



Information School

UNIVERSITY OF WISCONSIN-MADISON

LIS 202: Information Divides and Differences in a Multicultural Society Fall 2024

Professor Jonathan Senchyne

3 Credits, in-person course.

Lectures: Monday and Wednesday 2:25-3:15pm

Mosse Humanities Building Room 2340

Sections: See Table on following pages for Section Times and Locations.

Course Description

This course explores the impact of and barriers to access to information on the lives of people who belong to minoritized communities in the United States. The course introduces the contemporary information society from cultural and sociological perspectives. In this course we will explore issues relating to information inequality and differences or “digital divides” in ownership of, access to, use of, and subjugation at the hands of information technologies in the United States with attention to the experiences of marginalized racial, ethnic, gender, and class groups. Information inequalities include disparities in awareness, ownership, access, and use of information and communication technologies for the purposes of education, self-determination, health, group organizing, economic independence, and personal and social expression. This course situates contemporary information society within the historical contexts and legacies out of which it developed. Skills practiced include close reading of primary and secondary research resources, application of theoretical and historical frameworks, critique and discussion of academic and sociocultural debates, and use of library databases to locate relevant resources. (Please see final page of this syllabus for information about learning objectives and liberal arts outcomes.)

Instruction Team

| Role | Name | Email | Office Hours Time | Office Hours Location |
|-----------|-------------------|-------------------|-------------------|--|
| Professor | Jonathan Senchyne | senchyne@wisc.edu | M&W 3:15-4:15 | University Club first floor seating areas. (University club is next door to Mosse Humanities.) |

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|--------------------|-----------------------|-------------------------|---|--|
| Teaching Assistant | Roxy Velazquez | roxy.velazquez@wisc.edu | Mondays 12 PM - 2 PM | 4289 Helen C. White |
| Teaching Assistant | Johanna Hughes | jlhughes5@wisc.edu | Thursdays 9:00-11:00 AM via Zoom | Zoom link: https://uwmadison.zoom.us/j/92827196932?pwd=GMyPQODTdBnhnsDEA6JvTCiaU8eww7.1 Meeting ID: 928 2719 6932 Passcode: 889285 |
| Teaching Assistant | Pearl Bharti | pbharti@wisc.edu | Tuesdays 4pm-5 pm (ZOOM) Thursdays 11:00 am - 12:00 pm (In-person) | iSchool Library zoom link: https://uwmadison.zoom.us/j/96763827742?pwd=jH1fdXnmM263Wlly8Yhr2sct92E90l.1 Meeting ID: 967 6382 7742 Passcode: 716364 |
| Teaching Assistant | Jessica Gomez | jgomez22@wisc.edu | Wednesdays 12pm-2pm | Colectivo Coffee on State Street |
| Teaching Assistant | Helen Tosteson | htosteson@wisc.edu | Wednesdays, 11am-1pm | Science Hall 440 |
| Teaching Assistant | Bailey Blomquist-Dege | blomquistdeg@wisc.edu | Wednesdays, 3:30-5:30pm | College Library |
| Teaching Assistant | Ashley Benitez | agbenitez@wisc.edu | Tuesdays & Thursdays, 3pm - 4pm via Zoom. | Zoom link: https://uwmadison.zoom.us/j/93573219357 Meeting ID: 935 7321 9357 |

