
Term Information

Effective Term Spring 2021

General Information

Course Bulletin Listing/Subject Area Geography
Fiscal Unit/Academic Org Geography - D0733
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5101
Course Title GIST professionalism and ethics
Transcript Abbreviation GISTPROETHICS
Course Description For a practitioner in this broad field of geographical information science and technology (GIST), what does "being professional" mean? Is doing your job competently enough to be at your job? What constitutes professional competence in this profession? This course will help students address these questions and find their moral compass in a constantly changing profession.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0701
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Explain GIST as a profession and related skills
- Demonstrate understanding of GIST as an industry and organization
- Development professional profile and resume
- Evaluate strengths and limitations of their own skillset
- Evaluate different career paths in GIST and other fields
- Conduct practitioner interviews
- Identify ethical issues of geospatial technology and its applications
- Evaluate decision options regarding ethical issues in geospatial applications
- Discuss ethics in classroom and in workplace
- Demonstrate moral reasoning skills through methodical analysis of ethical case studies
- Describe various philosophical frameworks upon which codes of ethics are based
- Defend or refute a decision as GIST professional for applications when ethical issues are involved

Content Topic List

- Why GIS ethics?
- Geospatial profession
- Competence in GIST
- Interview preparation
- Fundamental issues in ethics
- Ethical computing and smarts
- Geospatial and Privacy
- Data and Ethics
- Public participation GIS
- GIST Professionals Interview
- Digital divide and VGI
- Intellectual property
- Critical GIS

Sought Concurrence

No

Attachments

- GEOG5101-online-gis-professionalism-ethics.docx: Syllabus (online)
(Syllabus. Owner: Xiao, Ningchuan)
- GEOG5101-inperson-gis-professionalism-ethics.docx: Syllabus (in-person)
(Syllabus. Owner: Xiao, Ningchuan)
- Geog5101-asctech-review.docx: ASCTech review (online)
(Other Supporting Documentation. Owner: Xiao, Ningchuan)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Xiao, Ningchuan	11/19/2020 12:56 AM	Submitted for Approval
Approved	Munroe, Darla Karin	11/19/2020 08:08 AM	Unit Approval
Approved	Haddad, Deborah Moore	11/19/2020 08:35 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	11/19/2020 08:35 AM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: GEOG 5101 (ONLINE) GIST PROFESSIONALISM AND ETHICS SPRING 2021

Course overview

Instructor

Instructor: Prof. Ningchuan Xiao

Email address: xiao.37@osu.edu

Phone number: 614-292-4072

Office hours: by appointment only (CarmenZoom)

Office Location: 1132 Derby Hall

Course description

Geospatial has become a ubiquitous term in a wide range of applications where spatial data, GIS, mapping, remote sensing, spatial data analytics, and spatial decision making are involved. For a practitioner in this broad field of geographical information science and technology (GIST), what does “being professional” mean? Is doing your job competently enough to be at your job? What constitutes professional competence in this profession? This course will help you address these questions and, more importantly, help you find your moral compass in a profession that is at the cutting-edge of today’s constant social and technological advances.

Course learning outcomes

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

- Explain GIST as a profession and related skills
- Demonstrate understanding of GIST as an industry and organization
- Development professional profile and resume
- Evaluate strengths and limitations of their own skillset
- Evaluate different career paths in GIST and other fields

- Conduct practitioner interviews
- Identify ethical issues of geospatial technology and its applications
- Evaluate decision options regarding ethical issues in geospatial applications
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- Defend or refute a decision as GIST professional for applications when ethical issues are involved

How this course works

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Each module is organized around a specific topic (see course schedule below) and consists of introduction videos, coding tutorials, and student activities (see assignment information below). Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a 3-credit-hour course. According to [Ohio State policy](#), a 3 credit hour course comprises 3 hours of instruction in class (including online instruction content and Carmen activities) and 6 hours of homework/study time outside class per week, for a total of 9 hours per course per week, for the student to earn a C grade.

