UNIVERSITY OF KENTUCKY

New Course Report

12/1/2014 8:07:59 AM

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1. General Information

1a. Submitted by the College of: ARTS &SCIENCES

Date Submitted: 10/4/2014

1b. Department/Division: Geography

1c. Contact Person

Name: Matthew Zook

Email: zook@uky.edu

Phone: 218-0955

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year [1] Fall 2015

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes [4]

2b. Prefix and Number: MAP 719

2c. Full Title: Social Impacts of New Mapping

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 2

DISCUSSION: 1

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This seminar introduces social and cultural issues that have emerged alongside the growth of digital mapping and location based services. It reviews the evolving nature of digital divides, expert versus crowdsourced knowledge, surveillance, privacy and the ethics of big geospatial data collection and use. Students will utilize these discussions of the social impacts of new mapping to challenge and contextualize their own mapping projects.

2k. Prerequisites, if any: MAP 671 or Consent of instructor.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 10

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: Master's Degree in Digital Mapping

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: Master's Degree in Digital Mapping

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: No

Distance Learning Form

UNIVERSITY OF KENTUCKY

New Course Report

12/1/2014 8:07:59 AM

Instructor Name: Matthew Zook

Instructor Email: zook@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? The course is designed around sustained interaction between faculty and students. This engagement is manifest in a number of ways including regular faculty availability (via Google Hangout) for three hours every week and additional availability upon request. The syllabus also clearly specifies that emails will be answered within 24 hours of receipt. Moreover elements of the course have been designed to facilitate faculty to student and student to student interactions. This includes discussion groups every week where students engage around specific questions (sometimes theoretical, sometimes technical), both proposing responses and critiques other responses. Finally the proposed syllabus has been written to fulfill all requirements of the UK Senate Syllabus Guidelines and its Distance Learning Considerations.

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. The structure of the course is design to include key elements of face to face classroom interaction while at the same time providing a range of flexibility associated with the structures of online education and distance learning. This approach ensures that the distance learning experience is directly comparable to F2F interaction. The specific ways this is done include: -Outlining learning outcomes and a course description in the syllabus to mirror what is found in F2F instruction; -Providing ways for students to access direct feedback to questions either through discussion groups or through online discussion communities such as JSBin or Codepen; -Providing a clear weekly schedule with well-defined assignments and projects; -A workflow for projects (and to a lesser extent weekly assignments) that incorporates a proposal/draft followed by a faculty and peer critique; and -By assessments for week assignments and projects that measure both the completeness and quality of work but also measures the level of student participation in the interactive parts of the course (e.g., discussions, critique sessions). In addition to providing a comparable experience to F2F instruction, distance learning provides a number of advantages for students such as the flexibility to fit in course work around employment and domestic schedules.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. As in all Geography courses submitted work will be closely reviewed for plagiarism and in the case of written answers, we will use available tools such as SafeAssign to highlight possible problems. However, the nature of many of the assignment and project work in the class, i.e., creating maps, is less conducive to plagiarism and a number of simple steps (changing specifications for classification, variables, etc.) can create an almost endless variety of assignments that cannot be easily copied. Moreover any quizzes, assignments and other student work will accessed and submitted via the Canvas LMS which require secure password authentication. Quizzes and exams can be randomly ordered – both in terms of questions and answers – making any copying between students difficult, especially since as a distance learning course few if any will be physically proximate to one another. The course follows the standard UK policies for academic offenses which are spelled out in the syllabus.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? yes

If yes, which percentage, and which program(s)? Master's Degree in Digital Mapping (100 percent)

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? All students in this course will have access to UKIT and the Distance Learning Library and the contact information is available in the syllabus. The instructor of the course will hold regular weekly office hours (three per week) and the students can access them via Google Hangout. Moreover the instructor will respond to emails within 24 hours.

6.How do course requirements ensure that students make appropriate use of learning resources? The course is divided into ten parts which require extensive reading as well as completion of labs and projects that require them to grapple with new and older material. These assignments are designed so that students must utilize a range of the learning resources (textbooks, assigned readings, online manuals, etc) to successfully complete them.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. The computer hardware required to complete this course is standard equipment and requirements are spelled out in the syllabus. The software required is open source software (meaning it is free to use and widely available) and installation instructions are part of the course material. Both the hardware and software are installed in computer labs at the University of Kentucky but as this is a distance learning course, it is not expect that many students will be physically close enough to take advantage of this. Therefore the syllabus clearly lays out the requirement that students ensure that they have access to these resources through other means before beginning the course.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? The course syllabus provides contact information for the Information Technology Customer Service Center to assist with the delivery and receipt of the course via the Canvas LMS. During the course we will also instruct students on other means of troubleshooting technical problems (course discussion groups, online mapping communities, etc.) that arise as part of their assignments.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. All courses will use the Canvas LMS as offered by UK.

