# Community Data Lab

INLS 690-230 (Fall 2021)

Thursdays, 2 PM-4:45 PM (Remote synchronous)

<https://unc.zoom.us/j/96719443320?pwd=d2JscmlIbVNkZldkNG1OYkJ5Q1V1QT09>

## **Course Description**

The Community Data Lab introduces students to issues related to uses of data in, for, by and against local communities. Through discussions, lectures, and a series of activities, students in this project-based course consider the following questions (among others) about communities and data:

* How do we develop, collect, analyze, and use data about communities (and who is “we”)?
* Who gets to say what a community is, who belongs, and determine its boundaries? Who gets to tell a community’s story (and how does that happen)?
* What tools are used to collect, store, organize, and use this type of data?
* Who controls access to community data, and how?

Students are introduced to current issues related to communities and data, including census data and redistricting, open data initiatives, the social and economic politics of consent and refusal, examples of data use in healthcare, social media, planning, and policy making, and tools used for decision-making and data visualization. You will build your study for the semester around a data project related to a chosen community, and create final projects related to data use, data defense, or translation in communities.

## Class Meetings

Class will meet weekly on Thursday afternoons via Zoom from 2-4:45 pm. You are also encouraged to meet between classes to collaborate on work or share ideas related to the class. The class zoom will remain available to you throughout the semester, but you are also welcome (and should be able) to create your own zoom meetings.

Most class sessions will follow a predictable pattern (see below).

|  |  |
| --- | --- |
| 2-2:45 pm (45 min.) | Welcome, housekeeping, and lecture |
| 2:45 – 3:15 (30 min.) | Discussion Questions (whole class) |
| 3:15-3:30 (15 min) | Break |
| 3:30-4:30 (1 hour) | Group or Individual Activity (Tech activity/discussion activity/project activity) |
| 4:30-4:45 (15 min.) | Report back/Leave |

Although I expect students to engage deeply with the material and discussions, class sessions are relatively relaxed and I encourage you to eat, drink, move, or take brief breaks during class time if you need to do so. I welcome babies, children, cats, and chickens (but may privately message to ask you to you mute your mic or camera if things get too noisy or distracting)!

Recording

No one is permitted to record any of the class sessions, either with video or audio recorders, unless you first discuss it with the instructor and receive written permission to do so. Much of our class will involve discussions among your peers, and I do not record these discussions for student privacy.

### Grading policy

For graduate students, this course will be graded according to the high (H), pass (P), low (L), fail (F) grading system. That means different things in different courses, but here it means that once you ***complete*** your requirements in the course, you will get a “pass” or a “P” grade. In consultation with the instructor, you will determine the scope of the project you want to complete (projects must meet the project guidelines and fulfill [hourly requirements for the number of credits](https://registrar.unc.edu/academic-services/policies-procedures/university-policy-memorandums/upm-29-definition-of-a-credit-hour/#:~:text=Not%20less%20than%20one%20hour%20of%20classroom%20or,work%20over%20a%20different%20amount%20of%20time%2C%20or%3B) you select), what might count as an “H” grade, and the amount of effort that you need to put into it to accomplish your project goals. You should submit a brief final project proposal by the assigned due date so that you can tailor your class activities to fulfilling project requirements. We will use your benchmarks (with my approval) to measure completion at the end of the semester.

Class sessions will be a combination of discussions and workshop/lab sessions. Each student in the class will work toward an end of semester project that will help shape the class materials and discussions. You may choose to do as an individual or in groups. The first half will focus on lectures and discussions, and the second half will be spent learning skills, working on intermediate skills and deliverables, and having small group meetings. There will be no quizzes, tests, or papers.

This class is offered for variable credits, so make sure that you have registered for the number of credits you need. If not, please email Lara Bailey to get that changed (and copy me).

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### Assignments

#### Attendance and Participation

Attendance is required for all courses at UNC Chapel Hill. I *do not* record attendance in this class or assign points for class attendance but expect that students will engage in informed participation in class discussions (during the class meeting and on Teams) and activities. If you are unwell, have an emergency, or need to miss class for other reasons, please notify me and your assigned (or chosen) group members so that we can plan appropriately.

You can find course materials (readings, videos, podcasts, etc.) in the Course Schedule on page 4. The materials list *is currently incomplete*, and will change during the first few weeks, as you choose your research topics for the semester. I will provide updates to the material lists and course schedule as appropriate. These are listed in order from most to least “important” (in my opinion – you might think otherwise). There are no quizzes or tests in this course, so these readings are an important part of learning the material and should help prepare you for the weekly discussions and activities.

