

Community Technology Literacy & You

Starting Where We Are / Empezando Donde Estamos

Theory and practice in Community Informatics (CI)

Course Description:

In this seminar, we will be addressing community informatics issues around literacy and digital access. The class will be project-based and explore concerns such as how to promote digital literacy and early literacy. It will investigate themes around access to information and technology in partnership with Casa Latina, a local non-profit. Topics and potential projects would engage students in multiple phases of a large-scale community project centered on literacy and inclusion, grant administration and reporting, and curriculum development and implementation for adults, children and families.

Our learning objectives will span individual, team, community and project while bringing in students' rich experiences and education. Additionally, project and readings will guide students through areas of racial and cultural awareness, critical consciousness and positionality through engagement with different socio-economic and cultural communities.

Through readings, participant observations, professional journals and self-reflections, students will enter the service learning cycle of action and reflection (Bishop, et al, 2009). The main elements of service learning include 1) experiential learning; 2) contribution to community; and 3) reflection.

In this course we will investigate the implications and practice of participatory action research relation to different value systems: community, personal, professional and cross-cultural. The course may include readings in the areas of:

- Service Learning
- Participatory Action Research
- Feminist Theories
- Pedagogies
- Communities of Color
- Digital Divide & Digital Inclusion
- Culture & Identities
- Online Surveillance and Privacy
- Intro to Big Data
- Information Economics
- Ethical Issues
- Community Informatics
- Early Literacy

Each section will build on practical inquiry and conceptual evidence that combines interdisciplinary collaborative processes, research and implications.

Objectives:

If

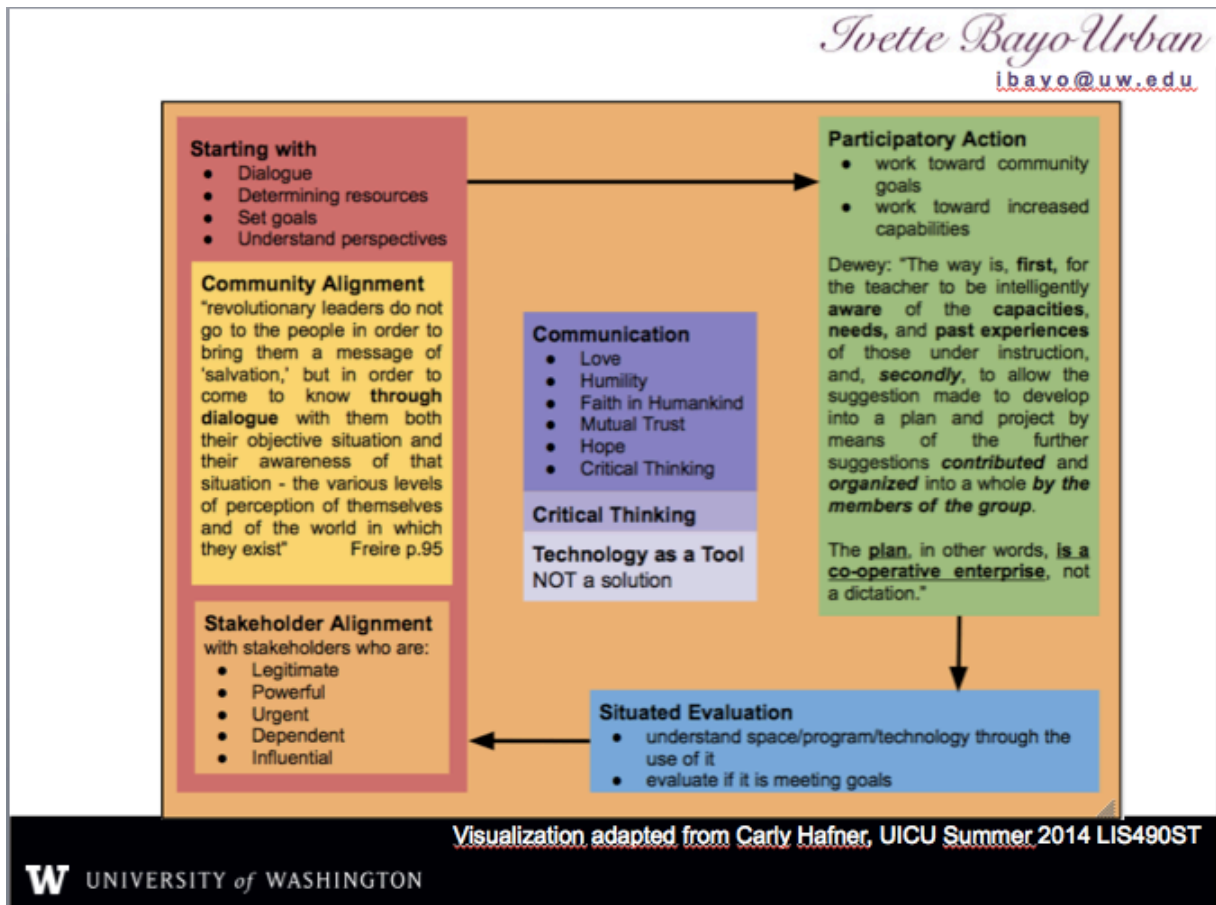
“the broad aim of participatory development is to increase the involvement of **socially** and **economically** marginalized peoples in **decision-making over their own lives**”