10.Does the syllabus contain all the required components? YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Matthew Zook

SIGNATURE|SCHEIN|Richard H Schein|MAP 719 NEW Dept Review|20141007

SIGNATURE|ACSI222|Anna C Harmon|MAP 719 NEW College Review|20141021

SIGNATURE|ZNNIKO0|Roshan N Nikou|MAP 719 NEW Graduate Council Review|20141126

MAP 719: Social Impacts of New Mapping (3 credits)
University of Kentucky, College of Arts and Science
Department of Geography
Meeting Place/Time: Online (URL TBA) – Weekly Responses Due at 11:59 pm Monday EST

Instructor:	Matthew Zook
Office Address:	Patterson Office Tower, Room 817 Online location: Google Hangout
Email:	TBA@uky.edu (preferred)
Office Phone:	+1 859-257-2931
Office hours:	Mon/Wed/Fri, 11 am to 12 pm, EST and by appointment The instructor will be available on Google Hangout during the office hours listed above. You may also contact the instructor by phone during office hours. Outside of office hours, please contact the instructor by email only. The instructor will answer emails within 24 hours of receiving them.

Course Description:

This seminar introduces social and cultural issues that have emerged alongside the growth of digital mapping and location based services. It reviews the evolving nature of digital divides, expert versus crowdsourced knowledge, surveillance, privacy and the ethics of big geospatial data collection and use. Students will utilize these discussions of the social impacts of new mapping to challenge and contextualize their own mapping projects.

Prerequisites:

MAP 671 or permission of the instructor

Compressed Course Structure

This course is designed around a length of ten weeks rather than the traditional 16 week semester. Given the compressed time schedule the course work (both in class time and assignments) is much more intensive in order to provide the same level of instruction. Therefore, students are advised to ensure that they have sufficient time in their schedule to complete the work load. Please see the table below to get a sense of how the work expectations of this class compare to a more standard 16 week long semester course.

For example, this course is three credits and will consist of a total of 4 hours of in class time (via Canvas) and assignment work (reading and drafting an initial response) that will take an average student about 12 hours to complete. In class time will consist of video lectures (approximately 0.75 to 1.25 hours per week), written instructions/lectures and exercises (approximately 0.5 to 1.0 hours per week) and class discussion around specific topics (approximately 2.5 to 3.5 hours per week).

Comparison of this course structure to 16-week semester courses

	3-Credit Semester Course	4-Credit Semester Course	2-Credit Intensive 10 Week Course	3-Credit Intensive 10 Week Course	4-Credit Intensive 10 Week Course
Credits	3	4	2	3	4
Weeks	16	16	10	10	10
IN CLASS TIME					
Total in class time (hours)	40.00	53.33	26.67	40.00	53.33
Total in class time per week (hrs/wk)	2.50	3.33	2.67	4.00	5.33
OUT of CLASS TIME (Estimated 3 hours for every in class hour)					
Total out of class time (hours)	120.00	160.00	80.00	120.00	160.00
Total out of class time per week (hrs/wk)	7.50	10.00	8.00	12.00	16.00
TOTAL CLASS TIME					
Total class time (hours)	160.00	213.33	106.67	160.00	213.33
Total class time per week (hrs/wk)	10.00	13.33	10.67	16.00	21.33

Note: This table uses the metric of 800 minutes (13.33 hours) of in class time per credit per semester. Thus, a three credit semester long course meets for 150 mins per week.

Student Learning Outcomes:

After completing this course, the student will be able to:

- Discuss the interactions between digital culture, information society and web-based mapping techniques;
- Demonstrate a popular and academic understanding the social implications of web-based mapping technologies (e.g. location-based services, online mapping);
- Analyze the shifting conditions of the digital divide (e.g. access, capacity, knowledge production, net neutrality);
- Summarize emerging ethical dimensions in mapping (e.g. indigenous knowledge, privacy, surveillance, corporatization and commoditization); and
- Propose and produce a project that intervenes with digital mapping.

Description of Course Activities and Assignments

In order to refine a student's understanding of social and cultural issues that have emerged alongside the growth of digital mapping and location based services students will engage in a number of weekly assignments and course projects. It is in a series of classes that can ultimately result in a Master's degree in digital mapping in the New Maps Plus program designed by the faculty from the Geography department at the University of Kentucky.

