

I 320C: Topics in Cultural Heritage Informatics: Knowledge Equity and Digital Environments

28175

Spring 2025

Class Meets: Tuesday/Thursday, 9:30-10:45, SZB 2.222

Instructor: Dr. Andrea Baer (she/her) (Please call me Andrea.)

Email: andrea.baer@ischool.utexas.edu

Carrying Handguns in my Personal Office

*Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification and is not a “legally effective” means of notification in its own right.

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Course Overview

UNIVERSITY CATALOG COURSE DESCRIPTION

In this course, we will explore the concepts and values of open knowledge and knowledge equity and how they intersect with the ongoing evolution of digital environments. We will use Wikipedia as a lens through which to examine complex sociotechnical dimensions of knowledge construction and circulation and information access. Together, we will grow our writing, information literacy, and critical thinking skills through discussions and readings, reflective and analytical writing and revision, and Wikipedia editing.

FULL COURSE DESCRIPTION

In this course, we will explore the concepts and values of open knowledge and knowledge equity and how they intersect with the ongoing evolution of digital environments. Open knowledge can be described as information that is freely available to the public to use and redistribute. Knowledge equity extends beyond information access and use to also include what is valued as knowledge, whom that knowledge represents, and who creates it.

Throughout this course, we will use Wikipedia as a lens through which to examine sociotechnical dimensions of knowledge construction, information access, and information circulation. More specifically, Wikipedia and the Wikipedia community will serve as points of departure for exploring connections and tensions among open knowledge, knowledge equity, and the ever-changing nature of digital environments. Together we will grow our writing, information literacy, and critical thinking skills through discussions and readings, reflective and analytical writing and revision, and Wikipedia editing.

PRE-REQUISITES FOR THE COURSE

Recommended pre-requisite: I 302: Academic Success in the Digital University

For those who have not completed I 302, Andrea will suggest additional resources as needed that help with source-based research and writing and using library resources.

LEARNING OUTCOMES

1. Define the concepts of open knowledge and knowledge equity.
2. Articulate the complex relationships between open knowledge, knowledge equity, and the social construction and circulation of knowledge in digital environments.
3. Become conversant in the Wikipedia community's principles, guidelines, and practices, as well as varied aspirations in the Wikipedia community for creating and editing content.
4. Critically examine the relationship between, on one hand, Wikipedia's principles, guidelines, and practices and, on the other, the concepts of open knowledge and knowledge equity.
5. In a small group, identify a knowledge gap in Wikipedia and create a bibliography and article content that help to fill that gap and that adhere to Wikipedia's editing principles and guidelines.
6. Investigate an issue related to the course theme through source-based research and writing.
7. Write an analytical paper about the selected issue through an iterative process of research and revision.
8. Provide peers with constructive feedback on their writing and argumentation through peer review.
9. Reflect critically on the writing and research process and your ongoing learning process through informal writing, reflective essays, and class activities.

Course Materials

All course materials will be available at no cost and listed in Canvas. It is recommended that you have your own computer in order to easily access and engage with the course materials and assignments. Minor changes to the weekly materials may be made as we progress through this course. I will aim to provide a minimum of one full week notice for any changes to weekly course materials.

Weekly Themes

See the end of this document for a detailed course outline that includes weekly class preparation and due assignments.

1. Course introduction, open knowledge, and knowledge equity
2. Open knowledge and the project of Wikipedia
3. Open knowledge and Wikipedia in historical context
4. Fact, opinion, and evaluating source credibility
5. What is knowledge? Epistemologies and ways of knowing
6. Knowledge equity and Wikipedia
7. Knowledge equity and perspective taking
8. Further Wikipedia editing and paper proposals
9. Finish initial Wikipedia editing, discuss paper proposals and annotated bibliographies
10. Revisiting the epistemology of Wikipedia: Possibilities and limitations
11. Power, capital, and digital platforms: Big Tech and Wikipedia as “rising underdog”
12. AI and ethics: Impacts and debates in the Wikipedia community
13. Possible futures of Wikipedia, open knowledge, and knowledge equity
14. Peer review of final papers
15. Paper revisions and course wrap-up

Assignments Overview

The assignments below represent how you will demonstrate your learning via formal assignments. For more detail, please see the Assignment Descriptions sections that begins on page 14.