(Gujit 1998 as cited in Cooke & Kothari, 2001)

Then

how to make the **women partners** (and **the central focus**) of the technology match grant?

Frameworks



Guiding Principles

Read We Are FemTechNet ([Fem](#))Manifesto

Our shared understanding is that:

- Learning is bidirectional –students and community members are learners.
- We are working together to develop critical consciousness, democratic citizenship, and social justice.

- We are building capacities to think critically about identity, representation, policies and systems, with particular attention to race, class and gender and other socially devalued identities.

Specific Skills Outcomes:

- Information Literacy and research skills
- Critical and contextual reading skills
- Synchronous & Asynchronous communication skills
- Cross Cultural Approaches to Information Needs
- Develop and build skills presenting and responding in and among diverse audiences.

Course Delivery Method:

This course will be a combination of face-to-face (F2F) and online class meetings and service. If you are working with the Technology Match Grant, I will be your field supervisor as well as the instructor of record.

Week	Date	Class Format
1	09/24	Classes begin F2F
2	10/1	F2F
3	10/08	ONLINE
4	10/15	F2F
5	10/22	F2F
6	10/29	F2F
7	11/05	Independent work
8	11/12	ONLINE
9	11/19	F2F
10	11/26	ONLINE
11	12/3	F2F
Final	12/10	Celebration Off Campus Location TBD

Course Schedule

We will prioritize the readings together and decide which of the ones listed will be our focus. Readings for each session should be read prior to meeting that week. Our class will be organic, dynamic and our expertise distributed. We will develop working groups and will share in the responsibility of our learning and growth for this project and for ourselves. We are:

- Accountable
- Collaborative

- Collective
- Caring

Schedule of activities, readings and conversations*

Read prior to our first all day class meeting (Sept 24):

Sweeney, Miriam. "[How to Read for Graduate School](#)."

Milner, H. R. (2007). [Race, Culture, and Researcher Positionality: Working Through Dangers Seen, Unseen, and Unforeseen](#). *Educational Researcher*, 36(7), 388–400. doi:10.3102/0013189X07309471

RSVP and attend an upcoming **Orientation** through [Pipeline EXPO](#).

For Tech Match Grant requirements – service hours and class hours will be recorded weekly [here](#).

Week 1

Topics- Introduction

- Review of outline, schedule and service
- Discussion of service learning project
- Frameworks (Overview)
- Personal and Professional Goals

9/26-9/27 *Recommended Attendance* - Race and Pedagogy Conference at the University of Puget Sound

[Make preliminary choice of topics to guide reading for class discussions]

[Make preliminary choice of teams to guide service learning for project]

Professional Journal Topic – Introduce yourselves, your background, experiences and what brought you to UW, to this class and how this class contributes to your overall goals.