#### Community Data Project

The guiding and culminating activity for each student in this class is a Community Data project. For this project, students will choose a specific (real) community and group of people, and complete one of three deliverables, including presentations during the last week of class. Final projects will be publicly available on the CEDI lab website unless you indicate that you do not want your work published publicly. I will use these project topics to choose additional course materials to complete the syllabus, and they will shape many of the discussions we have throughout the semester. You may choose to work on your projects as individuals or in groups of up to 3 people. Find previous examples of Community Data projects on the CEDI site here: [Community Data Lab : CEDI Website (unc.edu)](https://cedi.unc.edu/community-data-lab/)

1. **Data/Information/Tech Literacy**: Teaching members of a community about data or tools.  Create a written and audio/video explainer for your dataset/information/technology (with a transcript). Talk about why it matters and teach some specific skill related to the topic.
2. **Data Defense**: Provide a brief explainer how data is collected in/from community or community members, impacts on community, power issues involved, and options for participation, engagement, or refusal.
3. **Story-shaped Data: Community data visualization or visceralization:**  Telling stories using the data. Use data to illustrate a trend in the data that is important to the community or that tells a counterstory (from the community perspective). A dashboard is not enough for this project. Your presentation should include a thoughtful, well-designed *story* or *narrative*.

Completed projects should be designed with accessibility and the needs of the focus community in mind.

### Technology Requirements

All UNC students must own a computer that meets campus computing requirements. Computers will be used regularly in this course.  This course will be managed using Microsoft Teams. All class discussions and materials will be loaded to Teams. We may use other technology, such as [Tableau Public](https://www.tableau.com/academic/students), [Arc StoryMaps](https://storymaps.arcgis.com/), and [Adobe Creative Suite](https://software.sites.unc.edu/software/) for this class. This software will either be available to the public at no cost or will be provided to you [through UNC software](https://software.sites.unc.edu/software/). Please do not wait until the last minute to request access to software, as some downloads require approvals. While we will have exposure and rudimentary exercises related to some of these tools in class and you will have the opportunity to use some of the in your projects, please be mindful that this is not a data visualization course. More structured data analysis and visualization support is available through the [Odum Institute short courses](https://odum.unc.edu/events/category/data-science/list/). While I’m suggesting resources for training/talks, you might also be interested in the [resources](https://www.cpc.unc.edu/resources/) made available by the Carolina Population Center.

### Disability Accommodations

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. See the ARS Website for contact information: [https://ars.unc.edu](https://ars.unc.edu/) or email [ars@unc.edu](mailto:ars@unc.edu).

Relevant policy documents as they relate to registration and accommodations determinations and the student registration form are available on the [ARS website under the About ARS tab](https://ars.unc.edu/about-ars/policies).

### Honor Code Statement

I expect all students to follow the guidelines of the UNC honor code. In particular, students are expected to refrain from “lying, cheating, or stealing” in the academic context. You can read more about the honor code at honor.unc.edu. In any course, including mine, what constitutes cheating can change from one activity to another. Please see my guidelines for each activity, and if you are unsure, please ask me to clarify. In remote classes, there may be many temptations for using online exchange sites, such as Chegg. Note that these sites provide names of students who have used their materials, and they routinely cooperate with institutions around academic integrity issues. Please don’t get caught up with honor code issues just because it appears to be simple and untraceable. It is not!

### Acceptable Use Policy

By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. You may be asked to participate in online discussions or other online activities that may include personal information about you or other students in the course.  The rights and protection of other participants are protected under the UNC-Chapel Hill [Information Technology Acceptable Use Policy](https://unc.policystat.com/policy/6875241/latest/), which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property.

Consult the University website “[Safe Computing at UNC](https://safecomputing.unc.edu/)” for information about the data security policies, updates, and tips on keeping your identity, information, and devices safe.

### Syllabus Changes

The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.