GE Course Information

- This is not a GE course.

Course materials

Required

The following is the required textbook for this class. In addition, each week will include more required readings that are listed after the course schedule.

Quinn, M. 2017. *Ethics for the Information Age* (7th Edition). New York: Pearson

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenZoom text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [OpenOffice](#) is a free and complete suite of software tools for word processing, spreadsheet, and presentations.
- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

Assignment or category	Points
Reflective papers	30
Professional profile (undergraduate students) GIST practitioner interview (graduate students)	20
Case study reading (all students) and Develop an ethics case study (graduate students only)	20
Recorded presentation	20
Participation	10
Total	100

Assignment information

This course is organized around five types of activities. Students should carefully review the academic integrity policies in the subsequent section that pertain to all assignments of this class.

Reflective papers. During the semester, each student is required to write 3 reflection papers. Each paper should focus on one week's topic since the previous paper. Each paper will be 5 pages long, double spaced with 12pt font and normal margins. The papers will be graded based on how they adequately address the papers of the week selected, as well as the style and quality of writing. Detailed rubric will be provided along with the assignments.

Professional profile. Undergraduate students in this class are required to develop a professional profile on LinkedIn and provide constructive suggestions through peer review of other students' profiles.

GIST practitioner interview. Graduate students in this class are required to identify a practitioner and interview him/her regarding professionalism and ethics. Undergraduate students are not required to conduct the interview per se, but are required to discuss the interview process and to peer review the interview reports.

Case studies. A number of case studies will be used to help students develop their understanding of ethical issues in real world applications, get familiar with the codes of conduct, and cultivate their professional judgement. All students in this class are required to read and comment on various case studies. Detailed instructions will be provided along with the assignment. In addition, each graduate student is required to develop a case study. The main body of the case study is typically more than 400 words. By developing their own case studies, students will be able to develop a high level of ethical awareness. Interviewing practitioners is often a good start for preparing the case study. These case studies will be peer reviewed by all students in the class.

Presentation. Each student will record a video presentation (2-3 minutes) to explain what GIST as a profession means to you. The videos will be posted on Carmen and will also be peer reviewed.

Participation. Each week, I will post several questions on the discussion board and each student is required to response to these questions using the reading materials of that week. In addition, each student must also post at least one question for each reading material and provide their thoughts about those questions. Each student must also response to questions from at least two of other students.

Late assignments

Late submissions will be accepted up to a week past the due date. One day late will incur a 10% penalty. Two days late will incur 20% penalty. Three days will incur a 30% penalty. Four days late will incur a 40% penalty. Five to seven days late will only receive 50% credit of the grade you would have received if it is submitted on time. If you contact me ahead of time for deadline adjustments, you will not incur any penalty. Please refer to Carmen for due dates.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **Monday, Wednesday, and Friday on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST TWICE PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**
This course is asynchronous, no live sessions. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled office hours.
- **Participating in discussion forums: 4+ TIMES PER WEEK**
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignment, including discussion posts, should be your own original work. In formal assignments, you should follow The Chicago Manual of Style 17th edition ([click here for online version](#)) to cite the ideas and words of your research sources.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org.

Course schedule (tentative)

This class meets once a week. The following is a tentative schedule. The lengths of the reading materials vary, but in general the length of a peer-reviewed article is 10 to 20 pages, and the length of a book chapter is 40 to 50 pages. Other readings will be less than 10 pages.

