



# PSYC 81.06: Storytelling with Data (Spring 2019)

**Meeting times:** TuTh 2:25 - 4:15 PM

**X-hour:** W 4:35 - 5:25 PM

**Classroom:** TBA

**Instructor:** Dr. Jeremy R. Manning

**Email:** [jeremy@dartmouth.edu](mailto:jeremy@dartmouth.edu)

**Office Location:** 349 Moore Hall

**Office Hours:** By appointment

## Course Description

In a world plagued by “alternative facts” but flush with “big data,” how can we find truth? For example, can truth be objectively defined, or are there many equally valid truths? And does truth depend on the question we’re asking, or is it a fixed property that we could somehow uncover with the right analysis? These sorts of question align with other deep questions about how we can really “know” something. For example, can we really ever hope to prove that the universe works in a particular way? If so, how? Or if not, what’s the point of observing the world around us at all, or of becoming a scientist?

In this course we will define truth from a (somewhat cynical, but embarrassingly practical) psychological perspective: **truth is the story about data that others find most convincing**. To that end, we will examine tools and strategies for finding patterns in complex datasets, crafting convincing stories about those patterns, and communicating them to others. One major focus will be on creating impactful data visualization and infographics. The second major focus will entail you “getting your hands dirty” by applying the tools we learn about to various datasets and telling stories about data to your classmates. Along the way, we will leverage findings from the psychological and neuroscientific literatures to create more convincing stories by exploiting the visual system’s ability to extract patterns from the world around us, and by examining what distinguishes effective stories from ineffective ones.

## Course Goals

The primary goals of this course are to help you develop intuitions and tools for (a) finding meaningful patterns in complex datasets and (b) communicating your findings in an intuitive way. To that end, you will be learning to write basic computer programs (in Python), analyze and create plots, and present your work effectively. I see data interpretation and visualization as a deep psychological issue: creating compelling figures and stories is just as much about theory of mind of the receiver as it is about accurately reporting the deeper truths underlying the dataset. We will therefore motivate the tools and skills we develop from a psychological and neuroscientific perspective. My hope is that you will draw heavily on what you learn in my course in “real life,” in whatever fields, professions, and/or hobbies, you choose to pursue.

## Pre-Requisites

You must have taken a course on statistics or probability (e.g. PSYC 10, AP Stats, or similar). An online statistics course is fine as a stand-in, but I will expect you to know about hypothesis testing, probability distributions, and have some intuitions about how to design and interpret statistical analyses *before you start this class*. Prior course work or experience in Psychology, Neuroscience, Computer Science, Math, Engineering, Creative Writing, Theater, and/or Graphic Arts will also be useful.

In defining these pre-requisites somewhat vaguely, I hope we will end up with a group of students with a diverse array of backgrounds, interests, and skills. Some students may be more “quant” minded (they might have an easier time learning and applying the programming and analysis components of the course) and others will be more “humanities” minded (they might have an easier time crafting and presenting compelling stories). However, although you don’t need to know how to program before you start this course, every student will eventually need to both program analyses and present results to the class. Ultimately we’ll all build on our existing skills and experiences to help each other grow intellectually and learn new practical skills.

## Course Materials

We will reference miscellaneous figures and chapters from three classics in data visualization by Edward Tufte:

[The Visual Display of Quantitative Information](#) (ISBN: 0961392142)

[Envisioning Information](#) (ISBN: 0961392118)

[Visual Explanations: Images and Quantities, Evidence and Narrative](#) (ISBN: 0961392126)

I will also provide various PDFs for download via Canvas throughout the term.

You will also need a laptop computer (Mac, Windows, or Linux) capable of displaying and outputting graphics and running Python and a web browser. (A Chromebook will not work, nor will an iPad or similar.) We will use our laptops nearly every day in class to do demos, hands-on exercises, and presentations.

If obtaining these materials presents a financial hardship for you, please come speak to me as early in the term as possible.

## Format and Overview

The overall format of the course will adapt to student interests and needs. My plan is for the first 2(ish) weeks of class to be primarily lecture-based, supplemented heavily by in-class exercises. I’ll provide a general overview of programming in Python, data and code management, and different “classic” types of plots. (Some of the programming instruction will be redundant with CS 1, but students already familiar with programming will have the opportunity to explore further.)

