

Cover Sheet: Request 12301

Social Science Gen Ed Designation for People and Data Course

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Nicole Stedman nstedman@ufl.edu
Created	2/13/2018 9:49:05 AM
Updated	3/23/2018 4:41:54 PM
Description of request	<p>We are requesting two items: 1) a Retroactive Social Science Designation for Fall 2017 and 2) a Social Science Designation for Spring 2018.</p> <p>At this time, the teaching team for the course is holding formal course approval until the finalized version of UFQuest is ready for release. However, in the interim, we have been permitted to request one-time Social Science designations for the course (Fall 2014, Spring 2015, Fall 2016). Last fall, we did not submit the request and were hoping that we could request a retroactive approval, along with the current term request.</p>

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural Education and Communication 514926000	Brian Myers		2/13/2018
SyllabusBigDataS2018.doc					2/13/2018
College	Approved	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	Approved at CALS CC 3/16/18.	3/23/2018
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			3/23/2018
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 12301

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Submitter: Nicole Stedman nstedman@ufl.edu

Created: 2/13/2018 9:43:17 AM

Form version: 1

Responses

Course Prefix and Number

Response:
IDS4930

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog). If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title

Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

Response:
People and Data

Delivery Method

Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.

Response:
Classroom

Request Type

Response:
Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term

Enter the term (semester and year) that the course would first be taught with the requested change(s).

Response:
Fall

Effective Year

Response:
2017

Credit Hours

Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.

Response:
3

Prerequisites

Response:
None.

Current GE Classification(s)

Indicate all of the currently-approved general education designations for this course.

Response:
None

Current Writing Requirement Classification

Indicate the currently-approved WR designation of this course.

Response:
None

One-semester Approval?

Response:
Yes

Requested GE Classification

Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.

Response:
S

Requested Writing Requirement Classification

Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:

None

**IDS 4930 - People and Big Data
SPRING 2018**

COURSE TIME AND LOCATIONS

Lecture Tuesday 5-6th periods (11:45 am – 1:40 pm)

Room: TURL 2306

Breakout Section 23D6, Thursday 3rd period 9:35-10:25AM)

Room: TURL 2342

INSTRUCTORS

Lead Instructor: Dr. M. David Miller, College of Human Development and Organizational Studies in Education

Office: 119C Norman Hall

Ph# 273-4306

e-mail: dmiller@coe.ufl.edu Hours: R 9:00-10:30am

Dr. Tanya Koropecj-Cox, Department of Sociology and Criminology & Law, CLAS

Office: 3227 Turlington

Ph# 294-7177

email: tkcox@ufl.edu Hours: email to arrange

Dr. Nicole Stedman, Department of Agricultural Education and Communication, CALS

Office: 220 Rolfs Hall

Ph# 273-2585

e-mail: nstedman@ufl.edu Hours: T 1-2PM, W 11am-12

TEACHING ASSISTANT

Austin Council, Doctoral Student, CALS

Office: 406 Rolfs Hall

Ph# 273-2093

e-mail: acouncil15@ufl.edu

COURSE DESCRIPTION

The course introduces students to the uses of big data in the social sciences and the theories, methods, and skills needed for considering the uses and social implications of big data in society. Drawing on traditional and applied social science disciplines, this course introduces students to basic approaches, methods, and ethical concerns in understanding the uses (and misuses) of big data. Class discussion and readings will cover examples of social processes at the macro-level (structures, policies), meso-level (institutions, businesses), and micro-level of individual perceptions and behaviors. This Grand Challenge course examines the human implications of the big data revolution: how algorithms and massive data sets enable your social network and improve society while exposing your private life to strangers and reshaping the social compact.

Course Objectives

By the end of the course, students should be able to:

1. Describe and explain the promise and the peril in big data across a variety of its applications in contemporary society.
2. Debate the ethical tensions between retaining privacy and withholding information and discuss how these perspectives vary across different cultural and political settings.
3. Compare and contrast institutional, legal, and international approaches to issues raised by big data.
4. Communicate the uses of big data within a chosen discipline.
5. Identify evolving vocational opportunities in big data and the skills required.
6. Present a meaningful group analysis on the human implications of big data.