The Wikipedia trainings and Wikipedia editing will be completed and submitted via our class's Wiki Education Dashboard. The remaining assignments can be submitted in Canvas. More detailed assignment guidance will be provided at relevant points throughout the semester.

Unless otherwise noted, assignments are due the day before that week's class date. The due dates below may be adjusted if needed. Any deadline changes will extend to due date and will be communicated in class and via a Canvas announcement.

Wikipedia Assignments	Points Possible (330 total)	Percent of Total Grade (33% total)	Due Date
Wikipedia training modules (17 total)	85 (17 @ 5 points/each)	8.5%	Weeks 2-3, 5-6, and 9
Group Wikipedia editing: Initial bibliography + outline of proposed article changes	75	7.5%	Weeks 6-7, due March 1
Group Wikipedia editing: Article development	120	12%	Weeks 6-11, due March 29
Group Wikipedia Reflective Essay	50	5%	Week 11, due April 5

Other Assignments	Points Possible (670 total)	Percent of Total Grade (67% total)	Due Date
Reflective essays (3 total)	150 (3 @ 50 points/each)	15%	Weeks 2, 4, 5, and 9
Final paper proposal and preliminary annotated bibliography	100	10%	Week 8
Final paper outline	60	6%	Week 11
Draft of final paper (for peer review and instructor feedback)	n/a	n/a	Week 13
Peer review of two final paper drafts	60	6%	Week 14
Final paper	300	30%	April 29 (Finals week)

GRADING SCALE

Below is the grading scale for this course.

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

How Will You Learn?

TEACHING MODALITY INFORMATION

This is an in-person, discussion-based course. To respect the class's privacy and to encourage engagement, class sessions will not be recorded. Out-of-class work is also vital to learning in this course. If you are unable to attend a given class session due to illness or other extenuating circumstances, please contact me as soon as possible. We will discuss what arrangements can help you remain successful and up-to-date with the course.

COMMUNICATION

The course Canvas site can be found at utexas.instructure.com. The [university's Canvas Adoption Policy](#) requires that all electronic communications about course grades, including about specific grades on assignments, be conducted through Canvas. Therefore, if you have grade-related questions, please either email me through Canvas or speak with me in person. You are responsible for ensuring that the primary email address you have recorded with the university is the one you will check for course communications because that is the email address that Canvas uses. For other questions unrelated to grades, you may also email me directly. I will reply to student emails within 24 hours on weekdays and 48 hours on weekends, barring rare and extenuating circumstances.

ASKING FOR HELP

You can contact me by email, call me, or visit me during my office hours or by appointment. You can also request to meet with me virtually via Zoom.

FOSTERING AN INCLUSIVE LEARNING ENVIRONMENT

I am committed to fostering a climate of inclusion, openness, and mutual respect, in which we recognize both our shared humanity and our unique and varied life experiences. The diversity of our backgrounds, experiences, and perspectives can be a rich source for our individual and collective learning.

Because we all contribute to our classroom culture, early in this course we will collaboratively develop grounding principles for how we seek to foster and sustain a welcoming and inclusive learning environment that is founded on mutual respect and care. I also welcome and appreciate suggestions for how I can make this class more inclusive and how I can best support your learning. You can contact me directly with such feedback; I will also provide a means for giving me feedback anonymously.

SERVICES FOR STUDENTS WITH DISABILITIES

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so that I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations, please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

UNIVERSITY POLICIES AND RESOURCES

For a list of other important university policies and helpful resources that you may need as you engage with and navigate your courses and the university, see the [University Policies and Resources Students Canvas](#) page. The page includes the language of the University Honor Code, Title IX legal requirements for Texas employees, and information about how to receive support through the office of Disability & Access. I have also included information about several campus resources in this syllabus.

Course Requirements

The specific course materials are described at the top of page 2. As is noted there, all course materials will be available at no cost. It is recommended that you have your own computer.

SHARING OF COURSE MATERIALS IS PROHIBITED

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without my explicit, my written permission. Unauthorized sharing of materials may facilitate cheating. The University is aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in initiation of the student conduct process and include charge(s) for academic misconduct, potentially resulting in sanctions, including a grade impact.

REQUIRED DEVICES

In this course, you will need to write and submit work electronically. You will therefore need access to a computer. It is recommended that you have a personal computer that can be connected to the internet and, if possible, that you have word processing software such as Microsoft Word.