Course Assignments and Grading

Course Assignments

This course requires nine reading/exercises assignments, discussion participation and a final project that intervenes with digital mapping. These are weighted in the final grade as follows:

Reading responses:	9 * 5 percent or 45 percent
Discussion participation:	1 * 20 percent
Final Project:	1 * 35 percent
	=======
	100 percent

All assignments and papers must be submitted through Canvas by no later than 11:59pm EST on the day they are due. The assignments are detailed in the course schedule with more information provided during the course but

Reading/Exercise responses.
Each week, you should prepare a short 2-4 paragraph written response to the assigned readings/exercises, by Monday 11:59 pm before the online discussion portion of the seminar. Explore tensions. Examine connections and contradictions. Be able to discuss: what key concepts are needed to understand the text?, what is the argument of the text?, what evidence is provided to support this argument?, and what is the significance of the text? You may want to address these questions directly in your written response.

Each student will submit their written response as a separate post to the discussion forum so that it is viewable (and available for comment) by all students.

Discussions and Discussion leadership.
Participation in this class consists on ongoing asynchronous discussion (via the Canvas discussion function) which requires students to read the assigned texts and review their colleagues' reaction papers. After students have posted their written responses, the student discussion leaders for the week (see below) with the input and assistance from the instructor, will create a series of discussion questions to facilitate the week's discussion.

More guidance will be provided during the course but the goal is to pose critical questions that connect the readings to experience and practice within digital mapping. For example, one might ask, "If you were asked to make a map of [a hypothetical situation], what concerns might you raise about this map? What kinds of alternatives would you suggest? How might the authors' of this week's readings respond to this task and your suggestions?

Generally students will be expected to make at least two postings in direct response to discussion questions and react and comment to at least five postings from other students. Remember, you will be graded both on the regularity and quality of your participation as set out in the rubric in Canvas.

Online discussions can be challenging (particularly if you've not had experience with one previously) but can also be an extremely useful way of sharing ideas. Your instructor will be a key resource in these discussions but we all must work together to make these online discussions work. Some basic things to keep in mind[1] include:

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[1] These guidelines are from http://onlinelearninginsights.wordpress.com/2012/06/22/how-to-get-students-to-participate-in-online-discussions/

- Recognize and support your colleagues as they make contributions. Be modest. Ask thoughtful questions.
- Use a subject line that relates to your post; this will help create interest and focus for the discussion.
- Write clearly and with expression. Communicating online requires careful and concise writing, but also allows your personality to come through! Though humor is effective and at times relevant in discussion, be sure to avoid sarcasm, which does not translate well in the online environment.
- Be supportive, considerate and constructive when replying to your classmates. Do not use jargon, slang or inappropriate language. If you disagree with a classmate please respond in a respectful and tactful manner. Any posts deemed inappropriate by the instructor will be removed from the discussion board.
- Keep your post focused on the topic, relating any class readings and materials from the current module in your post (as applicable).
- Proofread and review your response before hitting the submit button! You have one hour to edit your response before it is posted, then, it cannot be modified or removed except by the instructor.
- Participate regularly. Improve your learning by being an active and engaged student. Successful students follow and participate in the assigned discussion throughout the module, logging on at least three times a week while reading and participating in forums as assigned in the module.

Each of you will be responsible for leading online discussion for one or two weeks (depending on enrollment). You'll work with at least one other person to organize this. On the week that you are responsible, you'll need to 1) read the reading responses from your colleagues, and 2) prepare discussion questions (with the input of the instructor) to inspire and structure the discussion throughout the session. You may want to make an additional reading assignment, based on your interests as they align with the week's theme. Be creative!

Final project and presentation

By the end of the course, you will complete a larger mapping project that builds upon the course material to directly intervene with a digital mapping project. Specific details will be provided via the Canvas LMS but the goal is to engage both your technical mapping skills (acquired in MAP671 and other courses) and your enhanced understanding of social issues associated with new digital mapping in a single project. Thus, there will be both a map portion and a text portion in which you connect your mapping intervention to the topics discussed in the readings for the class.

You will need to submit a short statement of intent describing your project by the end of the third week of the course.

In the last week of the course all students will submit a draft version of their project which will be reviewed by your peers and instructor during the discussion portion of the week.