ABOUT THE COURSE

This faculty team-taught course invites students to collaborate to produce presentations based on a critical analysis of big data to address important contemporary social science research questions. The social science research questions are found in the Grand Challenges of our society. The use and interpretations of big data are one of the grand challenges being faced today. Some examples of questions raised by the challenges with big data include the following: As our daily lives increasingly become digital and public, how do we set boundaries for how that data is collected, stored, and used? How are our social, psychological, economic, and interpersonal lives

potentially shaped by our interactions with an increasingly datafied world of online behaviors, card swipes, wearable technologies, sensors, etc.? How do we encourage an informed and active democratic society within this new environment?

By approaching the Grand Challenges from a multidisciplinary approach, students will be exposed to perspectives of experts from social science disciplines in liberal arts and sciences (e.g., political science, sociology) as well as applied social scientific work in journalism, education, law, and the agricultural and life sciences. This multidisciplinary approach encourages the development of critical thinking skills in students by challenging their understanding and beliefs about the world around them.

***Social Science Designation for this course is pending. Shall it be awarded it will be designated retroactively.** The general education objectives for the Social and Behavioral Sciences that this course is part of are stated below:

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

PRE-REQUISITES

None

The Social and Behavioral Sciences General Education Student Learning Outcomes addressed in this course are the following:

CONTENT	Content is knowledge of the concepts, principles, terminology and methodologies used within the discipline. Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline. The Content SLO will be assessed through the midterm and final exams, content on the final project, and brief quizzes.
COMMUNICATION	Communication is the development and expression of ideas in written and oral forms. Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline. The communication SLO will be assessed through participation in the break out groups, weekly assignments, and the final project.
CRITICAL THINKING	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion. Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. The focus of the final project is on critical thinking. However, critical thinking will be developed throughout the course and will be assessed in the weekly assignments.

COURSE STRUCTURE

The course will require attending larger sessions led by faculty and breakout sessions led by faculty or the TA. Weekly assignments will be submitted in the breakout sections or online as required. Class meetings will be spent

on presentations, group discussion, and exercises relating to the material. In addition, students will work on a semester-long group project, both in and outside of class that will develop a novel approach to addressing a social science issue. **Students are required to bring a laptop or other web-enabled device to each class meeting.**

COURSE WEBSITE and COMMUNICATION

The course website will run via **Canvas** through the UF e-learning website; go to <http://lss.at.ufl.edu/> and click on the Canvas Login button. The course site will be used to post relevant announcements, reading, lecture materials, links, assignments and quizzes, etc. You are responsible for checking this site for announcements and to verify that your grades are recorded correctly.

COURSE TEXTS

Required text: The Circle by Dave Eggers. Weekly required readings will be provided online through Canvas.

GRADING

There a total of 1000 points available throughout the semester and include both team project assignments and individual assignments and quizzes.

FINAL GRADE SCALE

Based on the total score of 1000 points.

A = ≥950, A- = 900-949 B+ = 870-899 B = 830-869 B- = 800-829
 C+ = 770-799 C = 700-769 D+ = 670-699 D = 630-669 D- = 600-629 E < 600

ASSIGNMENT SUMMARY

Assignment	Points	Due	Points Earned
Reading quizzes (online) (10x10)	100	Varies	
Project Proposal Part 1	50	1/25	
My Data Fingerprint	50	2/1	
Project Independent Research Part 2	75	2/8	
Reading Synthesis 1	25	2/15	
Exam 1	100	2/20	
Big Data, Disciplinary Perspectives	75	3/1	
Project Draft Part 3	50	3/29	
Synthesis of Big Data in The Circle	75	4/5	
Reading Synthesis 2	25	4/12	
Exam 2	100	4/17	
Project Presentation Part 4	125	4/19	
Big Data Scavenger Hunt	50	4/24	
Attendance – Thursday Lab	100	Varies	
Total	1000		

There will be no ‘rounding up’, but your participation and eagerness to learn will be used to aid final grade determination in borderline situations. ***Note:** An earned grade of ‘C-’ grade or below does not qualify for major, minor, Gen Ed, or college basic distribution credit.