(source: [*http://faccoun.unc.edu/files/2011/03/Res-2012-11OnSyllabusGuidelines\_v4FinalAsApproved.pdf*](http://faccoun.unc.edu/files/2011/03/Res-2012-11OnSyllabusGuidelines_v4FinalAsApproved.pdf))

# Schedule

Thursdays 2-4:45 pm

## 1. What is community data?

Thursday, August 19, 2021

To prepare for this class session, please read/view the following:

1. D'Ignazio, C., & Klein, L. F. (2020). Data feminism. MIT Press. [Chapter 4 ("What Gets Counted Counts)](https://data-feminism.mitpress.mit.edu/pub/h1w0nbqp/release/2) - or video discussion on YouTube (1 hour, 3 minutes) <https://youtu.be/HaNC_jVY59M>
2. [Data DiscoTech (September 15, 2015) - YouTube](https://www.youtube.com/watch?v=R3dZScVODPw)
3. Skim: [A Comparison of Online Digital Mapping Tools | Duke University Libraries](https://library.duke.edu/data/tutorials/map_tools)

*Choose a dataset for your group data story in the coming week’s class.*

## 2. Community Narratives and Counternarratives

 Thursday, August 26, 2021

#### To prepare for this class session, please read/view the following:

1. *The Future of Data Justice: Community Power and Data-Driven Systems*. The New School   
   Digital Equity Lab/ Our Data Bodies (ODB). April 2019. ([The Future of Data Justice: Community Power and Data-Driven Systems - YouTube](https://www.youtube.com/watch?v=RgtUxPtLS2o)) (1:27:26)
2. D'Ignazio, C., & Klein, L. F. (2020). Data feminism. MIT Press. Chapter Two: On Rational, Scientific, Objective Viewpoints from Mythical, Imaginary, Impossible Standpoints (written: <https://mitpressonpubpub.mitpress.mit.edu/pub/rykaknh1/release/4>) OR Chapter 3: On Rational, Scientific, Objective Viewpoints from Mythical, Imaginary, Impossible Standpoints video discussion on YouTube (1 hour, 3 minutes) <https://youtu.be/yfewxnD1oio>   (This is the same text, published in different order, in different media).
3. *On Missing Data Sets*. Mimi Onuoha. January 2018. [MimiOnuoha/missing-datasets: An overview and exploration of the concept of missing datasets. (github.com)](https://github.com/MimiOnuoha/missing-datasets)

#### *In-Class Activity: Mini Data Story*

Draft a data story & use it to design a flyer or graphic that describes an issue important to your chosen community.  Give source of data, and contextualize/explain in with a caption/brief abstract (max. 1 paragraph).

## 3. Documenting Space and Physical Infrastructure

Thursday, September 2, 2021

To prepare for this class session, please read/view the following:

1. [The Detroit Geographic Expedition and Institute: A Case Study in Civic Mapping – MIT Center for Civic Media](https://civic.mit.edu/blog/kanarinka/the-detroit-geographic-expedition-and-institute-a-case-study-in-civic-mapping)
2. Gutierrez, M. P., Demby, G., & Frame, K. (2018, April 11). VIDEO: Housing Segregation In Everything. NPR. <https://www.npr.org/sections/codeswitch/2018/04/11/601494521/video-housing-segregation-in-everything>
3. Map of redlining maps in the United States: <https://dsl.richmond.edu/panorama/redlining/#loc=5/39.1/-94.58>

Peruse/Explore:

1. [Digital Storytelling with Maps | ArcGIS StoryMaps (esri.com)](https://www.esri.com/en-us/arcgis/products/arcgis-storymaps/overview) (Sign up for StoryMaps account)
2. [Online GIS Maps | PolicyMap (unc.edu)](https://unc-policymap-com.libproxy.lib.unc.edu/maps)
3. [The New PolicyMap Quick Start - YouTube](https://www.youtube.com/watch?v=my3BRHmPLmU)

Optional:

1. Download and explore: [Discover QGIS](https://www.qgis.org/en/site/about/index.html)
2. QGIS for Beginners <https://youtu.be/Eg4_duqH5Q4>
3. Sources for Shapefiles:
   1. [TIGER/Line Shapefiles (census.gov)](https://www.census.gov/geographies/mapping-files/time-series/geo/tiger-line-file.html)
   2. [Shapefiles | Downloads | Support | Epi Info™ | CDC](https://www.cdc.gov/epiinfo/support/downloads/shapefiles.html)
   3. [GIS Data - Data and Tools (usgs.gov)](https://www.usgs.gov/products/data-and-tools/gis-data)

## Labor Day: Monday, September 6, 2021

## 4. Documenting People and Social Infrastructure (Guest Lecture: Dr. Rebecca Tippett, Director, Carolina Demography, Carolina Population Center)

