

DATA FEMINISMS

Professor:	Dr. Hina Shaikh	Course Day and Time:	Thursdays 12:50 PM – 3:50 PM
Term:	Fall 2021	Virtual Office Hours:	Thursdays 10AM-11AM
Email:	hshaikh@ufl.edu	In-Person Office Hours:	Thursdays 11AM – 12PM
Office:	Ustler Hall 212	Classroom:	UST108

COURSE DESCRIPTION:

Data scientist Rumman Chowdhury states, “data is messy because data is reflective of humanity.” This course intentionally centers the “mess” of data and names it as reflective of systems of power. This course develops the critical tools of inquiry needed to approach data informed by feminist, racial, and social justice. The rapidly developing tools, uses, and futures of data might seem like a form of magical transformation of everyday life, but scholars of critical data and algorithm studies and feminist science and technology studies caution us to always place data within a context of racialized, gendered, colonial, and classed systems of power.

Combining practical data workshops alongside critical reading practices of data, this course analyzes data across key uses in healthcare, security apparatuses, carceral systems, and digital infrastructures. A core element of the course is actively staying current with readings and actively participating either online or in-person.

COURSE PREREQUISITES:

None

COURSE EXPECTATIONS:

This course entails a rigorous and demanding reading load. To succeed, you will need to read early and often, and take responsibility for what you do not understand by asking questions. This class requires a lot of discussion, in class, in small groups, and/or online.

REQUIRED TEXTBOOKS:

O'Neil, Cathy. *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*. New York: Crown Publishers, 2016. 272p.

D'Ignazio, Catherine, and Lauren F. Klein. 2020. *Data feminism*.

Benjamin, Ruha. 2020. *Race after technology abolitionist tools for the New Jim Code*.

Noble, Safiya Umoja. 2018. *Algorithms of oppression :data discrimination in the age of Google*. New York: New York University Press, 2018.

COURSE GOALS:

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

Interrogate the intersections of race, ethnicity, gender, class, and/or gender identity with the process of collecting, cleaning, sorting, and analyzing data through writing papers, learning tools of data analysis in workshops, and creatively reinterpreting data through zines

Achieve an understanding of how to approach critical data studies through data visualization tools through workshops

Analyze the connections between archival and data practices through writing assignments and workshops

Creatively engage with critical inquiries of data through building a zine

KEY QUESTIONS:

Who has historically been the subject and object of data collection, analysis, management?

How do systems of anti-blackness, settler colonialism, white supremacy, and capitalism effect data and science?

What is the relationship between surveillance, science, and data?

Is data justice possible?

ATTENDANCE POLICY, CLASS EXPECTATIONS, AND MAKE-UP POLICY

Attendance for this class is not recorded but please bear in mind how missing class will affect your ability to process the content and course materials. If you miss class, before you come and talk to me, please make sure you have completed the

readings for the class you missed and reviewed notes from a classmate. Make-up lectures will not be given during office hours but questions on readings, after you have reviewed the notes of a classmate and completed the readings on your own, are welcome and will enthusiastically be answered. Make-up assignments are accepted for full credit pending an approved reason for absence. Please try your best to keep in contact with me regarding absences and late work.

LAND ACKNOWLEDGEMENT:

I acknowledge that for thousands of years the area now comprising the state of Florida has been and continues to be home to many Native Nations. I further recognize that the main campus of the University of Florida is in the heartland territory of two historically-known Native societies –those of the Potano and of the Alachua Seminole. As a part of our current stewardship, I acknowledge my obligation to honor the ancestral, present, and future Native residents of Florida (originally crafted by UF Libraries).

COURSE ASSIGNMENTS:

ARGUMENT ASSIGNMENT

Due:

Every other Thursday before class (except for first week!)

Requirements:

1. 2-3 pages double-spaced, 12 point Times New Roman font, 1 inch margins
2. Please identify main arguments of all pieces for that day
3. Please identify the evidence in all pieces that prove the main argument

Limitations:

1. No personal insights for ARGUMENT papers, save that for the Zines!
2. No directly quoted citations that are a whole sentence. You must excerpt citations strategically.

