *Wired*. http://www.wired.com/2013/11/silicon-valley-isnt-a-meritocracy-and-the-cult-of-the-entrepreneur-holds-people-back/

Martin. "The reductive seduction of other people's problems." https://brightthemag.com/the-reductive-seduction-of-other-people-s-problems-3c07b307732d

Liz. "Vibrators, marijuana, and venture capitalists." https://medium.com/lioness-health/vibrators-marijuana-and-venture-capitalists-8a87b8779cd4#.483klp6lm

Lacy. "Does a VC's unconscious hesitation to fund women start at home?" https://pando.com/2016/02/11/does-vcs-unconscious-reticence-fund-women-start-home/706dc23f60a62867d6b6c68ee811eaddfb67a348/

Nadav. "VCs—don't compare me to your wife, just don't." https://byrslf.co/vcs-don-t-compare-me-to-your-wife-just-don-t-9dc2c8c1ac93

Haselton. "Investing in women-led edtech startups is... good business." https://www.edsurge.com/news/2020-02-12-investing-in-women-led-edtech-startups-is-more-than-a-matter-of-equity-it-s-also-good-business

Mohan. "Inside the life of a tech activist." https://www.fastcompany.com/90686948/inside-the-life-of-a-tech-activist-abuse-gaslighting-but-ultimately-optimism

"How this young, female, and Latina investor broke into a middle-aged, male, and white industry." http://hunterwalk.com/2015/03/20/how-this-young-female-and-latina-investor-broke-into-a-middle-aged-male-and-white-industry/

Idrees. "How startups can create a culture of inclusiveness." http://www.theglobeandmail.com/report-on-business/small-business/startups/how-startups-can-create-a-culture-of-inclusiveness/article27865146/

CODE readings

w3schools. "PHP Mail." https://www.w3schools.com/php/php_ref_mail.asp

Week 13: Race and gender in social-media and games

POWER concepts: male gaze, hate raid

POWER questions: What is representation across race and gender like in typical online games? Any stereotypes common? How does marginalization in online contexts play out in the online and offline lives of marginalized people? What can social media and online games do to reduce abuse?

POWER readings

Mihalcik. "65% of online gamers face threats, stalking, other 'severe harassment.' https://www.cnet.com/tech/gaming/65-of-online-gamers-have-faced-threats-stalking-other-severe-harassment/ (**Graduates**: please click through to the report.)

Tamez-Robledo. "Not everyone feels welcome in esports. This university is fighting toxicity with diversity." https://www.edsurge.com/news/2021-12-23-not-everyone-feels-welcome-in-esports-this-university-is-fighting-toxicity-with-diversity

Dowd. "Black hair in video games is terrible. These 3D artists are changing that." https://www.vice.com/en/article/5dgdwz/black-hair-in-video-games

*Pobuda. "Assessing gender and racial representation in the board game industry." https://analoggamestudies.org/2018/12/assessing-gender-and-racial-representation-in-top-rated-boardgamegeek-games/

Daniels. "Race and racism in Internet Studies: a review and critique." *New Media & Society*. http://dx.doi.org/10.1177/1461444812462849

*Doleac and Stein. "The visible hand: race and online market outcomes." http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1615149

Losse. "The male gazed: surveillance, power, and gender." *Model View Culture*. https://modelviewculture.com/pieces/the-male-gazed

*Purohit et al. "Gender-based violence in 140 characters or fewer: a #BigData case study of Twitter." http://journals.uic.edu/ojs/index.php/fm/article/view/6148 (content alert: quoted online abuse)

Parrish. "How to stop a hate raid." https://www.theverge.com/22633874/how-to-stop-a-hate-raid-twitch-safety-tools

UNDERGRADUATES:

Datta. "Discrimination and opacity in behavioral tracking." http://possibility.cylab.cmu.edu/adfisher/

GRADUATES:

*Datta, Tschantz, and Datta. "Automated experiments on ad privacy settings: a tale of opacity, choice, and discrimination." *Proceedings on Privacy Enhancing Technologies*. 2015:1, pp 92–112 http://dx.doi.org/10.1515/popets-2015-0007

*Vasilescu, Capiluppi and Serebrenik. "Gender, representation and online participation: A quantitative study." *Interacting with Computers*, vol. 26, no. 5, pp. 488–511, 2014. http://dx.doi.org/10.1093/iwc/iwt047

Week 14: Building more diverse IT cultures: ally/accomplice work

POWER concepts: Ally/accomplice. Bystander effect. Bystander intervention.

POWER questions: List any ally behaviors or "ally smells" you don't understand (it's fine! nobody's perfect! and this class is absolutely a "101 space"). What will you personally do differently from now on to increase inclusivity in technology?

POWER readings

hooks, bell. "Moving past blame: embracing diversity." In *Writing Beyond Race*, Taylor & Francis, 2012.

Take Pagano's "Bad Ally Quiz" http://juliepagano.com/blog/2014/02/26/bad-ally-quiz/ before you continue with the readings. (Keep your score to yourself; this is not a contest. Everyone starts somewhere, and my own score is not zero.)

