

# Data Science 420



## Foundations of Geospatial Thinking Spring 2025

Time: T/Th 10:00–11:20

Place: Online (link in [Canvas](#))

Instructor: Amber Camp

Office: Data Science Center, Tredtin Hall

Office Hours: T/W 12:30–3:30, F 12:30–2:30 & [by appointment](#)

Email: [amber.camp@chaminade.edu](mailto:amber.camp@chaminade.edu)

**Required Materials:** *How to Lie With Maps*, 3<sup>rd</sup> edition by Mark Monmonier. Available for purchase from various retailers in both digital and print format.

Citation: Monmonier, M. (2018). *How to lie with maps* (3rd ed.). University of Chicago Press.

**Course Description:** This course introduces geographic perspectives that are foundational to Geographic Information Systems, including: human-environment interactions, spatial thinking, and systems thinking. Students will learn about the power of maps as communicative tools, and the ethical issues in the field of cartography. Key theoretical topics will include the spatial side of: systems, processes, distributions, clusters, movement, and networks with special attention to how cultural, biological, and earth systems interact. Students will interact with existing geographic data portals to explore topics in a region of interest to them. No previous experience in geography or data science is needed. This course will prepare students for any GIS course with the ability to think and communicate from geographic perspectives.

Prerequisites: EN 102 and COM 101.

### Grading:

Item	Percentage
In-class Participation	10%
Reading Reviews	10%
Discussion Posts	30%
Map Mini-Projects	30%
Final Project	20%

90–100%	A
80–89%	B
70–79%	C
60–69%	D
< 60%	F

### Important Dates:

#### Map mini-projects due:

1/12 – Apocalypse Map	3/9 – 3D Map
1/26 – CUH Map 1	3/30 – Counter-Map
2/16 – CUH Map 2	

#### Final Project due:

4/4 – Project Proposal  
5/1 – Final Project

## Learning Outcomes

**Program Learning Outcomes (PLOs)** – Upon completion of B.S. program in Data Science, Analytics & Visualization, the student will be able to:

1. Apply collection, storage, or cleaning of datasets;
2. Apply technologies to collect or manage data, analyze data, or program an application;
3. Analyze data using mathematics, statistics, prediction models, visualizations, or other forms of analytics to support decision-making;
4. Apply effective data communication approaches for stakeholders and the public;
5. Integrate an awareness of ethical issues and collective standards to positively influence the application of data science to service, justice and peace in working towards solutions for societal problems.

**Course Learning Outcomes (CLOs)** – Upon completion of DS 420, the student will be able to:

1. Identify key geographic concepts such as human-environment interactions, spatial thinking, and systems thinking as they relate to GIS and cartography;
2. Evaluate ethical considerations in cartography and geospatial technologies, particularly in relation to data representation and communication;
3. Apply spatial thinking to interpret and communicate geographic data through maps and visualizations, fostering a deeper understanding of place and spatial relationships;
4. Collect, process, visualize, and analyze spatial data.

**Marianist Values** – This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

While all five Marianist educational characteristics are present in this course, we will focus in particular to education **“for service, justice, and peace.”** This course addresses that value by exploring how foundational geospatial concepts inform the ways GIS tools and maps are both created and consumed. We will also discuss topics around justice and representation in this field. These are important concepts for students to grasp as they leave the program and aim to serve broader communities.

**Native Hawaiian Values** – Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Ōlelo No‘eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na‘auao) Lawe i ka ma‘alea a kū‘ono‘ono (‘Ōlelo No‘eau 1957) Acquire skill and make it deep.

3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Ōlelo No‘eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (‘Āina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) All knowledge is not taught in the same school

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
<b>Marianist Values</b>	X	X	X	X
<b>PLOs</b>	X	X	X	X
<b>Native Hawaiian Values</b>	X	X	X	X
<b>Gen Ed Learning Outcomes (if applicable)</b>		X	X	X

### Class Policies

**Communication** – Communication with the instructor will primarily take place over email. I will respond to your emails as soon as possible, within 36 hours. All students are also welcome to attend [office hours](#) or just stop by anytime my office door is open. Quick reading: [Why College Professors Want You to Talk to Them](#)

**Absences** – Each student, regardless of the reason for absence, is responsible for completing all assigned work by the scheduled deadline, or in advance in cases of planned absences.

**Time Allocation** - This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 15 weeks of this course, students will spend 40 hours in class (lecture, discussion, and classwork activities), 45 hours reading and completing assignments, 15 hours writing reflections (1 per week), and 35 hours researching and developing final projects. This is an average of 9 hours per week, including class time.

