



DS 6700 | Value I: Data Ethics, Policy, and Governance

Spring 2023

Graduate Course, 3 credits

Tuesday, 3:30-6:00 pm (in-person)

Location: Dell 1 104

Dr. Jess Reia

Elson, 400 Brandon Ave, Room 189B

reia@virginia.edu

Pronouns: They/Them

Office hours: Tuesday and Thursday 2:00-3:00 or by appointment.

TA: Luwei Zeng

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Office hours: (online TBD)

Class Description

This course combines advanced topics in data ethics, critical data studies, public policy, governance, and regulation. We will learn to articulate ethical principles by addressing various types of challenges in Data Science and policy, divided according to relevant topics (Health, Education, Culture & Entertainment, Security & Defense, Cities, Environment, and Labor) and specific case studies. Next, we will research how data-centric systems are deployed within socioeconomic ecosystems and how they shape the world around us. Then we will interrogate the connections between data science, governments, industry, civil society organizations, and communities. Students will present their findings to their colleagues, write papers, and get familiarized with theoretical frameworks, legal and policy analysis, scientific knowledge production, and communicating research to specific audiences.

Required Texts and Resources

All required readings and resources are available as links from this syllabus and will also be posted to Canvas and GitHub. In addition, all other materials (films, games, datasets, etc.) will be posted to Canvas and/or available in our classroom.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Share existing knowledge and expertise in data ethics.
 - Understand advanced concepts, theories, policies, and controversies around data ethics and data policy.
 - Use a critical problem-solving approach to address the many challenges posed by contemporary Data Science, in different areas.
 - Think critically about the power dynamics embedded in data-centric systems.
 - Analyze and mitigate the impacts of Data Science on individuals and communities.
 - Integrate ethics, value, responsibility, accountability, and justice into their everyday practice as a data scientist.
 - Acquire critical reading and writing skills that are useful to comprehend policy documents, legislation, and scholarly papers.
 - Practice writing materials that are relevant to scientific knowledge and public policy.
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Inclusive Learning Environment

As the instructor of this course, I endeavor to provide an inclusive learning environment. Let me know if you have a name and/or set of pronouns that differ from those that appear in your official UVA records. My expectation is that we all contribute to an inclusive and respectful classroom culture that reflects the School of Data Science's commitment to being a space in which you can find true belonging and a sense of shared community. The diversity (referring to the multiple ways that we identify ourselves, including but not limited to race, color, national origin, language, sex, disability, age, sexual orientation, gender identity, religion, creed, ancestry, belief, veteran status, or genetic information) of our classroom is a strength. You are expected to respectfully embrace the opportunity to engage, collaborate, and learn with/from a diverse team of classmates.

If you feel like your performance in the class is being impacted by your experiences outside of class, please do not hesitate to come and talk to me. Sexual and gender-based harassment and other forms of interpersonal violence have no place in our community of trust and respect. Discrimination, including sexual and gender-based harassment and violence, on the basis of sex, sexual orientation, gender, and gender identity or expression is prohibited. If your experience is inconsistent with this expectation or you are in need of additional support, please consider reaching out to me directly or to our Associate Dean for DEI, Siri Russell (ssr5v@virginia.edu). You may also report to UVA's Office of Equal Opportunity and Civil Rights (EOCR) using the online tool: UVA Just Report It (<https://justreportit.sites.virginia.edu/>).

If you experience barriers to learning in this course, do not hesitate to discuss them with me and UVA's EOCR: <https://eocr.virginia.edu>. Any SDS student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note-taking, etc.), should contact the Student Disability Access Center (SDAC) (434-243-5180) and follow up with me about logistics and implementation of accommodations. Further policies and statements are available at www.virginia.edu/studenthealth/sdac/sdac.html.

