


SI 110: Introduction to Information Studies - FALL 2019

University of Michigan School of Information

Updated August 21, 2019

Class meetings: Tuesdays and Thursdays @ 2:30 - 4:00pm in Modern Languages Building (MLB), Auditorium 4

The document below lists our readings. Unless otherwise specified, all PDFs and links are available in Canvas. Optional readings won't appear on the quizzes but are recommended for deeper engagement with particular topics. Such engagement may be helpful for larger projects, such as InfoMavens. Some optional seed readings are eligible for BiblioQuests (marked with ). See assignment details in Canvas

These readings should be completed before the first class for the week that they are due. For example, for Topic 5, all required readings (for Tuesday, October 1 and Thursday, October 3) will need to be completed before class begins at 2:30pm on Tuesday, October 1. Optional readings will certainly help you cement your understanding of the concepts, but we do not quiz you on these. So, if you have time, please do try to skim through the optional ones as well. If not, you can always read through them later in the semester whenever you have time.

This list is subject to revisions.

You might also be interested in the [Course Syllabus](#).

Topic 1: What is Information? Also: Information Technology and Information Overload

Lectures: Tuesday, September 3 and Thursday, September 5 (Day 1, Day 2)


Learning Objectives

- Define “information,” “information technology,” and “information system”
- Understand major points in the history of information technology
- Understand the “meme” metaphor for information, including strengths and weaknesses
- Understand “information overload” and the history of this concept
- Know how this course works

Required Readings

- Day 1
 - Course syllabus
 - Canvas site
 - This reading schedule
- Day 2
 - James Gleick, [Prologue](#) from *The Information: A history, a theory, a flood*. [PDF in Canvas]
 - James Gleick, [Chapter 11: Into the Meme Pool](#) from *The Information: A History, a Theory, a Flood*. [PDF in Canvas]
 - James Gleick, [Chapter 15: New News Every Day](#) from *The Information: A History, a Theory, a Flood*. [PDF in Canvas]

Optional Seed Readings

-  James Gleick, [Chapter 2: The Persistence of the Word](#) from *The Information: A History, a Theory, a Flood*. [PDF in Canvas]

Topic 2: Information and Me: Information Overload Revisited, Information Filters, and Information Literacy

Lecture: Tuesday, September 10 and Thursday, September 12 (Day 3, Day 4)

Guest Lecture Jeremy York (day 4)

Learning Objectives

- *Estimate How much information is there?*
- *Define: What is knowledge?*
- *Define: What is an information filter?*
- *Characterize: How have information filters changed over time?*
- *Characterize the consequences of new filters*
- *Characterize: Weinberger's claim regarding how we know, what we know and the nature of knowledge. (Important!)*
- *Define information literacy*
- *Characterize strategies for conducting effective searches*
 - *Satisficing*
 - *Optimizing*
 - *Searching with facets*
 - *Use of booleans*
- *Identify sources for quality information*
 - *CRAAP evaluation criteria*
- *Use the ALA "Framework for Information Literacy" to map knowledge practices to each concept*
 - *Authority Is Constructed and Contextual*
 - *Information Creation as a Process*
 - *Information Has Value*
 - *Research as Inquiry*
 - *Scholarship as Conversation*
 - *Searching as Strategic Exploration*
- *Be able to connect the ALA concepts to the practices identified in Gilmor readings*

Required Readings

- Day 3
 - David Weinberger, [Chapter 1: Knowledge Overload](#) from *Too Big to Know* [PDF in Canvas]
 - Internet Live Stats - [Live Stats](#) and [One Second on the Internet](#) [Internet]
- Day 4:
 - Dan Gillmor - [Chapter 2: Becoming an Active User: Principles](#) from *Mediactive* (pp. 15-30). [PDF in Canvas]
 - Dan Gillmor - [Chapter 5: Principles of Trustworthy Media Creation](#) from *Mediactive* (pp. 63-76). [PDF in Canvas]
 - Association of College Research Libraries (ACRL) - [Framework for Information Literacy for Higher Education](#) [PDF in Canvas]
 - NOTE: Read only the first 9 pages (stop at Appendix #1)
 - Meriam Library/Chico State University - [Evaluating Information - Applying the CRAAP Test](#) [PDF on Internet]