Grading Scale

Grade: A (90% to 100%) Excellent: Students exhibit a complete understanding of course materials and turns in labs in a professional and timely manner that are error free, well organized and regularly exhibit originality and creativity. Participation in discussions and group work is active, thoughtful and helps to lead class learning.

Grade: B (80% to 89.9%) Good: Students exhibits a good grasp of key concepts within course materials and turns in the majority of work in a timely manner that is contains few errors, organized, and is occasionally original and creative. Participation in discussions and group work is generally active and contributes to ongoing conversations and work.

Grade: C (70% to 79.9%) Average:
Students exhibit a basic understanding of key concepts within course materials and turns in work in a relatively timely manner that is contains some errors and meets the labs goals but is rarely original and creative. Participation in discussions and group work is primarily contributes to established conversations and work.

Grade: E (below 70%) Failing: Students exhibit a gaps in understanding of many concepts within course materials and fails to complete projects and exercises correctly and/or in a timely manner and does not engage in discussions.

Final Exam Information

There is no final exam for this course. Instead all students will complete a final paper due on at 11:59pm EST on the Saturday of the last week of class.

Tentative Course Schedule

This course runs over ten weeks beginning on TBA and ending on TBA. Each week begins at 12:01 am EST on Sunday and ends at 11:59 pm EST on Saturday.

Week 1 - VGI and the Crowd

Goodchild, M. (2007). Citizens as sensors: The world of volunteered geography. GeoJournal, 6(4): 211-221.

Haklay, Mordechai. "Neogeography and the delusion of democratisation." Environment and Planning A 45.1 (2013): 55-69.

Kingsbury, Paul, and John Paul Jones III. "Walter Benjamin's Dionysian adventures on Google earth." Geoforum 40.4 (2009): 502-513.

Leszczynski, A. 2012. Situating the geoweb in political economy. Progress in Human Geography 36(1): 72-89

Stephens, Monica. "Gender and the geoweb: Divisions in the production of user-generated cartographic information." GeoJournal 78.6 (2013): 981-996.

Young, Jason C., and Michael P. Gilmore. "Subaltern Empowerment in the Geoweb: Tensions between Publicity and Privacy." Antipode 46.2 (2014): 574-591.

Week 2 – Software and Space

Thrift, Nigel, and Shaun French. 2002. "The Automatic Production of Space." Transactions of the Institute of British Geographers 27 (3): 309-335.

Graham, Stephen. 2005. "Software-sorted geographies." Progress in Human Geography 29 (5): 562-580.

Kitchin, Rob, and Martin Dodge. 2011. *Code/Space: Software and Everyday Life*. The MIT Press. Selected chapters

Wilson, Matthew W. "Location-based services, conspicuous mobility, and the location-aware future." Geoforum 43.6 (2012): 1266-1275.

Graham, M, Zook, M. and A. Boulton. 2013. Augmented Reality in the Urban Environment: Distorted Mirrors and Imagined Reflections. Transactions of the Institute of British Geographers. Vol. 38(3), 464–479. DOI: 10.1111/j.1475-5661.2012.00539.x

Zook, Matthew A., and Mark Graham. 2007. "Mapping DigiPlace: geocoded Internet data and the representation of place." Environment and Planning B: Planning and Design no. 34:466-482.

Week 3 – Digital Interfaces and Perceptions of Space

James Ash. 2015. *The Interface Envelope: Gaming, Technology, Power*, we'll be reading most of this book

Li F, Papagiannidis S, Bourlakis M, 2010, "Living in 'multiple spaces': extending our socioeconomic environment through virtual worlds" Environment and Planning D 28(3) 425 – 446

Zook, Matthew A., and Taylor Shelton. 2012. "The Integration of Virtual Flows into Material Movements within the Global Economy." In *Cities, Regions and Flows*, eds. Peter V. Hall and Markus Hesse. Routledge, p. 42–57.

********* PROJECT PROPOSAL DUE **********

Week 4 - Smart Cities

Batty, M. (2012) "Smart cities, Big Data," Environment and Planning B, 39, 191–193.

Crang M, Graham S, 2007, "Sentient cities: ambient intelligence and the politics of urban space", Information, Communication & Society 10(6): 789-817

Shelton, Taylor Matthew Zook and Alan Wiig. 2014. The 'actually existing smart city' *Cambridge Journal of Regions, Economy and Society*. Forthcoming.

van Dijck, J. (2014) Datafication, Dataism, and Dataveillance: Big Data between scientific paradigm and ideology, Surveillance & Society, 12(2): 197-208. http://www.surveillance-andsociety.

