



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

Spring 2025
Graduate Course, 3 credits

Jess Reia, Ph.D.
School of Data Science, 1919 Ivy Road
Pronouns: they/them
Office hours: By appointment

Class Description

This advanced course delves into the intricate intersections of data ethics, critical data studies, public policy, governance, and regulation. You will explore and articulate ethical principles by tackling diverse Data Science and policy challenges organized around pertinent topics and real-world case studies. You will investigate the deployment of data-centric technologies within socioeconomic ecosystems and analyze their influence on societal structures. The course examines the dynamic relationships between data science practitioners, governmental bodies, industry representatives, civil society organizations, and communities. Activities include active participation in literature discussion, engaging with specific case studies, writing policy briefs, presenting findings to peers, and doing translational work. As a student, you will be familiarized with various theoretical frameworks, national and international legal questions and policy documents to develop the skills and knowledge needed to critically analyze and inform data science's ethical and policy dimensions in contemporary society.

Required Texts and Resources

This is a no-cost course. 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 (videos, tools, datasets, etc.) will be posted to Canvas and/or made available in our classroom.

Learning Outcomes

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

- Integrate ethics, accountability and justice principles into your daily work.
 - 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 your work as a data scientist 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.
 - Question the impact of data practices transnationally and comparatively.
 - Promote responsibility across sectors in your everyday practice as a data scientist.
 - Acquire critical reading and writing skills useful to comprehend policy documents, legislation, and scholarly papers.
 - Practice writing materials that are relevant to scientific knowledge and public policy.
-

Inclusive Learning Environment

As the instructor of this course, I endeavor to provide an inclusive learning environment. Let me know if you have a preferred 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 class, 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 together. Every week, we will work on offline assignments, and we will meet in person every Tuesday and Thursday 3:30-4:45 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 week. Then I will present a high-level synthesis of the week's topic, including the contributions submitted by you. 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. Occasionally, we might host guest speakers and engage with specialists of certain topics. The case studies will be mostly led by you, with my support. The policy brief will be a collective effort, following the guidance of our colleagues at the U.S. Dept of the Treasury. By the end of the course, 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. Let's be kind to each other. A lot is going on in the world right now, 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 (25%): For each week's class, beginning in Week 2, you are required to **choose one or more of the required 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 11:59 pm each Monday.** Your contributions will be placed in PowerPoint slides and debated with the class. You are required to do all of these exercises during the term (**weeks 2-13**). The contribution for week 13 will be your feedback on the course. There is no right or wrong answer; you will be graded based on the number of responses, late work policy, respect to our inclusive learning environment, and fulfillment of the requirements explained above.

Individual 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 13-15).** 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 by week 5.** 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.

Policy brief (30%): The purpose of this assignment is to help you learn more about translational work by engaging with government, international policymaking and regulatory frameworks. All students are

required to participate in the **UVA Diplomacy Lab** component of this course, in which we will work together with colleagues at the **U.S. Dept of the Treasury** to write and present a policy brief comparing international uses of AI in the financial sector. We will look at the emerging opportunities and regulatory frameworks, as well as analyse the ethical and technical challenges. The final assignment will be a **10-12 pages policy brief that will be presented to the government in our last day of class (week 16)**. Every student will contribute to the brief by working on specific tasks and collecting information about countries that will be included in the study. We will assign these tasks in the first week of class. You are encouraged to use your expertise, our in-class conversations, readings and/or other assignments to prepare the final document. You will be guided by me and a research lead who will oversee the work and we will eventually have in-class time to work on the policy brief. A template will be provided to guide and facilitate your work. You will have the support of our research lead and guest speaker, Dr. Yasmin Curzi.

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

Late work policy

Life is unpredictable, and we are still dealing with many ongoing crises. Sometimes, we cannot meet our deadlines for various reasons. Having this in mind, I have the following late work policy:

Weekly contribution: You get the full grade if you submit it by the deadline (Monday, 11:59pm). You will receive half the grade if you submit between midnight and 11:00am on Tuesday.

Individual case study: You can have an extra week to submit your topic if needed. You must present on the day assigned to or chosen by you. In the exceptional case of unforeseen circumstances that prevent you from presenting, decisions will be made on a case-by-case basis.

Policy brief: The work must strictly follow the timeline established with our partner.

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 will need to gain or skills you will need to develop in this course. In fact, the tools themselves often provide very shallow information that can be 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. Please refer to UVA's guidelines and policies on the use of AI for additional guidance.

We will discuss the environmental and social impacts of these systems in our course.