CONFIDENTIALITY OF CLASS RECORDINGS

Any class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

GETTING HELP WITH TECHNOLOGY

Students needing help with technology in this course should contact the [ITS Service Desk](#) or [insert contact information for your local support unit(s) and for course materials, software, hardware, or other technology used in your course].

CLASSROOM EXPECTATIONS

Class attendance

Class attendance is essential to full engagement in this course. I also recognize that there may be an occasion in which you need to miss a class due to illness or other extenuating circumstances. If this is the case, please contact me as soon as possible. We will discuss how to remain up-to-date with and successful in the course.

Class participation

For you to succeed and benefit most from this course, you need to be actively engaged with all aspects of this course, including weekly course materials, activities, discussions, and assignments. Some of this work occurs during class time and some is done outside of class time. I appreciate that we each

process information and learn in different ways and that active engagement can take different forms, including active listening and reflection. I will strive to cultivate with you an environment in which everyone has time and space to listen, reflect, speak and be heard, and to have choice and agency in what they choose to share with the group.

Behavior expectations

Please see the earlier section on fostering an inclusive learning environment.

CONTENT WARNING

Our classroom provides an open space for the critical and respectful exchange of ideas through discussion. Some readings and other content in this course will include topics and comments that some students may find offensive and/or traumatizing. I will aim to forewarn students about potentially disturbing content and I ask all students to help to create an atmosphere of mutual respect and sensitivity. I also encourage you to practice self-care and will honor when/if you need to abstain from engaging in a particular discussion or activity that is emotionally sensitive.

ARTIFICIAL INTELLIGENCE

Developing critical thinking, research, and writing skills is a central goal of this course. These skills will prepare you for success in your degree pathway, everyday life decision making, and career. Given the need to develop critical thinking and writing skills through ongoing practice, as well as the limitations of generative AI tools to reflect original human thought, all assignments should be fully prepared by you and should reflect your original thinking and work. I value your thoughts and ideas, and I want you to do the same.

In sum, because of this course's learning goals, the limitations of generative AI tools, and the importance of your own thought process, the use of generative AI tools to complete any aspect of assignments for this course are not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me.

LATE WORK AND MAKING UP MISSED WORK

Course assignments are sequenced so that completion of earlier assignments prepares you for successfully completing later ones. Completing coursework on time will enable you to receive timely feedback that helps you with subsequent assignments and that supports your ongoing learning throughout the course. Please contact me as soon as possible if illness or other extenuating circumstances prevent you from completing any coursework on time. I will discuss with you a reasonable timeline for submitting your work. Assignments that are over a week late will receive a 0 grade, unless at that time the student has contacted me to request an extension due to illness or other extenuating circumstances.

ABSENCES

This is an interactive and collaborative class. There is no grade penalty for missing class, but I ask you to commit to active engagement in the class as much as possible, as this engagement is key to our individual and shared learning. As noted previously, I also recognize that there may be an occasion in which you need to miss a class due to illness or other extenuating circumstances. If this is the case, please contact me as soon as possible. We will discuss how you can remain up-to-date with and successful in the course.

RELIGIOUS HOLY DAYS

By [UT Austin policy](#), you must notify me of your pending absence for a religious holy day as far in advance as possible of the date of observance. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

EXTRA CREDIT

Extra credit is not offered in this course.

ACADEMIC INTEGRITY EXPECTATIONS

All work that you submit in this course should be your own. When drawing on the work of others, ensure that you properly cite the creator(s). Please keep in mind that when directly quoting a source, their exact words must be placed in quotation marks or, in the case of longer quotes, set apart as a block quotation. “Patchwork writing,” in which an author’s writing is reused and only slightly modified (e.g., replacing a few words but maintaining the same sentence structure) is also a form of plagiarism. Please do not hesitate to contact me with questions about citation or academic integrity.

Students who violate University rules on academic misconduct are subject to the student conduct process. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can include a written warning, probation, deferred suspension or dismissal from the University. To learn more about academic integrity standards, tips for avoiding a potential academic misconduct violation, and the overall conduct process, please visit the Student Conduct and Academic Integrity website at:

<http://deanofstudents.utexas.edu/conduct>.