For further information on UF's Grading Policy, consult:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

COURSE SCHEDULE

Wk	Date	Topic	Lead/Guest Speaker	Assignments Due
1	1/9	Introduction: Why you love to hate Facebook	Koropecyj-Cox & team	
	1/11	Dystopias? Tracking, influencing, or manipulating?	Koropecyj-Cox	
2	1/16	Terminology: How “big data” differs from “data”	Miller	
	1/18	Introduction to the Discussion/Lab Section: Big Data, A Lens to See the World		Reading Quiz 1
3	1/23	Datification: Sensors and the Internet of things rule our lives	Miller	Reading Quiz 2
	1/25	Discussion		Project Proposal
4	1/30	Amusement and Insurance: Personalized service, narrowed choices, or reinforced biases?	Koropecyj-Cox	
	2/1	My data fingerprint (lead in for individual assignment)		Reading Quiz 3
5	2/6	Dating: Can big data find you a better date and a better mate?	Koropecyj-Cox	Reading Quiz 4
	2/8	Discussion		Data Fingerprint
6	2/13	Education: Can big data help us become better teachers and students?	Miller	Reading Quiz 5
	2/15	Review and Discussion		Reading Synthesis 1
7	2/20	Exam 1		
	2/22	Discussion		Reading Quiz 6
8	2/27	Wearables: Why we want to collect data about ourselves	Stedman	Reading Quiz 7
	3/1	Discussion		Ind. Research
9	3/6-3/8	SPRING BREAK		
10	3/13	Surveillance: Government and business know a lot about you	Mills	Reading Quiz 8
	3/15	Discussion		My Discipline
11	3/20	Policing: Is predicting crime or terrorism best for society?	CLAS/Martinez	
	3/22	Discussion		
12	3/27	Marketing: How Google became a behemoth at your expense	Stedman	
	3/29	Discussion		Project Draft
13	4/3	Agriculture: Growing food, growing data	Stedman	The Circle Synthesis
	4/5	The Circle, Final Discussion		Reading Quiz 9
14	4/10	Big Data and Careers	Miller	Reading Quiz 10
	4/12	Review and Discussion		Reading Synthesis 2
15	4/17	Exam 2		
	4/19	Presentations		
16	4/24	Class Culmination	Team	

ASSIGNMENT DESCRIPTIONS

Category	Description	Points
Online quizzes	Online quizzes will be given on 10 weeks to assess readings and preparation for the lecture presentations. Each quiz has 5 questions worth 2 points each for 10 points each quiz. A total of 10 quizzes will be given.	100
Reading Synthesis	You will complete two reading synthesis assignments. Each is to represent your ability to draw connection and meaning from the readings and class lectures. The synthesis also provides an opportunity to review key material and readings before each exam. Rubric will be provided on canvas with specific prompts. Two at 25 points each.	50
Exam 1, Exam 2	From class and readings (see schedule). Two at 100 points each.	200
Individual Assignments	Three individual assignments will be completed through the Thursday breakouts. The projects include describing your Big Data Fingerprint (50 points), a Voice Thread describing Big Data from your discipline (75 points) and an assignment synthesizing an assigned reading (75 points).	200
Group project	A group project will be completed in the breakout sessions on a topic in Big Data and its use in a chosen discipline. The project will include a proposal for 50 points, independent research for 75, draft for 50 points, and a final presentation for 125 points.	300
Big Data Scavenger Hunt	During an in-class culminating exercise you will be sent around the UF campus to identify examples of Big Data. You will be asked to take a pic and "tweet" a clear explanation for how your example aligns with the class understanding of Big Data.	50
Attendance	Your attendance in the Thursday Lab sections will be recorded.	100

EXAMS

Everything associated with the class, including on-line material and in-class discussions and exercises are fair game on the exams. If missed, make-ups for the exam will only be given by pre-arrangement or under extraordinary circumstances.

ATTENDANCE AND ABSENCE POLICY

Students are expected to complete all requirements (quizzes, exams, presentation) on the specified dates and will not be granted an alternate date unless they have a documented acceptable reason for their absence (e.g., absences due to medical emergency, observance of religious holidays, military obligation) or pre-arranged consent of the instructor.

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

CLASSROOM POLICY

Students are encouraged to bring to each class meeting a laptop or similar device for use in taking notes, summarizing in-class activities, and accessing the Internet. However, use of mobile devices and computers during class for purposes other than viewing readings or conducting sanctioned research is not allowed. Cell phones and other electronic devices must be silenced during class. Students who receive or make calls or text messages or engage in other disruptive behavior during class will be asked to leave and will not be allowed to turn in the assignment due on that day. You should also bring a pen/pencil and paper to each class.

ACADEMIC HONESTY POLICY

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: *"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."* You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

DISABILITY RESOURCE CENTER

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

ON-LINE EVALUATION

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open for students to complete during the last two or three weeks of the semester; students will be notified of the specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

SOFTWARE USE

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

CAMPUS HELPING RESOURCES

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/*
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*