Week	Dates	Topics, Readings, Assignments
1	1/11-1/15	Why GIS ethics? Discussion forum: history of geospatial data and GIS Readings: Quinn 2017 Ch 2, Openshaw 1991, Curry 1995, Schuurman 2000
2	1/18-1/22	Geospatial profession Discussion Forum: codes of ethics Interview: Identify practitioner interviewees Case study: MAPPS lawsuit Readings: Quinn 2017 Ch 9, GISCI Code of Ethics, ASPRS Code of Ethics, Davis 2003, Richardson 2007
3	1/25-1/29	Competence in GIST Discussion forum: GIST job search experience Assignment: reflection paper #1 (GIST profession) Readings: URISA, 2012, DiBiase et al. 2010, DiBiase 2018
4	2/1-2/5	Interview preparation Discussion forum: mock interview and questions Interview: protocol and questionnaire Assignment: LinkedIn profile Discussion forum: practitioner interviews from Quinn 2017 Readings: Kuniavsky 2003
5	2/8-2/12	Fundamental issues in ethics Discussion forum: define GIS ethics Assignment: LinkedIn profile peer review Case study: mapping Muslims Readings: Quinn 2017 Ch 4, Crampton 1995, Onsrud 1995
6	2/15-2/19	Ethical computing and smarts Discussion forum: Smart Columbus Assignment: LinkedIn profile Readings: Jefferson 2017, Hagendorff 2020, Orr & Davis 2020
7	2/22-2/26	Geospatial and Privacy Discussion forum: how to (not) track customers Case study: mobile phone tracking, tsunami response Readings: Quinn 2017 Ch 5, Crampton 2003, 2007, Armstrong & Ruggles 2005, Kerski 2016

8	3/1-3/5	Data and Ethics Discussion forum: what does your data tell? Case studies: submarine crash Readings: Keefer 2005, Huff & Brown 2004
9	3/8-3/12	Public participation GIS Discussion forum: public participation Assignment: reflection paper #2 Readings: Elwood 2006, Rickles et al. 2017
10	3/15-3/19	Spring break (no class)
11	3/22-3/26	GIST Professionals Interview Interview questions Assignment: Interview report
12	3/29-4/2	Digital divide and VGI Discussion forum: Readings: Curry 1997, Quinn Ch 10, Elwood 2008
13	4/5-4/9	Intellectual property Discussion forum: sign the dotted line Case study: public access to government data Readings: Quinn 2017 Ch 4, Stewart et al. 1997, Curry 1996, Sheppard 2005
14	4/12-4/16	Critical GIS Discussion forum: representation and GIS Assignment: reflection paper #3 Readings: Kwan 2002, McLafferty 2005, Schuurman & Leszczynski 2006, Schuurman 2006
15	4/19-4/23	Case study Video presentation Peer review

List of readings

- Armstrong, M. and Ruggles, A. 2005. Geographic Information Technologies and Personal Privacy. *Cartographica* 40 (4): 63-73.
- Crampton, J. 1995. The Ethics of GIS. *Cartography and Geographic Information Systems* 22 (1): 84-89.
- Crampton, J. 2003. Cartographic Rationality and the Politics of Geosurveillance and Security. *Cartography and Geographic Information Science* 30 (2): 135-148.
- Crampton, J. 2007. The Biopolitical Justification for Geosurveillance. *Geographical Review* 97 (3):389-403.
- Croswell, P. 2018. Organizational Models for GIS Management. *The Geographic Information Science & Technology Body of Knowledge* (1st Quarter 2018 Edition), John P. Wilson (ed.). DOI: 10.22224/gistbok/2018.1.13
- Curry, M.R. 1995. Geographic information system and the inevitability of ethical inconsistency. In Pickles, J. (ed.) *Ground Truth: The social implications of geographic information systems*, 68-87. New York: The Guilford Press
- Curry, M.R. 1996. Data Protection and Intellectual Property: Information, Systems and the Americanization of the New Europe. *Environment and Planning A* 28: 891- 908
- Curry, M.R., 1997. The digital individual and the private realm. *Annals of the Association of American geographers*, 87(4), pp.681-699.
- Davis, M. 2003. What can we learn by looking for the first code of professional ethics? *Theoretical Medicine and Bioethics*, 24(5): 433-454.
- DiBiase, D. 2018. Competence in GIS&T Knowledge Work. *The Geographic Information Science & Technology Body of Knowledge* (3rd Quarter 2018 Edition), John P. Wilson (Ed.). DOI:10.22224/gistbok/2018.3.10
- DiBiase, D., Tripp Corbin, Thomas Fox, Joe Francica, Kass Green, Janet Jackson, Gary Jeffress, Brian Jones, Brent Jones, Jeremy Mennis, Karen Schuckman, Cy Smith, and Jan Van Sickle, 2010. The New Geospatial Technology Competency Model: Bringing Workforce Needs into Focus. *URISA Journal* 22:2, 55-72
- Elwood, S. and Ghose, R. 2004. PPGIS in Community Development Planning: Framing the Organizational Context. *Cartographica* 38 (3&4): 19-33.
- Elwood, S., 2006. Critical issues in participatory GIS: Deconstructions, reconstructions, and new research directions. *Transactions in GIS*, 10(5), pp.693-708.
- Elwood, S., 2008. Volunteered geographic information: future research directions motivated by critical, participatory, and feminist GIS. *GeoJournal*, 72(3-4), pp.173-183.
- Hagendorff, T., 2020. The ethics of Ai ethics: An evaluation of guidelines. *Minds and Machines*, 30: 1-22.
- Huff, C.W., and Brown, R. 2004. Integrating ethics into a computing curriculum: A case study of the Therac-25, In Akera, A. and Aspray, W. (Eds.), *Using History to Teach Computer Science and Related Disciplines*, Washington DC: Computing Research Association, 255-277.
- Jefferson, B.J. 2017. Digitize and punish: computerized crime mapping and racialized carceral power in Chicago, *Environment & Planning D: Society & Space* 35: 775-796
- Keefer, M.W. 2005. Making good use of online case study materials, *Science and Engineering Ethics*, 11: 413-429.