University Resources for Students

LEARNING RESOURCES

SERVICES FOR STUDENTS WITH DISABILITIES (SSD)

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. As is also noted above, please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

SANGER LEARNING CENTER

All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <https://ugs.utexas.edu/slc> or call 512-471-3614 (JES A332).

ADDITIONAL LEARNING RESOURCES

- Undergraduate Writing Center: <http://uwc.utexas.edu/>
- UT Libraries: <http://www.lib.utexas.edu/>

HEALTH, WELLBEING, AND SAFETY RESOURCES

UNIVERSITY HEALTH SERVICES (UHS)

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, gynecology, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

COUNSELING AND MENTAL HEALTH CENTER (CMHC)

Students who are struggling for any reason and who believe that it might impact their performance in the course are urged to reach out to Bryce Moffett if they feel comfortable. This will allow her to provide any resources or accommodations that she can. If immediate mental health assistance is needed, call the Counseling and Mental Health Center (CMHC) at 512-471-3515 or you may also contact Bryce Moffett, LCSW (iSchool CARE counselor) at 512-232-4449. Bryce's office is located in

FAC18S and she holds drop in Office Hours on Wednesday from 2-3pm. For urgent mental health concerns, please contact the CMHC 24/7 Crisis Line at 512-471-2255.

STUDENT EMERGENCY SERVICES (SES)

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.

BASIC NEEDS SECURITY

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. UT maintains the [UT Outpost](#), which is a free on-campus food pantry and career closet. Furthermore, if you are comfortable notifying me, please do so, as I may have additional resources I can share.

BEVOCAL

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: <https://wellnessnetwork.utexas.edu/BeVocal>.

OTHER WELLBEING RESOURCES

[Longhorn Wellness Center](#) resources for self-care

[Virtual Mindfulness and Stress Reduction Activities](#)

IMPORTANT SAFETY INFORMATION

CARRYING OF HANDGUNS ON CAMPUS

Students in this class should be aware of the following university policies related to Texas' Open Carry Law:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](#).
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.

- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.

TITLE IX REPORTING

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When unprofessional or inappropriate conduct of a sexual nature occurs in our community, the university can:

Intervene to prevent harmful behavior from continuing or escalating.

Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.

Investigate and discipline violations of the university's [relevant policies](#).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. I am a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as unprofessional or inappropriate conduct of a sexual nature, including the types of conduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Land Acknowledgment

As the flagship institution in our state university system, it is important that The University of Texas at Austin demonstrate respect for the historic and contemporary presence of Indigenous Peoples in Texas and, particularly, in the greater Austin area. To that end, it is incumbent upon The University of Texas at Austin to recognize that our campus resides on what were historically the traditional territories of Indigenous Peoples who were dispossessed of their homelands. Land Acknowledgements are an expression of gratitude and appreciation to the Indigenous Peoples, the traditional caretakers of the land, for the use of their lands on which we work, study, and learn.

I would like to acknowledge that we are meeting on Indigenous land. Moreover, I would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

To learn more, you can visit this [Tribal Land Map](#) and review [10 Ways to be a Genuine Ally to Indigenous Communities](#), by Amnesty International.

Assignment descriptions

Below are abbreviated assignment descriptions. For more detailed assignment guidance, please see our Canvas course site.

WIKIPEDIA TRAINING MODULES

(Weeks 2-9, 8.5% of grade, 17 modules @ 5 points/each)

In Weeks 2-9, you will complete assigned training modules about Wikipedia and using and editing Wikipedia. Trainings will be due at the end of the respective class week. Our Wiki Education Dashboard provides access to these trainings, which are organized under the week for which they are assigned. The trainings include content and activities that will help you succeed with your coursework throughout the semester. It is therefore important that you complete them trainings according to the course schedule.

When you complete a training, Andrea will see through the Dashboard that you have done so. If you complete all trainings, you will receive full credit. If you complete only a portion of the trainings, you will receive credit for the percentage of the trainings you completed.