Class Instructions

We will learn as a community. Every week, we will work on offline assignments, and we will meet in person every Tuesday 3:30-6:00 pm EST. Every class starts with a brief overview of the current topics related to data ethics, policy and data science (news articles, reports, opportunities, events, etc.), followed by a recap of what was covered in the previous class. Then I will present a high-level synthesis of the week's topic, including the contributions submitted by you. We will have a short break after it. In the remaining time, we will focus on discussing the topic collectively, sometimes using different tools or platforms that will be available to you beforehand, and to figuring out solutions, controversies and asking more questions. Occasionally, we will host guest speakers and engage with specialists of certain topics. The case studies will be mostly led by you, with my support. In our last class, we will debrief what we learned together, evaluate the experience, and think about our interests in data ethics, policy and governance moving forward. See the following information and schedule for more details.

Activities, Requirements, and Assignments

Attendance and participation (15%): We learn better together, so regular attendance is expected. The principal purpose of this mark is to provide incentives for active participation in class. The quality of participation is as important as the quantity. I expect you to be present and actively engage in our classroom as much as possible, whether during lectures, group discussion, or other in-class activities. **People learn differently and have different approaches for participating in class, so I want you to engage constructively, respectfully, and generously with the ideas of your classmates and the readings.** Please come to class prepared and use inclusive language. The pandemic is still exacerbating inequalities and making life difficult in many places. If you are facing any issues that are impacting your performance in this course, please reach out to me.

Weekly contributions (20%): For each week's class, beginning in Week 2, you are required to **choose one or more of the readings and write a short paragraph (around 100-150 words) highlighting what, for you, are the most exciting or relevant ideas or concepts in the reading(s).** You are invited to engage with the readings in an argumentative fashion and to provide links and references to other interesting materials. **These paragraphs should be posted to Canvas under the specific Week by 11 pm each Monday before the next day's class.** Your contributions will be placed in PowerPoint slides and debated with the class. You are required to do at least 7 of these exercises during the term (**weeks 2-9**), which means you can skip one of the weeks at your convenience. There is no right or wrong answer; you will be graded based on the number of responses, respect to our inclusive learning environment, and fulfillment of the requirements explained above.

Case study (30%): The purpose of this assignment is to develop your critical thinking and presentation skills. You will **present a case study in one of the selected topics of this course (weeks 10-14).** You can bring resources and examples from anywhere in the world; I encourage you to use policy documents, laws, platforms, government reports, books, peer-reviewed papers, exhibitions, art installations, documentaries, etc. There are plenty of problematic resources about data ethics and data policy, please choose wisely. If you are unsure about the reliability of a resource, reach out to me. This exercise will be undertaken individually. **We will decide the topics and other arrangements in our first class.** The main outcome of this assignment is a 20-minute presentation for the class, followed by Q&A. The presentation must introduce the topic, address current issues, dilemmas, historical perspectives, and political questions, for example, and be connected to the readings and discussion we have in class. I will provide guidelines for the presentation that will be available on Canvas.

Final essay (35%): The purpose of this assignment is to help you learn more about academic writing and publication goals. All students are required to submit a **final academic essay (around 3000 words including references)** that draws from our in-class conversations, readings and/or other assignments to analyze and/or propose a response to at least two ethical dilemmas. It can be connected to the topic of your case study, or you can choose a different topic. **You are encouraged to do something related to your experience and interests in data science**, such as capstones, coursework, past or current job experience, consultancy, academic interests, etc. You should create it individually and upload it to Canvas on **May 2, 2023**. A template for the essay will be provided to guide and facilitate your work.

All assignments, templates, due dates, and additional information will be available on Canvas and discussed during our live sessions.

Generative AI

New artificial intelligence (AI) tools, like ChatGPT, are capable of automating tasks related to learning processes both quickly and relatively accurately. For example, they can help you brainstorm ideas for papers, draft outlines, generate rough essays, analyze texts, and even write computer code. While the tools can be useful aids, they are no substitute for the types of knowledge you'll need to gain or skills you'll need to develop in this course. In fact, the tools themselves often provide very shallow information that is factually incorrect. At times I may encourage you to use these tools and at other times you might use them on your own. Regardless of the situation, you should clearly indicate on assignments when and how you used the tools, the prompts you used to generate output, how you fact-checked the output, and the revision process you employed to generate your final work.

