Syllabus Fall 2021
CompSci 240: Race, Gender, Class, and Computing

Course Details

Location:	Social Sciences 139
Hours:	Tues/Thurs 3:30-4:45pm
Units:	1
Website:	https://courses.cs.duke.edu/fall21/compsci240

Course Materials (Sakai): https://sakai.duke.edu/portal

Instructor Details

Instructor:	Dr. Nicki Washington
Email:	nicki@cs.duke.edu
Office Hours:	Wed 2-330pm (Zoom only)

Course Description
This course explores the diversity, equity, and inclusion (DEI) challenges in computing through an introduction to and discussion of identity as a social construct, its impact on computing departments and organizations, and the resulting impact of technology on various identities. DEI challenges impacting these identities (such as intersectionality, racism, sexism, xenophobia, classism, and more) are discussed, including various social justice movements. Identity is then explored in the context of DEI challenges in computing/tech environments, technologies developed, and their impact on people from various identities (including policies and organizations dedicated to addressing them).

Prerequisites
No background in computing or social science is required.

Areas of Knowledge and Modes of Inquiry Fulfillment
This course fulfills the Social Science (SS) Area of Knowledge and Cross-Cultural Inquiry (CCI); Science, Technology, and Society (STS); and Writing Modes of Inquiry requirements (W).

Required Text
Required-The MLA Style Manual (https://bit.ly/2NqpyG8) will be used for all formal paper submissions (Book Reflection Draft #1, #2, and Final Draft).

This course leverages news articles, podcast episodes, Ted Talks, interviews, documentaries, and books that are available via either the web or the Duke Library at no charge.

Additional Resources
- This course will use Sakai. All course material and submissions will be via Sakai.
- This course will use various articles, podcast episodes, videos, and other publicly accessible information via the Internet.
- The instructor team will use iThenticate to ensure written submissions are original work.
- ***This term we will be using Ed for class discussion (Piazza replacement) (linked through Sakai).*** The system is highly catered to getting you help fast and efficiently from classmates, the TAs, and myself. Rather than emailing questions to the teaching staff, I encourage you to post your questions on Ed.

Course Objectives/Outcomes

By the end of this course, students will be able to:

1. Understand identity and the ways in which it is defined (e.g., race, ethnicity, gender, class, sexual identity, and ability).
2. Define intersectionality.
3. Understand historical trends that impact organizational cultures and technology development
4. Understand cultural competence, ethics, diversity, equity, and inclusion.
5. Identify the impact of different technologies on various identities.
6. Identify strategies for creating more equitable and inclusive technical environments and software for diverse identities.

Topics Covered

This course covers but is not limited to the following topics:

Week	Date	Topic
1	24-Aug	Intro, Syllabus, House Rules, Expectations, Ice Breakers
	26-Aug	Identity, Race, Ethnicity
2	31-Aug	Gender, Sexuality
	2-Sep	Intersectionality, Class
3	7-Sep	Ability
	9-Sep	White Privilege, White Supremacy, Racism
4	14-Sep	Anti-XX Racism, Xenophobia
	16-Sep	Sexism, Misogyny, Misogynoir
5	21-Sep	Homophobia, Transphobia
	23-Sep	Classism, Ableism
6	28-Sep	The Movements (Part 1): Suffrage, Civil Rights, Feminist, MeToo, Black Lives Matter
	30-Sep	The Movements (Part 2): Stonewall, United Farm Workers, Immigrant Rights, Disability Rights
7	5-Oct	Policy-13th Amendment, 19th Amendment, 15th Amendment (Voting Rights Act), American Disabilities Act, Crown Act
	7-Oct	What Does This Have to Do with Computing? Digital Divide, Cultural Competence
8	12-Oct	What is Bias? Machine Learning, Artificial Intelligence
	14-Oct	Facial Recognition Software
9	19-Oct	Surveillance Tech
	21-Oct	No class (travel), give some review material.
10	26-Oct	Predictive Policing, Recidivism/Bail Software
	28-Oct	Search Algorithms/ChatBots, Job/FinTech Applications
11	2-Nov	Healthcare Software
	4-Nov	Voice Recognition Technology

12	9-Nov	Tech Impacting People with Disabilities
	11-Nov	Tech Impacting LGBTQ+ Communities
13	16-Nov	The Movements(pull from what's happening)
	18-Nov	Fairness, Accountability, and Transparency (FAT)/Policy
14	23-Nov	EXTRA DAY No class, finish presentations
	25-Nov	Thanksgiving
15	30-Nov	Presentations
	2-Dec	Presentations, Wrap-Up

Course Requirements

- **Attendance/Participation**-Because the nature of the course centers class discussions, students are expected to attend class and actively participate in class discussions, including discussion threads. Asynchronous videos will be provided of each lecture for those unable to attend class synchronously.
- **Position Paper**-Students are expected to write one position paper at the beginning of the semester.
- **Weekly Reflections**-Students are expected to provide weekly writing assignments based on class discussions and reading material, which will also serve as informal writing preps.
- **Book Reflection**-Students are expected to submit a reflection paper on one book they read from a list of available options. Two draft submissions are required.
- **Peer Reviews**-Students will complete two peer reviews of book reflection drafts.
- **Final Presentation**-Students must complete an end-of-course presentation.