Townsend, A. (2013) *Smart Cities: Big Data, Civic Hackers, and the Quest for a New Utopia*, Norton. Pages TBA

Week 5 - Geo-Surveillance, Privacy and the State

Elwood, Sarah A., and Agnieszka Leszczynski. 2011. "Privacy, reconsidered: New representations, data practices, and the geoweb." Geoforum no. 42:6-15.

Goss, Jon. 1995. "'We Know Who You Are and We Know Where You Live': The Instrumental Rationality of Geodemographic Systems." *Economic Geography* 71(2): 171–198.

Graham, S. and Wood, D. 2003. Digitizing surveillance: categorization, space, inequality. Critical Social Policy 23(2): 227-248.

Morozov, Evgeny. 2011. The Net Delusion: The Dark Side of Internet Freedom. Public Affairs.

Perkins, Chris, and Martin Dodge. 2009. "Satellite imagery and the spectacle of secret spaces." Geoforum no. 40:546-560.

Rose-Redwood, Reuben Sky. 2012. "With Numbers in Place: Security, Territory, and the Production of Calculable Space." *Annals of the Association of American Geographers* no. 102 (2):295-319.

Week 6 - Digital divides and censorship

Bozdag, Engin, et al. (2014)."Does offline political segregation affect the filter bubble? An empirical analysis of information diversity for Dutch and Turkish Twitter users." Computers in Human Behavior

Crutcher, Michael, and Matthew A. Zook. 2009. "Placemarks and waterlines: Racialized cyberscapes in post-Katrina Google Earth." Geoforum no. 40:523-534.

Heather Ford, Wikipedia and breaking news: The promise of a global media platform and the threat of the filter bubble, http://cii.oii.ox.ac.uk/wikipedia-and-breaking-news-the-promise-of-a-global-media-platform-and-the-threat-of-the-filter-bubble/

Graham, Mark. 2011. "Time machines and virtual portals: the spatialities of the digital divide." Progress in Development Studies no. 11 (3):211-227.

Lepawsky, J., & McNabb, C. (2010). Mapping international flows of electronic waste. *The Canadian Geographer/Le Géographe canadien*, *54*(2), 177-195.

Warf, Barney. 2013. "Contemporary Digital Divides in the United States." *Tijdschrift voor economische en sociale geografie* 104(1): 1–17.

Ya'u, Y.Z. 2004. "The new imperialism & Africa in the global electronic village." *Review of African Political Economy* 31(99): 11–29.

Week 7 - Digital Revolutions & Activism

Elwood, S. and Leszczynski, A. (2013). New spatial media, new knowledge politics. Transactions of the Institute of British Geographers. 38 (4): 544-559.

Froehling, Oliver. 1997. "The Cyberspace 'War of Ink and Internet' in Chiapas, Mexico." *Geographical Review* 87(2): 291–307.

Khondker, H. H. (2011). Role of the new media in the Arab Spring.Globalizations, 8(5), 675-679.

Lin, Wen. "Situating performative neogeography: tracing, mapping, and performing "Everyone's East Lake"." Environment and Planning A 45.1 (2013): 37-54.

Morozov (2012) " The Google Doctrine." The Net Delusion: The Dark Side of Internet Freedom, selections

Zook, Matthew A., Mark Graham, Taylor Shelton, and Sean Gorman. 2010. "Volunteered geographic information and crowdsourcing disaster relief: A case study of the Haitian earthquake." World Medical & Health Policy no. 2 (2):7-33.

Week 8 - Big Data – Promise and Critique

Note: there are a lot of reading this week but many are very short.

Anderson, C. (2008) "The end of theory: The data deluge makes the scientific method obsolete," Wired, 16.07.

Bettencourt LMA, Lobo J, Helbing D, Ku¨hnert C and West GB (2007) Growth, innovation, scaling, and the pace of life in cities. Proceedings of the National Academy of Sciences 104(17): 7301–7306.