Week 2

Topics –

[Paper from Community Informatics Studio](#)

Ginorio, A. B. (1998). Contextualizing Violence in a Participatory Classroom. *Psychology of Women Quarterly*, 22(1), 77–94. doi:10.1111/j.1471-6402.1998.tb00143.x

Particular Attention to Appendix 1 Socially Defined Identities

TEDxUIUC Talk (April, 2014). "[In Pursuit of an Ethics of Information](#)." University of Illinois at Urbana-Champaign.

Week 3

10/11 **Recommended Attendance** - Racial Equity in Seattle: How do we get there?
Community Forum - Racial equity in education 10am – 1pm
700 Dearborn Place S. Seattle, WA 98144

Readings by topics

A starting place for readings – this list is by no means exhaustive

I have also shared a Zotero folder with all of you for this class. We will be building on it and creating a collective annotated bibliography of all our collective readings for this class.

Service Learning

Baumeister, R. F., & Newman, L. S. (1994). How Stories Make Sense of Personal Experiences: Motives That Shape Autobiographical Narratives. *Personality & Social Psychology Bulletin*, 20(6), 676.

[Beyond Service Learning: Toward Community Schools and Reflective Community Learners](#). In *Service learning: Linking library education and practice* (pp. 16–31).

Bose, M. (2014). *Community matters: service-learning in engaged design and planning*. (Selected Chapters will be available electronically) **[R]**

Moya, P. M. L. (2002). *Learning from Experience: Minority Identities, Multicultural Struggles*. University of California Press.

Roth, J. (2008). [Blogging in the Classroom: Technology, Feminist Pedagogy, and Participatory Learning](#)

Stoecker, R., & Tryon, E. A. (2009). *The Unheard Voices: Community Organizations and Service Learning*. Philadelphia: Temple University Press. (Selected Chapters will be available electronically) **[R]**

[Tell Me a Story \(SSIR\)](#). (n.d.). Retrieved May 5, 2014.

Participatory Action Research - Engagement

Bray, J. N. (2000). *Collaborative Inquiry in Practice: Action, Reflection, and Making Meaning*. SAGE. (Selected Chapters will be available electronically) **[R]**

Cooke, B., & Kothari, U. (2001). *Participation: the New Tyranny?* Zed Books.

Cornwall, A. (2008). Unpacking “Participation”: models, meanings and practices. *Community Development Journal*, 43(3), 269–283. doi:10.1093/cdj/bsn010

[Reflect and Improve: A Tool Kit for Engaging Youth and Adults as Partners in Program Evaluation](#).

Stoecker, R. (2005). *Research Methods for Community Change: A Project-Based Approach*. SAGE. (Selected Chapters will be available electronically) **[R]**

Swedeen, B., Cooney, M., Moss, C., & Carter, E. W. (2012). [Launching Inclusive Efforts Through Community Conversations](#).

Wilson, S. (2009). *Research Is Ceremony: Indigenous Research Methods* (First Edition.).

Fernwood Publishing Co., Ltd. (BOOK - Selected chapters)

Feminist Theories

Andersen, M. L., & Collins, P. H. (2006). *Race, Class, and Gender: An Anthology* (6 edition.). Belmont, CA: Wadsworth Publishing. (Selected Chapters will be available electronically) [R]

Bandura, A. (1990). Selective Activation and Disengagement of Moral Control. *JOSI Journal of Social Issues*, 46(1), 27–46.

Collins, P. H. (1986). Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought. *Social Problems*, 33(6), S14–S32. doi:10.2307/800672

Eubanks, V. (2011). *Digital Dead End: Fighting for Social Justice in the Information Age*. MIT Press. (BOOK - Selected chapters)

FemTechNet Video Dialogues

Foster, K. (2014, May 12). [On bell hooks and Feminist Blind Spots: Why Theory Will Not Set Us Free](#). *For Harriet*.

