

CDS DS 587: Data Science in Human Contexts

Instructor: Prof. Allison McDonald (amcdon@bu.edu)

Office hours: Wednesdays, 2:30-4pm and by appointment

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Lectures: Tuesday/Thursday, 11am–12:15pm in [FLR](#) 121

Course description: This course provides a historical and theoretical foundation for understanding and critiquing the ways data is used in modern life. Supplementing academic literature with community-generated knowledge and coverage of technology in the popular press, we will explore the impacts of datafication on individuals and communities; identify where statistical and computational insights lose critical social contexts; and interrogate the social and technical systems that reify or challenge social hierarchies. The course will investigate these themes as they relate to an array of contexts, including labor and automation, surveillance and the legal system, social media governance, and digital inclusion.

At the end of this course, students will:

- Be able to identify and critique socially-impactful big-data applications
- Be able to identify the values and social norms that contributed to the design of emerging technologies
- Have deeper familiarity with a broad toolset of research methods, including interview and survey methodology, ethnography
- Be able to take social, legal, and ethical dimensions into account when designing new technologies.

Prerequisites: This course is aimed toward graduate students and advanced undergraduate students. Undergraduates should first complete DS 340.

Assignments: This course is meant to be highly interactive, and so participation is a substantial portion of the final grade (20%). Participation is presence, but also preparedness, willingness to engage in debate and discussion, and participation in in-class activities. You can miss up to 3 classes without penalty and without needing to justify your absence to me. If you have additional conflicts, please contact me.

To support active participation and understanding of the reading, you will submit a reading reflection each week as a public post on Piazza. There are 12 weeks with readings and you are required to complete at least 10 (2% each, 20% total). Unless otherwise stated, the reflection should be roughly 400-500 words and should take a stance on the week's reading. For example, you could argue that the reading is missing a critical perspective, disagree with the core

argument of the paper, discuss why you believe the paper is useful in a new context, and so on. Include at least one question or idea to discuss in class. You should aim to write both positive and negative responses over the semester.

Throughout the semester, you will be given 4 structured written assignments (5% each, 20% total). These assignments will pose a question or dilemma related to data and society, and you will be asked to present an argument in response. In particular, you will be expected to exercise your research skills by leveraging academic work beyond what we've read in class to support your arguments. These will be more in-depth than the reading reflections and 800-1000 words.

Finally, you will work in groups of 1-2 to complete a research project during the semester (40%). You can choose a topic from any of our broad themes, and the high-level goal is to demonstrate critical engagement with an area of data science that is meaningful to you. This could involve, for example, quantitative analysis of existing datasets; qualitative analysis of public data; systematic testing of publicly available AI systems; a literature survey on an understudied topic; collection and analysis of new data in the form of web measurement or surveys; an artistic project related to data and society.

- 20% Participation
- 20% Reading reflections
- 20% Written problems/provocations (4)
- 40% Final Project

Late assignment policy: Reading reflections will not be accepted after the start of Thursday's class. For all other assignments, you can submit them up to 24 hours late for a 10% deduction. If you have extenuating circumstances that make submitting an assignment on time difficult, please reach out to me as soon as you realize you need an extension. I am happy to work with you.

Course resources: The readings and schedule will be kept up-to-date on Piazza. You should use this site as the easiest way to contact course instructors, ask questions, or share information with the class.

Assignment submission process: Your assignments should be uploaded to Piazza. For reading reflections, you can use the regular posting function if you wish. All other assignments should be uploaded as a PDF or linked as a Google Doc. I will send reminders (via Piazza) about how to submit assignments.

Accommodations: Boston University strives to be accessible, inclusive, and diverse in our facilities, programming, and academic offerings. Your experience in this class is important to the teaching staff. If you have a disability (including but not limited to learning or attention, mental health, concussion, vision, mobility, hearing, physical, or other health-related), require communication access services for the deaf or hard of hearing, or believe that you require a reasonable accommodation for another reason please meet with [BU Disability & Access](#)

[Services \(DAS\)](#) as soon as possible at the beginning of the semester to initiate disability verification and discuss accommodations that may be necessary to ensure your successful completion of course requirements. That office is at 25 Buick Street, Suite 300, and can be contacted at 617-353-3658 or via the online [intake form](#). All discussions with, and written materials provided to, BU DAS will be kept confidential.

Academic Code of Conduct: Please be familiar with BU's [Academic Code of Conduct](#). All students are required to familiarize themselves with this code, its definitions of misconduct, and its sanctions. Students should especially familiarize themselves with the section on plagiarism.