Submission instructions:

1. emailed with subject: "FirstName, Week#, Argument"
2. Must give me commenting privilege if Google Doc
3. Please do not send me a PDF for argument assignments.

ZINE PAGES ASSIGNMENT

Description:

Every other week, you will ponder and create a page of creative interpretation of a topic, argument, or theme from the week's readings. Some possible programs to help with creating this include: Google Design, Pages (for Macs), flpsnack, or do it Old School™ and grab a sheet of paper.

I encourage you to think of your zines as a cohesive project portraying a story and/or guiding the reader through your thoughts on a specific topic in the course.

For two of these zine pages, you will incorporate two separate skills you learn from a data feminist workshop throughout the semester. As we hold workshops, I will guide you of the many ways you can incorporate practical data analysis.

Due:

1. Every other Tuesday PDF or JPEG uploaded to Discussion Board on Canvas
2. Before Thursday's class, peer reviewing comments on zine page(s) on Discussion Board

Submission instructions and requirements

- PDF or JPEG uploaded to Discussion Board on Canvas
- Two or three paragraphs connecting creative piece to Thursday's readings
- Before Thursday's class, add two peer review comments on two of your colleagues' zines
- Two pages of the final zine must centrally incorporate a technical skill you learn in a workshop taught during class.

Peer Reviewing:

- All zine pages will be peer reviewed by classmates on the Canvas Discussion Board
- 2 amazing pieces of support, detailing what it is you're stunned, floored, excited etc., by in the piece
- 2 conceptual comments to ask your classmate for improvement:
 - o Take a few minutes to look at the piece, including the colors, textures, words, message, placement. Jot down your initial observations about the piece.
 - o Explain how you understood and took in the piece. What details stand out to you?
 - o Does the idea match the piece? Is the story coming across to you? How would you suggest the zine pages engage with the ideas your colleague explains in their paragraphs more?

FINAL PROJECT: PORTFOLIO

- Format: Either in a 1/2 inch binder or electronic portfolio as a PDF
- Content:
 - o Completed Zine with aspects of each page redone according to peer comments
 - o First and second draft of written assignments rewritten according to my comments
- Final Project due on final exam date

EVALUATION OF GRADES:

Assignment	Percentage of Grade
Argument Papers	30%
Zine Pages	30%
Discussion Board Peer Reviews	20%

Final Portfolio	20%
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FINAL GRADE:

At the end of the semester, final grades will be determined by the following formula:

A	90 - 100
B	80 - 89
C	70-79
D	60-69
F	59 and below

WEEKLY COURSE TOPICS:

Week 1, August 26 – Reading for the gendered and racialized historical subject/object of record.

[Rosewood massacre a harrowing tale of racism and the road toward reparations](#)

Hartman, Saidiya. "Venus in Two Acts." *Small Axe* 12, no. 2 (2008): 1-14. muse.jhu.edu/article/241115.

Catherine D'Ignazio and Lauren Klein. The Power Chapter. (2020). In Data Feminism. Retrieved from <https://data-feminism.mitpress.mit.edu/pub/8obxh7>

no Assignment due

Week 2, September 2 – What is Critical Data Studies?

Benjamin, Ruha. *Race After Technology: Abolitionist Tools for the New Jim Code*. Introduction, 1-49.

Catherine D'Ignazio and Lauren Klein. Chapter 3 (2020). In Data Feminism. Retrieved from <https://data-feminism.mitpress.mit.edu/pub/8obxh7>

Catherine D'Ignazio and Lauren Klein. Chapter 4 (2020). In Data Feminism. Retrieved from <https://data-feminism.mitpress.mit.edu/pub/8obxh7>

[Feminist Data Manifest-no](#)

In class workshop with conflict mining data

*Argument Assignment due before
class via email*

Week 3, September 9 - What is Critical Data Studies?

Benjamin, Ruha. *Race After Technology: Abolitionist Tools for the New Jim Code*. Chapters 2: Default Discrimination.

Benjamin, Ruha. *Race After Technology: Abolitionist Tools for the New Jim Code*. Chapters 3: Coded Exposure.