- Kerski, J. 2016. Location Privacy. *The Geographic Information Science & Technology Body of Knowledge* (3rd Quarter 2016 Edition), John P. Wilson (ed.). DOI: 10.22224/gistbok/2016.3.2
- Kuniavsky, M. 2003. Chapter 6, Universal tools: Recruiting and interviewing, *Observing the User Experience: A Practitioner's Guide to User Research*, San Francisco: Morgan Kaufmann Publishers, 117-127.
- Kwan, M.P. 2002. Feminist Visualization: Re-envisioning GIS as a Method in Feminist Geographic Research. *Annals of the Association of American Geographers* 92(4): 645-661.
- McLafferty, S. 2005. Women and GIS: Geospatial Technologies and Feminist Geographies. *Cartographica*, 40 (4):37-45.
- Onsrud, H.J. 1995. Identifying unethical conduct in the use of GIS. *Cartography and Geographic Information Systems*, 22(1), 90-97
- Openshaw, S., 1991. A view on the GIS crisis in geography, or, using GIS to put Humpty-Dumpty back together again. *Environment and Planning A*, 23(5), pp.621-628.
- Orr, W. and Davis, J.L. (2020) Attributions of ethical responsibility by Artificial Intelligence practitioners, *Information, Communication & Society*, 23:5, 719-735, DOI: 10.1080/1369118X.2020.1713842
- Pickles, J. 1995. Representations in an Electronic age: Geography, GIS and Democracy. In: J. Pickles (ed.), *Ground truth: The social implications of geographic information systems*. New York, New York: Guilford Press. pp. 1-30.
- Quinn, M. 2017. *Ethics for the Information Age* (7th Edition). New York: Pearson
- Richardson, D. 2007. Crossing Borders. *ArcNews* Spring Issue.
<https://www.esri.com/news/arcnews/spring07/articles/a-serious-threat.html>
- Rickles, P., Haklay, M., Ellul, C., and Skarlatidou, A. (2017). Citizen Science with GIS&T. *The Geographic Information Science & Technology Body of Knowledge* (3rd Quarter 2017 Edition), John P. Wilson (ed.). doi: 10.22224/gistbok/2017.3.5.
- Schuurman, N. 2000. Trouble in the heartland: GIS and its critics in the 1990s. *Progress in Human Geography* 24 (4): 569-590.
- Schuurman, N. and Leszczynski, A. 2006. Ontology based Metadata. *Transactions in GIS*, 10(5):709-726.
- Schuurman, N., 2006. Formalization matters: Critical GIS and ontology research. *Annals of the Association of American Geographers*, 96(4), pp.726-739.
- Sheppard, E., 2005. Knowledge production through critical GIS: Genealogy and prospects. *Cartographica: The International Journal for Geographic Information and Geovisualization*, 40(4), pp.5-21.
- Stewart, K., G. Cho and E. Clark, 1997. Geographical Information Systems and Legal Liability. *Journal of Law and Information Science*. 8/1:84-113.
- URISA, 2012. *Geospatial Management Competency Model (GMCM)*
<https://www.urisa.org/resources/geospatial-management-competency-model>