Plagiarism: All written work in this course must be original to you. If you consult outside texts, or other forms of assistance, cite these sources in the proper format. This pertains to all external sources (books, journals, lectures, web sites, AI). We are required to report all suspected cases of plagiarism to the Academic Dean for review.

Schedule and Readings: You do not need to purchase any materials for this class. All readings will be posted to the course site and most will be available through the BU library for you to download yourself. If you are new to reading academic articles or find yourself struggling to complete the reading efficiently, feel free to come to office hours to discuss strategies.

Week 1: Do algorithms have politics?

Framing and motivating the course: how are the systems we interact with every day shaping the lives and opportunities of individuals and communities? Whose norms and values are represented in these systems?

Tuesday, September 5

Required readings:

- None

Thursday, September 7

Required readings:

- Langdon Winner. 1986. Do Artifacts Have Politics? In *The Whale and the Reactor: A Search for Limits in the Age of High Technology* (pp. 19–39). Chicago: University of Chicago Press.
- Kentaro Toyama. 2011. Technology as Amplifier in International Development. *Proceedings of the 2011 iConference*.
<https://www.kentarotoyama.org/papers/Toyama%202011%20iConference%20-%20Technology%20as%20Amplifier.pdf>

Assignments due:

- Reading reflection

Further reading:

- How to Read for Grad School. Miriam Sweeney.
<https://miriamsweeney.net/2012/06/20/readforgradschool/>
- How to Read a Paper. S. Keshav.
<https://web.stanford.edu/class/ee384m/Handouts/HowtoReadPaper.pdf>

Week 2: Data and datasets

How do we create datasets, and what do they represent? What do we mean by “big data”? Who gets to participate in creating datasets?

Tuesday, September 12

Required readings:

- boyd, d., & Crawford, K. (2012). Critical questions for big data. *Information, Communication and Society*, 15(5), 662–679.
<https://www.tandfonline.com/doi/full/10.1080/1369118X.2012.678878>
- Catherine D'Ignazio and Lauren F. Klein (2020). *Data Feminism*. MIT Press, Cambridge, MA. [“Introduction”] <https://data-feminism.mitpress.mit.edu/>

Thursday, September 14

Required readings:

- Paullada A, Raji ID, Bender EM, Denton E, Hanna A. Data and its (dis)contents: A survey of dataset development and use in machine learning research. *Patterns* (N Y). 2021 Nov 12;2(11):100336. doi: 10.1016/j.patter.2021.100336. PMID: 34820643; PMCID: PMC8600147.

Assignments due:

- Reading reflection

Further reading:

- [Big Data Is the Answer ... But What Is the Question?](#) Bruno J. Strasser and Paul N. Edwards. *Osiris* 2017 32:1, 328-345
- Andrew D. Selbst, danah boyd, Sorelle A. Friedler, Suresh Venkatasubramanian, and Janet Vertesi. 2019. Fairness and Abstraction in Sociotechnical Systems. In *Proceedings of the Conference on Fairness, Accountability, and Transparency (FAT* '19)*. <https://dl.acm.org/citation.cfm?id=3287598>
- Gillespie, T. (2014). The relevance of algorithms. In T. Gillespie, P. J. Boczkowski, & K. A. Foot (Eds.), *Media Technologies: Essays on Communication, Materiality, and Society* (pp. 167–194). Cambridge, MA: MIT Press.
- Ali Alkhatib. 2021. To Live in Their Utopia: Why Algorithmic Systems Create Absurd Outcomes. In *Proceedings of the 2021 CHI Conference on Human Factors in Computing Systems (CHI '21)*. Association for Computing Machinery, New York, NY, USA, Article 95, 1–9. <https://doi-org.ezproxy.bu.edu/10.1145/3411764.3445740>
- Acquisti, A. & Gross, R. (2009) 'Predicting social security numbers from public data', *Proceedings of the National Academy of Science*, vol. 106, no. 27, pp. 10975–10980
- Anatomy of AI. <https://anatomyof.ai/>
- Shaowen Bardzell. 2010. Feminist HCI: taking stock and outlining an agenda for design. In *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems (CHI '10)*. Association for Computing Machinery, New York, NY, USA, 1301–1310. <https://doi.org/10.1145/1753326.1753521>

Week 3: Who and what is counted?

Brief history of datafication: what gets “datafied?” Who gets to do the counting? Who benefits from data collection?