Viewing in-class: Documentary Coded Bias

Check-in on first Zine assignment! ☺

Zine Page due on Tuesday and Peer review due before class

Week 4, September 16- Technoliberal Visions of the future

Vora, Kalindi and Atanasoski, Neda Surrogate Humanity "Introduction"

Vora, Kalindi and Atanasoski, Neda Surrogate Humanity "Chapter 3 Automation and the Invisible Service Function"

"Justice for Data Janitors" by Lilly Irani

<https://www.publicbooks.org/justice-for-data-janitors/>

Argument Assignment due before class via email

Week 5, September 23 - Datafying Social Mediums

Noble, Safiya. *Algorithms of Oppression: How Search Engines Reinforce Racism*. Introduction

Noble, Safiya. *Algorithms of Oppression: How Search Engines Reinforce Racism*. Chapter 1

In Class Workshop on Datawrapper

Zine Page due on Tuesday and Peer review due before class

Week 6, September 30 - Healthcare Data

Roberts, Dorothy. *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-first Century*. Chapter 2: Separating Racial Science from Racism

Serwer, Adam. "Corona Virus was an Emergency Until Trump Found out who was dying."
<https://www.theatlantic.com/ideas/archive/2020/05/americas-racial-contract-showing/611389/>

[Data for Black Lives Report on Covid-19: "We Will Not Allow Weaponization of Covid-19 Data"](#)

[Dionne Brand: On narrative, reckoning and the calculus of living and dying](#)

Argument Assignment due before class via email

Week 7, October 7 - Racialized and Gendered Surveillance

Eubanks, Virginia. *Automating Inequality: How High-Tech Tools Profile, Police, and Punish the Poor*. Chapter 4: The Allegheny Algorithm

O'Neil, Cathy. *Weapons of Math Destruction: How Big Data Increases Inequality and threatens democracy*. Chapter 8: Collateral Damage: Landing Credit

Zine Page due on Tuesday and Peer review due before class

Week 8, October 14 - Racialized and Gendered Surveillance

Browne, Simone. *Dark Matters: On the Surveillance of Blackness*. Chapter 1: Notes on Surveillance Studies: Through the Door of No Return

O'Neil, Cathy. *Weapons of Math Destruction: How Big Data Increases Inequality and threatens democracy*. Chapter 5: Civilian Casualties, Justice in the Age of Big Data

"Wrongfully Accused by an Algorithm" by Kashmir Hill in New York Times
<https://www.nytimes.com/2020/06/24/technology/facial-recognition-arrest.html>

In class workshop with pivot tables with Jacksonville NPR reporter

Argument Assignment due before class via email

Week 9, October 21 - Racialized and Gendered Surveillance

Amoore, L. (2009), Algorithmic War: Everyday Geographies of the War on Terror. Antipode, 41: 49-69. <https://doi.org/10.1111/j.1467-8330.2008.00655.x>

Amoore, Louise. "Cloud Geographies: Computing, Data, Sovereignty." Progress in Human Geography 42, no. 1 (February 2018): 4-24. <https://doi.org/10.1177/0309132516662147>.

Aerial bombing: turns out, it never works (<https://ideas.ted.com/the-warfare-tactic-that-crushed-cities-but-not-spirits/>)

Zine Page due on Tuesday and Peer review due before class

Week 10, October 28, Is Data Justice Possible?

Catherine D'Ignazio and Lauren Klein. Chapter 6. (2020). In Data Feminism. Retrieved from <https://data-feminism.mitpress.mit.edu/pub/vi8obxh7>

Catherine D'Ignazio and Lauren Klein. Chapter 7. (2020). In Data Feminism. Retrieved from <https://data-feminism.mitpress.mit.edu/pub/vi8obxh7>

Argument Assignment due before class via email

Week 11, November 4 - Is Data Justice Possible?

Visit the Decolonial Atlas <https://decolonialatlas.wordpress.com/>

Catherine D'Ignazio and Lauren Klein. Conclusion. (2020). In Data Feminism. Retrieved from <https://data-feminism.mitpress.mit.edu/pub/vi8obxh7>

O'Neil, Cathy. *Weapons of Math Destruction: How Big Data Increases Inequality and threatens democracy*. Chapter 10: The Targeted Citizen: Civic Life

Zine Page due on Tuesday and Peer review due before class

Week 13, November 18 - Is Data Justice Possible?