GROUP WIKIPEDIA ASSIGNMENTS

WIKIPEDIA EDITING (SMALL GROUPS): INITIAL BIBLIOGRAPHY + OUTLINE OF PROPOSED ARTICLE CHANGES

(Completed in Weeks 6-7, due March 1, 7.5% of grade)

In addition to adding content to your group's Sandbox, your small group will submit a Word document that includes the following information:

- Selected Wikipedia article
- Group Sandbox link
- Bibliography of at least five sources
- Outline of proposed changes

WIKIPEDIA EDITING (SMALL GROUPS): ARTICLE DEVELOPMENT

(completed in Weeks 6-11, due March 29, 12% of grade)

In Weeks 6-11, you will work in a small group to create content for a Wikipedia article. Here are the main steps through which you will complete your work:

- Weeks 2-6: Each of you will complete activities that help you identify a potential article to edit. In Week 6, we will devote class time to forming groups based on the articles that interest you.
- Week 6: Choose your group's article. You will be able to select an article listed on our Wiki Education Dashboard or propose to edit a different article.
- Weeks 6-7: In your groups, create a bibliography and an outline of your proposed changes to the article. Your group will post this material in your Wikipedia sandbox and will also submit

this information as a document within Canvas by March 1. (See the separate Canvas assignment for more details.)

- Weeks 8-9: Continue developing your group's article. Begin moving the content in your Sandbox to Wikipedia.
- Weeks 10-11: Polish and finalize your group's work by March 29.

For a more detailed timeline, please see our Wiki Education Dashboard.

GROUP WIKIPEDIA EXERCISE: REFLECTIVE ESSAY

(due Week 11, April 5, 5% of grade)

Access the essay prompt via our Wiki Education Dashboard. With your fellow Wikipedia editing group members, write a response to all the relevant questions listed there. This essay should provide insight into your group's process, including how you developed your article and what you learned.

INDIVIDUAL REFLECTIVE ESSAYS

(15% total, 5% for each of the 3)

Each reflective essay should fully respond to the given writing prompt and should be at least 350 words of your original thinking and writing.

- Reflective essay 1: Your perspectives on Wikipedia, (due Week 2)
- Reflective essay 2: Articulating indicators of source credibility, due Week 4
- Reflective essay 3: Topic ideation for the final paper

FINAL PAPER

(final version due Finals week, 30% of grade)

Write an informative paper and thesis-driven paper about a course-related topic. At the "heart" of this assignment is identifying an issue or a problem that is significant to a specific audience/community and that relates to one of our course themes: open knowledge, knowledge equity, Wikipedia, or the historical or sociotechnical development of one or more online environments or communities. Your selected topic should be an issue that your audience would benefit from learning more about.

You will develop the paper in stages over the course of the semester and will receive feedback at each stage. Please use this feedback to revise and strengthen your argument and writing over time. The multi-part nature of this writing project reflects the fact that critical thinking and writing develop over time and through consideration of both others' and one's own views on an issue.

Other assignments that build toward the final paper

- **Paper proposal and preliminary annotated bibliography, due in Week 8, 10% of total grade**
- **Paper outline, due Week 11, 6% of total grade**
- **Paper draft, due Week 13, not graded**
- **Peer reviews, assigned in Week 13 and due in Week 14, 5% of total grade**

Course Schedule

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at utexas.instructure.com. Please check Canvas regularly. **Changes** to the schedule may be made at my discretion if circumstances require. I will announce any such changes in class and will also communicate them via a Canvas announcement. It is your responsibility to note these changes when announced, and I will do my best to ensure that you are notified of changes with as much advance notice as possible. Any changes to assignment deadlines will extend the deadline. Any additions to required coursework will be announced at least one week in advance.

Schedule notes:

- Most assignments (e.g., readings, reflective essays, and steps of the research proposal) are due prior to that class date, unless stated otherwise. Please also see Canvas for the week's readings and resources.)
- As a reminder, this schedule is subject to minor changes, with advanced notice. For the most recent information, please see our Canvas course site.

Week and Theme	Date	Class Preparation/Assignments Due
Week 1: Course introduction, open knowledge and free culture	T Jan. 14	
	Th Jan. 16	<p>Readings & Resources</p> <p>Open knowledge, <i>Wikipedia</i>.</p> <p>Knowledge equity, <i>Wikipedia</i>.</p> <p>Video: A fair(y) use tale (Captioned). (10:12). Jason Burton. 2015.</p> <p>Creative Commons: Who we are.</p> <p>Breaking down the CC licenses</p>
Week 2: Open knowledge and the project of Wikipedia	T Jan. 21	<p>Reflective essay 1: Your perspectives on Wikipedia</p> <p>Wikipedia trainings (available from our Wiki Education Dashboard):</p> <ul style="list-style-type: none"> • Wikipedia policies • Sandboxes, talk pages, and watchlists • Communicating with others on Wikipedia <p>Wikipedia Milestone: Everyone has a Wikipedia account</p> <p>Readings & Resources</p> <p>Wiki Education Foundation resources:</p> <ul style="list-style-type: none"> • Editing Wikipedia, pages 1–5