Meeting Times and Locations of Discussion Sections

M = Monday, T = Tuesday, W = Wednesday, R = Thursday

| Section | Teaching Assistant | Day | Time | Location |
|---------|-----------------------|-----|---------------------|--------------------------------|
| 301 | Ashley Benitez | M | 11:00 AM - 11:50 AM | 346 Birge Hall |
| 302 | Bailey Blomquist-Dege | R | 1:20 PM - 2:10 PM | 2101 Mosse Humanities |
| 303 | Pearl Bharti | T | 11:00 AM - 11:50 AM | 1311 Chemistry Building |
| 304 | Johanna Hughes | T | 1:20 PM - 2:10 PM | 348 Birge Hall |
| 305 | Ashley Benitez | W | 9:55 AM - 10:45 AM | 346 Birge Hall |
| 306 | Roxy Velazquez | M | 9:55 AM - 10:45 AM | L150 Education Building |
| 307 | Ashley Benitez | W | 11:00 AM - 11:50 AM | 346 Birge Hall |
| 308 | Jessica Gomez | T | 9:55 AM - 10:45 AM | B317 Van Vleck Hall |
| 309 | Helen Tosteson | R | 11:00 AM - 11:50 AM | 2251 Mosse Humanities Building |
| 310 | Jessica Gomez | T | 11:00 AM - 11:50 AM | 2311 Chemistry Building |
| 311 | Pearl Bharti | R | 9:55 AM - 10:45 AM | B219 Van Vleck Hall |
| 312 | Helen Tosteson | W | 1:20 PM - 2:10 PM | 346 Birge Hall |
| 313 | Roxy Velazquez | M | 11:00 AM - 11:50 AM | L150 Education Building |
| 314 | Pearl Bharti | R | 1:20 PM - 2:10 PM | 2251 Mosse Humanities Building |
| 315 | Johanna Hughes | W | 3:30 PM - 4:20 PM | 394 Van Hise Hall |
| 316 | Jessica Gomez | M | 3:30 PM - 4:20 PM | L177 Education Building |
| 317 | Helen Tosteson | T | 7:45 AM - 8:35 AM | 4208 Helen C. White Hall |
| 318 | Johanna Hughes | W | 1:20 PM - 2:10 PM | 2175 Grainger Hall |
| 319 | Bailey Blomquist-Dege | R | 2:25 PM - 3:15 PM | 2637 Mosse Humanities Building |
| 320 | Bailey Blomquist-Dege | R | 3:30 PM - 4:20 PM | 2185 Grainger Hall |

Course Designations and Attributes

This course meets different requirements for several degrees or programs on campus. Please consult your advisor for guidance.

Ethnic Studies, Digital Studies Certificate (I – Digital Information Structures Area), Humanities or Social Sciences Breadth, Liberal Arts and Sciences Credit (Type C) in Letters and Sciences – Elementary Level

Ethnic Studies Designation

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--|----------------------|---------|--|----------|--------|---------------------------|
| | Lecture 2:25-3:15 | | Lecture 2:25-3:15 Quiz Opens 3:30 | | | Quiz Closes 11:59pm |
| <p>Discussion Preparation Responses Due by 11:59pm Night Before Your Section</p> <p>Attend Your Section</p> | | | | | | |
| <p>Do weekly reading.</p> | | | | | | |
| <p>Occasional Other Assignments: Prepare for Prelim Exams, Visual Argument/Meme, Prepare for Final Exam.</p> | | | | | | |

Class Policies

- **Attendance:** Attendance is required and will be taken at section meetings. You can miss two section meetings for any reason without affecting attendance grade. Attendance at lecture is highly encouraged and will be monitored and incentivized at random intervals through the use of for-credit in-lecture activities. Quiz questions will also cover material introduced only in lecture. Attendance is built into the final grade through the participation grade. You are responsible for *and entrusted with* managing your level of engagement with the course, its content, and what you get from it.
- **Illness:** In the midst of COVID-19 variant surges (in addition to endemic seasonal illnesses) we ask that you not come to class when you are sick with a contagious illness. In the normal course of the semester there is both leeway in requirements (see attendance policy above) and opportunities to earn enough points toward participation even if you are absent due to occasional illness. No proof of illness (doctor's note etc) is necessary. If you anticipate missing or have missed several (more than three) classes due to illness please contact your TA via email to discuss the situation and to make plans on a case-by-case basis.
- **Late or Missing Work:** Late work (discussion prep posts, meme assignment) will incur a 0.25 point deduction per day. After four calendar days (excepting federal or religious holidays) late work won't be accepted. Quizzes and the final exam will not be accepted late. (Except in extreme circumstances and when an arrangement has been made in advance with your TA and/or the professor.)
- **Make ups:** Quizzes, lectures, lecture participation activities, section discussions, and other aspects of the course are keyed to certain moments in time and spaces of collective gathering during the flow of class weeks. There are no makeups for missed quizzes, lecture participation activities, lectures, or discussions. I cannot recreate class or assignments for students who enroll in the course late. In the words of the writer William Gibson, "Time moves in one direction, memory in another." Quizzes are untimed take home assessments and are open for three and a half days during the week to do at your convenience. The final exam is an untimed take home over a six-day period. You are responsible for turning assignments in when they are due.
- **Exceptions** to policy within reason and circumstance and are possible if you notify your TA in advance of due dates or issues piling up. At or near the end of the semester is too late.
- **Professor has final say.** The professor reserves the right to make final adjustments and arbitrations as necessary.

