



STONEHILL COLLEGE
LEO J. MEEHAN SCHOOL OF BUSINESS

Summer 2022 – DAN 607
Security, Privacy, and Ethics in Data Analytics (2 cr.)

Faculty Information:

Course Instructor: Dr. Claire McKay Bowen
Office Hours: By appointment on Zoom
Email: cbowen@urban.org

Course Meeting Time (EDT):

1. June 4th, Saturday, 9:00 am – noon
2. June 24th, Friday, 5:00 pm – 9:00 pm
3. July 15th, Friday, 5:00 pm – 9:00 pm

Business Administration Department Mission Statement:

Anchored in the tradition of the Congregation of Holy Cross, the Meehan School of Business offers a high-quality and impactful business education. Strong communication skills, business literacy, and a global and diverse perspective are emphasized to prepare students to make ethical, thoughtful, equitable, inclusive, and significant contributions to their organizations and communities as professionals. Building on the foundation and tradition of a liberal arts education, and using engaged mentorship, we provide a multidisciplinary curriculum delivered with an emphasis on the student.

Vision Statement:

The Meehan School of Business seeks to be a leader in business education emphasizing an experiential learning environment and ability to graduate professionals who can contribute and lead with purpose in a rapidly changing, diverse, and global business environment.

Values Statement:

We, in the Meehan School of Business:

1. Seek to foster a diverse and inclusive community that honors the dignity of all persons consistent with the mission of Stonehill College and in the spirit of the Congregation of Holy Cross.
2. Strive always to deliver a high-quality education that incorporates best practices and builds on the foundation and tradition of a liberal arts education.
3. Believe in the value of community by promoting a high degree of engaged mentorship.
4. Recognize that business has a responsibility to contribute to the good of society and incorporates global and ethical perspectives into student learning.
5. Value excellence in teaching by encourages quality intellectual contributions and professional activities that advance the teaching/pedagogy, theory, and practice of business.
6. Recognize value in the pursuit of knowledge creation through collaboration with other disciplines.

Competencies:

The following competencies guide the delivery of our business education program:

- c1. Solve real word problems using data analytics
- c2. Apply appropriate methods of data analysis
- c3. Interpret and communicate analysis results to stakeholders without bias
- c4. Conduct data analysis with high regard for security, privacy, and ethics

Course Description/Objectives:

At what point does the sacrifice to our personal information outweigh the public good?

If public policymakers had access to our personal and confidential data, they could make more evidence-based, data-informed decisions that could accelerate economic recovery and improve COVID-19 vaccine distribution. However, access to personal data comes at a steep privacy cost for contributors, especially underrepresented groups. Revealing too much location information places people at risk such as empowering stalkers to track people more easily, but too little personal, location information will severely hinder the effectiveness of contact tracing.

This course will cover the importance of balancing these competing needs and walks through the issues the U.S. government and private sector must navigate when collecting and disseminating data. Specifically, students will understand the legal, social, and ethical ramifications of data security and privacy as well as the concepts behind data guardianship, and custodianship, and data permissions.

At a high level, the main learning objectives/topic areas of this course are learning the:

- importance of data security, privacy, and ethics
- history and evolution of security, privacy, and ethics
- ways experts develop privacy preserving methods
- these methods limitations
- privacy laws governing and protecting people's information
- issues that society must consider advancing and improving security, privacy, and ethics

Topic coverage may change at the discretion of the instructor.

Responsibilities:

- keeping up with the **readings** as indicated in the course schedule;
- attending all **weekend residencies**;
- participating in **online discussions** and **reader's responses**;
- writing **case study responses**;
- additional deliverables as indicated by instructor.

Prerequisites:

- None

Student Resources:

Required Resources

Textbooks

- *Protecting Your Privacy in a Data-Driven World*
Author: Bowen, Claire
Publisher: Routledge
ISBN: 978-0367640743

Student Resources (cont'd):

Required Resources (cont'd):

Software:

- Microsoft Office

Please **do not** use Google Docs, Apple Pages, or any other office suite. If you do not have the latest Microsoft Office installed, please see the instructions located at: <https://stonehill.teamdynamix.com/TDClient/1841/Portal/KB/ArticleDet?ID=73312>. If you have any problems downloading or installing Microsoft Office, please email the IT Service Desk at service-desk@stonehill.edu or call 508.565.1111.

Online Resources:

- eLearn

eLearn will allow you to post completed assignments as well as view homework, quiz, and exam grades. eLearn can be found at: <http://elearn.stonehill.edu>. Login with your Stonehill College username and password. You can also access eLearn from your myHill account.

******* Late Assignment *******

- **All assignments are due by the date and time listed on the course schedule in eLearn.** All work is submitted online via an eLearn dropbox unless stated otherwise in the schedule or in class.
- You are responsible for submitting all assignments on time even if you are absent from class.
- **No late work will be accepted.**
- Assignments should never be emailed to me. If you are having trouble submitting an assignment to eLearn, please contact me via email before the assignment is due so that I can assist you.