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: GEOG 5101

GIST PROFESSIONALISM AND ETHICS

SPRING 2021

Course overview

Instructor

Instructor: Prof. Ningchuan Xiao

Email address: xiao.37@osu.edu

Phone number: 614-292-4072

Office hours: Monday and Wednesday 10-11:30 AM or by appointment

Office Location: 1132 Derby Hall

Course description

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Grading and faculty response

Grades

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Participation	10
Total	100

Assignment information

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GIST practitioner interview. Graduate students in this class are required to identify a practitioner and interview him/her regarding professionalism and ethics. Undergraduate students are not required to conduct the interview per se, but are required to discuss the interview process and to peer review the interview reports.

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Presentation. Each student will record a video presentation (2-3 minutes) to explain what GIST as a profession means to you. The videos will be posted on Carmen and will also be peer reviewed.

Participation. Prior to each class, students must use the online discussion board to (1) raise at least one question about the each of the reading materials and (2) provide their thoughts on their own questions. During the class, students will be asked to elaborate on the questions they raised for the class to discuss.

Late assignments

Late submissions will be accepted up to a week past the due date. One day late will incur a 10% penalty. Two days late will incur 20% penalty. Three days will incur a 30% penalty. Four days late will incur a 40% penalty. Five to seven days late will only receive 50% credit of the grade you would have received if it is submitted on time. If you contact me ahead of time for deadline adjustments, you will not incur any penalty. Please refer to Carmen for due dates.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the discussion boards every **Monday, Wednesday, and Friday on school days**.

Other course policies

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignment, including discussion posts, should be your own original work. In formal assignments, you should follow The Chicago Manual of Style 17th edition ([click here for online version](#)) to cite the ideas and words of your research sources.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org.

Course schedule (tentative)

This class meets once a week. The following is a tentative schedule. The lengths of the reading materials vary, but in general the length of a peer-reviewed article is 10 to 20 pages, and the length of a book chapter is 40 to 50 pages. Other readings will be less than 10 pages.

Week	Dates	Topics, Readings, Assignments
1	1/11-1/15	Why GIS ethics? Discussion forum: history of geospatial data and GIS Readings: Quinn 2017 Ch 2, Openshaw 1991, Curry 1995, Schuurman 2000
2	1/18-1/22	Geospatial profession Discussion Forum: codes of ethics Interview: Identify practitioner interviewees Case study: MAPPS lawsuit Readings: Quinn 2017 Ch 9, GISCI Code of Ethics, ASPRS Code of Ethics, Davis 2003, Richardson 2007
3	1/25-1/29	Competence in GIST Discussion forum: GIST job search experience Assignment: reflection paper #1 (GIST profession) Readings: URISA, 2012, DiBiase et al. 2010, DiBiase 2018
4	2/1-2/5	Interview preparation Discussion forum: mock interview and questions Interview: protocol and questionnaire Assignment: LinkedIn profile Discussion forum: practitioner interviews from Quinn 2017 Readings: Kuniavsky 2003
5	2/8-2/12	Fundamental issues in ethics Discussion forum: define GIS ethics Assignment: LinkedIn profile peer review Case study: mapping Muslims Readings: Quinn 2017 Ch 4, Crampton 1995, Onsrud 1995
6	2/15-2/19	Ethical computing and smarts Discussion forum: Smart Columbus Assignment: LinkedIn profile Readings: Jefferson 2017, Hagendorff 2020, Orr & Davis 2020
7	2/22-2/26	Geospatial and Privacy Discussion forum: how to (not) track customers Case study: mobile phone tracking, tsunami response Readings: Quinn 2017 Ch 5, Crampton 2003, 2007, Armstrong & Ruggles 2005, Kerski 2016