Late work policy

Life is unpredictable, and we are still dealing with the many consequences of a pandemic. Sometimes, we cannot meet our deadlines for various reasons. Having this in mind, I will accept **your final essay** up to *three days* after the deadline with a -10 points penalty – no questions asked. After that, exceptional situations will be discussed on a case-by-case basis.

Grading Scale

According to the SDS Grading Policies, the standing of a graduate student in each course is indicated by one of the following grades: A+, A, A-; B+, B, B-; C+, C, C-; D+, D, D-; F. B- is the lowest satisfactory grade for graduate credit. You will be graded according to the following markings:

| Points | Grade |
|--------|-------|
| 97-100 | A+ |
| 93-96 | A |
| 90-92 | A- |
| 87-89 | B+ |
| 83-86 | B |
| 80-82 | B- |
| 77-79 | C+ |
| 73-76 | C |
| 70-72 | C- |
| 67-69 | D |
| 63-66 | D- |
| 0-63 | F |

Academic Integrity

The School of Data Science relies upon and cherishes its community of trust. And I trust you to follow UVA's Honor Code (<http://www.virginia.edu/honor/overview/>), to be honest with your classmates and the instructor. Each assignment will describe allowed collaborations, and deviations from these will be considered Honor violations. If you have questions on what is allowable, ask me. Collaboration is valuable and encouraged but doing each other's work does not lead to proper learning. Acting in a manner consistent with the principles of honor will benefit every community member both while enrolled in the School of Data Science and in the future. Students are expected to be familiar with the university honor code, including the section on academic fraud (<https://honor.virginia.edu/academic-fraud>) and plagiarism (<https://honor.virginia.edu/plagiarism-supplement>).

Communication & Student Response Time

I strive to create a place to connect with you because I know communication is essential for your success in this class (and in life). You can always reach me at reia@virginia.edu and expect responses within 48 hours of receipt, except under unpredictable circumstances. At UVA, students are expected to check their official UVA email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time-sensitive. Please come to my office hours or, if you cannot make it to the office hours, send me an email to set up an appointment or just come by and hang out if you'd like. Let me know how I can help you do your best work.

Class Schedule

The following is a "working schedule." Class materials are subject to change based on the students' interests and general pace.

| Week 1 Tue., Jan. 24 | Course overview |
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| Description | We will review the syllabus together to ensure everyone is on the same page. Then, I will respond to your questions about the course, the syllabus, the resources we will use, our assignments and grading/marketing. Following the presentation of the course, we will briefly discuss data ethics and work collectively on our interests, expectations, and perceptions of the topic. We will have time to know a bit more about each other and choose your topics for the case studies. There are no mandatory readings for this first day of our course. |
| Week 2 Tue., Jan. 31 | Official numbers, quantification, and datafication |
| Description | We will discuss different concepts of and understandings around data, efforts to count things and people, and the power of official numbers. You are required to carefully <u>read at least two of the resources listed under "Required readings"</u> – |