Optional Seed Readings

- Nicholas Carr, [Prologue and Chapter 1](#) from *The Shallows* [PDF in Canvas] [NOTE: This reading **is not** BiblioQuest eligible.]
- David Gooblar - [How to Teach Information Literacy in an Era of Lies](#) [Internet] [NOTE: This reading **is not** BiblioQuest eligible.]

Assignment Deadlines

- Extra-Credit: Introduce Yourself! (10 points) - Due Tuesday, September 10 **before** 2:30pm

Topic 3: Information and Me: Are Constant Connectivity and Social Media Good for Me?

Lectures: Tuesday, September 17 and Thursday, September 19 (Day 5, Day 6)

Guest Lecture by Ava Randa on Day 5 and Day 6


Learning objectives

- Characterize arguments for the benefits of social media to the individual
- Define: Utopia & Dystopia
- Define: Networked Self
- Define: Social Capital
- Characterize: Papacharissi's main claim
- Characterize: Lampe's view on two sides of social media "debate"
- Characterize: Lampe's view of the relationship between social media and social capital (Important!)

Required Readings

- Day 5
 - Zizi Papacharissi - [A Networked Selfie](#) [Internet]
 - Sarah Childress - [danah boyd: The Kids are Alright](#) (interview with danah boyd) [Internet]
 - Cliff Lampe - [Is Social Media is Good for You?](#) (video) [Internet]
- Day 6
 - Sherry Turkle - [Chapter 9: Growing up Tethered](#) from *Alone together: Why We Expect More from Technology and Less from Each Other* [PDF in Canvas]
 - David Glenn - [Divided Attention](#) [Internet]

Optional Seed Readings

-  Alexis Hiniker, Sarita Yardi Schoenebeck, and Julie A. Kientz - [Not at the Dinner Table: Parents' and Children's Perspectives on Family Technology Rules](#) [PDF on Internet]
 - [The same article in Canvas](#) [PDF in Canvas]

Assignment Deadlines

- Quiz #1 - In-class Tuesday, September 17
- BiblioQuest #1: Gleick (Chapter 2) - Due Thursday, September 19 **before** 2:30pm

Topic 4: Information and Society: Civic Engagement, Digital Activism, and “Free” Information

Lectures: Tuesday, September 24 and Thursday, September 24 26 (Day 7, Day 8)


Learning Objectives

- *Define civic engagement*
- *Characterize Shirky’s main claim*
 - *Identify the two reasons one could use the technique of open-source to democracies*
 - *What constraint does he see on this potential?*
- *Characterize Moyer’s main claim*
 - *Become aware of recent history illustrating the potential of information technology to facilitate both popular self-determination and government repression, especially the Arab Spring*
- *Characterize arguments about how information technology and information access relate to civic society and the democratic process*
 - *State: Cute cat theory*
 - *Relate: CCT to democratic process*
 - *Relate CCT to threats to civic activism*
- *Characterize main claims of Zuckerman*
 - *Characterize Web 2.0 as participatory and enabling activism in a new way.*
 - *Define the Streisand effect*
 - *Examine threats to activism*
- *State what Wikileaks is and connect this platform to civic engagement*
 - *Characterize boyd’s argument*
 - *Define outing and doxing*
 - *Articulate pro and con arguments for Wikileaks*
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Required Readings