Pagano. "So you want to be an ally." http://juliepagano.com/blog/2014/05/10/so-you-want-to-be-an-ally/

Rockquemore. "Allies and microaggressions." https://www.insidehighered.com/advice/2016/04/13/how-be-ally-someone-experiencing-microaggressions-essay

Roberts. "'We are all responsible': how #MeToo rejects the bystander effect." https://longreads.com/2019/02/22/we-are-all-responsible-how-metoo-rejects-the-bystander-effect/

Michailidou and Economides. "Gender and diversity in collaborative virtual teams," *Computer Supported Collaborative Learning: Best practices and principles for instructors*, pp. 199–224. http://conta.uom.gr/conta/publications/PDF/Gender%20and%20Diversity%20in%20Collaborative%20Virtual%20Teams.pdf

Newitz. "Why didn't they talk to you privately? On call-out culture and power differentials." https://thebias.com/2016/02/09/why-didnt-they-talk-to-you-privately-on-call-out-culture-and-power-differentials/

Pagano. "On fighting for marginalized people in tech." http://juliepagano.com/blog/2014/06/08/on-fighting-for-marginalized-people-in-tech/

Corbyn. "Smashing the Silicon Valley patriarchy: anti-Lean In strategy puts onus on men." https://www.theguardian.com/technology/2016/nov/02/silicon-valley-sexism-diversity-valerie-aurora-frame-shift

Gibbs and Malpass. "Being an effective ally to women and non-binary people." https://codeascraft.com/2016/10/19/being-an-effective-ally-to-women-and-non-binary-people/

GRADUATES:

*Cialdini et al. "Managing social norms for persuasive impact." *Social Influence* 1:1 pp. 3-15. http://www.fs.fed.us/psw/publications/winter/psw_2006_winter001.cialdini.pdf

Red tape you don't care about that the Powers that Be make me put in my syllabi

This course requires Junior standing.

Credit hours and regular and substantive student-instructor interaction

Students completing this course will earn three credit hours. The credit standard for the course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit). Students should expect 150 minutes per week (in two 75-minute sessions) of lecture, full-class and small-group discussion moderated by the instructor, and small-group activities with outcomes reportable to (and assessed by) the instructor. Students should expect to work on course learning activities (reading, writing, studying, etc) for about three hours out of the classroom for each class period, doing readings, individual assignments and projects and other student work as described in the syllabus.

This course will provide regular and substantive student-instructor interaction in the following ways:

- ➢ The instructor provides direct instruction weekly in lecture;
- ➢ The instructor will assess and provide substantive feedback on student coursework regularly as assignments are due;
- ➢ The instructor will regularly provide information and respond to questions about the content of a course through weekly instruction in lecture, regular office hours, and communication through email and Canvas;
- ➢ The instructor will facilitate group discussions and group critiques related to course content through weekly direct instruction during class meetings. iSchool learning outcomes

iSchool Goals	640 Objectives	640 Measurable Outcomes
1. Students demonstrate understanding of societal, legal, policy, or ethical information issues.	Analyze and critique portrayals of race and gender with respect to computing Recognize and reduce the expression of conscious and unconscious biases Contribute to actively anti-bias classrooms, workplaces, professional events, and social spaces	All POWER assignments test this outcome.
4. Students demonstrate competency with information technologies important to the information professions.	Have an actionable mental model of Web technology stacks Use relevant computing vocabulary and concepts to communicate with computing professionals Write simple PHP-based web pages for accessing and acting on user-supplied information from web forms	All CODE assignments test this outcome.
7. Students demonstrate understanding of issues surrounding marginalized communities and information.	Analyze and critique portrayals of race and gender with respect to computing Recognize and reduce the expression of conscious and unconscious biases Contribute to actively anti-bias classrooms, workplaces, professional events, and social spaces	All POWER assignments test this outcome.

Ethnic Studies learning outcomes

Learning Outcome	Course Material that Addresses LO
Awareness of History's Impact on the Present: how certain histories have been valued and devalued, and how these differences have promulgated disparities in contemporary American society.	Readings and discussion: primarily Weeks 3 and 7, also Weeks 8-13
Ability to Recognize and Question Assumptions: healthy skepticism towards knowledge claims, whether in the form of media, political, or popular representations, primarily as these relate to race and ethnicity	Assignment: Power 2 Readings and discussion: primarily Weeks 1-2, but all Power Pre-Writing assignments involve this
A Consciousness of Self and Other: opportunity to think about identity issues, including their own identity, as well as the connections they might have to people "outside" their focused social circle.	Assignments: Power 1, Power Pre-Writing Readings and discussion: primarily Weeks 7 and 14
Effective Participation in a Multicultural Society: relevant to students' "lives outside the classroom", and pursuing the objectives above should not only lead to student behavioral change, but to action in the real world	Assignments: Moving An Event Online, Power Pre-Writing

Digital Studies Learning Outcomes:

For Digital Studies students, this course fulfills the I and P requirements, and is designed to develop masteries related to the following program learning objectives:

Digital Studies Program Learning Objective	Course Material that Addresses LO
To understand key theories and concepts related to digital studies and the historical context surrounding the creation of digital technologies	Power 2 paper, Power Pre-Writing
To gain familiarity with methods, concepts and tools needed to research and evaluate information related to digital studies	Power Pre-Writing, Power 2 paper
To think critically about how digital technologies work and their impact on society	Power 1, Power 2 paper, Power Pre-Writing, Code 1, Code 2
To be able to create strategic communication content and self-expression using digital tools	Moving An Event Online
To understand the professional and ethical principles related to the field of digital studies	Power Pre-Writing, Moving An Event Online