Thursday, September 9, 2021

To prepare for this class session, please read/view the following:

1. Watch: Why Does the Government Care About Race? *The Origin Of Everything (PBS)*. [YouTube] <https://youtu.be/WwQvGgyXtg8> (10:12)
2. [First look at 2020 Census for North Carolina | Carolina Demography (ncdemography.org)](https://www.ncdemography.org/2021/08/12/first-look-at-2020-census-for-north-carolina/) (this may be updated as we get closer to the date, depending on what becomes available)

Optional

Data Resource: [Big Local News](https://biglocalnews.org/#/login)

\*\*Submit ***place*** and ***community*** to focus on for your project in Teams.\*\*

## 5. Visceralizing Community Data: Community as a Sensory Experience

Thursday, September 16, 2021

To prepare for this class session, please read/view the following:

1. Stark, L. (2014). Come on Feel the Data (and Smell It). The Atlantic. <https://www.theatlantic.com/technology/archive/2014/05/data-visceralization/370899/>
2. Aletta, F., & Kang, J. (2018). Towards an Urban Vibrancy Model: A Soundscape Approach. International Journal of Environmental Research and Public Health, 15(8), 1712. <https://doi.org/10.3390/ijerph15081712>
3. Wang, T. (2013). Big data needs thick data. *Ethnography Matters.* <http://ethnographymatters.net/blog/2013/05/13/big-data-needs-thick-data/?lipi=urn%3Ali%3Apage%3Ad_flagship3_pulse_read%3BETmUq9nqSFCukNMjpSrf1Q%3D%3D>

Optional

1. [Microsoft Soundscape - Microsoft Research](https://www.microsoft.com/en-us/research/product/soundscape/)

#### *In-Class Activity: Analyzing sight, sound, smell, and feeling*

## 6. Data Literacy

Thursday, September 23, 2021

To prepare for this class session, please read/view the following:

1. D’Ignazio, C. (2017). Creative data literacy: Bridging the gap between the data-haves and data-have nots. Information Design Journal, 23(1), 6–18. <https://doi.org/10.1075/idj.23.1.03dig>

Optional:

1. [Digital Security Resources — EQUALITY LABS](https://www.equalitylabs.org/digitalsecurityresource)

## 7. Workshop Day (Project Open Office Hours)

Thursday, September 30, 2021

Please message me ahead of time with any advanced questions about tech/software. I don’t know all platforms - I will help if I can, and if I can’t, I will do my best to find you someone who can (if I have some notice)!

## 8. Becoming Data: Surveillance, Datafication, and Refusal

Thursday, October 7, 2021

1. Ruha Benjamin. 2016. Informed refusal: Toward a justice-based bioethics. Science, Technology, & Human Values 41, 6 (2016), 967–990
2. [Ethnographic Refusal: A How to Guide | Discard Studies](https://discardstudies.com/2016/08/08/ethnographic-refusal-a-how-to-guide/)
3. Cifor, M., et al. (2019). Feminist Data Manifestno. <https://www.manifestno.com/home>
4. [The new lawsuit that shows facial recognition is officially a civil rights issue | MIT Technology Review](https://www.technologyreview.com/2021/04/14/1022676/robert-williams-facial-recognition-lawsuit-aclu-detroit-police/)

Optional:

Lavigne, S., Clifton, B., & Tseng, F. (2017). Predicting Financial Crime: Augmenting the Predictive Policing Arsenal. ArXiv:1704.07826 [Cs]. [whitepaper.pdf (thenewinquiry.com)](https://whitecollar.thenewinquiry.com/static/whitepaper.pdf)  & [White Collar Crime Risk Zones (thenewinquiry.com)](https://whitecollar.thenewinquiry.com/)

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## 9. Smart Communities or workday? TBA

Thursday, October 14, 2021

To prepare for this class session, please read/view the following:

### Masters Comprehensive Exam: Friday, October 15, 2021

### Fall Break: Thursday, October 21, 2021-Friday, October 22, 2021

## 10. Class choice (Pandemics and Disasters or workday?) TBA

Thursday, October 28, 2021

## 11. Class choice (Community Health & Education or workday?) TBA

Thursday, November 4, 2021

## 12. Presentation Workshop Day (Open Office Hours)

Thursday, November 11, 2021

## 13. Presentations

Thursday, November 18, 2021

## Thanksgiving Break: Wednesday, November 24 – Friday, November 26, 2021

## Classes end: December 1