Butler, D. (2008) "Web data predict flu." *Nature*, 456, 287–288.

boyd, D. and Crawford, K. (2012) Critical questions for big data. Information, Communication and Society 15(5): 662-679

Clark, L. (2013) No questions asked: big data firm maps solutions without human input. Wired, 16 January 2013, http://www.wired.co.uk/news/archive/2013-01/16/ayasdi-big-data-launch (last accessed 28 January 2013)

Constine, J. (2012) How Big Is Facebook's Data? 2.5 Billion Pieces Of Content And 500+ Terabytes Ingested Every Day, 22 August 2012, http://techcrunch.com/2012/08/22/how-big-is-facebooks-data-2-5-billion-pieces-of-content-and-500-terabytes-ingested-every-day/

Dyche, J. (2012) Big Data "Eurekas!" Don't Just Happen *Harvard Business Review Blog.* Nov 20th. http://blogs.hbr.org/cs/2012/11/eureka_doesnt_just_happen.html

Pentland, A. (2012) Reinventing society in the wake of big data. *Edge*, 30 August 2012, http://www.edge.org/conversation/reinventing-society-in-the-wake-of-big-data

Strom, D. (2012) Big data makes things better. Slashdot, August 3rd. http://slashdot.org/topic/bi/big-data-makes-things-better/ (last accessed 24 October 2013)

Crawford, K. (2013) The hidden biases of big data. Harvard Business Review Blog. April 1st. http://blogs.hbr.org/2013/04/the-hidden-biases-in-big-data/ (last accessed 18 September 2013)

Steadman, I. (2013) Big data and the death of the theorist. Wired, 25th January 2013, http://www.wired.co.uk/news/archive/2013-01/25/big-data-end-of-theory

Week 9 – Thoughtful Approaches to Using Big Data

Crampton, Jeremy W., et al. "Beyond the geotag: situating 'big data'and leveraging the potential of the geoweb." *Cartography and Geographic Information Science* 40.2 (2013): 130-139.

Roger Burrows and Mike Savage. 2014. After the crisis? Big Data and the methodological challenges of empirical sociology. Big Data & Society April-June 2014 1doi:10.1177/2053951714540280 http://bds.sagepub.com/content/1/1/2053951714540280.full.pdf+html

David Lyon. 2014. Surveillance, Snowden, and Big Data: Capacities, consequences, critique Big Data & Society July-September 2014 1 doi:10.1177/2053951714541861 http://bds.sagepub.com/content/1/2/2053951714541861.full.pdf+html

Kitchin, Rob (2014) Big Data, new epistemologies and paradigm shifts. Big Data and Society (1): 1-12. DOI: 10.1177/2053951714528481. http://bds.sagepub.com/content/1/1/2053951714528481

Harvey J. Miller and Michael F. Goodchild, "Data-driven geography," GeoJournal. Forthcoming.

Week 10 – Project Presentations

Each student will submit a preliminary version of their project for peer and instructor review. Details will be made available via the Canvas LMS.

Required Materials:

Students are required to purchase the following books:

- Ash., J. 2015. *The Interface Envelope: Gaming, Technology, Power,* Ashgate.
- Kitchin, Rob, and Martin Dodge. 2011. *Code/Space: Software and Everyday Life.* The MIT Press

- Townsend, A. (2013) *Smart Cities: Big Data, Civic Hackers, and the Quest for a New Utopia*, Norton.

Other course readings will be provided via the Canvas LMS system.

Technical Requirements

This course is an online course and content, assignments and interactions rely on all students having computer hardware and software. While these are available on computers in student computer labs on UK's campus, most students will not be physically present and are responsible for gaining access themselves.

Hardware

- Computer, a newer model with a recent operating system and a hard drive with at least 2-5 GB of free space (more can be useful).
- Webcam and a headset/microphone for online interaction
- A broadband internet connection

Students are responsible for ensuring that their computer is smoothly operating (virus free, OS updates, etc.).

Software

- PDF reader, such as Adobe Acrobat Reader
- Microsoft Office (Excel, Word, PowerPoint P available free through UK, https://download.uky.edu/)
- Video Media player such as Windows Media Player, or Apple Quick Time
- An Internet Browser supporting HTML 5, we recommend Chrome

In addition, as part of this course students will be expected to install various software programs, device drivers, etc. More specific instructions will be provided as part of the course.

Tests

- **Check Your Computer** (https://www.whatismybrowser.com/) a quick test to see what browser version you are using, whether or not you have Java and JavaScript enabled, your version of Flash player, and several other items.
- **Speed Test** (http://www.speedtest.net/) Use this site to check what download speed you are getting. For videos to play, you need at least a 1 Mbps download speed. If higher, you will have less possibility of the videos having to stop and wait for more of the video to download.

Special Resources for Online Students

See UK's Distance Learning Webpage for a complete listing of services and contacts. http://www.uky.edu/DistanceLearning/ or call (859) 257-3377 or email distancelearn@lsv.uky.edu. Additional material will be distributed on online services from UK will be distributed as appropriate.