- Day 7
 - Clay Shirky - [How the Internet Will \(One Day\) Transform Government](#) (video) [Internet]
 - Ethan Zuckerman - [Cute Cats` to the Rescue? Participatory Media and Political Expression](#) [PDF on Internet]
 - Jonathan Moyer - [The End of Slacktivism?](#) [Internet]
- Day 8
 - Maximillian Forte - [7 Reasons Why We Should Celebrate Wikileaks, and 8 Reasons It’s Not the Panacea Some are Calling it](#) [Internet]
 - danah boyd - [Whether the Digital Era Improves Society Is Up to Its Users - That’s Us](#) [Internet]

Optional Seed Readings

-  Mark Latonero and Zachary Gold - [Data, Human Rights & Human Security](#) [PDF on Internet]
 - [The same article in Canvas](#) [PDF in Canvas]

Assignment Deadlines

- ~~BiblioQuest #2: Carr~~ Due Thursday, September 24 **before** 2:30pm

- BiblioQuest #3: Hiniker, Schoenebeck, and Kientz - Assignment is open as of today & **due** Thursday October 10 **before** 2:30pm

Topic 5: Information and Society: Personalization, Filter Bubbles, and Fake News

Lectures: Tuesday, October 1 and Thursday, October 3 (Day 9, Day 10)

Guest Lecture by Christian Sandvig on Day 9


Learning Objectives

- State Sandvig's 3 dangers of corrupt personalization
 - Define Corrupt personalization
 - Define organic and inorganic content
 - Define filter bubble
 - Define Algorithm
 - Characterize the argument regarding the relationship between algorithmic personalization and business models.
 - How does this relationship give rise to corrupt personalization
- Identify and articulate the connection between Sandvig's dangers and "fake news".
- Characterize the landscape of lies
 - Define mis and disinformation
 - Distinguish between the two
- Define key terms in the landscape
 - Publicity vs propaganda
- State the two key motives identified by Jack for disinformation
 - Link key motives to further types of disinformation
 - Define gaslighting
 - Define xuanchuan
- Methods for identification of Disinformation / Misinformation
- How does Jack characterize FAKE news?

Required Readings

- Day 9
 - Christian Sandvig - [Corrupt Personalization](#) [Internet]
 - Ed Finn - [The Corrupt Personalization of Netflix](#) [Internet]
 - Eli Pariser - [Introduction](#) from *The Filter Bubble: What the Internet is Hiding from You* [PDF in Canvas]
- Day 10
 - Caroline Jack - [Lexicon of Lies](#) [PDF in Canvas]
 - Cas Mudde - [Why the Hysteria Around the 'Fake News Epidemic' Is a Distraction](#) [Internet]

Optional Seed Readings

-  Frederik J. Zuiderveen Borgesius et al. - [Should We Worry About Filter Bubbles?](#) [PDF in Canvas]

Assignment Deadlines

- BiblioQuest #4: Latonero & Gold - Assignment is open as of today & **due** Thursday October 10 **before** 2:30pm
- ExploroQuest #1 - **Due** Thursday, October 3 **before** 2:30pm

- Occupy Social Media: Proposal - **Due** Friday, October 4 **before** 11:59pm

Topic 6: Designing for User Experience: Perception, Action, and Some Design Principles

Lecture: Tuesday, October 8 and Thursday, October 10 (Day 11, Day 12)

Guest Lecture by Brittany Lang on Day 12


Learning Goals

- *Characterize the iterative interaction design process*
 - *Define Interaction Design*
 - *Distinguish ID from HCI*
 - *State the strengths of iterative design*
 - *Describe some of the main activities associated with each phase of design*
- *Define and describe the 2 (3) goals of design*
 - *Usability*
 - *Experience*
 - *(Persuasion)*
- *Characterize the relationship between Usability and Experience*
- *Describe 5 design principles*
 - *Visibility*
 - *Feedback*
 - *Constraints*
 - *Consistency*
 - *Affordances*
- *Explain what a mental model is*
- *State what the 7 stages of action are*
- *Show the difference between classic and internal cognitive frameworks and more recent external cognitive approaches*
- *Characterize the main aspects of the gulfs of interaction*
- *State the Design Principles as outlined in (Norman)*
- *Define or characterize with an example (where appropriate) each characteristic*
- *State the Nielsen's design heuristics*
 - *Define a heuristic*

