



HONS
3199.hn5
Critical Data
Cultures

Who

Us

You

+

Dr. Kim Brillante
Knight
(she/they)

Call me Dr. Knight
or Professor
Knight

When

Wednesdays

3:00 pm
to
3:50 pm

Jan 19 to Mar 9
(Pause for
Spring Break)
Mar 23 to May 4

Where

Online

Jan 19
Jan 26
Feb 2

In Person

Feb 9 – May 4
ATC 1.305
(*fingers
crossed*)

What

1 SCH

Collegium V
Honors
Readings

Pre-req:
Collegium V
Honors
Students

More about the place where we meet

UT Dallas stands on land originally settled and occupied by the Caddo, Wichita and Comanche people. We recognize the history of UT Dallas begins with the forced removal of the indigenous people through the legacy of colonization.

The historic Caddo people were the leaders of the Caddo Nation, an organized confederacy of at least 25 smaller tribes. The Caddo Confederacy was active until the 1800s and numbered 250,000 at the height of their existence. The Hasinai were among the 25 tribes of the Caddo Confederacy. Tejas is the Spanish spelling of Tayshas, the Hasinai word for those who are friends. The Caddo Confederacy was commonly known to the Spanish as “The Tejas”. Texas is the English spelling of Tejas.

In 1855, the Caddo people were forcibly removed from the land they had originally settled and lived on for generations. They were relocated to the Brazos Indian Reservation, making room for the Peters colony. In 1859, they were again forcibly removed and relocated to the Washita River in Indian Territory in what is currently Caddo County, Oklahoma. The Caddo Nation of Oklahoma is a federally recognized tribe located in Binger, Oklahoma, which is made up of descendants of the historic Caddo tribes.

For more information about the indigenous peoples forced off this land by colonization, see <https://multicultural.utdallas.edu/about-us/>

Why

Course Description

On the surface, data is seemingly straightforward – facts that we use for reasoning or calculations. However, once we consider data as culturally produced and mediated, it makes explicit our need to develop rich and nuanced understandings of it. This course examines the historical origins and contemporary social contexts of data to explore if/how data might be employed in the name of justice and equity. We'll start with the histories of demographics, or "human accounting," as they originated in the Early Modern era alongside the Transatlantic slave trade. Then we'll move to more contemporary explorations that seek to unpack our understandings of data, anchoring our discussions in various examples of data sets and data-based art.

More Why (Learning Objectives)

Think critically and analytically

about data, its use, and its historical dimensions.

Perform close readings

of data sets and data studies scholarship.

Present ideas and data mediations

in written, verbal, and visual form.

How to reach Dr. Knight

Mon – Fri
"Business" hours

UTD Email

kim.knight@utdallas.edu
Keep it formal and professional.

MS TEAMS

Class Q&A channel or chat; less formality is fine.

Drop In Office Hours

Weds 2pm on TEAMS; sign up in comments; ideal for quick consults or questions.

By Appointment

Weds 4pm – 5pm; 30 minute appointments; click [here](#) to book.

If you need an appointment and these days / times don't work, email Dr. Knight with a list of possible meeting times. This option takes a few weeks' advance notice.

Required Materials

Data Feminism

By Catherine D'Ignazio and
Lauren F. Klein

ISBN: 978-0262044004

Numbered Lives: Life and Death in Quantum Media

By Jacqueline Wernimont
ISBN 978-0262039048

Various articles & chapters

Available online



Accounts and Software

MS TEAMS

UT Dallas Box

UT Dallas Email

Course Policies

Please visit <http://go.utdallas.edu/syllabus-policies> for the University's policies regarding all courses.

Names and Pronouns

Many people might go by a name in daily life that is different from their legal name. In this class, we seek to refer to people by the names that they go by.

Pronouns can be a way to affirm someone's gender identity, but they can also be unrelated to a person's identity. They are simply a public way in which people are referred to in place of their name (e.g. "he" or "she" or "they" or "ze" or something else). In this classroom, you are invited (if you want to) to share what pronouns you go by, and we seek to refer to people using the pronouns that they share. The pronouns that someone indicates are not necessarily indicative of their gender identity.

Accommodation

Everyone learns differently. If you anticipate challenges with something in this class, but you do not qualify for, or do not have the resources to seek an accommodation, there are still ways I can support your success. Be sure to let me know so we can creatively approach your experience in this class.

If you have a disability that requires accommodations under the Americans with Disabilities Act Amendment Act -2008(ADAAA), please present your letter of accommodations from the Office of Student AccessAbility and meet with me as soon as possible so that I can support your success in an informed manner. If you would like to know more about the University of Texas at Dallas, Office of Student AccessAbility, please contact the office at 972-883-6104 or email: studentaccessability@utdallas.edu. Their office is located in the Student Service Building (SSB), suite 3.200. All discussions with them are confidential.

Attendance

There is no typical attendance requirement for this course. One of the course grades stems from “engagement,” including how you engage with course materials and class media, assignments, me, and one another. One way in which you can demonstrate engagement is to attend discussion sessions. However, I understand that the ongoing pandemic and the various responsibilities of your academic, professional, and personal lives may necessitate missing discussion sessions. If you can’t attend a discussion session, you can instead turn in a short paper. For more information, see the Engagement assignment sheet.

Online Due Dates and Late Work

Online Due Dates

All graded work in the class is turned in online. Reading annotations are due before the discussion sessions meetings on Wednesdays at 3:00pm. Most everything else should be turned in no later than 11:59pm on the date listed, unless otherwise noted. My preference is that you convert documents to .pdf before turning them in.

Late Work

Due dates have been set both to help scaffold your coursework in a manageable way, and so that I can plan time to give you feedback. You should make a concerted effort to turn in all work on-time, in the format outlined on the assignment sheets. Some assignments may allow you to use "freebies" to turn in work late without impacting your grade.