8	3/1-3/5	Data and Ethics Discussion forum: what does your data tell? Case studies: submarine crash Readings: Keefer 2005, Huff & Brown 2004
9	3/8-3/12	Public participation GIS Discussion forum: public participation Assignment: reflection paper #2 Readings: Elwood 2006, Rickles et al. 2017
10	3/15-3/19	Spring break (no class)
11	3/22-3/26	GIST Professionals Interview Interview questions Assignment: Interview report
12	3/29-4/2	Digital divide and VGI Discussion forum: Readings: Curry 1997, Quinn Ch 10, Elwood 2008
13	4/5-4/9	Intellectual property Discussion forum: sign the dotted line Case study: public access to government data Readings: Quinn 2017 Ch 4, Stewart et al. 1997, Curry 1996, Sheppard 2005
14	4/12-4/16	Critical GIS Discussion forum: representation and GIS Assignment: reflection paper #3 Readings: Kwan 2002, McLafferty 2005, Schuurman & Leszczynski 2006, Schuurman 2006
15	4/19-4/23	Case study Video presentation Peer review

List of readings

- Armstrong, M. and Ruggles, A. 2005. Geographic Information Technologies and Personal Privacy. *Cartographica* 40 (4): 63-73.
- Crampton, J. 1995. The Ethics of GIS. *Cartography and Geographic Information Systems* 22 (1): 84-89.
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- Curry, M.R., 1997. The digital individual and the private realm. *Annals of the Association of American geographers*, 87(4), pp.681-699.
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- DiBiase, D. 2018. Competence in GIS&T Knowledge Work. *The Geographic Information Science & Technology Body of Knowledge* (3rd Quarter 2018 Edition), John P. Wilson (Ed.). DOI:10.22224/gistbok/2018.3.10
- DiBiase, D., Tripp Corbin, Thomas Fox, Joe Francica, Kass Green, Janet Jackson, Gary Jeffress, Brian Jones, Brent Jones, Jeremy Mennis, Karen Schuckman, Cy Smith, and Jan Van Sickle, 2010. The New Geospatial Technology Competency Model: Bringing Workforce Needs into Focus. *URISA Journal* 22:2, 55-72
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- Jefferson, B.J. 2017. Digitize and punish: computerized crime mapping and racialized carceral power in Chicago, *Environment & Planning D: Society & Space* 35: 775-796
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- Kerski, J. 2016. Location Privacy. *The Geographic Information Science & Technology Body of Knowledge* (3rd Quarter 2016 Edition), John P. Wilson (ed.). DOI: 10.22224/gistbok/2016.3.2
- Kuniavsky, M. 2003. Chapter 6, Universal tools: Recruiting and interviewing, *Observing the User Experience: A Practitioner's Guide to User Research*, San Francisco: Morgan Kaufmann Publishers, 117-127.
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- Openshaw, S., 1991. A view on the GIS crisis in geography, or, using GIS to put Humpty-Dumpty back together again. *Environment and Planning A*, 23(5), pp.621-628.
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Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Geog 5101

Instructor: Ningchuan Xiao

Summary: GIST Professionalism and Ethics

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • CarmenZoom • CarmenWiki • Carmen Discussion Boards
6.3 Technologies required in the course are readily obtainable.	X			All tools are available via OSU site license free of charge.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 rd party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided to obtain materials in another format.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 7/13/20
- Reviewed by: Ian Anderson

Notes:

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.