Assessment Descriptions

Some assignments are due on a weekly, rolling basis depending on when your section meet. Others have due dates spread throughout the semester. Due dates spread throughout the semester are indicated on the course calendar both here and in Canvas.

- **Quizzes:** there will be online quiz in Canvas each week (1-13) that covers content from reading and lecture. Quizzes are untimed and open note. Quizzes open at 3:30pm on Wednesdays and close at 11:59pm Saturdays.
- **Discussion Preparation Responses:** Please have reading completed before your section meeting. By 11:59pm the night before your section, you are required to submit brief written responses to Discussion Preparation Questions. Refer to the Discussion Preparation Question Rubric on Canvas for more specific instructions.
- **Preliminary Exams, written in class:** On Monday October 14th and Monday November 11th we will have in-class, short essay written exams. Bring a pencil or pen and three sheets of lined looseleaf paper. For each exam you will be given a passage from a current event article and a short passage from an academic secondary source defining or discussing an important concept from our course. You will be asked to analyze the current event using the concept from our course. Students with alternative testing accommodations will be able to take the exam in an alternate setting and/or timing depending on individual approved accommodations.
- **Visual Argument / Meme:** Based on your reading of the book *Weapons of Math Destruction*, you will translate a textual argument into a visual form such as a meme. Sections will vote to advance a favorite for presentation at the Senchy Awards during the penultimate week of class. Refer to Visualization of an Argument/Claim Rubric in Canvas for specific instructions.
- **Attendance and Participation:** Attendance at discussion section is required. You can miss up to two section meetings for any reason without affecting your attendance grade. Please also see illness policy above. Participation will be observed and recorded in section by TAs. There are many ways to participate in this class. There is of course the traditional “raise hand and speak in class” model, but you will also have opportunities to talk in small groups or one on one with someone next to you. You might share an interesting news article or resource with your section. Participating in class also does not mean only demonstrating the excellence of your understanding. In fact, the most helpful ways we can engage with materials in class is by taking note of things that are

difficult, that evade our understanding, that are confusing and therefore require more time and attention.

Lecture participation points are earned by completing activities during lecture. Prof. Senchyne will hand out activities to complete in lecture (either on paper or digitally) and they will be turned in during that same lecture. These are unannounced and there are no makeups.

- **Final Exam:** At the end of the semester there will be a cumulative, take home, open note, untimed final exam. It will open at 3:30pm on the last day of class and is due at the end of our class's exam period.

Course Calendar with Schedule of Readings and Assignments

Reading should be completed before your section meeting or before Wednesday lecture, whichever happens first. Active reading (engaging in annotation, highlighting, notetaking, marking up a PDF or paper copy) is highly recommended.

| Week and Topic | Readings | Assignments |
|---|--|---|
| WEEK 00 Introduction and Logistics Wednesday, September 6. | Syllabus Reminder: No section this week. | Quiz |
| WEEK 01 Keywords Monday, September 9 Wednesday, September 11 | John Scott, "Information Society" <i>A Dictionary of Sociology (4th ed.)</i> Oxford Reference, Oxford University Press, 2014. Jan van Dijk, Introduction to <i>The Digital Divide</i> . Polity Books, 2020. Tricia Keaton, "Race" <i>Keywords for African American Studies</i> , NYU Press, 2018 | Discussion Prep Quiz <i>Reminder: Sections begin Monday of this week.</i> |
| WEEK 02 Case Study: | Pew Research Center, "Internet/Broadband Fact Sheet" https://www.pewresearch.org/internet/fact-sheet/ | Discussion Prep |