Week and Theme	Date	Class Preparation/Assignments Due
		<ul style="list-style-type: none"> • Evaluating Wikipedia <p>Wikipedia principles and guidelines</p> <ul style="list-style-type: none"> • Wikipedia: Five pillars • Wikipedia: Neutral point of view • Wikipedia: Verifiability • Wikipedia: Notability <p>Citation</p> <p>In <i>Introduction to College Research</i>:</p> <ul style="list-style-type: none"> • Ethical and legal use of information • Citing sources
	Th Jan. 23	<p>Readings & Resources</p> <p>Video: What is open knowledge? (A short history of copyright). (3:45). Wikimedia UK. 2019.</p> <p>Video: What is the Wikimedia free knowledge movement? (1:04). Wikimedia Foundation. 2024.</p> <p>Video: Knowledge equity. (0:45). Wikimedia UK. 2024.</p> <p>Open the knowledge. Wikimedia Foundation. 2024.</p> <p>Open access. SPARC (Scholarly Publishing and Academic Resources Coalition)</p> <p>Video: Open access explained! (8:23). Piled Higher and Deeper. 2012.</p>
Week 3: Open knowledge and Wikipedia in historical context	T Jan. 28	<p>Wikipedia training (available from our Wiki Education Dashboard)</p> <ul style="list-style-type: none"> • Evaluating articles and sources • How to edit: Wikicode vs Visual Editor • Improving representation on Wikipedia • Exercise: Evaluate Wikipedia <p>Readings & Resources</p> <p>Word of the Year 2016. Oxford Dictionaries.</p> <p>Video: Using Wikipedia, Crash Course Navigating digital information #5. (14:15). CrashCourse. 2019.</p> <p>Video: On Wikipedia, facts matter. (3:45). Wikimedia Foundation. 2017.</p> <p>Video: What Wikipedia teaches us about balancing truth and beliefs. (15:01) Katherine Maher, TED. 2022.</p>
	Jan. 30	<p>Preparation for class discussion (no submission required):</p> <p>Please identify one parallel between Wikipedia’s development and larger</p>

Week and Theme	Date	Class Preparation/Assignments Due
		<p>societal or historical developments. Have at least one source that supports your observation. Come to class prepared to share your example.</p> <p>Readings & Resources</p> <p>Wikipedia @ 20, Chapter 2 “From anarchy to Wikiality, glaring bias to good cop: Press coverage of Wikipedia’s first two decades” Omer Benakob and Stephen Harrison. 2020.</p> <p>How Wikipedia became a battleground for racial justice. Slate.com. June 2020.</p> <p>Video: How Wikipedia became a trusted source for COVID-19 information. (6:59). CBS Sunday Morning. 2020.</p>
<p>Week 4: Fact, opinion, and evaluating source credibility</p>	<p>T Feb. 4</p>	<p>Essay 2: Articulating indicators of source credibility</p> <p>Readings & Resources</p> <p>Definitions of fact, claim, and opinion:</p> <ul style="list-style-type: none"> • Definition of “fact.” Merriam-Webster Dictionary. • Definition of “argumentation.” Merriam-Webster Dictionary. • How Digipo defines a “fact.” Mike Caulfield. <i>Web literacy for student fact checkers.</i> 2017. <p>Distinguishing fact and opinion:</p> <ul style="list-style-type: none"> • Report: Distinguishing between factual and opinion statements in the news. Pew Research Center. June 18, 2018. Amy Mitchell, Jeffrey Gottfried, Michael Barthel and Nami Sumida. • Quiz: How well can you tell factual from opinion statements? Pew Research Center. June 18, 2018.
	<p>Th Feb. 6</p>	<p>Readings & Resources</p> <p>Chapter 17: Evaluating a website or publication’s authority. Mike Caulfield. <i>Web literacy for student fact checkers.</i> 2017.</p> <p>Confirmation bias:</p> <ul style="list-style-type: none"> • Video: Why do our brains love fake news? (5:20). Above the noise. 2017. • Confirmation bias in journalism: What it is and strategies to avoid it. Carey Morewedge. June 6, 2022.
<p>Week 5: What is knowledge?</p>	<p>T Feb. 11</p>	<p>Reflective essay 3: Topic ideation for the final paper</p> <p>Wikipedia training (available from our Wiki Education Dashboard)</p> <ul style="list-style-type: none"> • Finding your article