Tuesday, September 19

Required readings:

- Catherine D'Ignazio and Lauren F. Klein (2020). *Data Feminism*. MIT Press, Cambridge, MA. [Chapter 4: “What Gets Counted Counts”]
- Browse: <http://gendershades.org/>

Thursday, September 21

Required readings:

- Hamidi, Foad, Morgan Klaus Scheuerman, and Stacy M. Branham. "Gender Recognition or Gender Reductionism? The Social Implications of Embedded Gender Recognition Systems." In *Proceedings of the 2018 CHI Conference on Human Factors in Computing Systems*, 1–13. CHI '18. New York, NY, USA: Association for Computing Machinery, 2018. <https://doi.org/10.1145/3173574.3173582>.
- Sasha Costanza-Chock (2019). *Design Justice*. MIT Press, Cambridge, MA. [Introduction: #TravelingWhileTrans, Design Justice, and Escape from the Matrix of Domination]

Assignments due:

- Reading reflection
- [September 24] Project proposal outline

Further readings:

- Simone Browne (2015). *Dark Matters: On the Surveillance of Blackness*. Duke University Press. [Chapter 1]
- Sarah E. Igo. 2018. *The Known Citizen: A History of Privacy in Modern America*. Harvard University Press. [Chapter 2: Documents of Identity]
- Gilman, "The Surveillance Gap: The Harms of Extreme Privacy and Data Marginalization." 2018.
- Youtube: Bias in A.I. For Women & People of Color, conversation with Joy Buolamwini. <https://www.youtube.com/watch?v=z1w0ZVrzZjw>
- Anna Lauren Hoffmann (2019) Where fairness fails: data, algorithms, and the limits of antidiscrimination discourse, *Information, Communication & Society*, 22:7, 900-915, DOI: [10.1080/1369118X.2019.1573912](https://doi.org/10.1080/1369118X.2019.1573912)

Week 4: Introduction to HCI research methods

Explore foundations of human-subjects research. What are our obligations to our data subjects as researchers, as technology builders?

Tuesday, September 26

Required readings:

- Anissa Tanweer, Emily Kalah Gade, P.M. Krafft, and Sarah Dreier. (2021) Why the Data Revolution Needs Qualitative Thinking. In the *Harvard Data Science Review*. <https://hdsr.mitpress.mit.edu/pub/u9s6f22y/release/4>

Thursday, September 28

Required readings:

- The Menlo Report: Ethical principles guiding information and communication technology research. Technical report, U.S. Department of Homeland Security, 2012.
https://www.dhs.gov/sites/default/files/publications/CSD-MenloPrinciplesCORE-20120803_1.pdf
- Casey Fiesler and Nicholas Proferes (2018). [“Participant” Perceptions of Twitter Research Ethics](#). *Social Media + Society* 4(1).

Assignments due:

- Reading reflection

Further readings:

- [optional] Belmont Report
- Catherine D'Ignazio and Lauren F. Klein (2020). *Data Feminism*. MIT Press, Cambridge, MA. [The Power Chapter]
- <https://www.interaction-design.org/literature/book/the-encyclopedia-of-human-computer-interaction-2nd-ed/human-computer-interaction-brief-intro>
- https://www.blackwellpublishing.com/content/BPL/Images/Content_store/Sample_chapter/9780632052844/001-025%5B1%5D.pdf
- Curiosity, Creativity, and Surprise as Analytic Tools: Grounded Theory Method. Michael Muller. In *Ways of Knowing in HCI*. 2014.

Week 5: Content moderation

How are social media platforms automating (or not automating) content moderation? How do we decide what is and isn't allowed? How can we redress harms?

Tuesday, October 3

Required readings:

- Chen, Adrian. 2014. “The Laborers Who Keep Dick Pics and Beheadings Out of Your Facebook Feed.” *Wired*. October 23, 2014.
- Lindsay Blackwell, Jill Dimond, Sarita Schoenebeck, and Cliff Lampe. 2017. Classification and Its Consequences for Online Harassment: Design Insights from HeartMob. *Proc. ACM Hum.-Comput. Interact.* 1, CSCW, Article 24 (November 2017), 19 pages. <https://doi.org/10.1145/3134659>

Thursday, October 5

Required readings:

- Eshwar Chandrasekharan, Umashanthi Pavalanathan, Anirudh Srinivasan, Adam Glynn, Jacob Eisenstein, and Eric Gilbert. "You can't stay here: The efficacy of reddit's 2015 ban examined through hate speech." *Proceedings of the ACM on Human-Computer Interaction* 1, no. CSCW (2017): 1-22.