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| <p>Broadband</p> <p>Monday, September 16</p> <p>Wednesday, September 18 (Library Searching And Skills Guest)</p> | <p>sheet/internet-broadband/#panel-cf1ede57-7a4b-489e-8bcb-de1f4a6e643c</p> <p>Pew Research Center, “Home broadband adoption, computer ownership vary by race, ethnicity in the U.S.” July 16, 2021. https://www.pewresearch.org/fact-tank/2021/07/16/home-broadband-adoption-computer-ownership-vary-by-race-ethnicity-in-the-u-s/</p> <p>Wisconsin Policy Forum, “Wisconsin’s Digital Divide and Its Impacts on Learning” May 2020. https://wispolicyforum.org/wp-content/uploads/2020/05/Focus_COVID_Internet_Access.pdf</p> <p>Rick Barrett, Kelli Arseneau and Christopher Miller, "Electricity transformed rural America nearly a century ago. Now, millions of people on farms and in small towns desperately need broadband." <i>Milwaukee Journal Sentinel</i> Jun. 3, 2021 https://www.jsonline.com/in-depth/news/special-reports/2021/06/03/high-speed-internet-transforms-life-rural-america-left-behind/7144829002/</p> | <p>Quiz</p> |
| <p>WEEK 03</p> <p>Case Study: Broadband, continued.</p> <p>Monday, Sept 23</p> <p>Wednesday, Sept 25 (Library Searching And Skills Guest)</p> | <p>Cat Zakrzewski and Chris Alcantara, “Biden’s ambitious broadband funding has a key impediment: an outdated map of who needs it” <i>Washington Post</i> December 14, 2021. https://www.washingtonpost.com/technology/2021/12/14/bidens-ambitious-broadband-funding-has-key-impediment-an-outdated-map-who-needs-it/</p> <p>Sirena Mankins, “New tool could help map Wisconsin broadband” <i>WAOW</i>, Dec 27, 2021. https://www.waow.com/news/new-tool-could-help-map-wisconsin-broadband/article_eb7d4bf2-6744-11ec-891c-5f2b26f3f0af.html</p> <p>Sidney Fussell, “There’s \$2B for Broadband on Reservations. It Won’t Be Enough.” <i>WIRED</i>. Dec. 6,</p> | <p>Discussion Prep</p> <p>Quiz</p> |

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| | 2021. https://www.wired.com/story/2b-broadband-reservations-not-enough/ | |
| WEEK 04: <i>Seeing Racial Information Divides</i> Monday, September 30 Wednesday, October 2 | Ruha Benjamin, "The New Jim Code: Reimagining the Default Settings of Technology & Society" for <i>Microsoft Research</i> , https://youtu.be/aMuD_IAY2zQ Safiya Umoja Noble, "Algorithms of Oppression" re:publica 2018. https://www.youtube.com/watch?v=Q7yFysTBpAo | Discussion Prep Quiz |
| WEEK 05 <i>The Racialized Regulation of Information</i> Monday, Oct 7 Wednesday, Oct 9 | Frederick Douglass, excerpts on literacy and restrictions on enslaved people's literacy from <i>Narrative of the Life of Frederick Douglass</i> (1845). Excerpts from "Education in Slavery and Freedom" from Appendix D of <i>Iola Leroy; Or, Shadows Uplifted</i> , ed by Koritha Mitchell (Broadview, 2018) "Desegregating Public Libraries: The untold stories of civil rights heroes in the Jim Crow South" <i>American Libraries</i> , https://americanlibrariesmagazine.org/blogs/the-scoop/desegregating-public-libraries/ Roundtable Discussion on Columbus, GA library "read ins" desegregation demonstrations. https://www.youtube.com/watch?v=T_9y9ZcBb1U | Discussion Prep Quiz |
| WEEK 06 | | |