This course was intentionally and appropriately curated using factual information to teach concepts that will lead to more equitable and inclusive computing environments for diverse identities. It is extremely important that this course is prioritized as a safe space for learning/growing. The course discusses sensitive topics that impact people with different identities in different ways. As such, it requires participation that is respectful of all identities. Failure to abide by this (including verbal and written language that is found to be abusive, offensive, threatening, and/or hateful) will result in reporting to the proper university officials. Repeated incidents will result in appropriate university grievance harassment procedures and additional actions, as necessary. For more information, refer to the Duke Community Standard: A Guide for Students.

Grading Policy

Position Paper:	50 points total (8.6%)
Weekly Reflections:	240 points total (34.3%)
Book Reflections	200 points total (28.6%)
Peer Reviews (Reflection)	40 points total (7.1%)
Presentation:	120 points total (21.4%)
	650 Total Points Possible

Final grades are reported based on the following scale:

Total Points Scored	Final Grade Range	Reported Grade
637-650	98-100%	A+

611-636	94-97.9%	A
585-610	90-93.9%	A-
572-584	88-89.9	B+
546-571	84-87.9	B
520-545	80-83.9	B-
507-519	78-79.9	C+
481-506	74-77.9	C
455-480	70-73.9	C-
442-454	68-69.9	D+
416-441	64-67.9	D
390-415	60-63.9	D-
0-389	0-59.9	F

Grading for Final Book Reflection Assignment

Below is a clear discussion of the grading criteria for writing assignments in this course.

'A' Paper	A paper in this category demonstrates a clear and consistent competence with only a few minor errors. Such a paper ● Represents the best writing from a student ● Effectively and insightfully address the writing task ● Is well organized and fully developed with clearly appropriate supportive ideas, details, and references (as required) ● Displays consistent facility with language, demonstrating variety in sentence structure and range of vocabulary
'B' Paper	A paper in this category demonstrates reasonably consistent competence with occasional errors or lapses of quality. Such a paper ● Represents a good essay ● Effectively addresses the writing task ● Is generally well organized and adequately developed, using appropriate details to support ideas ● Displays facility with language, syntactic variety, and a range of vocabulary
'C' Paper	A paper in this category demonstrates adequate competence and is not marred by frequent or major errors of organization and style. Such a paper ● Represents the minimum passing grade for a student ● Addresses the writing task but with less sophistication of thought and analysis than other upper-half papers and may be pedestrian

	● Is organized and developed with generally appropriate detail, but may be more superficial, simplistic, and mechanical ● Displays a basic facility with language without frequent or major errors in syntax, mechanics, spelling, or vocabulary/usage
'D' Paper	A paper in this category is unacceptable, marked by inconsistent control over thought, language, and organization. Such a paper ● Represents work that does not meet criteria, as specified by the assignment and/or general course expectations, including appropriate student conduct. ● Addresses the topic ineffectively or inaccurately ● Is somewhat organized and developed, but may be diffuse, vague, or marked by inappropriate examples ● Contains an accumulation of errors in grammar, diction, spelling, mechanics and sentence structure
'F' Paper	A paper in this category is completely unacceptable, marked by weakness of thought, language, and organization. Such a paper ● Represents a paper that falls well below expectation ● Is poorly organized, if organized at all ● Is marked by consistent errors in grammar, diction, sentence structure, mechanics and spelling ● Is unacceptably brief

Late Work
All assignments are due via Sakai at 1159pm EST on the specific due date. All assignments have a one-day grace period, which is 1159pm EST of the day after the original due date. Anything submitted after this grace period will not be graded unless an approved extenuating circumstance.

Student Code of Conduct
Students are expected to abide by the Duke Community Standard in terms of academic integrity, respect, fairness, accountability, and more. A complete discussion of the Duke Community Standard, expectations, and procedures in the event of violations are discussed in the Duke Community Standard: A Guide for Students.

Students Requiring Accommodations
Duke University is prepared to make reasonable academic adjustments and accommodations to allow students with disabilities full participation in the same programs and activities available to students without disabilities. The Student Disability Access Office assists students with disabilities who are enrolled in Trinity College and the Pratt School of Engineering. In order to receive consideration for reasonable accommodations under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act (ADA), a student must have a physical or mental impairment that substantially limits one or more major life activities such as, but not limited to, hearing, seeing, speaking, breathing, performing manual tasks, walking, caring for oneself, and learning. Substantially limiting refers to an impairment that prevents an individual from performing a major life activity or significantly restricts the condition, manner, or duration under which an individual can perform a major life activity. Students requesting accommodations under the provisions of Section 504 or the ADA (e.g., academic, housing, etc.) must consult Leigh Fickling, Director, Student Disability Access Office, 919-668-1267 or 919-668-1329 TTY,

to explore possible coverage. Students with medical conditions not covered under the provisions of ADA must consult Duke Student Health Services at 919-681-9355 for further information.

Office of Student Affairs
Students are also encouraged to raise concerns or questions related to harassment, discrimination, sexual misconduct, and related retaliation to the Office of Student Affairs at conduct@duke.edu.

Syllabus Change Policy
This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students.