Required Readings

- Day 11
 - Jenny Preece, Helen Sharp, and Yvonne Rogers - [Chapter 1: What is Interaction Design?](#) from *Interaction Design (3rd Ed.)* [PDF in Canvas]
 - Start: Jenny Preece, Helen Sharp, and Yvonne Rogers - [Chapter 3: Cognitive Aspects](#) from *Interaction Design (3rd Ed.)* [PDF in Canvas]
- Day 12
 - Finish: Jenny Preece, Helen Sharp, and Yvonne Rogers - [Chapter 3: Cognitive Aspects](#) from *Interaction Design (3rd Ed.)* [PDF in Canvas]
 - Jakob Nielsen - [How to Conduct a Heuristic Evaluation](#) [Internet]
 - Jakob Nielsen - [10 Heuristics for User Interface Design](#) [Internet]
 - Jennifer DeRome - [What is User Experience?](#) [Internet]

Optional Seed Readings

-  Mark Ackerman - [The Intellectual Challenge of CSCW: The Gap Between Social Requirements and Technical Feasibility](#) [PDF in Canvas]
- Mark Newman - [Principles of Designing for Humans](#)
 - NOTE: These are for getting more information about Nielsen's heuristics and the Heuristic Evaluation method. These videos **are not** BiblioQuest eligible.

Assignment Deadlines

- Quiz #2 - In-class Tuesday, October 8
- BiblioQuest #5: Borgesius et al. - Assignment is open as of today & **due** Thursday October 10 **before** 2:30pm
- ExploroQuest #2 - **Due** Thursday, October 10 **before** 2:30pm

Topic 7: Social User Experience: Designing for Social Interaction Online

Lecture: Thursday, October 17 (Day 13)

[No Class October 15: Fall Break]

Guest Lecture by Megan St. Andrew on Day 13


Learning Objectives

- *Be aware of the design challenges that need to be addressed in order to create and support successful online communities, including encouraging participation, encouraging commitment, regulating behavior, and welcoming newcomers*
- *Understand how social science research can inform the design of online communities*
- *Understand a subset of design claims that can inform the design of online communities, namely claims regarding limiting the effects of bad behavior and imposing limits on bad behavior*

Required Readings

- Day 13
 - Paul Resnick and Robert E. Kraut - [Chapter 1: Introduction](#) from *Building Successful Online Communities* [PDF in Canvas]
 - Sara Kiesler et. al - [Chapter 4: Regulating Behavior in Online Communities](#) from *Building Successful Online Communities* [PDF in Canvas]
 - NOTE: Read only up through page 140. Stop before “4 Encouraging Voluntary Compliance”.

Optional Seed Readings

-  Kimberly Ling et al.- [Using Social Psychology to Motivate Contributions to Online Communities](#) [Internet]

Topic 8: Information Regulation: How information regulates and is regulated & Privacy

Lecture: Tuesday, October 22 and Thursday, October 24 (Day 14, Day 15)

Guest Lecture by Yixin Zou on Day 15

Learning Objectives

- State Lessig's main claim regarding the newest threat to liberty
- Define a regulator
- State the four regulators identified by Lessig
- Provide examples of the regulators working together
- State Lessig's main claim regarding code as an architecture
- Provide examples of how code regulates human behavior
- State the pros and cons of the unregulatability of code • State mechanisms for regulating code
- What is the key principle of net neutrality?
- State arguments
 - For NN
 - Against NN
- State personal value of privacy
- Define the four states of privacy
- Characterize what is "privacy harm" and offer examples
- Characterize the forces in tension with privacy
- Articulate reasons why technology makes privacy more difficult