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| <p>Prelim Exam 1</p> <p>And Voting, Data, & Information Tools</p> <p>Monday, Oct 14</p> <p>Wednesday, Oct 16</p> | <p>Monday October 14th, in class written exam. Prelim Exam 1. Bring 3 sheets of lined loose-leaf paper and pencil or pen.</p> <p>Wednesday:</p> <p>Mekela Panditharatne, "Preparing to Fight AI-Backed Voter Suppression", Brennan Center for Justice, April 16, 2024 https://www.brennancenter.org/our-work/research-reports/preparing-fight-ai-backed-voter-suppression</p> <p>In-class visit by Anjali Bhasin, Civic Engagement director of the non-partisan Wisconsin League of Conservation Voters</p> | <p>No Quiz this week.</p> <p>No Section this week.</p> |
| <p>WEEK 07</p> <p><i>Encoding Whiteness</i></p> <p><i>Algorithmic Spatialization, Mapping, and the Built Environment</i></p> <p>Monday, Oct 21</p> <p>Wednesday, Oct 23</p> | <p>Lee Bebout, "Whiteness" <i>Keywords for American Cultural Studies</i> Online. NYU Press: https://keywords.nyupress.org/american-cultural-studies/essay/whiteness/</p> <p>NPR Morning Edition, "How Kodak's Shirley Cards Set Photography's Skin-Tone Standard" November 13, 2014. https://www.npr.org/2014/11/13/363517842/for-decades-kodak-s-shirley-cards-set-photography-s-skin-tone-standard</p> <p>Kelly Meyerhofer, "3 UW-Madison students say online exam software didn't detect their darker skin" April 5, 2021. <i>Wisconsin State Journal</i>. https://madison.com/news/local/education/university/3-uw-madison-students-say-online-exam-software-didnt-detect-their-darker-skin/article_891b3e5a-a9e3-5529-8859-e20908dee0b6.html</p> <p>Sigal Samuel, "A new study finds a potential risk with self-driving cars: failure to detect dark-skinned pedestrians" <i>VOX</i>, Mar 6, 2019, https://www.vox.com/future-perfect/2019/3/5/18251924/self-driving-car-racial-bias-study-autonomous-vehicle-dark-skin</p> | <p>Discussion Prep</p> <p>Quiz</p> |

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| WEEK 08 <i>Information and Health Inequalities</i> Monday, Oct 28 Wednesday, Oct 30 | <p>“COVID-19 made pulse oximeters ubiquitous. Engineers are fixing their racial bias” <i>National Public Radio</i> https://www.npr.org/2023/02/10/1156166554/covid-19-pulse-oximeters-racial-bias%20COVID-19%20made%20pulse%20oximeters%20ubiquitous.%20Engineers%20are%20fixing%20their%20racial%20bias</p> <p>“How to master the vaccine-appointment website” <i>Washington Post</i>, February 10, 2021, https://www.washingtonpost.com/technology/2021/02/10/covid-vaccine-appointment-websites</p> <p>Kevin Collier, “Want a vaccination appointment? It helps to know a Python programmer” <i>NBC News</i> March 22, 2021. https://www.nbcnews.com/tech/security/want-vaccination-appointment-helps-know-python-programmer-rcna457</p> <p>Crystal Gwizdala “Abandoning a Race-biased Tool for Kidney Diagnosis” <i>Yale School of Medicine</i>. https://medicine.yale.edu/news-article/abandoning-a-race-biased-tool-for-kidney-diagnosis/</p> | Discussion Prep Quiz |
| WEEK 09 <i>Weapons of Math Destruction 1</i> Monday, Nov 4 Wednesday, Nov 6 | <p>Cathy O’Neil, <i>Weapons of Math Destruction</i>, Chapters Introduction – 4</p> <p>Tuesday Nov. 5th is election day. Nonpartisan voter registration information and voting information for UW-Madison students is available at https://vote.wisc.edu</p> | Discussion Prep Quiz |
| WEEK 10 Prelim Exam 2 | Monday Nov 11: Prelim Exam 2 in class written exam. Bring 3 sheets of lined loose-leaf paper and pencil or pen. | Discussion Prep Quiz |