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| | feel free to choose your favourites. You can also explore the optional readings to prepare for our in-class debates and the weekly comments. |
| Readings | <ul style="list-style-type: none"> Required readings <p>Bouk, D. (2022). <i>Democracy's Data: The Hidden Stories in the U.S. Census and How to Read Them</i>. New York: MCD. [The book chapter will be available on Canvas]</p> <p>Martin, A., & Lynch, M. (2009). Counting Things and Counting People: The Practices and Politics of Counting, <i>Social Problems</i> 56, 2, p. 243-266. https://sites.tufts.edu/models/files/2019/03/martin-lynch-counting.pdf</p> <p>Murphy, B. M. (2022). <i>We the Dead: Preserving Data at the End of the World</i>. Chapel Hill: The University of North Carolina Press. [The book chapter will be available on Canvas]</p> <ul style="list-style-type: none"> If you want to learn more: <p>Davis, S. (2020). <i>The Uncounted: Politics of Data in Global Health</i>. Cambridge: Cambridge University Press. [The book chapter will be available on Canvas]</p> <p>Guyan, K. (2022). <i>Queer Data: Using Gender, Sex and Sexuality Data for Action</i>. London and New York: Bloomsbury. [The book chapter will be available on Canvas]</p> <p>Leonelli, S. (2019). Data - from Objects to Assets. <i>Nature</i> 574 (7778): 317–20. https://doi.org/10.1038/d41586-019-03062-w</p> |
| Assignments | <p>Weekly comment</p> <p>Topic of your presentation</p> |
| Week 3 Tue., Feb. 7 | Introduction to major concepts and principles in data ethics I |
| Description | In this class, we will start to explore concepts and principles related to data ethics. You are required to carefully <u>read at least two</u> of the resources listed under “Required readings” – feel free to choose your favourites. You can also explore the optional readings to prepare for our in-class debates and the weekly comments. |
| Readings | <ul style="list-style-type: none"> Required readings <p>Ananny, M., & Crawford, K. (2018). Seeing without knowing: Limitations of the transparency ideal and its application to algorithmic accountability. <i>New Media & Society</i>, 20(3), 973–989. https://doi.org/10.1177/1461444816676645.</p> |

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| | <p>Bietti, E. (2020). From ethics washing to ethics bashing: a view on tech ethics from within moral philosophy. <i>Proceedings of the 2020 Conference on Fairness, Accountability, and Transparency (FAT* '20)</i>. Association for Computing Machinery, New York, NY, USA, p. 210–219. https://dl.acm.org/doi/abs/10.1145/3351095.3372860</p> <p>Zarsky, T. (2016). The Trouble with Algorithmic Decisions: An Analytic Road Map to Examine Efficiency and Fairness in Automated and Opaque Decision Making. <i>Science, Technology, & Human Values</i>, 41(1), 118–132. https://doi.org/10.1177/0162243915605575</p> <ul style="list-style-type: none"> • If you want to learn more: <p>Birhane, A. (2021). Algorithmic injustice: a relational ethics approach. <i>Patterns</i>, Volume 2, Issue 2. https://doi.org/10.1016/j.patter.2021.100205</p> <p>Johnson, D. G. (2020). <i>Engineering Ethics</i>. New Haven, CT: Yale University Press. [The book chapter will be available on Canvas]</p> |
| Assignments | Weekly comment |
| Week 4 Tue., Feb. 14 | Introduction to major concepts and principles in data ethics II |
| Description | <p>This class will offer us an opportunity to keep exploring key concepts and principles in data ethics. You are required to carefully <u>read at least two</u> of the resources listed under “Required readings” – feel free to choose your favourites. You can also explore the optional readings to prepare for our in-class debates and the weekly comments.</p> |
| Readings | <ul style="list-style-type: none"> • Required readings <p>Birchall, C. (2021). Radical Secrecy: The Ends of Transparency in Datafied America. Minneapolis and London: University of Minnesota Press. [The book chapter will be available on Canvas]</p> <p>Costanza-Chock, S., Raji, I. D., & Buolamwini, J. (2022). Who audits the auditors? recommendations from a field scan of the algorithmic auditing ecosystem. In <i>2022 ACM Conference on Fairness, Accountability, and Transparency FAccT '22</i> (p. 1571–1583). New York, NY, USA: Association for Computing Machinery. https://doi.org/10.1145/3531146.3533213</p> <p>Dwork, C., & Minow, M. (2022). Distrust of Artificial Intelligence: Sources & Responses from Computer Science & Law. <i>Daedalus</i> 2022; 151 (2), p. 309–321. https://doi.org/10.1162/daed_a_01918</p> <ul style="list-style-type: none"> • If you want to learn more: |