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 know communication is essential for your success in this class (and in life). Please contact our TA, Gia Smith, with questions about the course, assignments, and other concerns. In case of absence, email both of us. 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. I also encourage you to check Canvas regularly. Please send me an email to set up an office hours appointment or just come by and hang out if the door is open and I have the "Come in welcome" sign on it. You can also join the TA's office hours listed in this syllabus. Let me know how we 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. 14, 2025	<p>Course overview</p> <p>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.</p>
Thu., Jan. 16, 2025	<p>Responsibility and data ethics</p> <p><input type="checkbox"/> Required readings:</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> <p>Wylie, C. D. (2020). Who Should Do Data Ethics?. <i>Patterns</i>, Volume 1, Issue 1. https://doi.org/10.1016/j.patter.2020.100015.</p>
Assignments	No Assignment this week

Week 2	
Tue., Jan. 21, 2025	<p>AI ethics and ethics washing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Required readings: <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>Birhane, A. et al. (2022). The Forgotten Margins of AI Ethics. In <i>Proceedings of the 2022 ACM Conference on Fairness, Accountability, and Transparency (FAccT '22)</i>. Association for Computing Machinery, New York, NY, USA, 948–958. https://doi.org/10.1145/3531146.3533157</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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>
Thu., Jan. 23, 2025	<p>Classification and official numbers</p> <ul style="list-style-type: none"> <input type="checkbox"/> Required readings: <p>Davis, S. (2020). The Uncounted: Politics of Data in Global Health. Cambridge: Cambridge University Press. [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> <ul style="list-style-type: none"> <input type="checkbox"/> If you want to learn more: <p>Bouk, D. (2022). Democracy's Data: The Hidden Stories in the U.S. Census and How to Read Them. New York: MCD. [The book chapter will be available on Canvas]</p>
Assignments	<ul style="list-style-type: none"> - Weekly comment by Monday, 11:59pm - Consider the list of countries for policy brief

Week 3

Tue., Jan. 28, 2025	<p>The commodification of data</p> <p><input type="checkbox"/> Required readings:</p> <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>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> <p><input type="checkbox"/> If you want to learn more:</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>
Thu., Jan. 30, 2025	<p>Transparency</p> <p><input type="checkbox"/> Required readings:</p> <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> <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> <p><input checked="" type="checkbox"/> If you want to learn more:</p> <p>Birchall, C. (2021). <i>Radical Secrecy: The Ends of Transparency in Datafied America</i>. Minneapolis and London: University of Minnesota Press. [The book chapter will be available on Canvas]</p>
Assignments	Weekly comment by Monday, 11:59pm

Week 4	
Tue., Feb. 4, 2025	<p>TBD - Introduction to the Diplomacy Lab</p> <p>Today we will receive our colleagues from the U.S. Department of the Treasury. We will discuss the Department's current work, the Diplomacy Lab, our policy brief assignment and plan our upcoming activities.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Required readings: available on Canvas.
Thu., Feb. 6, 2025	Participatory AI Symposium + AI Action Summit – No classes this week
Assignments	Weekly comment by Monday, 11:59pm

Week 5

	Accountability
Tue., Feb. 11, 2025	<p><input type="checkbox"/> Required readings:</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>Novelli, C., Taddeo, M. & Floridi, L. (2023) Accountability in artificial intelligence: what it is and how it works. <i>AI & Soc.</i> https://doi.org/10.1007/s00146-023-01635-y</p> <p><input type="checkbox"/> If you want to learn more:</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>
Thu., Feb. 13, 2025	<p style="text-align: center;">Bias</p> <p><input type="checkbox"/> Required readings:</p> <p>Obermeyer, Z. et al. (2019). Dissecting racial bias in an algorithm used to manage the health of populations. <i>Science</i>, 366, 447-453. DOI:10.1126/science.aax2342</p> <p>Luria, M., Scherer M. U., Thakur D., Aboulafia, A., Claypool, H., Negrón, W. (2024). Screened Out: The Impact of Digitized Hiring Assessments on Disabled Workers. Center for Democracy & Technology. https://cdt.org/insights/screened-out-the-impact-of-digitized-hiring-assessments-on-disabled-workers/</p> <p><input type="checkbox"/> If you want to learn more:</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>Whittaker et al. (Nov. 2019) <i>Disability, Bias, and AI</i>. AI Now Institute at New York University (NYU). Available at: https://ainowinstitute.org/wp-content/uploads/2023/04/disabilitybiasai-2019.pdf</p>
Assignments	<ul style="list-style-type: none"> - Weekly comment by Monday, 11:59pm - Topic of your individual case study