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| <i>Weapons of Math Destruction 2</i> Monday, Nov 11 Wednesday, Nov 13 | Wednesday: Cathy O'Neil, <i>Weapons of Math Destruction</i> , Chapters 5 – 7 | |
| WEEK 11 Monday, Nov 18 Wednesday, Nov 20 | Cathy O'Neil, <i>Weapons of Math Destruction</i> , Chapters 5 – 7, continued. | Discussion Prep Quiz |
| WEEK 12 <i>Coded Bias</i>, documentary screening Monday, Nov 25 Wednesday, Nov 27 | <p>On Monday and Wednesday of this week I will be screening the documentary film <i>Coded Bias</i> in class.</p> <p>This week includes a university closure (on Thursday and Friday) for the American Thanksgiving holiday. Many people travel to visit family and friends this week. If you need to travel and must miss the in-class screening, you are encouraged to stream <i>Coded Bias</i> on your own.</p> | No discussion prep. No quiz. NO SECTIONS Visual Argument (Meme) Assignment Due (in Canvas) Wednesday Nov 27. |
| WEEK 13 | | |

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| <i>Weapons of Math Destruction 3</i> Monday, Dec 2 Wednesday, Dec 4 | Cathy O'Neil, <i>Weapons of Math Destruction</i> , Chapters 8 – End | Discussion Prep Quiz |
| WEEK 14 Monday Dec 9 Wednesday Dec 11 | Monday: The Senchy Awards Wednesday: Final Exam Review | NO QUIZ OR DISCUSSION PREP No Section Meeting Final Exam Released on Wednesday Dec 11 at 3:30pm Final Exam Due Wednesday Dec 18, before 12:05pm. |

Final Grade Rubric:

There are a total of 200 points to earn in the class toward the final grade. They are allocated according to the following breakdown:

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| 12 Quizzes, 4 points each = | 48 points |
| 12 Discussion Preparation Responses, 5 points each = | 60 points |
| 2 Prelim Exams, 20 points each = | 40 points |

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| 1 Visual Argument (Meme) Assignment = | 6 points |
| Section Attendance and Participation = | 10 points |
| 1 Final Exam = | 30 points |
| Lecture Participation = | 6 points |
| Total: | 200 points |

Conversion to letter grade scale:

| Letter Grade | Percentage Grade | Necessary Points |
|--------------|------------------|------------------|
| A | 93% and above | 185-200 |
| AB | 89-92% | 177-184 |
| B | 81-88% | 161-176 |
| BC | 77-80% | 153-160 |
| C | 69-76% | 137-152 |
| D | 61-68% | 121-136 |
| F | 60% and below | 0-120 |

CAMPUS RESOURCES FOR ACADEMIC SUCCESS

- [University Health Services](#)
- [Undergraduate Academic Advising and Career Services](#)
- [Office of the Registrar](#)
- [Office of Student Financial Aid](#)
- [Dean of Students Office](#)
- [The Writing Center](#)

COURSE EVALUATIONS

Students will be provided with an opportunity to evaluate their enrolled courses and their learning experience. Student participation is an integral component of course development, and confidential feedback is important to the institution. UW-Madison strongly encourages student participation in course evaluations.

DIGITAL COURSE EVALUATION

UW-Madison uses a [digital course evaluation](#) survey tool. In most instances, students receive an official email two weeks prior to the end of the semester, notifying them that course evaluations are available. Students receive an email with a link to log into the course evaluation with their NetID. Evaluations are anonymous. Student participation is an integral component of course development, and feedback is important. UW-Madison strongly encourages student participation in course evaluations.