Ginorio, A. B. (1998). Contextualizing Violence in a Participatory Classroom. *Psychology of Women Quarterly*, 22(1), 77–94. doi:10.1111/j.1471-6402.1998.tb00143.x

Moya, P. M. L. (2002). *Learning from Experience: Minority Identities, Multicultural Struggles*. University of California Press. (BOOK - Selected chapters)

Opatow, S. (1990). Moral Exclusion and Injustice: An Introduction. *Journal of Social Issues*, 46(1), 1–20. doi:10.1111/j.1540-4560.1990.tb00268.x

Perez Huber, L. (2010). Using Latina/o Critical Race Theory (LatCrit) and Racist Nativism to Explore Intersectionality in the Educational Experiences of Undocumented Chicana College Students. *Educational Foundations*, 24, 77–96.

Roy, Arundhati. (2002). *Power politics* (2nd ed). Cambridge, Mass: South End Press.

Smith, A. (2006, June 1). [Without Bureaucracy, Beyond Inclusion: Re-centering Feminism](#). www.leftturn.org.

Thompson, B. (2002). Multiracial Feminism: Recasting the Chronology of Second Wave Feminism. *Feminist Studies*, 28(2), 337–360. doi:10.2307/3178747

Villaverde, L. E. (2007). *Feminist Theories and Education Primer*. New York: Peter Lang International Academic Publishers.

Wajcman, J. (2010). Feminist theories of technology. *Cambridge Journal of Economics*, 34(1), 143–152. doi:10.1093/cje/ben057

Pedagogy

hooks, bell. (1994). *Teaching to transgress: education as the practice of freedom*. New York: Routledge.

Freire, P. (1996). *Pedagogy of the Oppressed*. Penguin Books, Limited.

Gross, L. (2010). Some Elements of American Indian Pedagogy from an Anishinaabe Perspective. *American Indian Culture and Research Journal*, 34(2), 11–26.

Giroux, H. A. (2011). *On Critical Pedagogy*. New York: Bloomsbury Academic.

Janks, H. (2009). *Literacy and Power* (1st ed.). Routledge. (BOOK - Selected chapters)

Kincheloe, J. L. (2005). *Critical Constructivism Primer*. Peter Lang.

Kincheloe, J. L. (2008). *Critical Pedagogy Primer*. Peter Lang.

Denzin, N. K., Lincoln, Y. S., & Smith, L. T. (2008). *Handbook of Critical and Indigenous Methodologies*. SAGE.

Oblinger, D. G. (Ed.). (2006). *Learning Spaces*. Washington, D.C.: EDUCAUSE.

Villaverde, L. E. (2007). *Feminist Theories and Education Primer*. New York: Peter Lang International Academic Publishers. (Selected Chapters will be available electronically)[R]

Walker, M., & Unterhalter, E. (2010). *Amartya Sen's Capability Approach and Social Justice in Education*. Palgrave Macmillan. (Selected Chapters will be available electronically)[R]

Communities of Color

Beverly Daniel Tatum. (1997). *Why are all the Black kids sitting together in the cafeteria? and other conversations about race* (1st ed). New York: BasicBooks. (BOOK - Selected chapters)

Brown, A., & Lopez, M. H. (n.d.). [Mapping the Latino Population, By State, County and City](#). *Pew Research Center's Hispanic Trends Project*.

Hispanic Technology and Telecommunications Partnership. (2014a, April 22). [Hispanic Millennials: The First Mobile-First Generation](#).

Hispanic Technology and Telecommunications Partnership. (2014b, June 6). [Latinos Will Lose If the Federal Communications Commission \(FCC\) Adopts Title II as a Means to Regulate the Internet](#).

Hispanic Technology and Telecommunications Partnership. (2014c, June 24). [The Latino Media Gap](#).

Hullett, A. (2013, March 7). [Why more women in leadership will mean fewer women in poverty](#). *The Seattle Globalist*.

Large, J. (2014, May 21). [We tend to discriminate by favoring familiar](#). *The Seattle Times*. Retrieved August 18, 2014, from

Metoyer-Duran, C. (1993). *Gatekeepers in Ethnolinguistic Communities*. Ablex Publishing Corporation.