Week 6	
Tue., Feb. 18, 2025	<p style="text-align: center;">Harm</p> <ul style="list-style-type: none"> <input type="checkbox"/> Required readings: <p>Luke Stark and Jevan Hutson, Physiognomic Artificial Intelligence, 32 Fordham Intell. Prop. Media & Ent. L.J. 922 (2022). Available at: https://ir.lawnet.fordham.edu/iplj/vol32/iss4/2</p> <p>Suresh, H. & Guttag, J. (2021). A Framework for Understanding Sources of Harm throughout the Machine Learning Life Cycle. In <i>Proceedings of the 1st ACM Conference on Equity and Access in Algorithms, Mechanisms, and Optimization</i> (EAAMO '21). Association for Computing Machinery, New York, NY, USA, Article 17, 1–9. https://doi.org/10.1145/3465416.3483305</p> <ul style="list-style-type: none"> <input type="checkbox"/> If you want to learn more: <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>
Thu., Feb. 20, 2025	<p style="text-align: center;">Privacy and data protection</p> <ul style="list-style-type: none"> <input type="checkbox"/> Required readings: <p>Jacobsen, B. N. (2023). Machine learning and the politics of synthetic data. <i>Big Data & Society</i>, 10(1). https://doi.org/10.1177/20539517221145372</p> <p>Véliz, C. (2020). Not the Doctor's Business: Privacy, Personal Responsibility and Data Rights in Medical Settings. <i>Bioethics</i>, Vol. 34, Issue 7, pp. 712-718.</p> <ul style="list-style-type: none"> <input type="checkbox"/> If you want to learn more: <p>King, J. & Meinhardt, C. (2024). Rethinking Privacy in the AI Era Policy Provocations for a Data-Centric World. White Paper. Stanford Institute for Human-Centered Artificial Intelligence (HAI). https://hai.stanford.edu/sites/default/files/2024-02/White-Paper-Rethinking-Privacy-AI-Era.pdf</p>
Assignments	Weekly comment by Monday, 11:59pm

Week 7	
Tue., Feb. 25 + Thu., Feb. 27, 2025	RightsCon – No classes this week

Week 8	
Tue., Mar. 4, 2025	<p>Content moderation and AI (Guest speaker)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Required readings: <p>Goldman, E. (2021). Content Moderation Remedies, 28 <i>Mich. Tech. L. Rev.</i> 1. Available at: https://repository.law.umich.edu/mtlr/vol28/iss1/2</p> <p>Gorwa, R., Binns, R., & Katzenbach, C. (2020). Algorithmic content moderation: Technical and political challenges in the automation of platform governance. <i>Big Data & Society</i>, 7(1). https://doi.org/10.1177/2053951719897945</p> <ul style="list-style-type: none"> <input type="checkbox"/> If you want to learn more: <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>Gillespie, T. (2020). Content moderation, AI, and the question of scale. <i>Big Data & Society</i>, 7(2). https://doi.org/10.1177/2053951720943234</p>
Thu., Mar. 6, 2025	Work collectively on the policy brief
Assignments	<ul style="list-style-type: none"> - Weekly comment by Monday, 11:59pm - Prepare update for the Diplomacy Lab by Friday

Week 9	
Tue., Mar. 11 + Thu., Mar. 13, 2025	Spring recess – No classes this week

Week 10

Tue., Mar. 18, 2025	<p style="text-align: center;">Digital Rights</p> <p><input type="checkbox"/> Required readings:</p> <p>Digital Freedom Fund (2020). <i>Digital rights are human rights</i>. Available at: https://digitalfreedomfund.org/digital-rights-are-human-rights/.</p> <p>Ranking Digital Rights. (2022). <i>The 2022 Big Tech Scorecard - Executive Summary</i>. Available at: https://rankingdigitalrights.org/bts22/executive-summary</p> <p><input type="checkbox"/> If you want to learn more:</p> <p>European Commission. (2024). Study to support the monitoring of the Declaration on Digital Rights and Principles. Final report, Directorate-General for Communications Networks, Content and Technology. https://data.europa.eu/doi/10.2759/875696</p> <p>Reia, J. (Forthcoming - 2025). Invisible Data in Night-time Governance: Addressing Policy Gaps and Building a Digital Rights Framework for Cities After Dark. <i>Data & Policy</i>.</p>
Thu., Mar. 20, 2025	<p style="text-align: center;">AI governance</p> <p><input type="checkbox"/> Required readings:</p> <p>The White House. (Oct. 2023). <i>Executive Order on the Safe, Secure, and Trustworthy Development and Use of Artificial Intelligence</i>. Presidential Actions. Available at: https://www.whitehouse.gov/briefing-room/statements-releases/2023/10/30/fact-sheet-president-biden-issues-executive-order-on-safe-secure-and-trustworthy-artificial-intelligence/</p> <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><input type="checkbox"/> If you want to learn more:</p> <p>Reia, J., Leach, R. & Shah, A. The Need for Transnational Perspectives on the Social, Legal and Environmental Impact of Artificial Intelligence. In Belli, L. & Britto, W. (2024). <i>AI for the Global Majority: Official Outcome of the UN IGF Data and Artificial Intelligence Governance Coalition</i>. IGF/FGV Direito Rio.</p>
Assignments	Weekly comment by Monday, 11:59pm

