University of Waterloo
Faculty of Arts, Stratford Campus
Global Business and Digital Arts 303
Innovation, Project & Change Management
Fall 2014[1]

Course Director: Philip J. Boyle
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Class Hours: T 10-11:50am [S2]; T 2-3:50pm [S1]
Tutorial Hours: F 11-11:50am [S2]; F 3-3:50pm [S1]
Office Hours: Fridays by appointment
Classroom: DMS 1004 [S1 seminar only] & DMS 3022 [all other meetings]

Calendar Description

This course focuses on a key challenge of the 21st century: how do individuals contribute to social innovations, new ways of doing and seeing, which provide breakthrough solutions to intractable problems? The course will review the literature both on social change and transformation and on private sector innovation. Students will be challenged to draw from these two disparate literatures to form working hypotheses for initiating, building, and disseminating social innovation.

Detailed Description

Governments and private enterprise alike champion 'big data' as the means towards creating a smarter, more efficient, and more prosperous future. However, the enthusiasm for big data has obscured understanding of the costs and consequences of the embrace of big data. This course will critically examine the concept of big data in order come to terms with the promise and perils of living in a period of information saturation. The following questions will be addressed throughout this course: What is big data? Where does it come from, who is using it, and how is it being used? How can big data be harnessed to provide innovative solutions to today's pressing social problems? How does the embrace of big data fit within broader trends towards the intensification of digital surveillance, and what are the social, legal, and ethical consequences of these trends? We will examine these questions through a close reading of a new book in the sociology of information and society, select readings from a book on the governance of privacy, and a group-based analysis of the privacy policies of a select cluster of prominent Internet services and social media platforms.

Required Resources

Kitchin, R. 2014. *The Data Revolution: Big Data, Open Data, Data Infrastructures & Their Consequences*. Sage Publications. [Available for download on Kindle.]

Bennett, C. & C. Raab. 2006. The Governance of Privacy: Policy Instruments in a Global Perspective. MIT Press. [On reserve at the University of Waterloo Library.]

Additional recommended resources may be posted on LEARN or distributed in class.

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[1] This outline is preliminary until confirmed.

Course Deliverables & Assessment

Students will be assessed according to performance in the following deliverables:

Assignment	Weight	Due Date
Weekly Notes (Individual)	15%	Ongoing
Short Essay Proposal (Individual)	15%	Oct. 7th
Short Essay (Individual)	30%	Nov. 28
Final Presentation (Group)	20%	End of Semester (tdb)
Final Report (Group)	20%	End of Semester (tbd)

Weekly Notes – 15%

You are required to submit a short set of notes pertaining to the assigned readings for weeks when readings are assigned. The notes may be typed or handwritten but they must be submitted at the **beginning** of each seminar. These notes are not summaries; you should think of them as notes to yourself in response to the following questions: What is the main argument of this reading? Why is this important? What questions do these arguments raise? Aim for a set of two or three points for each question. While these submissions will not be individually graded they will be recorded as a proxy for attendance. Your name must be recorded on each submission to received credit.

Short Essay Proposal – 15%

You are required to submit a short (1-2 pages) outline of the issue and argument you will address in your Short Essay assignment (see below). The Proposal should include three things: 1) your current event/case study, 2) an outline of the concern(s) highlighted by your current event/case study that you will expand upon in the essay, and 3) your research sources.

The purpose of this assignment is to create an opportunity for me to provide feedback on the direction of your Short Essay at an early point in the semester. As such, you are not expected to carry forward precisely the same line of thinking from the Proposal to the Short Essay. However, major deviations from your Proposal after submission should be discussed with me as early as possible.

Short Essay – 30%

You are required to write a short essay (8-10 pages) that examines the promise and perils of utilizing big data for addressing social problems. You are expected to anchor your essay in a current event/case study (no older than three years) that illuminates both the beneficial and problematic potential of big data. In other words, your essay must not simply advocate for the benefits of big data but closely and carefully consider the unacknowledged social consequences of the uses of big data that are exemplified in your selected current event/case study. Your essay must include reference to at least two news media resources, at least two of the assigned readings, and at least four academic resources from your own research. This assignment will be discussed in greater detail during seminar meetings.

(Suggested academic journals to consult: *Big Data & Society*; *Surveillance & Society*.)

Final Presentation (Group) – 20%

Groups of 5-7 students will present a 15 to 20-minute multi-media analysis of the privacy policy of a chosen Internet service. This assignment will be discussed in greater detail during tutorial meetings.

Final Report (Group) – 20%

Groups will submit a short (6-8 pages) report that provides a detailed analysis of the privacy policy of a chosen Internet service. This assignment will be discussed in greater detail during tutorial meetings.

Classroom Policies

Please read and observe the following classroom policies. The University's policies on Academic Integrity and Accommodation for Students with Disabilities appear after the Course Schedule & Reading List. You are expected to adhere to all classroom and University policies.

Attendance Policy

You are expected to attend all classes and tutorials. Absences, especially when group work in tutorials is scheduled, should be avoided unless absolutely necessary and due to reasons accepted by the University. Travel plans are not acceptable reasons for being absent.

Late Submission Policy

All assignments must be submitted on the due date. Late assignments will be penalized at 5% of the value of the assignment per day.

Electronic Device Policy

Laptop computers and/or tablets may be used in the classroom for learning purposes only. All other uses are prohibited. Mobile phones should be turned off and stored until the end of class. Do not wear headphones in class. Making audio/video recording of class lectures or tutorials without permission is prohibited. You may be asked to leave the classroom if any use of technology is disruptive.

Email Policy

Please keep email correspondence to a minimum. While I am committed to being accessible to you (and will endeavor to respond to all emails I receive within one business day), most questions can be answered by consulting the course outline, asking your colleagues, or waiting until our next meeting.

Course Schedule & Reading List
(Note: Exact order and distribution of readings may change with consultation.)

Seminar Date & Assigned Reading	Tutorial Activities
Sept 9 – Introduction to course	Sept 12 – No Tutorial
Sept 16 – What is 'Big Data'? Kitchin Ch. 1 & 2	Sept 16 – Introduction to Group Projects
Sept 23 – What is Privacy? Bennett & Raab Ch. 1	Sept 26 – Discussion & Group Projects
Sept 30 – Open Data vs. Big Data Kitchin Ch. 3 & 4	Oct 3 – Discussion & Group Projects
Oct 7 – Where does Big Data come from? How is it being used? Kitchin Ch. 5 & 6	Oct 10 – Discussion & Group Projects
Oct 14 – Protecting Privacy I: Legal and Regulatory Instruments Bennett & Raab Ch. 5 & 6	Oct 17 – Discussion & Group Projects
Oct 21 – Protecting Privacy II: Technological Instruments Bennett & Raab Ch. 7	Oct 24 – Update on Group Projects & Finalize Presentation Schedule
Oct 28 – The business and science of Big Data Kitchin Ch. 7 & 8	Oct 31 – Group Project Workshop
Nov 4 – The ethics and politics of Big Data Kitchin Ch. 10 & 11	Nov 7 – Group Project Presentations
Nov 11 – Big Data & Surveillance Lyon, *Surveillance, Snowden & Big Data*. [Available on Learn.]	Nov 14 – Group Project Presentations

Course Schedule & Reading List con't

Nov 18 – TBD [Guest speaker]	Nov 21 – Short Essay Workshop
Nov 25 – TBD [Guest speaker]	Nov 28 – Short Essays Due

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals.

Accommodation for Students with Disabilities

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.