Assignments due:

- Reading reflection
- Provocation 1

Further readings:

- Schoenebeck, S., Haimson, O. L., & Nakamura, L. (2021). Drawing from justice theories to support targets of online harassment. *New Media & Society*, 23(5), 1278–1300.
<https://doi.org/10.1177/1461444820913122>
- Sarah T. Roberts (2021). "Your AI is Human" from *Your Computer Is On Fire*. Edited by Thomas S Mullaney, Benjamin Peters, Mar Hicks, Kavita Philip.
- Gray, M. L., & Suri, S. (2019). *Ghost Work: How to Stop Silicon Valley from Building a New Global Underclass*. Eamon Dolan Books.
- Motahhare Eslami, Kristen Vaccaro, Min Kyung Lee, Amit Elazari Bar On, Eric Gilbert, and Karrie Karahalios. 2019. User Attitudes towards Algorithmic Opacity and Transparency in Online Reviewing Platforms. In *Proceedings of the 2019 CHI Conference on Human Factors in Computing Systems (CHI '19)*. Association for Computing Machinery, New York, NY, USA, Paper 494, 1–14.
<https://doi-org.ezproxy.bu.edu/10.1145/3290605.3300724>

Week 6: Project Milestone

Tuesday, October 10 - NO CLASS

Thursday, October 12

Required readings:

- None

Assignments due:

- Project proposals
- Optional: to make up a reading reflection, you can choose some optional reading from the previous weeks and write a reflection

Week 7: Intimate data

How are algorithms encroaching on our private lives? How can we achieve both intimacy and privacy online? How can we reclaim intimate privacy after it's been violated?

Tuesday, October 17

Required readings:

- Diana Freed, Jackeline Palmer, Diana Minchala, Karen Levy, Thomas Ristenpart, and Nicola Dell. "A Stalker's Paradise": How Intimate Partner Abusers Exploit Technology. ACM Conference on Human Factors in Computing Systems (CHI 2018).
- Levy, Karen, Intimate Surveillance (April 3, 2015). Idaho Law Review, Vol. 51, No. 3, 2015, Available at SSRN: <https://ssrn.com/abstract=2834354>

Thursday, October 19

Required readings:

- Arup Kumar Ghosh, Karla Badillo-Urquiola, Mary Beth Rosson, Heng Xu, John M. Carroll, and Pamela J. Wisniewski. 2018. A Matter of Control or Safety? Examining Parental Use of Technical Monitoring Apps on Teens' Mobile Devices. In Proceedings of the 2018 CHI Conference on Human Factors in Computing Systems (CHI '18). Association for Computing Machinery, New York, NY, USA, Paper 194, 1–14. <https://doi.org/10.1145/3173574.3173768>

Assignments due:

- Reading reflection
- Provocation 2

Further readings:

- Danielle Blunt and Ariel Wolf. 2020. Erased: The Impact of FOSTA-SESTA & the Removal of Backpage. Hacking//Hustling.
- Jane Im, Jill Dimond, Melody Berton, Una Lee, Katherine Mustelier, Mark Ackerman, Eric Gilbert. "Yes: Affirmative Consent as a Theoretical Framework for Understanding and Imagining Social Platforms." CHI 2021.
- ["It's stressful having all these phones": Investigating Sex Workers' Safety Goals, Risks, and Practices Online](#). Allison McDonald, Catherine Barwulor, Michelle L. Mazurek, Florian Schaub, Elissa M. Redmiles. 30th USENIX Security Symposium (USENIX Security), August 2021.
- Aunties, Strangers, and the FBI: Online Privacy Concerns and Experiences of Muslim-American Women. 2022. Tanisha Afnan, Yixin Zou, Maryam Mustafa, Mustafa Naseem, Florian Schaub. USENIX Symposium on Usable Privacy and Security (SOUPS). <https://www.usenix.org/conference/soups2022/presentation/afnan>

Week 8: Labor and AI

How is AI and automation changing the labor market? How are algorithms shaping who's successful in the gig economy? How does automation relate to surveillance?