Week and Theme	Date	Class Preparation/Assignments Due
Epistemologies and ways of knowing		<ul style="list-style-type: none"> Exercise: Find potential articles - Note that you will not actually select your article until our Week 6 class meeting. However, completing this training before that class will help you and your group members decide during our Week 6 class which article to select. Along with completing this training, please review the articles listed on the Dashboard. Consider if you are interested in one of those articles or if you would like to propose editing or creating another article. <p>Readings & Resources How do you know that what you know is true? That's epistemology. Peter Ellerton. <i>The Conversation</i>. August 3, 2017. Social epistemology: Sections 1-2 (Section 1: What is social epistemology? Section 2: Giving shape to the field of social epistemology). <i>Stanford Encyclopedia of Philosophy</i>.</p>
	Th Feb. 13	<p>Readings & Resources Feminist epistemologies. Monica C. Poole. In <i>Introduction to philosophy: Epistemology</i>. 2021. Indigenous epistemologies and pedagogies. In <i>Pulling together: A guide for curriculum developers</i>. Asma-na-hi Antoine; Rachel Mason; Roberta Mason; Sophia Palahicky; and Carmen Rodriguez de France. 2018.</p> <p>Read/skim: Wikipedia articles on Wikipedia as a source</p> <ul style="list-style-type: none"> Reliability of Wikipedia Racial bias on Wikipedia Ideological bias on Wikipedia
Week 6: Knowledge equity and Wikipedia	T Feb. 18	<p>Ongoing in Weeks 6-9: Wikipedia editing in small groups</p> <p>Due Feb. 21: Wikipedia training (5 modules), available on our Wiki Education Dashboard)</p> <ul style="list-style-type: none"> Assignment: Building your bibliography By March 1, add to your Sandbox the following information: <ul style="list-style-type: none"> In your Bibliography, at least 3 sources Your outline of your proposed changes to the article Adding citations Plagiarism Drafting as a group Keeping track of your work on the Dashboard <p>Wikipedia milestone: Everyone has started writing</p>

Week and Theme	Date	Class Preparation/Assignments Due
		<p>Readings & Resources Video: Sara Thomas on knowledge equity and Wikipedia. Wikimedia UK. 2023. Video on Wikipedia Equity Lists: Exploring Equity on Wikipedia. Wikimedia Foundation. Chapter 8: How Wikipedia drove professors crazy, made me sane, and almost saved the internet. Jake Orlowitz. In <i>Wikipedia @ 20</i>. 2020.</p>
	Th Feb. 20	<p>Readings & Resources Open the knowledge: Help us achieve knowledge equity. Wikimedia Foundation. Open the knowledge: Change the stats. Wikimedia Foundation. Chapter 16: Toward a Wikipedia for and from us all. Adele Godoy Vrana, Anasuya Sengupta, and Siko Boutersere. In <i>Wikipedia @ 20</i>. 2020.</p>
Week 7: Knowledge equity and perspective taking	T Feb. 25	<p>Ongoing in Weeks 6-9: Wikipedia editing in small groups</p> <p>Class preparation (no submission required)</p> <ul style="list-style-type: none"> • Group Wikipedia editing: In your sandbox, continue developing your bibliography and the content for your article changes/additions. As was also noted in Week 6, by March 1, add to your Sandbox the following information: <ul style="list-style-type: none"> • In your Bibliography, at least 3 sources • Your outline of your proposed changes to the article • For final paper: Keeping in mind the instructor feedback you receive on Reflective essay 3: Topic ideation for the final paper, refine your research focus as needed and continue researching your topic. Begin preparing your paper proposal (due in Week 8).
	Th Feb. 27	<p>Wikipedia training:</p> <ul style="list-style-type: none"> • In-class discussion: Thinking about Wikipedia (available on our Wiki Education Dashboard) <p>Readings and Resources Video: Perspective taking (2:50). RISE. 2019. Video: The urgency of intersectionality. (18:39). Kimberly Crenshaw. TED Talk. 2016. The intersectionality wars, Vox, 2019</p>
Week 8: Further Wikipedia editing,	T March 4	<p>Ongoing in Weeks 6-9: Wikipedia editing in small groups</p> <p>Final paper proposal and preliminary annotated bibliography</p>