Distance Learning Library Services

The goal of Distance Learning Library Services is to provide access to information resources for the students who take classes through the Distance Learning Programs. Services include:

- Access to the University's circulating collections
- Document Delivery & Interlibrary Loan
- Research Assistance

Information on Distance Learning Library Services:
http://www.uky.edu/DistanceLearning/current/DLLS/

DL Librarian: Carla Cantagallo
Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
Email: dllservice@email.uky.edu
DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Information Technology Customer Service Center & Distance Learning Programs

UKIT http://www.uky.edu/UKIT/ provides technical support to University of Kentucky students.

If students are having difficulty with UK-related systems, (http://www.uky.edu/UKIT/Help/; 859-218-HELP).

Canvas Learning Management System

This course uses the Canvas Learning Management System or LMS. The course online system is available via Canvas at https://uk.instructure.com/ . Use your LinkBlue account to login and you will see this course under the courses menu (top of the page towards the left). This course - https://uk.instructure.com/courses/1096339 offers an orientation to Canvas and the Help button in the top right corner provides quick access to the guides, ask the community and the phone number for 24/7 support. Course materials (syllabus, readings, assignments, discussions, exams, etc.) will all be posted here and you are responsible for any changes in assignments, readings and due dates posted on the course blog.

Other Technical Complaints

If the student is having difficulty with their own computer or software, they will be responsible for resolving these as soon as possible.

Discussion Board Guidelines

Please follow these guidelines when posting to the discussion boards:

- When posting a question, start a new thread and include a detailed subject line so other readers know what the post is about.
- When reply, make sure you are replying to the correct thread.
- Please follow general etiquette rules when posting. For example, do not use all caps (that is considered SHOUTING).

- Use full sentences and check your spelling, punctuation, and grammar when posting. Use complete sentences.
- For more handy tips see http://www.designingforlearning.info/services/writing/ecoach/tips/tip33.html.

Course Policies:

Submission of Assignments:

Students will assigned weekly work assignment consisting of labs, projects, exams and discussions as laid out in the course schedule and the Canvas LMS. In the case of a discrepancy students should followed the assignment schedule specified in Canvas.

All work must be submitted through Canvas by no later than 11:59pm EST on the day they are due.

Late Assignments: Ten points will be deducted automatically for all late assignments and ten additional points will be deducted for every 24-hour period that the project is late after the submission date. Students with excused absences approved by the instructor will not be penalized. Note: technical problems in the Canvas LMS can arise from time to time so be sure to submit assignments well before the 11:59 PM EST to allow for trouble-shooting.

Attendance Policy.

While much (or all) of the work for this class does NOT require attendance at a specific time or time-space, students are expected to devote the time necessary to complete the assignments. In the case where excused absences becomes relevant, the course will follow the policies laid out by the UK Faculty Senate on excused absences (see below).

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family.

Appropriate notification of absences due to university-related trips is required prior to the absence.

Class Behavior and Civility:

All students are expected to engage in courteous interaction with the instructor and other students. Academic and professional communication – particularly in online and asynchronous settings – require us to listen/read carefully and define our own ideas with clarity and tact. In particular, students are expected to keep this in mind during the use of chat and newsgroups in this course.

Group work and collaboration

Group collaboration represents an important part of the learning in this course as often peer to peer interaction helps people understand material better and also prepares students for collaborative work in profession settings. Therefore, many of the projects in this course include opportunities for collaborative work with the following expectations in mind. Collaboration on homework is allowed BUT students should first review the problems independently to help develop their ability to problem solve. Moreover each student should be familiar and comfortable doing the assignments rather than simply relying on others for a solution. Also, if you do collaborate, you are expected to acknowledge your collaborators AND any text write-up should be the student's own writing.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to
suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes

reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.

Courses | Request Tracking

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Generate R

Open in full window to print or save

Attachments:

Browse... Upload File

	ID	Attachment
Delete	3886	MAP719.docx

First 1 Last

Select saved project to retrieve... Get New

(*denotes required fields)

1. General Information

a. * Submitted by the College of: ARTS & SCIENCES Submission Date: 10/4/2014

b. * Department/Division: Geography

c.

* Contact Person Name: Matthew Zook Email: zook@uky.edu Phone: 218-0955

* Responsible Faculty ID (if different from Contact) Email: Phone:

d. * Requested Effective Date: ○ Semester following approval OR ◉ Specific Term/Year [1] Fall 2015

e.