Tuesday, October 24

Required readings:

- *Data Driven: Truckers, Technology, and the New Workplace Surveillance*. 2022. Karen Levy. Princeton University Press. [skim Chapter 1: Introduction; read Chapter 7: RoboTruckers]
- <https://www.washingtonpost.com/world/2023/08/28/scale-ai-remotasks-philippines-artificial-intelligence/>

Thursday, October 26

Required readings:

- Shruti Sannon, Billie Sun, and Dan Cosley. 2022. Privacy, Surveillance, and Power in the Gig Economy. In Proceedings of the 2022 CHI Conference on Human Factors in Computing Systems (CHI '22). Association for Computing Machinery, New York, NY, USA, Article 619, 1–15. <https://doi-org.ezproxy.bu.edu/10.1145/3491102.3502083>

Assignments due:

- Reading reflection

Further readings:

- Chris Ramsaroop, “Reality Check 101: Rethinking the impact of automation and surveillance on farm workers,” Points|Data & Society, Sept. 6, 2019.
- *Data Driven: Truckers, Technology, and the New Workplace Surveillance*. 2022. Karen Levy. Princeton University Press.
- Virginia Eubanks. 2018. *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor*. St Martin’s Press.
- Rosenblat, Alex and Stark, Luke. 2016. “Algorithmic Labor and Information Asymmetries. A Case Study of Uber Drivers.” *International Journal of Communication* 10: 3758-3784.
- Rosenblat, Alex, Karen Levy, Solon Barocas, Tim Hwang. 2017. “Discriminating Tastes: Uber’s Customer Ratings as Vehicles for Workplace Discrimination.” *Policy and Internet* 9 (3): 253-264.
- Lilly C. Irani and M. Six Silberman. 2013. Turkopticon: interrupting worker invisibility in amazon mechanical turk. In Proceedings of the SIGCHI Conference on Human Factors in Computing Systems (CHI '13). ACM, New York, NY, USA, 611-620. DOI: <https://doi.org/10.1145/2470654.2470742>

Week 9: Disability and data

What conceptions of “normal” are (re)produced and reinforced by AI systems? What happens to those who fall outside of this norm? What strategies can we learn about building fair systems from the disability rights movement?

Tuesday, October 31

Required readings:

- Meredith Whittaker, Meryl Alper, Cynthia L. Bennett, Sara Hendren, Liz Kaziunas, Mara Mills, Meredith Ringel Morris, Joy Rankin, Emily Rogers, Marcel Salas, Sarah Myers West. Disability, Bias, and AI. AI NOW report.
<https://ainowinstitute.org/publication/disabilitybiasai-2019>
- Gracen Brilmyer and Crystal Lee (2023). Terms of use: Crip legibility in information systems. First Monday, 28(1). <https://doi.org/10.5210/fm.v28i1.12935>

Assignments due:

- Reading reflection

Further readings:

- Cynthia Bennett and Os Keyes (2019). What is the Point of Fairness? Disability, AI and The Complexity of Justice. Workshop - AI Fairness for People with Disabilities, 21st International ACM SIGACCESS Conference on Computers and Accessibility (ASSETS 2019)
- Sasha Costanza-Chock (2019). [*Design Justice*](#). MIT Press, Cambridge, MA. [Design Practices: "Nothing about Us without Us"]

Thursday, November 2 - NO CLASS

You should use this time to make progress on your semester project.

Week 10: Data and the criminal legal system

How does datafied decision-making impact perceptions of fairness and objectivity? Who decides what data is valuable for making decisions?

Tuesday, November 7

Required readings:

- Angwin, Julia et al. "Machine Bias." ProPublica, May 23 2016. Available at:
<https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing>
- <https://www.cnet.com/news/privacy/google-is-giving-data-to-police-based-on-search-key-words-court-docs-show/>

Thursday, November 9

Required readings:

- Brayne, Sarah. 2017. "Big Data Surveillance: The Case of Policing." American Sociological Review 82(5): 977-1008.

Assignments due:

- Reading reflection
- Provocation 3

Further readings:

- Ngozi Okidegbe, *Discredited Data*, in 107 Cornell Law Review 2007 (2022). Available at: https://scholarship.law.bu.edu/faculty_scholarship/3137
- Sarah Brayne. 2021. *Predict and Surveil: Data, Discretion, and the Future of Policing*. Oxford University Press. [Chapter 3: Dragnet Surveillance: Our Incriminating Lives]
- Browse <https://copout.tech>

Week 11: Surveillance and immigration

What nascent technologies have already been deployed at the border? How does corporate data collection support immigration enforcement? How do we manage the boundaries between corporate and governmental data use?