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| | <p>Hoffmann, A. L. (2019). Where Fairness Fails: Data, Algorithms, and the Limits of Antidiscrimination Discourse. <i>Information, Communication & Society</i>, v. 22, n. 7, p. 900–915. https://doi.org/10.1080/1369118X.2019.1573912</p> <p>Raji, I. D., Gebru, T., Mitchell, M., Buolamwini, J., Lee, J., & Denton, E. (2020). Saving Face: Investigating the Ethical Concerns of Facial Recognition Auditing. <i>AIES '20: Proceedings of the AAAI/ACM Conference on AI, Ethics, and Society</i>. https://dl.acm.org/doi/abs/10.1145/3375627.3375820</p> |
| Assignments | Weekly comment |
| Week 5 Tue., Feb. 21 | Fighting bias, harm, and discrimination |
| Description | <p>This class focuses on issues of data justice, including discussions about bias, harm and discrimination. You are required to carefully <u>read at least two</u> of the resources listed under “Required readings” – feel free to choose your favourites. You can also explore the optional readings to prepare for our in-class debates and the weekly comments.</p> |
| Readings | <ul style="list-style-type: none"> • Required readings <p>Benjamin, R. (2019). <i>Race after Technology: Abolitionist Tools for the New Jim Code</i>. Medford, MA. Polity Press. [The book chapter will be available on Canvas]</p> <p>Claypool, H., Carey, C., Hart, A. C., and Lassiter, L. (2021). <i>Centering Disability in Technology Policy: Issue Landscape and Potential Opportunities for Action</i>. Report available at: https://cdt.org/wp-content/uploads/2021/12/centering-disability-120821-1326-final.pdf</p> <p>Scheuerman, M. K., Pape, M., & Hanna, A. (2021). Auto-essentialization: Gender in automated facial analysis as extended colonial project. <i>Big Data & Society</i>, 8(2). https://doi.org/10.1177/20539517211053712</p> <ul style="list-style-type: none"> • If you want to learn more: <p>Beauchamp, T. (2019) <i>Going Stealth: Transgender Politics and U.S. Surveillance Practices</i>. Durham and London: Duke University Press. [The book chapter will be available on Canvas]</p> <p>Perez, C. C. (2019). <i>Invisible Women: Data Bias in a World Designed for Men</i>. New York: Abrams Press. [The book chapter will be available on Canvas]</p> <p>Womack, A. (2022). <i>The matter of Black Living: The Aesthetic Experiment of Racial Data, 1880-1930</i>. Chicago and London: The University of Chicago Press. [The book chapter will be available on Canvas]</p> |

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| Assignments | Weekly comment |
| Week 6 Tue., Feb. 28 | Regulatory frameworks |
| Description | <p>We will learn about national and transnational regulatory frameworks, as well as alternatives approaches to data governance, privacy, and data protection. You are required to carefully <u>read at least two</u> of the resources listed under “Required readings” – feel free to choose your favourites. You can also explore the optional readings to prepare for our in-class debates and the weekly comments.</p> |
| Readings | <ul style="list-style-type: none"> • Required readings <p>Carroll, S.R., Garba, I., Figueroa-Rodríguez, O.L., Holbrook, J., Lovett, R., Materechera, S., Parsons, M., Raseroka, K., Rodriguez-Lonebear, D., Rowe, R., Sara, R., Walker, J.D., Anderson, J. & Hudson, M., (2020) The CARE Principles for Indigenous Data Governance. <i>Data Science Journal</i>, 19(1): 43. https://datascience.codata.org/articles/10.5334/dsj-2020-043/</p> <p>Citron, D. K. (2022). The Fight for Privacy: Protecting Dignity, Identity and Love in the Digital Age. New York: W. W. Norton & Company. [The book chapter will be available on Canvas]</p> <p>Ranking Digital Rights. (2022). <i>The 2022 Big Tech Scorecard - Executive Summary</i>. Available at: https://rankingdigitalrights.org/bts22/executive-summary</p> <ul style="list-style-type: none"> • If you want to learn more: <p>Digital Freedom Fund (2020). <i>Digital rights are human rights</i>. Available at: https://digitalfreedomfund.org/digital-rights-are-human-rights/.</p> <p>Véliz, C. (2021). Privacy is Power: Why and How You Should Take Back Control of Your Data. Brooklyn and London: Melville Publishing House. [The book chapter will be available on Canvas]</p> |
| Assignments | Weekly comment |
| Week 7 Tue., Mar. 7 | Spring recess |
| | No class today |
| Week 8 Tue., Mar. 14 | Governance and multistakeholder ecosystems |
| Description | This week we will discuss mechanisms of data governance from the perspective of multiple stakeholders. You are required to carefully <u>read at least two</u> of the |