Required Readings

- Day 14
 - Larry Lessig - [Chapter 7: What Things Regulate?](#) from Code (version 2.0) [PDF in Canvas]
- Day 15
 - Tim Wu - [Network Neutrality FAQ](#) [Internet]
 - Marguerite Reardon - [Here's Everything You Need to Know About Net Neutrality on the Anniversary of Its Repeal](#) [Internet]
 - Jonathan Shaw - [The Watchers](#) [Internet]

Optional Seed Readings

-  Jeffrey Toobin - [The Solace of Oblivion](#) [Internet]

Assignment Deadlines:

- BiblioQuest #6: Ackerman - Due Thursday, October 24 **before** 2:30pm
- InfoMaven WINDOW #1 - Due Friday, October 25 **before** 11:59pm

Topic 9: Information policy: Free speech, anonymity, harassment

Lecture: Tuesday, October 29 and Thursday, October 31 (Day 16, Day 17)

Guest Lecture by Brittany Lang on Day 16 and 17


Learning Objectives

- *Characterize civility and incivility*
- *Define the types of incivility*
- *Articulate why defining trolling is complicated*
- *Characterize the tension between incivility and free speech*
- *Characterize the causes of incivility*
- *Characterize the outcomes of incivility*
- *Characterize strategies for dealing with incivility*
- *Characterize free speech*
- *Characterize the exceptions to free speech*
- *Relate affordances to speech*

Required Readings

- Day 16
 - Zizi Papacharissi - [Democracy Online: Civility, Politeness, and the Democratic Potential of Online Political Discussion Groups](#) [PDF in Canvas]
 - Joel Stein - [How Trolls are Ruining the Internet](#) [Internet]
- Day 17
 - Whitney Phillips - [We're The Reason We Can't Have Nice Things Online](#) [Internet]
 - James Grimmelman - [Harmful Speech](#) [PDF in Canvas]

Optional Seed Readings

-  Daegon Cho and K. Hazel Kwon - [The Impacts of Identity Verification and Disclosure of Social Cues on Flaming in Online User Comments](#) [PDF in Canvas]

Assignments Due

- BiblioQuest #7: Ling et al. - Due Thursday, October 31 **before** 2:30pm
- Quiz #3 - In-class Tuesday, October 29
- BiblioQuest #8: Toobin - Due Friday, November 1 **before** 2:30pm

Topic 10: Information Access and the Digital Divide

Lecture: Tuesday, November 5 and Thursday, November 7 (Day 18, Day 19)

Guest Lecture by Liam Wiesenberger on Day 18, Day 19

Learning Objectives:

- Day 1
- *Define technological determinism*
- *Define social embeddedness of technology*
- *Explain both what a digital divide is and why it is an inadequate term*
- *Characterize how past historical events--especially colonial expansion--have shaped current technological situation*
- *Characterize technological environment in developing countries: low-end devices, irregular and expensive connectivity*
- *Explain how corporate efforts to bridge digital inequalities fall under technological determinism*
- Day 2
- *Characteristics of the digital divide in the United States*
 - *Who gets to access the Internet, and how?*
 - *What policies have impacted technological inequalities? (FCC Title II regulation and the notion of the "common carrier")*
- *Designing for the digital divide*
 - *IDEO and human-centered design*
 - *Dillahunt, et al., "Designing for Disadvantaged Job Seekers"*
- *Is human-centered design enough?*
 - *"Designing for good" and its inadequacy (Pal, Girling and Palaveeva)*

Required Readings

- Day 18
 - Sam Thielman - [How a Digital Divide Leaves Parts of Rural America Isolated](#) [Internet]
 - Craig Mod - [The Facebook-Loving Farmers of Myanmar](#) [Internet]
 - Mark Warschauer - [Dissecting the "Digital Divide": A Case Study in Egypt](#) [PDF in Canvas]
- Day 19
 - Tawanna Dillahunt et al. - [Designing for Disadvantaged Job Seekers: Insights from Early Investigations](#) [PDF in Canvas]
 - Joyojeet Pal - [The Fallacy of Good: Marginalized Populations as Design Motivation](#) [PDF in Canvas]
 - Rob Girling and Emilia Palaveeva - [Beyond the Cult of Human-Centered Design](#) [Internet]