Classroom Conduct

Related to Public Health Measures

UT Dallas will follow the public health and safety guidelines put forth by the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (DSHS), and local public health agencies that are in effect at that time during the Fall 2021 semester to the extent allowed by state governance. Texas Governor Greg Abbott's Executive Order GA-38 prohibits us from mandating vaccines and face coverings for UT Dallas employees, students, and members of the public on campus.

However, we strongly encourage all Comets to get vaccinated and wear face coverings as recommended by the CDC. Check the [Comets United: Latest Updates webpage](#) for the latest guidance on the University's public health measures. Comets are expected to carry out [Student Safety](#) protocols in adherence to the Comet Commitment. Unvaccinated Comets will be expected to complete the [Required Daily Health Screening](#). Those students who do not comply will be referred to the Office of Community Standards and Conduct for disciplinary action under the [Student Code of Conduct – UTSP5003](#).

A Note about Masks

From the Instructor

I will wear a mask for every single one of our class meetings. This is partly to protect myself (I am fully vaccinated, but have high risk factors; plus, I don't want long covid), to protect my loved ones (immunocompromised and too young to be vaccinated), and to protect you (heck, I may be asymptomatic and spreading it; which is why I've also scheduled weekly proactive tests). I am an award winning instructor and you deserve my full attention in teaching the class. If I feel unsafe, or am worried about you infecting one-another, you will not get the best that I can offer you.

So, I will wear a mask, every class meeting, for the entire time. As a courtesy to your fellow students and me, I would appreciate it if you do the same. The only way we will stay safe and get to have an entire semester of in-person classes is if everyone is doing their part to battle this public health emergency.

Classroom Conduct

**The classroom community and
your well-being**

Our many discussions and online assignments will require vigilance to ensure that we are always preserving an atmosphere of mutual respect in which everyone is welcome to learn. Disagreements may arise and consensus may not be possible. We can, however, respect each person's right to express ideas and right to have the opportunity to learn. However, one's "right to express ideas" does not include language or behavior that is harmful to others. Name calling, harassment, or menacing behavior will not be tolerated.

Academic Honesty

Academic dishonesty, i.e. plagiarism and other forms of cheating, will be reported to the Dean of Students. The Dean of Students office will investigate the claim, interview any students involved, and determine an outcome. Possible disciplinary action by the university may include failing the assignment, failing the course, expulsion, etc. If you have any questions regarding the proper use of outside sources or the distinction between plagiarism and sampling/remix/adaptation, I encourage you to meet with me.

Course Recordings

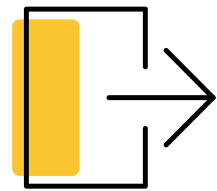
I may record meetings, or partial meetings, of this course, typically when we are going over assignment instructions and the like. Our typical class meetings to discuss readings or viewings will not be recorded as there exists a comparable asynchronous option for engagement.

Any recordings will be captioned and made available to all students registered for this class as they are intended to supplement the classroom experience. You are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved a student to record the instruction, you are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).



Course Requirements and Grading Policy

What will we do?



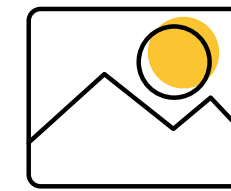
Engagement TBD %

Preparation & presence. Ongoing.



Data Set Analysis 10%

Evaluation of a publicly available data set. Due at midterm.



Final Project TBD %

Short paper or data mediation. Due at end of term.

How will I grade it?

A+/- Excellent

Work that is thought-provoking and well-crafted. The work extends our thinking, or wades into new territory. The form and content enhance one another.

B+/- Very Good

Work that is thoughtful and well-crafted. The work shows evidence of meaningful engagement. The form enhances the content.

C+/- Satisfactory

Work that is well-crafted, but remains superficial. Or that is interesting, but sloppy. The form connects to the content.

D+/- Needs Improvement

Work is neither thought-provoking nor well-crafted. The relationship between form and content may waver.

F Failing

Work that is never turned in, off-topic, or out of alignment with the minimal requirements for the assignment or course.

Grading Policies

Freebies

Each student starts the semester with three “freebies.” Freebies can be used to skip part or all of a week’s engagement activities, or as grace days to turn in the data set analysis or final paper/project late. If you miss an engagement activity or turn in the mid-term or final late, I will automatically apply any remaining freebies unless you write to the instructor to ask to save them.

Mid-Term Assessment

You can expect a middle-of-the-term progress report that includes a preliminary grade in Engagement. For other assignments, please note that my administrative responsibilities sometimes mean it can be several weeks before you receive feedback from me. Thank you in advance for your patience.

Grade Weighting

As you can see, the weights of most your assignments are not currently fixed. You will assign the grading weights, with the caveat that no assignment can be worth less than 10%. This is an opportunity for you to prioritize your strengths or manage the impacts of your calendar.

Weekly Topics

**For more details, see the
Schedule on Box.**

- Jan 19 Introduction
- Jan 26 Database of the Self
- Feb 2 *Numbered Lives* Ch 1
- Feb 9 *Numbered Lives* Ch 2
- Feb 16 *Numbered Lives* Ch 3
- Feb 23 *Numbered Lives* Ch 4
- Mar 2 *Numbered Lives* Ch 5 & 6
- Mar 9 Data Set Analysis
- Mar 16 Spring Break
- Mar 23 Data and Expertise
- Mar 30 Data and/as History
- Apr 6 Data Feminism Intro & Ch 1
- Apr 13 Data Feminism Ch 2 & 3
- Apr 20 Data Feminism Ch 4 & 5
- Apr 27 Data Feminism Ch 6 & 7
- May 4 Data Feminism Conclusion
- May 11 Final paper/project due