Overview & Responsibilities

Equity & Ethics in Software Engineering
CS/SWE 795
http://go.gmu.edu/swe795

Dr. Brittany Johnson-Matthews
(Dr. B for short)
Welcome!

CS/SWE 795 – Equity & Ethics in Software Engineering

Roughly...
75% reading papers,
25% synthesizing and discussing research

Learn about:
---> Ethics in computing
---> Diversity on software teams
---> Research and practice on developing equitable software systems
About my lab

Understanding Software Practice
- Developer tool use
- Developer expertise
- Work environments

Improving Software Practice
- Testing & debugging
- Tool adoption & communication
- Onboarding in OS communities

Developing Equitable Software
- Software and model fairness
- Ethics in open source
- Technology for Black Lives
- Equitable healthcare access

INSPRERD Lab
(Needs additional information about the lab)
http://inspired.cs.gmu.edu
Online Resources

All information, announcements, and discussions will be on Piazza.
- Key course information and links (e.g., syllabus and schedule) are in a pinned post

Assignments and grades will be posted on Blackboard.
## Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Exercises</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Meet 1</td>
<td>Class Overview &amp; Intro to Ethics and Equity</td>
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<tr>
<td>Thu 1/26</td>
<td>The History of Ethics in Computing</td>
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<td>Meet 2</td>
<td>The History of Ethics in Computing (cont’d)</td>
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<tr>
<td>Thu 2/2</td>
<td>Ethnics &amp; AI</td>
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<td>Meet 3</td>
<td>Supporting Ethics in Practice: Tools &amp; Frameworks</td>
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<td>Thu 2/9</td>
<td>Black Mirror Writer’s Room (Extended Exercise)</td>
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<td>Meet 4</td>
<td>Black Mirror Writer’s Room Presentations</td>
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<tr>
<td>Thu 2/16</td>
<td>No class -- Spring Break! 😊</td>
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<td>Meet 5</td>
<td>From Ethics to Equity. Starting with Diversity</td>
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<td>Thu 3/2</td>
<td>Engaging Marginalized Communities: Research Methods &amp; Design Approaches</td>
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<td>Meet 6</td>
<td>Engaging the Margins: Persons with Disabilities</td>
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<tr>
<td>Thu 3/9</td>
<td>Engaging the Margins: Children and Aging Populations</td>
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<td>Meet 7</td>
<td>Engaging the Margins: LGBTQ*</td>
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<td>Thu 3/16</td>
<td>Engaging the Margins: Intersectionality &amp; Positionality</td>
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<td>Meet 8</td>
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<td>Thu 3/23</td>
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<td>Meet 9</td>
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<td>Thu 3/30</td>
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<td>Meet 10</td>
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<td>Thu 4/6</td>
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<td>Meet 11</td>
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<td>Thu 4/13</td>
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<td>Meet 12</td>
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<td>Thu 4/20</td>
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<td>Meet 13</td>
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<td>Thu 4/27</td>
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<td>Thu May 4</td>
<td>FINAL PRESENTATIONS</td>
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<td>4:30 - 7:15</td>
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<tr>
<td>Thu May 11</td>
<td>FINAL PRESENTATIONS</td>
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<tr>
<td>4:30 - 7:15</td>
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Subject to change, but generally final
Office Hours

Virtual and in-person options (all posted on Piazza)

Also available by appointment (contact TA or myself via Piazza)

TA office hours in-person (also posted on Piazza)
Class structure

Typically:
- 5-6 paper presentations (given by students, ~20 minutes each)
  - Q&A + Discussion
- 10-15 minute break halfway through class

The time we finish depends mostly on the presentations and discussions that day
(but we will generally be done by 7pm)
Grading

All details on grading are in the syllabus.

- Participation (discussion board & in-class) = 20%
- Article presentation (one per student) = 20%
- Article synthesis (two due over the semester) = 20%
- Final projects (to be completed in a group) = 40%
Article Presentation (20% of final grade)

Everyone has been assigned a paper to present to the class (see Paper Schedule).

You are welcome to switch with others, but I should be notified when that happens.

Presentations should:
- Be no longer than 20 minutes
- Cover key elements of the paper (see Article Presentation Template)
- Include visuals along with text

Slides should be submitted prior to the start of class.

We will grade based on expected content and quality of visual/oral presentation.
It is expected that you read all papers that are presented in this course.

Over the course of the semester, you should submit two article syntheses.

Each synthesis should:
- Include at least 3 articles
- Includes details of each article along with thoughts on contribution
Class participation (20% of final grade)

Earn points by:
- Asking questions following presentations
- Engaging in in-class activities and discussions
- Suggesting papers to add to the course (via Paper Recommendation Form)
- Engaging meaningfully on Piazza
Final Project (40% of final grade)

Teams of 3-5 students (in this class)

Either:

a) Pilot or propose new study/experiment/tool OR
b) Extend an existing study/experiment/tool

**Deliverables**

1. *Project proposal*: title, collaborators, one-page summary
2. *Paper outline*: sections and bulleted lists (incorporating proposal feedback)
3. *Final paper*: final conference quality write up, integrating all feedback
4. *Final presentation*: present paper to class
Attendance

Not required, but **strongly encouraged**

All due dates are final (with few exceptions)

**Don't forget participation grade!**
Responsibilities of Professor

Curate **useful and interesting information** for you
Come to class
Offer **challenging but reasonable** exercises and assignments
Grade fairly **without bias**
Return graded work **promptly with helpful comments**

**Goals:**
- Support discussion and knowledge sharing of important concepts
- Make the class fun and engaging for everyone
Responsibilities of Student

Come to class **on time**
If you miss class, **catch up on your own** (but don’t hesitate to ask for help if needed)
**Listen** to all instructions
Turn in **assignments on time**
**Read** the material
If you disagree with me, **disagree politely**

**Goals:**
- **Read before class**
- **Actively participate in your academic growth**
Fostering an inclusive, safe space

A classroom consists of instructors and students. We all play a role in creating a safe learning space.

Everyone should feel comfortable and supported:
- by instructors
- by their fellow classmates

There is ZERO TOLERANCE for:
- racism or sexism
- bullying or harassment
- inappropriate comments of any kind

INCLUSIVE
EQUITABLE
DIVERSE
ACCEPTING
WELCOMING
SAFE SPACE
FOR EVERYONE