Rios, M., Vazquez, L., & Miranda, L. (2012). *Diálogos: placemaking in Latino communities*. London; New York: Routledge. (BOOK - Chapters)

Ethical Implications

[UN Declaration on Human Rights](#)

The SAGE Handbook of Identities by Margaret Wetherell, Chandra Mohanty

(Selected Chapters) Chapter 13: From Media and Identity to Mediated Identity
Reflections: Social Justice and the Politics of Identity
Ted Talks – [The danger of a single story](#)
MIT Libraries – [Ethical and legal issues of data management and publishing](#)
Santa Clara University – [Ethical Implications of Data Aggregation](#)
[NSA targets foreigners, catches Americans](#)
Stoecker, R. (2005). *Research Methods for Community Change: A Project-Based Approach*. SAGE. (Selected Chapters will be available electronically – Appendix B - Research Ethics) **[R]**

Intro Big Data

[Graphs by MIT Students show intrusive nature of Metadata](#)
Adam Moore - [Privacy: Its meaning and value](#)
Ted Talks - [The Digital Now](#)
The SAGE Handbook of Identities by Margaret Wetherell, Chandra Mohanty
(Selected Chapters) Chapter 10: Culture and Technology
Katie Davis – [Are apps becoming a human crutch?](#)
Digital Citizenship: The Internet, Society, and Participation by Karen Mossberger, Caroline J. Tolbert and Ramona S. McNeal
(Selected chapters)
[How millennial are you?](#)
[Frontiers in Massive Data Analysis by National Research Council](#)
[If Facebook is an infectious disease, here's a guide to the symptoms](#)

Information Economics, Trust & Trade-offs

Data Aggregators – [Senate Report Opens a Window into Hidden World](#)
Ricardo Gomez – [The growing movement to break technology addiction](#)
The information diet – <http://www.informationdiet.com/>
Being Digital – Nicholas Negroponte
Ted Talks – [Trust, morality –and oxytocin](#)

Online Surveillance and Privacy

Richard Stallman, [How Much Surveillance can Democracy Withstand?](#)
[Rethinking Reasonable Expectations of Privacy in Online Social Networks](#)
American Library Association – www.Privacyrevolution.org
[ACLU - How private is your online search](#)
[ACLU - Concern High About Both NSA and Corporate Surveillance](#)
[Net Neutrality – Why you should be freaking out](#)
ACLU - [Seeks Information About Pentagon Infiltration of “World of Warcraft”](#)
24/7 Janice Hanson 2007 (selected chapters)
(Selected Chapters)
Chapter 3 – Have, Have not and don't wants
Chapter 7 – bites and fragmented: what do we know? What do we own?

Class assignments and grading

Every student is responsible for completing the required reading for each class period and coming to class prepared to discuss them. Additionally, you will be responsible to discuss and bring into dialogue your selected readings. Your discussion (summary) should help identify and facilitate a discussion around the core themes of a given reading and how it

relates to other things we read (especially that week) and the service learning project. The recommended readings are a way to maximize the collective knowledge of the class, and at times it may be helpful for you make a handout (or other visual, diagram, overview) to distribute about the core themes of the readings.

Written products

At the end of the course, students will have the following written products¹:

1. Professional Journal (Blog):
 - a. Weekly entries into an online professional journal based on readings, reflections, and service learning experiences.
2. Class participation:
 - a. Regular and thoughtful participation in class.
 - b. On a weekly basis add to group vocabulary list and define and contextualize word(s).
3. Annotated Bibliography:
 - a. A comprehensive and collaborative group annotated bibliography of resources.
4. Personal Goals
 - a. Personal and professional goals [due day first week of class]
 - b. Reflection of personal and professional goals [due day of final exam]

The number of credits a student receives depends on the number of service learning hours completed as well as attendance at a weekly seminar. Credit and service learning requirements are as follows:

- 1 credit: 2.5 hours service learning/week (at least 20 hours service learning/quarter)*
- 2 credits: 2.5 hours service learning/week (at least 20 hours service learning /quarter)
- 3 credits: 5 hours service learning/week (at least 40 hours service learning /quarter)
- 4 credits: 7.5 hours service learning/week (at least 60 hours service learning /quarter)
- 5 credits: 10 hours service learning/week (at least 80 hours service learning /quarter)

*A student may opt to register for 1 credit if it means avoiding an additional registration fee. Students may also register for more than 5 credits.

¹ Additional items may be required as part of the working team / service project.