**Participation** - Group discussion and collaboration are essential to the sciences, and therefore participation is essential in this course. Active participation (asking/answering questions, offering perspectives/examples, etc.) is *required* to earn participation credit.

**Assignments and Late Work** - All assignments must be submitted by the due date listed on the syllabus or as instructed in class. **Late assignments will not be accepted without prior arrangement.** Readings are also due on the date listed on the syllabus. Reading reviews take place on the date that the reading is listed on the syllabus.

**Virtual Classroom Etiquette** - Electronic devices should be used responsibly during class meetings. Devices should not distract the classroom environment, and students proving distracted, or distracting to others, will not earn participation credit for that session.

**Assignment Drafts** – Students may submit rough drafts of their assignments no later than one week in advance of the final due date for that assignment. Students who choose to do this will receive extensive comments and suggestions for improvements no later than 3 days before the assignment due date. **This is optional** but will benefit your work and your grade.

**Extra Credit** – Extra credit opportunities will be offered throughout the semester and will often require work outside of the classroom. The number of extra credit opportunities cannot be anticipated or guaranteed, so, while it is a good opportunity to boost your grade, the best way to do well in this class will be to participate regularly and submit quality work on time.

**Grades of “Incomplete”** – Students and instructors may negotiate an incomplete grade when there are specific justifying circumstances. An Incomplete Contract (available from the Divisional Secretary and the Portal) must be completed. When submitting a grade the “I” will be accompanied by the alternative grade that will automatically be assigned after 30 days. These include IB, IC, ID, and IF. If only an “I” is submitted the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 30 days after the end of the semester or term. This limit may not be extended.

**Final Grades** – Final grades will be computed following the grading structure printed above (see page 1). Grades will be regularly updated on Canvas, at least every two weeks. Final grades will be submitted to [Self-Service](#) at the end of the term.

Grades are interpreted as follows:

A 90–100%	Outstanding scholarship and an unusual degree of intellectual initiative
B 80–89%	Superior work done in a consistent and intellectual manner
C 70–79%	Average grade indicating a competent grasp of subject matter
D 60–69%	Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work.
F < 60%	Failed to grasp the minimum subject matter; no credit given

**Changes to the Syllabus** – While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor over email and/or on Canvas, as well as announced in class.

## Important Information

**Academic Honesty** – Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment

for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

**Title IX and Nondiscrimination Statement** - Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

**Nondiscrimination Policy & Notice of Nondiscrimination** - Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

**CUH Alert Emergency Notification** - To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

**Assessment for Student Work** - With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

**Student with Disabilities Statement** - Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

**Kōkua ‘Ike: Tutoring & Learning Services** – Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ‘Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## School and Department Information

### School of Natural Sciences and Mathematics

Office Location: Wesselkamper, Room 116

Phone: (808) 440-4204

If you have questions regarding Data Science, Analytics, and Visualization, reach out to your Instructor or the School of Natural Sciences and Mathematics.

## Course Schedule

(Subject to change as needed)

Week	Tuesday	Thursday
One 1/6-1/10	Syllabus	Self Intro Post & Apocalypse Map
Two 1/13-1/17	Ch 1. Introduction & Ch 2. Elements of the Map	Discussion Post
Three 1/20-1/24	Ch 3. Map Generalization	CUH Mental Map & Discussion Post
Four 1/27-1/31	Ch 4. Blunders That Mislead	Discussion Post
Five 2/3-2/7	Ch 6. Maps That Advertise	Discussion Post
Six 2/10-2/14	Ch 7. Development Maps	CUH Mental Map #2 & Discussion Post
Seven 2/17-2/21	Ch 8. Maps for Political Propaganda	Discussion Post
Eight 2/24-2/28	Ch 9. Maps, Defense, and Disinformation	Discussion Post
Nine 3/3-3/7	Ch 10. Large-Scale Mapping	3D Map & Discussion Post
Ten 3/10-3/14	Ch 11. Data Maps & Ch 12. Image Maps	Discussion Post
Eleven 3/17-3/21	<b>SPRING BREAK</b>	
Twelve 3/24-3/28	Ch 13. Prohibitive Cartog. & Countermapping	Counter-Map & Discussion Post
Thirteen 3/31-4/4	Citizen Science, iNaturalist, OpenStreetMap	Project Proposal & Discussion Post
Fourteen 4/7-4/11	Culture and Geography	Discussion Post
Fifteen 4/14-4/18	Human-Environment Interaction	Discussion Post & Project Peer Review
Sixteen 4/21-4/25	Presentations	Presentations
Finals 4/28-5/2	<b>Final Project due Thursday, May 1 at 5:30 pm</b>	