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| | resources listed under “Required readings” – feel free to choose your favourites. You can also explore the optional readings to prepare for our in-class debates and the weekly comments. |
| Readings | <ul style="list-style-type: none"> Required readings <p>Birch, K., Cochrane, D., & Ward, C. (2021). Data as asset? The measurement, governance, and valuation of digital personal data by Big Tech. <i>Big Data & Society</i>. https://doi.org/10.1177/20539517211017308</p> <p>Google. (2022). 2022 AI Principles Progress Update. Available at https://ai.google/static/documents/ai-principles-2022-progress-update.pdf</p> <p>Leonelli, S. (2019). Data Governance Is Key to Interpretation: Reconceptualizing Data in Data Science. <i>Harvard Data Science Review</i>, 1–9. https://doi.org/10.1162/99608f92.17405bb6</p> <ul style="list-style-type: none"> If you want to learn more: <p>Dryer, T. (2019). <i>Designing Certainty: The Rise of Algorithmic Computing in an Age of Anxiety 1920 – 1970</i>. PhD Dissertation, UC San Diego. https://escholarship.org/uc/item/4d02g6x3</p> <p>Richardson, R., Schultz, J., & Southerland, V. M. (2018). <i>Litigating algorithms: Challenging government use of algorithmic decision systems</i>. AI Now Institute. Available at: https://ainowinstitute.org/litigatingalgorithms-2019-us.pdf</p> <p>Zuiderwijk, A., Chen, YC., & Salem, F. (2021). Implications of the use of artificial intelligence in public governance: A systematic literature review and a research agenda. <i>Government Information Quarterly</i>, Volume 38, Issue 3. https://doi.org/10.1016/j.giq.2021.101577</p> |
| Assignments | Weekly comment |
| Week 9 Tue., Mar. 21 | Policy and politics of Data Science |
| Description | This class focuses on advocacy, data policy, and the politics of data. You are required to carefully <u>read at least two</u> of the resources listed under “Required readings” – feel free to choose your favourites. You can also explore the optional readings to prepare for our in-class debates and the weekly comments. |
| Readings | <ul style="list-style-type: none"> Required readings <p>Hine, E., & Floridi, L. (2022). The Blueprint for an AI Bill of Rights: In Search of Enaction, at Risk of Inaction. <i>Minds and Machines</i>, forthcoming. http://dx.doi.org/10.2139/ssrn.4279449</p> |