Optional Readings-

-  Jen Schradie - [The Digital Production Gap: The Digital Divide and Web 2.0 Collide](#) [PDF in Canvas]

Assignment Deadlines

- BiblioQuest #9: Cho and Kwon - Due Tuesday, November 5 **before** 2:30pm
- ExploroQuest #3 - Due Thursday, November 7 **before** 2:30pm

Topic 11: Information economics: Information as a Good and Network Effects

Lecture: Tuesday, November 12 (Day 20)


Learning Goals

- *Characterize information goods*
- *Characterize the costs of producing information*
- *Characterize the different pricing strategies of information*
- *Characterize different economic concepts that influence the value and market success of certain information goods*

Required Readings

- Day 20
 - Carl Shapiro and Hal Varian - [Chapter 1: The Information Economy](#) from *Information Rules: A Strategic Guide to the Network Economy* [PDF in Canvas]
 - Carl Shapiro and Hal Varian - [Chapter 2: Pricing Information](#) from *Information Rules: A Strategic Guide to the Network Economy* [PDF in Canvas]
 - Eric Jorgenson - [The Power of Network Effects: Why They Make Such Valuable Companies, and How to Harness Them](#) [Internet]

Optional Seed Readings

-  Christian Essling, Johannes Koenen, and Christian Peukert - [Competition for Attention in the Digital Age: The Case of Single Releases in the Recorded Music Industry](#) [PDF in Canvas]

Assignment Deadlines

- BiblioQuest #10 Schradie: Due Tuesday, November 12 **before** 2:30pm

Topic 12: Data Science, Big Data

Lecture: Thursday, November 14 and Tuesday, November 19 (Day 21 and Day 22)

Guest lecture by Matt Kay on Day 21


Learning objectives

- *Define Data Science*
- *Identify applications of data science in “everyday” life*
- *Characterize what types of questions Data Science can answer*
- *Ask a question that data science can answer/ask a question that data science cannot answer*
- *Describe at more depth how a real-world example of a data science application works*
- *Define Big Data*
- *Discuss the applications of Big Data in different industries*
- *Discuss how data is changing the scientific method*
- *Define spurious relationships and characterize some examples of them*
- *Examine the shortcomings of Big Data (AAPOR) and social science*
- *Conduct an overview of data visualization*
- *Define data humanism*
- *View some examples of the “human side” of data*

Required Readings

- Day 21
 - “Data Science for Beginners” (videos) [Internet]
 - [5 Questions Data Science Answers](#)
 - [Is Your Data Ready for Data Science?](#)
 - [Ask a Question You Can Answer with Data](#)
 - [Predict an Answer with a Simple Model](#)
 - William Chen - [What Are the Top 5 Skills Data Scientists Need?](#) [Internet]
- Day 22
 - Amir Gandomi and Murtaza Haider - [Beyond the Hype: Big Data Concepts, Methods, and Analytics](#) [PDF in Canvas]
 - Chris Anderson- [The End of Theory: The Data Deluge Makes the Scientific Method Obsolete](#) [Internet]

Optional Seed Readings

-  danah boyd & Kate Crawford - [Critical Questions for Big Data](#) [PDF on Internet]
 - [The same article in Canvas](#) [PDF in Canvas]

Assignment Deadlines:

- ExploroQuest #4: Without a Net - Due Thursday, November 14 **before** 2:30pm
- Quiz #4 - In-class Thursday, November 14
- InfoMaven WINDOW #2 - Due Friday, November 15 **before** 11:59pm
- BiblioQuest #11: Essling, Koenen, and Peukert - Due Tuesday, November 19 **before** 2:30pm