Week and Theme	Date	Class Preparation/Assignments Due
paper proposal and annotated bibliography		<p>Readings and Resources To help in developing the paper proposal and preliminary annotated bibliography: sections from <i>How arguments work: A guide to analyzing and writing texts in college</i>.</p> <ul style="list-style-type: none"> • 7.2: Tailoring an argument to an audience • 11.1: The writing process. • 11.3: Brainstorming (This section was also recommended for preparing Reflective essay 3.) • 11.4: Outlining • 11.5: Drafting
	Th March 6	<p>Wikipedia editing (no submission required): With your group members, monitor any additional activity on the live Wikipedia article that you edited. Make any additional edits as needed.</p>
Week 9: Finish initial Wikipedia editing + begin moving your work to Wikipedia, discuss paper proposals and annotated bibliographies	T March 11	<p>Ongoing in Weeks 6-9: Wikipedia editing in small groups</p> <p>Finish initial Wikipedia editing + begin moving your work to Wikipedia</p> <p>From our Wiki Education Dashboard:</p> <ul style="list-style-type: none"> • Moving group work live • Training: Contributing images and media files • Exercise: Continue improving your article
	Th March 13	<p>Group Wikipedia Reflective Essay</p>
Week 10: Spring Break (no class)	March 17-21	<p>none</p>
Week 11: Revisiting the epistemology of Wikipedia: Possibilities and limitations	T March 25	<p>Final paper outline</p> <p>All week, from our Wiki Education Dashboard:</p> <ul style="list-style-type: none"> • Final article + Polish your work
	Th March 27	<p>All week, from our Wiki Education Dashboard:</p> <ul style="list-style-type: none"> • Final article + Polish your work

Week and Theme	Date	Class Preparation/Assignments Due
		<p>Readings & Resources</p> <p>Chapter 19: Possible enlightenments: Wikipedia’s encyclopedic promise and epistemological failure. Matthew Vetter. In <i>Wikipedia @ 20</i>. 2020.</p>
<p>Week 12: Power, capital, and digital platforms: Big Tech and Wikipedia as “rising underdog”</p>	<p>T April 1</p>	<p>Readings & Resources</p> <p>Chapter 13: Rise of the underdog. Heather Ford. In <i>Wikipedia @ 20</i>. 2020.</p> <p>Additional readings may be added</p>
	<p>Th April 3</p>	<p>Additional readings may be added</p>
<p>Week 13:</p> <ul style="list-style-type: none"> • Begin peer review • AI and ethics: Impacts and debates in the Wikipedia community 	<p>T April 8</p>	<p>Final paper draft</p> <p>Peer reviews for two paper drafts assigned (submission due in Week 14)</p> <p>Readings & Resources</p> <p>AI is tearing Wikipedia apart. <i>Vice</i>. May 2, 2023.</p> <p>Wikipedia’s value in the age of generative AI. Wikimedia Foundation. July 12, 2023</p>
	<p>Th April 10</p>	<p>Additional readings may be added</p>
<p>Week 14:</p> <ul style="list-style-type: none"> • Peer review of final papers • Possible futures for Wikipedia, open knowledge, and knowledge equity 	<p>T April 15</p>	<p>Completed peer reviews for two paper drafts</p> <p>Readings & Resources</p> <p>Chapter 22: Capstone: Making history, building the future together. Katherine Maher. In <i>Wikipedia @ 20</i>. 2020.</p>
	<p>Th April 17</p>	<p>Additional readings may be added</p>

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Week 15: Paper revisions and course wrap-up	T April 22	<p>Readings & Resources</p> <p>To help in developing paper proposals and annotated bibliographies, sections from <i>How arguments work: A guide to analyzing and writing texts in college</i>:</p> <ul style="list-style-type: none"> • 11.6: Why revise? • 11.7: Giving and receiving feedback
	Th April 24	Additional readings may be added
Finals week		Final papers due April 29