During the remainder of the course, you (either in groups or individually) will download datasets, analyze them, produce figures, and informally present your results to the class. We will then constructively critique and make suggestions about each analysis and presentation, drawing on and/or exploring the relevant psychological and neuroscientific literature where applicable.

After practicing and developing your data analysis and “story telling” (presentation) skills with several datasets in “mini projects,” the course will culminate in a more in-depth data storytelling project. For your final project, you will carry out an in-depth battery of analyses of a dataset of your choosing and present the results of your analysis in a more formal talk and final paper.

## Jupyter

We will use [Jupyter](#) to develop and program analyses. This software provides an easy means of organizing notes, code, and graphics in a single cohesive format (“notebook”). We will also use Jupyter notebooks for the informal class presentations. (You will learn how to set them up and run the notebooks at the beginning of the course.) The software is available as a free download.

## GitHub

We will use [GitHub](#) to manage and share data and code. GitHub provides an easy way of managing multiple versions of data and code that may be easily shared and tracked. You will need to create a (free) GitHub account at the beginning of the term.

## Slack

We will use [Slack](#) (a tool for organizing notes, files, and conversations) to provide a forum for asking and answering questions, posting demos, etc. You will need to join the class team at the beginning of the term by creating a (free) Slack account. We’ll set up a series of channels (one for each topic we decide to explore) and we will use the tool during and outside of class to keep track of our thoughts and ideas.

## Grading

All course assignments will be assigned a point value, added together, and converted to the nearest equivalent letter grade as follows (all scores in parentheses are percentages of the total possible number of points): A (93–100); A- (90–92); B+ (87–89); B (83–86); B- (80–82); C+ (74–79); C (57–73); C- (50–56); D+ (44–49); D (37–43); D- (30–36); or F (0–29).

## Lab exercises (5%)

At the beginning of the course (during weeks 1—2), you’ll build experience programming in Python, plotting and manipulating data, managing code, etc., via a series of tutorial-style problem sets. You’ll start these in class, working through the problems in groups (with instructor supervision and assistance), and then you’ll finish up the problem sets outside of class as needed.

## In class presentations and demos (50%)

In weeks 3—7, you’ll start working on “mini projects” where you tackle several (3—5) small-to-medium scale analyses of datasets on a topic (or topics) of your choosing. Each may be carried out individually or in small groups (or potentially as a class, depending on the number of students). For each analysis, you’ll begin by brainstorming ideas for your mini project and discussing as a class. Then you’ll carry out some of the proposed analyses. Finally, you’ll turn your results into a succinct story that you’ll present (briefly) to the class.

## Weekly reactions (15%)

During weeks 3—9, each week you will write a brief (3–5 paragraph) reaction to the material and discussions from the preceding week. The weekly reactions will be made visible to the entire class, and we'll use them to help guide the topics we cover moving forward.

## Final project (30%)

During the last 3 weeks of class you will tackle a larger analysis (or series of analyses) for your final project. You'll present your results in a formal (slide-based) presentation and report at the end of the course.

## The Academic Honor Principle

I expect you to abide by Dartmouth's [Academic Honor Principle](#) at all times. I encourage (and expect) you to discuss your assignments with your classmates. The class will be heavily collaborative, and I encourage group presentations and collaboration on assignments. However, it's also important that your weekly reactions are written by you (rather than copying from a classmate). In addition, you cannot "re-use" projects from other courses without modifying them, although some projects will allow you to (optionally) build on prior work. Put simply, you should hand in your own (new) work, even if you collaborated or discussed your assignment with a classmate. If you have any questions about the Academic Honor Principle and how it applies generally to this course, or specifically to a particular assignment, please ask me.

## Scheduling Conflicts

This class requires you to be physically present (e.g. to take part in the in-class discussions, give presentations, participate in lab exercises, etc.). I expect you to attend *and be on time for every class*. ***If you know you will have a scheduling conflict with this course during the term, please meet with me before the end of Week 2 to discuss appropriate arrangements.***

## Student Needs

I strive to maintain a welcoming and accessible classroom environment. I want you to be an active participant and contributor to ongoing discussions and activities, and that means that every student should feel comfortable in my classroom. If you would like me to be aware of any issues that arise during the term, or any personal needs that may require adjusting how I run my class or how you participate, I encourage you to see me privately. Dartmouth's [Student Accessibility Services Office](#) can also help assist with setting up disability-related accommodations.