Week 11	
Tue., Mar. 25, 2025	<p>Global multistakeholder ecosystems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Required readings: <p>Fiil-Flynn, S. M. et al. (2022). Legal reform to enhance global text and data mining research. <i>Science</i> 378, 951-953. https://www.science.org/doi/10.1126/science.add6124</p> <p>United Nations, AI Advisory Board. (Dec. 2023) <i>Governing AI for Humanity</i>. Interim Report. Available at: https://www.un.org/en/ai-advisory-body</p> <ul style="list-style-type: none"> <input type="checkbox"/> If you want to learn more: <p>Google. (2023). <i>2023 AI Principles Progress Update</i>. Available at https://ai.google/static/documents/ai-principles-2023-progress-update.pdf</p>
Readings	<p>Data stewardship and sovereignty</p> <ul style="list-style-type: none"> <input type="checkbox"/> Required readings: <p>Ada Lovelace Institute. (2021). Participatory data stewardship: A framework for involving people in the use of data. Available at: https://www.adalovelaceinstitute.org/report/participatory-data-stewardship/</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> <ul style="list-style-type: none"> <input type="checkbox"/> If you want to learn more: <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>
Assignments	Weekly comment by Monday, 11:59pm

Week 12	
Tue., Apr. 1, 2025	<p style="text-align: center;">Participatory AI</p> <p><input type="checkbox"/> Required readings:</p> <p>Birhane, A. et al. (2022). Power to the People? Opportunities and Challenges for Participatory AI. In Proceedings of the 2nd ACM Conference on Equity and Access in Algorithms, Mechanisms, and Optimization (EAAMO '22). Association for Computing Machinery, New York, NY, USA, Article 6, 1–8. https://doi.org/10.1145/3551624.3555290</p> <p><input type="checkbox"/> If you want to learn more:</p> <p>Young, M., Ehsan, U., Singh, R., Tafesse, E., Gilman, M., Harrington, C., & Metcalf, J. (2024). Participation versus scale: Tensions in the practical demands on participatory AI. <i>First Monday</i>, 29(4). https://doi.org/10.5210/fm.v29i4.13642</p>
Thu., Apr. 3, 2025	<p style="text-align: center;">Environmental impact of AI and big data</p> <p><input type="checkbox"/> Required readings:</p> <p>Vera, L. A., Walker, D., Murphy, M., Mansfield, B., Siad, L. M. Ogden, J. & EDGI (2019) When data justice and environmental justice meet: formulating a response to extractive logic through environmental data justice. <i>Information, Communication & Society</i>, 22:7, 1012-1028. Retrieved from https://doi.org/10.1080/1369118X.2019.1596293</p> <p>Hogan, M. (2018). Big data Ecologies. <i>Ephemera – Theory and Politics in Organization</i>, 18(3), p. 631-657. https://ephemerajournal.org/contribution/big-data-ecologies</p> <p><input type="checkbox"/> If you want to learn more:</p> <p>Center for Media, Technology & Democracy (2024). <i>Climate Justice and Technology Essay Series</i>. Available at: https://www.mediatechdemocracy.com/climatetech-essay-series</p>
Assignments	Weekly comment by Monday, 11:59pm

Week 13	
Tue., Apr. 8, 2025	<p style="text-align: center;">Emerging policy and infrastructure challenges</p> <p><input type="checkbox"/> Required readings:</p> <p>Keserű, J. (2024). From Skin to Screen: Bodily Integrity in the Digital Age. https://www.databodyfutures.org/databodyintegrity</p> <p>Bietti, E. (2024). Data is Infrastructure. <i>Theoretical Inquiries in Law</i>. Available at SSRN: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=5041965</p> <p><input type="checkbox"/> If you want to learn more:</p> <p>Coleman, J. (2023). "AI's Climate Impact Goes Beyond Its Emissions." <i>Scientific American</i>, December 7, 2023. https://www.scientificamerican.com/article/ais-climate-impact-goes-beyond-its-emissions/.</p>
Thu., Apr. 10, 2025	<p style="text-align: center;">Individual case study presentations Ask questions and engage with your colleagues</p>
Assignments	<p style="text-align: center;">Weekly comment by Monday, 11:59pm (Feedback)</p>

Week 14	
Tue., Apr. 15, 2025	<p style="text-align: center;">Individual case study presentations Ask questions and engage with your colleagues</p>
Thu., Apr. 17, 2025	<p style="text-align: center;">Individual case study presentations Ask questions and engage with your colleagues</p>

Week 15

Tue., Apr. 22, 2025	Individual case study presentations Ask questions and engage with your colleagues
Thu., Apr. 24, 2025	Wrap-up Diplomacy Lab policy brief

Week 16

Tue., Apr. 29, 2025	Diplomacy Lab presentation
---------------------	----------------------------