Noble, Safiya. Algorithms of Oppression: How Search Engines Reinforce Racism. Chapter 5

Benjamin, Ruha. *Race After Technology: Abolitionist Tools for the New Jim Code*. Chapter 5: Retooling Solidarity, Reimagining Justice

In class Workshop on Web Scraping with Python

Argument Assignment due before class via email

Week 15, December 2 - Is Data Justice Possible?

Noble, Safiya. Algorithms of Oppression: How Search Engines Reinforce Racism. Conclusion

Presentation of almost-final zines

ACCOMMODATIONS:

If you would prefer to be called by a different name and/or gender pronoun than what appears on the enrollment record, please let me know and I'll be happy to oblige.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting our [Get Started page](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Contact the DRC for further information:

PHONE: 352.392.8565

CONSIDER ADDING A (SECOND) MAJOR IN WOMEN'S STUDIES!

Do you want to learn about issues of diversity, power, equity, and justice and gain the scholarly knowledge and skills to change the world? Adding the Women's Studies major can deepen your critical thinking, analysis, and skills in intersectional feminist approaches to studying and transforming gender, race, class, sexualities and other systems of power. The Women's Studies major shows graduate schools and employers that you bring advanced knowledge and skills about diversity and equity issues. The 30-credit Women's Studies major consists of four core courses and six electives. It's simple to combine with another major, and up to 15 credits can double count with another degree (English, Psychology, and Sociology in particular have many courses that can double count). It's also the perfect complement to pre-health studies. Contact the Center undergraduate coordinator to make an appointment to discuss adding the major.

FOOD INSECURITY AT UF:

A person experiences food insecurity when they are unable to access healthy, nutritious food. Food insecurity encompasses both the quantity and nutritional quality of food. Food insecurity can be experienced for short periods of time but can also be experienced over an extended period. College students experience food insecurity in many ways - some examples include: hunger causing distraction while studying or in class, choosing to avoid exercise due to personally inadequate diet, choosing between buying textbooks and groceries while waiting on financial aid, or only being able to afford ramen.

The Alan and Cathy Hitchcock Field & Fork Food Pantry serves members of the UF community experiencing food insecurity. We are open to everyone in the UF community, regardless of income, class, race, gender, housing status, or ability. We do not ask for verification of need - we only ask that you bring your Gator 1 card.

Guests may shop up to two times per week either by placing an online order or by taking a pre-made to-go bag. We are currently limited to our COVID-19 operations due to staff shortages. We are working to achieve enough staff so that we may return to our normal operations.

Visit this website for more information: <https://pantry.fieldandfork.ufl.edu/about/>

TITLE IX AND GENDER EQUITY

Title IX is a federal law that requires officials with the authority to take action, to report violations of the gender equity policy. Officials with authority must report these violations to the Title IX Coordinator or their deputies. The obligation to report applies whenever an Official with Authority receives, in the course and scope of employment, information about the alleged misconduct and policy violation. The report must include all information known to the employee which would be relevant to an investigation or redress of the incident, including whether the alleged victim has expressed a desire for confidentiality. The Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender-based misconduct, harassment, or discrimination. Please know that your instructor in this course is considered an Official with Authority who is required to report violations of the gender equity policy.

You can also find details of specialist support services at the end of the syllabus. You might not need them, but you might know someone who does.

RECORDING OF CLASS LECTURES

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social

media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Policy on Course Syllabi 3 UF, Academic Affairs, August 5th, 2021 Honor Code and Student Conduct Code.

UNIVERSITY HONESTY POLICY

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students 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." The Honor Code (sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

CAMPUS RESOURCES

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450

Alachua County Victim Services & Rape Crisis Center 352-264-6760 Monday-Friday, 8:30AM-5PM, some services available 24/7

Peaceful Paths Domestic Abuse Network 352-377-8255 (24 hour helpline)

Academic Resources

E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services. <https://career.ufl.edu/>

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. <https://cms.uflib.ufl.edu/ask>

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420.

General study skills and tutoring. <https://teachingcenter.ufl.edu/>