Grade Determination:

| <i>Category</i> | <i>Weight</i> |
|---|----------------------|
| Community Contribution (reader's responses, forum posts, etc.) | 25% |
| Weekly Writing Prompts | 50% |
| Class Presentation | 25% |
| Total: | 100% |

Credit will be determined by assigning a numerical value to each category, corresponding to 100%. Final grades will be calculated by multiplying the relative weights by the achievement earned for each category. A letter grade will be assigned, using the following table:

| Achievement | Letter Grade | Definition | Quality Points per Credit Hour |
|-------------|--------------|--|-------------------------------------|
| 95-100 | A | Excellent, work that is of the highest standard, showing distinction and meets acceptable standard for graduation | 4.00 |
| 90-94 | A- | | 3.70 |
| 87-89 | B+ | Good, work that is of high quality and meets acceptable standard for graduation | 3.30 |
| 83-86 | B | | 3.00 |
| 80-82 | B- | Satisfactory, work that fulfills requirements in quality and quantity and meets acceptable standard for graduation | 2.70 |
| 77-79 | C+ | Unsatisfactory, for <i>required</i> or <i>core</i> coursework and does not meet acceptable standard for graduation Acceptable, only for one <i>elective</i> course and meets acceptable standard for graduation | 2.30 |
| 73-76 | C | Unsatisfactory, work that does not fulfill requirements or meet acceptable standard for graduation, and considered failing grade for required graduate coursework | 2.00 |
| 70-72 | C- | | 1.67 |
| 67-69 | D+ | | 1.33 |
| 60-66 | D | | 1.00 |
| <60 | F | | Failure, work undeserving of credit |

Course Guidelines:

Assigned Readings & Community Contribution

- This course is somewhat reading intensive. You should not put off reading until the last minute. Class preparedness is essential to good class discussion. It is disappointing to everyone (and it makes the class boring) if you are not prepared. Readings will be from the required texts. Additional materials, such as videos or short articles, will be posted on the course website.
- You will be asked to contribute to an online discussion forum in eLearn regarding several topics from your reading. You should not contribute the bare minimum, but instead be an active and engaged member of the discussion.
- You will be expected to participate in the course discussions during the three course meetings. The instructor will provide the detailed schedule a week in advance, so students will have time to prepare.

Weekly Writing Prompts

- You will be required to respond to weekly (unless indicated otherwise) data privacy or ethics writing prompts. Details are listed on the course website provided.

Class Presentation

- You will be required to prepare a 10- to 15-minute presentation on a data security, privacy, and/or ethics topic. Details will be provided and discussed during the June 24th course meeting.

Honor Code & Academic Integrity:

In the context of community of scholarship and faith and anchored in the belief in the inherent dignity of each person, the students, faculty, staff and administration of Stonehill College maintain an uncompromising commitment to academic integrity. We promote a climate of intellectual and ethical integrity and vigorously uphold the fundamental values of honesty, trust, fairness, and responsibility while fostering an atmosphere of mutual respect within and beyond the classroom. Any violation of these basic values threatens the integrity of the educational process, the development of ideas, and the unrestricted exchange of knowledge. Therefore, we will not participate in or tolerate academic dishonesty.

Violations of the academic integrity policy include but are not limited to the following actions:

- Presenting another's work as if it were one's own;
- Failing to acknowledge or document a source even if the action is unintended (i.e., plagiarism);
- Giving or receiving, or attempting to give or receive, unauthorized assistance or information in an assignment or examination;
- Using cheating websites disguised as "homework or study help" sites. Downloading from or uploading to these sites is a violation of this policy;
- Fabricating data;
- Submitting the same assignment in two or more courses without prior permission of the respective instructors;
- Having another person write a paper or sit for an examination;
- Unauthorized use of electronic devices to complete work;
- Furnishing false information, including fabricating excuses for incomplete work or lying about violating this policy; or
- Not reporting someone who you know has violated this policy.

I take academic honor and honesty very seriously. If you are unsure as to whether your actions in this course are in accordance with the Stonehill College Honor Code, please ask me before carrying out these actions. Violation of these policies may result in sanctions up to and including failure of the course or expulsion.

For further information on this policy, the procedure for adjudicating incidents, and your rights as a student, see: http://catalog.stonehill.edu/content.php?catoid=9&navoid=405&returnto=search#stonehill_college_academic_honor_code_policy_procedures

Accommodations:

Stonehill College is committed to providing a welcoming, supportive and inclusive environment for students with disabilities. The Office of Accessibility Resources (OAR) provides a point of coordination, resources and support for students with disabilities and the campus community. If you anticipate or experience physical or academic barriers based on disability, please let me know so that we can discuss options. You are also welcome to contact OAR to begin this conversation or to establish reasonable accommodations for this or other courses. OAR is located within the Academic Services & Advising Suite in Duffy 104. For additional information please call 508.565.1306 or email accessibility-resources@stonehill.edu. *If you plan on using accommodations in this class, please see me at the beginning of the semester. It is your responsibility to communicate with me so that we can plan the use of your accommodations.*

Cell Phone Policy:

Please be courteous to your faculty and fellow students and avoid using your cell phone during class.