Tuesday, November 14

Required readings:

- <https://slate.com/technology/2019/03/facial-recognition-nist-verification-testing-data-sets-children-immigrants-consent.html>
- <https://medium.com/center-on-privacy-technology/digital-payment-apps-are-convenient-and-accessible-but-theyre-not-protecting-our-privacy-8544add71565>
- Skim: Mijente, National Immigration Project & Immigrant Defense Project, *Who's Behind ICE?: The Tech and Data Companies Fueling Deportations* (2018), https://mijente.net/wp-content/uploads/2018/10/WHO%E2%80%99S-BEHIND-ICE_-The-Tech-and-Data-Companies-Fueling-Deportations-_v1.pdf (PDF).

Thursday, November 16

Required readings:

- American Dragnet: Data-Driven Deportation in the 21st Century. Nina Wang, Allison McDonald, Daniel Bateyko, Emily Tucker. Center on Privacy & Technology at Georgetown Law, May 2022. <https://americandragnet.org>

Assignments due:

- Reading reflection

Further readings:

- Dan Calacci, Jeffrey J. Shen, and Alex Pentland. 2022. The Cop In Your Neighbor's Doorbell: Amazon Ring and the Spread of Participatory Mass Surveillance. *Proc. ACM Hum.-Comput. Interact.* 6, CSCW2, Article 400 (November 2022), 47 pages. <https://doi-org.ezproxy.bu.edu/10.1145/3555125>

Week 12: Who can opt out?

Is “algorithmic fairness” always beneficial for marginalized communities? Who gets to opt out of datafication?

Tuesday, November 21

Required readings:

- https://www.odbpject.org/wp-content/uploads/2016/12/ODB.InterimReport.FINAL_.7.16.2018.pdf
- Słupska, Julia, Ruba Abu-Salma, Selina Cho, and Nayanatara Prakash. “They Look at Vulnerability and Use That to Abuse You’: Participatory Threat Modelling with Migrant Domestic Workers,” USENIX Security 2022.

Assignments due:

- Reading reflection
- Written project update

Thursday, November 23 - NO CLASS

Further readings:

- Scott Skinner-Thompson (2020). Outing Privacy as Anti-Subordination. In *Privacy at the Margins* (pp. 139-179). Cambridge: Cambridge University Press.
- Ruha Benjamin (2019). *Race After Technology: Abolitionist Tools for the New Jim Code*. [Chapter 3: Coded Exposure and Chapter 4: Technological Benevolence]

Week 13: Citizen data science

How can we deploy the tools we have in service of our communities?

Tuesday, November 28

Required readings:

- Hong Shen, Alicia DeVos, Motahhare Eslami, and Kenneth Holstein. 2021. Everyday Algorithm Auditing: Understanding the Power of Everyday Users in Surfacing Harmful Algorithmic Behaviors. *Proc. ACM Hum.-Comput. Interact.* 5, CSCW2, Article 433 (October 2021), 29 pages. <https://doi-org.ezproxy.bu.edu/10.1145/3479577>

Thursday, November 30

Required readings:

- Joyojeet Pal. 2017. The fallacy of good: marginalized populations as design motivation. *Interactions* 24, 5 (August 2017), 65-67. DOI: <https://doi.org/10.1145/3121393>

Assignments due:

- Reading reflection
- Provocation 4

Further readings:

- See the investigation of civil asset forfeiture by Lucy Parsons Lab:
<https://lucyparsonslabs.com/projects/assetforfeiture/>
- See the [Manifesto](#) for the Coalition for Independent Technology Research
- <https://citizensandtech.org/2020/01/industry-independent-research/>
- Alex Jiahong Lu, Shruti Sannon, Cameron Moy, Savana Brewer, Jaye Green, Kisha N. Jackson, Daivon Reeder, Camaria Wafer, Mark S. Ackerman, and Tawanna R. Dillahun. 2023. Shifting from Surveillance-as-Safety to Safety-through-Noticing: A Photovoice Study with Eastside Detroit Residents. In Proceedings of the 2023 CHI Conference on Human Factors in Computing Systems (CHI '23). Association for Computing Machinery, New York, NY, USA, Article 209, 1–19. <https://doi.org/10.1145/3544548.3581474>
- <https://www.wired.com/story/ice-is-everywhere-using-library-science-to-map-child-separation/>

Week 14: Final project presentations

Tuesday, December 5

Required readings:

- none

Thursday, December 7

Required readings:

- none

Week 15: Wrap-up

Tuesday, December 12

Required readings:

- TBD

Assignments due:

- Final project