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| | <p>Mulligan, D. K., & Bamberger, K. A. (2019). Procurement As Policy: Administrative Process for Machine Learning. <i>Berkeley Technology Law Journal</i>, Vol. 34, 2019. https://ssrn.com/abstract=3464203</p> <p>Shenkman, C., Franklin, S.B., Nojeim, G., & Thakur, D. (2021) <i>Legal Loopholes and Data for Dollars: How Law Enforcement and Intelligence Agencies Are Buying Your Data from Brokers</i>. Center for Democracy & Technology. Available at: https://cdt.org/wp-content/uploads/2021/12/2021-12-08-Legal-Loopholes-and-Data-for-Dollars-Report-final.pdf</p> <ul style="list-style-type: none"> • If you want to learn more: <p>Morel, V., Santos, C., Lintao, Y., & Human, S. (2022). Your Consent Is Worth 75 Euros A Year - Measurement and Lawfulness of Cookie Paywalls. In <i>Proceedings of the 21st Workshop on Privacy in the Electronic Society (WPES'22)</i>. Association for Computing Machinery, New York, NY, USA, 213–218. https://doi.org/10.1145/3559613.3563205</p> <p>Learned-Miller, E., Ordóñez, V., Morgenstern, J. & Buolamwini, J. <i>Facial Recognition Technologies in the Wild: A Call for a Federal Office</i>. Algorithmic Justice League. Available at: https://www.ajl.org/federal-office-call</p> <p>Reia, J. (2022). <i>Request for Information (RFI) on the Federal Evidence Agenda on LGBTQI+ Equity (87 FR 52083) submitted to the White House Office of Science and Technology Policy (OSTP)</i>. October 3. Available at: https://api.dsi.virginia.edu/sites/default/files/attachments/2022-10/SDS-UVA_RFI%20WHOSTP%20LGBTQI%2B%20Equity_Reia.pdf</p> |
| Assignments | Weekly comment |
| Week 10 Tue., Mar. 28 | Civic engagement, trust, and social participation |
| Description | We will explore possibilities for meaningful engagement with data policy and ethics, as well as opportunities to build trust and invite people to participate in data-related decision-making processes. You are required to carefully <u>read at least two</u> of the resources listed under “Required readings” – feel free to choose your favourites. You can also explore the optional readings to prepare for our in-class debates and the weekly comments. |
| Readings | <ul style="list-style-type: none"> • Required readings <p>Ada Lovelace Institute. (2021). <i>Participatory data stewardship: A framework for involving people in the use of data</i>. Available at: https://www.adalovelaceinstitute.org/report/participatory-data-stewardship/</p> <p>Brandusescu, A., & Reia, J. (Eds.). (2022). <i>Artificial intelligence in the city: Building civic engagement and public trust</i>. Centre for Interdisciplinary Research on Montreal, McGill University. https://doi.org/10.18130/9kar-xn17</p> |

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| | <p>Davis, J. L., Williams, A., & Yang, M. W. (2021). Algorithmic reparation. <i>Big Data & Society</i>. https://doi.org/10.1177/20539517211044808</p> <ul style="list-style-type: none"> • If you want to learn more: <p>Global Data Barometer. (2022). <i>First Edition Report – Global Data Barometer</i>. ILDA. https://doi.org/10.5281/zenodo.6488349</p> <p>Raji I. D. (2020). Handle with Care: Lessons for Data Science from Black Female Scholars. <i>Patterns</i>, 1(8). https://doi.org/10.1016/j.patter.2020.100150</p> <p>Taylor, L. (2017). What is data justice? The case for connecting digital rights and freedoms globally. <i>Big Data & Society</i>, 4(2). https://doi.org/10.1177/2053951717736335</p> |
| Assignments | <p>Weekly comment</p> <p>Introduction to case studies and applied research in ethics and value</p> |
| Week 11 Tue., Apr. 4 | Case studies |
| Description | Topics TBD. |
| Assignments | <p>Case study presentation</p> <p>Ask questions and engage with your colleagues</p> |
| Week 12 Tue., Apr. 11 | Case studies |
| Description | Topics TBD. |
| Assignments | <p>Case study presentation</p> <p>Ask questions and engage with your colleagues</p> |
| Week 13 Tue., Apr. 18 | Case studies |
| Description | Topics TBD. |
| Assignments | <p>Case study presentation</p> <p>Ask questions and engage with your colleagues</p> |
| Week 14 | Wrap up + Further questions to be explored (online) |

| Tue., Apr. 25 | |
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| Description | Course wrap-up will most likely be online due to the United Nations World Data Forum in China. We will gather online to discuss the course and its outcomes and work on an activity to provide and receive feedback. I will answer any lingering questions about the final essays and grading. |
| Assignment | Provide feedback |
| Week 15 Tue., May. 2 | United Nations World Data Forum |
| Description | No class today – use this time to work on your final essays. |
| Assignments | Submit your final essay |