Topic 13: Frontiers: BitCoin, Blockchain, UbiComp, and the Internet of Things (IoT)

Lecture: Thursday, November 21 and Tuesday, November 26 (Day 23, Day 24)

Learning Objectives

- *Define Bitcoin*
- *Characterize the issues for Bitcoin*
- *Characterize Moore's Law*
- *Ubiquitous computing*
 - *Be able to give three examples of UbiComp*
- *Characterize difference between Ubiquitous computing and Internet of things*
- *State benefits of IoT*
- *State concerns with IoT (Guardian Reading)*

Required Readings

- Day 23
 - Nathaniel Popper - [Bitcoin Basics](#) [Internet]
 - James Mackintosh - [What is BitCoin? Not What You Think](#) [PDF in Canvas]
 - Zachary Karabell - [Yes, Bitcoin Has No Intrinsic Value. Neither Does a \\$1 Bill](#) [Internet]
 - Joshua Oliver - [There Is No Such Thing as "the" Blockchain](#) [Internet]
 - Jillian Keenan - [Blockchain is Changing Lives in Africa](#) [Internet]
- Day 24
 - Bo Begole - [Defining Ubiquitous Computing vs. Augmented Reality](#) [Internet]
 - Noble Ackerson - [State of Ubiquitous Computing 2016](#) [Internet]
 - Adam Greenfield - [Rise of the Machines: Who is the 'Internet of Things' Good for?](#) [Internet]

Assignment Deadlines

- BiblioQuest #12: boyd and Crawford - Due Tuesday, November 26 **before** 2:30pm
- Occupy Social Media: Final Report - Due Friday, December 6 **before** 11:59pm

Topic 14: Artificial Intelligence (and Machine Learning)

Lecture: Tuesday, December 3 (Day 25)

Guest Lecture by Mike on Day 25

[No Class Thursday, November 28: Thanksgiving]

Learning Objectives

- *Know what the terms “AI” and “Machine Learning” really mean in today’s context.*
- *Characterize the benefits of AI/Machine Learning*
- *Characterize the current issues with AI/Machine Learning.*
- *Be able to articulate the potential future impacts of AI/ML on society.*

Required Readings

- Day 25
 - Nick Heath - [What is AI? Everything you need to know about Artificial Intelligence](#) [Internet]
 - Ian Bogost - [‘Artificial Intelligence’ Has Become Meaningless](#) [Internet]
 - Steve Lohr - [From Agriculture to Art — the A.I. Wave Sweeps In](#) [Internet]
 - Stephen Buranyi - [Rise of the Racist Robots – How AI is Learning All Our Worst Impulses](#) [Internet]

Optional Seed Readings

- Whittaker et al. (AI Now Institute) - [AI Now Report 2018](#) [PDF on Internet]

Assignment Deadlines

- Quiz #5 - In-class Tuesday, December 3

Topic 15: Health Informatics + Wrap-up

Lecture: Thursday, December 5 and Tuesday, December 10 (Day 26 and Day 27)

Guest Lecture by Pedja on Day 26

Learning Objectives:

- *Understand the basic definition/background of Health Informatics*
- *Understand the possible applications of data science to healthcare*
- *Understand the history and current state of electronic medical records (EMRs)*
- *Review major topics and themes discussed this semester*
- *Identify next steps in pursuing Information Studies*

Required Readings:

- Day 26
 - Tony Rousmaniere - [What Your Therapist Doesn't Know](#) [Internet]
 - Jennifer Bresnick - [Google Using FHIR, Deep Learning for Healthcare Predictive Analytics](#) [Internet]
 - Atul Gawande - [Why Doctors Hate Their Computers](#) [Internet]

Assignment Deadlines:

- Extra Credit: The "Final" Assignment - ~~Due Tuesday, December 17~~ **before 2:30pm**
 - Will be available upon OSM Grade release, around December 20-23.

Biblioquest icon from http://findicons.com/icon/104560/ancient_legend_icon_22