Netiquette:

This course is taught in a hybrid manner. A hybrid course is one in which some course instruction and activities take place in the face-to-face classroom (instructor and students together in one location) and some take place online. When you are participating in the online portion of this course, I expect that you follow the rules of Netiquette. You can [view these rules here](#).

Course Schedule

| Date | Activity | Reading/Assignments |
|---|---|--|
| June 4th, Saturday 9:00am – noon | 9:00am - 9:15am: Overview and expectations for the course. 9:15am - 10:45am: Coded Bias (Netflix link) 10:45am - 11:00am: BREAK 11:00am - noon: Discussion on Coded Bias (film link) | None |
| June 5th - June 10th | No class | <p>Deadline: June 10th, Friday, at 11:59 pm EDT</p> <p>Read:</p> <ul style="list-style-type: none"> • Chapter 1: Why Is Data Privacy Important? • Chapter 2: How Did Data Privacy Change Over Time? <p>Write (400 to 800 words): Find and summarize a real-world example of data being used unethically and/or had violated people's privacy. The example must not be one from "Coded Bias" and/or in Chapters 1 and 2 in the class book. The example must also be recent (i.e., after 2010).</p> |
| June 11th - June 17th | No class | <p>Deadline: June 17th, Friday, at 11:59 pm EDT</p> <p>Read: Chapter 3: How Do Data Privacy Methods Expand Access to Data?</p> <p>Watch: Protecting Privacy with MATH (Collab with the Census)</p> <p>Write (600 to 1200 words): We learned that one way to define data equity in the context of privacy is to think about equal privacy loss or equal access for different subgroups. With this in mind, answer the following questions:</p> <ul style="list-style-type: none"> • Do you agree these are helpful ways to define equity in the context of privacy? • Are there additional ways you would define equity in the context of privacy? • Are there additional equity considerations? |
| Week 4 June 24th, Friday 5:00pm - 9:00pm | Presentation and discussion on the 2020 Census and its impacts on local communities. Also, overview and expectations for class presentations on July 15th. Details forthcoming. | <p>Deadline: June 23rd, Thursday, at 11:59 pm EDT (NOTE THIS IS DUE ON A THURSDAY!)</p> <p>Read: Chapter 4: How Do Data Privacy Methods Avoid Invalidating Results?</p> <p>Write (400 to 800 words): Identify at least three ways your childhood community or community near Stonehill College uses census data (or other federal data such as transportation). For each use case, describe how either limiting or expanding access to that data would impact to your community.</p> <p>Hint: One example is creating school districts and how boundaries could be created unequally.</p> |
| June 25th - July 1st | No class | <p>Deadline: July 1st, Friday, at 11:59 pm EDT</p> <p>Read: Chapter 5: What Makes Datasets Difficult for Data Privacy?</p> <p>Optional Additional Read: Do No Harm Guide: Applying Equity Awareness in Data Visualization</p> <p>Write (600 to 1200 words): Find a news analysis story*</p> |

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| | | <p>published within the last year (2021-2022) and answer the following questions:</p> <ul style="list-style-type: none"> • What does the article claim? • Does the content of the article apply to you, your family, and/or your community? • What makes you believe the conclusions? • Who wrote the article? • Where did the article get their facts? • What "red flags" (if any) do you notice? • Would the story change if there was more or less access to data? What would be that story? <p>*"An article written to inform readers about recent events. The author reports and attempts to deepen understanding of recent events—for example, by providing background information and other kinds of additional context."-CSUSM Library</p> |
| July 2nd - July 8th | No class | <p>Deadline: July 8th, Friday, at 11:59 pm EDT Read: Chapter 6: What Data Privacy Laws Exist? Watch: Data Brokers: Last Week Tonight with John Oliver (HBO) Collect data: For one day, record how often <i>your data</i> are collected by private companies from when you wake up to when you go to bed. For example, opening a social media app or browsing the web. Write (600 to 1200 words): Based on your data log, answer the following questions:</p> <ul style="list-style-type: none"> • Is any of the information collected by private companies protected by a state or federal law? • What could a private company do with that information for the public good? • What could a private company do with that information that may harm or violate your personal privacy? • What are the data equity and ethical impacts of collecting this information? |
| July 15th, Friday 5:00pm - 9:00pm | Wrapping up the course with a general discussion and short presentations. Details forthcoming. | <p>Deadline: July 15th, Friday, presentation time TBD Read: Chapter 7: What Is the Future of Data Privacy? Prepare: 10- to 15-minute presentation. Details forthcoming.</p> |