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

28610

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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: it includes 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

Primary course text: *Wikipedia @ 20* from MIT Press (2020)

This is an open textbook (free) that can be read online or downloaded

Additional course materials:

- In-class journal: an 8-page bluebook or a thin, flat 8.5 x 11-inch notebook. This will be collected at the end of each class. All other course materials will be available at no cost and listed in Canvas. 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.
- It is recommended that you have your own computer for easily accessing and engaging with the course materials and assignments. All other required and recommended course materials will be listed on the Canvas—utexas.instructure.com—under the given week. All instructions, assignments, readings, rubrics and essential information will also be on Canvas.

Note on the selection of course materials: My primary goal with all aspects of this course, including the inclusion of course materials, is to facilitate your learning, encourage your critical thinking, and increase your awareness of and critical engagement with the various conversations and scholarship on course topics. The inclusion of materials is neither an endorsement nor a disavowal of specific ideas or arguments expressed in those materials. Rather, I encourage you to think critically about all course content, as you consider their use of evidence, analysis, and argumentation, as well as

the values, premises, experiences, and perspectives on which they base their work. Our classroom is a space for exploring our varied perspectives and responses to course materials.

Weekly Themes

1. Jan. 13/15: Course introduction, open knowledge, and knowledge equity
2. Jan. 20/22: Open knowledge and the project of Wikipedia
3. Jan. 27/29: Open knowledge and Wikipedia in historical context
4. Feb. 3/5: Fact, opinion, and evaluating source credibility
5. Feb. 10/12: Knowledge equity and Wikipedia
6. Feb. 17/19: What is knowledge? Epistemologies and ways of knowing
7. Feb. 24/26: Knowledge equity and perspective taking
8. March 3/5: Wikipedia editing wrap-up + final paper ideation
9. March 10/12: Power, capital, and digital platforms: Big Tech and Wikipedia as "rising underdog"
10. March 16-20: Spring break
11. March 24/26: AI and ethics: Impacts and debates in the Wikipedia community
12. March 31/April 2: Revisiting the epistemology of Wikipedia
13. April 7/9: Possible futures of Wikipedia, open knowledge, and knowledge equity
14. April 14/16: Peer review of final papers
15. April 21/23: Paper revisions and course wrap-up

Assignments Overview

The assignments below represent how you will demonstrate your learning via formal assignments. More detailed assignment guidance will be provided at relevant points throughout the semester.

Due dates: All due dates are for the 11:59pm of the given date. Some due dates may be extended to a later date, if needed. Any changes will be communicated in class and via a Canvas announcement.

Wikipedia Assignments	Total grade percent/ Points possible (330 total)	Due Date
Wikipedia training modules (20 total)	8% / 80 (20 @ 4 points/each)	Weeks 1-5 and 7
Group Wikipedia editing: Initial bibliography + outline of proposed article changes	7% / 70	Feb. 7
Group Wikipedia editing: Article development	13% / 130	Develop in Weeks 5-8 Due March 7

Wikipedia Assignments	Total grade percent/ Points possible (330 total)	Due Date
Group Wikipedia Reflective Essay	5% / 50	March 13

Other Assignments	Total grade percent/ Points possible (670 total)	Due Date
In-class journals (28, 4 lowest scores dropped)	12% / 120 points (28 classes x 5 points each, 4 lowest scores dropped)	Weekly
Reflective essays (2)	10% / 100 (2 @ 50 points/each)	Essay 1: Your perspectives on Wikipedia - Jan. 19 Essay 2: Topic ideation for the final paper – March 2
Final paper proposal and preliminary annotated bibliography	10% / 100	March 26
Final paper outline	5% / 50	April 4
Draft of final paper (for peer review and instructor feedback)	No grade, but required to complete the peer review	April 11
Peer review of two final paper drafts	5% / 50	April 14
Final paper	25% / 250	April 28 (Finals week)

GRADING SCALE

Below is the grading scale for this course. Final grades will be rounded to the nearest whole number. For example, 88.4% would become 88%; 88.5% would become 89%.

Grade	Cutoff
A A-	94% 90%
B+ B B-	87% 84% 80%
C+ C	77% 74%

Grade	Cutoff
C-	70%
D+	67%
D D-	64%
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 current 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. Please check that email daily during the workweek (Monday through Friday). 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.

ACCOMMODATIONS AND 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 and Policies

As is noted under Course Materials, 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 or Pages.

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 current 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. Please see the Assignments section of the syllabus for more details on the role of the in-class journals in your course grade. As the name suggests, this assignment is completed in class and is part of your grade.

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. Patch 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. As is noted above, use of generative AI tools like ChatGPT is not permitted in this course and will be considered plagiarism.

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 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.

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. Please commit to regular active engagement and attendance in the class's lectures and discussion sections. I also recognize that there may be an occasion in which you need to miss a class due to illness or other extenuating circumstances. Sickness and other unexpected events happen, and it is essential that you take care of your health, as well as that you protect others by avoiding spreading contagious illness to others.

As mentioned previously, one aspect of your class participation is completing a daily in-class journal. As is reflected in the Assignment Overview, the journal accounts for 12% of your total grade. To account for the reality that outside circumstances may occasionally require that you cannot attend a class, you automatically receive four excused class absences. Therefore, you four lowest in-class journal grades will be dropped. If you need to miss additional classes due to circumstances outside your control, please contact me as soon as possible to discuss options for making up the work.

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.

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 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 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. 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.