STUDENTS' RULES, RIGHTS & RESPONSIBILITIES

[Rights & Responsibilities](#)

DIVERSITY & INCLUSION STATEMENT

[Diversity](#) is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

ACADEMIC INTEGRITY STATEMENT

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary [sanctions](#) include, but are not limited to, failure on the assignment, failure on the course, written reprimand, disciplinary probation, suspension, or expulsion.

POLICY ON ACADEMIC INTEGRITY AND GENERATIVE AI

The use of artificial intelligence (AI) tools and applications (including, but not limited to, ChatGPT) for course assignments and assessments does not support the learning objectives of this course and is prohibited. Using them in any way for this course is a violation of the course's expectations and will be

addressed through UW–Madison’s academic misconduct policy, specifically UWS 14.03(1)b (b) Uses unauthorized materials or fabricated data in any academic exercise.

For any assignment in which I have asked you to provide a written response to a question or prompt, I expect your written response to be written by yourself. In generating and organizing your thoughts you may consult your notes, you may consult the course readings, you may consult me and your TA. If you use a text generative LLM “AI” application to generate text for you will at *minimum* fail the assignment. The penalty for this form of academic misconduct *could include failure for the course*.

For a Student Who Used AI to Write a Paper

Now I let it fall back
in the grasses.
I hear you. I know
this life is hard now.
I know your days are precious
on this earth.
But what are you trying
to be free of?
The living? The miraculous
task of it?
Love is for the ones who love the work.

-Joseph Fasano, <https://poets.org/poem/student-who-used-ai-write-paper>

There are no shortcuts to being a person. Life is hard, the days are few. What we have is this one life, and such little time to really get good at living as a full human being. Don't waste your youth training a statistical model to generate boring hallucinated paragraphs.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share

responsibility in the accommodation process. Students are expected to inform faculty of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

ACADEMIC CALENDAR & RELIGIOUS OBSERVANCES

[Academic Calendar & Religious Observances](#)

Course Objectives and Outcomes

| Students will... | L&S Habits of Mind of Liberal Arts Education Ethnic Studies Requirement Learning Goals | Evidence of <i>habits of mind</i> and <i>ESR</i> learning goals |
|--|--|---|
| Demonstrate understanding of key critical issues related to and histories of information divides connected with race, ethnicity, and socioeconomic status. | <p>Understanding and applying the fundamental theory, methods of inquiry, and patterns of reasoning that characterize fields of knowledge</p> <p>The ability to place key decisions and developments in broader social, cultural, and historical contexts.</p> <p>ESR goals: Ability to recognize and question assumptions</p> <p>Articulate how the past has affected present day circumstances regarding</p> | <p>Participation in small group discussions.</p> <p>Weekly written responses to assigned readings</p> <p>Current event analysis in exams</p> <p>Visual Argument Assignment</p> <p>Quizzes</p> <p>Final Exam</p> |

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| | race and racial inequities in the U.S. | |
| Gather data related to information divides using available databases; analyze this data in relation to debates and socio-cultural theories | <p>Connecting theory and application via analysis of research or conducting research</p> <p>Ability to use quantitative information to understand, develop, and respond to arguments</p> <p>Fluency in reading, writing, and oral communication</p> <p>ESR goal: Recognize and question cultural assumptions and knowledge claims as they relate to race and ethnicity</p> | <p>Participation in small group discussions.</p> <p>Weekly written responses to assigned readings</p> <p>Current event analysis in exams</p> |
| Use information and theory presented in the course to reflect on personal experiences and understandings of information divides | <p>Self-critical appreciation of cultural and personal values</p> <p>Recognizing and evaluating new information, integrating that information into existing frameworks of knowledge, and adapting those frameworks as necessary or appropriate</p> <p>ESR goal: effective participation in a multicultural society</p> | <p>Participation in whole class and small group class discussions.</p> <p>Weekly written responses to assigned readings.</p> |

Revisions to Syllabus: The syllabus may be revised by the professor as needed to accommodate shifts in the course schedule or to update policy. Notices to syllabus changes will be posted on canvas and announced in class. The most recent syllabus will always be posted at the top of the canvas page.