Should this course be a UK Core Course? ○ Yes ◉ No

If YES, check the areas that apply:

☐ Inquiry - Arts & Creativity	☐ Composition & Communications - II
☐ Inquiry - Humanities	☐ Quantitative Foundations
☐ Inquiry - Nat/Math/Phys Sci	☐ Statistical Inferential Reasoning
☐ Inquiry - Social Sciences	☐ U.S. Citizenship, Community, Diversity
☐ Composition & Communications - I	☐ Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? ◉ Yes [1] ○ No

b. * Prefix and Number: MAP 719

c. * Full Title: Social Impacts of New Mapping

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed [2] with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

2	Lecture		Laboratory[1]		Recitation	1	Discussion
	Indep. Study		Clinical		Colloquium		Practicum
	Research		Residency		Seminar		Studio
	Other	If Other, Please explain:					

g. * Identify a grading system:

◉ Letter (A, B, C, etc.)
○ Pass/Fail
○ Medicine Numeric Grade (Non-medical students will receive a letter grade)
○ Graduate School Grade Scale

h. * Number of credits: 3

i. * Is this course repeatable for additional credit? ○ Yes ◉ No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? ○ Yes ○ No

j. * Course Description for Bulletin:

This seminar introduces social and cultural issues that have emerged alongside the growth of digital mapping and location based services. It reviews the evolving nature of digital divides, expert versus crowdsourced knowledge, surveillance, privacy and the ethics of big geospatial data collection and use. Students will utilize these discussions of the social impacts of new mapping to challenge and contextualize their own mapping projects.

k. Prerequisites, if any:

MAP 671 or Consent of instructor.

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. * Will this course be taught off campus? ○ Yes ◉ No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): ☐ Fall ☑ Spring ☐ Summer ☐ Winter

b. * Will the course be offered every year? ◉ Yes ○ No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? ◉ Yes ○ No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 10

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? ◉ Yes ○ No

b. * Will it be of interest to a significant number of students outside the degree pgm? ○ Yes ◉ No

If YES, explain:

8. * Check the category most applicable to this course:

☑ Traditional – Offered in Corresponding Departments at Universities Elsewhere
☐ Relatively New – Now Being Widely Established
☐ Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? ◉ Yes ○ No

If YES, name the proposed new program:

Master's Degree in Digital Mapping

b. * Will this course be a new requirement for ANY program? ◉ Yes ○ No

If YES, list affected programs::

Master's Degree in Digital Mapping

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? ○ Yes ◉ No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. ☐ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10** attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL
fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, ***distance learning*** is defined as a fo educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requiremer are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent expe students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix:	MAP 719	Date:	10/4/2014
Instructor Name:	Matthew Zook	Instructor Email:	zook@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based ☑ Interactive Video ☐ Hybrid ☐

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?

   The course is designed around sustained interaction between faculty and students. This engagement is manifest in a number of ways including regular faculty availability (via Google Hangout) for three hours every week and

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, of student learning outcomes, etc.

   The structure of the course is design to include key elements of face to face classroom interaction while at the same time providing a range of flexibility associated with the structures of online education and distance

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academi policy; etc.

   As in all Geography courses submitted work will be closely reviewed for plagiarism and in the case of written answers, we will use available tools such as SafeAssign to highlight possible problems. However, the nature of

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any f as defined above?

   yes

   Which percentage, and which program(s)?

   Master's Degree in Digital Mapping (100 percent)

   *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting

   All students in this course will have access to UKIT and the Distance Learning Library and the contact information is available in the syllabus. The instructor of the course will hold regular weekly office hours (three per week)

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

   The course is divided into ten parts which require extensive reading as well as completion of labs and projects that require them to grapple with new and older material. These assignments are designed so that students must

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

   The computer hardware required to complete this course is standard equipment and requirements are spelled out in the syllabus. The software required is open source software (meaning it is free to use and widely available) and

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or r the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

   The course syllabus provides contact information for the Information Technology Customer Service Center to assist with the delivery and receipt of the course via the Canvas LMS. During the course we will also instruct students

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

   ◉ Yes
   ○ No

   If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said techn

   All courses will use the Canvas LMS as offered by UK.

10. Does the syllabus contain all the required components, below? ☑ Yes

    - Instructor's ***virtual*** office hours, if any.
    - The technological requirements for the course.
    - Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/; 859-218-HELP).
    - Procedure for resolving technical complaints.
    - Preferred method for reaching instructor, e.g. email, phone, text message.
    - Maximum timeframe for responding to student communications.
    - Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resour The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodatior details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: dlsservice@email.uky.edu
  - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:
Matthew Zook

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

~~Revised 8/09~~

[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. La meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal Save Current Changes